



Report - ID2218 - 2021-10-20

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.

P4 of the year 2020 was special because covid restrictions just started and we had to quickly learn how to give the course digitally. In the beginning of the course, I encouraged the students to contact me by email if they have any questions or concerns, comments on the video recordings of the lectures, etc. At the end of the course, the students were asked to fill a course survey form, as usually.

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.)

In the beginning of the course, two student representatives were selected. I had zoom discussions with them during the course, and a zoom meeting after the course competition.

COURSE DESIGN

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

This course is given annually at KTH since 2000. The course has 12 2-hour lectures and 6 1-hour exercises. The examination is based on the 5 homework assignments (1.5 points, grade scale A, B, C, D, E, FX, F), the midterm exam (1.5 points, grade scale A, B, C, D, E, FX, F), and the final exam (4.0 points, grade scale A, B, C, D, E, FX, F).

In 2020, due to covid, the course was given digitally for the first time. For lectures, I have chosen to do voice recording off-line and provide the slides with audio for students to listen. For exercises, we had zoom meetings which were recorded. The exam was also given digitally, as an open book home exam. For this course, we never had an open-book exam before.

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?

The student's estimated workload seems to match the expected level.



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 results are close to a normal distribution with the mean being around the grade B. This is not surprising, given that this course is selective and only students motivated to study this subject are attending it.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

The majority of students seem to be happy with the way the course was given. Here are some comments:

The change to distance was done very well (much better than other courses I have experienced). The home assignments provided a positive incentive to always stay on track with the lectures and exercises. It felt clear what we were expected to learn and the project was challenging without feeling unreasonably difficult. I also appreciate the textbook being directly connected to the course. Overall, this has been my best experience with a master-level course at KTH.

The slides were very well made and helped save a lot of time by covering vast amounts of the course quickly. In particular, the voice recording was very useful for remote learning.

It was a completely new course, giving new and exciting knowledge close to how systems work with redundancy in real world applications. It was great studying for this course. Glad I took it! Also, the professor did a commendable job recording all the lectures for us and holding exercise sessions remotely and giving prompt reply to emails despite having university shut down due to COVID-19.

But there was as one unhappy student who found the exam too difficult and didn't like how the course was organized:

During corona virus situation, the lecture was delivered online but it was not efficient since only exercise which was discussed online. Due to this situation, the final exam was conducted online and open book. However the task in the final exam was really difficult. It was not comparable with the lectures we got in the class.

SUMMARY OF STUDENTS' OPINIONS

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

The overall impression is very positive. Practically all students found the course interesting, as demonstrated by 46,7% of students giving the score 7 (Yes, I strongly agree with the statement) to the question 1 (I worked with interesting issues) with the average being 6.3.

The students evaluated the course as challenging in a stimulating way (question 4) with the average score of 6.0.

The students confirmed that they could practice and receive feedback without being graded (question 15) with the average score of 5.8.

The students considered the assessment of the course to be fair and honest (question 16) with the average score of 6.4.

The students answered that they were able to learn by collaborating and discussing with others (question 21) with the average score of 5.4.

The students answered that they were able to get support if I needed it (question 22) with the average score of 6.0.

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.

It was very time-consuming to record audio for the lectures off-line, I spent 6-8 hours per a 2 hour lecture. More generally, having to switch quickly to the digital format of teaching was a stressful experience. I was very happy to see from the survey results that the majority of students liked the course, and that the examination results were not particularly different from previous years.

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?

There seems to be no significant differences between different groups of students, except that the male students gave a lower average (5.0) to the question 21 (I was able to learn by collaborating and discussing with others). Female students gave a higher grade (6.0) for the same question. On the other hand, male students gave a higher average (6.5) to the question 1 (I worked with interesting issues). Female students gave a lower grade (5.8) for the same question.



PRIORITIZED COURSE DEVELOPMENT

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

In the short term, we will continue offering non-compulsory group projects on interesting topics, as we did in the past. In the long term, we will keep updating the course material with the new developments in the area of fault-tolerant design.
