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.

Course name	Innovation and Strategic Thinking
Course code	ME654E
Semester	VT26 (LP1)
Number of registered students	21
Course coordinator	Sven Packmohr

	Course report is published on Canvas-site
	Course report is published on course webpage

Compulsory course evaluation

Number of responses to the compulsory course evaluation	4

The compulsory course evaluation has been conducted through:

X	Standard template via Reflex (without open questions)
	Extended standard template with *own questions* via Reflex
	Own evaluation method by the course coordinator
If own evaluation method was conducted, describe how:	

Additional evaluations that were conducted during the course

	Separate survey
X	Oral evaluation in class
	Oral evaluation in smaller groups
	Other evaluation method
If other evaluation method was conducted, describe how: Round of feedback during the introduction of the following course (Managing Uncertainty) to allow for some time for reflection.	

Comments on the course evaluations

The course evaluation was answered by 4 of 21 students (19%) and thus are not representative of the whole group.

Students rated their achievement of the learning outcomes positively overall (5-point scale). The highest-rated outcomes, each with a mean of 4.5, were explaining innovation and strategy concepts, identifying opportunities for innovation, and developing a strategic innovation plan including a business model. The lowest-rated outcomes were assessing strategic and innovative media technologies and changing market structures (mean 3.2, SD 1.5), and applying models and methods to simulate and predict change processes (mean 3.5, SD 1.3). For both, the high standard deviations show that respondents' views differed.
On the general course questions (10-point scale), the highest-rated item was the opportunity to take responsibility for one's own learning (mean 8.0). Students also rated the learning activities as good support for reaching the outcomes (mean 7.8) and the assessment as fair (mean 7.5). The lowest-rated item was whether the course met expectations (mean 6.2, SD 3.3). Answers to this item ranged from 3 to 10.
Overall, students felt they achieved the conceptual, opportunity-identification and planning outcomes well, but found the analytical and model-based outcomes harder. These outcomes and the mixed views on expectations will be considered when planning the next course iteration.

Additionally, an oral evaluation round was conduted on the 30th of March 2026. In their comments on the overall course experience, students described the course as tough but rewarding. They said they gained insight into many theories and their practical applications, especially in how academia connects to the market, which came from working with seven start-ups from MaU Holding. Some student-start-up collaborations continued their work after the course. However, students also said it was hard to find the right information on Canvas. Also, students perceived the workload as high and interfering with other activities such as side jobs. Overlapping submissions posed problems for individual study plans. Some groups experienced challenges in their teamwork.

Examination results

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

Unethical AI usage was suspected in some submissions. As a result students were asked to join an oral defense or to retrace and rework their submissions.

Recommendations and priorities for the course development

- Discussions with MaU Holding are currently underway to continue the collaboration in VT27. In the next set-up, students and start-up owners will meet weekly.
- Expectations will be communicated more clearly at the start of the course: the course is full time (10 weeks at 40 hours per week), it requires self-management, and participation in group work is mandatory.

- Five of the start-ups were media-related and two were not, but all of them required students to work with market structures. Depending on which start-ups are available for VT27, more focus will be placed on media-related start-ups.
- To ensure ethical use of AI, more individual oral examinations will be introduced.
- To strengthen students' ability to plan their own studies, more ungraded drafts and status reports will be required.

Instructions

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

Course name refers to the complete course name as listed in the syllabus, e.g. *Computer Science: Research Methodology or Introduction to Programming and Embedded Systems.*

Course code refers to the identification code of the course, e.g. *DA350A or MT158A.*

Semester refers to the semester that is referenced in the course report, *e.g. Spring 20 or Autumn 19.*

Number of registered students refers to the number of registered students three weeks after the start of the course (meaning the number of registered students after early withdrawals).

Course coordinator refers to the name of the teacher who is the course coordinator and who is responsible for writing the course report. The names of other teachers who may have been involved in the implementation of the course and compilation of the course report are not stated in the report.

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

Course evaluation

Number of responses to compulsory course evaluation refers to the number of students who submitted a course evaluation or who actively participated if an alternative evaluation method was used (this section is to be filled in by the study

administration if the course evaluation is carried out by the study administration via SSR).

***Compulsory course evaluation has been conducted* through** refers to the approach that has been used for the course evaluation. The chosen approach is indicated by checking one of the three listed options — only one option should be checked:

• ***Standard template via SSR (Sunet Survey and Report):*** This is the template that is set up by the study administration unless the study administration for the course has been instructed otherwise. Check this option if you used the standard template via the study administration without making any adjustments.

• ***Extended standard template with own questions via SSR*:** Check this option if you have extended the study administration's standard template with your own course-specific questions. The added questions do not need to be reported here. They are archived as part of the course evaluation.

• ***Own evaluation method by the course coordinator:*** Check this alternative if the course evaluation has not been carried out using one of the two alternatives above. The course evaluation has been set up by the course coordinator without the study administration. In this case, the course coordinator is also responsible for summarising and compiling the course evaluation. If the course coordinator has chosen their own method to conduct the course evaluation, the method must be described briefly. The specific questions do not need to be reported here but must be reported in the course evaluation summary which is done by the course coordinator. E.g. *The course evaluation has been conducted anonymously on paper in connection with presentations at the end of the course* or *The course evaluation has been conducted anonymously with Mentimeter in connection with the lecture in week 22.*

If any additional evaluations have been conducted, they are reported as described below. It is not necessary to carry out additional evaluations. If no additional evaluations have been conducted, this section is left blank.

Additional evaluations that were conducted during the course refers to any other organised evaluations aside from the compulsory course evaluation that might be included in the course report. "Organised" in this case means that the evaluation has been announced to the students in advance, so that they know that an evaluation is taking place and that they will have the opportunity to express their opinion at this occasion. This section does not refer to any spontaneous discussions with students or viewpoints given that may have taken place and that are included in the course report, instead this section only refers to any additional, formally organized evaluations, where students were given the opportunity to evaluate the course. There are four options — it is possible to check more than one option:

• ***Separate survey*** refers to whether one or more formally organised surveys have been conducted that involve some form of course evaluation. Surveys can be conducted digitally, via e.g. Canvas or Mentimeter, or by handing out paper surveys.

• ***Oral evaluation in class*** refers to whether there have been one or more formally organised opportunities for students to give oral feedback and/or to discuss their opinion on the course in the whole class.

• ***Oral evaluation in small groups*** refers to whether there have been one or more formally organised opportunities for students to give oral feedback and/or to discuss their opinion on the course in smaller groups than the whole class where each student has more space to express their opinions.

• ***Other evaluation method*** refers to any other formally organised evaluations that may have been carried out in another way than the three alternatives listed above. If so, the method needs to be described briefly.

Comments on the course evaluations means 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. The reader can be expected to have knowledge of the course's structure and organisation. It is therefore not necessary to explain the different course activities (or similar) in the comments section. Relevant things to comment on are, for example, whether there were any unexpected evaluation results or whether there are any results or occurring criticism that may need to be explained or put into context.

Examination results

Examination results refers to results from all types of examinations that have been conducted on the course (e.g. in-class exams, laboratory work, assignments, etc.). Indicate whether the examination results were overall as expected or not.

If some types of examinations differ greatly in how they turned out in relation to the expected result (for example, the expected number of students passed a written exam but only a very low number of students passed an assignment), then both options can be checked.

If the examination results deviate from what was expected, it must be commented on and indicated what reasons might be responsible for the deviation. Even in cases where the examination results are as expected, it might be necessary to comment if there are special aspects that need to be highlighted.

Recommendations and priorities for the course development

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