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## Report - IS1200 - 2019-12-21

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Respondents: 1  
Answer Count: 1  
Answer Frequency: 100.00 %

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**Please note that there is only one respondent to this form: the person that performs the course analysis.**

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**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 teaches the fundamentals of computer organization, including both software and hardware. The course is divided into 5 modules:

- C and Assembly Programming
- I/O Systems
- Processor Design
- Memory Hierarchy
- Parallel Processors and Programs

The course is divided into two LADOK parts:

1. Labs and home labs (4.5 hp)
2. Written Exam (3hp)

There are in total 12 lectures, 5 exercise sessions, 4 seminars, 4 laboratory exercises, and one mini project. The course ends with a 5-hour written exam.

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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?**

Students report to work between 40 and 0 hours every week, with quite even distribution (two peaks on around 25h and 16h). Some of the students say that it is a bit more work than other courses.

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**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?**

This year, the pass rate on the first exam was 68% for IS1200 students. This is quite much better than previous years (60% 2018 and 50% 2017). It is hard to say why we have this positive trend, but it can be related to that most students now do the seminar exercises.

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#### **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?**

Most of the students are very pleased with the course. For instance, on the question "The course was challenging in a stimulating way", 44,4% answered +3 and 27,8% answered +2.

Although some students thought that the exam was hard, on the question "The assessment on the course was fair and honest", only 2 out of 37 student gave a negative answer.

The question "The course activities enabled me to learn in different ways", 38,9% gave +3, 30,6% gave +2, and 22,2% gave +1.

#### **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?**

Basically all areas are quite strong. On average for all respondents, the lowest score was on average 5,5 (question 15 "I could practice and receive feedback without being graded") which is still quite high. The highest average score was 6,4 (question 21 "I was able to learn by collaborating and discussing with others"). Hence, basically all questions scored high on average.

An observation is that female students seem to on average give lower scores than the male students. The question that stands out is number 17, "My background knowledge was sufficient to follow the course". On that question, the female students gave 3,8 on average, whereas the male students gave 5,8 on average.

#### **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?**

The students are in general very positive to the course, and to the lectures in particular. Also, many students think that the organisation is good. Several students also say that the labs and the project were valuable.

Some students think that the timeline is tight, and that there are a lot of things to do in the course. Some students emphasised that the labs were very demanding. Some students also stated that they thought that the exam was hard.

The main advice they give to future students are:

1. Start to study early, don't wait to the last minute.
2. Do all the seminar exercises.
3. Go to the lectures, take notes.
4. Be prepared to spend a lot of time on 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?**

This year I introduced extra video lectures on topics that the students found in particularly hard. These video lectures were very appreciated and I will continue to add more videos in the future.

Besides this, the course is quite mature and there are no clear demands for extensive course development, although minor improvements are of course done every year.