

# PUBLISHED COURSE ANALYSIS



Publishing date: 2017-08-23

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.

*Topics in Computer Security, 7.5 ETCS cr. (DVAD03)*

*Course convener: Lothar Fritsch*

## Basic LADOK data

Course Code: DVAD03

Application Code: 27475

Semester: VT-17

Start Week: 201714

End Week: 201723

Pace of Study: 50%

Form of Study: Campus

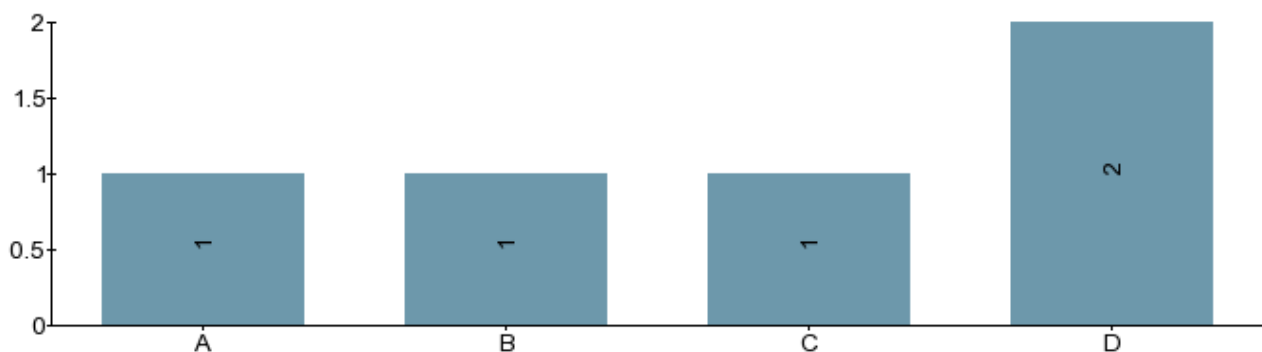
## Course Data

Number of questionnaires answered: 5

Number of first registrations<sup>[1]</sup>: 9

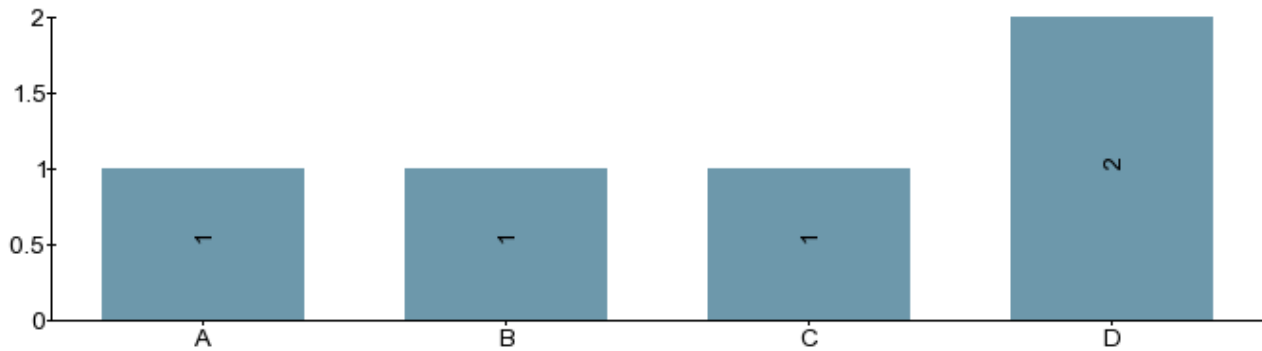
## Changes suggested in the course analysis of the previous course date:

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



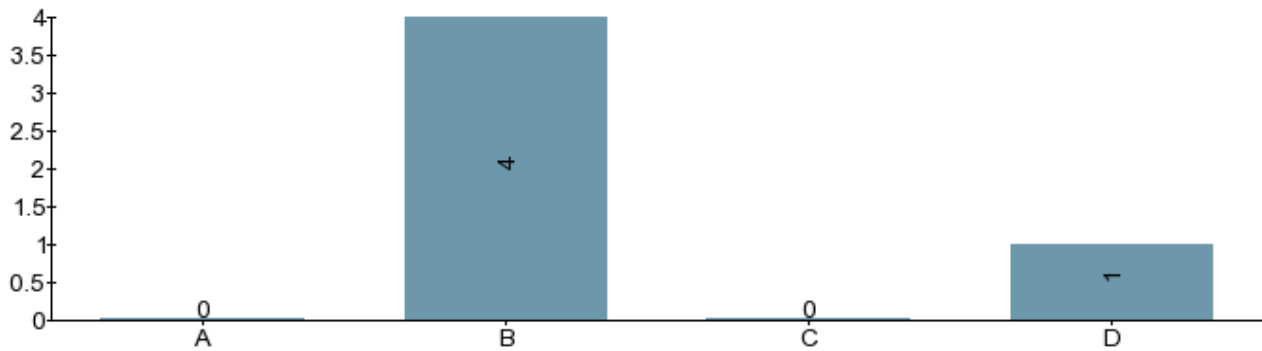
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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.



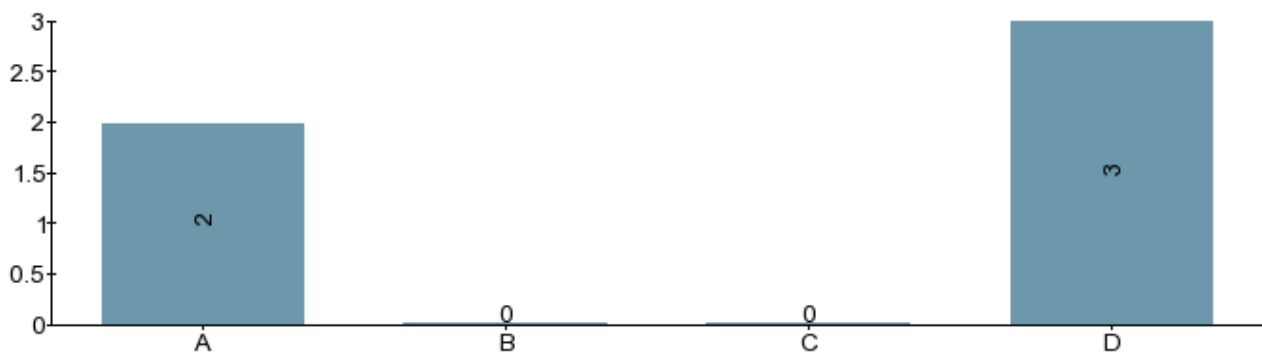
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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

**should also be analysed here. Any effect of joint courses should be commented on.**

From the comments and the actual learning behavior, it seems that the students did not fully understand or appreciate the flipped classroom/blended learning approach used for the lecture. They were instructed to read preparatory literature, take the quizzes as an incentive to actually read on time, and then use the class face time with the teachers to interact, ask questions and discuss. However discussion had to get - in many sessions - initiated by the teacher, while a part of the students did passively consume the lecture. Two students attended irregularly for unknown reasons. The voiced critique of the quizzes and of the reading load is not very understandable to the instructors, since the reading load - compared to courses using a number of standard textbooks - does not seem particularly large.

The course parts handled outside ITSLearning were due to the involvement of a teacher unfamiliar with ITSLearning. We will organize different next time.

The course content and structure were adapted to accommodate the combination of instructors. Next year's team of readers will update the course structure to their needs.

Addressing the "labrat" comment, we do think this comment is not fair to the teachers and the involved PhD student. The given assignment was placed to create 1st-hand experience about app permissions that would feed into an essay-writing examination. The students received clear and written instruction about how to delete their experimental data, about how to reset the devices used, and about the fact that the submission of data to the PhD student is both anonymous and voluntary/independent of examination.

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

- Provision of all materials in one digital location again.
- A better introduction to the blended/flipped classroom learning mode, and how the students are expected to use the offer regularly.
- Course structure will be revised, since a different reading team will read the course.
- Since there was a case of possible plagiarism where the student stated she/he never received any instruction in correct referencing of source material, we strongly suggest to hand out KAU's plagiarism flyer and the referencing guidelines in written to the students as background material on ITSLearning that all students receive in their 1st year. We additionally plan to hand out a list of books and web pages on scientific writing that will increase professional skills.

---

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