



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: EQ2330	Kursnamn: Image and Video Processing	
Läsår: 2024/2025	Period: P2	
Högskolepoäng: 7.5 ECTS	Antal studenter: 45	Svarsfrekvens kursvärdering: 13,3%
Examinationsgrad/prestationsgrad: A-F	Läraktiviteter: Lectures, tutorials, preparation assignments, peer reviews, group projects with reports; all activities in the classroom plus live streams and recordings of lectures.	
Examinationsmoment fördelade på högskolepoäng: Assignments 1.5 ECTS; Group Projects and Final Exam 6 ECTS		
Undervisande lärare: Markus Flierl		
Examinator: Markus Flierl		
Kursansvarig lärare: Markus Flierl		

Beskrivning av eventuella genomförda förändringar efter tidigare kursanalys

This round, we had a very large number of 45 students. We increased the group size for the group projects. Further, we structured the peer review and peer discussion process in the hope that peer discussions and learning somehow limits the workload of the teaching assistant. To enhance the learning, the lectures are also offered as live streams and as newly recorded videos on Canvas.

Sammanfattning av kursdeltagarnas svar på kursvärderingen

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

Some quotes from the survey:

“The projects are interesting and challenging.”

The students appreciated “The multiple assessment from different types of tasks.”

“The course seemed centered around peer collaboration and doing projects in groups, as well as discussing the homeworks. The lectures were good also but I think I learned the most from the hand-ins.” “Attend all lectures. I think it's the easiest way to learn the material.”



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Comment on collaborating and discussing with others: "Yes, this was the best aspect of the course."

"Maybe improve the structure of the exercise sessions."

Overall, the students valued the group project work and the collaboration. Project work throughout the course requires time, but it facilitates continuous learning.

Classroom teaching as well as the online lecture videos appeared helpful.

However, it appeared that the implemented structured peer reviews and group discussions during the exercises caused confusion and delayed submissions. Due to these delays, the template solutions could not be published on time, which affected the learning process.

Moreover, the large student group made it challenging to give individual feedback and support. Some students were unhappy if they did not receive the expected feedback and support. However, the teaching assistant made significant efforts to meet all the requests by the students.

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

We have offered the lectures in the classroom, via live stream and as recorded videos. The recorded lecture videos and the online course material gave the students more opportunities for learning. The strength of the course is the strong group project component that allows for collaborative learning and practical experience with the topics of the course.

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

This year, the course struggled with a large number of 45 students. With the limited resources of one teaching assistant, some students were unhappy if they did not receive the expected feedback and support, despite the fact that the teaching assistant made significant efforts. Further, it appeared that the implemented structured peer reviews and group discussions during the exercises caused confusion and delayed submissions.

Ansvarig lärares sammanfattande synpunkter

The strength of the course is the strong group project component that allows for collaborative learning and practical experience with the topics of the course. This year however, the course struggled with a large number of 45 students. This affected feedback and support as well as the advantage of peer reviews and group discussions.

Förslag på eventuella förändringar av kursen

For a larger number of course students, we have to structure feedback and support. Organizing feedback and support meetings for subgroups of students may help. Further, we have to revise the



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implemented structured peer reviews and group discussions. We need a solution such that unnecessary delayed submissions will be avoided.

Kursansvarig: