

Course analysis FAK3014, period 1 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.

Students have been asked to fill out the LEQ through the central KTH system. This also investigates aspects regarding gender and disabled students. A 12 questions LEQ template was used without additional questions.

DESCRIPTION OF MEETINGS WITH STUDENTS

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

A meeting for course evaluation where student representatives and PAs has been arranged for period 2 2022. Much of the information in this report is based on that meeting.

COURSE DESIGN

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

FAK3014 has nine video lectures and three seminars that covers the main areas of the course. The seminars are to a great extend given at campus. The examination is a 4 hour exam which consists of 3 parts. It is given online and is an open-book exam, but no supervision is demanded and it can be taken from anywhere. No changes were made from period 1.

THE STUDENTS' WORKLOAD

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

In general, students study less than the expected level. As has been discussed in previous analyses, there are many possible reasons for this, such as students putting in the effort only to pass the course or other courses requiring more time than they should. A possible explanation is that the new course text enables students to learn the material in a more "classical" way and thus reduce their spent time. However, the participants of the meeting agreed that the reported workload was, this period, more or less on the expected level (although many students comment that they feel that the workload is heavy).

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?

There are notable differences in terms of percentage of passes and failures in the grade distribution compared to last period. However, this is somewhat misleading since FAK3014 generally has a relatively low number of students each period it is given. This period, only 6 people took the exam, and all passed it. Last period, 7 people took the exam and 2 failed. Hence, the outcome is not that different. We discussed whether there might exist reasons for the observed distribution that are unwanted, and it was decided that we need to extract statistics that can say more before we take any actions.

FAK3014
P 100%
F 0%

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

Students seem to be very satisfied with the video lectures and their quality, and also with the seminars (some students want them to be longer). They also report that they enjoy the opportunity to plan the schedule for themselves, since the video lectures are available from day one and can be watched whenever.

Several students reported that it was hard to get 14/15 points for the quizzes. The meeting did not consider that this in itself was an indication that something should be changed, rather that the quiz questions should be continually improved based on feedback.

SUMMARY OF STUDENTS' OPINIONS

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

Generally, students have mixed opinions and/or impressions of the learning environment in this course. On this scale, zero equals an average of -3 and 7 equals on average +3, while 4 being neutral. Students taking FAK3014 together with other PhD version of the course rate all aspects of the learning environment between 1 – 7 (4 responses).

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.

The teachers saw a general positive trend for the course and its development. We are now in the area of fine tuning most aspects of the course, rather than drastic changes.

We discussed whether it would be a good idea to send out the course evaluation *after* students have received their grades on the exam. The reason is that many students often interpret the question about the assessment of the exam as impossible to answer since they don't know the results, yet. It was decided that we might change this for the next period.

We also raised the topic of the quizzes we utilize on our course (which is often brought up). One consideration we discussed was whether we should give students the opportunity to re-take some quizzes once they have closed, in order to easier utilize them as study material (they wouldn't, however, give bonus at this point).

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?

There is no aspect of the learning environment that sticks out in either direction, the course (and other versions of it) taken as a whole. The general structure of the course is functioning well and fills its purpose. Improvements can be made to particular aspects, such as quizzes.

The meeting also discussed the previously titled “flipped classrooms”, which will continue as discussion forums during the autumn. It was agreed that students should be encouraged to bring questions to the seminars as well.

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?

- Grading system will be further discussed and developed by the teachers.
- The quizzes will be continually improved.
- The course text will be updated.
- Transcriptions of videos from course text might be transferred into the videos as captions.
- Fine tune some new ideas for the flipped classrooms.

OTHER INFORMATION

Is there anything else you would like to add?