

This is where you fill in your course analysis. The course analysis is a systematic evaluation of the course for continuous development and quality assurance. For courses given within a programme, the course analysis also serves as a basis for programme monitoring.

The course analysis also contains study results from the course and survey responses without free text comments. It is made available to students and others with access to the course room via Canvas. Planned changes for the next course round are also published publicly on "About course" on kth.se. Internal reflections are not published in the course analysis.

You can work on the course analysis continuously, remember to save changes. Publish the course analysis when it is finished. The course analysis is automatically published with existing comments 49 days after the course end date. After publication, the analysis can no longer be edited.

Read more about course analysis on KTH's intranet: [Course analysis and course development](#)

2.1 Reflections of course responsible

2.1.1 Changes made since previous course offering (– Optional field, included in course analysis)

After initial successful implementations we will continue to add the new quiz feature to more quizzes. This new feature allows the students to avoid having to make a new attempt on all the questions of the quiz (including the questions and alternatives that were answered correctly) but just on the ones that were answered incorrectly.

2.1.2 Compilation of course evaluation results (e.g. course evaluation board, course meeting & free text survey responses) (- Required field, included in course analysis)

Obligatoriskt fält

Answer rates have increased so that is good.

It is currently at about 30% - 40% in the master courses and 50-100% in the PhD courses.

Jesper, the Director of Studies at the division of philosophy informed us that that is OK.

Many other courses at other schools have lower answer rates, about 20%.

Surprising that FAK3014 only had 3 answers.

Since the sample size is very low with only 3 answers, that would only require that one of the respondents gave a really bad score and the other an ok or higher score for the average score to drop below 3.

Then you need to be lucky to get 3 or over on the last decisive question, nr.11, or a process is started.

Concerning Point 1- 11

Looks good and ok for most questions.

Concerning free text survey responses

The overall impression from the free text answers is that students appreciate the course. In particular the organisation, structure, seminars and helpful support.

There are requests for more info to be on canvas and not just on the course memo.

Some students wish to get the opportunity to ask more questions in the flipped classroom.

2.1.3 Course coordinator's reflections on what has worked well and what can be developed in the course

Flipped Classroom

Some students wish to get the opportunity to ask more questions in the flipped classroom.

However, at the flipped classroom sessions students typically do not take the opportunity to ask that much. Maybe they are shy, or it can also be that they are not so prepared. They don't know the material.

The students who participate have not prepared enough. They have read the course material or worked on the lectures but not sufficiently.

A suggestion was raised that to increase the incentive to prepare more for the flipped classroom – Only those who have passed the relevant quizzes for each flipped classroom will be allowed to attend, and thus get the bonus point.

But before this, a first step can be to have deadlines earlier for the relevant quizzes so that it closes just before the respective Flipped classroom session.

We could also move the Flipped Classrooms closer to the exam.

Flipped 1 for the first 5 lectures
Flipped 2 for the 5 remaining lectures.

We decided to revisit this again at the next course analysis meeting. Till will have a meeting with Adam and Henrik before that and analyse the pros and cons.

PhD Essay Meeting

Nothing in particular. Ok completion rate. However, clarifying instructions and requirements might help increase the completion rate a bit more.

We have also begun a process where we look at ways to change and develop the essay part.

SEM1 - Brief comment on result Optional field, included in course analysis

Overall, the students greatly appreciate the seminars.

Some teachers expresses that the students should consult the course literature more during the seminars, in their computers, etc.
So we will encourage them more to work with the course literature when they start their exercises and also point out that they primarily should use the course literature before just turning to Wikipedia on the internet or AI.

TENB - Brief comment on result
Optional field, included in course analysis

The PhD courses

It looks good.

Fail rates can probably mostly be explained by stressful situations for the PhD students outside the course, resulting in them not having time to study properly for the exam. Those who study as required seem to be able to pass the exam as expected.

Other considerations on what has worked well and what can be developed in the course

The PhD courses

See if we can clarify instructions and requirements further.

We are also in the process of reviewing and developing the essay part.

2.1.4 Summary of changes introduced for upcoming course offering
(- Required field, included in course analysis, published on "About course" at kth.se (summarize briefly))

Obligatoriskt fält

Quizzes

After initial successful implementations we will continue to add the new quiz feature to more quizzes. This new feature allow the students to avoid having to make a new attempt on all the questions of the quiz (including the questions and alternatives that were answered correctly) but just on the ones that were answered incorrectly.

The exam

For the PhD courses

Nothing in particular.

The PhD Essay Part

Nothing in particular.

Course information

Some instructions have been made clearer, and we have started to provide more specific page references (e.g. to parts, chapters or headings, etc.) in canvas where we refer to the course memo, so that the students quickly know where to find the information in the course memo.

Since there are wishes for more info to be on canvas and not just on the course memo, we will begin to look into that. As a start we consider adding more info about what to do when they miss the seminars. For example, info that they have to sign up for the relevant compensation seminar in the discussion forum.

Course coordinator's internal reflections

(- Optional field, not included in course analysis)