Report - DT2300 - 2019-12-16

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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COURSE DESIGN
Briefly describe the course design (learning activities, examinations) and any changes that have been implemented since the last course offering.
The 2019 edition of the course has followed the same design of the previous edition: 11 lectures (given by 6 different researchers), 1 study visit (at Europa Foley and Adr), 3 laboratory sessions, 1 project, and 5 assignments.
No changes have been made relative to the 2018 edition of the course, since it had received positive evaluation.

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?
Only one student answered to the survey, therefore there are not enough data for analysing the student's workload. However there were no particular comments from the students during the course regarding their workload.

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?
There were 9 students registered to the course. 8 completed the course. 1 student did not attend the course.
Overall the students succeeded well on the course, though with a lower grades compared to previous editions of the course: the final results for 2019 include 5 Bs, 2 Cs, and 1 E.
2019 results were lower compared to the three previous editions of the course: 3 As, 8 Bs and 3 Cs in 2019; 4 As, 6 Bs, 4 Cs in 2018; 6 As, 8 Bs, 2 Cs, 3Ds in HT16/VT17.

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?
Only one student answered to the survey, therefore there are not enough data for analysing the student's workload. However there were no particular comments from the students during the course regarding the learning environment..

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?

Only one student answered to the survey, therefore there are not enough data for analysing the student's workload. However there were no particular comments from the students during the course regarding the learning environment..

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?

Only one student answered to the survey. Therefore there are not answers to open questions to be reported.

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

For the 2020 edition of the course we will introduce new sound design exercises for sensitising the course participants to active listening to sounds. In particular we will introduce a sound walk through the KTH main campus in which students will focus and reflect on environmental sounds also by recording and commenting them.
We observed that some of the students had difficulties in choosing the argument for their course project. Therefor, for the final project of the course we will propose a couple of themes to choose from and also a set of available hardware interfaces for working in the project.

OTHER INFORMATION
Is there anything else you would like to add?

For the 2020 edition of the course we are planning to make the course evaluation as an activity during the course in order to sensitise course participants on the importance of course evaluation for the assessment and development of the course.