

Utvidet pedagogiske mappe

Bassam Hussein

Biografi

Førsteamanuensis ved Institutt for maskinteknikk og produksjon (MTP) siden 2004. Har bidratt til utvikling og gjennomføring av flere programmer og emner innen ordinærundervisning og for etter- og videreutdanning i prosjektledelse.

Antall studenter: ca 500-550 studenter pr. år.

Undervisningsportefølje

- TPK4115 Project planning and control (antall studenter: ca. 250 studenter, fulltidsstudenter, undervisningsspråk: Norsk)
- TPK5100 (Project planning and control (antall studenter: ca. 200 studenter, fulltidsstudenter, undervisningsspråk: engelsk). Et eksempel på studentevaluering av vedlagt.
- Pk6200 Praktisk prosjektledelse (Etter- og videreutdanning, Master i organisasjon og ledelse, ca. 120 studenter pr. år delt på 4 forskjellige kurs. Undervisningsspråk: norsk) Et eksempel på studentevaluering er vedlagt.
- Pk6206 fra behov til prosjekt (Etter- og videreutdanning, ca 20. studenter pr. år Undervisningsspråk norsk)
- Pk6245 Forretningsforståelse i prosjekter (Simulering basert undervisning – ca. 20 studenter)

Veiledning: Har vært veileder for ca. 50 masteroppgaver siden 2004.

Oppsummering undervisningsformer som har vært brukt:

- Sterkt fokus på bruk av inkluderende undervisningsmetoder som spill og simulering. Disse verktøyene fungerer inkluderende og gir studentene en følelse av at de selv er en viktig del av læringsprosessen. Slike verktøy er også harmløse, løfter stemningen og skaper gode forutsetninger for læring.
- Ekstraktbruk av digitale verktøy for å støtte opp undervisning. Alle mine forelesninger er tatt opp og er gjort tilgjengelig på Youtube for studentene for bruk etter forelesningene. Jeg bruker også kahoot som en Energizer i begynnelsen av hver forelesning som et raskt tilbakeblikk på det som studentene har lært ved den forrige forelesningen.
- Sterkt fokus på bruk av reelle prosjektcaser for å illustrere teoretiske og konseptuelle modeller. I min undervisning fokuserer jeg på å legge til rette for at studentene deler sine praktiske erfaringer med medstudenter (gjennom bruk av refleksjonsrapporter, presentasjoner, diskusjoner og mini seminarer). Jeg har utgitt en lærebok som omfattet reelle prosjektcaser og bruker disse casene aktivt i undervisning.

B. Hussein, *Veien til suksess. Fortellinger og refleksjoner fra reelle prosjektcaser*: Fagbokforlaget, 2016.

B. Hussein. The road to success. Narratives and insights from real life projects. Fagbokforlaget 2018 (Peer reviewed)

Andres vurderinger av min pedagogisk virksomhet:

- I 2016 ble jeg kåret til en av Norges ti mest fantastiske formidlere av Morgenbladet (<https://morgenbladet.no/aktuelt/2016/08/her-er-de-fantastiske-formidlerne>). Se vedlegg 1
- Jeg har tidligere vært nominert til SINTEF-prisen for fremragende pedagogisk virke ved NTNU for studieåret 2008/2009. Jeg har også fått studentene ved "Produktutvikling og produksjon" sin pedagogikkpris (2009)
- Se Vedlegg 2
- Jeg har blitt kåret til beste foreleser av "Etter- og videreutdanningsprogram i prosjektledelse" (2013).
- Se Vedlegg 3
- Bekreftelse og vurdering fra Merete Mollberg (Koordinator for Master Program i organisasjon og ledelse) Se Vedlegg 4
- Meget gode studentevalueringer. StudentEvaluering av Pk6200 og TPK5100 (vedlegg 5 og 6)

Publikasjoner som omhandler utvikling eller bruk av undervisningsmetoder:

Jeg har publisert flere artikler i både tidsskrifter og konferanser som viser ulike undervisningsmetoder og evaluering av disse metodene. [1-13]

- [1] B. Hussein and A. Rolstadås, "Production control education challenges in the 21st century," presented at the IFIP WG5.7 Conference 'Experimental learning in industrial management: transfer & creation of knowledge' Madrid, Spain, 2001.
- [2] J. Haugan, B. A. Hussein, O. K. Solbjørg, and B. Andersen, "Pedagogic Approaches for Training and Education (Distance Learning) in the Extended Enterprise," GEM Europe - Global Education in Manufacturing 2002.
- [3] B. Hussein and A. Rolstadås, "Hybrid learning in project management : potentials and challenges," presented at the PMI Research Conference 2002. Proceedings, p. 451-455, Seattle, Washington, USA, 2002.
- [4] B. A. Hussein, "Metoder for undervisning og læring i emnet TPK4115 prosjektstyring 1," Instituttet, Trondheim 2004.
- [5] B. Hussein and K. Nyseth, "A method for learning in project management: learning by projects," presented at the The 9th International Workshop of the Special Interest Group on Experimental Interactive Learning in Industrial Management, Espoo, Finland, 2005.
- [6] B. A. Hussein, "Case study: Developing educational games in project management. - Evaluation and lessons learned -," presented at the Multidisciplinary research on simulation methods and educational games in industrial management: proceedings of

- the 10th International Workshop of the IFIP WG 5.7 Special Interest Group on Experimental Interactive Learning in Industrial Management : June 11-13, 2006, Trondheim, Norway / editors: Bassam A. Hussein, Riita Smeds, Jens Riis, Trondheim 2006.
- [7] B. A. Hussein, "Simulation Games for Project Management Training and Research-Littrature Review," in *11th special intrest group on workshop on experimental interactive learning in industrial management*, Bremen Germany 2007, pp. 39–48.
 - [8] B. A. Hussein, "On using simulation games as a research tool in project management," presented at the Organizing and learning through gaming and simulation, ISAGA 2007, the Netherland, 2007.
 - [9] B. A. Hussein and A. Rolstadås, "PROJECT MANAGEMENT EDUCATION USING E-LEARNING," in *Universities and the ICT Industry*, ed: AICA, 2007, pp. 91–94.
 - [10] B. Hussein, "Requirements for Optimal Learning Environment for an On-line Project Risk Management Game," *The Journal of Project, Program and Portfolio Management*, vol. 2, pp. 20–34, 2011.
 - [11] B. A. Hussein and R. Ravnå, "A Template for Building Adaptable Project Risk Management Games," in *Proceedings of the 2015 IEEE 8th International Conference on Intelligent Data Acquisition and Advanced Computing Systems: Technology and Applications (IDAACS)*, ed: IEEE conference proceedings, 2015, pp. 535–542.
 - [12] B. Hussein, *Veien til suksess. Fortellinger og refleksjoner fra reelle prosjektcaser*: Fagbokforlaget, 2016.
 - [13] B. Hussein, R. Smeds, and J. Riis, "Proceedings of the 10th international workshop of the IFIP wg5.7 special intrest group on experimental interactive learning in industrial management. June 11-13, 2006 Trondheim Norway," in *Multidisciplinary Research on Simulation Methods and Educational Games in Industrial Management.* , TRONDHEIM NORWAY, 2006, p. 196.

Læremidler som jeg har utviklet:

- 1- PrimaGate (en plattform for utvikling av risk management games)

B. A. Hussein and R. Ravnå, "A Template for Building Adaptable Project Risk Management Games," in *Proceedings of the 2015 IEEE 8th International Conference on Intelligent Data Acquisition and Advanced Computing Systems: Technology and Applications (IDAACS)*, ed: IEEE conference proceedings, 2015, pp. 535–542.

Plattformen er tilgjengelig på: <http://folk.ntnu.no/bassamh/primagate/adminPage.html>

- 2- In-class simuleringer

En oversikt er beskrevet og diskutert I en artikkel som jeg har publisert I 2015: **B. Hussein, "A Blended Learning Approach to Teaching Project Management: A Model for Active Participation and Involvement: Insights from Norway," *Education Sciences*, vol. 5, pp. 104–125, 2015.**

- 3- You tube –videoer (12 video forelesninger)

https://www.youtube.com/watch?v=RrqcK_5mI1c

4- Kahoot Quizes for å støtte opp undervisning (24 quizzes)

Syn på undervisning og læring.

Jeg har erfart at god undervisning handler ikke bare om å levere relevante kunnskaper og ferdigheter. Det er selvsagt viktig at underviseren har fokus på hva studentene skal lære gjennom for eksempel: valg av lærebok, utvikling av læringsmål, utvikle gode øvinger, velge gode og relevante artikler. Gode forberedelser av undervisning er derfor en viktig oppgave for å sikre god undervisning. God undervisning handler også om HVORDAN foreleseren skal trigge nysgjerrigheten hos studentene.

Jeg har erfart at for å trigge studentenes nysgjerrighet er det viktig at studentene erkjenner og opplever at de har behov for denne nye kunnskapen. Jeg mener derfor at god undervisning handler også om å få studentene til å erkjenne at den nye kunnskapen som skal formidles er nyttig og viktig for at studentene utvikler seg til kompetente fagpersoner.

Det er også viktig at studentene utvikler tillit til underviseren. Studentene må oppleve at underviseren har den nødvendige kompetansen og behersker sitt fagområde. Mange av mine studenter er erfarne prosjektledere derfor er det viktig at de blir trygge på at jeg kan bidra til deres utvikling.

Jeg benytter derfor inkluderende undervisningsmetoder som får studentene til å være aktive deltakere i klasserommet, der de skal være med å oppleve og påvirke hvordan forelesningen utvikler seg. Jeg som lærer kan bygge forelesningen, tilbakemeldinger og veiledning på det som skjer underveis i klasserommet sammen med studentene. Studentene får også en reell opplevelse av at de trenger å mestre disse kunnskapene for å kunne løse /eller forstå ulike problemstillinger. Jeg bygger derfor eksamensoppgavene på reelle problemstillinger og utfordringer som studentene faktisk kan støte på i arbeidslivet seinere.

Utvikling av egen undervisningskompetanse

I de siste 2 årene har jeg ledet 3 prosjekter innenfor innovative læringsmetoder:

- Using innovative learning methods to overcome the distance barrier in engineering education. (2016)
- Creating an environment for reflective learning using animated real life project cases (2017)

- Bruk av prosjektsimuleringsverktøy. Teste ut hvorvidt et slikt verktøy kan være et supplement til mer ordinære undervisningsmetoder og se på i hvilken grad denne type simulering bidrar til læring." (2016)

Pedagogiske utviklings- og ledelsesoppdrag.

- I Perioden 1990-2003 arbeidet jeg som koordinator for etter-og videreutdanningsprogrammet i prosjektledelse med ansvar for utvikling og implementering av læreplaner, bruk av e-læring i undervisning og i utvikling av masterprogram i prosjektledelse.
- Som representant for NTNU har jeg bidratt til utvikling av International masterprogram i project management i samarbeid med 4 andre universitet fra Tyskland, Spania, Frankrike og Slovenia.
- Jeg har ledet utvikling av kompetanseheving program for Det norske Olje selskap i regi av NTNU og i samarbeid med Metier International.

Vedlegg 5: Evaluering av Pk6200

Vedlegg 6: Evaluering av TPK5100

M

*Morgenbladet
utroper herved*

Bassam Hussein

*til en av landets
mest inspirerende
undervisere.*

Helene Uri
for juryen

Marit K. Slotnæs
for Morgenbladet



FANTASTISKE FORELESERE
Morgenbladet 2016

ILLUSTRASJON: STINE KAASA

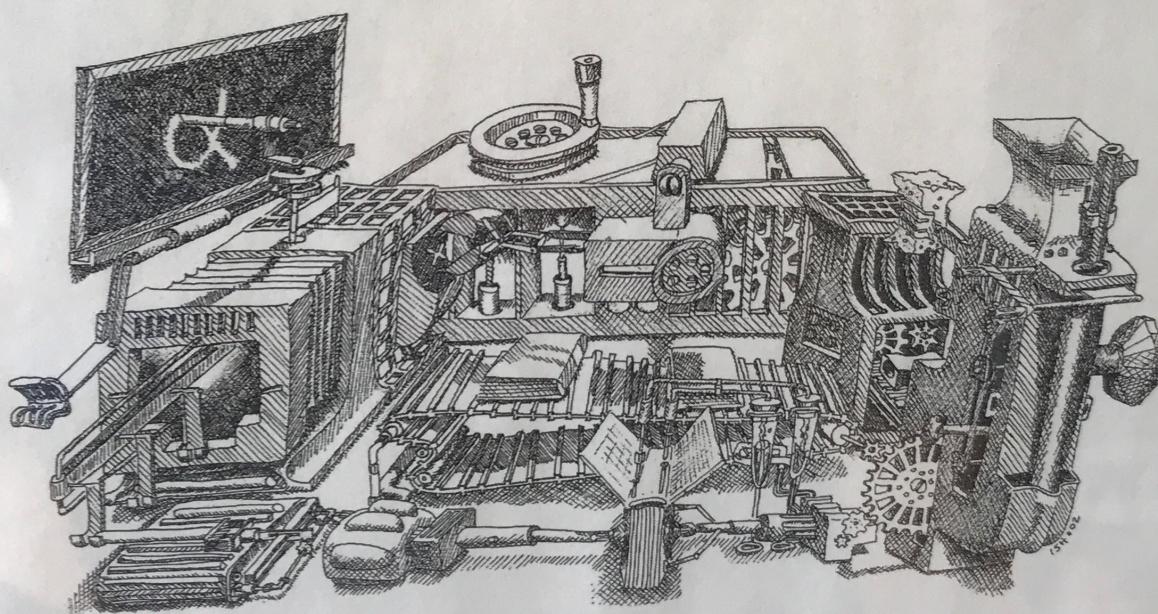
Studentenes pedagogikkpris

2008/2009

tildeles

Bassam Hussein

for godt pedagogisk virke



Studenttillitsvalgte

Lene Jermstad

Lene Jermstad

Tom Ivar Pedersen

Tom Ivar Pedersen

BESTE FORELESERPRIS

tildeles herved

Bassam Hussein

for ekstraordinære evalueringer og fremragende tilbakemeldinger fra våre kunder gjennom årene.

Bassam Hussein karakteriseres av kursdeltakerne mellom annet på følgende måte:

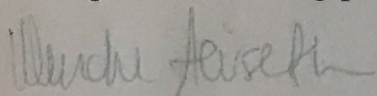
- en svært engasjerende, kompetansesterk og motiverende foreleser
- en inspirerende foreleser
- en god formidler av fagstoff
- en svært god kursholder
- en bra lærer
- en «likandes» kar

Foreleserprisen er på kr 25.000

Vi takker for eksepsjonelt god innsats gjennom årene!

Med vennlig hilsen fra

Etter- og videreutdanningsprogrammet i prosjektledelse



v/ leder Wenche Aarseth

Til den det måtte angå

Bekreftelse

Jeg bekrefter med dette at Bassam Hussein har vært involvert i masterprogrammet i organisasjon og ledelse som faglærer og veileder siden oppstarten i 2005. Programmet tilbys som videreutdanning, og er NTNUs største erfaringsbaserte masterprogram. Målgruppen er voksne som har full jobb ved siden av, og studiet har egenbetaling. Bassam har vært emneansvarlig for PK6200 Praktisk prosjektledelse og PK6206 Fra behov til prosjekt, og han har veiledet nærmere 30 masteroppgavestudenter.

Alle kursene evalueres etter hver gjennomføring. Bassam får svært gode tilbakemeldinger fra deltakerne. Det er særlig hans pedagogiske kompetanse som fremheves, og hans enestående evne til å engasjere, og å gjøre fagstoffet relevant for praksisfeltet. Bassam har på denne måten vært en sentral bidragsyter til programmets renommé som et solid faglig tilbud med høy relevans for arbeidslivet. Kurset Praktisk prosjektledelse er svært populært, og undervises flere ganger i semesteret på grunn av stor etterspørsel. Det er ingen tvil at Bassams ferdigheter som underviser har vært viktig for rekrutteringen til emnet, og dermed også til programmet.

Bassam er også en etterspurt veileder, og er av de som har veiledet flest masterstudenter i programmet.

Med hilsen

Merete Molberg



programkoordinator

Postadresse

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Besøksadresse

Telefon

Saksbehandler

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Paviljong C

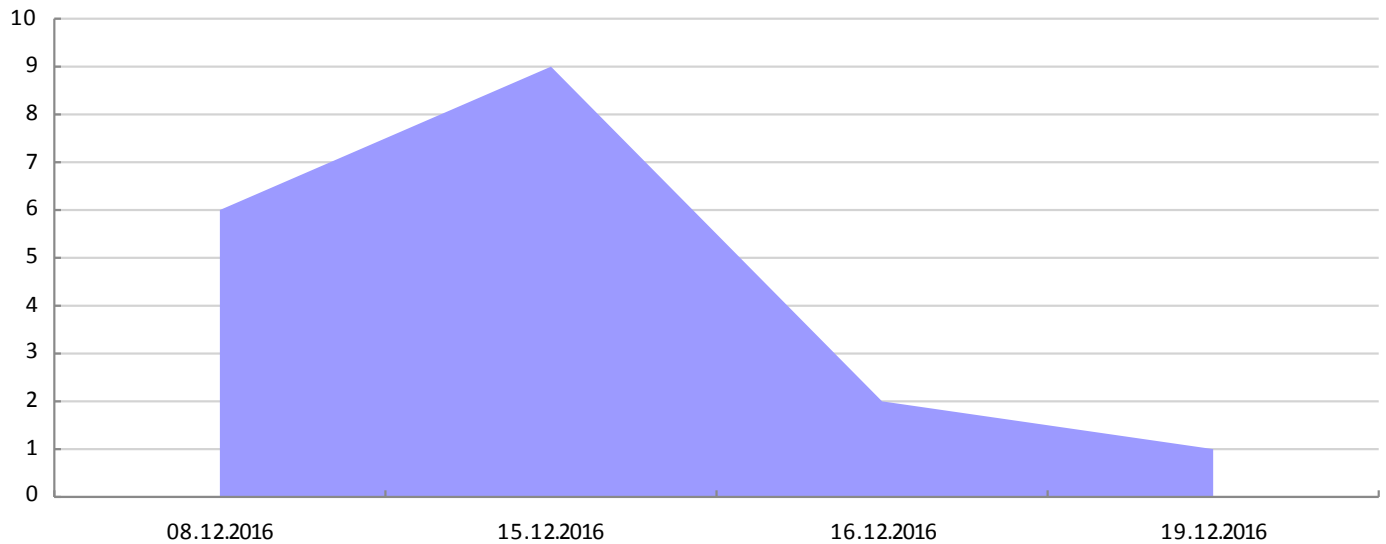
+47 73591900

Adresser korrespondanse til saksbehandlerenhet. Husk å oppgi referanse.

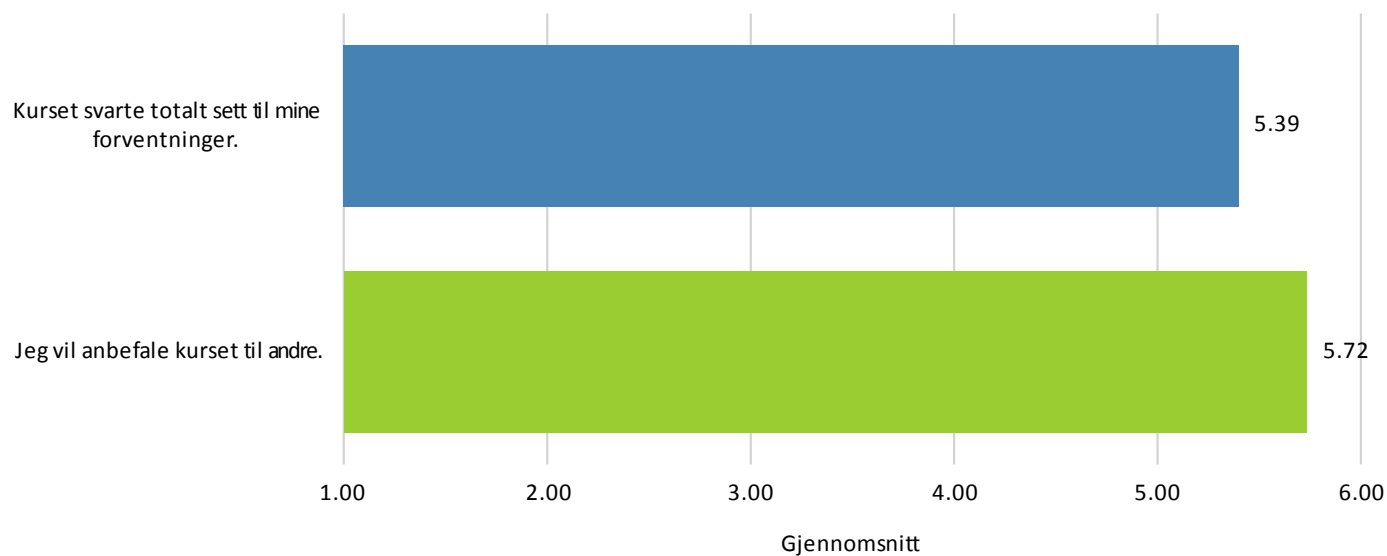
Praktisk prosjektledelse Trondheim kurs 1 (PK6200) H16**1. Svarlogg****18****18**

Svar

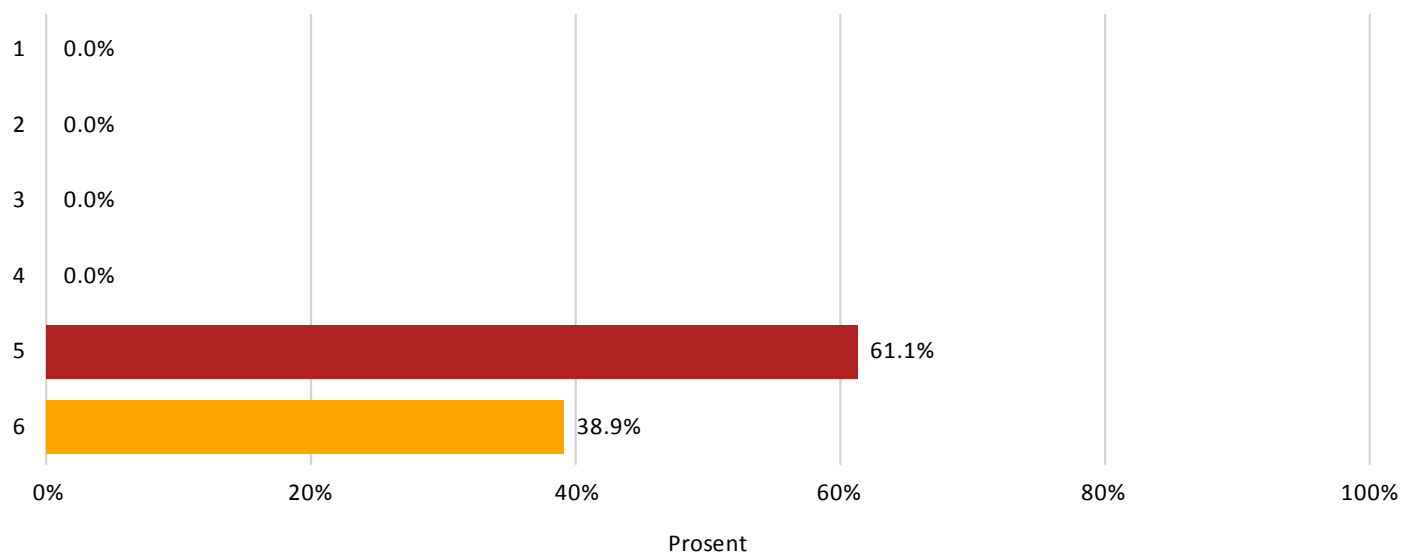
Via e-postdistribusjon

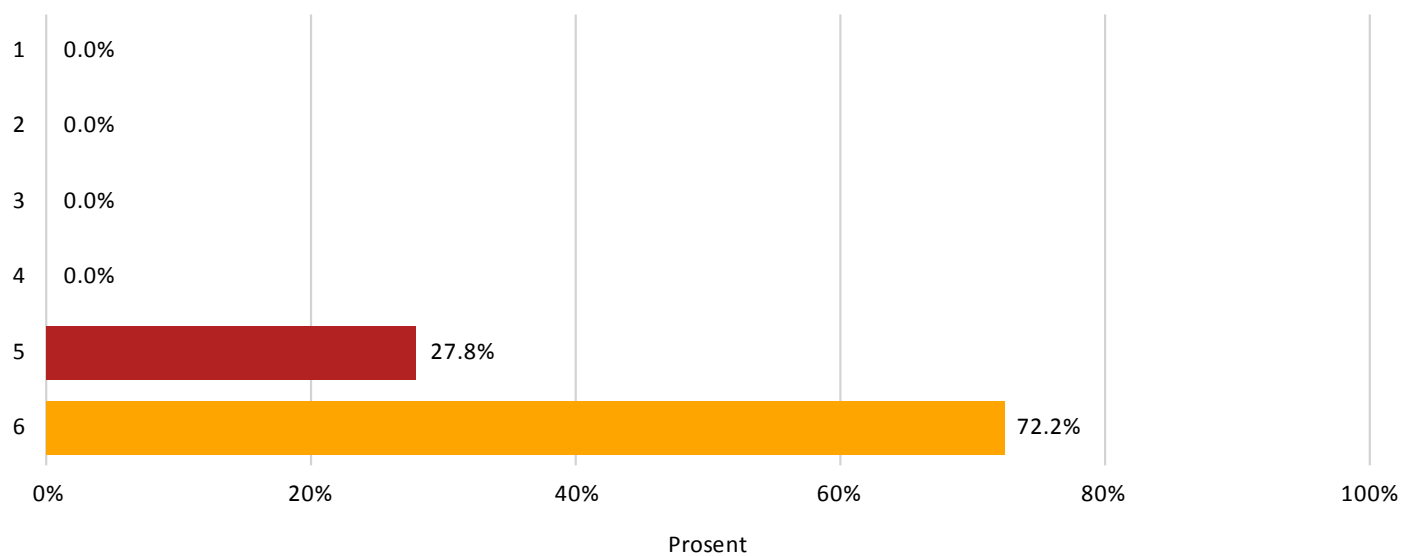


2. Helhetsinntrykk: Hva slags hovedinntrykk sitter du igjen med etter kurset. Rangér følgende påstander fra 1-6 der 1 er "helt uenig" og 6 er "helt enig":



3. Kurset svarte totalt sett til mine forventninger.



4. Jeg vil anbefale kurset til andre.

5. Hva var det mest positive med kurset?

Veldig god foreleser som formidler temaet godt.

Foreleseren var veldig bra. Andre kompetente medstudenter var et godt bidra til læring.

God foreleser og godt utvalgt pensum

Korte dager, få dager, bra innhold

Forelesers formidlingsevne

Gode interaktive forelesninger

Interessant pensum. Engasjert foreleser

God foreleser, aktuelle tema

Praktisk nytteverdi

Innholdet

Flink foreleser

foreleser

Forelesningene og læreboka. Lettfattelig og motivernde

Engasjert foreleser som erfaglig dyktig og bruker varierte teknikker i forelesning. Involverer bra.

Entusiasmen til foreleser!

samlingene var fint lagt opp, oppgavene underveis var god læring.

Engasjert foreleser

6. Hva er det største forbedringspotensialet?

Øvingsoppgavene

struktur på dagen. Planlagte pauser.

Siste innlevering av obligatorisk oppgave trenger ikke å være dagen før eksamen.

Litt kort tid på eksamen

Tilbakemeldinger på oppgavene bør være mer utfyllende. Løsningsforslag på gamle eksamener inneholdt flere feil og uriktigheter.

Tilbakemeldingene på innleveringsoppgavene kunne vært noe mer utdypende

Bedre planlegging av tidspunkt for innlevering/samlinger inn mot eksamen

Ingen forslag

Kunne gjerne vært en samling til

Pluss for kahoot, men forstyrrende at foreleser leser opp spm og alternativer. Kunne hatt noe mer gjennomgang på tidsestimering. Spillet på forelesning 2 var OK, men ga ikke stor læringseffekt for min del.

Noe mer nøyaktighet i utarbeidelse av oppgaver.

Evalueringsresultater kan kanskje gjøres anderledes

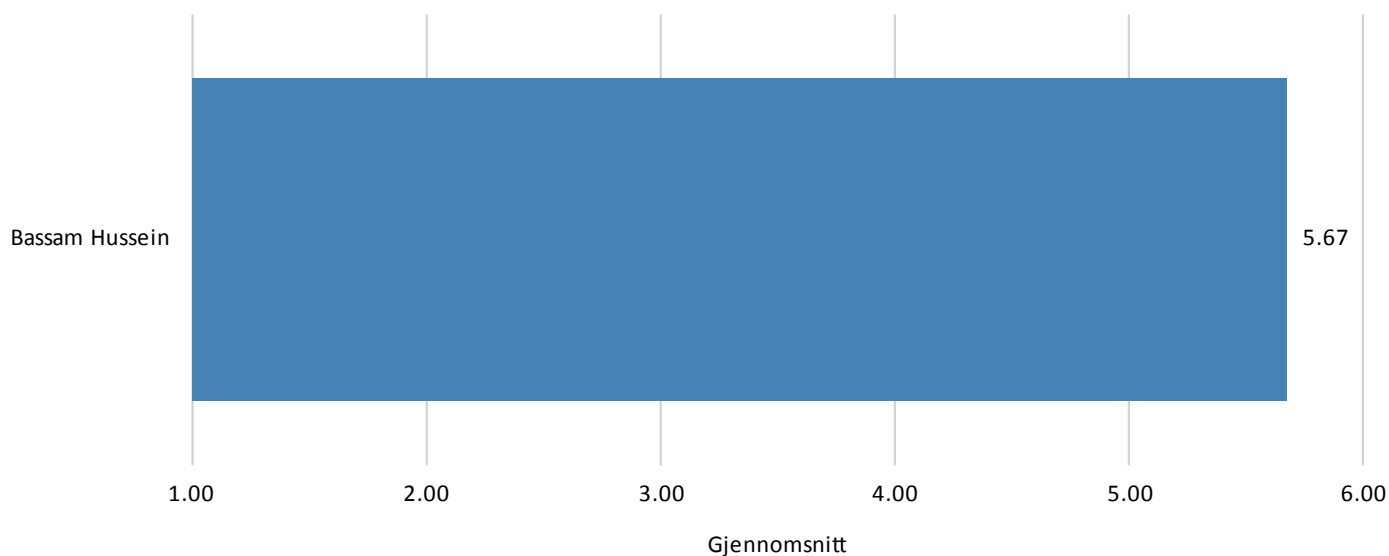
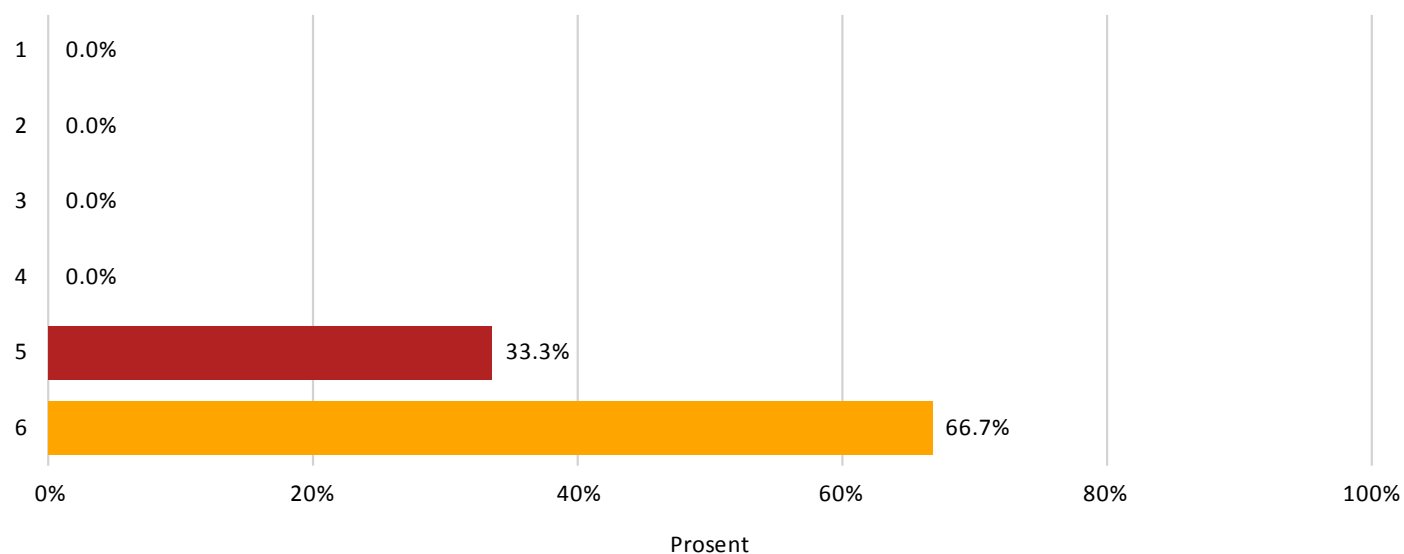
kunne man hatt mer samarbeid blant studentene? diskusjoner og simuleringsoppgaver?

Mer fokus på "myke prosjekter".

7. Kan du utdype hvorfor du ikke er fornøyd med forelesningene til

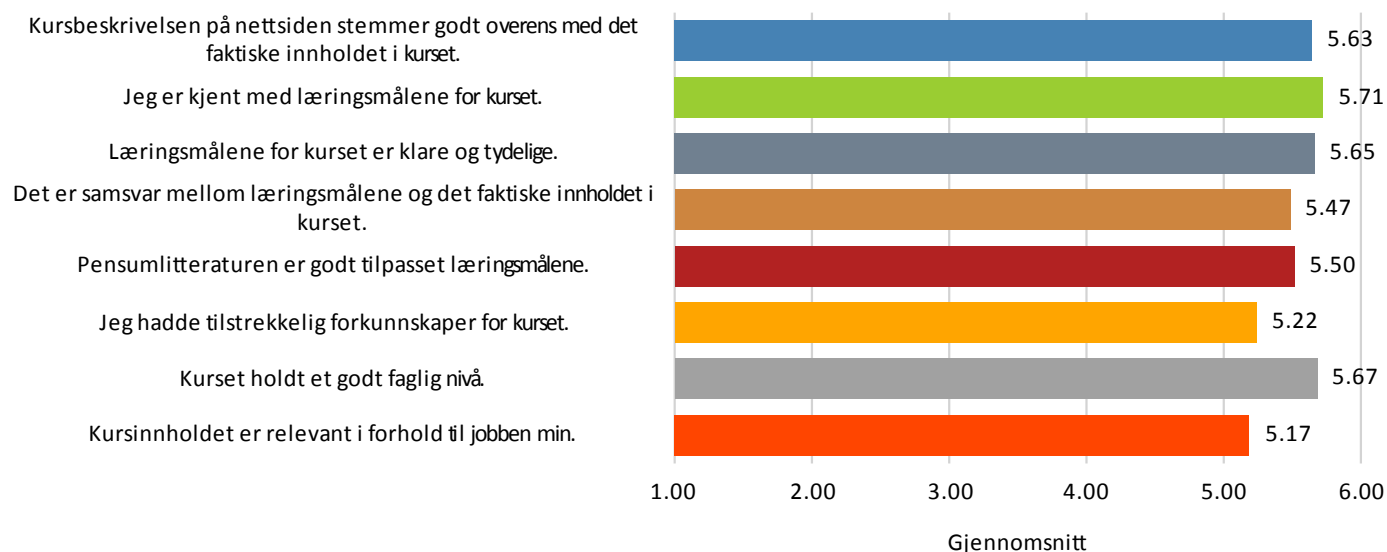
Ikke aktuelt

Er meget fornøyd:-)

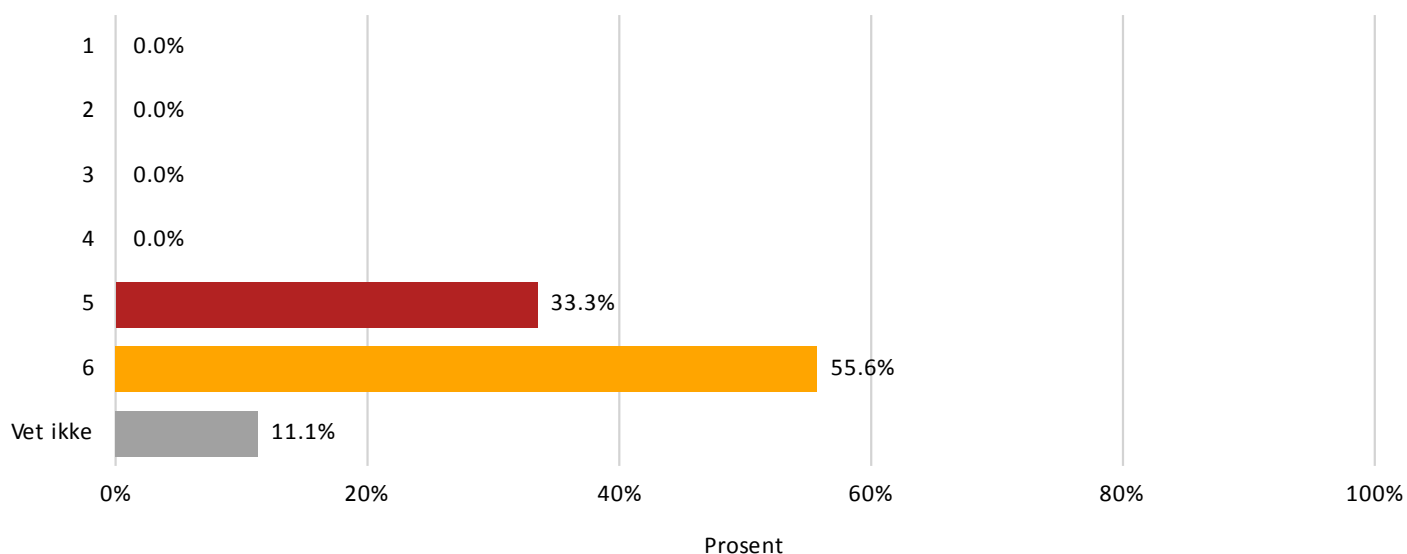
8. Hvor fornøyd er du med følgende foreleser(e)? Skala fra 1 (svært misfornøyd) til 6 (svært fornøyd)**9. Bassam Hussein****10. Kan du utdype hvorfor du ikke er fornøyd med forelesningene til Bassam Hussein**

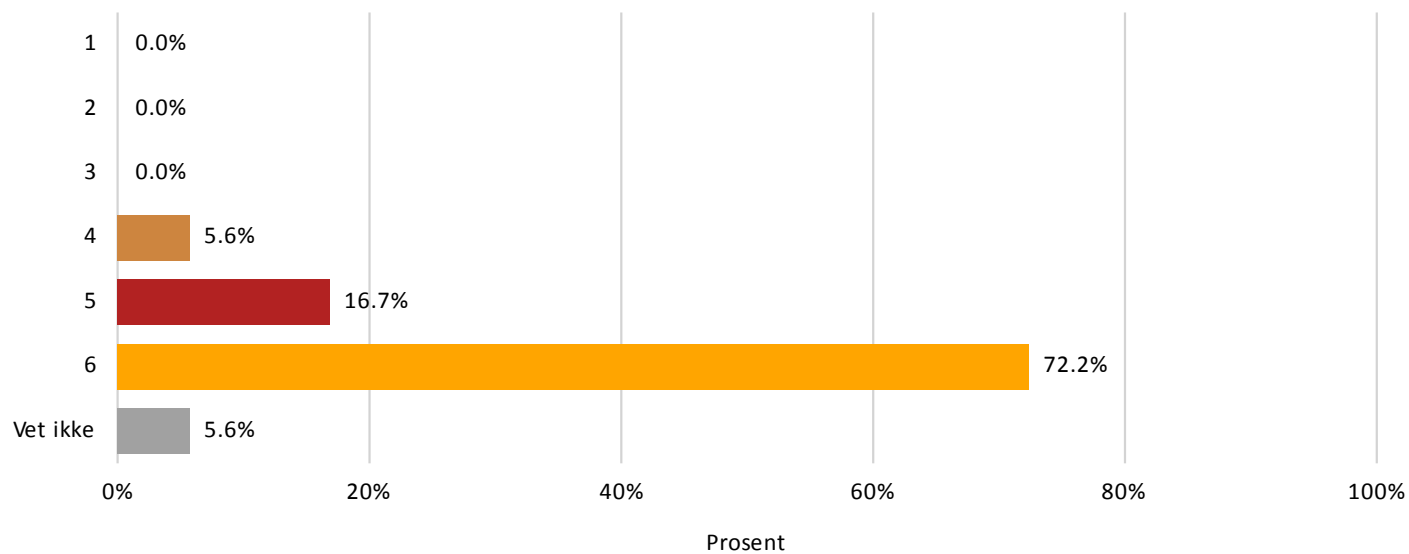
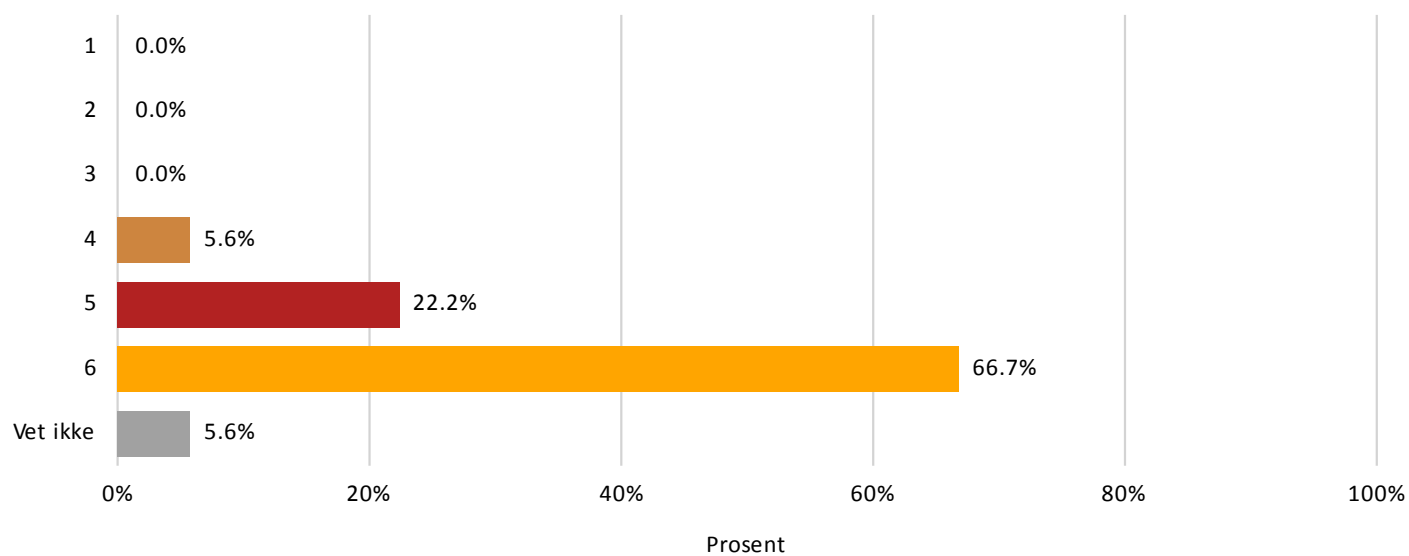
Ved spørsmål om "myke prosjekter" var svarene noen ganger mer avvisende enn utdypende. Noen eksempler burde gått på omstillingsprosjekter også. Føler emnet ble unngått.

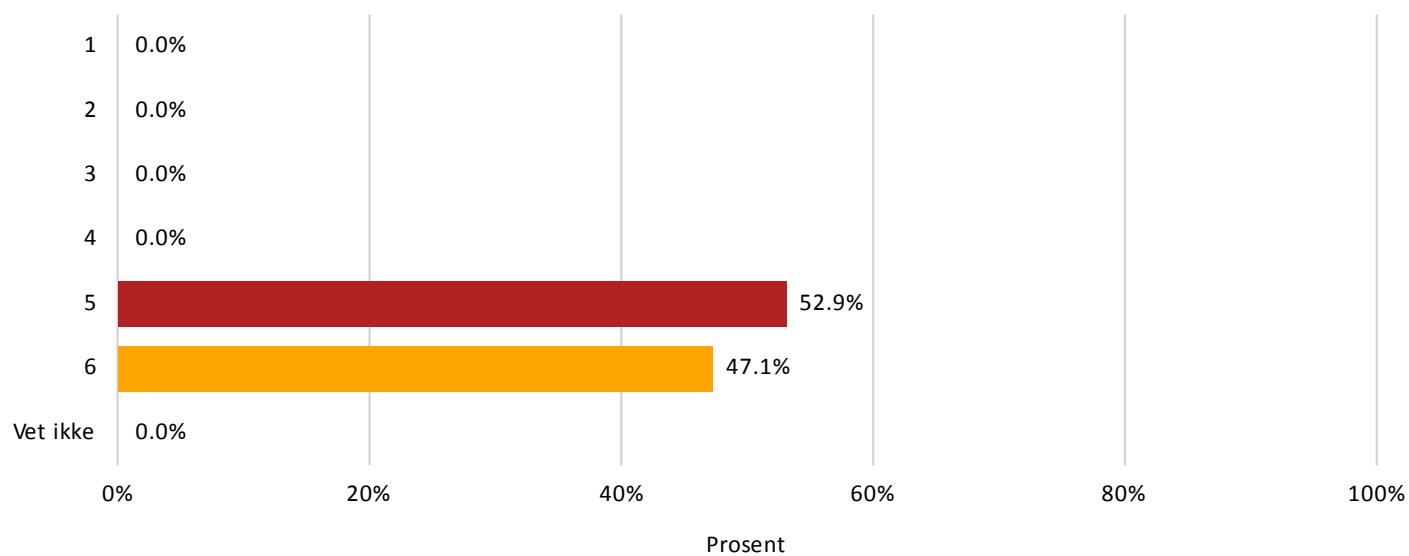
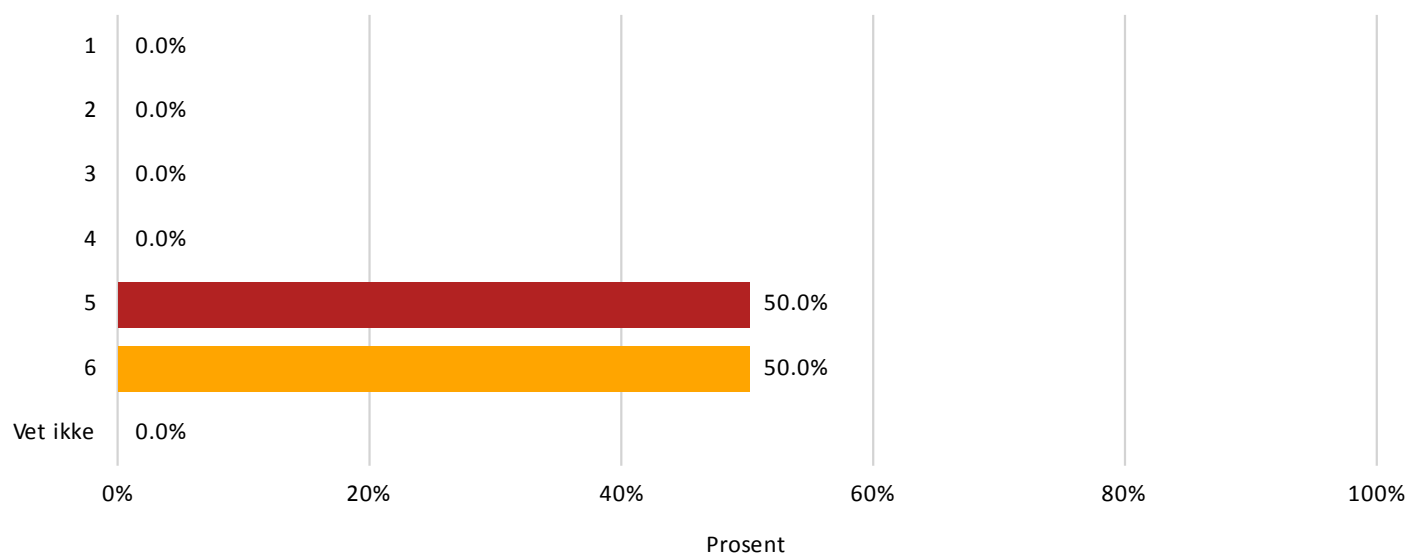
11. Faglig innhold og læringsmål: Her ønsker vi synspunkter på det faglige innholdet i kurset, og hva slags læringsutbytte du sitter igjen med. Læringsmålene beskriver det du skal lære på kurset. Rangér følgende påstander fra 1-6 der 1 er "helt uenig" og 6 er "helt enig":

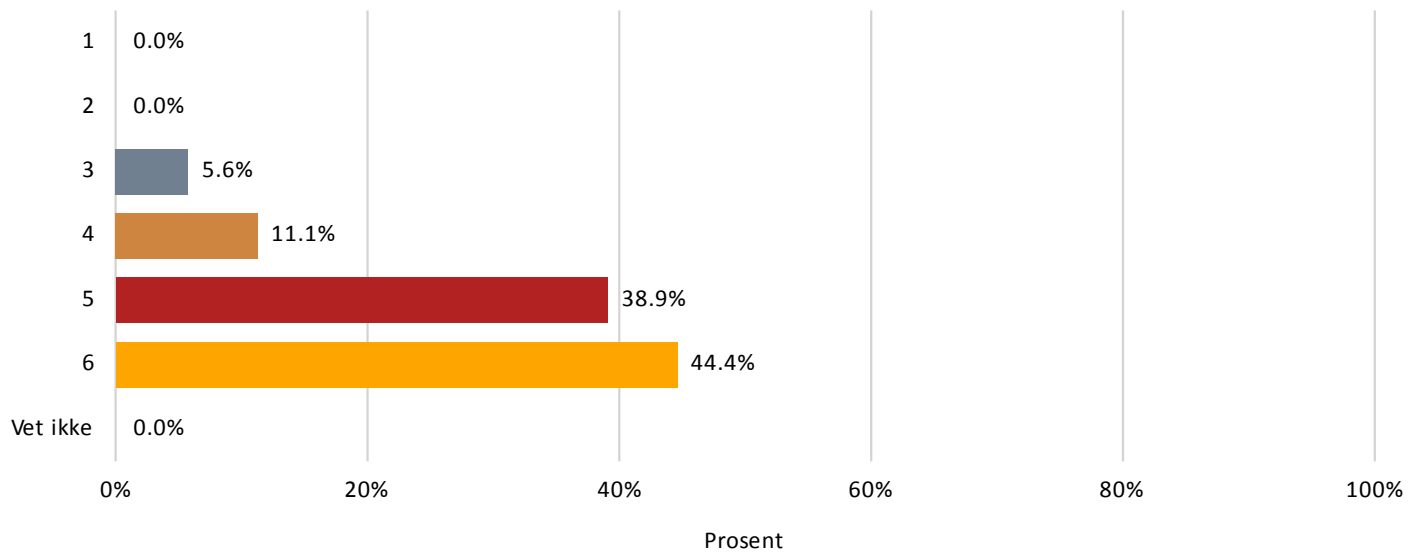
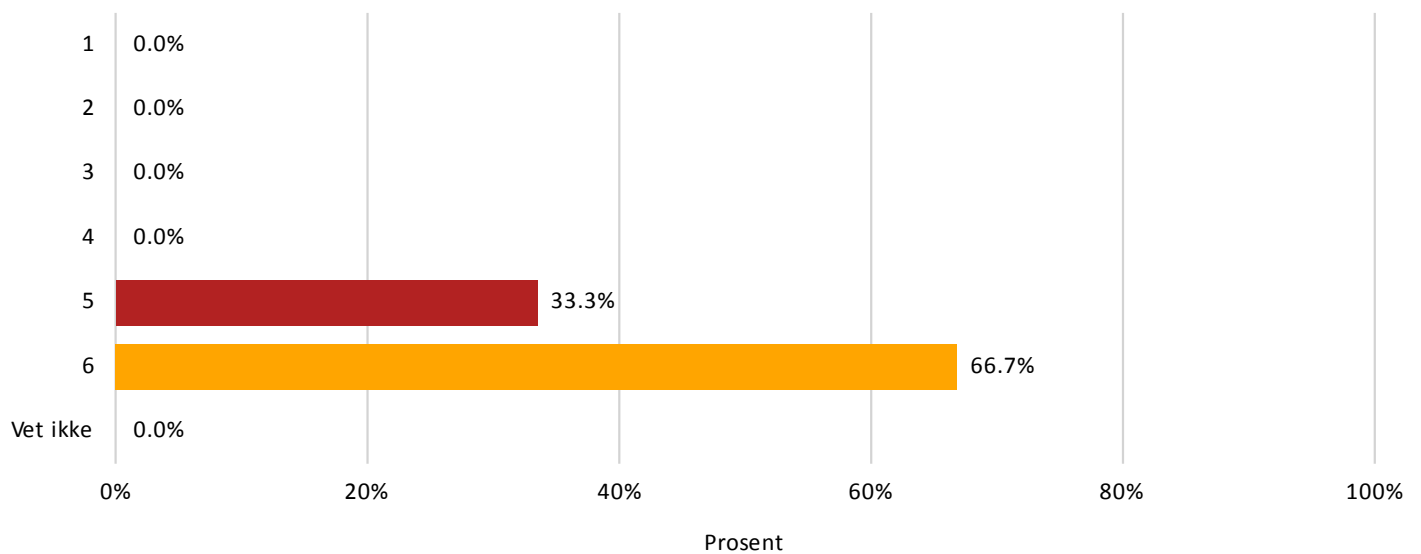


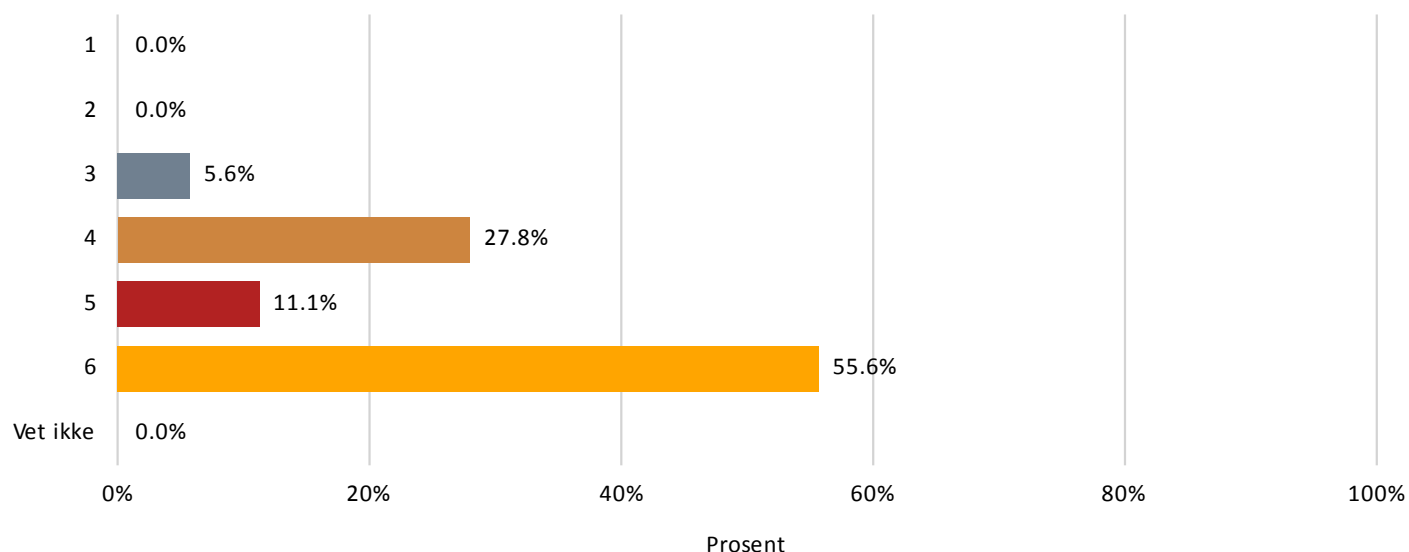
12. Kursbeskrivelsen på nettsiden stemmer godt overens med det faktiske innholdet i kurset.



13. Jeg er kjent med læringsmålene for kurset.**14. Læringsmålene for kurset er klare og tydelige.**

15. Det er samsvar mellom læringsmålene og det faktiske innholdet i kurset.**16. Pensumlitteraturen er godt tilpasset læringsmålene.**

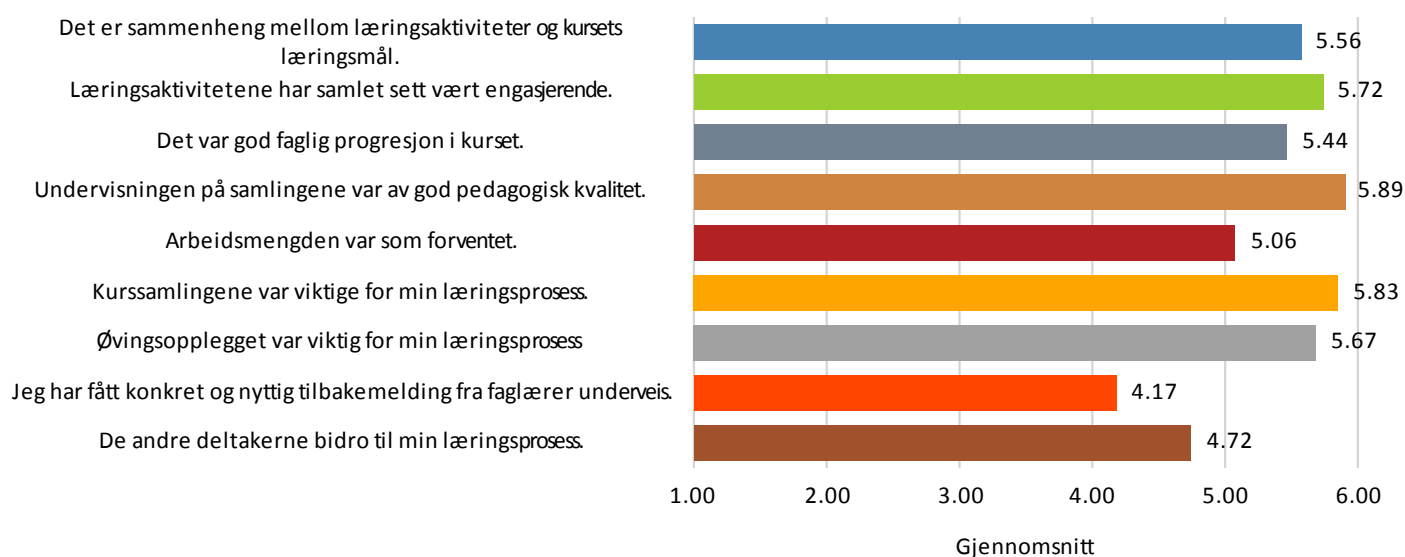
17. Jeg hadde tilstrekkelig forkunnskaper for kurset.**18. Kurset holdt et godt faglig nivå.**

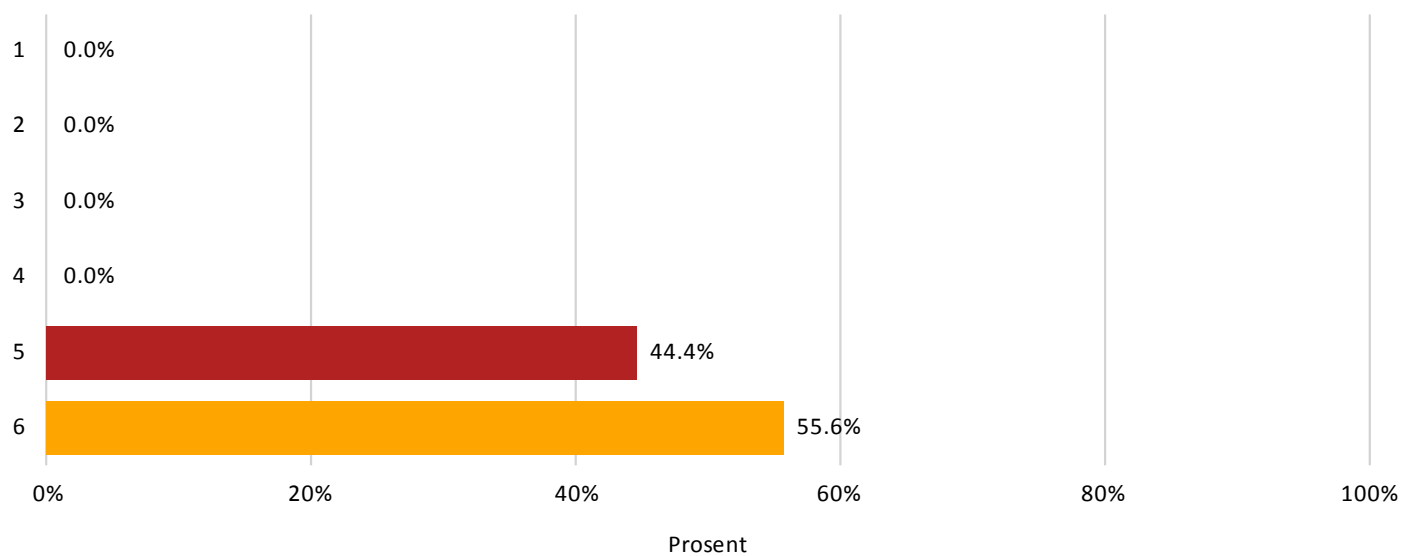
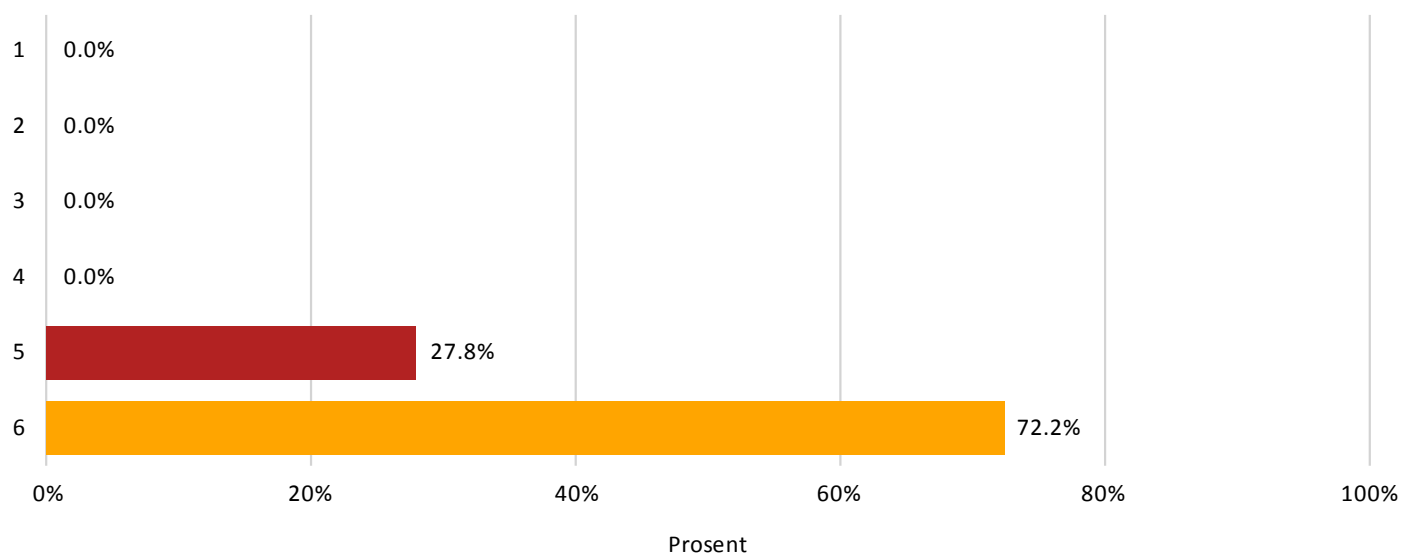
19. Kursinnholdet er relevant i forhold til jobben min.**20. Har du kommentarer til det faglige innholdet eller læringsmålene som du tror faglærer kan ha nytte av?**

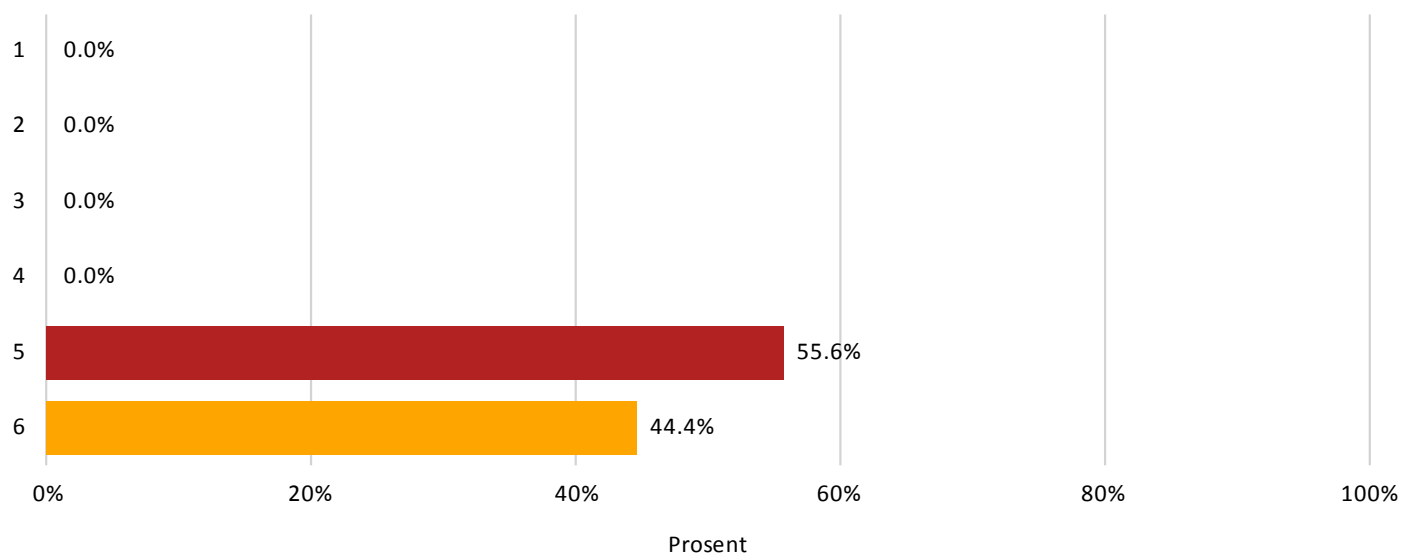
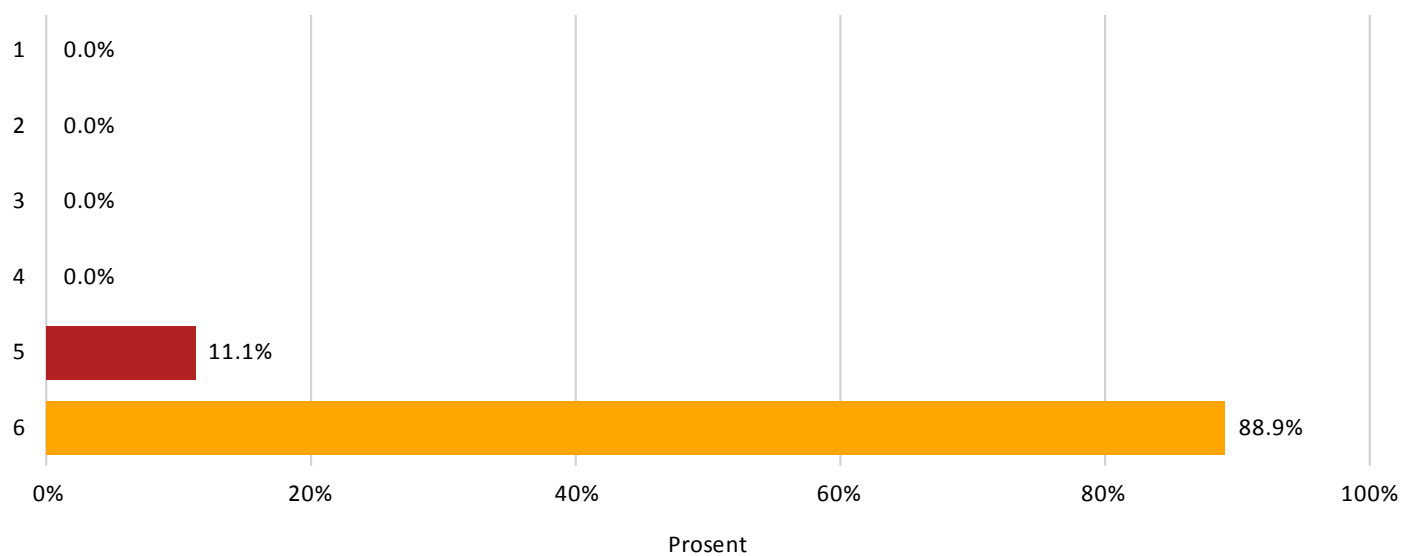
Jeg skulle gjerne sett at det var litt mer fokus på risikohåndtering, gjerne praktisk oppgave. Litt liten utbytte av simuleringen knyttet opp mot dette.

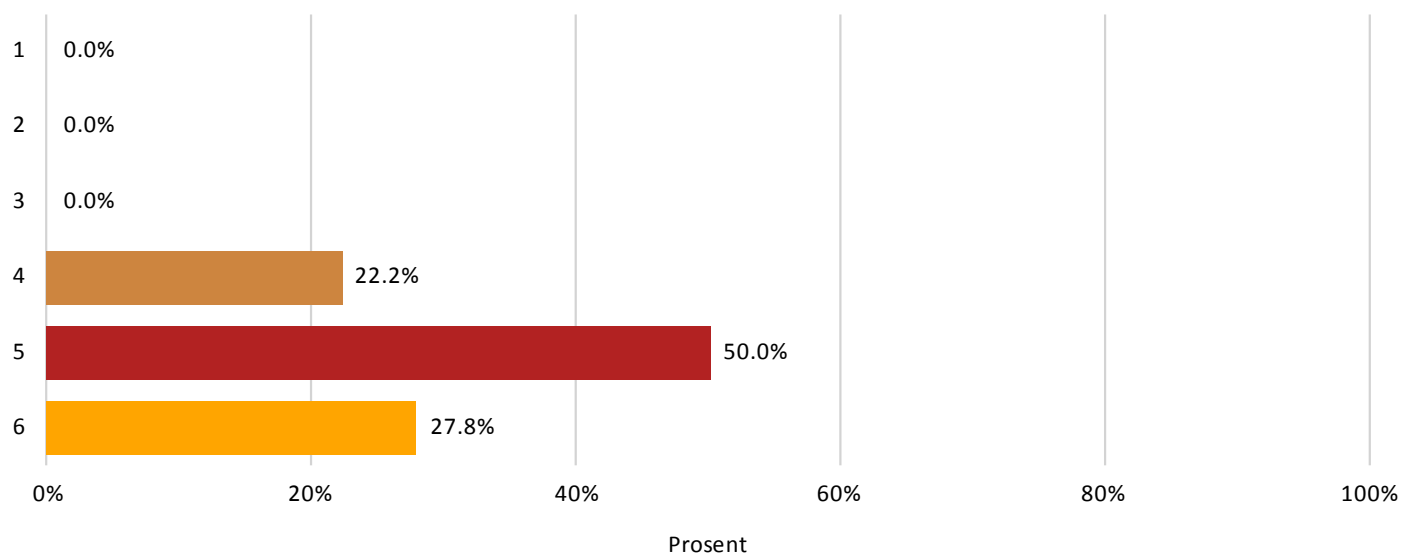
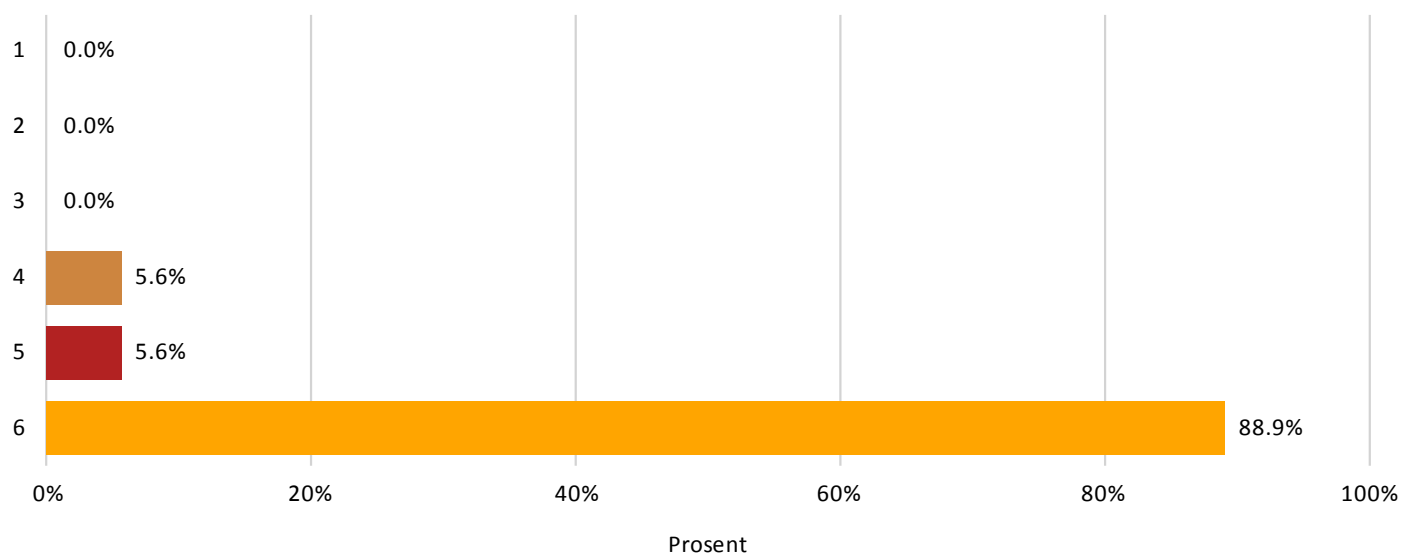
Ingen innspill

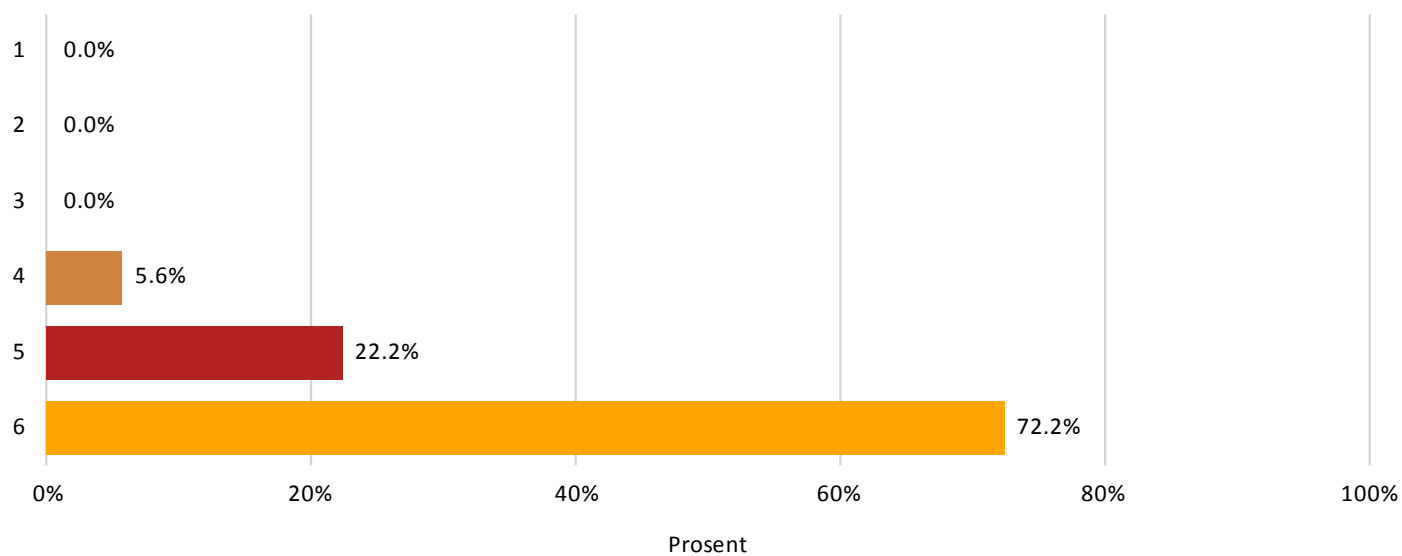
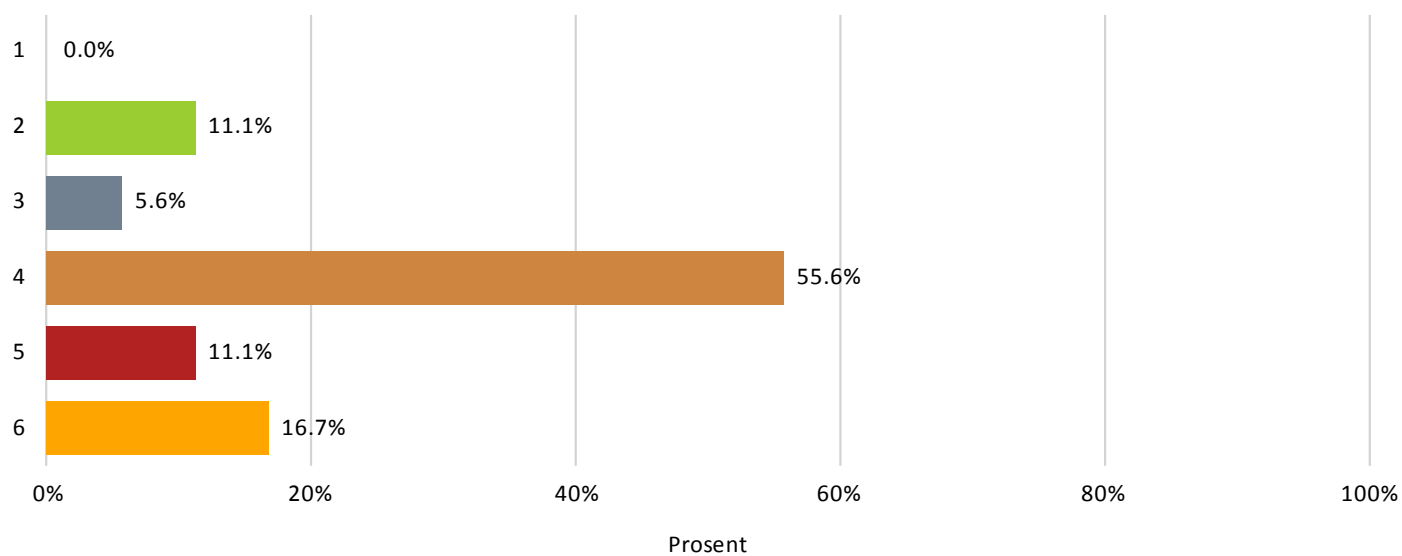
21. Undervisning og læringsform: Her ønsker vi tilbakemelding på om undervisningsopplegget er egnet til å nå læringsmålene for kurset. Undervisningsopplegget består av ulike læringsaktiviteter som omfatter både undervisningen på samlingene og øvingsopplegget mellom samlingene. Rangér følgende påstander fra 1-6 der 1 er "helt uenig" og 6 er "helt enig":

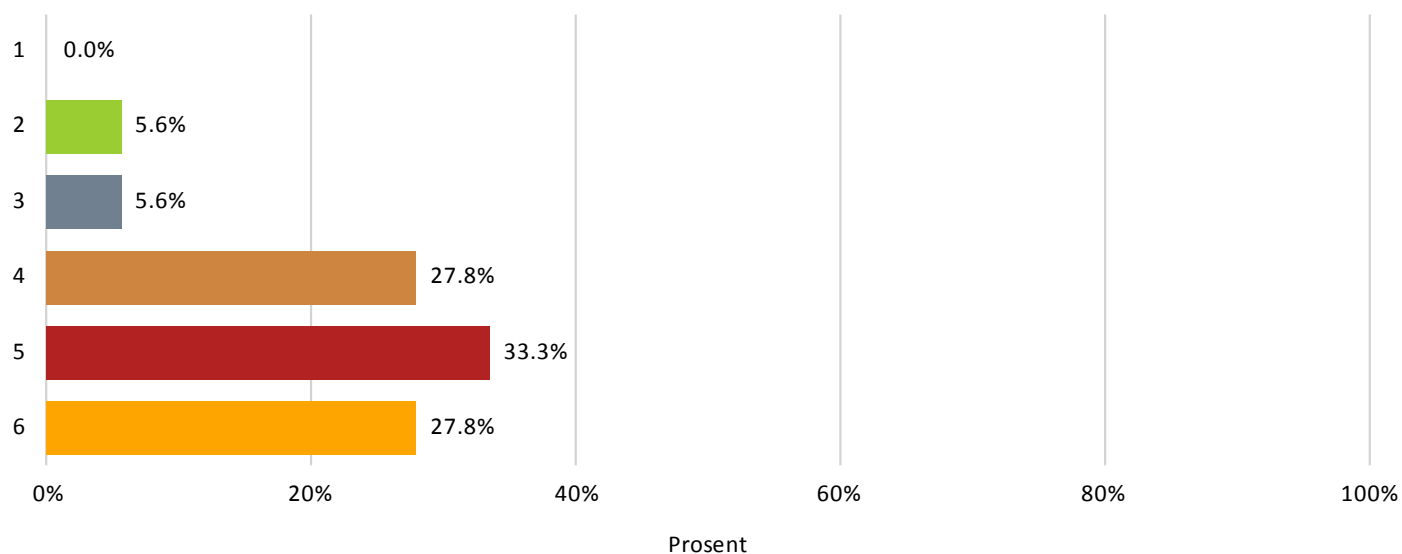


22. Det er sammenheng mellom læringsaktiviteter og kursets læringsmål.**23. Læringsaktivitetene har samlet sett vært engasjerende.**

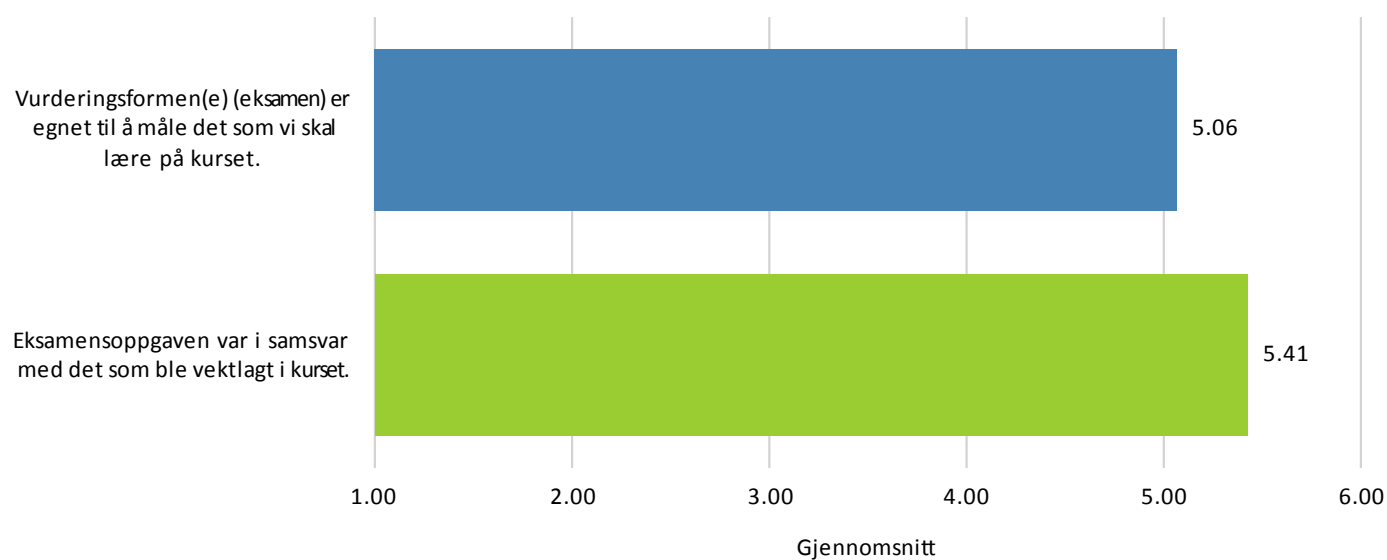
24. Det var god faglig progresjon i kurset.**25. Undervisningen på samlingene var av god pedagogisk kvalitet.**

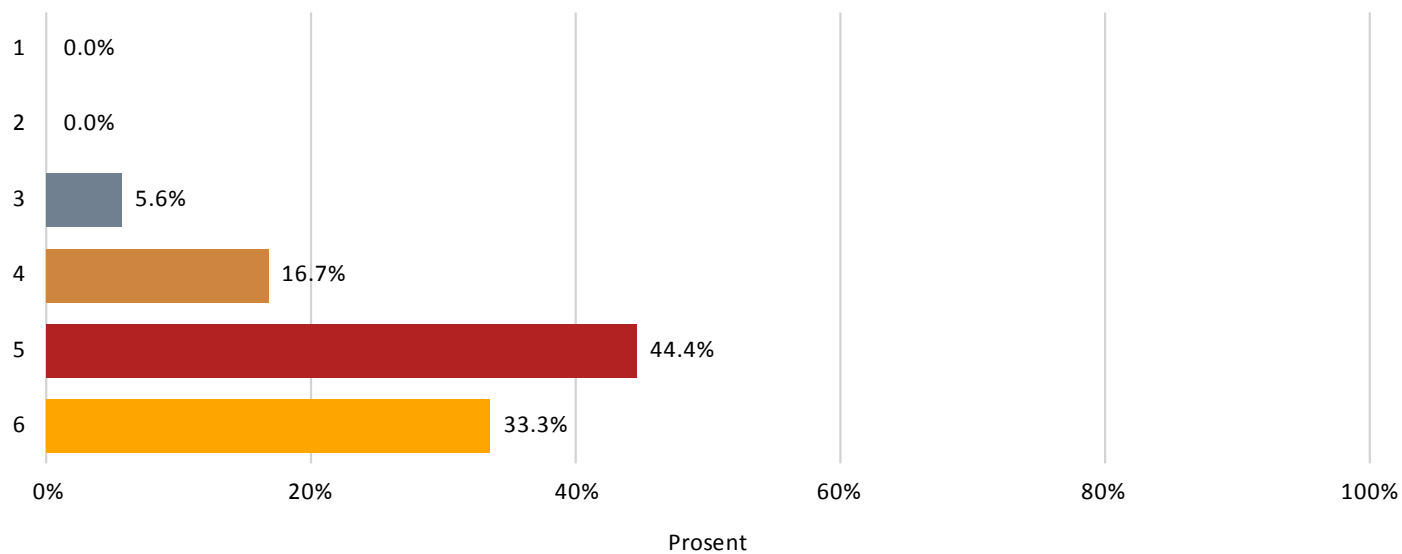
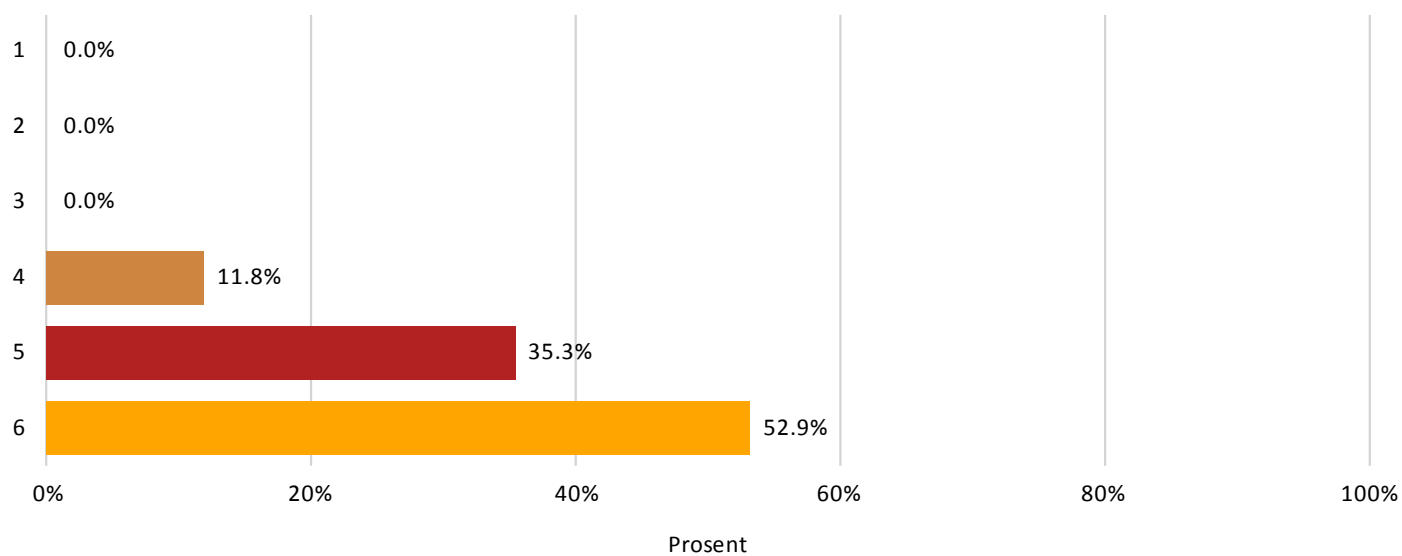
26. Arbeidsmengden var som forventet.**27. Kurssamlingene var viktige for min læringsprosess.**

28. Øvingsopplegget var viktig for min læringsprosess**29. Jeg har fått konkret og nyttig tilbakemelding fra faglærer underveis.**

30. De andre deltakerne bidro til min læringsprosess.**31. Har du kommentarer til undervisning og læringsformer som du tror faglærer kan ha nytte av?**

Ingen kommentarer

32. Vurdering: Her vil vi vite om du mener at vurderingsformen (eksamen) passer til læringsmålene for kurset. Rangér følgende påstander fra 1-6 der 1 er "helt uenig" og 6 er "helt enig":

33. Vurderingsformen(e) (eksamen) er egnet til å måle det som vi skal lære på kurset.**34. Eksamensoppgaven var i samsvar med det som ble vektlagt i kurset.**

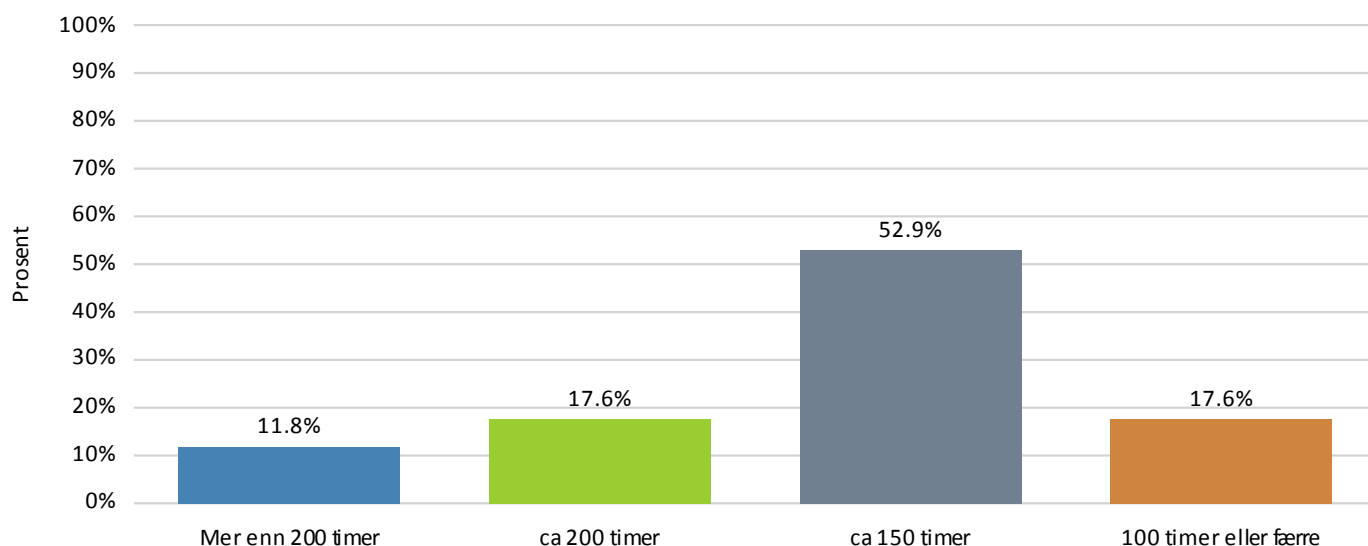
35. Har du kommentarer til vurderingsformen eller eksamensoppgaven som du tror faglærer kan ha nytte av?

Kunne tenke meg at oppgavene også telte til karakteren. Jobbet mye med oppgavene og kunne tenke meg å ha karakter :-)

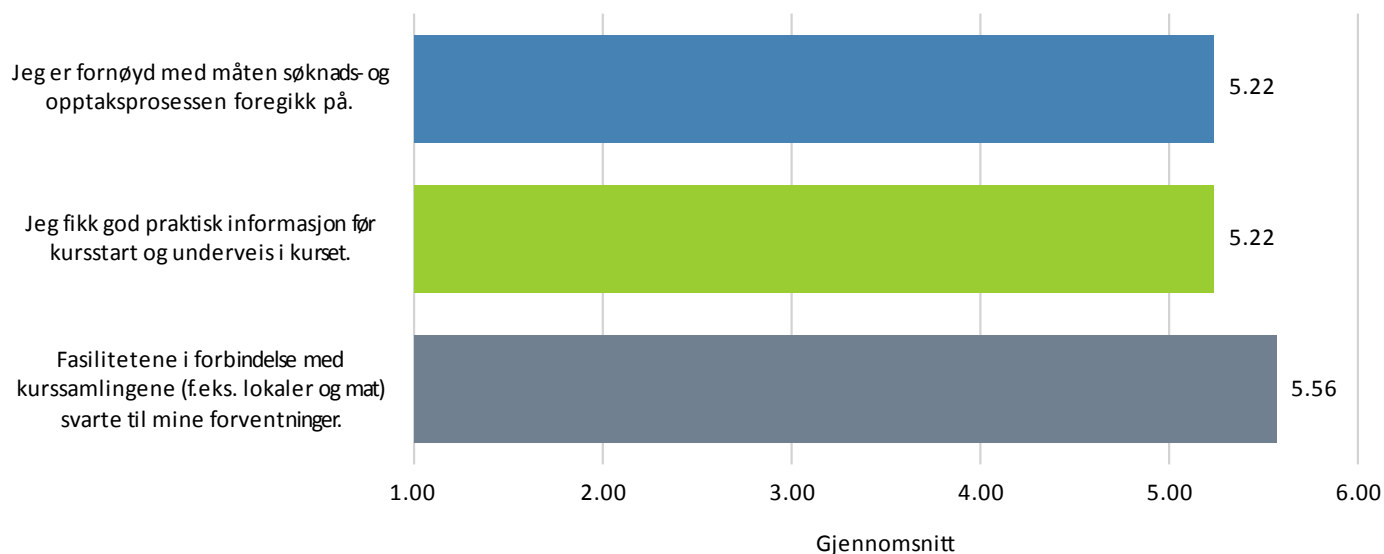
48 timers hjemmeeksamen er litt kort for de av oss som ikke får fri eller har mulighet for å ta feriedager til eksamen.

Arbeidsmengden på eksamen var mer enn 8 timers arbeid

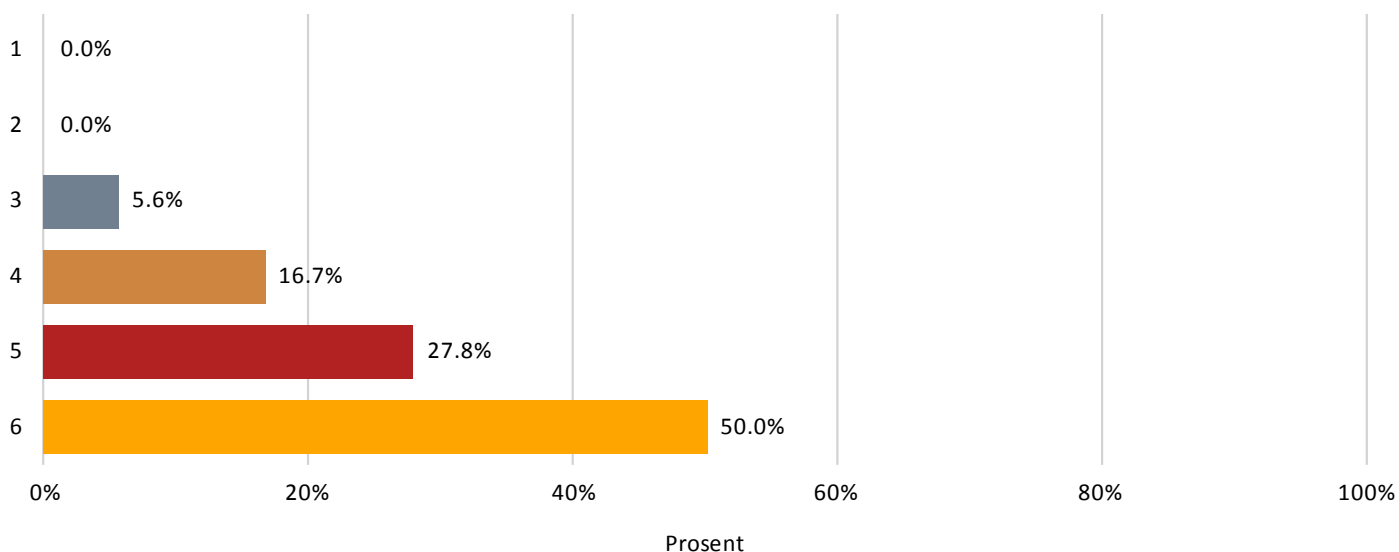
Det ble lagt ned en del jobbing i innleveringsoppgaver underveis. Flott at disse skal telle i karakteren fra neste semester.

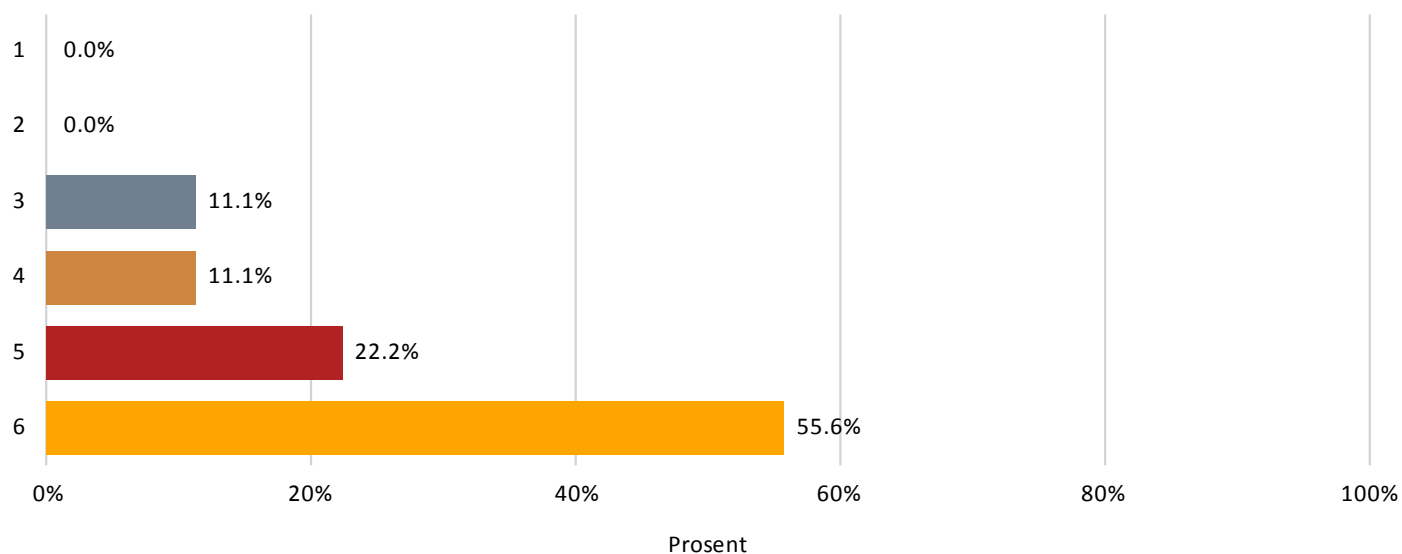
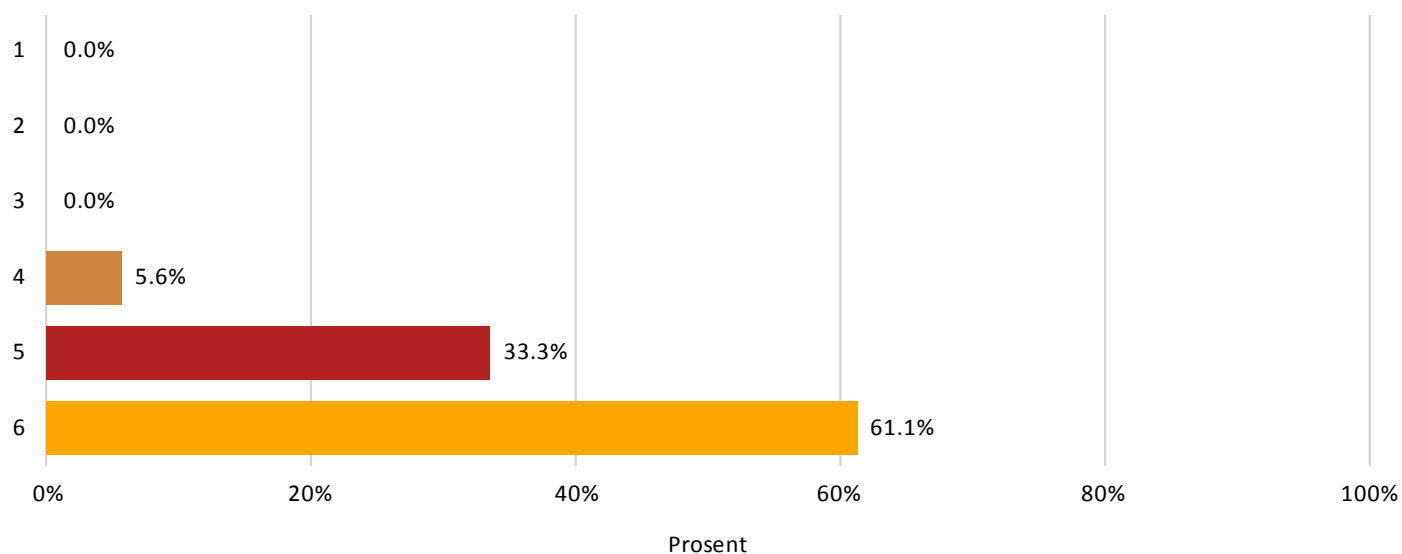
36. Hvor mange timer vil du anslå at du har brukt på kurset totalt? (Samlinger, selvstudier, øvingsoppgaver, eksamen.)

37. Praktisk tilrettelegging: Her ønsker vi tilbakemelding på de praktiske forholdene og rammene rundt kursgjennomføringen. Rangér følgende påstander fra 1-6 der 1 er "helt uenig" og 6 er "helt enig":



38. Jeg er fornøyd med måten søknads- og opptaksprosessen foregikk på.

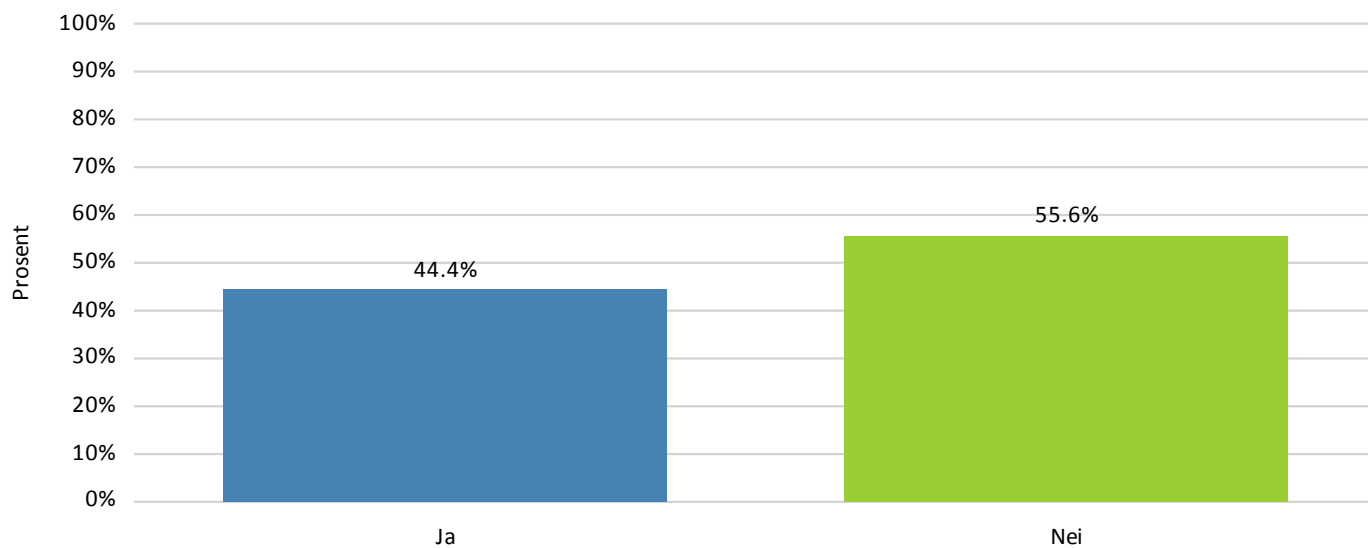
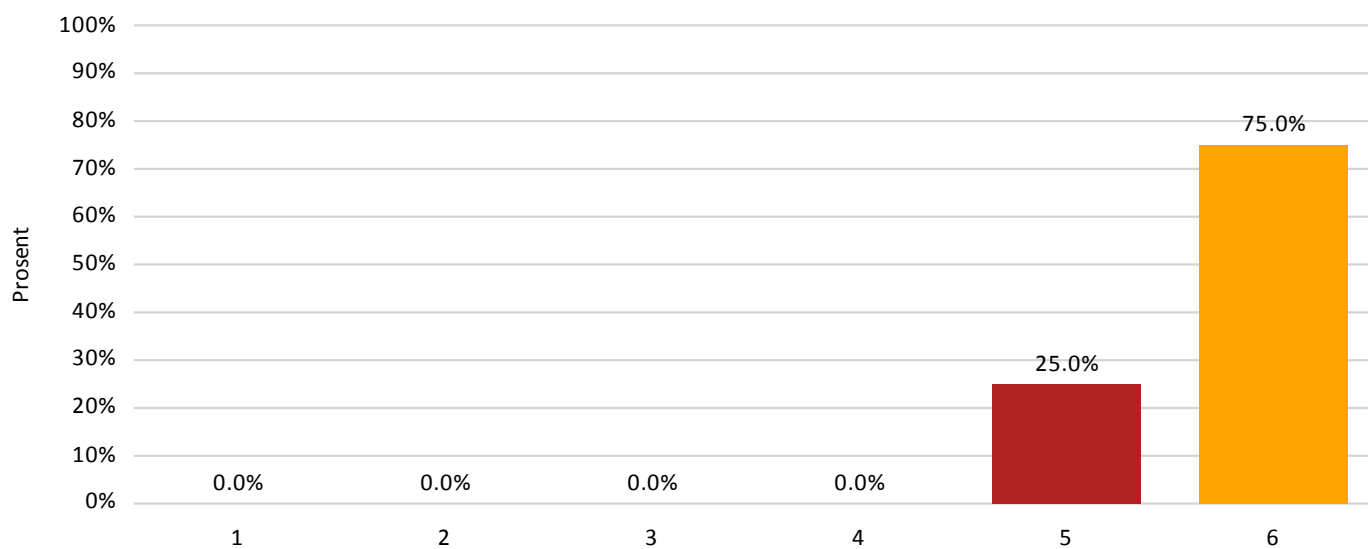


39. Jeg fikk god praktisk informasjon før kursstart og underveis i kurset.**40. Fasilitetene i forbindelse med kurssamlingene (f.eks. lokaler og mat) svarte til mine forventninger.****41. Har du kommentarer til den praktiske tilretteleggingen som du tror vi kan ha nytte av?**

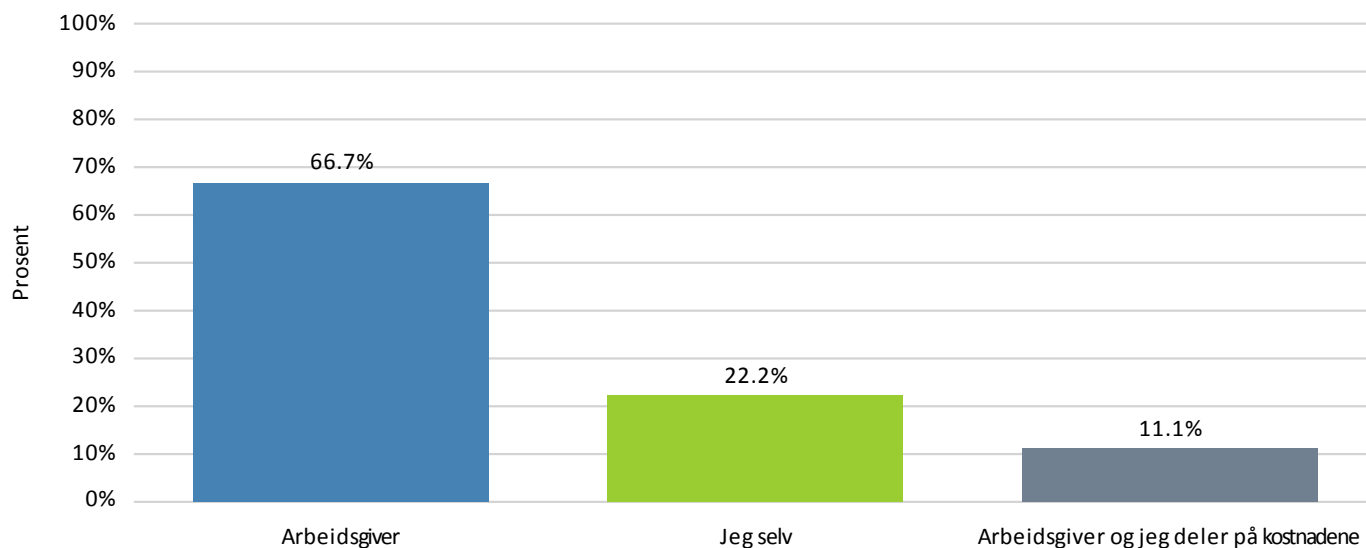
Det hadde vært en fordel at man kunne sende inn alle papirer på en gang, ikke søke først, og så sende e-post med bekreftelsen på arbeid. Det var også litt uklart hvordan bekreftelse som skulle sendes, og hvordan den skulle sendes.

Jeg tror at det hadde vært en fordel dersom det hadde blitt satt av enda en samling gjennom kurset

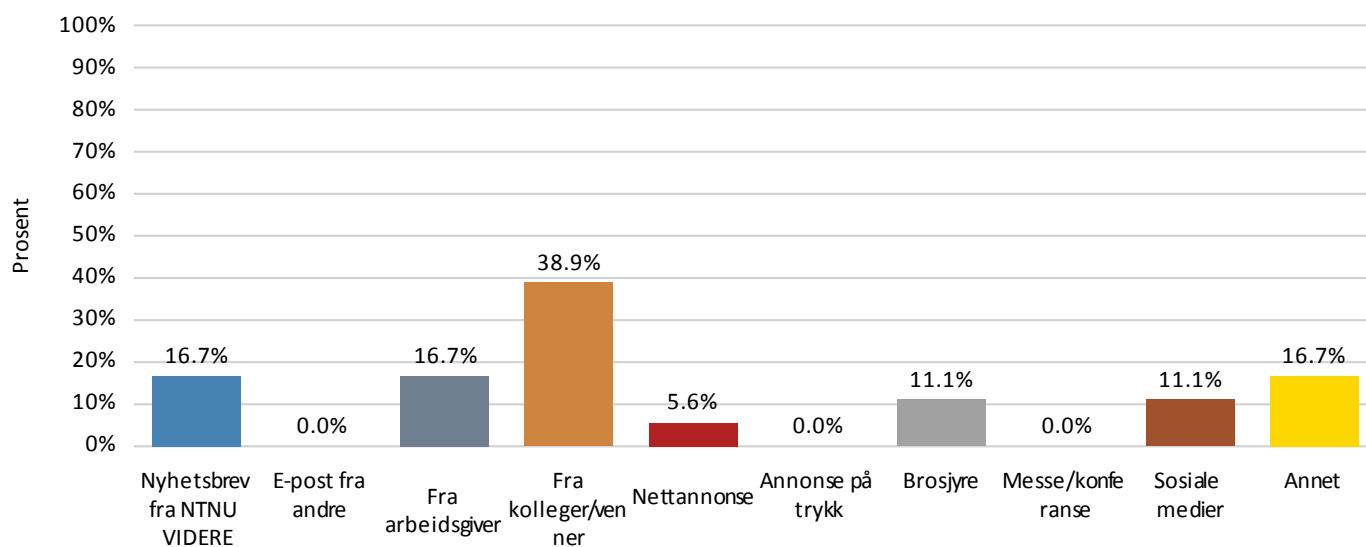
Ingen kommentarer

42. Har du tatt andre kurs i studieprogrammet?**43. Kurset passer godt inn i studieprogrammet (Skala 1-6 - fra "helt uenig" til "helt enig").**

44. Hvem betaler for kurset?



45. Hvordan fikk du kjennskap til kurset/studiet?



46. Kunne du tenke deg å skrive en kort omtale som vi kan legge på nettsiden for kurset? I så fall sier vi tusen takk!

Kurset Praktisk prosjektledelse anbefales til alle som jobber med ulike prosjekter. Jeg fikk mange nyttige verktøy jeg kan bruke i de ulike prosjektene jeg leder. Bassam er en glimrende foreleser som er meget kunnskapsrik og klarer å engasjere deltakerne.

Kurset ga en god innsikt i faget prosjektledelse og hvordan vi praktisk løser ulike utfordringer. Pensum har fokus på mangfoldet av prosjekter noe som gjør at alle yrker kan finne en relatere seg til prosjekter omtalt i boka. Et kurs som gir mye læring på kort tid og passer godt ved siden av 100% jobb.

Praktisk prosjektledelse har en jordnær tilnærming til faget som gjør det svært lett å trekke erfaringer fra egen arbeid inn i læringen. Bassam Hussein har i tillegg en fantastisk evne til å holde liv i studengruppen og trekker deg som student rett inn i prosjektlederfaget fra første sekund. Kurset anbefales for alle som deltar i, leder eller eier prosjekter.



Results Text

PRINTRESULT

TPK5100 Survey

Respondents:	64	Status:	Closed
Launched Date:	14.11.2014	Closed Date:	12.12.2014

6. In terms of your learning in the subject, What is your overall evaluation of the subject? Suggestions for improvement.

	Excellent	
1.	Improvement points: on the guest lecture, maybe more energy because compared to the courses we attended, it was a little bit less interesting.	view
2.	I really enjoyed this course! The course itself is very interesting and something I will use in my job. But I must say that Bassam is by far the best teacher I have experienced at NTNU and he changed a rough Monday to a fun and exciting start of the week! Thank you.	view
3.	Would recommend it to others! Would definitely like a better connection to real PM cases and solutions. Many of the points of Rambøll could be linked into the lectures. Other companies too. I really liked this course. The lecturer (I don't know if you are reading this so if it's the case, let's say "you" instead) is very into his subject and that's a pleasure to learn from someone who is passionate. The examples and the content is rich and that's very good.	view
4.	The only thing I didn't really like was the company case. The idea behind it is good but I really thought it would have been a concrete case and not very vague questions. I would have preferred something applied. I think I would have preferred a big project with steps every week where each step would be in relation with the course (in fact maybe replace the hand in exercise by some activities around only one big project). I think it would have stimulated me more. But once again I really liked this course which is one of my favourites of this semester. Thank you!	view
5.	It is a very good subject, mostly because of an excellent professor. Bassam is the best professor I have had at NTNU. Thank you!	view
6.	Great course! Bassam is a great teacher that encourages us to participate. Awesome that he has small rewards for the winners in kahoot. For me, it is a really interesting subject. It is a well-made course, I try to find suggestions for improvement, but I feel that I cannot. Maybe allow students to do the online quizzes more than two times (that is the actual restriction), and maybe some questions in the assignments can be dropped, but I feel that this is okay in order to better prepare for the exam. I really like the possibility to change groups for the assignments, and that the assignments are not graded: this makes a more peaceful mood, and improves also concentrations... if assignments were graded, then there will be tension, that I don't feel is good for the final outcome. The lessons were interesting and also sometimes fun, I think that it is really good to learn and keep concepts in mind. I hope the best for the exam, but for now, thank you for the course.	view
7.		
8.	It was one of the best courses of my semester, But Rambøll presentations was a negative point, I've learnt more from normal lectures. And I couldn't get the point of company assignment. Also it's good to include Kahoot in videos and continue keep recording lectures till last day.	view
9.	Overall a very good subject. Kahoot helps a lot, related to repeat the information from last week. It makes it sink in faster. I think the company presentation, with the company assignment should be reviewed. I do not feel the assignment challenged us in enough of the learning objectives to be a term-paper. I also feel that the questions were vague and difficult to make something out of. I believe that term-papers should try to address all the aspects of the course and also include a practical part, where theory are used are more meaningful.	view
10.	I am totally impressed by this course. I liked the book, lectures and assignments. Furthermore, more examples on various topics, like WBS, would be great to help me to understand those things in a better way.	view
11.	Everything was perfect in subject. The contents of subject were matching with exercises. Easy to follow the objective. The guest lectures can be improved and be more effective corresponding to the course.	view
12.	I want lecture can give more information, such as cost control. Or give some reading outside class for reference	view
13.	I think the subject can help us in the analysis of projects and making decisions. It is a very good training inside the managing world.	view
14.	Very bad homework problems. We have told you during evaluation in the course not to write just page numbers. Please spend 5 minutes and copy paste, not everyone has exactly the same book. Nothing changed after, still just page numbers. This is a project management course where the management should be done extremely good, instead we get this rubbish as homeworks : (view
15.	Good. The discussion around the video in the in-class assignment was not so good. And the WBS exercise was unclear. Did not know how to proceed. (Airport part) Use more familiar tasks, rather than using tasks that are unclear. Thank you	view
16.	Great: The interactive teaching approach with high focus on student participation. Improvable: The student assistants were not always present in the exercise hours.	view
17.	Lectures are very good and informative, can add a few more in-class assignments which would help us with good discussions with the lecturer.	view
18.	Great course, great teacher, good way to teach to my mind. Students are invited to participate and are really involved in the lessons.	view
19.	Very good course. If there was something that could be improved it has to be the company assignment. Tie it even more up to the company and make more interesting questions to answer.	view
20.	The only thing I really think needs improvement is the whole thing with guest lectures and the following company assignment. I found all the hand-in exercises a lot more useful than the assignment, which didn't really give me anything, nor did the two lectures provided by Rambøll. Other than that, great course.	view
21.	gREAT!	view
22.	Overall I feel like I learned a lot and the concepts were very well presented. Also, because the lectures are on YouTube it's easy to go to the videos and check if the understanding was correct. The student assistants and Giedre were all very helpful.	view
23.	Great! Skip company assignments, or define them together with lecturer	view
24.	Very good, the best subject I have ever had.	view
25.	Very good student assistants should be on time and show up in all the hours they are supposed to be there	view

Results Text

This page shows the results text of the question item that you selected.

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26.	Good subject, brilliant teacher, overall very happy with the course	view
27.	I think this course and the book of Pinto follows the footsteps of traditional academic ways of thinking about strategy and management summed up in the sentence "For successful projects, comprehensive planning can make all the difference". Planning and control in the spirit of Ansoff, Porter and Andrews. In practice i think it is more important to learn about different approaches to management rather than the classical approach (Whittington, 2005). Consider mentioning there are other ways of conducting projects. Especially in Norway where emergent strategies are common because of a phenomena of "community mentality".	view
28.	Interesting lectures. Good Lecturer. Makes it very easy not to fall asleep. Even on monday morning.	view
29.	It has been an okey subject. I liked the kahoot, it made it easy to see how much I actually remembered from last lecture, as well as it was a fun start of the lecture. I also liked the in classs assignment with practcal tasks. Good that you used short vdeo clips and real life examples in the lectures, so that we could see how the course relates to real world challenges. I think we have used very much time on AON, I wish we could have used a little bit less time on the actual AON-analysis and some more time on the "bigger picture": reasons why we do this analysis, or the practical advantages your project get when you spend time on making a good and precise AON. The guest lectures felt rather irllevant for the learning objectives, as he mainly spoke about how his projects looked like. I wish the company assignment would be more case oriented, because as it was now, the guest lectures were not very useful for the company assignment.	view
30.	Good	view
31.	If possible put full question independent of the book for hand ins. SO that buying the book does not become a compulsory for the poor students to study the course.	view
32.	Nice subject, i am glad i took it.	view
33.	During the four years that i have studied this has been one of the, if not the best class i have taken :)	view
34.	Very good, compared to other courses I've taken at NTNU. Company projects should not be limited to construction. Other project-intensive fields where this tools are being applied would be a good learning experience. Lecture notes on Itslearning didn't cover all that was presented in class.	view
35.	I just think that more debates would be good. It's already a class with students participation, but it's nice to see what other students answer and talk in debates and think "oh, I would answer that. Would it be right?" and hear the professor comenting on our answers.	view
36.	Skip company presentation or make it much better.	view
37.	Maybe some questions and solutions from the book in class, to tie lectures and book tighter together	view
38.	I really like the subject, and the idea of posting the videos in youtube was great :D	view
39.	Overall, I liked the subject. To improve the course, in my humble opinion, I would: 1) upload the kahoot questions and results; 2) extent the in-class exercise content; and 3) if possible, for the company assignment, I would include more about the breakdown of activities, distribution of work and planning. It is very important what we saw, but would be nice to also have the option for something more related to calculations and planning.. something like in-class assignment 4 but supported my analysis and calculations. Thank you for the course.	view
40.	All in all I liked the subject and the learning outcomes a lot. The in-class exercises were really helpful, as well as the hand in exercises, to repeat the lectures topics. Start with Kahoot, was allways fun. I learned a lot and it was allways a motivation for me to make sure to be in time for the class. Also the videos on youtube were helpful to repeat the lectures at home. Thank you for a great semester.	view

TPK5100 Survey

★ = Your Response

Respondents: 64 displayed, 64 total**Status:** Closed**Launched Date:** 14.11.2014**Closed Date:** 12.12.2014

1. Overall evaluation To what degree do you support each of the following statements. On a scale from 1 to 6 where 1 means low and 6 means high

	1	2	3	4	5	6	Response Total	Response Average
Lectures, assignments and other activities were focused on achieving the learning objectives of the subject;	0% (0)	0% (0)	0% (0)	12,5% (8)	32,81% (21)	54,69% (35)	64	5,42
Student assistants provided me with good feedback on my assignments that helped my learning in the subject;	1,59% (1)	0% (0)	1,59% (1)	17,46% (11)	39,68% (25)	39,68% (25)	63	5,13
Compared to other subjects, the work load of this subject is suitable;	0% (0)	0% (0)	4,76% (3)	26,98% (17)	42,86% (27)	25,4% (16)	63	4,89
If I could choose again, I would definitely take this subject (knowing what I know now about the content, activities, structure, requirements and so on)	3,12% (2)	1,56% (1)	1,56% (1)	4,69% (3)	32,81% (21)	56,25% (36)	64	5,31
I am very pleased with my own efforts so far to learn the subject	0% (0)	4,69% (3)	14,06% (9)	31,25% (20)	37,5% (24)	12,5% (8)	64	4,39
I believe that I am going to make very well in the final exam	0% (0)	0% (0)	18,75% (12)	43,75% (28)	26,56% (17)	10,94% (7)	64	4,3
Total Respondents							64	

2. Please rate the following instructional methods used in the course in terms of how each one helped your learning in the subject. 1 means low contribution to my learning, and 6 means high contribution to my learning

	1	2	3	4	5	6	Response Total	Response Average
In class assignments	0% (0)	1,56% (1)	4,69% (3)	15,62% (10)	42,19% (27)	35,94% (23)	64	5,06
Lectures	1,56% (1)	1,56% (1)	3,12% (2)	10,94% (7)	43,75% (28)	39,06% (25)	64	5,11
Hand-in assignments	1,56% (1)	1,56% (1)	3,12% (2)	23,44% (15)	42,19% (27)	28,12% (18)	64	4,88
Company assignment	9,38% (6)	25% (16)	34,38% (22)	17,19% (11)	7,81% (5)	6,25% (4)	64	3,08
Video and audio lectures on you-tube	0% (0)	4,69% (3)	15,62% (10)	20,31% (13)	23,44% (15)	35,94% (23)	64	4,7
Kahoot (in class quizzes)	1,56% (1)	0% (0)	1,56% (1)	12,5% (8)	31,25% (20)	53,12% (34)	64	5,31
Quizzes posted on its-learning	9,84% (6)	6,56% (4)	22,95% (14)	29,51% (18)	18,03% (11)	13,11% (8)	61	3,79
Guest lecture	12,5% (8)	26,56% (17)	23,44% (15)	18,75% (12)	15,62% (10)	3,12% (2)	64	3,08
Text book	1,59% (1)	4,76% (3)	15,87% (10)	22,22% (14)	38,1% (24)	17,46% (11)	63	4,43
Handouts - lectures notes	4,84% (3)	4,84% (3)	6,45% (4)	22,58% (14)	40,32% (25)	20,97% (13)	62	4,52
Additional papers / extra reading posted on its-learning	6,45% (4)	12,9% (8)	25,81% (16)	35,48% (22)	11,29% (7)	8,06% (5)	62	3,56
Total Respondents							64	

3. Evaluation of in-class assignments to what degree you evaluate the impact of the following in-class assignments on your learning 1 means low impact and 6 means high impact

	1	2	3	4	5	6	Response Total	Response Average		
In class exercise 1 (Project simulation, Building a paper tower)	1,61% (1)	1,61% (1)	11,29% (7)	12,9% (8)	27,42% (17)	45,16% (28)	62	4,98		
In class exercise 2 (Video screening of an actual project, followed by in- class open discussion)	3,12% (2)	1,56% (1)	3,12% (2)	25% (16)	42,19% (27)	25% (16)	64	4,77		
In class exercise 3 (Developing a WBS, followed by a discussion and feedback to some selected answers)	4,69% (3)	1,56% (1)	7,81% (5)	25% (16)	39,06% (25)	21,88% (14)	64	4,58		
In class exercise 4 (Project simulation, a computer game that deals with AON networks and risk management)	0% (0)	3,12% (2)	6,25% (4)	12,5% (8)	35,94% (23)	42,19% (27)	64	5,08		
Total Respondents							64			
4. If you have to select ONLY one in-class exercise that you believe had the greatest impact on your learning, which one would you choose from the list below?										
							Response Total	Response Percent	Points	Avg
In class exercise 1 (Building a tower)	<div></div>						22	34%	n/a	n/a
In class exercise 2 (Video screening followed by a discussion)	<div></div>						8	12%	n/a	n/a
In class exercise 3 (Creating WBS)	<div></div>						11	17%	n/a	n/a
In class exercise 4 (Computer simulation, AON and Risk)	<div></div>						23	36%	n/a	n/a
Total Respondents							64	100%		
5. Please tell us what was your most valuable expirience about the in-class exercise you selected in the previous question.										
Total Respondents							38			
(skipped this question)									26	
6. In terms of your learning in the subject, What is your overall evaluation of the subject? Suggestions for improvement.										
Total Respondents							40			
(skipped this question)									24	

35.	Identifying and focusing on the stakeholders.	view
36.	It allows us to really think how we can manage a project taking care of the risks (that can happen any time) even if they dont sound realistic, or part of the project. Also it teaches us to watch all the risk involved with the stakeholders.	view
37.	Exercise 2 includes the topics covered in exercise 1. Exercise 3 was a bit hurry for my opinion. In my opinion, the thinking process required in the exercise demand more time to be able to come up with such systematic thinking. I would include an additional exercise on this topic. Moreover, it is too open to individual interpretations,thus an additional exercise could help to narrow that. Exercise 4 was very interesting, but in my opinion too long to fully analyze it.. maybe I am wrong and it should not be analyzed in such detail but it would be interesting to do so. Actually, I liked it a lot but exercise 2 was a bit more controversial.	view
38.	That you allways have to ask the clients what they want for a result at the end of the project!	view



Results Text

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RESULT

Results Text

This page shows the results text of the question item that you selected.

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Page Help

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TPK5100 Survey

Respondents:

64

Status:

Closed

Launched Date:

14.11.2014

Closed Date:

12.12.2014

6. In terms of your learning in the subject, What is your overall evaluation of the subject? Suggestions for improvement.

- Excellent

view
1. Improvement points: on the guest lecture, maybe more energy because compared to the courses we attended, it was a little bit less interesting.

view
2. I really enjoyed this course! The course itself is very interesting and something I will use in my job. But I must say that Bassam is by far the best teacher I have experienced at NTNU and he changed a rough Monday to a fun and exciting start of the week! Thank you.

view
3. Would recommend it to others! Would definitely like a better connection to real PM cases and solutions. Many of the points of Rambøll could be linked into the lectures. Other companies too.

view
- I really liked this course. The lecturer (I don't know if you are reading this so if it's the case, let's say "you" instead) is very into his subject and that's a pleasure to learn from someone who is passionate. The examples and the content is rich and that's very good.

view
4. The only thing I didn't really like was the company case. The idea behind it is good but I really thought it would have been a concrete case and not very vague questions. I would have preferred something applied. I think I would have preferred a big project with steps every week where each step would be in relation with the course (in fact maybe replace the hand in exercise by some activities around only one big project). I think it would have stimulated me more.

view
- But once again I really liked this course which is one of my favourites of this semester. Thank you!

view
5. It is a very good subject, mostly because of an excellent professor. Bassam is the best professor I have had at NTNU. Thank you!

view
6. Great course! Bassam is a great teacher that encourages us to participate. Awesome that he has small rewards for the winners in kahoot.

view
7. For me, it is a really interesting subject. It is a well-made course, I try to find suggestions for improvement, but I feel that I cannot. Maybe allow students to do the online quizzes more than two times (that is the actual restriction), and maybe some questions in the assignments can be dropped, but I feel that this is okay in order to better prepare for the exam. I really like the possibility to change groups for the assignments, and that the assignments are not graded: this makes a more peaceful mood, and improves also concentrations... if assignments were graded, then there will be tension, that I don't feel is good for the final outcome. The lessons were interesting and also sometimes fun, I think that it is really good to learn and keep concepts in mind. I hope the best for the exam, but for now, thank you for the course.

view
8. It was one of the best courses of my semester, But Rambøll presentations was a negative point, I've learnt more from normal lectures. And I couldn't get the point of company assignment. Also it's good to include Kahoot in videos and continue keep recording lectures till last day.

view
9. Overall a very good subject. Kahoot helps a lot, related to repeat the information from last week. It makes it sink in faster. I think the company presentation, with the company assignment should be reviewed. I do not feel the assignment challenged us in enough of the learning objectives to be a term-paper. I also feel that the questions were vague and difficult to make something out of. I believe that term-papers should try to address all the aspects of the course and also include a practical part, where theory is used is more meaningful.

view
10. I am totally impressed by this course. I liked the book, lectures and assignments. Furthermore, more examples on various topics, like WBS, would be great to help me to understand those things in a better way.

view
11. Everything was perfect in subject. The contents of subject were matching with exercises. Easy to follow the objective. The guest lectures can be improved and be more effective corresponding to the course.

view
12. I want lecture can give more information, such as cost control. Or give some reading outside class for reference

view
13. I think the subject can help us in the analysis of projects and making decisions. It is a very good training inside the managing world.

view
14. Very bad homework problems. We have told you during evaluation in the course not to write just page numbers. Please spend 5 minutes and copy paste, not everyone has exactly the same book. Nothing changed after, still just page numbers. This is a project management course where the management should be done extremely good, instead we get this rubbish as homeworks : (

view
15. Good. The discussion around the video in the in-class assignment was not so good. And the WBS exercise was unclear. Did not know how to proceed. (Airport part) Use more familiar tasks, rather than using tasks that are unclear. Thank you

view
16. Great: The interactive teaching approach with high focus on student participation. Improvable: The student assistants were not always present in the exercise hours.

view
17. Lectures are very good and informative, can add a few more in-class assignments which would help us with good discussions with the lecturer.

view
18. Great course, great teacher, good way to teach to my mind. Students are invited to participate and are really involved in the lessons.

view
19. Very good course. If there was something that could be improved it has to be the company assignment. Tie it even more up to the company and make more interesting questions to answer.

view
20. The only thing I really think needs improvement is the whole thing with guest lectures and the following company assignment. I found all the hand-in exercises a lot more useful than the assignment, which didn't really give me anything, nor did the two lectures provided by Rambøll. Other than that, great course.

view
21. gREAT!

view
22. Overall I feel like I learned a lot and the concepts were very well presented. Also, because the lectures are on YouTube it's easy to go to the videos and check if the understanding was correct. The student assistants and Giedre were all very helpful.

view
23. Great! Skip company assignments, or define them together with lecturer

view
24. Very good, the best subject I have ever had.

view
25. Very good student assistants should be on time and show up in all the hours they are supposed to be there

view

26.	Good subject, brilliant teacher, overall very happy with the course	view
27.	I think this course and the book of Pinto follows the footsteps of traditional academic ways of thinking about strategy and management summed up in the sentence "For successful projects, comprehensive planning can make all the difference". Planning and control in the spirit of Ansoff, Porter and Andrews. In practice i think it is more important to learn about different approaches to management rather than the classical approach (Whittington, 2005). Consider mentioning there are other ways of conducting projects. Especially in Norway where emergent strategies are common because of a phenomena of "community mentality".	view
28.	Interesting lectures. Good Lecturer. Makes it very easy not to fall asleep. Even on monday morning.	view
29.	It has been an okey subject. I liked the kahoot, it made it easy to see how much I actually remembered from last lecture, as well as it was a fun start of the lecture. I also liked the in classs assignment with practcal tasks. Good that you used short vdeo clips and real life examples in the lectures, so that we could see how the course relates to real world challenges. I think we have used very much time on AON, I wish we could have used a little bit less time on the actual AON-analysis and some more time on the "bigger picture": reasons why we do this analysis, or the practical advantages your project get when you spend time on making a good and precise AON. The guest lectures felt rather irllevant for the learning objectives, as he mainly spoke about how his projects looked like. I wish the company assignment would be more case oriented, because as it was now, the guest lectures were not very useful for the company assignment.	view
30.	Good	view
31.	If possible put full question independent of the book for hand ins. SO that buying the book does not become a compulsory for the poor students to study the course.	view
32.	Nice subject, i am glad i took it.	view
33.	During the four years that i have studied this has been one of the, if not the best class i have taken :)	view
34.	Very good, compared to other courses I've taken at NTNU. Company projects should not be limited to construction. Other project-intensive fields where this tools are being applied would be a good learning experience. Lecture notes on Itslearning didn't cover all that was presented in class.	view
35.	I just think that more debates would be good. It's already a class with students participation, but it's nice to see what other students answer and talk in debates and think "oh, I would answer that. Would it be right?" and hear the professor comenting on our answers.	view
36.	Skip company presentation or make it much better.	view
37.	Maybe some questions and solutions from the book in class, to tie lectures and book tighter together	view
38.	I really like the subject, and the idea of posting the videos in youtube was great :D	view
39.	Overall, I liked the subject. To improve the course, in my humble opinion, I would: 1) upload the kahoot questions and results; 2) extent the in-class exercise content; and 3) if possible, for the company assignment, I would include more about the breakdown of activities, distribution of work and planning. It is very important what we saw, but would be nice to also have the option for something more related to calculations and planning.. something like in-class assignment 4 but supported my analysis and calculations. Thank you for the course.	view
40.	All in all I liked the subject and the learning outcomes a lot. The in-class exercises were really helpful, as well as the hand in exercises, to repeat the lectures topics. Start with Kahoot, was allways fun. I learned a lot and it was allways a motivation for me to make sure to be in time for the class. Also the videos on youtube were helpful to repeat the lectures at home. Thank you for a great semester.	view