

Kursrapport

Course report

| | |
|--------------------------------------|--|
| Course name | Designing and Evaluating Innovation |
| Course code | DA622E |
| Semester | VT22 |
| Number of students registered | 16 |
| Course responsible | Dipak Surie |

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

Course evaluation

| | |
|---|---|
| Number of answers on obligatory course evaluation | 0 |
|---|---|

Obligatory course evaluation has been done through:

| | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Simplest standard template via SSR (Sunet Survey and Report) |
| <input type="checkbox"/> | Standard template with added questions via SSR |
| <input type="checkbox"/> | Own way of evaluation by course responsible |

If own way, describe how:

Any further evaluations during the course:

| | |
|---|------------------------|
| <input type="checkbox"/> | Separate survey |
| <input checked="" type="checkbox"/> | Oral in class |
| <input type="checkbox"/> | Oral in smaller groups |
| <input checked="" type="checkbox"/> | Other way |
| If other way, describe how: During the TAICS'21 "programråd" session, spring 2022. | |

Comments to student course evaluations

This report is based on the course responsible's (Dipak Surie) oral discussions with students and the "programråd" session during the spring semester 2022 (student representatives provided their feedback based on discussion with fellow classmates). The obligatory course evaluation using the Sunet Survey and Report was not answered by the students which is disappointing as a course responsible but it also motivates the course responsible to conduct his/her own evaluation for next year.

Overall, the students on this course were satisfied with the course quality. The primary learnings from this course were on taking a lean startup approach to innovation and operationalizing the innovation process by following the “Double Diamond” design process.

Lectures and workshops were appreciated. There is always room for improvement and for next year the proposal would be to make the classes and workshops more interactive including discussion questions.

The guest lecture from a professor on his work in South Africa was perceived to be less relevant within the course context. We intend to look into it and ensure that all lectures are relevant and goes along with the flow in this course.

Some of the seminar articles were perceived to be boring even though it had scientific merit. The proposal for next year would be to pick journal articles from top journals that are not only valuable but also interesting and fun to read, discuss and reflect. Scientific articles at times can be difficult to comprehend and we as teachers want to promote students take the initiative and read current articles in top journals.

The “Friday” inspiring talk videos were perceived as interesting but was boring to watch/listen to during the class. The suggestion was to host the videos before via Canvas and include just the discussion session which was evaluated to be interesting.

The project part was interesting in terms of the topics chosen and the overall results obtained. The primary question is “how much of the initial hypothesis was validated by the groups through experiments”. If there is one thing as a teacher that should be stressed, then it has to be to motivate the student groups to do more experiments to either confirm or pivot the innovative idea through experiments and/or evaluation studies.

The initial workshops had little connection to the case chosen making it hard for some students to re-use it for assignment 1 and 2. The proposal for next year would be to drive the workshops based on the individual group project / case study theme(s).

Examination result

| | |
|--|---|
| X | Examination result is like expected |
| | Examination result is not like expected |
| <p>The exam results to a large extent were dependent on the student and the efforts put in during this course. Overall, the exam results were fair and equivalent to student performance. This course (or the program as a whole) has students along a wide spectrum to complement their previous diversity in education and background. This has made it hard for a few students to have a head start but many of the students adapted, learned with time and performed well. Some of the students at the higher end of the spectrum found it good to approach the examinations (reflective reports, project work, seminars, etc.) and excelled from the beginning.</p> | |

Recommendations and priorities for course evaluation

- Improve the quality of the scientific articles so that they are both interesting and relevant.
- Have a standard pace throughout the course.
- Project / case study: 2 iterations with realistic experiments / studies.
- Watch “Friday” TED talk / inspiring talk videos at home and begin with the group discussions directly.
- Connect the workshops with the project / case study so that it is easier for the students to complete their 2 assignments (basically creating a context for assignment 1 and assignment 2).
- Guest lectures should focus on the course topic(s) and more relevant.
- Do an obligatory course evaluation (instead of the standard SSR) including interesting questions by the course responsible.

Instructions and instructions

This part of the course report is only intended as support for the course coordinator to create the course report and the pages are removed before publication.

Course name is the complete course name that the course has in the syllabus. For example Computer Science: Research Methodology or Introduction to Programming and Embedded Systems

Course code is the code with which the course is identified, for example DA350A or MT158A.

The semester is the semester / course opportunity that the course report refers to, for example Spring 20 or Autumn 19.

Number of registered is the number of registered students on the course three weeks after the start of the course (ie number of registered after early interruptions).

Course coordinator is the name of the teacher who is the course coordinator and who is responsible for writing the course report. Other teachers may, however, have been involved in the course implementation and compilation of the course report. Other teachers' names are not given.

The fields above are filled in by the study administration if course evaluation is done via SSR under the auspices of the study administration.

It must be registered in the course report if it is published on the course website and the Canvas page of the current course opportunity. This is filled in by the person responsible for the publication.

Course evaluation

The number of responses to compulsory course evaluation is the number who submitted a course evaluation or otherwise actively participated if an alternative method was used in-house (to be filled in by the study administration if course evaluation is done via SSR under the auspices of the study administration).

Mandatory price valuation has taken place by reporting which approach has been used for the price valuation. Methods are indicated by checking the current option. There are three options of which only one should be ticked:

- Only standard template via SSR (Sunet Survey and Report): This is what the study administration organizes unless otherwise stated to the study administration for the course. Check this option if you used the standard template via the study administration without making any adjustments.
- Standard template extended with own questions via SSR: Check this option if you have extended the standard template that the study administration organizes with its own course-specific questions. Added questions do not need to be reported here. They are archived with the course evaluation itself.
- Under your own auspices by the course coordinator: Check this alternative if the course evaluation has not been carried out with one of the two

alternatives above. The course evaluation has then been organized by the course coordinator outside the study administration. The course coordinator is then also responsible for compiling the course evaluation. If the course coordinator has organized a course evaluation in-house, the approach must be described briefly. Specific questions do not need to be reported here, but are reported via the summary the course coordinator then makes of the course evaluation. For example, course evaluation has been conducted anonymously on paper in connection with presentations at the end of the course or course evaluation has been conducted anonymously with Mentimeter in connection with lecture week 22.

If additional valuations have been made, these are described as follows. It is not necessary to carry out additional valuations. If this has not happened, the fields below are left blank.

Comments on course evaluations mean that the course coordinator must comment on the results of the course evaluations. The comments are aimed at current and future students on the course. It is therefore not necessary to explain in the comments what different course elements mean or the like. The reader can be expected to have knowledge of the course's structure and structure. Relevant things to address here are, for example, commenting on whether there is any result in the price evaluation that was not expected or whether there is any common criticism or results that may need to be explained or put in context.

Examination results

Examination results refer to results from all forms of examination that have taken place on the course (examination, laboratory work, assignments, etc.). Indicate whether the examination result overall was as expected or not. If there are separate examination parts that differed greatly in how they turned out in relation to the expected result (for example, the expected number of passers on a written exam but a very low number of passers on an assignment), then both alternatives can be checked.

If the alternative is that the examination result deviates from what was expected, this deviation is commented on and what any reasons for the deviation may consist of. Comment can be given even if the examination result looks as expected, but there is some aspect that needs to be highlighted.

Recommendations and priorities for course development

Briefly state which recommendations and priorities should be made for the upcoming course opportunity based on the results of course evaluations and in relation to examination results.