



Report - EP2120 - 2021-02-05

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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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 was performed online via LEQ.

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.)

The course was delivered mixed, lectures in classroom were streamed live and recorded for later viewing.

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 16 lectures of 2 hours each, 4 lab sessions of 5 hours each, and homework assignments. This year, due to the pandemic, the first half of the course was converted to flipped classroom. Prerecorded video material was made available to the students about each topic, and a Q&A and problem solving session was held in class, also streamed live.

Examination is based on a written final exam. The exam was given on Canvas, as a combination of MCQ and essay questions, open book. Homework submissions and labs are graded pass/fail.

This year 2 out of 4 labs were redesigned to be online. For the other 2 labs the opportunity was given to perform the lab online for those in need.

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?

Yes, it does.

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 have succeeded similar to previous years. Success rate was about 80% after the first exam and another 2 students passed the make-up exam in December.



STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

Students state in general that homeworks and labs are useful for learning.

SUMMARY OF STUDENTS' OPINIONS

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

Overall the students appreciate the course setup and the material. Some students find the labs challenging, others found the new exam format stressful. Prerecorded video material was perceived useful.

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.

Overall the course round was successful despite the unusual circumstances and the course development efforts that adaptation to the new circumstances involved. The weakest aspect of the course seems to have been the lack of contact with the students (point 22 in the LEQ). This is probably due to that students did not have physical contact with the teachers, and hence could not ask questions as usual.

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?
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Interestingly, international students perceived the course more inspiring than Swedish students (LEQ question 6). This could be due to that international students come from a master program focusing on networking, and hence are inherently interested in the subject area. The rest of the evaluation results are similar for international and national students, with international students feeling that they received more support during the course.

PRIORITIZED COURSE DEVELOPMENT

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

Course development until the next course round will focus on the labs (Labs 1 and 2), including a coordination with other courses in the area concerning lab environment. In addition, the material developed for flipped classroom education will be reviewed and further developed where needed.
