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.

Computer Science - Degree project / Bachelor´s project, 15 ETCS cr. (DVGC25)
Course convener: Donald F Ross

Basic LADOK data

|	
Course Code:	DVGC25
Application Code:	26674
Semester:	VT-16
Start Week:	201604
End Week:	201623
Pace of Study:	50%
Form of Study:	Campus

Course Data

Number of questionnaires answered: 10

Number of first registrations[1]: 19

**Changes suggested in the course analysis of the previous course date:**
No changes are suggested. The course seems to work well as is.

1. During the course I developed the knowledge, skills and other competencies described in the learning outcomes.
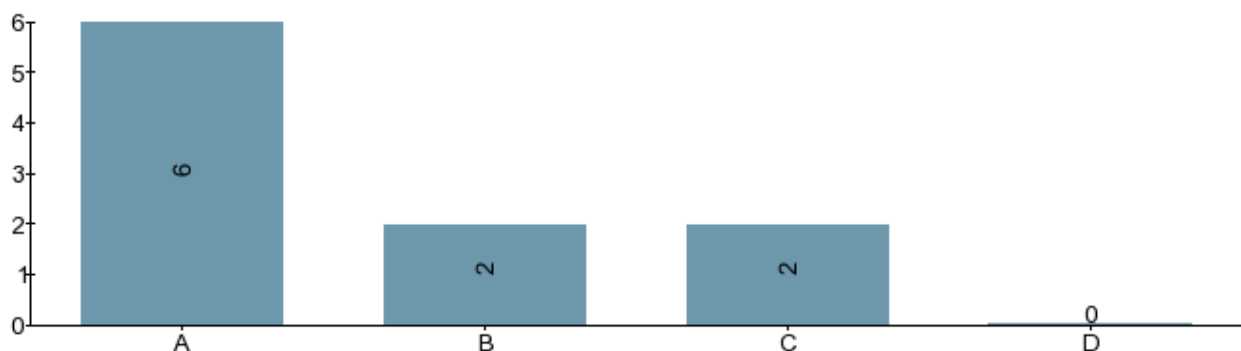

A) To a very great extent
B) To a great extent
C) To a certain extent
D) To a very little extent/Not at all

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.
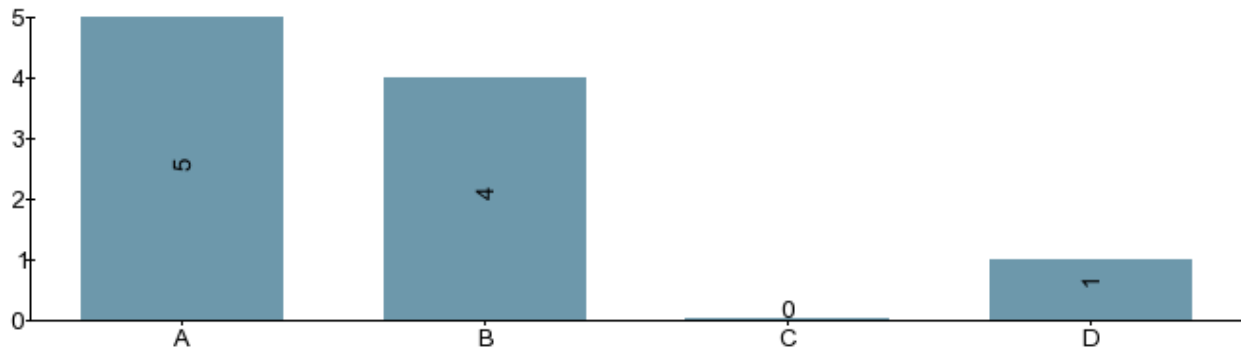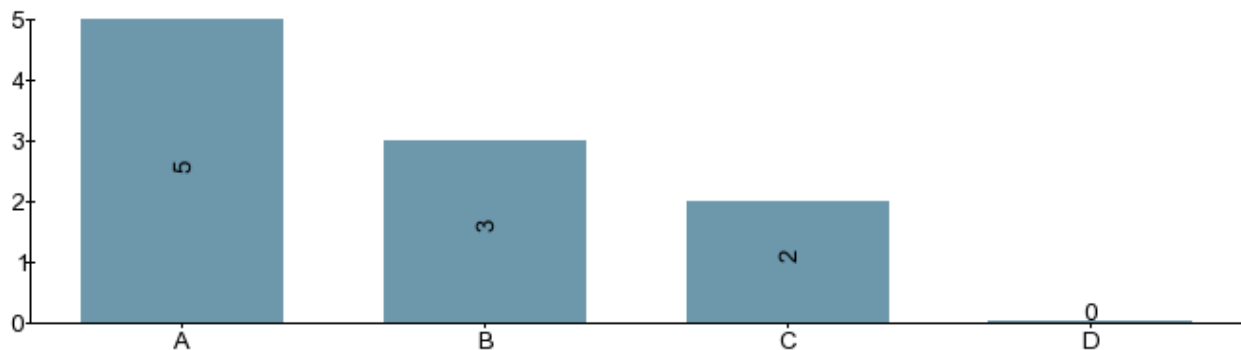

A) To a very great extent
B) To a great extent
C) To a certain extent
D) To a very little extent/Not at all

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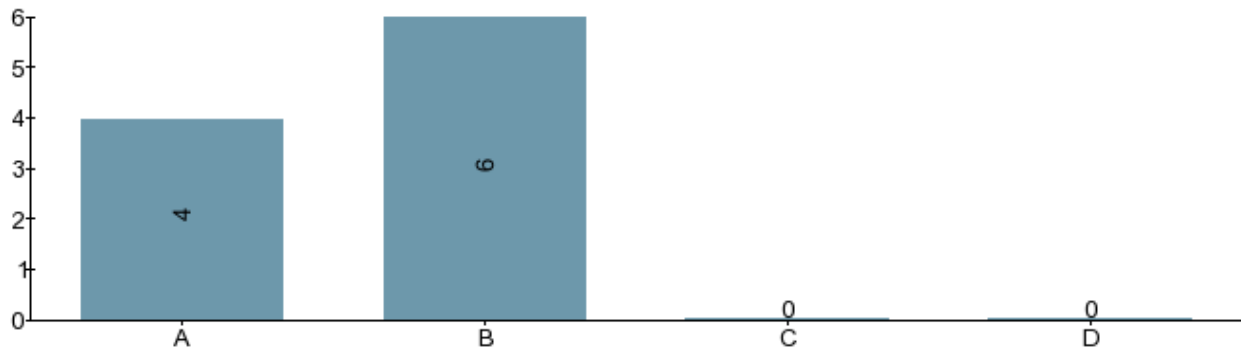
A) More than 40 hours (or more than 20 hrs at 50% study pace, more than 10 hrs at 25% study pace)
B) Between 30-39 hours (or between 15-19 at 50% study pace, between 8-10 at 25% study pace)
C) Between 20-29 hours (or between 10-14 at 50% study pace, between 5-7 at 25% study pace)
D) Less than 20 hours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

Throughput was 100% for 19 students.
Grade 3: 3 students (16%)
Grade 4: 14 students (74%)
Grade 5: 2 students (11%)

COMMENTS:
(1) It is weird that we need to report our progress to anyone else than our supervisor.

REPLY:
(1) Yes the monthly reports are a form of control but these also provide feedback for me as course coordinator on how much work is being done and if the project is progressing as it should. During the last few years there have been problems with a few students who have NOT been doing the required work, not attending meetings, not handing in versions of the dissertation and not handing in progress reports. As coordinator it is my job (and to a lesser extent the supervisor's job) to catch these students as early as possible and try and fix any problems. In certain cases the student has handed in a version of the dissertation the week before the opposition. This version has never been checked by a supervisor and is usually of insufficient quality. These students do not pass the course and have also forfeited the right to any further supervision. Without the dissertation they will not be able to get a degree.

(2) In many projects and organisations, workers are required to report how they have spent their time and on what projects. The monthly reports are training in time reporting and a preparation for "real-life".

(3) It is hard to make progress reports "inspirational". They are more a necessary evil.

SUGGESTIONS:
(1) De månatliga redovisningarna om hur arbetet fortgår har kännts överflödiga och som att de inte fyllt nån funktion.

REPLY: See the above comments
The reports allow you to see how much time has been spent on the project and helps to answer question 3 above more accurately.

----

(2) Let student(s) and their supervisor determine how progress is reported; i.e., remove monthly reports at itslearning

REPLY:
(1) See the above comments
(2) The course coordinator also needs to know how the course is progressing. Monthly reports allow the coordinator to check via It's Learning without having to check with each supervisor and thus saving time. It also allows the coordinator to see what kinds of problem arise which in turn helps shape the content of the introductory course.

----

(3) Det vore bra om opponeringsdatum sattes tidigare nästa gång för att kunna möjliggöra bättre planering för studenterna.
- Lektionerna kändes emellanåt onödigt långa. De hade kunnat kortas ner eller bara getts ut online (ex. bara publicera PowerPoint på it's och rekommendera studenter att kolla igenom).

REPLY:
(1) Better planning in what way?
The actual opposition DATES are in the exam week. As coordinator, I have to wait until the beginning of the week when the deadline has been set to know which students are going to hand in a finished dissertation. Again in the last few years there have been more students who have NOT finished their dissertation by the deadline. Only then can I fix the opponents and specify the opposition dates and times. THEN I have to wait for feedback from STUDENTS in case they have another resit at the same time as well as EXAMINERS and SUPERVISORS who may have other exams or obligations that week. Then I can move the opposition for these students (and their opponents).

Think that the coordinator has to organise times and dates for (1) the examiners (3 people) (2) the supervisors (9 people) and (3) students (19 people). Some examiners are also supervisors and thus must have a another person examine their students. For VT2016 there were 28 people involved. In addition the examiners have to examine other dissertation courses

on the advanced level (Master's Dissertations and civilingenjörs exjobb) as well as other non-dissertation courses.. I have 4 days most years (6th June!) for all these exams and oppositions.

(2) That the introductory sessions are too long. There are 4 of these (1) planning (2) information searching at the Library (3) writing (4) opposition and presenting.
These sessions at at most 2 hours long but may take less time. The purpose is to inform students of the expectations for the dissertations.

To put the information on-line and expect students to read it is overly optimistic. Experience shows that students do NOT do this. Most students do not even buy the course literature (A Rulebook for Arguments) nor read it!

----

(4) Fix instructions. Put all the information needed on its-learning. The current instructions is misleading and difficult to understand. Bad organized. Very easy to miss important information

REPLY:
Which instructions and what information? Why are the current instructions misleading and difficult to understand? It is difficult to correct such a perceived problem without further detail!

If there are problems then students should ask for clarification instead of waiting for the evaluation to comment by which time it is too late! It is my opinion that many students are passive consumers when they could take a more pro-active approach.

I have put what I think is sufficient information on the Web and It's Learning. If a student feels that this is not sufficient then they really should bring this up DURING the course and not after!

Here is my reply to a similar comment from the previous term:

(1) This situation (information both on the Web and It's Learning) arose from historical reasons - the website was created before It's Learning came into use - HOWEVER

(2) The course website contains mainly "static" information. This is not only used by students but by other people, mainly my colleagues in the department but also external companies looking for information about the dissertation course. By having a web page with information, this saves time, and other people can find information quickly. These other people do not have access to It's Learning.

You need to think from a perspective other than the student perspective!

(3) It's Learning (Its) contains "dynamic" information and is the channel for communication with students. Its keeps a record of information to the students and hand-in reports and exercises from students. To claim that one does not have time to check on this information is to negate the whole point of a system for communication with students. Students have a responsibility to actively check Its for information. How else can we communicate with students. If you are not prepared to do this I wonder what you expect from courses! This is part of all courses. In most organisations there are several ways of communicating with employees and it is the employee's responsibility to actively check these information sources.

Suggestions for changes to the next course date.

The course result (100% pass) is difficult to improve.

Changes to the current set-up are difficult to implement without more detailed comments.

It would be altogether more efficient if these comments were made DURING the course, in which case perceived problems may be fixed, rather than after the course when most students have finished their degree and have left.

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