Report - ID1018 - 2021-05-07

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):
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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.
The students were encouraged to form course councils (they did not). No particular aspects of gender or disability presented themselves.

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.)
Students communicated with teachers through email, and occasionally during learning activities. At the end of the course an LEQ survey was issued.

COURSE DESIGN
Briefly describe the course design (learning activities, examinations) and any changes that have been implemented since the last course offering.
Each student received 20 lectures, 4 exercises, 7 four-hour lab sessions, and a closed exam. In addition, 3 lab session were offered during post-course examinations.
To pass the course the student had to complete 5 mandatory assignments and the exam. Four extra assignments could be completed for a higher grade.

Changes due to the Covid pandemic resulted in that Swedish lectures were given online, English lectures were given in hybrid format (on-site and online), and the seats in each lab were split evenly between a computer room and online sessions. The online labs were supported by a teaching assistant and a queuing system (KTH Stay A While).

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?
The average workload was reported 15-17 hours per week, with deviations in both directions. The majority of the students are report their workload in the span of 6-23 hours per week. This indicates a shift towards a higher workload which may be attributed to the general pandemic situation.

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?

260 students enrolled. 6 discontinued (avbrott). 152 (60%) passed the course. 124 (49%) passed on the first exam and 28 (11%) on the first re-exam. Grades were A 28%, B 37%, C 34%, D 25%, E 14%.
The completion rate is significantly less than for 2019 where 80% completed the course after the first re-exam. The most likely reasons are the changes introduced by the pandemic.

STUDENTS´ANSWERS TO OPEN QUESTIONS
What does students say in response to the open questions?

Best: No deadlines, helpful teachers, fun to learn programming.
Improve: Record lectures, provide more training opportunities.

SUMMARY OF STUDENTS' OPINIONS
Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.

As in previous years, the course receives students with different backgrounds in programming, and there may be insufficient challenges for the the experienced ones.

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.

All things considered, it 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 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?

The hybrid lecture format is very difficult to do for a single lecturer. Online lectures without visual feedback from students is also difficult to do well. In essence, every format requires a particular skill-set and effort in preparation, with an appropriate adaptation of content and structure.
On the plus side, online labs using Zoom worked very well for practical reasons: it was easy to see the student's screen.

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

Programming assignments have been established for several years and could do with an upgrade.