

Course analysis AK2050, period 1&2 2021

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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.

Students have been asked to fill out the LEQ through the central KTH system. This also investigates aspects regarding gender and disabled students. A 12 questions LEQ template was used without additional questions.

DESCRIPTION OF MEETINGS WITH STUDENTS

Describe which meetings that has been arranged with students during the course and after its completion.

A meeting for course evaluation where student representatives and PAs has been arranged after period 1, 2021. Much of the information in this report is based on that meeting. No meeting was held after period 2.

COURSE DESIGN

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

AK2050 has eleven video lectures and four seminars that covers the main areas of the course. The seminars are, to a great extend given at campus (if not for pandemic-related reasons). AK2050 has a project part; this consists of three lectures, 2 seminars, and an essay. Students both work individually (essay) and in groups (seminars). The course examination is a 4 hour exam which consists of 3 parts. It is given online and is an open-book exam, but no supervision is demanded and it can be taken from anywhere. No changes were made from period the last course offering.

THE STUDENTS' WORKLOAD

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

In general, students study less than the expected level. As has been discussed in previous analyses, there are many possible reasons for this, such as students putting in the effort only to pass the course or other courses requiring more time than they should. A possible explanation is that the new course text enables students to learn the material in a more "classical" way and thus reduce their spent time. However, the participants of the meeting agreed that the average is not so low so that any particular changed needed to be made, but rather indicated that there is some headspace for students who do need to study more to complete the course.

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?

There are differences in the grade distribution compared to one year ago, which is due to the exam being different in format. There are no particular differences in the grade distribution compared to last period. The meeting concluded that the grades follow a vague bell curve and that the percentage of students with F or FX was about what could be thought of as reasonable.

AK2050

A	0%
B	0%
C	12%
D	41%
E	29%
F	6%
Fx	12%

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

Students seem to be very satisfied with the video lectures and their quality, and also with the seminars (some students want them to be longer). They also report that they enjoy the opportunity to plan the schedule for themselves, since the video lectures are available from day one and can be watched whenever.

It was also reported that students want to have the seminar on campus (as compared to online). Due to the pandemic-related reasons, this is something we try to implement as much as possible while still meeting general restrictions as well as some students' need for having education online.

Several students reported that it was hard to get 14/15 points for the quizzes. The meeting did not consider that this in itself was an indication that something should be changed, rather that the quiz questions should be continually improved based on feedback.

SUMMARY OF STUDENTS' OPINIONS

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

Generally, students have a favourable impression of the learning environment in this course. On this scale, zero equals an average of -3 and 7 equals on average +3, while 4 being neutral. Students taking AK2050 rate all aspects of the learning environment between 4,3 - 6,8 (6 responses). This is a good result over all aspects, and nothing particular stands out.

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 teachers saw a general positive trend for the course and its development. We are now in the area of fine tuning most aspects of the course, rather than drastic changes. One part of the course which could be developed further is the project part. In particular, it was identified that (i) the topics could be somewhat more applied to the students' field of research, and (ii) that some improvement can be made regarding the pre-lecture and pre-seminar assignments. A further task in the project part is now to reach students who are not performing as well and motivate them.

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 be?

There is no aspect of the learning environment that sticks out in either direction, the courses taken as a whole. The general structure of the course is functioning well and fills its purpose. Improvements can be made to particular aspects, such as quizzes.

One weaker element might be the grading of the exam. In the same area, the video quizzes might be improved. Here the meeting decided that “keeping a watchful eye” was the best strategy, with continual improvements when issues are brought up.

The meeting also discussed the previously titled “flipped classrooms”, which will continue as discussion forums during the spring. It was agreed that students should be encouraged to bring questions to the seminars as well.

Are there significant differences in experience between:

- students identifying as female/male?

No breakdown.

- international/national students?

No breakdown.

- students with/without disabilities?

No breakdown.

PRIORITIZED COURSE DEVELOPMENT

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

- Grading system will be further discussed and developed by the teachers.
- The quizzes will be continually improved.
- The course text will be updated.
- Transcriptions of videos from course text might be transferred into the videos as captions.

OTHER INFORMATION

Is there anything else you would like to add?