



Course Analysis MF2103

MF2103 Embedded Systems for Mechatronics VT2024

Date and author: 2024-09-26 by Dejiu Chen

Course information

Data from the Course Syllabus

Course responsible teacher:

Dejiu Chen

Other teachers in the course:

Nihad Subasic

Examiner:

Dejiu Chen

Learning activities:

Lectures

Seminars

Laborations

Additional Comments

1 Students' view of the course

Summary of students' view of the course based on for example LEQ survey and/or interviews or other activities.

Response rate of LEQ course evaluation survey:

10%

Brief summary of students' responses from the LEQ survey and/or other types of course evaluation:

Students like to have refined lecture&seminar structure to make them more engaging. A clearer focus on addressing specific student questions and collaborative problem-solving is needed.

Students suggested a need for refinement in how seminars are conducted, with a focus on more effective group problem-solving. Clearer guidance on software tools (e.g., Keil) is expected to minimize confusion.

Additional Comments

-

2 Teacher analysis of the course

The analysis should present the development of the quality of the course as well as measures that have been taken after previous course analysis. The course's strengths and weaknesses based on the course evaluation and the teacher's reflection.

Changes of the course before this course offering:

No structure changes from previous course occasion.

The course's strengths:

The main strength of the course is that it combines theoretical and practical learning, with industry-relevant content, in an interdisciplinary context, ensuring the students are well-prepared for real-world challenges in embedded systems and mechatronics. The course adopts a flipped classroom approach.

Areas for improvement of the course:

The area for improvement is that the course should support better active learning so that gaps in knowledge when participating lectures, seminars, and labs are reduced. A better alignment of teaching with self-learning efforts would improve the effectiveness of the flipped classroom approach.

Proposed changes to the next course round:

The course will enhance the support for better self-learning by requiring students to complete preparatory tasks, according to the readings and exercises, before attending lectures, seminars, and labs. These help to assess students' readiness and ensure they have acquired the necessary foundational knowledge for being able to actively participate lectures, seminars and labs. This shift will also allow the teaching to focus more on applying and deepening knowledge rather than reviewing basics, while the labs will be benefited from improved preparation and readiness.

Additional Comments

-