Report - DD1334 - 2022-06-06

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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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.

The course was evaluated by means of a student questionnaire and an interview session with interested students. The standard course questionnaire covers questions of gender and disability in particular.

DESCRIPTION OF MEETINGS WITH STUDENTS
Describe which meetings that has been arranged with students during the course and after its completion. (The outcomes of these meetings should be reported under 7, below.)

Due to the pandemic, the course, including lectures, labs and tutorials were held remotely via video/zoom sessions. We followed the same setting in terms of number of lectures and labs etc as in past years. The change to an online learning environment was initially a big shift for the students, but I believe they adapted well despite the circumstances.

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 a practical (lab based) and more theoretical (exam based) component. Tutorials enable the students to obtain bonus points for the exam - see the structure of past years. One change that was introduced this year was to utilize a canvas based exam instead of a classical written exam due to the pandemic. Overall the experience with this approach was, I believe positive.

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

The students reported on average a low hourly workload, but the spread in the distribution is wide, ranging from 0-2h/week to 33-35h/week. One of the challenges of this course is the varying ability of students when it comes to practical aspects of the course. While we have now mitigated this by only relying on very computer skills for installation and minimal python programming skills, this remains a problem for a small number of students.

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 students results were in line with past years.

STUDENTS´ANSWERS TO OPEN QUESTIONS
What does students say in response to the open questions?

The student responses are overall positive, but have also some mixed feedback. While many many students are satisfied with the course, there were some particular recurring themes around tutors as we had observed in a past year as well. A challenge in this course is to provide a uniform experience across TAs and students mentioned they prefer teacher-led sessions rather than tutorials where students present solutions. Since tutors are not necessarily giving tutorials for multiple course iterations, it is challenging to maintain a uniform TA experience. While it is not realistic to have TAs provide a completely identical response to all questions, we continue to work with the TAs on this issue to try to provide as uniform guidance as possible.

SUMMARY OF STUDENTS' OPINIONS
Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.

See above.

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.

This year's course was a different experience due to the pandemic and the remote operation of the course. One of the changes we have implemented since the last iterations is to move from postgresql to sqlite3, which is much simpler to operate and install. This has proved to be a beneficial change that we will keep for the coming iteration.

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 for these be? Are there significant difference in experience between:
- students identifying as female and male?
- international and national students?
- students with or without disabilities?

Students identifying as female responded slightly more positively to questions 22, 1, 4, 15, 16, 21. However, the sample size is quite small and is unclear if there is a significant reason for this.

PRIORITIZED COURSE DEVELOPMENT
What aspects of the course should be developed primaily? How can these aspects be developed in short and long term?

The main focus is to further work on the hybrid/remote setting to ensure the course keeps running smoothly in case the pandemic continues.