

Report - EL2320 - 2023-09-22

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 Folkssonjohnf@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.

The students were asked to be on the course board both on the course pages and in class but no student volunteered. Similarly there was 0 response to the course survey. AS this course has been running for many years now this is probably not terrible as most of the problems have been worked out.

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.)

Informal response from individual studnets has been positive. One told me it was his best course at KTH, for what that is worth. Clearly some studnets found it hard and would not feel that way.

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 lectures and assignments. There are three partial P/F exams given soon after the lectures on the topic. Then there is a chance at the end to make up any failed parts. The assignments are two labs with reports followed by either a third lab or a group project. The labs have a theory part that is discussed in a seminar before the programming part is attempted.

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?

This should be well calibrated at this point but I have no current information.

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?

About the same number of passing students but there were more registered this year. I believe this course is found to be rather challenging for the students and a bit of a shock after the more shallow coverage of the material in the introductory course. The exams and particularly the first part tends to be the stumbling block. In that part I test that they actually understand Probability and can apply those ideas i.e. conditional probability, Bayes rule, Bayes filter. Many believe they understand these ideas but can not apply them to (simple) problems. I can not weaken this requirement but I can try harder to prepare them (although it is actually a prerequisite in the course)

STUDENTS' ANSWERS TO OPEN QUESTIONS

What do students say in response to the open questions?

Aside from the students that struggle mentioned above the others will have demonstrated ability to answer real questions with real answers. The labs have many open questions and the project (done by the more serious students) gives even more open ground.

SUMMARY OF STUDENTS' OPINIONS

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

No response

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.

I think I can try harder to help the weaker students prepare for the exams.

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 differences in experience between:

- students identifying as female and male?
- international and national students?
- students with or without disabilities?

Labs are always pointed out as very good.

I can not generalize on the student group. I believe the differences cut across such groupings mostly.

PRIORITIZED COURSE DEVELOPMENT

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

I can look over the lectures which perhaps could be made more alive and get more discussion in the class.

OTHER INFORMATION

Is there anything else you would like to add?

Like I said it pains me that my course is considered a difficult one and would like to find a way to transform more of the weaker students into engineers.