

## Course report Faculty of Technology and Society

This course report is based on student feedback and submitted course evaluations, exam results and the teacher's idea for further development. The course report is published on the course website and Canvas-site.

<b>Course name</b>	Innovation & Entrepreneurship in a Digital Society
<b>Course code</b>	DA620E
<b>Semester</b>	HT23
<b>Number of registered students</b>	15
<b>Course coordinator</b>	Patrik Berander

<input type="checkbox"/>	Course report is published on Canvas-site
<input type="checkbox"/>	Course report is published on course webpage

### Compulsory course evaluation

Number of responses to the compulsory course evaluation	13
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The compulsory course evaluation has been conducted through:

<input type="checkbox"/>	Standard template via Reflex
<input type="checkbox"/>	Extended standard template with <i>own questions</i> via Reflex
<input checked="" type="checkbox"/>	Own evaluation method by the course coordinator
If own evaluation method was conducted, describe how: Weekly survey with standardized questions for each week/module. One in-class survey in the end of the course followed by discussions.	

### Additional evaluations that were conducted during the course

<input checked="" type="checkbox"/>	Separate survey
<input checked="" type="checkbox"/>	Oral evaluation in class
<input type="checkbox"/>	Oral evaluation in smaller groups
<input type="checkbox"/>	Other evaluation method
If other evaluation method was conducted, describe how:	

### Comments on the course evaluations

13 out of 13 active students answered the summative assessment in the end of the course while between 10 and 14 students answered the formative assessments during the course. For each week, the students got to grade the previous week on a scale 1-10, as well as giving positive and constructive feedback. The average grade in these formative assessments was 7,3 (ranging from 6,6 to 8), compared to 8,7 (8 to 9,3) last year. In the summative assessment, the students rated the course at 6,7 compared to 9 previous year. Also other markers, such as how much they have learned during the course is lower this year than last year.

However, when analysing the open-ended answers in the surveys, as well as during the oral evaluation with the students, another picture emerged. Here, the students are considered as quite positive about the course and different parts, without any major problems and improvement opportunities mentioned. All teachers in the course agrees with this picture.

### Examination results

X	Examination results are as expected
	Examination results are not as expected

### Recommendations and priorities for the course development

Based on the feedback given by the student, as well as teacher experiences, no major changes are to be done for the next iteration of the course. However, some thoughts for improvements are listed below:

- Decrease the number of assignments for some weeks and replace with some larger ones. Especially weeks 1, 2, 4 and 6 are to be given extra attention when thinking about this.
- Some weeks need some more content, higher level and some more energy. Especially weeks 7 & 8.
- Some course parts may be removed/replaced/redesigned based on the input from the students. The business contest during week 4 was questioned.
- Could try to have more variations in assessment, in the current form, almost each week ended in a presentation. Maybe some written parts as well. This may be a good idea as next year will start with a course in communication.
- This year was more challenging than previous years when it came to team composition. Need to work out a strategy for the next iteration.

Next year will be somewhat different as the course will not be the first of the TAICS program, but it will be preceded by a 7,5 HP course within communication. This will probably make a difference as the first three weeks of this course will be less chaotic with students coming in and out and some students joining online. The students will also be better prepared for academic writing, presentations, etc. This will be considered when thinking about any redesign of weeks, assignments, etc.