

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, 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: 26691

Semester: HT-15

Start Week: 201535

End Week: 201603

Pace of Study: 50%

Form of Study: Campus

Course Data

Number of questionnaires answered: 6

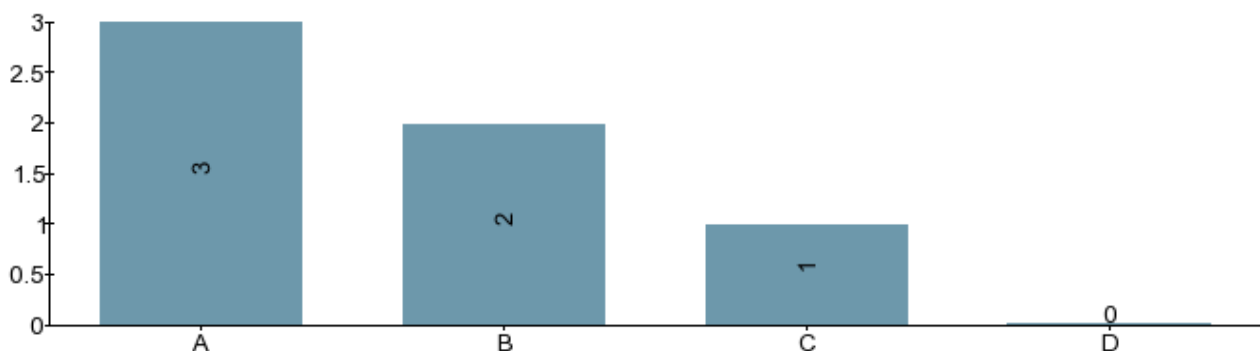
Number of first registrations^[1]: 13

Performance indicator^[2]: 100%

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

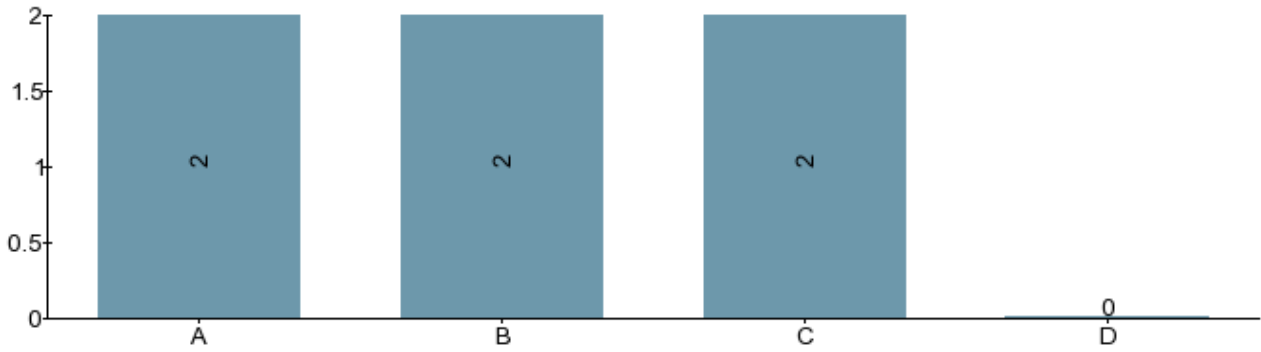
None.

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



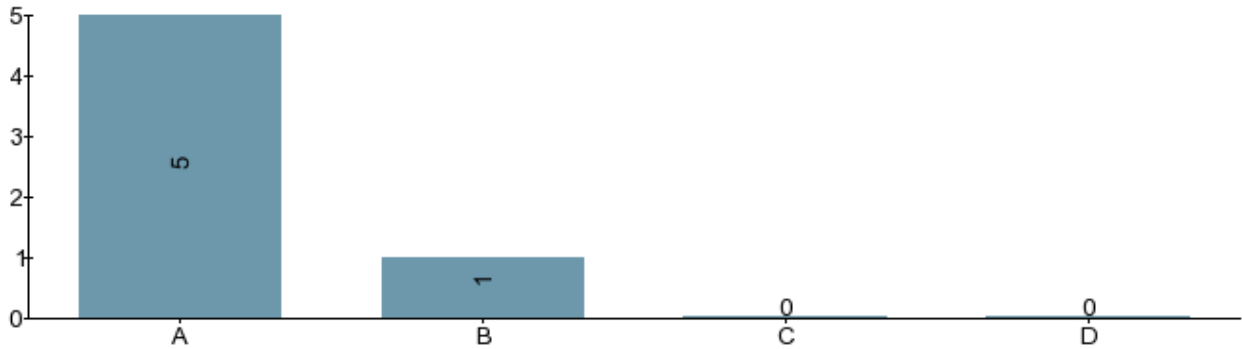
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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.



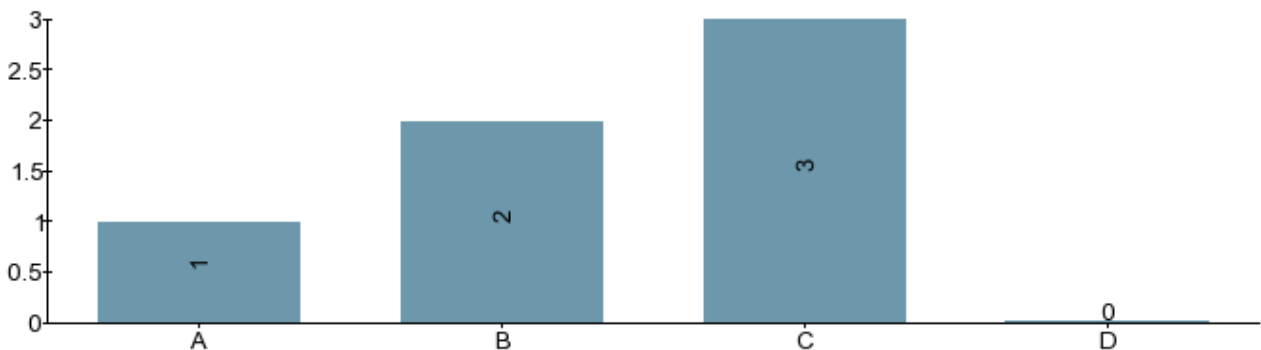
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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

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 13 students
Grade 3 (6 (46%)); Grade 4(7 (54%))

Comments

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- (1) Monthly Reports - lacking in inspiration and a form of control
 - (2) That the workload should be even is a requirement from the supervisors
 - (3) 2 web pages (It's Learning + Course Web Page) is unnecessary, information does not always match and when working on the project one should not need to constantly check on information

Reply to the above points

Monthly Reports:

(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.

Even Workload

(1) This helps both the supervisors and the students and is a much more sensible way to work.

(2) It is of greater importance for supervisors simply because we have other courses to deal with and if students have not written very much before May and then appear with a completed dissertation, the supervisor may not have time to deal with this. What happens then? It is unreasonable to expect the supervisor to work extra hours simply because the student could not follow the guidelines. This has happened in the past and causes problems. I have to plan my time from January to June already in January. It is not unreasonable to expect that students should follow the suggested timetable.

(3) This also gives the student more time for reflection if she starts early. Writing requires time!

2 "pages" (It's Learning and the course webpage) for information is too much

(1) This situation 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.

General comments

(1) With 100% throughput, the course has achieved its goal.

(2) The whole process with supervision, hand-in reports and the opposition seems to have worked well.

Suggestions for changes to the next course date.

No changes are suggested. The course seems to work well as is.

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1. **Number of first registrations for a course:** First registration = the first time a student registers for a specific course.
 2. **Number of students completing a whole course (final Pass grade) at the time of analysis** = the extent to which students complete the registered course credits, calculated by dividing the number of students completing a whole course at the time of analysis with the number of first-time registered students for the course.