



---

## Report - IC1007 - 2019-11-27

---

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):**

Patric Dahlqvist, patricd@kth.se

---

**COURSE DESIGN**

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

The course has gone through a major structural change. The number of traditional lectures have been reduced and parts of the material has been put in films/texts on-line. Coupled with this material we created a number of Quizzes. Both the material and the Quizzes has been organized in modules, with dead lines spread out along the course. In close proximity to these dead lines we have organized Flipped Classrooms to repeat and dig deeper in to the content.

A big part of the course is a design project. It has been changed a little bit. Before the actual project there are two assignments to introduce basic concepts. The assignments are done in the same groups (~5 persons) as the design project. The design project is driven forward by bi-weekly tutoring sessions. Most done with 1 group and the tutor, but some of the sessions are done with the whole tutoring group (~6 groups) depending on the particular phase of the project.

To ensure the individual assessments, a small written multiple choice exam was introduced (1,5 credits). It was all the Quiz-questions repeated. All the questions and answers were known in advance.

---

**THE STUDENT'S WORKLOAD**

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

If any deviation it was on the lighter side.

---

**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?**

The combined grading criteria turned out to be way to easy. That resulted in almost only A's and B's on the course.

---

**OVERALL IMPRESSION OF THE LEARNING ENVIRONMENT**

**What is your overall impression of the learning environment in the polar diagrams, for example in terms of the students' experience of meaningfulness, comprehensibility and manageability? If there are significant differences between different groups of students, what can be the reason?**

The exam was way to easy. Almost all got an A. Probably a combination of to generousness grading criteria and that the questions were known beforehand.

The Flipped Classrooms did not turn out all that well. Probably primarily an effect from the teachers lack of experience with this format. The pre-planned activities was based to much on the students ability to discuss abstract concepts. It needs more "practical/hands-on" activities. It can to a smaller degree also be a question of habit for the students as well. (Very few questions were sent in beforehand. They were asked for but not mandatory.)

---



#### **ANALYSIS OF THE LEARNING ENVIRONMENT**

**Can you identify some stronger or weaker areas of the learning environment in the polar diagram - or in the response to each statement - respectively? Do they have an explanation?**

---

Almost all of the LEQ-statments were graded with positive respons.

---

#### **ANSWERS TO OPEN QUESTIONS**

**What emerges in the students' answers to the open questions? Is there any good advice to future course participants that you want to pass on?**

---

There were some comments asking for more traditional lecturing even though the attendance at the lectures were low.

Some comments asked for clearer instructions for the design project.

The timeline for the design project was a bit tight, especially in the beginning (the interviews).

---

#### **PRIORITY COURSE DEVELOPMENT**

**What aspects of the course should primarily be developed? How could these aspects be developed in the short or long term?**

---

The grading criteria will be changed.

The format for Flipped Classrooms will have to be adjusted (both the activities in class and before class).

The time line for the design project will have to be adjusted (more time for the interviews).

---