

PUBLISHED COURSE ANALYSIS



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A course analysis has been carried out and published by the course convener.

The Karlstad University evaluation tool is owned by the Professional Development Unit and is managed by the systems group for educational administration.

Software Engineering, 7.5 ECTS cr. (DVGC22)
Course convener: Muhammad Ovais Ahmad

Basic LADOK data

Course Code: DVGC22
Application Code: 37612
Semester: HT-21
Start Week: 202135
End Week: 202144
Pace of Study: 50%
Form of Study: Campus

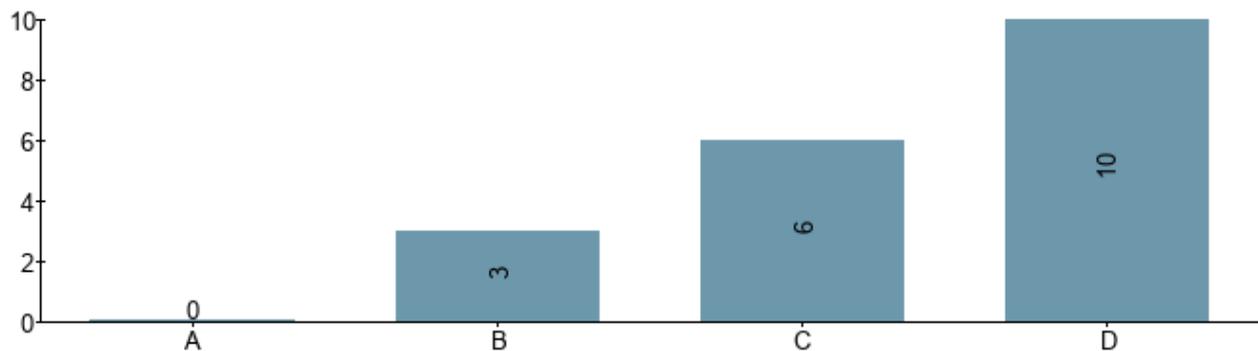
Course Data

Number of questionnaires answered: 19
Number of first registrations^[1]: 52

Changes suggested in the course analysis of the previous course date:

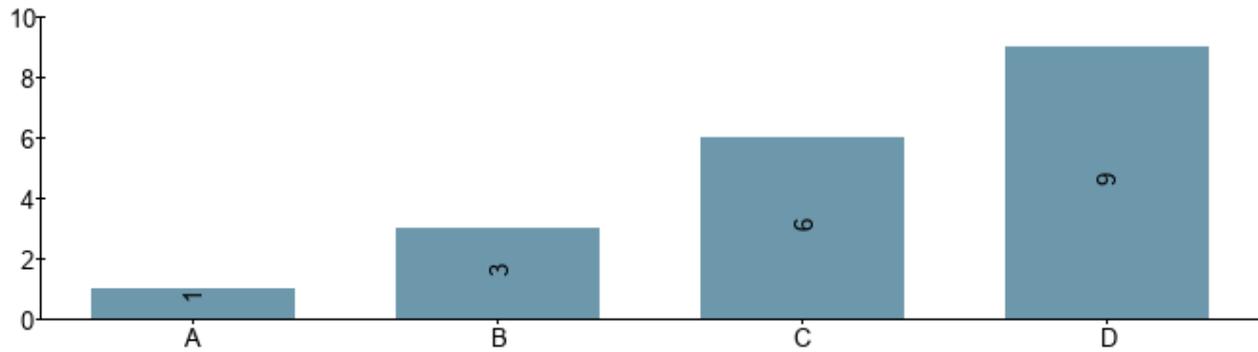
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1. The contents and structure of the course has supported the achievement of the learning outcomes



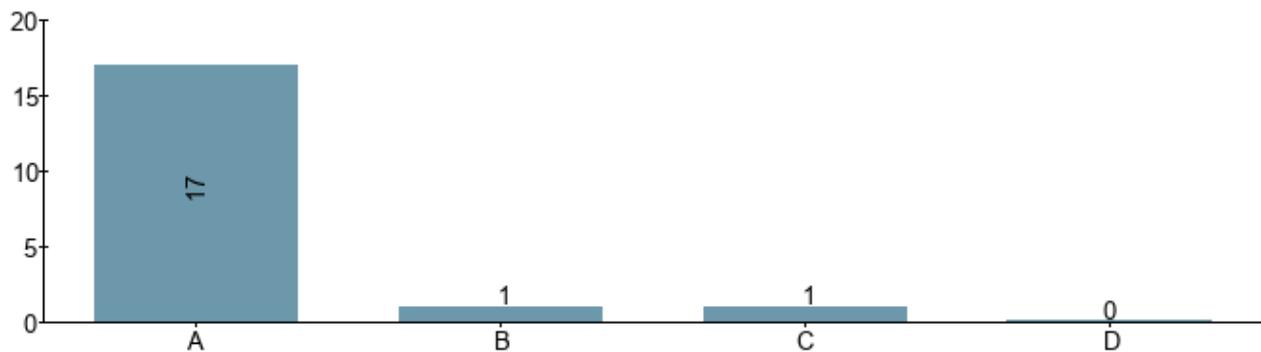
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

2. The assessments included in the course have given me the opportunity to demonstrate my achievement of the learning outcomes



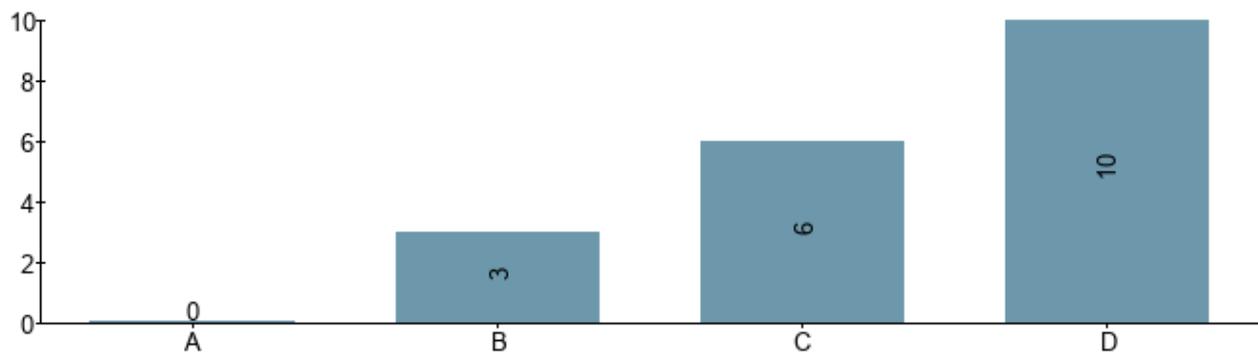
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

3. My workload (including scheduled activities and independent work) during the course has been



- A) 40 hours per week or more (or 20 per week or more for courses given as half-time studies, 10 hours or more for courses given as part-time studies)
- B) Between 30 and 39 hours per week (or between 15 and 19 hours for courses given as half-time studies, or between 8 and 9 hours for courses given as part-time studies)
- C) Between 20 and 29 hours per week (or between 10 and 14 hours for courses given as half-time studies, or between 5 and 7 hours for courses given as part-time studies)
- D) Less than 20 hours per week (or less than 10 hours per week for courses given as half-time studies, or less than 5 hours for courses given as part-time studies)

4. During the course, I have experienced the reception from teachers and other staff as professional



- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

Analysis based on course evaluation, including comments fields. If information has been collected in other ways, it should also be analysed here. Any effect of joint courses should be commented

on.

I would take most of these students comments under the umbrella of project work and communication in the course.

The project was executed more chaotically on purpose; especially the first sprint. This enables a student to work with non-technical customers and learn to negotiate with various project stakeholders. The teacher attended the customer meetings and motivate students to negotiate - Do not say "Yes" blindly to every customer request. However, based on the students' feedback, this looks very hard to comprehend and experiment with.

All the course information were presented in the first lecture and highlighted that Canvas is the medium of communication and storage of all materials. No need for searching for other places on the intranet. The teacher offers open hours for questions via Zoom and on-campus whenever allowed by KaU. Following the course canvas guidelines will be enough to avoid confusion.

We didn't make any bigger changes in the lectures or structure of the course from previous years. So claiming that something is missing from last year is very strange. If one student has this claim, we can link it to lack of attendance in lectures and no discussion afterwards on topics. The attendance in most of the lectures was below 50% except for the first lecture. Maybe we should make it mandatory, or on-campus students see the value of it with active participation. We constantly reminded students to watch lectures and read the recommended book to clarify the concepts and approach teachers whenever needed. We provided all lectures live and were recorded which are available in canvas. This is unfortunate that we didn't receive questions during the lectures despite staying longer time after each session.

This year we have a very diverse group of students. Some of them doesn't even have the pre-requisites and coming to attend the course. We counted 15 students who hardly pass the course. We accept that teacher didn't teach students how to write a basic code, basic database and so on. The main reason is that basic technical skills are expected in the course. Some of the students came to with almost zero understanding of basic programming, for instance, for some it was hard to differentiate between a "class" and "function", customer wishes and project requirements. we provided a few recorded technical lectures to start the project prepared by Jonathan. If we check the Canvas statistics, there were very limited clicks on these lectures. Strangely some students came with their computer problems before every sprint/demo meeting. A few requested laptops/computers because their machines are not working properly (strange and unusual requests). The student should have a computer or use the university computer labs.

Yes, we didn't provide individual feedback on learning diaries because it was their reflection on learning. The idea behind a learning diary is to get an understanding of student learning progress and assist accordingly. The questions don't need a detailed explanation because they are self-explanatory. Examples of questions asked were: As a learner what (skills) have you improved from the last two weeks during the project? During the sprint, what are the issues and challenges you face during teamwork? How many hours are spent on each completed tasks/user story (use the provided burnout chart?). However, the teacher provided one feedback to all students about their learning diaries in mid of the course Feedback on learning diaries and project work. Further, some students have very poor English language skills which make the situation worst for them. The director of studies is already aware of these issues as discussed throughout the course. Some excerpts from teachers feedback and student queries:

(1) ?Please double-check your text to avoid typos and ambiguity. Don't expect that readers understand your text context. This is very hard to understand for example: "I what I have learn is to overestimate what I think a task will take". "In the first sprint I completed 1 fully, and one partial." The missing part of such a statement is the whole context and useful information. Further, the English language skills can be noticed in these quotations.

(2) Some of the students didn't even bother to follow any instructions throughout the course. For example, never use any of the provided templates even though asked to redo the specific assignment. The teacher provided a feedback statement as "It is mandatory to use the provided template for the burndown chart. Use the exact date/hours in the chart. Under the chart provide an explanation of the hours you spend. The excel template of the burndown chart needs to be updated every sprint. So in one chart, all the sprints are visible. This is the reason, I am recommending using an Excel template and updating it with your progress. In a single glimpse, it will show the status of your hours + tasks.? We will try to keep burn down chart exercises in the course, the reason is that students learn how to keep track of working hours and tasks. In practice, they will not have endless hours for small feature development with no check and balance. Further, it helps to expose free riders in the group work; which some of the students don't like to be exposed. These free-riders in a few groups were one of the major issues in team progress. The students should report immediately the free-riders in their group work to the teaching staff.

Some of the students are annoyed by the specific course assignment deadlines. Teachers received many requests to open the system because they miss the deadlines. We accommodate almost all of these latecomers but with a warning (don't make this late submission a habit). Some sort of punctuality is expected at this level.

We created a FAQ section. Students were asked to read FAQs before sending queries to teachers. Most of the questions were answered and helped to avoid repetitive questions. Nevertheless, for some, it was too difficult

to understand.

The teachers need to be tough at some point to bring control in the class and shift the direction towards course learning outcomes. However, some students need common sense training and should know how to behave in a civilised way. Various tactics were used to escape from real project work and make excuses. During the course, the teacher received disrespectful statements and had to face the student smoking in the Zoom sessions. Such strange behaviour was handled light this semester but will be reported to the department disciplinary committee in future. On the other hand, we have five super teams (32 students) which perform excellently throughout the course and provide positive feedback in person as well. It was noticed that their skills improved at various levels significantly and obtained excellent grades.

Suggestions for changes to the next course date.

The teachers suspect that most of the issues specifically communication and not getting a clear message were may be due to COVID19/distance education. Face to face communication and in-person explanation of problems on a physical board is much better compared to online sessions.

We realised in the course that we should start the project a little bit late in the course (probably in the 2nd week). This might help to avoid most of the reported challenges. Additionally, we should add more information about customer negotiation, functional/non-functional requirements and run a few exercises in class on campus.

This course is offered in English. A satisfactory level of English language skills is expected in the course. We recommend students to take active participation in course/project; should have basic programming knowledge and follow deadlines. Otherwise, they will face the same challenges.

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1. **Number of first registrations for a course:** First registration = the first time a student registers for a specific course.