Course Analysis ID129V in Software Evolution and Maintenance

(Vidareutveckling och underhåll)

Fall 2021

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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 course consisted of regular either meetings or lectures (twice a week in Period 1) and four Seminars. In addition to the scheduled time, the course manager arranged additional meetings.

The course followed a flipped classroom pedagogics. Hence, the contact with students was much more frequent than in traditional classroom. Opinions were continuously provided by the students during each meeting/lecture/seminar.

According to the students, the course was very important and useful. Before the course, the students had to learn the domain by working within the industry, and many times, they had to make educated guesses. Hence, according to them, this course should be provided to all students before entering the industrial reality.

All the students agreed that it was extremely useful to meet engineers from other companies and exchange knowledge and ideas on the subject studied and compare them to the theory provided by the course.

No negative opinions were provided except for the fact that they would need a little more time. The students worked within the industry and it was not so easy for them to meet the deadlines.

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

All in all, the course consisted of 15 meetings. Those included scheduled and unscheduled meetings. Out of them were 5 seminars (4 of them scheduled). Because of intensive discussions, the course manager had a full control of the opinions on both the course contents and its design.

Course design
Describe briefly the course design, the constructive alignment (intended learning objectives, learning activities, assessment, and how they interact), and the development that has been implemented since last course offering.

As mentioned earlier, the course was designed according to flipped classroom pedagogics. This implies that all the lectures were provided online and the meetings were for having discussions. This designed has helped the course manager to have a good contact with the students.

The course examination consisted of four assignments. Each student should first make the assignment on their own and then meet in groups during seminars. During the seminars, the students merged and consolidated their results.

Students' workload
Are the students working to the expected extent in relation to the course credits? If there is
a significant difference from the expected, what can be the reason?

No opinion was provided on the course workload. The only problem that students encountered was the fact that they had to combine the course with the work in the industry.

Students' results on the course
How have the students succeded in the course? If there is a significant difference compared
to previous course offerenings, what can be the reason?

All the students passed the course. No comparisons can be made to previous course offerings due to the fact that the course was given for the first time in fall 2021.

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

As the course looks now, there is no need for further developing it. The course includes a substantial body of theory, which is enough for the scope of the course.