

Kursanalys för SK180N

Datum för kursanalysen	2020-03-09
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Sida 1: Kvantitativ analys

Läsår:	2019
Läsperiod(er):	HT

Kursansvarig:	Vladislav Korenivski
Lärare: Föreläsare	Vladislav Korenivski
Övningsassistenter	
Labbassistenter	
Övriga inblandade lärare	-

Antal registrerade studenter	29
Prestationsgrad, * % (t.o.m. ovan datum)	ca 14 %
Examinationsgrad, ** % (t.o.m. ovan datum)	ca 7 %

* Antalet presterade poäng hittills på kursen dividerat med antalet möjliga poäng för de registrerade studenterna vid gällande datum.

** Andel studenter av de registrerade som klarat samtliga kurskrav vid gällande datum.

Course home: www.kth.se/student/kurser/kurs/SK180N; www.kth.se/social/course/SK180N

Sida 2: **Kvalitativ analys**

Kursens pedagogiska utveckling

Redogör för eventuella förändringar införda utifrån förra årets kursanalys.

The course was fully reworked 2015-1017, including a new online course management system, new enroll process, new exams, etc. This year continued with debugging and streamlining the course elements, without any major changes to the layout.

Continued with updating the course material. The plan is to debug/tune over the next few years the study material and practice/exam problems.

Studenternas syn på kursen

Redogör för studenternas syn på kursen (dokumenterad genom kursenkät, kursnämndsmöten, intervjuer och/eller annan lämplig metod).

It is difficult to collect proper statistics on students' feedback. The KTH survey system does not really work for e-courses, as it does not handle (have no access to) external email addresses, plus the standard KTH survey is rather complex and quite unsuited for net-based courses (suited for in-class courses). Anyhow, a KTH survey was attempted HT17, with however "Kursenkät 2017-12-19 - 2017-12-26 – Ingen rapport: Rapporten visar inte förrän minst tre respondenter har besvarat enkäten. Detta är för att säkerställa respondenternas anonymitet" – 2 out of 31 responses, which cannot be representative (most students are external, not captured by the standard KTH survey system).

From my email and telephone communication with those active in the course, the impression is that the course layout and implementation are overall adequate. No major warning signs evident. The course remains quite popular in terms of application/admission (over 100 applicants for HT2019 with about 25-30 study places available). Will continue to use email/telephone communications, with aspects of interview, for finding and analyzing course elements to be improved. As an example, one comment this year was that the practice problems had some occasional uncertainties, which were corrected.

Kursansvarigs syn på kursen

Sammanfatta hur utförandet och resultatet av kursen gått, samt tolka/analysera studenternas syn på kursen.

The course is viewed to have improved in the last few years, in particular on the enrollment/administration/examination/reporting, which is now streamlined and integrated (with the teacher), in contrast to the older version run by various parties at RCN, Bilda, IT-Support, KTH-Admissions, LADOK, and teacher. The admin-layout is now complete with the course enrolled in the LADOK3.

The number of students applying is high, which is a good sign. The activity/performance percentage this term is lower compared to where it was for this course throughout the years it was given (about 10 years in total, old version in Bilda and now new version). Unfortunately, many students enroll for 'logistical' reasons (presumably CSN study-activity requirements, student apartment, etc.), far from all with serious intentions to complete the course. This is a known aspect for online courses. Would be ideal to know, at enroll, who is with and who is without intention to study, but that is not trivial/possible. A fraction of students do complete the course at a later date so the overall performance rate improves over time.

Will try to identify the reasons of low performance going forward and presumably implement a survey within the online CMS to get relevant statistics.

Förändringar inför nästa år

Föreslå vilka förändringar du planerar att göra för att främja kursens pedagogiska utveckling och kvalitet.

Will continue to improve the course material and problem sets. Will work on obtaining students' feedback more efficiently, likely by focusing on interview-style feedback via email/phone.