

MX4025 (Project Management for Sustainability, HT 2025, Halmstad, E0527, H0527, X0527)

Number of possible respondents: 12

Answers: 7

Response rate: 58,33 %

Study pace: 50 %

Examiner's course analysis

Based on the course evaluation result - which are the strengths of the course?

Clear structure and study pace: Students perceived the study pace as appropriate and manageable. A key contributing factor was that the teacher provided estimated preparation time for each course activity (lectures, seminars, group work, and examinations). This transparency enabled students to plan their studies effectively and distribute their workload more strategically throughout the course. Alignment between learning activities and examination: Students generally agreed that the examination activities (individual written exam, project description, project plan, and reflection task) supported their learning and allowed them to demonstrate the intended learning outcomes. The structure of combining individual and group-based assessments appears to have strengthened both conceptual understanding and practical application of project management for sustainability.

Supportive and interactive learning environment: The social study environment was highlighted as a strength. Group discussions both during class sessions and independently outside class were actively stimulated by the teacher.

Based on the course evaluation result - which are the weaknesses of the course?

Timing and clarity of complex assignments: Students expressed a need to receive instructions for more complex assignments, particularly the Project Plan, earlier in the course. Earlier introduction would allow students to better understand expectations and gradually develop their work throughout the course, rather than experiencing time pressure toward the end.

Workload and lecture preparation: Some students perceived the workload—especially preparation for lectures—as demanding. While the ambition was to promote active engagement and deeper learning, adjustments may be needed to better balance reading load and preparation time in relation to other course activities.

Comments about the collaboration with the course ambassadors

The collaboration with the course ambassadors functioned well and contributed positively to course development.

An initial meeting was held at the beginning of the course to align expectations and collect early impressions regarding course content, organization, literature, and teaching methods.

A follow-up meeting was conducted mid-course to discuss improvement areas. Priorities were identified collaboratively, and potential adjustments were discussed.

The course ambassadors also supported the planning of specific course activities, such as the final seminar.

Conclusion and suggestions for course development or already made decisions

Based on the evaluation, the following development actions are proposed:

Introduce the project plan assignment earlier in the course: The assignment will be presented in more detail at an earlier stage to clarify expectations and enable students to work progressively with their project throughout the course.



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Integrate assignment development into class time: More structured in-class working sessions may be introduced, allowing students to receive formative feedback and reduce end-of-course workload pressure.

Review workload balance: The scope of lecture preparation material will be reviewed to ensure a better balance between reading, group work, and examination tasks while maintaining academic rigor.

Other comments

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I am overall satisfied with the course.

	Number of responses	Distribution (%)	Index (%) I am overall satisfied with the course	66
0 = I definitely do not agree	0	0%		
1	0	0%		
2	1	14%		
3	4	57%		
4	1	14%		
5 = I definitely agree	1	14%		
No opinion	0	0%		
Total	7	100%		

How much time have you spent on the course in relation to the course's study pace?

	Number of responses	Distribution (%)
Less time than the course study pace	0	0%
Corresponding to the course study pace	5	71%
More time than the course study pace	2	29%
Total	7	100%

The design of the course (teaching methods, literature, pedagogy, etc.) has been well adjusted to help me achieve the learning outcomes in the syllabus.

	Number of responses	Distribution (%)	Index (%) The design of the course (teaching methods, literature, pedagogy, etc.) has been well adjusted to help me achieve the learning outcomes in the syllabus.	
0 = I definitely do not agree	0	0%	63	
1	0	0%		
2	1	14%		
3	5	71%		
4	0	0%		
5 = I definitely agree	1	14%		
No opinion	0	0%		
Total	7	100%		

During the course examinations, I have had the opportunity to show that I have achieved the learning outcomes in the syllabus.

	Number of responses	Distribution (%)	Index (%) During the course examinations, I have had the opportunity to show that I have achieved the learning outcomes in the syllabus.	
0 = I definitely do not agree	0	0%	80	
1	0	0%		
2	0	0%		
3	2	29%		
4	3	43%		
5 = I definitely agree	2	29%		
No opinion	0	0%		
Total	7	100%		

I have experienced the social study environment as good during the course.

	Number of responses	Distribution (%)	Index (%) I have experienced the social study environment as good during the course.	
0 = I definitely do not agree	0	0%		
1	1	14%		
2	0	0%		
3	1	14%		
4	4	57%		
5 = I definitely agree	1	14%		
No opinion	0	0%		
Total	7	100%		71

Course satisfaction index

Satisfaction index % (summary of all statements)	70
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