



Final report

VT2024_DVAD29_43826_Utvecklingsprojekt inom distribuerade applikationer

First time registered students: 23

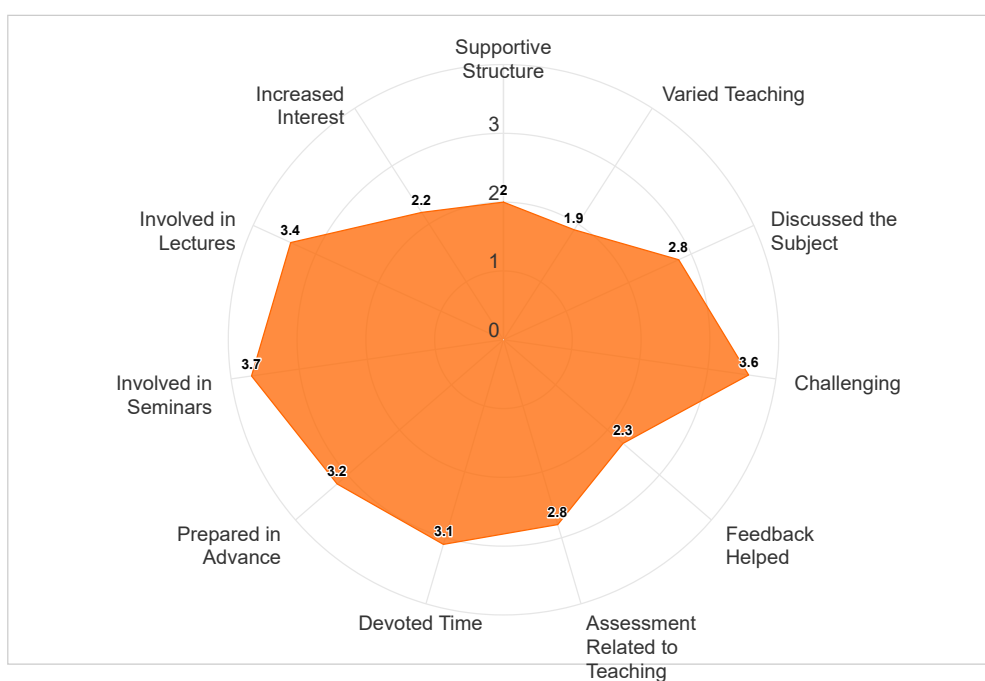
Answer Count: 10

Answer Frequency: 43.48%

The course evaluation could be answered during the period:

01/06/2024 - 15/06/2024

DVAD29 Utvecklingsprojekt inom distribuerade applikationer, End date: 2024-06-02





Mean value for each question. Highest value = 4.

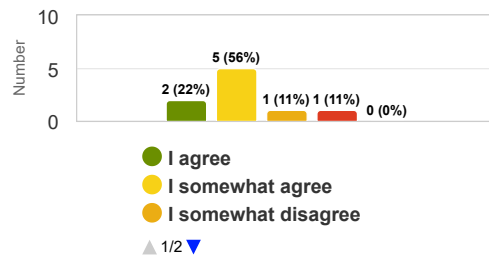
	Mean
Supportive Structure	2.0
Varied Teaching	1.9
Discussed the Subject	2.8
Challenging	3.6
Feedback Helped	2.3
Assessment Related to Teaching	2.8
Workload	2.8
Devoted Time	3.1
Prepared in Advance	3.2
Involved in Seminars	3.7
Involved in Lectures	3.4
Increased Interest	2.2

Results of learning

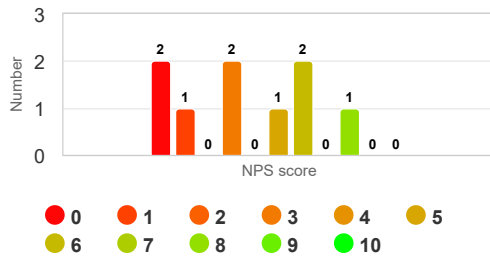
All in all, the course was valuable for me.

Courses that were considered valuable were related to personal development, acquisition of new knowledge and skills, understanding of something. Higher ratings can refer to students' perceived development (learned a lot, and it was useful). Lower ratings can refer to scanty development of knowledge and skills or not understanding certain themes or their parts, not understanding the necessity and significance of the course, problems in the learning environment.

	Mean
All in all, the course was valuable for me	3



How likely would you be to recommend this course to a friend or colleague?



Net Promoter Score (NPS) = -88.89

Promoters = 0 (0%)

Passives = 1 (11.1%)

Detractors = 8 (88.9%)

The Net Promoter Score (NPS) is a metric that measures student experience and predicts the effectiveness of a course. It calculates an NPS score based on a key question using a 0-10 scale, asking how likely students would recommend the course to others. Respondents are grouped into Promoters, Passives, or Detractors based on their score, and the NPS is calculated by subtracting the percentage of Detractors from the percentage of Promoters. The NPS is a core metric for course evaluation programs and is trusted by educational institutions to engage their students and improve their learning experience performance.



Comments

Course supervisor's comments

I thank all participants for their largely constructive feedback. The main points of criticism are:

- 1] workload too high
- 2] more opportunities for feedback/help needed, in particular regarding setup and clarifying the tasks
- 3] problems with the baseline code
- 4] handling of the final presentations

Re 1]: I understand that a project course with a quite open task that requires participants' creativity and investigation of new technologies and concepts is challenging. I'd also like to stress that in my opinion this is the only way to experience and learn about large-scale software development and software architecture. I, therefore, understand that many respondents expressed that the workload was too high / that too few points were awarded for the course. While I disagree with this conclusion based on my experience with the project scope from other course instances, I see that the students might need more support to get started with the project.

We therefore intend to implement the following changes in the future:

- 1] A workshop for setting up the project and development environment in the first week of the course.
- 2] Provide a set of milestones with dates guiding the students in the project, expressing when we expect which parts to be done.
- 3] Class-wide progress meetings
- 4] Expectations and rules regarding the documentation and final presentations will be clarified.

Re 2]: I hope that the actions taking regarding 1] also help with this point, additionally, we will provide an example of a "mini extension" showing what we expect to be part of the project solution and documentation. We will, moreover, think about an infrastructure for online communication (e.g., Slack, Discord) to enable faster feedback between students and students/students and teachers as, for unknown reasons, the means provided through Canvas (discussion forums) are not used by students.

Re 3]: The baseline code is being revised right now and will be updated for the next course instances. Having said that, I'd like to stress that students who came to us with problems setting it up got quick help and were able to run it. Some problems described in the replies were expressed to me no earlier than at the end of the course, which is of course too late. I hope students will express problems earlier after the above changes have been implemented.

Re 4]: I'd like to stress that all students and groups during the presentation have been treated fair and equally. This includes that I as the moderator have to enforce the time limits (that the students were aware of) to allow all groups to have equal time for presentation. I expect students in the fourth year to be able to plan a presentation accordingly and be aware of such time enforcements. In the future, I'll make it clearer how these interventions will look like to avoid surprises.