

# PUBLISHED COURSE ANALYSIS



Publishing date: 2023-01-30

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.

*Internet Security and Privacy, 7.5 ECTS cr. (DVAD23)*  
Course convener: Tobias Pulls

## Basic LADOK data

Course Code: DVAD23  
Application Code: 41018  
Semester: HT-22  
Start Week: 202245  
End Week: 202302  
Pace of Study: 50%  
Form of Study: Campus

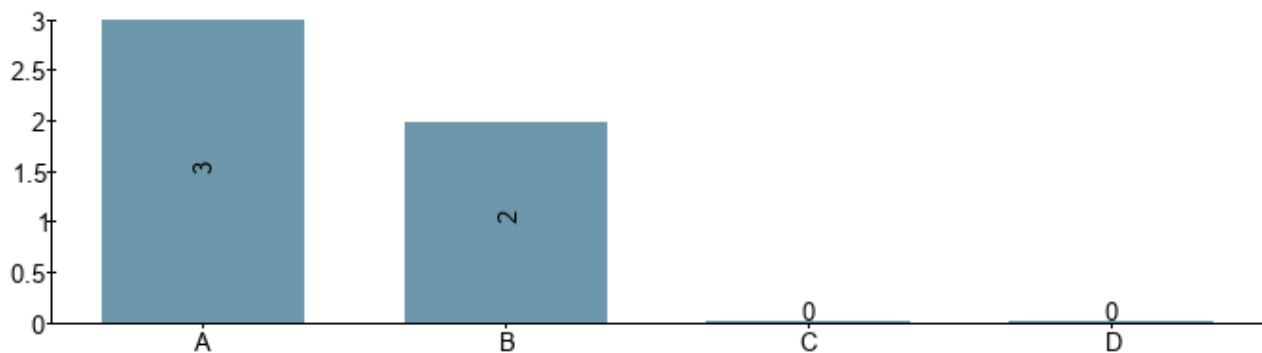
## Course Data

Number of questionnaires answered: 5  
Number of first registrations<sup>[1]</sup>: 24

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

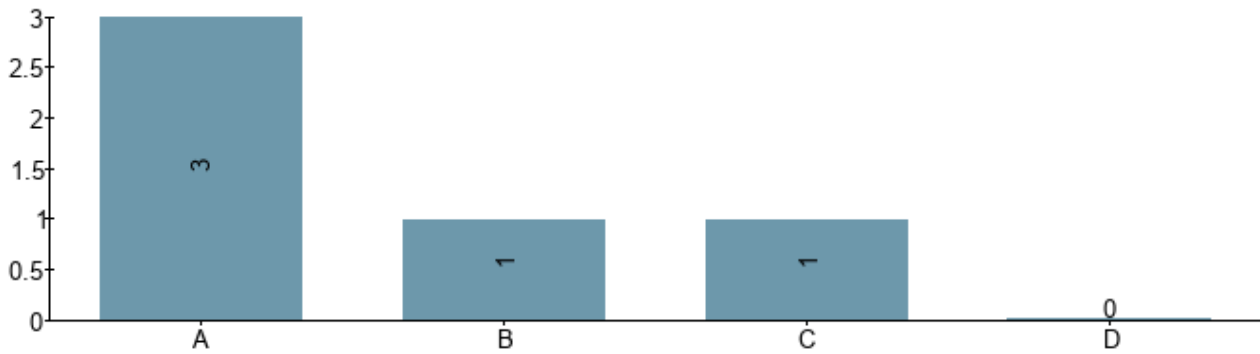
None, this is the first instance of the course.

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



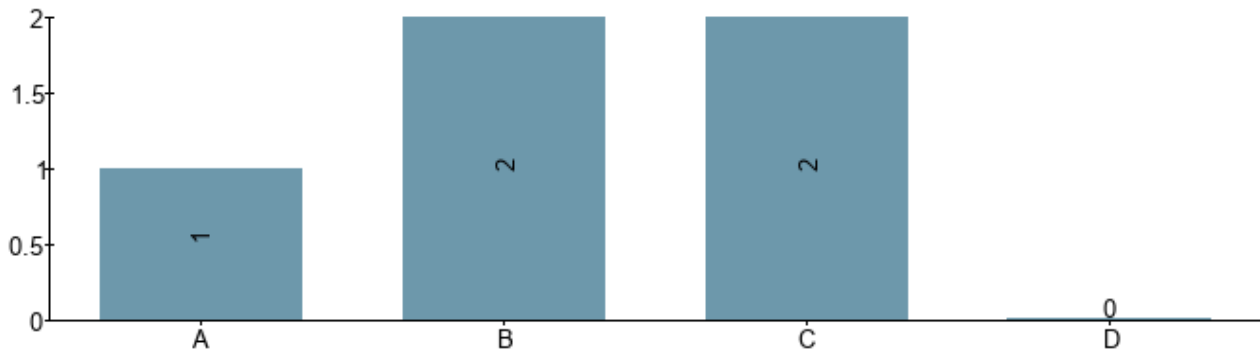
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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



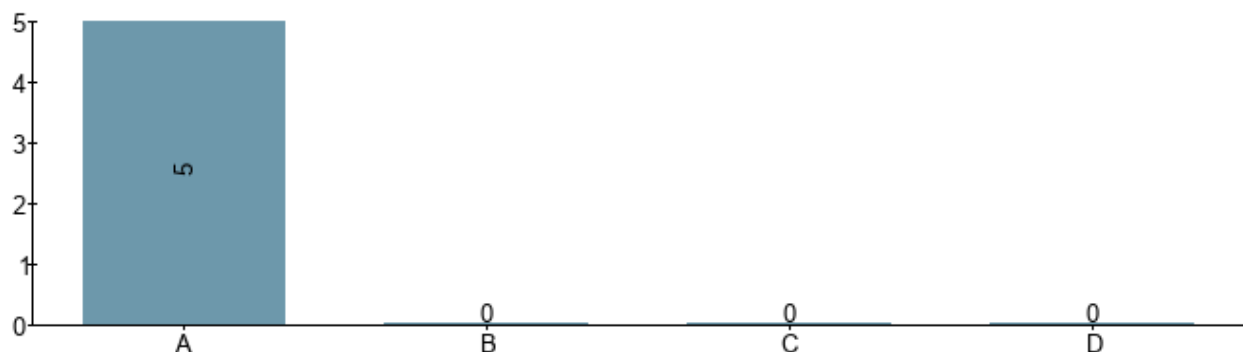
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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.**

Based on the few answers here, students seem happy with the course.

Based on mentimeter comments and other feedback given directly to Tobias during lectures, there are some issues though. To begin with, the earlier courses before this one were way too much work for the students. This led to students working on re-examination / late labs etc instead of focusing on this course.

To be flexible, we put all deadlines for all the labs in the course at the very end. This is good for some students that can plan their studies properly, but terrible for others that need some more structure / view deadlines as an indication of when they should do the work (regardless of what we as teachers tried to communicate during our lectures). Giving some guidance here will help students that are overwhelmed from earlier courses.

Some students also struggled with independently solving programming exercises without widely searching online for related work to base their solutions on. Even if done with attribution, this defeats the purpose of some labs.

One comment here noted that the final exam was too hard with a few large open-ended questions making up a little bit less than half the points. We agree in retrospect, this made correction more challenging and unfortunately the instructions were a little bit too vague.

All in all, the course went OK, but we need to take into account that master's students from abroad with diverse background knowledge really need structure and detailed instructions to make expectations clear.

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

A more structured final exam: do not use large open-ended written questions.

Set soft deadlines on labs throughout the course to help students with a recommended pacing of the content. Still continuously correct late labs during the course. Introduce discussions with lab supervisors for each hand-in (at least for lab 2 and 3).

At the end of the spring semester when all new courses are finished, see if we can make some tweaks to lectures to further align with the new study program / structure.

Remind students with detailed information about the need for sources, plagiarism checks etc on handed-in text and code.

Ensure that it is crystal clear that this is a campus course with lectures on campus.

Make sure that all assignment questions are refreshed.

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