

# Report - DD2419 - 2020-08-20

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):**

Patric Jensfelt, patric@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.**

We met every group (and thus every student) for a final session that consisted of both examination and ended in a discussion about the course. The students were also given an opportunity to complete a course evaluation.

## 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.)**

The meeting after the completion of the course was the final examination and debriefing session that was help with the course responsible, TA and the group.

## COURSE DESIGN

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

The course runs in two main phases. In the first phase the students complete individual assignments that end in an examination session. The purpose of this is to ensure that every individual has the skills and knowledge to contribute to the work in the group. We call this the "flight camp". The students are put into group from the first lecture and they are allowed to discuss the assignments in the group but every student has to solve it on their own. At the end of flight camp the students have to pass an oral examination where they present their solution to a final flight camp assignment and that they have general knowledge needed to move on to the project. Passing this part is needed before entering the second phase, which is the group project. This is where most of the time in the course is spent. All teams are given the same task to solve. To support these learning activities there are initially lectures on specific topics important for the project and then during the second half we had one seminar per week to provide information and to answer questions. Covid19 hit about half way through the course and resulted in a bit less interaction between students in the groups than desired but it worked out quite well in the end all considered.

## 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?**

Only 9 people answers the survey and the spread is from 3-5h/week which is quite a bit too little to >41h which is obviously enormously too much. However, each project group make a project plan at the start of the project and allocates time to the work and then follows up on this during the course. No one in the course was logging >41h in the course so I suspect that this answer in the survey represents a peak rather than average

## 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 did a bit better this time. The reason is most likely that we stressed more that this is difficult and that they need to give it time.

## STUDENTS' ANSWERS TO OPEN QUESTIONS

**What does students say in response to the open questions?**

We need to be better at providing feedback to the written progress reports. We should also stress that these are actually meant more to help the students then us. It is a way to ensure that the groups meet once a week to discuss things. Experience tells me that this does not happen otherwise.

## SUMMARY OF STUDENTS' OPINIONS

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

Overall I think students are happy. There are some negative thought but most of these can be traced back to wanting more holding hands and being uncomfortable being left alone to solve problems. This is a project course where students are expected to solve their own problems and not be fed solutions. This needs not be communicated better to the students.

## 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.**

As always with the new course eval tools it is sad to see that so few answer the questionnaire to the point that you cannot really say anything from it.

## 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?

Will not analysis this with 9 answers

## PRIORITIZED COURSE DEVELOPMENT

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

Set up a learning environment where the groups interact more with a TA and a lot less with the other groups.