Report - DD1334 - 2015-11-13

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):

John Folkesson johnf@kth.se

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

The Course has lectures, recitations, 3 labs and a group assignment. The lectures cover the material of the syllabus. The recitations allow the students to earn bonus points by presenting homework problems. Each recitation also has the teacher give solutions to problems similar to the next recitations homework.

The labs cover SQL, application programing and XML. They give the students a chance to learn how these actually work and they can learn most of the goals in the labs.

The project gives them a chance to practice the design concepts and some of theory parts of the course.

The exam is very complete and gives a good picture of the student's knowledge.

THE STUDENT'S 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?

It would seem that most students are working less than the 6 hp would indicate although at the same time I think the ones that did work 16 hrs a week did learn more completely. I think the problem is not that there was nothing to do for 1 hours but that they found ways to take short cuts that were not helping them learn.

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?

The passing rate on the exam was 67% which was much lower than last year. This is hard to explain when we consider that most of the course is the same as are the teachers. I did have more TA's in the labs than last year. I did add a bit to the project. Those changes can not explain the result. I suspect that more students may have taken short cuts this year. Some students complained that the workload in other courses was preventing them from putting time into this one. That could be a factor.

There was a very strong corellation between having done the homework (bonus points) and final grade. for example all A's had 7 bonus points (max). Whilst no F's had more than 4 and most had 1 or 0. So essentially if you did the all homework you did pass.

OVERALL IMPRESSION OF THE LEARNING ENVIRONMENT
What is your overall impression of the learning environment in the polar diagrams, for example in terms of the students' experience of meaningfulness, comprehensibility and manageability? If there are significant differences between different groups of students, what can be the reason?

Polar diagrams give almost no significate clues. Most are neutral to bit above neutral. The only group was svensk studenter?

ANALYSIS OF THE LEARNING ENVIRONMENT
Can you identify some stronger or weaker areas of the learning environment in the polar diagram - or in the response to each statement - respectively? Do they have an explanation?

No

ANSWERS TO OPEN QUESTIONS
What emerges in the students' answers to the open questions? Is there any good advice to future course participants that you want to pass on?

The responses were not focused very much on any part of the course. More random opinions. There were several that liked the labs. Some said that the course was well organized and worked well. In the meeting with the student representative the comments were very helpful:

1. 'upläget är bra, behåller det'.
2. Bouns points worked well.
3. Students felt that if they had done what was intended (ie get the bonus points) they would have done better
4. The project was not clearly defined (but then some thought it was too clear?). It was too simple and did not allow the students room to explore the methods.
5. Suggest that I present the results showing how much the homework correlated to the exam result in the first lecture. (Excellent idea)

PRIORITY COURSE DEVELOPMENT
What aspects of the course should primarily be developed? How could these aspects be developed in the short or long term?

I want to refine the project next year.
I would like to find a way to assure time on task next year.

OTHER INFORMATION
Is there anything else you would like to add?

no

Course data 2017-06-05

DD1334 - Database Technology, HT 2015 dbtek15

Course facts

Course start:	2015 w.36
Course end:	2015 w.44
Credits:	6,0
Examination:	LABA - Laboratory Assignments, 3.0, Grading scale: A, B, C, D, E, FX, F, TG TEN1 - Examination, 3.0, Grading scale: A, B, C, D, E, FX, F, TG
Grading scale:	A, B, C, D, E, FX, F, TG

Staff

Examiner:	John Folkesson <johnf@kth.se>
Course responsible teacher:	John Folkesson <johnf@kth.se>
Teachers:	Fredrik Berglund <fberglun@kth.se> Rasmus Berggrén <rberggre@kth.se> Ellinor Håkansson <ellhak@kth.se> John Folkesson <johnf@kth.se> Josefine Martinsson <josmar@kth.se> Mikael Eriksson <miker@kth.se> Göran Alterland <galter@kth.se>
Assistants:	

Number of students on the course offering

First-time registered:	111
Total number of registered:	140

Achievements (only first-time registered students)

Pass rate[1] [%]	77.50%
Performance rate[2] [%]	85.10%
Grade distribution[3] [%, number]	A 10% (9) B 33% (28) C 45% (39) D 7% (6) E 5% (4)

1 Percentage approved students
2 Percentage achieved credits
3 Distribution of grades among the approved students