

Report - EQ2321 - 2024-10-07

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):

Saikat Chatterjee sach@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 feedback was taken by the standard LEQ course evaluation system. It was sent to 24 students of the course and requested them to provide anonymous course feedback. 16 students gave feedback out of the 24 students.

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 teachers and teaching assistants were in close contact with students throughout course offering period via regularly scheduled classes and tutorials. The course responsible teacher Saikat Chatterjee also spend additional times after classes to clear doubts of individual students if they turn up to him. The teaching assistants (TAs) were Hang Qin and Anubhab Ghosh. There took care of tutorials and project assignments. The teacher Saikat took care of all lectures.

COURSE DESIGN

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

The course has standard teaching classes by the main teacher and tutorials by teaching assistants (TAs). The course had exam part and project part, just like many standard courses. Notes from the teacher are distributed. Also research papers are distributed. There was a little change in this course round - there were guest seminars from two companies as industry participation that was highly appreciated by students, but this time we did not invite the industry to save teaching time. This was an experiment in this course round. But we think we will invite the companies for next course round again. I have already approached one company and will approach more companies.

THE STUDENTS' WORKLOAD

Does the students' workload correspond to the expected level (40 hours/1.5 credits)? If these is a significant deviation from the expected, what can be the reason?

I believe the workload was in expected level (in average across students) and there was no clear conclusion from student feedback for any change.

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?

I believe that the grades of students and their success is similar like previous years. This course has a steady number of students for several years. Not much changed.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

In summary, the students found few points: (1) The course is interesting, its mathematics, projects,. (2) Requires a reasonable amount of study (3) Cooperate with others. (4) Course material can be improved. (5) The teacher is passionate, (6) The teaching assistants also did very good job.

SUMMARY OF STUDENTS' OPINIONS

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

Overall the students liked the course. They liked the teaching style of the main teacher. They also appreciated both the TAs

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 believe my class students and their quality remain similar like last few years.

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?

No specific comments. But perhaps something could be done for disabled students.

PRIORITIZED COURSE DEVELOPMENT

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

I think it will be good that all class topics are prerecorded and shared as videos before classes. This point was identified in the previous course round, but I could not pursue this due to lack of time. But, I will try for this in the coming course round.

OTHER INFORMATION

Is there anything else you would like to add?

Not at this point.
