Denna blankett fylls i av kursansvarig efter avslutad kursomgång.
Kursanalysen anslås på KTH:s webb under rubriken Kursens utveckling och historik, på Kursinformationssidan

Kurskod: **EP2950**	Kursnamn: **Wireless Networks**	
Läsår: 2019	Period: 4	
Högskolepoäng: 7.5	Antal studenter: 20	Svarsfrekvens kursvärdering: **52.38%**
Examinationsgrad/prestationsgrad: A (5%); B(10%); C(30%); D(15%); E(40%)	Läraktiviteter: Föreläsning, laboration, grupparbete (poster presentation), hemläxor (homework problems)	
Examinationsmoment fördelade på högskolepoäng: Tentamen 7.5 hp		
Undervisande lärare: Prof. Carlo Fischione, Adj. Prof. Gabor Fodor		
Examinator: Prof. Carlo Fischione, Adj. Prof. Gabor Fodor		
Kursansvarig lärare: Adj. Prof. Gabor Fodor		

Beskrivning av eventuella genomförda förändringar efter tidigare kursanalys

1. The lecture slides were revised based on comments from students expressed in the course evaluation collected in 2018.
2. Interactive parts that address problem solving were added to some of the lectures, based on discussion with students during 2018.
3. The fundamental concepts taught at the course are illustrated by applications in real life examples, primarily in the area of cellular wireless networks.
4. The lecture materials are better connected to the laboratory exercises based on student comments during 2018.

Sammanfattning av kursdeltagarnas svar på kursvärderingen

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

The vast majority of course participants have the opinion that the intended learning outcomes help to understand what is expected to achieve, and understanding the key concepts had high priority (see bar charts below). Furthermore, the vast majority expresses the opinion that the assessment of the course was fair and honest, although 1 student remarks that the load of the final exam was too much for the time that was available to solve the exam problems.

**7. The intended learning outcomes helped me to understand what I was expected to achieve**

Comments

11. Understanding of key concepts had high priority

16. The assessment on the course was fair and honest
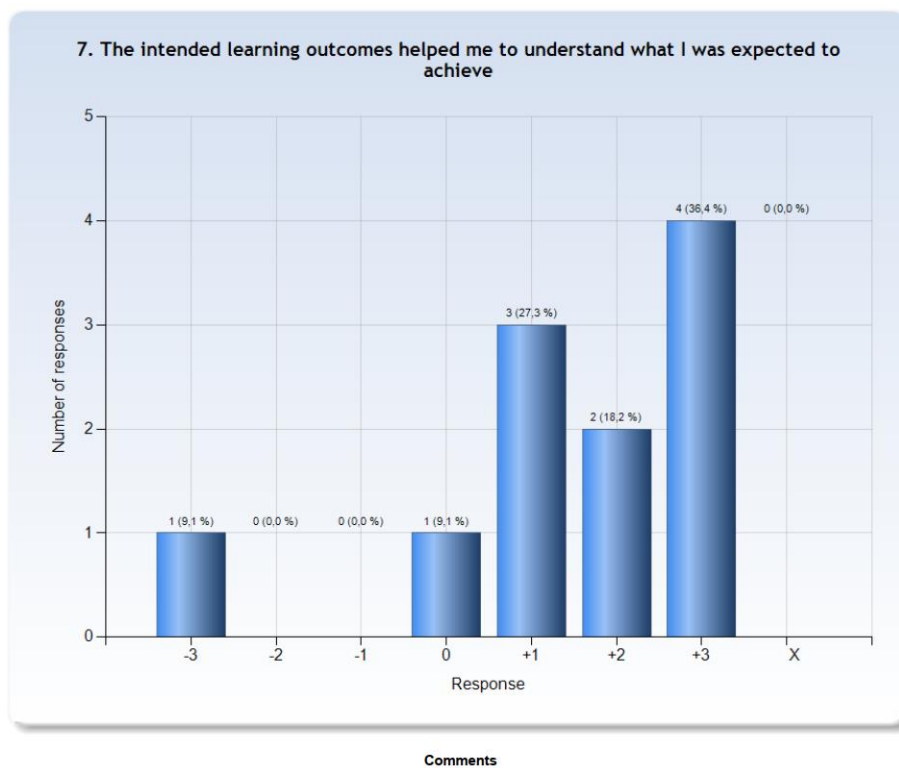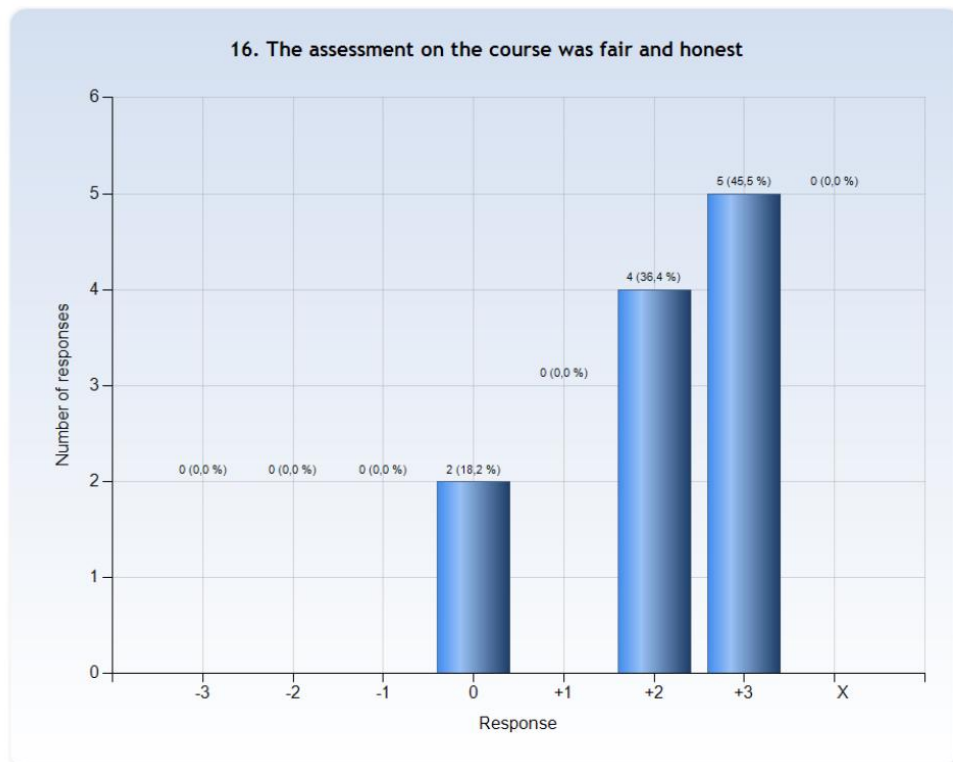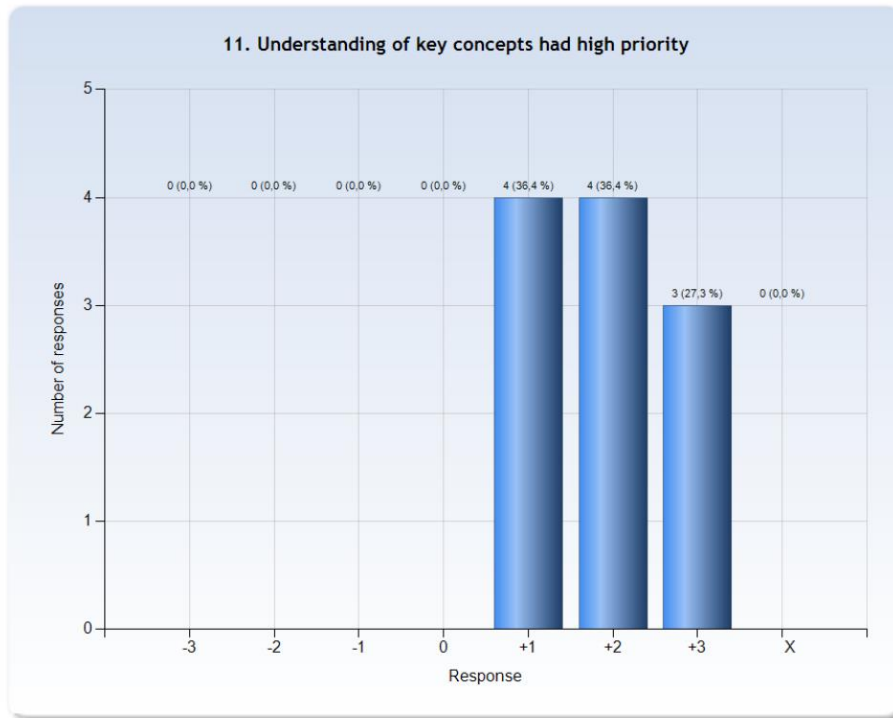
Comments

Comments (My response was: +2)
The load of the final exam was too much for the time we were given.

Also, the vast majority has the opinion that the course activities enable the course participants to learn in different ways. Furthermore, all students describe that he/she was able to get support when it was needed.
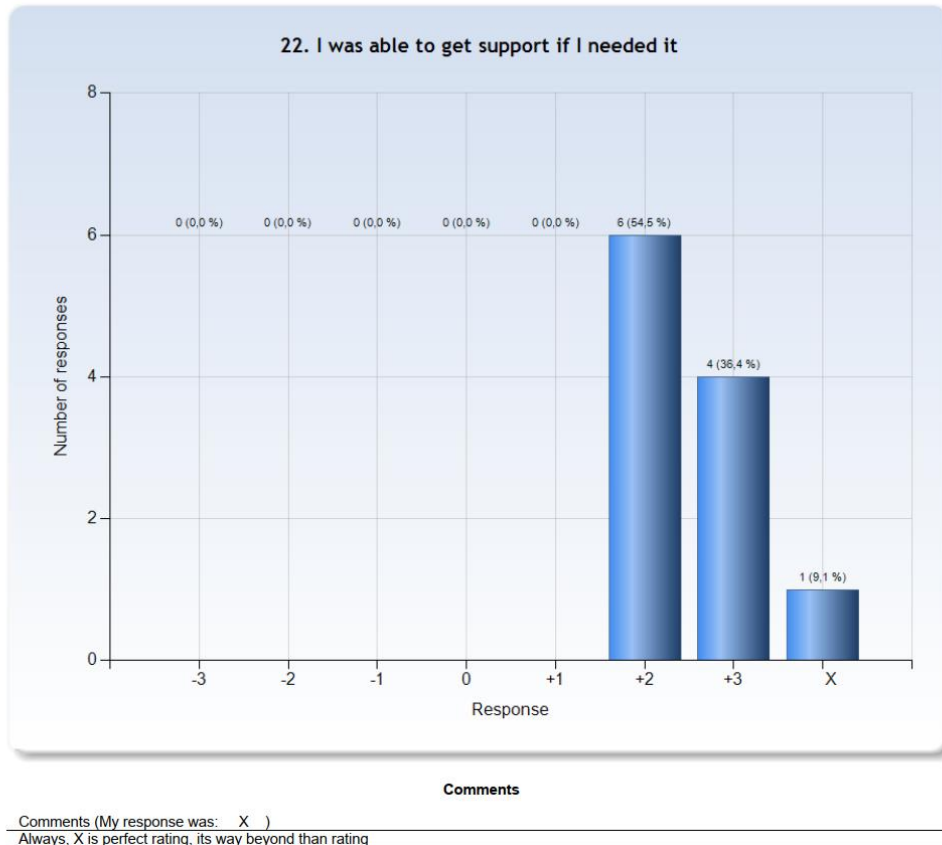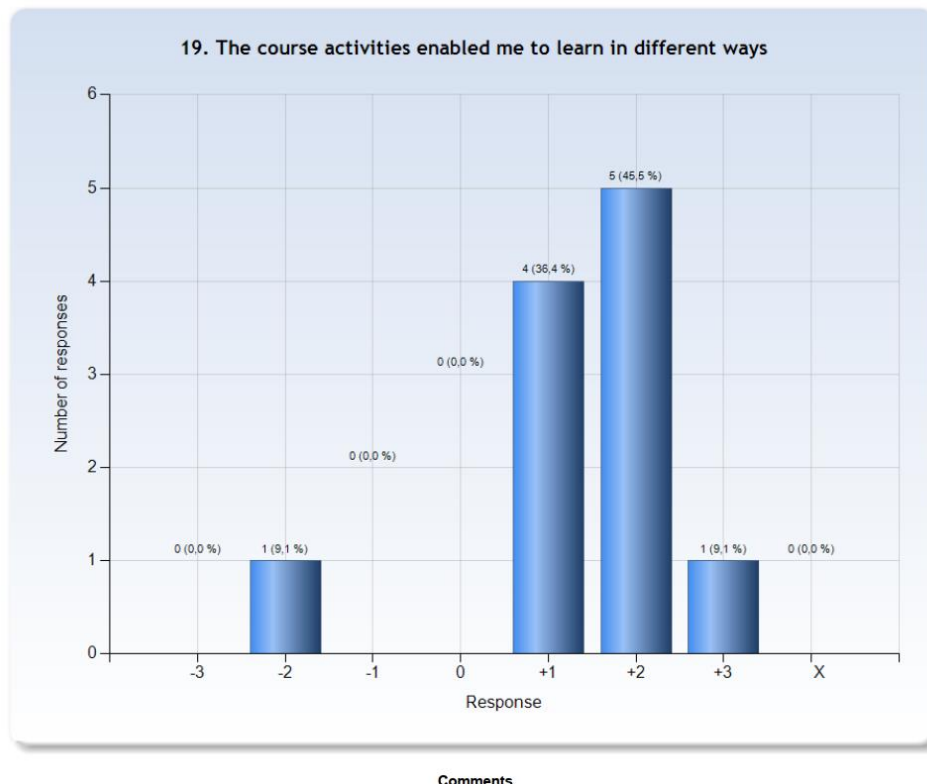

Kursens starka sidor utifrån kursvärderingen och lärares reflektion, även i förhållande till de förändringar som genomförts inför kursomgången

The learning experience questionnaire (LEQ) indicates quite high course satisfaction, especially in terms of understanding key concepts (Question 11), the assessment being fair and honest (Question 16) and the availability of help and support when needed (Question 22).

Average response to LEQ statements - all respondents
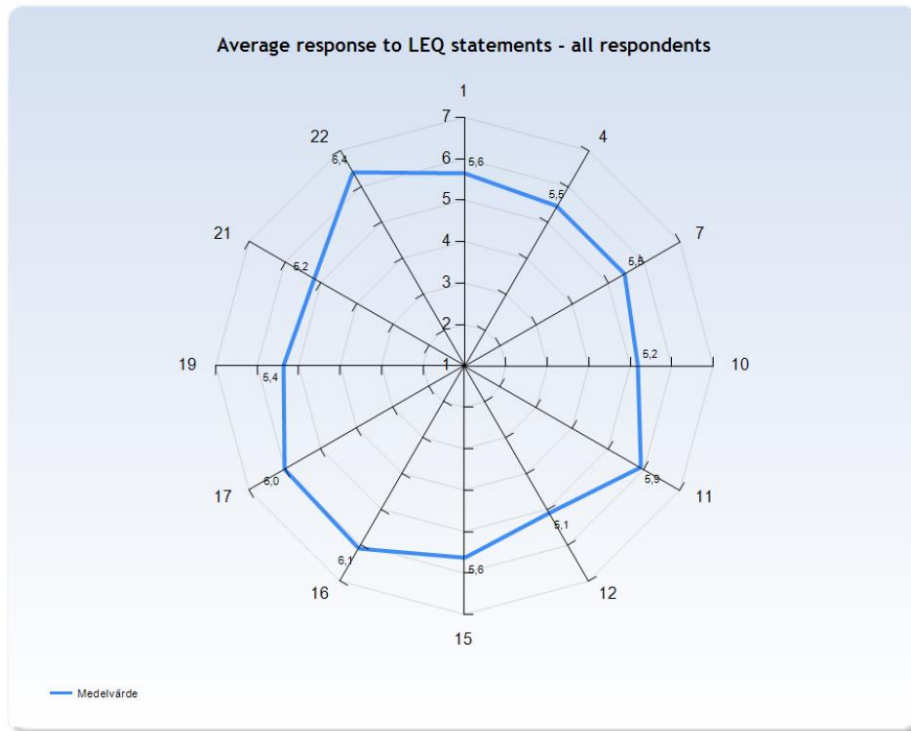
Also, most students agree that the course activities help to learn in different ways. I interpret this as the result of a conscious effort to make the learning acts (interactive lectures, laboratory exercises, group work and homework problems) consistent and reinforcing each other.

19. The course activities enabled me to learn in different ways

Comments

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

The students indicate that more exercises and problems would be required to help to develop the problem-solving skills. More home-works and not necessarily mandatory problems as examples would be needed to help students to become better in applying the learnt concepts in engineering tasks and real-life examples. Also, the organization of Canvas must improve.

What would you suggest to improve?

What would you suggest to improve? (I worked: 3-5 timmar/vecka)
The course was too broad to actually learn anything useful
More labs connected to the material. If you ask computations on the exam add tutorials because showing equations on the slides does not equal to teaching and understanding what we do.

What would you suggest to improve? (I worked: 6-8 timmar/vecka)
In lab sessions: Make them more challenging or if you don't want to you may provide some optional extra tasks for those who are faster
I felt that I could possibly learn more from the Homeworks. Especially for HW2 and HW3, I felt that they were very stiff exercises and could be made more interesting and be designed to be more interactive.

What would you suggest to improve? (I worked: 9-11 timmar/vecka)
The course Canvas site is kind of chaotic, less ordered

What would you suggest to improve? (I worked: 12-14 timmar/vecka)
More labs with more depth

What would you suggest to improve? (I worked: 15-17 timmar/vecka)
I think that the teachers may consider adding some tutorials over the period or solve exercises during the lectures.

What would you suggest to improve? (I worked: 24-26 timmar/vecka)
It is my opinion, the course doesn't give much emphasis on cultivating the thinking process. Everything was good in the course, teacher syallbus etc. I mean to say when slides are presented in the course we get biased with the slides, at that point of time, not much emphasis is given on thinking, may be time is a limiting factor. Whatever is presented on the slides we consumed that directly without giving a second thought. If we need to build a entirely new system, or analyse a new problem, where there are no slides available we won't be able to do that properly, because we haven't trained in such a way. In my sense, it should be more of starting from a blank slide instead of a full slide, getting the things from the requirements point of view, we need this, how we do go for this, what tools we already have etx... Something like this.

Ansvarig lärares sammanfattande synpunkter

Based on the LEQ results, it seems clear the course manages well to help students reach the intended learning outcomes, thanks to the well-designed parts of the course (lectures, labs, group work (poster session) and regular home works) and thanks to the availability of the teachers of the course. This positive result can and should be reinforced by giving students more opportunity to solve problems and apply the concepts in even more examples. Overall, the course seems to manage to balance between teaching the fundamentals of wireless network engineering and applying the concepts in laboratory exercises, which are highly appreciated by course participants. More stimulating home works can further reinforce this balance.

Förslag på eventuella förändringar av kursen

I do not see the need for substantial changes in the course contents, intended learning outcomes or the structure of lectures, labs and group works. However, more problems to solve both in the form of

home-works and group-works would improve the quality of the course. Maybe one more teaching occasion dedicated to problem solving is a possibility to reach this goal.

Kursansvarig: _____ **Adj. Prof. Gabor Fodor**