



Report - DD1334 - 2019-01-07

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):

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COURSE DESIGN

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

This is the first year that I have taken over DD1334, and as a first iteration I kept the course identical in structure to Prof. Folkesson's structure from last year, including lecture slides, grading system etc. i.e.: 11 lectures, 11 tutorial sessions, 3 labs, and a group assignment. There were no major changes made to the course setup this year.

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?

Some students have reported less than 40h/1.5 credits in the questionnaire, while some complained that it was "too much work". However, on balance, the course load seems approximately appropriate.

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?

On average a very large percentage of students did extremely well, however there was a pattern where some students never attended tutorials and did not obtain bonus points for the exam and also performed very poorly on the exam itself. It may make sense to make tutorial attendance compulsory to avoid losing those students.

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?

One result that was visible clearly as a deviation is that the students did not feel that they were able to influence the course activities. It may be worth considering how this could be improved. However, given the nature of the course there may only be limited scope for this beyond choosing more individual projects and exercises.



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?

I believe the structure of the course in terms of the practical activities during labs and tutorials is appropriate, but believe that the lecture slide material will need to be updated and made more engaging during the coming iterations of the course. There were also some negative comments on one of the TAs that will need to be more closely monitored in future iterations. It was also suggested to have more examples to be discussed during the lectures.

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?

It was suggested to focus on labs and exercises as preparation for the exam.

PRIORITY COURSE DEVELOPMENT

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

An overall update to the teaching material and lecture slides is required in order to make the material more engaging. For the next iteration of the course I will focus on this.

Course data 2019-02-12

DD1334 - Database Technology, HT 2018 dbtek18

Course facts

Course start:	2018 w.35
Course end:	2018 w.43
Credits:	6,0
Examination:	LABA - Laboratory Assignments, 3.0, Grading scale: A, B, C, D, E, FX, F TEN1 - Examination, 3.0, Grading scale: A, B, C, D, E, FX, F
Grading scale:	A, B, C, D, E, FX, F

Staff

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Number of students on the course offering

First-time registered:	0
Total number of registered:	222

Achievements (only first-time registered students)

Pass rate ¹ [%]	<i>There are no course results reported</i>
Performance rate ² [%]	<i>There are no course results reported</i>
Grade distribution ³ [%, number]	<i>There are no course results reported</i>

1 Percentage approved students

2 Percentage achieved credits

3 Distribution of grades among the approved students