



Report - DD2420 - 2019-05-23

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):

John Folkesson johnf@kth.se

COURSE DESIGN

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

This is the first time the course has been given.

The course was organized as a series of lectures together with a course book. Then a set of tutorials that the students could choose between. Two tutorials were required for passing but doing more could earn higher grades. The exam was pass fail.

All tutorials were examined orally. In addition we had several help sessions on specific tutorials and more general.

THE STUDENT'S 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?

Many were a bit short of that but not significantly.

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 grades were good. 72% passed on after the first exam, comprised of 26% A and 21% B, 7% D and 19% E. So it would seem that once they began doing the extra tutorials they were motivated to continue for a rather good grade but some only did the required parts.

OVERALL IMPRESSION OF THE LEARNING ENVIRONMENT

What is your overall impression of the learning environment in the polar diagrams, for example in terms of the students' experience of meaningfulness, comprehensibility and manageability? If there are significant differences between different groups of students, what can be the reason?

It seemed to mostly work well. The tutorial instructions can use some revision. Seemed the international students liked the course more. The ML students did better than the others in terms of final grades.

ANALYSIS OF THE LEARNING ENVIRONMENT

Can you identify some stronger or weaker areas of the learning environment in the polar diagram - or in the response to each statement - respectively? Do they have an explanation?

It would seem the tutorials and lectures could be made better.



ANSWERS TO OPEN QUESTIONS

What emerges in the students' answers to the open questions? Is there any good advice to future course participants that you want to pass on?

Mainly to work more on the lectures and tutorials. The impression was good but could be better.

PRIORITY COURSE DEVELOPMENT

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

Rika, Olga and I are rewriting the tutorials. I will re-do most of the lectures.

OTHER INFORMATION

Is there anything else you would like to add?

Mostly the course went smoothly and the students seemed very engaged. I felt they learned a lot and we could examine each part orally to be sure they had learned.

Course data 2019-05-29

DD2420 - Probabilistic Graphical Models, VT 2019 PGM19

Course facts

Course start:	2019 w.3
Course end:	2019 w.11
Credits:	7,5
Examination:	PRO1 - Tutorials 1, 2.5, Grading scale: P, F PRO2 - Tutorials 2, 2.5, Grading scale: P, F TEN1 - Examination, 2.5, Grading scale: P, F
Grading scale:	A, B, C, D, E, FX, F

Staff

Examiner:	John Folkesson <johnf@kth.se>
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Number of students on the course offering

Registered	0
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Achievements (only registered students)

Pass rate¹ [%]	<i>There are no course results reported</i>
Performance rate² [%]	<i>There are no course results reported</i>
Grade distribution³ [%, number]	<i>There are no course results reported</i>

1 Percentage approved students

2 Percentage achieved credits

3 Distribution of grades among the approved students