



---

## Report - DD2457 - 2019-06-27

---

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)

---

**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 15 lectures, 6 homeworks that are peer reviewed in class, 2 laboratory assignments that are done at home and reported at laboratory sessions, one workshop to present papers and listen to presentations on topics going beyond the material covered in class, and a 5-hour written exam.

The only new component was the workshop. The idea of the workshop is that students hear about a number of topics, which were not covered in the lectures, and which show the development of the field beyond the textbook.

---

**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?**

Some students wrote in the course evaluation that they think that the tasks corresponded more to a 7.5 hp course than a 6.0 hp one.

I've discussed with Viggo and he thinks that we shouldn't change the credits. Maybe I could lower the volume of the tasks.

---

**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 quite well. From 25 students taking the written exam only 3 failed, while 8 got A's and B's.

---

**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?**

The responses were generally positive on this.

---



#### **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?**

---

The strongest point seems to be that the course is challenging in a stimulating way (Question 4).

The weakest point seems to be getting support when needed (2 answers on Question 22). I am not quite sure about what exactly this is. I am always replying to e-mails and answering questions.

---

#### **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?**

---

Some selected replies to "What was the best aspect of the course?":

- The course content and topics are incredibly interesting!
- The homeworks were really nice and helpful because they encouraged me to actively read the course book.
- The labs. I think the problems were interesting and it was cool to see what we are able to do with the knowledge we got from the lectures.
- the lectures. very well-delivered with mostly excellent clarity.

Some selected replies to "What would you suggest to improve?":

- I think it should be clarified that the code from the first lab is going to be reused in the second lab.
- The use of Canvas. It would be nice to make use of the forum on Canvas for questions and other stuff.
- Lecture notes. As I love to participate the lectures, there are some time when the lectures collide with other lectures. It would be nice if some lecture notes were published after the lectures.

Some selected replies to "What advice would you like to give to future participants?":

- Try to move past sections of the literature of they are hard to grasp at first, and return to them later. Most concepts are built upon in such a way that some parts make more sense once you have grasped the bigger picture.
  - Börja med labbarna i lagom god tid, då de är rätt omfattande. Andra labben var enligt mig markant svårare än första.
  - Read up on fixpoints and least upper bounds.
  - At least try to do each home work in time. It is better to submit an attempt then submitting nothing.
  - Take notes from the lecture, or ask some one else to share notes with you.
  - Study consistently and don't wait to get started with the labs. Go to the workshop; it is fun.
  - Try to put a lot of effort into the homeworks. If you fail one, you still need to do it later, but you get no bonus point for the exam, so it is better to do them as soon as possible. They are also a good way to study for the exam.
  - get the book, go to lectures and take lots of notes, for the labs keep in mind "rules/proofs before implementation"
- 

#### **PRIORITY COURSE DEVELOPMENT**

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

---

The main thing that needs to be changed is to align the material on Axiomatic Semantics (aka Hoare logic) to the corresponding material about this in the Formal Methods course. This course should focus on the theoretical aspects, and the relationship between axiomatic semantics to the other semantics.

---

#### **OTHER INFORMATION**

**Is there anything else you would like to add?**

---

Many students preferred to interpret the escape clause for the workshop simply as a choice. I am not happy with this, and I need to find a way to encourage (and somehow reward) workshop attendance (without making it mandatory).

---