

Report - IK2215 - 2024-05-02

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.

We informed about the course evaluation procedure at the first lecture in the course. We then also solicited for volunteers to the a course panel. After some reminders, a course panel was formed and communicated to all students, so that all students were given the possibility to contact course panel members with input. After the exam had been graded and results reported, we launched the LEQ to the students and notified them about the importance to contribute to it. After the LEQ closed we arranged a meeting with course panel where we discussed the LEQ and the course in general so that the course panel could give feedback. The course panel meeting was held in November 23, 2023.

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.)

We did not organize any specific meetings for students to give feedback during the course. A meeting with the course panel was held after completion of the course (described above in the course evaluation process). Students had lots of informal opportunities to bring up issues, during and in conjunction with the learning activities and also through discussionforas in canvas.

COURSE DESIGN

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

We use a mix of learning activities in the course, something which has worked really well over several years now. The learning activities are based on 12 lectures, 6 networking labs, one programming assignment, and one project assignment during the later parts of the course where all different topics are brought together in practice. In the course, we run continuous digital examination in computer rooms in three different parts. The sum of the exam parts is graded A-F. The changes since last course offering were as follows: Lectures: A yearly revision of the lectures was made. Lectures were mainly given as in-class lectures, with a few exceptions where they were given over zoom. Earlier versions of the lectures have been recorded in zoom and the video recordings were made available in canvas. Labs: No changes from last year. Programming assignment: We gave the students a more explicit skeleton code to help them along the way. We provided automatic tools for testing the students' programmes so that they could receive continuous feedback. We also adjusted the time plan for the assignment to give the student more time between deadlines. Project: We made a minor revision of the project assignment.

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 workload seems to be around 20 hours per week in average, which correspond to the expected level. There are some deviations, probably because of varying prior knowledge in programming.

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' results after the exam were overall good. The absolute majority passed the labs and the project. 77% of the students taking the exam passed the final exam during the course. Slightly over 30% of the students who took the exam scored a grade C or higher, which is about the same last year. Overall, the results are quite similar to earlier course offerings

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

The answers to open questions are positive in many aspects (lectures, availability, labs, project). There are also lots comments about the programming assignment taking too much time to complete, but this has been significantly improvement compared to last years. We made several efforts to make the programming assignment more manageable, however it is still challenging for some students.

SUMMARY OF STUDENTS' OPINIONS

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

The majority of the LEQ responses for this course are normally rated as either slightly below or above 6 out of 7. It came out better than last year thanks to the adjustments made with the programming assignment (which was introduced last year).

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.

The general impression is that the course works well from a learning perspective in all aspects. Much of the problems we had last year with the programming assignment have now been taken care of. We are considering additional simplifications, but have not decided on this yet.

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?

The response frequency to the LEQ was unfortunately low and it is difficult to draw any conclusions in differences among different student groups (the groups are very small in these cases). We had no students with disabilities.

PRIORITIZED COURSE DEVELOPMENT

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

The most important thing to next year is to reorganize the programming assignment. Even though several actions were taken prior to this course round, the students' prior knowledge and skills in programming is a challenge.

