

## Course analysis: II1305 Project in ICT, 2025

### Note

This course analysis discusses two instances of the course: II1305-60929 for CINTe2, and II1305-60133 for TCOMK2. The two instances share all scheduled activities in the course.

### Changes made since previous course offering

Up to and including 2024, II1305 was designed to be taken together with IV1303 Modern Software Development. The two courses were scheduled together, and the project work in II1305 was concentrated to 20 consecutive working days (four weeks) of full-time work – see Figure 1. From 2025, IV1303 is no longer available, requiring changes to the schedule.

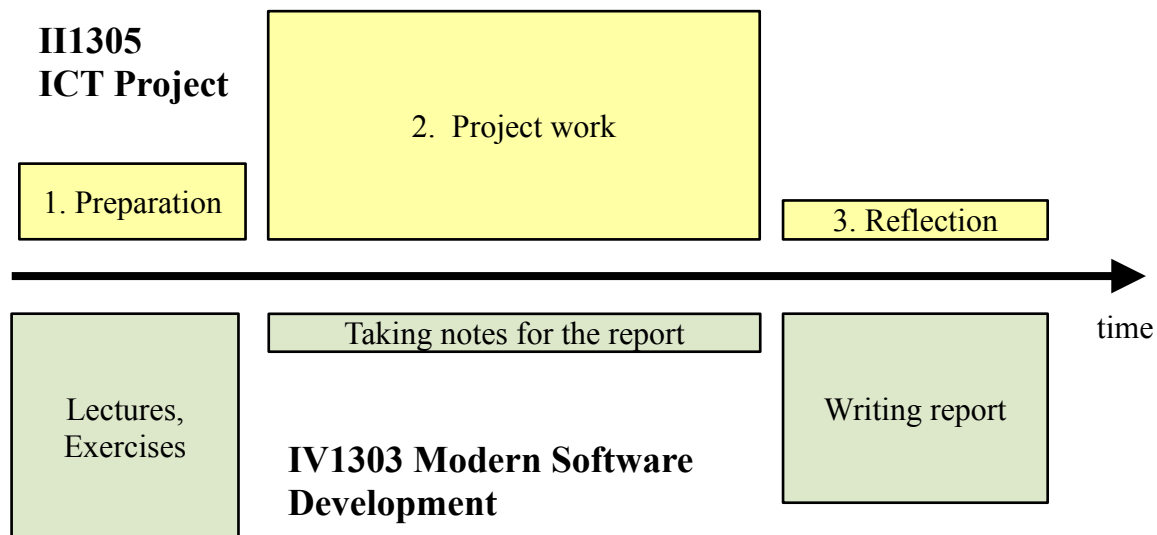


Figure 1: Overview of schedule for II1305 and IV1303, up to and including 2024.

For Spring, 2025, II1305 was redesigned to be taken without IV1303, so that students could take any other elective course in parallel. The other courses that students could take were offered on a different campus from II1305. To make this work, scheduled activities in II1305 was restricted to Wednesdays, Thursdays, and Fridays – see Figure 2.

Work in the project is split into so-called *sprints*. Up to and including 2024, each sprint was one week (five working days). For 2025, it was decided to keep the sprint length and split the sprint over two three-day weeks. The dates for Easter in 2025 required one of the sprints to be placed after the Easter break with re-exams.

To make room for six weeks of (part-time) project work, students were encouraged (but not required) to start teamwork before the start of the course.

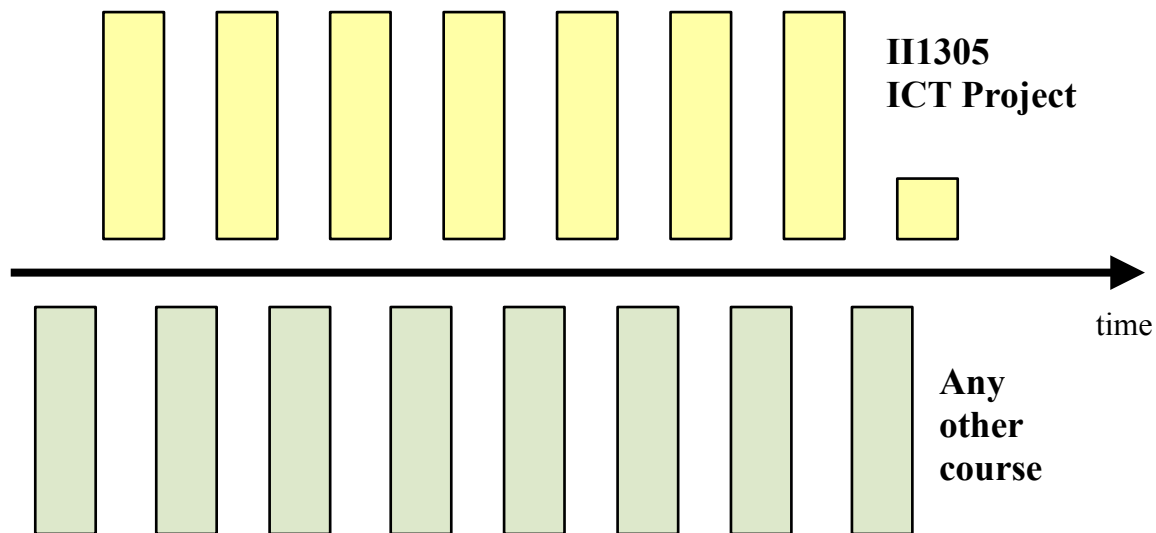


Figure 2: Overview of schedule for II1305 and any other elective course, 2025.

### Compilation of course evaluation results

One student enrolled as a member of the course committee (Swedish: kursnämnd), and participated in a mid-course meeting. Further opinions on the course was gathered from the obligatory project-reflections submitted by each course participant. The after-course survey also provided some information.

The feedback from the course committee is, that the course generally works well. Working full days with project work is appreciated by most, but loathed by some. Formation of groups worked well. The course committee noted, that students from the Bachelor's Programme in Information and Communication Technology (TCOMK) and the Degree Programme in Information and Communication Technology (CINTE) were separated into different groups; this was appreciated, since it meant that CINTE students could speak Swedish freely in their groups.

Some students were absent from the start-up sessions, and this was frowned upon by other students. The course committee questioned that start-up sessions did not have obligatory attendance, and commented that these sessions were crucial for good teamwork.

Many comments in project-reflections were very positive. Some examples:

- "This certainly was the most fun course I think I'll ever have in this program, and it was a very nice way to end the second of year ICT."
- "I was counting the hours until the next workday, which is weird considering it was an 8:00 to 17:00 workday."
- "Taking part in this international group project taught me more than any programming class ever could."
- "I consider this course to be one of the most insightful and enriching courses I have had so far at KTH. This course has given me an opportunity to work on a real project, starting from scratch without any predefined structure or outline."

- "I would like to conclude by thanking you again for all the experience that I gained! Through the methods mentioned here and all others, I got a deeper appreciation for structured teamwork and planning."
- "Den här projektkursen har utan tvekan varit en av de roligaste och mest givande kurserna jag har haft på KTH. Att få arbeta i grupp och driva ett projekt från idé till färdig produkt har gett mig en bättre inblick i hur arbetsprocesser kan se ut på en arbetsplats där man arbetar i team."

*(English translation: "This project course has without doubt been one of the most enjoyable and rewarding courses I have taken at KTH. Working in a team and taking a project from idea to finished product has given me a better insight into how working-processes could look at a work-place with teamwork.")*

- "The experience I gained from working on a programming project with 7 other people was immense, unlike any way I have learnt programming before. There is a motivation and ambition found when working as a team that is seldom found elsewhere."
- "I stort, upplevde jag kursen och projektet som väldigt lärorik och rolig, jag såg fram emot att komma till klassrummet på morgonen och sätta igång arbetet."

*(English translation: "Generally, I learned a lot from the course and the project, and enjoyed it very much, I looked forward to coming to the classroom in the morning and starting to work.")*

There were also suggestions for changes. Some examples:

- Some classrooms used for project work was considered crowded, noisy and stuffy.
- Some students would like to shorten the project demonstrations at the end of each five-day period.
- Some students would like the teachers to check-in with the teams more often, to ask if the team has questions or so.
- There were comments that it was difficult to resume work after Easter break.
- The expo at the end of the course, to show the finished projects to the general public, was considered too long. Students reported that the on-line part of the expo had very few visitors, if any at all.
- Student opinions were mixed about having five-day sprints spread out over two weeks.

The standard questionnaire was answered by 12 out of 73 students, and the answers mainly corroborated opinions from the course committee and the project-reflections.

### **Course coordinator's reflections on what has worked well and what can be developed in the course**

The course is generally highly appreciated by students, and this calls for any changes to be small. Scheduling may be a problem, as IV1303 is no longer available to take in parallel with II1305. In 2025, the schedule used six weeks for three five-day sprints, with each sprint split over two weeks. This resulted in a hurried start-up phase of the course, and a different kind of schedule should be planned for 2026.



Two minor points caused some initial friction in 2025, and should be handled differently:

- Since 2021, teams have been formed by the examiner, without input from students. In 2025, one team consisted of only students with disabilities (Swedish: funktionsnedsättningar). This caused initial resentment among students in that team, but was later seen as positive by most of the team's members.
- At the start of the course, each team meets twice with the examiner to discuss and agree on a project. In 2025, a project-idea that was approved at the first meeting had to be scrapped at the second meeting, causing discontent among team members.

### **Summary of changes to be introduced for the next course**

New schedule, to

- concentrate the project work to make more time available for the start-up phase;
- avoid sprints split over two weeks; and
- if possible, keep all project work before or after Easter break.

### **Brief comment on result of examinations**

Examination results were normal for II1305.

75 students registered for the course. Two students dropped the course due to conflicts with other activities; one of these two students canceled the registration, while the other student remains registered for the course.

Out of the 73 active students, 70 students finished the course on time. 3 students did supplementary work. As of this writing, all 73 active students have finished the course.