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):
Mikael Nybacka, mnybacka@kth.se

COURSE DESIGN
Briefly describe the course design (learning activities, examinations) and any changes that have been implemented since the last course offering.
The goal with the course is to give students both theoretical and practical experience of applying different vehicle dynamic control, both longitudinal, lateral and vertical direction. At the end of the course the students should have gained knowledge and practical experience in three main areas of vehicle dynamic control. These three areas are divided into three laboratory assignments on which the students write a report on and the teachers examined the students based on the reports and the learning goals and grading criteria.
The changes that have been done since last year is only small adjustments and additions to lectures.

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?
In average the students work 18-20h per week which is expected of the course running in half speed.

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?
An increase in A and D grades in the course could be seen since last year.

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?
The overall impression looks good with all areas above 5.3 on a 7 graded scale. Where the following points recieved almost top score:
- I worked with interesting issues (a)
- The atmosphere on the course was open and inclusive (d)
- The assessment on the course was fair and honest (k)
- I was able to learn by collaborating and discussing with others (n)

The following points had 5.3 and 5.4 and need to be worked on:
- I was able to learn by trying out my own ideas (b)
- I received regular feedback that helped me to see my progress (j)
- I could practice and receive feedback without being graded (j)

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?

See overall impressions.

PRIORITY COURSE DEVELOPMENT
What aspects of the course should primarily be developed? How could these aspects be developed in the short or long term?

Grading template for the teachers on the reports are needed to make the feedback process to the students quicker.

Course data 2018-09-07

SD2231 - Applied Vehicle Dynamics Control, VT 2018

Course facts

Course start:	2018 w.12
Course end:	2018 w.23
Credits:	7,5
Examination:	LAB1 - Longitudinal Dynamics, Slip Control (Brake/Traction), 2.5, Grading scale: A, B, C, D, E, FX, F
	LAB2 - Vertical Dynamics, Control of Active Damping, 2.5, Grading scale: A, B, C, D, E, FX, F
	LAB3 - Lateral Dynamics, State Estimation (Estimate Vehicle Slip), 2.5, Grading scale: A, B, C, D, E, FX, F
Grading scale:	A, B, C, D, E, FX, F

Staff

Examiner:	Mikael Nybacka <mnybacka@kth.se>
Course responsible teacher:	Mikael Nybacka <mnybacka@kth.se>
Teachers:	Carlos Casanueva Perez <carlosc@kth.se>
	Mikael Nybacka <mnybacka@kth.se>
	Mats Jonasson <matsjona@kth.se>
	Alireza Qazizadeh <alirezaq@kth.se>
Assistants:	

Number of students on the course offering

First-time registered:	29
Total number of registered:	30

Achievements (only first-time registered students)

Pass rate[1] [%]	*There are no course results reported*
Performance rate[2] [%]	*There are no course results reported*
Grade distribution[3] [%, number]	*There are no course results reported*

1 Percentage approved students
2 Percentage achieved credits
3 Distribution of grades among the approved students