

Report - DD2415 - 2023-10-19

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.

LEQ that included average response per gender and average response per disability.

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.)

During the semester, students had an opportunity to interact with the teachers and the TAs during the lectures, labs, and presentations of assignments. The students were also encouraged to use the discussion forums.

COURSE DESIGN

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

The course consists of 3 main thematic blocks - on control, motion planning, and high-level planning, respectively. Each thematic block consisted of 3 lectures, an individual assignment using Jupyter notebook, and a Canvas quiz. The assignment was structured to three levels of difficulty and the students could choose the level (i.e. grade) that they wish to pursue. The assignment solutions were presented orally to the teacher and/or teaching assistants. The average grade of the three assignment gave the final grade.

This was the first course offering.

THE STUDENTS' 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?

33% students reported 9-11 hours weekly, 66% reported 15-17 hours weekly. This roughly corresponds to the expected level. Considering the feedback of the students, we could ask for more workload by making the assignments more involved.

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?

All registered students passed and most of them received grade A. The course offering was small with 8 students in total and attracted students who were generally truly enthusiastic about the topic.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

The students are positive about the course in general. They enjoyed the topics, the motivated lectures and TAs and large focus on lab assignments. They offered constructive feedback on the assignments and lecture content, such as that we could make the tutorials more ambitious, improve slides of the second block.

SUMMARY OF STUDENTS' OPINIONS

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

See above the answers to open questions.

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 went really well, especially considering that this was the very first offering. The teacher completely agrees with the students' feedback.

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?

Not enough data was collected in LEQ to draw conclusions.

PRIORITIZED COURSE DEVELOPMENT

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

- Improve block 2 of lectures, clarify slides.
- Make assignments more challenging, but introduce waypoints.