Report - DD2372 - 2020-09-07

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):

Dilian Gurov, dilian@kth.se

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 evaluation was based on the questionnaire, and on individual feedback I received during the course.

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.)

I have not organized any explicit meetings, but we have discussed various aspects during the online lectures, held via Zoom becuase of covid-19, which prompted some immediate suggestions and some that were communicated to me via e-mail.

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

The course consisted of 15 two-hour lectures (this time given via Zoom). Six homeworks were peer reviewed using the online tool PeerGrade. Two laboratory assignments were produced at home and reported to the course assistant Christian Lidström. An online workshop, split in four sessions, was organized, in which each student had to present a summary of a paper and listen to five other papers on topics that are related but go beyond the material taught in class. The course ended with one five-hour written exam that was comminicated via Canvas.

The main changes from the pervious course rounds were those prompted by covid-19, moving all activities from the classroom online (via Canvas, Zoom and PeerGrade). I also produced reading instruction documents for the first seven lectures, but found this too time consuming and didn't produce such documents for the remaining lectures.

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?

I believe the students' workload to correspond to the 6.0 credits awarded for 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?

This year I think that the performance was somewhat worse than last year's, with 50% of the students obtaining grade E. I have no explanation to this, it might be related to covid-19, since most of the students that attended the online lectures did well at the exam. Also, maybe this year the exam was a bit tougher than last year's.

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

The answers to the open questions from the questionnaire were very positive and appreciative. However, only four students out of 16 provided answers. One suggestion for improvement concerned the input data format of the second lab assignment.

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

The answers to the questions did not reveal any serious problem areas. There were some suggestions concerning possible improvements in times of pandemic.

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.

My overall impression is that the course went very well, despite covid-19.

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?

I couldn't identify any such areas.

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

I think that after so many iterations the course has reached a point where it is difficult to improve significantly. On the other hand, if the next offering has again to be given online, certain things can be improved. The reading instructions can be completed for all lectures, and the peer reviews can be complemented with online sessions where i can discuss and compare different solutions as I typically do in class.

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

No.