



Report - SD2140 - 2022-02-10

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.

The course evaluation process is organized in several stages:

First, the course comprises 7 problem-solving sessions where the students are given an opportunity to work in groups on problems with multiple options for solution-procedures. During these sessions, there is a constant interaction and opportunity for two-way feedback on key concepts in the course, there is room for discussing and elaborating multiple solution strategies, within student-student or student-teacher groupings.

Second, the students are given personal feedback on each of the four assignments they have to submit, with open possibilities to discuss these assignments at the end of each class before the deadline for submission. Once they have received their personal feedback, I organize a whole-class discussion on the key points from the assignment which were maybe not addressed in the most complete way. The students are given an opportunity then to comment on these points. They are then given a possibility to resubmit part of their assignment for an upgrade, if they wish to do so.

Third, the last session of the course includes a summary of the key concepts, where the format of the final oral examination is in focus (after multiple introductions of that format during the course, and examples of key concepts which could be discussed during this oral exam). Again, during this dedicated session, the students are given the opportunity to address any concern regarding the content or the format of the course and/or evaluation.

Finally, at the conclusion of the course, they have two opportunities to share their opinions on any aspect of the course: in a short individual discussion after the oral examination (with the passing students, and having disclosed their result, such that they are not pressured to think that their result could be affected by their expressed opinions), and an anonymous online evaluation questionnaire. Unfortunately, it seems to be a trend that fewer students take the time to fill in these valuable opinion questionnaires.

Additionally, I personally usually keep interactions with several students of the course beyond the scope of the course (internship or project placements, thesis search, interest in pursuing doctoral studies, request for mentorship, ...), and I, in this way, get a possibility to receive more informal feedback from students outside of the teacher-student relationship.

We also hold a post-evaluation meeting with the pedagogical team in order to share viewpoints on unfolding of the course, points which went more or less as anticipated, and opportunities for adjustments in the next course offer round.

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.)

The conclusion of the course being in the form of an oral examination, a discussion is held at the end of the examination for the willing students, mostly in order to secure some early feedback on the course by the students, before they are asked to fill in the LEQ.

COURSE DESIGN

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

The course consisted of 12 lecture sessions, 7 exercise sessions, 1 questions/review sessions. There are 4 compulsory assignments and one final oral examination for each student individually. Changes since the previous course offering concern primarily the organization of exercise sessions in view of the oral examination, as a continuation of the changes initiated for the previous offering: instead of focussing on questions by students out of the number of exercises to be considered in association with each exercise session, 2 exercises were selected by the teaching assistant for the students to prepare their solution in groups, followed by a presentation and discussion with the whole class at the end of each exercise session. Unlike the previous years, these group discussions consisted of 2 groups working directly in parallel on separate whiteboards, discussing and preparing their solution strategies to be introduced to the whole class. Additionally, the selection of exercises to be solved has been kept reduced in order to target more specifically the key concepts that should be assimilated by the students. While the source material consists primarily of the reference book, lecture notes in the form of slides highlighting the key concepts and results are provided.

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?

Due to the lack of answers to the online course evaluation questionnaire, the answers were not disclosed to be, and I could therefore not conclude on the basis of the answers from the students.



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 very much varying, covering the full range of grades. This correspond to the reality of the previous years.

Despite a strong emphasis put on the preparation to oral discussions in this offering (in the form of problem solving and discussions on the whiteboard, where all students are engaged), which I acknowledge to be an added difficulty for the students, the outcome in terms of result distribution was marginally affected.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

Due to the lack of answers to the online course evaluation questionnaire, the answers were not disclosed to be, and I could therefore not conclude on the basis of the answers from the students.

SUMMARY OF STUDENTS' OPINIONS

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

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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 that the engagement has been much improved compared to the previous year, when the course was entirely online. The exercise session were engaging, and I have received oral feedback that they were much appreciated. This is in sharp contrast to the previous year. Unfortunately, this perceived increase of engagement did not translate in the overall results by the students. One difficulty here is that a large share of the outcome is left to the student finding the motivation to work on finalizing the course (assignments and above all, revising key concepts and solving problems) during the holiday season... This in my opinion results in sharp contrasts between the students arriving at the point of the oral examination.

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?

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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 mid term, having the possibility to spread the course over two periods would open tremendous possibilities: with more spacing between the lectures and class sessions, the possibility for additional assignments and personal projects could help supporting the students on their journey to acquiring and mastering the key concepts in the course.

OTHER INFORMATION

Is there anything else you would like to add?

No.