Report - IE1204 - 2022-02-27

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 standard 22-question LEQ was issued to all students.

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.)
No meetings were arranged.

COURSE DESIGN
Briefly describe the course design (learning activities, examinations) and any changes that have been implemented since the last course offering.
The course was taught hybrid: lectures in classroom with simultaneous streaming in Zoom, and recorded, so there were three ways to follow the course. Recordings were also made available from last year previous to the lectures. Exercises were offered in classrooms, but I had one group in Zoom (also recorded). Labs using home lab kits have been in place since 2018; students could get help in room 305, over Zoom, or email. They could show their labs in 305, in Zoom, or via recording. (a written lab report is also required). Bonus points were offered for doing all exercises on time, and for doing all labs and lab report on time. Note: TCOMK were forced to distance learning the first two weeks due to a Covid case, but they were allowed to fetch lab kits, so they didn't fall behind noticeably.

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?
Workload seems ok according to LEQ.

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?
Of the students that took the exam 80% passed, but there were unfortunately many students that didn't even try. Not a significant difference to 2020 or 2019 (pre Covid). Almost all students that received both bonus points also passed the exam.

STUDENTS´ANSWERS TO OPEN QUESTIONS
What does students say in response to the open questions?
I find that most students are happy with my teaching, my course organization, and the difficulty of the course.

SUMMARY OF STUDENTS' OPINIONS
Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.
I find that most students are happy with my teaching, my course organization, and the difficulty of the course. Some think the exam was too easy.

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.
I find that most students are happy with my teaching, my course organization, and the difficulty of the course.

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?
No evidence of differences in LEQ, lab reports or exam.

PRIORITIZED COURSE DEVELOPMENT
What aspects of the course should be developed primaily? How can these aspects be developed in short and long term?
The course plan will be clarified slightly. I plan to remove asynchronous analysis and design (one lecture) and use more time for tougher design tasks in sequential circuits. Floating point math will be removed from the exam.

OTHER INFORMATION

Is there anything else you would like to add?

Overall the student evaluation in LEQ is high (lowest 4.4, most are 6 or higher)