



Report - IL1333 - 2018-05-22

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

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 a new course which was given for the first time in 2018. The course has 12 lectures and two 4-hour labs. The examination is based on the labs (1.5 points, grade scale P/F) and the final exam (6.0 points, grade scale A, B, C, D, E, FX, F).

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 workload corresponds to the expected level of 40 hours.

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. This is not surprising, given that this course is selective and only students motivated to study this subject are attending it.

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 overall impression is very positive. Practically all students found the course interesting, as demonstrated by the average score 6.3 for the question 1 (I worked with interesting issues).

The students' experience of meaningfulness (questions 1-6) is quite positive, with the average score of 5.35.

The students' experience of comprehensibility (questions 7-16) is also positive, with the average score of 5.23.

The students' experience of manageability (questions 17-22) is positive, too, with the average score of 5.37.

comprehensibility and manageability?

There seems to be no significant differences between different groups of students, except that the Swedish students gave a lower average grade 3 for the question 5 (I felt togetherness with others on the course). International students gave a higher grade for the same questions, 5.6 for master students and 5.0 for exchange students. It may be due to the fact that international students typically communicate more with each other.



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 highest average score 6.3 for the question 1 (I worked with interesting issues) can be explained by the fact that the topic of the course is quite fascinating, very relevant practically, and very new. Student felt that they are on the edge of the wave in research. Many results covered in the course were discovered very recently (within the last few years).

The lowest average score is 3.8 ("neutral"), for the question 14 (I received regular feedback that helped me to see my progress). We will think how to improve feedback for next year.

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 consider various options of improving feedback to the students. We also plan to introduce short group projects for the next year course and modify the Lab 2 (side-channel analysis) so that the student can capture power traces by themselves. Some students said that they want more labs, but it is not easy to implement. Group projects could be a good alternative.

In the long term, we will keep updating the course material with the new developments in the area. I would also like to write a textbook for the course after several years.
