



Report - ID2012 - 2020-06-23

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.

An LEQ survey was offered through standard automation.

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.)

Due to COVID-19 no meetings were held. Individual student queries were responded to through email.

COURSE DESIGN

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

Lectures were converted into self-study slides by annotating them with what would have been said during the lecture.
The project work seminar was converted into a series of group meetings on Zoom.

THE STUDENTS' 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?

Self-stated workload (3 respondents out of 14 active) ranged from 16 to 7 hours per week. For these individuals the time spent is obviously a lot less than nominal. One stated reason was that reading the lectures was faster than listening to them.

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 quality of the presented essays was perceived to be slightly higher than previous years. This may be an effect of uncertain expectations.



STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

To make the classes somehow more relevant to the actual assignments. A little bit more guidance for the Essay writing would be very welcome.

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Get started on the article review and essay quickly as it can be completed in the beginning of the course, leaving time for other courses/the project.

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Start your essay early, it really takes a lot of time.

Choose a project that is going to be fun and interesting, otherwise you may just suffer :D

SUMMARY OF STUDENTS' OPINIONS

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

Students would have appreciated a stronger teacher presence, as well as the ability to cooperate with their peers in closer proximity.

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 students did very well in the course. It is difficult to estimate if and how the radical departure from nominal conditions was beneficial, but it appears not to have been overly detrimental.

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?
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None of these differences can be reliably estimated.

PRIORITIZED COURSE DEVELOPMENT

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

The course should continue to track the state of the field and put a greater emphasis on current works.
