

This is where you fill in your course analysis. The course analysis is a systematic evaluation of the course for continuous development and quality assurance. For courses given within a programme, the course analysis also serves as a basis for programme monitoring.

The course analysis also contains study results from the course and survey responses without free text comments. It is made available to students and others with access to the course room via Canvas. Planned changes for the next course round are also published publicly on "About course" on kth.se. Internal reflections are not published in the course analysis.

You can work on the course analysis continuously, remember to save changes. Publish the course analysis when it is finished. The course analysis is automatically published with existing comments 49 days after the course end date. After publication, the analysis can no longer be edited.

Read more about course analysis on KTH's intranet: [Course analysis and course development](#)

2.1 Reflections of course responsible

2.1.1 Changes made since previous course offering (– Optional field, included in course analysis)

After initial successful implementations we will continue to add the new quiz feature to more quizzes. This new feature allows the students to avoid having to make a new attempt on all the questions of the quiz (including the questions and alternatives that were answered correctly) but just on the ones that were answered incorrectly.

2.1.2 Compilation of course evaluation results (e.g. course evaluation board, course meeting & free text survey responses) (- Required field, included in course analysis)

Obligatoriskt fält

Answer rates have increased so that is good.

It is currently at about 30% - 40% in the master courses and 50-100% in the PhD courses.

Jesper, the Director of Studies at the division of philosophy informed us that that is OK.

Many other courses at other schools have lower answer rates, about 20%.

Concerning Point 1- 11

Looks good and ok for most questions.

Concerning free text survey responses

The overall impression from the free text answers is that students appreciate the course. In particular the organisation, structure, seminars and helpful support.

There are requests for more info to be on canvas and not just on the course memo.

Some students wish to get the opportunity to ask more questions in the flipped classroom.

2.1.3 Course coordinator's reflections on what has worked well and what can be developed in the course

Flipped Classroom

Some students wish to get the opportunity to ask more questions in the flipped classroom.

However, at the flipped classroom sessions students typically do not take the opportunity to ask that much. Maybe they are shy, or it can also be that they are not so prepared. They don't know the material.

The students who participate have not prepared enough.
They have read the course material or worked on the lectures but not sufficiently.

A suggestion was raised that to increase the incentive to prepare more for the flipped classroom – Only those who have passed the relevant quizzes for each flipped classroom will be allowed to attend, and thus get the bonus point.

But before this, a first step can be to have deadlines earlier for the relevant quizzes so that it closes just before the respective Flipped classroom session.

We could also move the Flipped Classrooms closer to the exam.
Flipped 1 for the first 5 lectures
Flipped 2 for the 5 remaining lectures.

We decided to revisit this again at the next course analysis meeting.
Till will have a meeting with Adam and Henrik before that and analyse the pros and cons.

PRO1 - Brief comment on result Optional field, included in course analysis

The result is OK.

The popularized presentation part of Block 3, first draft and the final essay. are sometimes not sufficiently extensive and it is not always clear what is generated by AI and not. There is also often not a specific improvement part where improvements are presented or a justification part where a justification for why the AI generated / author generated text is sufficient or what parts needed improvement.

We will review this to determine if clarifying the instructions can resolve the issue.

SEM1 - Brief comment on result
Optional field, included in course analysis

Overall, the students greatly appreciate the seminars.

Some teachers expresses that the students should consult the course literature more during the seminars, in their computers, etc.
So we will encourage them more to work with the course literature when they start their exercises and also point out that they primarily should use the course literature before just turning to Wikipedia on the internet or AI.

TENB - Brief comment on result
Optional field, included in course analysis

The Master courses

It looks good.

Slightly better results. More C and B and less F

However, slightly fewer D.

This may be because those who wrote D got the chance to have part 3 assessed and then some could get higher grades.

Previously (e.g. AK203) 30-50% A, B, C or C but now almost about 70%.
Possible Reasons might be that students can get higher grades because the threshold for grading part III is lower, and/ or the students might be better prepared.
If it looks the same next time, then this may be worth investigating further.

Slightly fewer than those who sent in Part III reached above the threshold for getting their Part III corrected, so the new system that lowered the threshold to D on Parts I and II for getting Part III graded has led to more D's becoming a few more C's, B's, and A's which better reflect the students real knowledge in the subject.
All things considered, this can be regarded a good outcome.

Other considerations on what has worked well and what can be developed in the course

The project Part

We are looking into if there is something we can do to improve the instructions for the popular presentation in Block 3.

2.1.4 Summary of changes introduced for upcoming course offering
(- Required field, included in course analysis, published on "About course" at kth.se (summarize briefly))

Obligatoriskt fält

Quizzes

After initial successful implementations we will continue to add the new quiz feature to more quizzes. This new feature allow the students to avoid having to make a new attempt on all the questions of the quiz (including the questions and alternatives that were answered correctly) but just on the ones that were answered incorrectly.

The exam

For the Master courses

After a successful first trial on an actual exam, we will now continue with the lower threshold for grading the Part III of the exam. We will continue to test this and see if it continues to encourage more students to attempt Part III of the exam.

The project Part

We are looking into if there is something we can do to improve the instructions for the popular presentation in Block 3.

Course information

Some instructions have been made clearer, and we have started to provide more specific page references (e.g. to parts, chapters or headings, etc.) in canvas where we refer to the course memo, so that the students quickly know where to find the information in the course memo.

Since there are wishes for more info to be on canvas and not just on the course memo, we will begin to look into that. As a start we consider adding more info about what to do when they miss the seminars. For example, info that they have to sign up for the relevant compensation seminar in the discussion forum.

Course coordinator's internal reflections

(- Optional field, not included in course analysis)