

AH2170
Fall semester 2019

Anders Karlström

1. Description of the course evaluation process

Describe the course evaluation process. Describe how all students have been given the possibility to give their opinions on the course. Describe how aspects regarding gender, and disabled students are investigated.

Course student representatives were named in the beginning of the course, and course evaluation after the course.

2. Description of meetings with students

Describe which meetings that has been arranged with students during the course and after its completion. (The outcomes of these meetings should be reported under 7, below.)

All students were invited and encouraged to have a personal meeting after the written examination to get and provide feedback. Meetings with 8 students.

Student representatives have been invited to contact examiner for a meeting, so far no student representatives have contacted examiner.

3. Course design

Describe briefly the course design, the constructive alignment (intended learning objectives, learning activities, assessment, and how they interact), and the development that has been implemented since last course offering.

The course has been given for many years. The teacher for this course is being recruited, and new teachers will give this course next year. The course has three major components, each of which has assignments+labs, and are clearly linked to lectures. Learning outcomes are mapped, see course memo (Kurs-PM).

This year, the last assignment and lab was developed, to provide better progress in the master program.

Teachers discuss whether a new software should be used, instead of Excel, for part 1 and 2.

4. Students' workload

Are the students working to the expected extent in relation to the course credits? If there is a significant difference from the expected, what can be the reason?

The course has been given for many years, and the work load, the outcome and results, is as expected.

5.Students' results on the course

How have the students succeeded in the course? If there is a significant difference compared to previous course offerings, what can be the reason?

The course has been given many years, and the outcome is rather consistent.

The exam is further developed, and should be further developed.

6.Students' answers to open questions

What does students say in response to the open questions?

Some students think that the exam is too similar, compared with previous year. (The written exam should be further developed.)

Some student think that more time should be spent on logit.

Some student think that descriptive statistics should be left out, have done it many times before.

A few students did not read any course text books.

7.Summary of students' opinions

Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.

For those that answered the questions,

there were not clear-cut conclusion regarding

a/ More exercises during class room hours

b/ More lab hours

students were satisfied with

a/ it was clear what was expected

b/ the course was relevant

c/ felt motivated to work well

d/ teachers explained key topics, methods and concepts

8.Overall impression

Summarize the teachers' overall impressions of the course offering in relation to students' results and their evaluation of the course, as well as in relation to the changes implemented since last course offering.

The exam was developed, and there is scope for further development. The three parts are rather well-balanced and its modular structure helps with teaching and learning.

Scope for further discussion which software should be used, possibly Excel should be replaced.

9.Analysis

Is it possible to identify stronger and weaker areas in the learning environment based on the information you have gathered during the evaluation and analysis process? What can the reason for these be? Are there significant difference in experience between: - students identifying as female and male? - international and national students? - students with or without disabilities?

A challenge is always students with different backgrounds, in particular mathematical maturity and experience.

10.Prioritized course development

What aspects of the course should be developed primarily? How can these aspects be developed in short and long term?

The written exam can be further developed. There is scope to integrate the guest lecture further.

11.Other information you want to share

The teachers for this course were giving this course on a temporary basis, and new teachers will be giving this course from fall semester 2020. The course has been given many years, and the scope with three major parts is well-designed, but a new teacher have the opportunity, for instance, to revise the weights of the three parts.