



KURSANALYS

- kursansvarigs summering och reflektioner

Denna blankett fylls i av kursansvarig efter avslutad kursomgång.

Kursanalysen anslås på KTH:s webb under rubriken Kursens utveckling och historik, på Kursinformationssidan

Kurskod: EP279V	Kursnamn: Cyber Security Analysis	
Läsår: 2022	Period: P2	
Högskolepoäng: 3,0	Antal studenter: 21 (4 aktiva under kursen)	Svarsfrekvens kursvärdering: 0%
Examinationsgrad/prestationsgrad: 19% (100%)	Läraktiviteter: Föreläsningar, gästföreläsningar, formativa inlämningar, handledning och frågestunder.	
Examinationsmoment fördelade på högskolepoäng: <ul style="list-style-type: none">• PRO1 - Project assignment, 3.0 credits, grading scale: P, F		
Undervisande lärare: Mathias Ekstedt, Zeeshan Afzal, Ashish Dwivedi		
Examinator: Mathias Ekstedt		
Kursansvarig lärare: Mathias Ekstedt		

Beskrivning av eventuella genomförda förändringar efter tidigare kursanalys

This course follows the same setup as EP2790 in terms of learning activities, but with lighter requirements. The following are descriptions taken from the EP2790 course analysis:

This year we went from fully digital (due to covid) to trying fully hybrid (except for guest lectures that were either digital (2) or physical (2)).

Some additional shorter lectures were recorded to fill gaps.

Some minor updates in the reading material was updated

Sammanfattning av kursdeltagarnas svar på kursvärderingen

Grafer och citat från kursvärderingen kan läggas som bilaga om så önskas



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We did not get any answers on the survey. By some interactions along the way the students that were active seemed to be happy with the course. But in general it is easy for students to avoid interacting with teachers (taking this as a self study course), so it is difficult to get opinions from students.

Kursens starka sidor utifrån kursvärderingen och lärares reflektion, även i förhållande till de förändringar som genomförts inför kursomgången

This course follows the same setup as EP2790 in terms of learning activities, but with lighter requirements. The following are descriptions taken from the EP2790 course analysis:

- Insight from industry, real-life examples, guest lectures.
- the subject and the feeling that it is industrially relevant.
- Many like the structure/freedom in the course

Kursens svaga sidor utifrån kursvärderingen och lärares reflektion, även i förhållande till de förändringar som genomförts inför kursomgången

This course follows the same setup as EP2790 in terms of learning activities, but with lighter requirements. The following are descriptions taken from the EP2790 course analysis:

- Help with support how to work effectively in the course. How to make use of Q&A sessions, how far you should have gotten with the report to be in phase.
- Much stronger promote iterative working. Now too many work way to waterfall oriented.
- Need to communicate clearer how much effort should be spent on the different parts of the risk analysis method (both in terms of work spent and pages spent in the report).
- Peer reviews did not work so well in hybrid format. Physical seem to work better than digital.
- Clarify what is mandatory material (own lectures + method) in terms of passing the course and what is additional material intended to support achieving higher grades.

Ansvarig lärares sammanfattande synpunkter

This course follows the same setup as EP2790 in terms of learning activities, but with lighter requirements. The following are descriptions taken from the EP2790 course analysis:

The course design now seem to have reached a steady design. We now get comments from students that both want more and less or think good or bad of the different parts of the course. So, there seem to be no clear argument for doing larger changes. It is clear that at least a fair share of the students do enjoy the course and think it is good. (Occasionally we even get very positive feedback also from drop-out students.) However, I think that there is a fraction of the students that don't



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appreciate the course, likely these students do not provide much feedback either. So any major updates should probably come from surveying the highly negative students to see if there are things that can be improved.

Even though the hybrid format has its drawbacks, in general making it easier for students to not prepare or engage in the course, I feel that hybrid is the future. We had students both preferring physical and digital respectively so I think it is a good way of offering alternatives. Also learning to manage a hybrid worklife seem critical for the future in general.

Förslag på eventuella förändringar av kursen

This course follows the same setup as EP2790 in terms of learning activities, but with lighter requirements. The following are descriptions taken from the EP2790 course analysis:

Improvements for next year are essentially summarized by the section of weak points above.

Kursansvarig: Mathias Ekstedt