



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):

Elena Dubrova, dubrova@kth.se

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.

In 2021 the course was given digitally due to covid restrictions, which called for additional effort in communication with the students. 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, exercises, etc. At the end of the course, the students were asked to fill a course survey form.

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 2021, due to covid, the course was given digitally again. Since it was already given digitally in 2020, I had all lectures with a high-quality audio recording. These were made available to the students from the course beginning, so that they can watch them in advance, before on-line zoom lectures. Unlike 2020, in 2021 I gave both, lectures and exercises, by zoom during their scheduled time slots.

As in 2020, the midterm and final exams were also given digitally, as open book home exams. Examples of open-book exams from 2020 were provided to students.

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, which is similar to previous years. In 2021 we had an unusually many student registered for the course, 71 (twice more than usual).

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

The students were happy with the course. Here are some comments:

Elena is a truly inspiring teacher. Not only does she make the subject real and interesting by connecting it to her work and to current events, but she often has life advice to as well. Add to that her strong moral integrity and work ethic and you have not a teacher but a master, who pushes us to improve not just as engineers, but as humans.

The structure of the course was really great and the answers to assignments were provided really thoroughly. I could have a lot of good knowledge from the exercises. I liked studying this course. Thank you so much, Elena!

Inspiring teacher and good lectures! Thank you! It was easy to stay focused during those lectures and exercises and for me that says a lot! often. I often think it is hard to stay focused when watching zoom. I also think the assignments where nice. I worked pretty hard with them and think it was good to be forced to learn during the whole course. The assignments made me feel ready for both exams

Elena, the modern day Heady Lamarr, with her strong presence even over zoom. She keeps keeps the course connected to research and reality, and makes difficult and alien concepts seem intuitive.

Elena being so humble and proud of her work meanwhile being one of the leading in her field. A shining light in the dark!

Its reference book is clear and tightly related to the course. A lot help.

The recorded lecture was the best part of the course. This semester, I worked and studied, thus sometimes I couldn't be able to attend the class. The recorded lecture was really great to save my time! Thank you so much for putting in a lot of effort!

SUMMARY OF STUDENTS' OPINIONS

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

The overall impression in very positive. Practically all students found the course interesting, as demonstrated by 57,1% 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 6.5.

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 5.5.

The students considered the assessment of the course to be fair and honest (question 16) with the average score of 6.8.

The students answered that they were able to learn by collaborating and discussing with others (question 21) with the average score of 5.9.

The students answered that they were able to get support if I needed it (question 22) with the average score of 6.6.

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.

Since the course was given digitally for the second time, we learned many lessons and were able to offer it better. I was very happy to see from the survey results that many students liked the course and highly evaluated my teaching skills. The examination results were in line with the results of the 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 higher average score to the question 1 (I worked with interesting issues), namely 6.7 instead of 5.8 for female. Male students also answered the question 4 (I found the course as challenging in a stimulating way) with a higher average score of 6.3 (5.0 for female).

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 years. In the long term, we will keep updating the course material with the new developments in the area of fault-tolerant design.
