PUBLISHED COURSE ANALYSIS

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, Student Centre.

Perspectives in Computer Science, 7.5 ETCS cr. (DVAD07)
Course convener: Lothar Fritsch

Basic LADOK data		Course Data
Course Code:	DVAD07	Number of questionnaires answered: 7
Application Code:	31192	Number of first registrations[1]: 11
Semester:	HT-18	
Start Week:	201835	
End Week:	201844	
Pace of Study:	50%	
Form of Study:	Campus	

Changes suggested in the course analysis of the previous course date:
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1. During the course I developed the knowledge, skills and other competencies described in the learning outcomes.
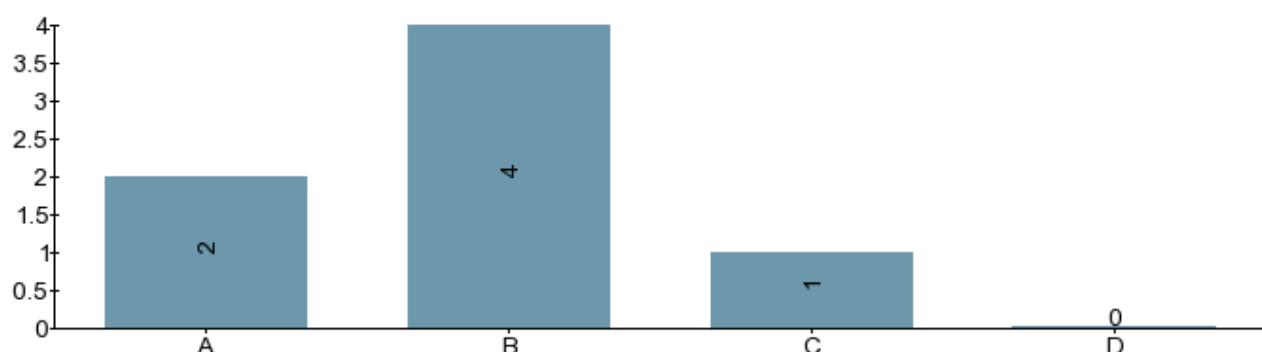

A) To a very great extent
B) To a great extent
C) To a certain extent
D) To a very little extent/Not at all

2. In the examinations, I had the opportunity to demonstrate if I have acquired the knowledge, skills and other competencies described in the learning outcomes.
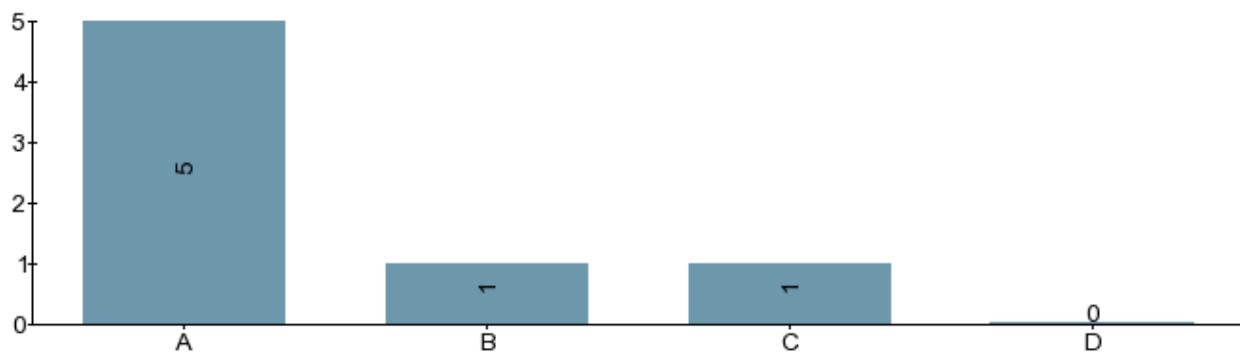

A) To a very great extent
B) To a great extent
C) To a certain extent
D) To a very little extent/Not at all

3. On average, I spent the following number of hours on coursework per week:
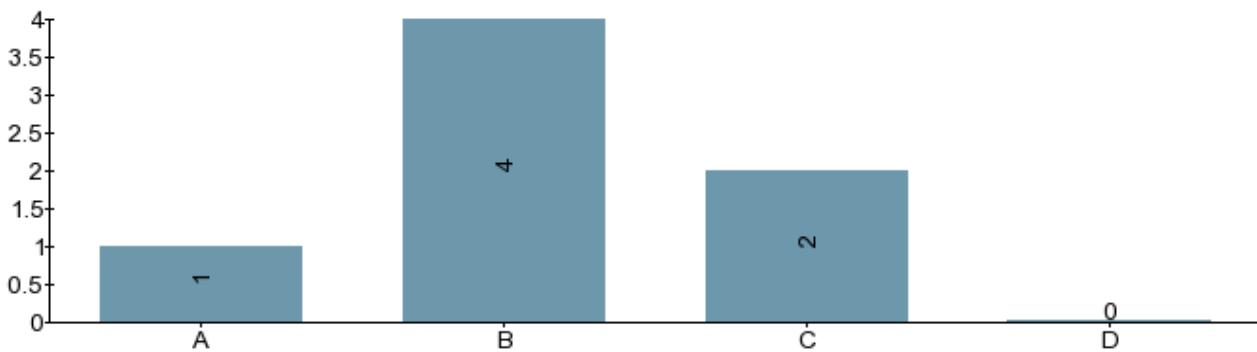
A) More than 40 hours (or more than 20 hrs at 50% study pace, more than 10 hrs at 25% study pace)
B) Between 30-39 hours (or between 15-19 at 50% study pace, between 8-10 at 25% study pace)
C) Between 20-29 hours (or between 10-14 at 50% study pace, between 5-7 at 25% study pace)
D) Less than 20 hours (or less than 10 at 50% study pace, less than 5 at 25% study pace)

4. During the course, I have found that teachers and other staff have been:
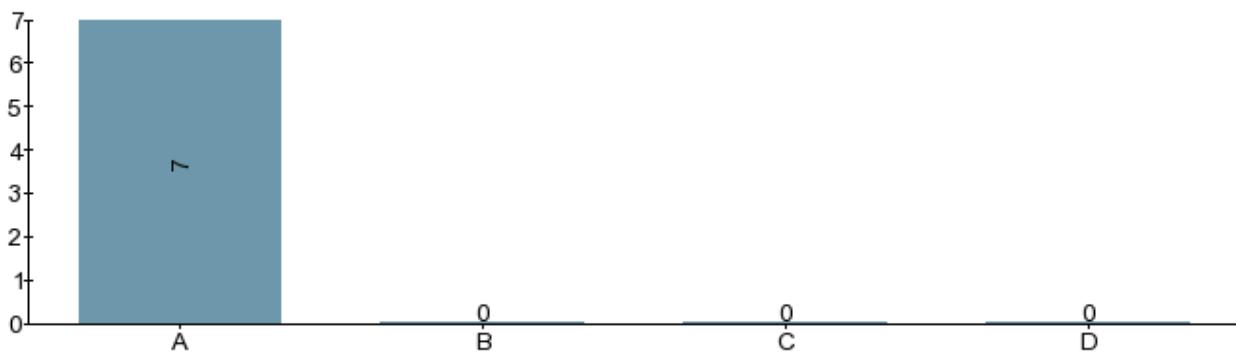
A) Professional and very accommodating
B) Professional and accommodating
C) Professional
D) Deficient

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.

The students seem mostly satisfied with the course offering. I recognize both the comment about presentations, as well as the comment on additional lectures about ethical thinking.

This year, the course was run with a single teacher responsible for 11 student essays. The course is scheduled for a half-term, which makes time a scarce issue. The rationale for a limited number of lectures was that I prioritized to offer three personal mentoring sessions per student to ensure a well-developed essay over class sessions.

Concerning the comment about the presentation moved forward on the time line: The presentation date was set intentionally early. Since this course relies on the "flipped classroom" method where the reading materials and multimedial content are provided for independent self-paced study via CANVAS, I needed to ensure that the students read the imput materials early enough before they start crafting their essays. As a consequence, the early presentation deadline was a tool to ensure that students have read enough of the input literature before they committ to a topic. I can currently not come up with other methods that will cost less work time (you could imagine peer reviews, oppositons or writing of small abstract essays, however these would require extended time budgets).

Suggestions for changes to the next course date.

The comment on the structure of the materials on CANVAS is valid. This is a first-time CANVAS course after KAU switched over from ITSlearning. I will review other courses approaches to information presentation before the next course iteration.

I plan to find better and more extensive materials on technology ethics that will provide better and deeper examples of the argumentatie thinking that is to be applied on the course topics.

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