

Kursanalys för SK184N

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	27
Prestationsgrad, * % (t.o.m. ovan datum)	ca 37 %
Examinationsgrad, ** % (t.o.m. ovan datum)	ca 27 %

* 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/SK184N; www.kth.se/social/course/SK184N

Sida 2: **Kvalitativ analys**

Kursens pedagogiska utveckling

Redogör för eventuella förändringar införda utifrån förra årets kursanalys.

The course was fully reworked last 2016, including a new online course management system, new enroll process, new exams, etc. We are continued with debugging and streamlining the course elements, without any major changes to the layout. Continued with updating and developing new course material. The ambition is to rework over the next few years the study material in several aspects, in particular those that are viewed to be somewhat weaker represented in the course textbook. Developed a set of new 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. Previously, I have tried split surveys, one for those with earned credits and one for those not active, and received one completed feedback each (out of total over 60 enrolled), which cannot be representative. The KTH survey system does not really work for broad-public e-courses, as it does not handle (has no access to) external email addresses, plus the standard KTH survey is rather complex and quite unsuited for net-based courses (more suited for in-class courses). Anyhow, a KTH survey was attempted 2017, with no responses: "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" – 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 (total applications over 100 for HT2019; total actual places allocated 25-30). Will continue to use email/telephone communications, with aspects of interview, for finding and analyzing course elements to be improved. One comment this year was that the additional study material developed (chapter 2) was helpful.

A tightly related in-class course SK2711 has received excellent reviews from students HT19 (same textbook and study material; similar layout).

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 two years, certainly in part of 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 external students applying for the course is (very) high, which is a good sign. The activity/performance percentage is roughly where it was for this course throughout the years it was given (about 10 years in total, since 2008, old version in Bilda and the new version now). Unfortunately, many students enroll for 'logistical' reasons (presumably CSN study-activity requirements for stipend/loan, student apartment, etc.), far from all with serious intentions to study and 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.

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 expand the exam problems sets. Will continue with obtaining students' feedback by focusing on interview-style feedback via email/phone.