

Report - DD1420 - 2024-08-29

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 the standard LEQ course questionnaire. This questionnaire captures both numeric and open feedback as well as aspects regarding gender and disability. We also received feedback directly from students via email and during course meetings.

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.)

DD1420 uses a flipped classroom approach using online lecture notes. Help sessions and summary / discussion lectures that were held online.

COURSE DESIGN

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

The course employs a flipped classroom approach. The course is intended as a first course in Machine Learning for students that are interested in becoming experts in the field.

DD1420 uses continuous examination - there is no final exam, the grades are determined by student work throughout the course.

Some components are pass/fail, while others have an assigned letter grade. Concretely, the requirements to pass the course are:

PRO1 1.5 credits - Complete Lesson Assignments (watch the Video Lectures / read all Lecture Notes (Links to an external site.)). Grade: P/F

PRO1 1.5 credits - Pass every Practice Quiz with a score of >80%. Grade: P/F

INL1 3.0 credits - Exercises. These account for 50% of your Grade: A,B,C,D,E,F

TES1 3.0 credits - Complete the Summary Quizzes and participate in Discussions. These scheduled quizzes account for 50% of your Grade: A,B,C,D,E,F

More details can be found in the course syllabus and ILOs.

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 a workload ranging from 0-1 to 18-20 hours/week, with the distribution approximately centered around 15 hours a week. Comments were mostly positive regarding the continuous workload.

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?

Average grades were very high. In the next iteration of the course, we intend to introduce oral examination to decrease the risk for cheating in online examination/quizzes etc.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

The responses received from the questionnaire were positive in summary and students appeared to appreciate the online notion lecture notes and content of the course.

Points of criticism included requests for faster marking and higher responsiveness to emails.

SUMMARY OF STUDENTS' OPINIONS

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

One student in particular complained that the course was too easy and had too little theory.

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 course may still overall be too easy - we intend to fine-tune the examination in particular.

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?

no clear trends identified

PRIORITIZED COURSE DEVELOPMENT

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

We will focus on improving the administration and in particular the grading speed of the course in the next iteration. Additionally, we plan to introduce oral examination to verify the students have individually mastered the material.