

Report - EQ2341 - 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 of KTH. It was sent to 48 students of the course and requested them to provide anonymous course feedback. 17 students gave feedback out of the 48 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 Raghav Bongole and Amaury Gouverneur. They 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.

Learning activities include engaging discussions in classes and tutorials, master tests, short Q/A based discussion in classes, exam and projects. There was not much change from the last course round.

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 change.

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 mathematical parts, algorithmic discussions, projects,. (2) Requires a reasonable amount of study. (3) Understanding of key concepts had high priority. (4) The course brings challenging issues and it stimulates collaboration. (5) The teacher and TAs are interested to teach. (6) Better structure could be arranged.

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.

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?
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It seems that the feedback on tutorials has improved from the last time feedback at the year 2022. Further improvements can be done on prerecorded video lectures.

PRIORITIZED COURSE DEVELOPMENT

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

Further improvements can be done on prerecorded video lectures. I am thinking to arrange all lectures as prerecorded videos and then implement part of the classes as flipped classroom style along-with regular teaching lectures. That means a suitable mix of regular classes and flipped class-room activities.

OTHER INFORMATION

Is there anything else you would like to add?

Not at this point.
