

Course analysis FAK3012, FAK3014, FAK3024, FAK3137 period 4 2021-2022

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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.

A course evaluation form was sent out to students in the course, following a copied version of the LEQ 12 format using Survey & Report. The evaluation combined opinions from several different course code to increase likelihood of a report being available.

DESCRIPTION OF MEETINGS WITH STUDENTS

Describe which meetings that has been arranged with students during the course and after its completion.

No meeting with PhD students has been arranged. No meeting was held before the time of this analysis.

COURSE DESIGN

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

FAK3137: Eleven lectures, four seminars and three essay meetings. Accompanying the lectures there were voluntary quizzes, giving bonus points for the exam, and there were mandatory quizzes for the seminars. The lectures have been transcribed and edited into a course compendium. In addition, I held an introductory meeting to communicate the design of the course and point out common problems. FAK3024 (3 credits): No essay meetings. FAK3014 (3 credits): Only nine lectures, three seminars and no essay meetings. FAK3012 (3 credits): Only the three essay meetings.

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?

Only three people responded to the survey. The average workload was about right, but with substantial variations and due to the low number of respondents, nothing can be said. Nothing indicated a substantially too high workload.

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?

Passing rate:

FAK3012: 3/3

FAK3014: 3/3

FAK3024: 3/3
FAK3137: 3/4

FAK3012 results are as expected, here students submit three assignments, and attend three meetings.

The passing rate for the other three courses is about what was expected. Given that this is a mandatory course for PhD students, we would ideally see a better result, with failing being a relatively rare event. On the other hand, we should not lower standards just to achieve such a result. Our challenge is then how to better prepare students for the exam? Since the evaluation does not indicate that students are spending too little time on the course, the question is how to make them spend the time more efficiently.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

Feedback was given regarding the exam format, which was perceived as unhelpful by a student. One student commented that it is annoying not being able to save progress on the quizzes for the video lectures. One student commented that it takes more time than the lecture hours to internalize the material.

The seminars were mentioned as positive aspects. Suggestions of introducing more references in the course literature were made.

SUMMARY OF STUDENTS' OPINIONS

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

The impression of the learning environment was generally favourable. Some weaker aspects were the course not being challenging in a stimulating way and that the course activities did not enable learning efficiently.

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.

No particular changes were implemented for this period. My opinion is that the period went rather well.

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 be?

The quizzes continue being perceived as irritating to some and helpful to some. That they are optional does not mitigate that, they are perceived as mandatory. The exam continues to be perceived as a weaker point, and there might be some merit to that.

Are there significant differences in experience between:

- students identifying as female/male?

No breakdown.

- international/national students?

No breakdown.

- students with/without disabilities?

No breakdown.

PRIORITIZED COURSE DEVELOPMENT

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

- Exam will be further discussed and developed by the teachers.
- The quizzes will be continually improved.
- The seminars might be changed to include more concepts (see previous course analysis)

OTHER INFORMATION

Is there anything else you would like to add?