



Report - IK1330 - 2019-04-25

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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COURSE DESIGN

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

The course consists of lectures, seminars, and labs. The course is examined by seminars where the students prepare solutions to a set of problems before the session and then discuss and present the solutions at the seminar. The course has two traditional labs, examined during the session. The grade of the course is determined by the case studies, one two-part case study about radio links and networks made in groups, and a telecom market study done individually. In this course offering the following things from last years course evaluation was implemented:

- Lectures slides should include complete references
 - Present ITU models in the lectures
 - Publish the seminar problems earlier in canvas
 - All learning activities and assignment due-dates in Canvas from the start of the course
 - Learning outcomes for the case studies should be related to the specific case study
 - More detailed and quicker feedback
 - Peer-review of case studies
 - Grading published for all students at the same time.
 - Integrate case-studies into fewer.
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THE STUDENT'S 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 questionnaire indicates that the workload is on the higher side. By structuring the course information better, I think this will ease the pressure of the students.

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 students worked hard and succeeded very well with the course and got in general high grades. A few students have not finished all the parts of the course but might succeed in the next course round.



OVERALL IMPRESSION OF THE LEARNING ENVIRONMENT

What is your overall impression of the learning environment in the polar diagrams, for example in terms of the students' experience of meaningfulness, comprehensibility and manageability? If there are significant differences between different groups of students, what can be the reason?

Due to the course coordinators sick-leave at the beginning of the course, the planned structure of the course fell apart. Trying to make up for the lost time by giving extra lectures at the same time as moving all due-dates confused the students about the course organization. The students also need better information about the grading.

ANALYSIS OF THE LEARNING ENVIRONMENT

Can you identify some stronger or weaker areas of the learning environment in the polar diagram - or in the response to each statement - respectively? Do they have an explanation?

Written feedback from the students in the classroom and answers from the questionnaire shows that the students appreciate the learning activities, but they clearly express a need for better organization of the course.

ANSWERS TO OPEN QUESTIONS

What emerges in the students' answers to the open questions? Is there any good advice to future course participants that you want to pass on?

Telecom market study part should be better integrated into the rest of the course

PRIORITY COURSE DEVELOPMENT

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

Change the grading of the case studies: The review reports should not be graded, but instead use information about the workload, smaller groups, and presentations to determine the individual grade.

Clearly inform the students about all due dates, rules and specific organization of the course, not just an overview during a lecture and refer to written information.

Integrate the telecom market study part better into the course

OTHER INFORMATION

Is there anything else you would like to add?

All compulsory courses should have stand-in teachers in case of illness of the ordinary teacher.
