

# 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 ETCS cr. (DVGC22)*  
Course convener: Muhammad Ovais Ahmad

## Basic LADOK data

Course Code: DVGC22  
Application Code: 36253  
Semester: HT-20  
Start Week: 202036  
End Week: 202045  
Pace of Study: 50%  
Form of Study: Campus

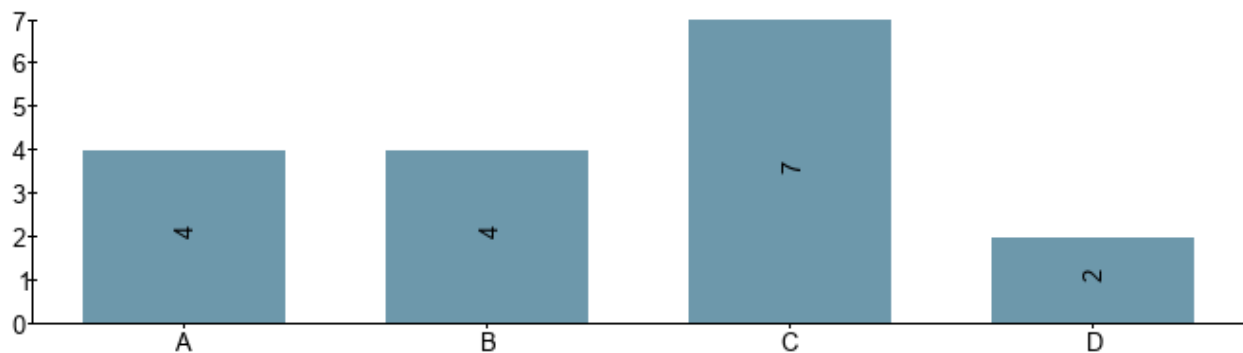
## Course Data

Number of questionnaires answered: 17  
Number of first registrations<sup>[1]</sup>: 54

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

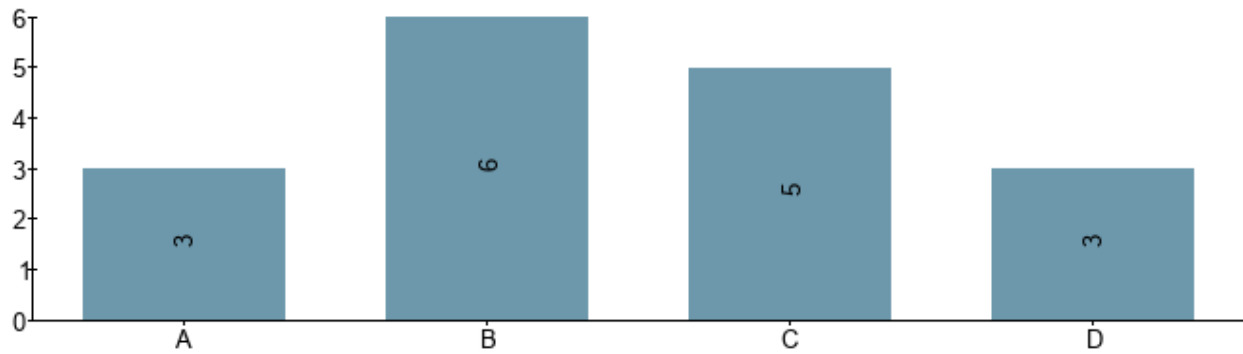
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1. The contents and structure of the course has supported the achievement of the learning outcomes



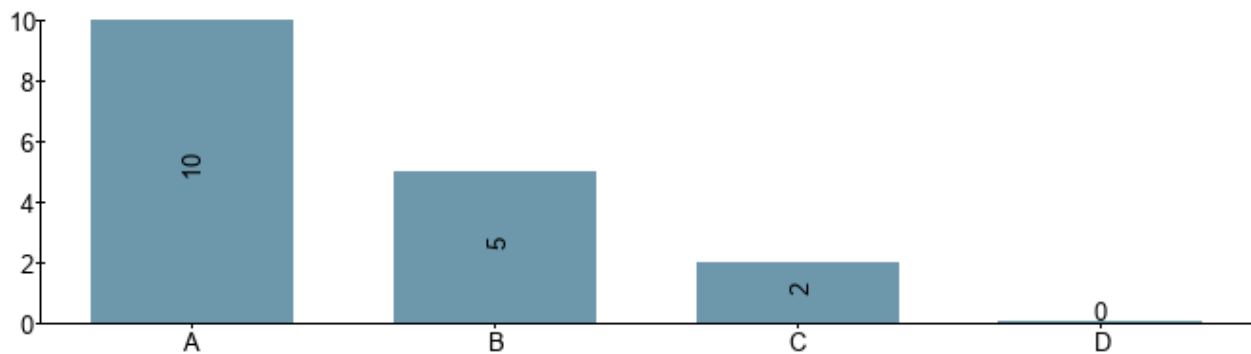
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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



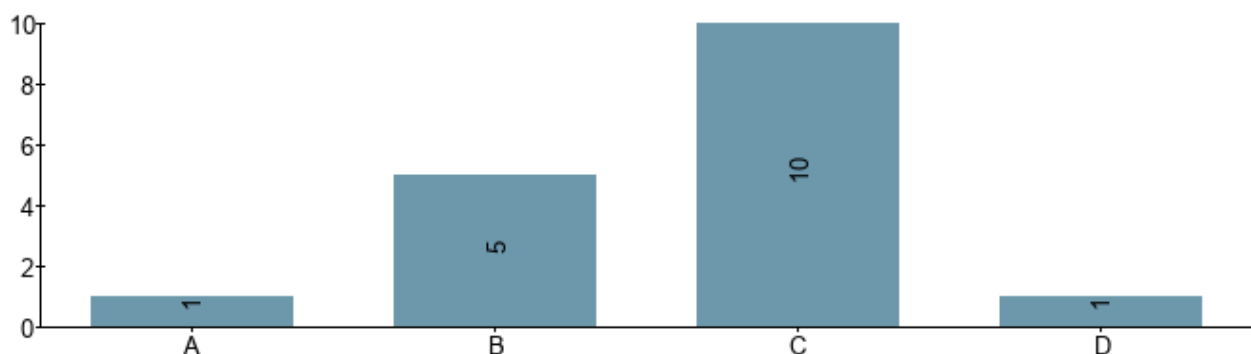
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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 14 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.

In 2020, the course was executed remotely/distance-based. However, it provides an opportunity for students to work on a software project in a distributed manner. It is reasonable to accept there were challenges due to pandemic, which are also reflected in the students' feedback as well. Additionally, some of the students joined the course late, this leads to an increasing number of each group participants. This decision was directed by CS dept. director of education.

All the course information were presented in the first lecture and made available on same day at Canvas. We don't make available the slides one week before the lecture. It is always made available immediately after each lecture. The reports templates were made available well in advance along with the evaluation and later provided project assessment sheet.

The only thing is changing one lecture due to conflicts with another course. The senior professor requested us to change it. We already inform everyone about that specific course as situation get clear to us. This is completely unacceptable to claim that there were lectures with no value. We constantly reminded to read the recommended book to clarify the concepts and approach teachers whenever needed. We provided all lectures live and a few were recorded which is still available in canvas. Only one visiting lecture from Industry did not allow recording his session. Additionally, this is the first course of software engineering as the learning outcomes defined it. We don't teach in this course the basic of programming and database. We expect that students already know the fundamentals. We also provided few technical lectures to start the project and designated technical support teacher. It is the student responsibility to reach him. For example, we provide a lecture about basic concepts of agile and related concepts. Next, we allow students to choose a specific process and practices to implement in their project work. This strategy allows students to experiment with various processes and practices in their project group.

Assignments comments: We provided the assignments well in advance, which were locked after deadlines. The responsible teacher receives more a dozen request to open the system because they miss the deadlines. We accommodate all the latecomers in the course.

Project-related comments: We already mentioned in the project discussion session that we will provide a project idea and few requirements from the customer point of view. The customer will be a non-IT person. You as software professionals will take his idea, discuss inside a team and come up with specific user requirements and user stories. We communicated that there is no end to the project. We can add a million feature; however, the team will negotiate with customer and deliver high-value features in a given timeframe. The processes and charts can be implemented in a project with experiments. If a team find it difficult to understand customer, we urge the students to reach a responsible teacher during the course.

Communication: We understand that COVID19 makes many things challenging to communicate. We tried to convey a message that we will run the course project as a distributed software development project. This will helps to experiment with a remote customer and distributed resources. This was a simulation of real life.

Based on learning diaries, it is clear that everyone understands the importance of communication and asking questions as they arise. The course responsible teacher provided a clear message to reach me whenever you need help. No one bothers to ask teaching staff about it. We as a teacher can't predict what is learned and what is difficult. It is the student's responsibility to approach us in case of difficulties/challenges or any other course-related impediments.

### **Suggestions for changes to the next course date.**

We carefully read the comments/feedback and will try our best to accommodate all the concerns during next year course execution. We will try to provide more clear information and arrange sessions during the course to clear the misunderstanding. We are hoping that next autumn the pandemic will be over and run the course on campus. This will help to have face-to-face communication and improve understanding.

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