Report – DD2414 – Fall 2021

DD2414 Engineering project in Robotics, Perception and Learning 15.0 credits

Course analysis carried out by (name, e-mail):
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Description of the course evaluation process
There was no formal course evaluation.

Description of meetings with students
There was one student taking the course this fall a 2nd year student from the AS track of the program TIVNM.

Course design
The course gives students with a special interest in robotics, perception and learning the opportunity to read an especially designed a project course in an area of their specific interest. Both course content and assessment are designed individually for each project. In principle the course can be initiated both bottom-up (i.e. by students) and top-down (i.e. by teachers). To take the course a teacher must be willing, capable and have time to supervise the project and take on the role as supervisor and teacher in the course and ensure that the student engage in learning activities that make them meet the objectives of the course and the specific project. When appropriate the teacher can delegate much of the day-to-day activities in the project to, for example, a PhD student or postdoc, but must remain the one responsible.

Before a new project starts, a specification must be approved by the course coordinator. The specification should contain intended learning outcomes that can be accessed for each student and a description of how the examination should be carried out for both those specific to this project and the general ones that have to be met for all projects.

The general objective of the course is to let students practice the skills required to participate professionally in project work in activities in robotics, perception and learning. The general learning outcomes are that a student that has passed the course shall be able to

- choose a course of approach and define, follow and follow up a plan for carrying out the task in a given resource budget and
- present orally and in writing, a description and defense of a technical solution to a problem in robotics, perception and learning.

The project work is divided into two parts with a half time evaluation between to allow individual follow up take place.

The students' workload

There was a continuous dialogue between the supervisor and the student to adapt the work such that it stayed within the time budget.

The students' results

The student interacted with the students in the project SMaRC by attending the weekly meetings and talked to people but at RPL and the people around Ivan Stenius.

The output was a report and a tutorial.

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.

No changes implemented so far. Things seem to work quite well.

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?

The weak area of the learning environment is the same as its strength, namely the flexibility and close relation to the research environment. If one can establish a close link between the students and the research environment much is gained.

Prioritized course development

Nothing yet.