Report - SD2721 - 2021-02-12

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):

Hans Liwång

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 is both evaluated by a student driven group evaluation and through the LEQ online form. The student driven group evaluation is reported to the course director after each period by a student representative. This year the response rate to the inline LEQ was too low to lead to a report. The number of students was too low to follow up on gender and disabilities in an overarching manner.

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 student driven group evaluation is reported to the course director after each period by a student representative.

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

The course typically is performed via lectures where theory is combined discussions and examples. Parallel to the lectures the students are tasked with design projects that also includes development of modeling codes.
This year some of the theory lectures have been pre-recorded and available on-line this to allow for focus the face-to-face activities (on campus or on zoom) on discussion. The examination is individual project reports, one home exam and one oral exam.

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?

No reports on significant deviations to the expected level.

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?

No significant deviations from previous offerings except that the extra good results on the project work has been missing. One reason could be the lack of student interactions that is an important inspiration for tackling the complex open-end aspects of the design tasks.

STUDENTS´ANSWERS TO OPEN QUESTIONS
What does students say in response to the open questions?

None

SUMMARY OF STUDENTS' OPINIONS
Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.

Generally the students would like more feedback and enjoy the open-ended design tasks but think this kind of tasks are a challenge.

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 course works well. The changes are a bit hard to evaluate due to that Corona has also changed many other aspects of teaching.

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?

There is a difference between students that have some experience with open-ended tasks and students that have no such experience. That is dependent on education background and vary from program to program.

PRIORITIZED COURSE DEVELOPMENT
What aspects of the course should be developed primaily? How can these aspects be developed in short and long term?

To further develop the motivation behind why these kind of design tasks are relevant and how values and norms interact with design.