

Report - EL2700 - 2023-10-07

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):

Mikael Johansson, mikaelj@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 course evaluation is carried out by meeting with a course committee in week three, and using the LEQ questionnaire at the end of the course.

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.)

We had a course committee meeting in week three, and a course questionnaire that students could complete after the exam. We meet with students between and after lectures and exercises, and over a Slack channel for the course. We did not manage to gather with students after the course completion this year.

COURSE DESIGN

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

Learning activities comprise standard lectures, exercises, and computer labs. In addition, we have a sequence of hand-ins in parallel with the course, a project, and a research paper presentation.

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 is a 7,5 credit course offered over 7 weeks. Students seem to spend roughly this time on the course, but the spread is very large: they report from 10 hours per week to 30 hours per week. I believe that there are two main reasons for this, one is that the students have very diverse backgrounds, and the other one is that this is really the most advanced control course that we offer. So students who join the course without a proper background can have a tough time. But we also had some students who had a very limited background but still excelled in this class. So it is difficult to say.

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?

Student success is similar to previous years.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

Students seem to be either extremely happy with the course (10-12 out of 14 respondents), but a few thought it was too tough and were therefore disappointed (1-2).

SUMMARY OF STUDENTS' OPINIONS

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

Most students appear to really like the lectures, exercises, and projects. They give very nice comments about the course material and constructive comments on how to improve.

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.

We were very pleased with the students this year. They were clever, engaged, and generous. This year, we have focused on improving the written material (exercises, lecture notes, etc.). The students have appreciated this, and we will continue these efforts until the next course offering.

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?

We do not see any difference between female and male students, but we do see a difference between Swedish and international students, and students from different programs. The top students are often international, with a strong control background from theoretically deep courses. The Swedish students have a wide spread, and for some of them, this course is too advanced.

PRIORITIZED COURSE DEVELOPMENT

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

We want to make the lecture notes complete to offload the lectures from some of the mathematical proofs. We would like to better integrate exercises and lecture material. Finally, we would like to work on the course logistics so that students get sufficient time to also focus on getting a good score on the exam.

OTHER INFORMATION

Is there anything else you would like to add?

No.