Report - IL1333 - 2019-10-16

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.
This course is a relatively new course, given for the second time. The course has 12 lectures and two 4-hour labs. During 2018 and 2019 course offerings, the examination was 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). In the last year course offering, we introduced non-compulsory group course projects, suggested by students who took the course in 2018. The projects were intended to give the students a deeper knowledge in some of the course topics. Students really liked the projects. Students also expresses their interest in having extended labs. Therefore, for the next course offering, we made the group projects obligatory and modified labs. The examination of the course is changed to the labs (2.5 points, grade scale P/F), the final exam (4.0 points, grade scale A, B, C, D, E, FX, F), and the project (1.0 point).

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?
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 a 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 in very positive. All students found the course very interesting, as demonstrated by the average score 7 for the question 1 (I worked with interesting issues).

The students found the course challenging in a stimulating way (question 4) with the average score of 6.0.
They confirmed that they could practice and receive feedback without being graded (question 15) with the average score of 5.2.
They found the assessment of the course fair and honest (questions 16) with the average score of 5.2.
The students answered that they was able to learn by collaborating and discussing with others (question 21) has the average score of 6.7.
They said that they were able to get support if I needed it (question 22) with the average score of 6.8.

There seems to be no significant differences between different groups of students.

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 7 for the question 1 (I worked with interesting issues) can be explained be 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 where discovered very recently (within the last few years). Two of the groups published their project's results at the international conferences.

The lowest average score is 5.2 are for the questions 15 and 16. We will think how to improve feedback for next year. The assesment of the course is already changed.

PRIORITIZED COURSE DEVELOPMENT

What aspects of the course should be developed primaily? 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. 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.