



Report - AH2307 - 2020-12-12

Respondents: 1
Answer Count: 1
Answer Frequency: 100.00%

Please note that there is only one respondent to this form: the person that performs the course analysis.

Course analysis carried out by (name, e-mail):

Fariya Sharmeen, Sharmeen@kth.se

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.

The course evaluation was open for five and a half weeks with notification and a gentle reminder from the course teacher. The students were also given the opportunity during zoom meetings to express their concerns and ask any questions they might have. Some students did also write e-mails to the course teacher.

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.)

Other than the scheduled lecture and lab times, one mid-course meeting and one meeting after the exam were arranged to discuss the course progress, give opportunity to ask questions and give/get feedback. Students were also invited to contact anytime and schedule one on one meetings after the course.

COURSE DESIGN

Briefly describe the course design (learning activities, examinations) and any changes that have been implemented since the last course offering.

New materials were added to give the students some perspectives and new developments in the field. The examination was updated to adapt the assessment of learning outcomes in the open book zoom exam format. In the examination a new section was added where the students have the opportunity to critically think and reflect like a urban modeller and take a problem solving approach to offer solutions when needed.

THE STUDENTS' WORKLOAD

Does the students' workload correspond to the expected level (40 hours/1.5 credits)? If there is a significant deviation from the expected, what can be the reason?

as expected

THE STUDENTS' RESULTS

How well have the students succeeded on the course? If there are significant differences compared to previous course offerings, what can be the reason?

83% students have passed the course in the first attempt out of those who took the examination. Some students could not take the exam and have to go for the re-exam because of Covid19 infection unfortunately.



STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

In general the remarks are positive and inspiring. Some comments regarding the lab that need to be addressed. Some complaints about the online classes which were difficult to get around in this instance. The overall acceptance of online teaching was good. The exam also seemed to be long for some students.

SUMMARY OF STUDENTS' OPINIONS

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

Good content - update with realistic examples, update literature and systematise the connection to the lectures.

Exam - lengthy, has fundamental explanatory questions

Update lab, more assistance, Q&A session

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.

Overall impression is good in relation to students' results, feedback and general impression, given the new course teacher and the pandemic adaptation of teaching and exam formats. Newer contents on alternative approaches (regret minimization and hybrid modelling, smart mobility and innovation) and guest lectures to offer overview of the real-world practice were appreciated. However there are room for improvement and an ambition to update the contents to incorporate the state of the art and emerging modelling and appraisal methods and processes.

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?

Not really. Female students seem to be inspired to have a female course teacher. International students have conflicting opinions while some enjoying the challenge others asking for more.

PRIORITIZED COURSE DEVELOPMENT

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

Update literature and link more systematically to the lectures to ease navigation.

Communicate better (via Canvas page) for the students to navigate through the contents.

Update lab content. Get all the answers with regards to the project.

Update lecture content with adding novel perspectives and alternative approaches, e.g. some contents on machine learning, role of big data, dynamic and hybrid modelling.