2.1 Reflections of course responsible

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

More applied and adapted examples related to the students' various programs have been requested, e.g. examples from cybersecurity have been requested by the Department of Computer Science and this is something that we have worked with before and continuously continue to work with to increase the degree of adapted examples in our teaching.

We have been considering whether it is too harsh that students must have a C on the exam to get their Part III assessed.

Therefore, we have started a three-step plan to see if we should change the assessment system for the exam so that D gives the right to Part III being assessed but that they can only get a maximum of B then.

Step 1. Test with previous exam data – do there seem to be OK consequences?

Step 2. Formulate a well-tested proposal for change and send it out to everyone for feedback.

Step. 3 – If testing and feedback generates a positive outcome, we implement the new assessment system.

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)

AK2030 had a low answer frequency
AK2036 had a little better answer frequency
FAK3012 – Had a very good answer frequency – 7 out of 8.

Concerning Point 1- 8
For AK2036 more students are satisfied with question 7 and 8 compared to 2025 P3.
Question 7 for AK2030 is as positive as AK2036 but 8 is still more negative than AK2036.

Concerning free text survey responses

Course info is too scattered between canvas and course memo according to some students.
Some students also feels that it takes too long to find things in the course memo.

Free text answers from Mats' students

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which takes AK2036

Hello!

In our program cohesive course (programsammanhållande kurs) for Information and Network Engineering (TINNM), we ask students to complete a "Study survey" with only two questions each period. One question is "Mention something that you want to comment about your current courses and your ongoing study situation (be it positive or negative or some question of yours)." This occurs approximately 3 weeks into the period. Below I have cut out the quotes that relate to your course AK2036:

- I noticed I can't keep track of the theory and methodology of science assignments and deadlines. The course is organized but the canvas page is too complicated, hence you can easily get lost.

- The workload of TaMoS course is heavier than expected.

- I feel a little stressed about tamos and wireless networks. One course is tedious and memorizes knowledge points, and the other one is more difficult in theory.

- Courses are good, and the ongoing study situation is good. But I am not really sure about what the course AK2036 VT25 Theory and Methodology of Science with Applications (Natural and Technological Science) (Period 4) requires us to do, because I think the course page on Canvas is really messy and complex.

- I heard that the course AK2036 is really difficult to pass, and hope to get some suggestions from other people.

Hälsningar

/Mats

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

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

One might introduce different levels of ambition for the Project Part, accommodating students who wants to work more or less.
This could be reflected by different points or the like, maybe that students who choose a more ambitious level that requires more work, get some extra bonus points on the exam.

If we are going to do this we should do it on the methodology part. In other words, on Block II.

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

Overall, the students greatly appreciate the seminars.
TENB - Brief comment on result
Optional field, included in course analysis

It looks good.
AK2036 – 80 students 95% passed the exam
Of all Master course versions, about 50-60% submits Part III
About 30% of those who submits Part III does not receive enough points from Part I and II to have their Part III assessed.
All things considered, this can still be regarded as an OK outcome.

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

One of Mats' doctoral students' teachers felt the program focused too heavily on medical examples and experiments, and not enough on theoretical methodology, mathematical models, and non-empirical methods.

We already provide examples of models and non-empirical methods, but we will look into incorporating more of these into the course.

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))

Quizzes

We will start using a newly added feature to the quizzes so that the students do not have 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.

We'll try this on a few more quizzes, and then if the trials are successful we will implement the new feature on all quizzes.

The exam

We will continue our work to implement a lower threshold for grading the Part III of the exam. We will test this and see if it encourages more students to attempt Part III of the exam.

The project Part

Look into having different levels of ambition for the Project Part, accommodating students who wants to work more or less. This could be reflected by different points or the like, maybe that students who choose a more ambitious level that requires more work, get some extra bonus points on the exam.

If we are going to do this, we should do it on the methodology part. In other words, on Block II. We also consider starting to be tougher on Part 1.

Course information

Making it easier to find things in the course memo and in the canvas course room. We will try to start providing 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.