

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.

Computer Security I, 7.5 ECTS cr. (DVGC19)
Course convener: Leonardo Martucci

Basic LADOK data

Course Code: DVGC19
Application Code: 40233
Semester: HT-22
Start Week: 202245
End Week: 202302
Pace of Study: 50%
Form of Study: Campus

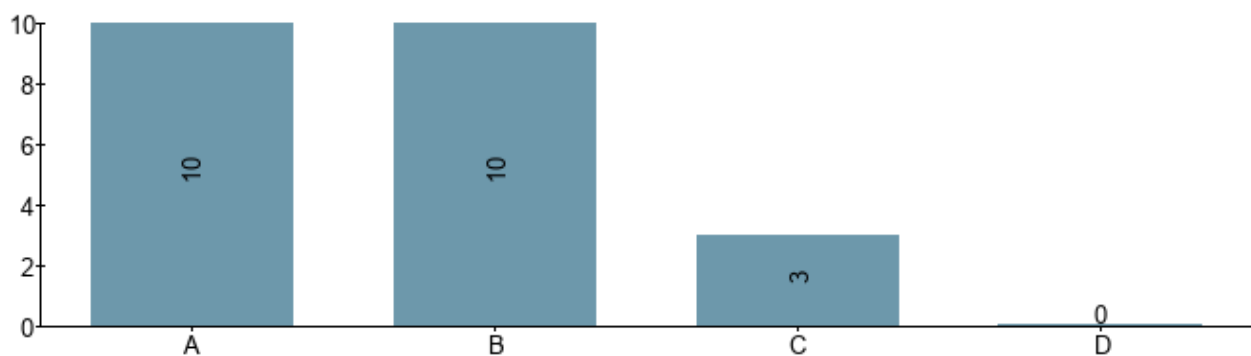
Course Data

Number of questionnaires answered: 23
Number of first registrations^[1]: 60

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

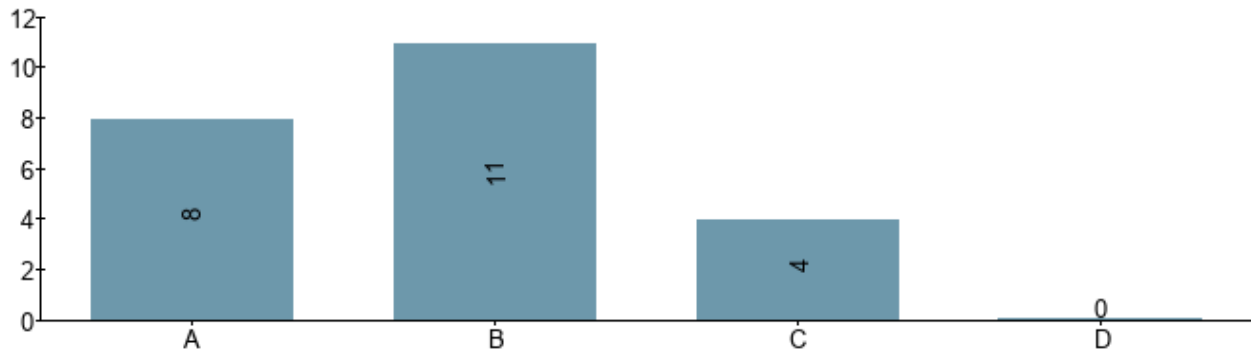
Updates to some of the virtual machine images and the continuous updating of the course material content. Both were carried out. A digital exam was used for the first this year, with a mix of multiple choice and written questions.

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



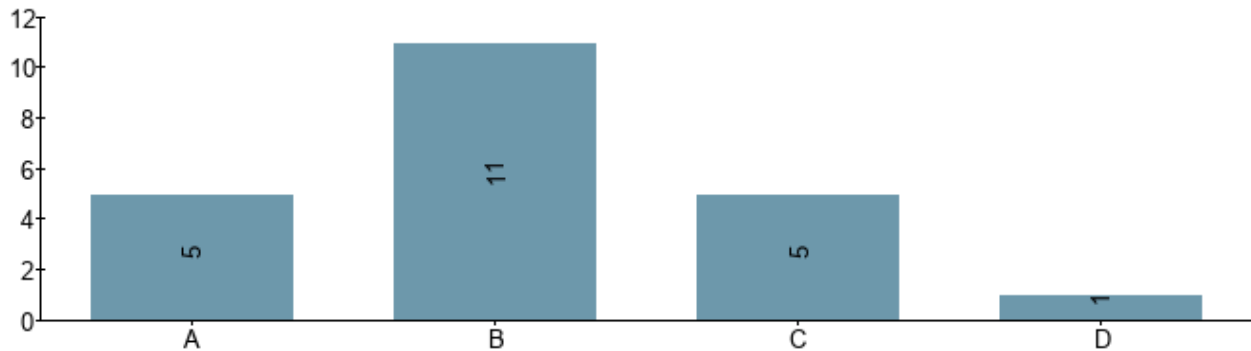
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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



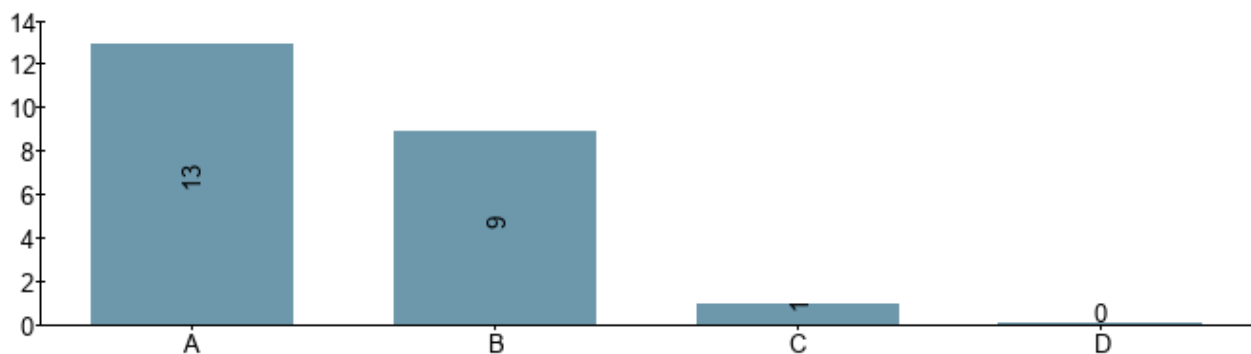
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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 10 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 9 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.

The teaching staff is very satisfied with the results and the relatively high response rate (38%) of the course evaluation. This is the first year we tested to run a digital exam with multiple choice alternatives mixed (60% of the exam grade) and a few written questions (40%).

We kept last year's schedule planning, with double lectures on Mondays and it worked really fine again. The feedback on the assignment lectures is unanimously positive among the responders. Here are a few selected quotes about them:

- + "I can't praise the assignments enough, having the open, "no pressure" forum made me learn a lot!"
- + "The questions after each lecture was a great way to both see what you didn't know from the lecture and the "Assignments" was a great way to discuss the solutions, with a great open setting to learn if you didn't know the answers."
- + "The "Assignment lectures" were a good way to incentivize students to learn more with the addition of the "Carrot" for a boost on the exam."

The laboratories exercises were also positively reviewed, as a valuable working component of the course and with good value for learning:

- + "The labs were very fun and I learnt a lot doing them!"
- + "I think the last lab where we used Webgoat should be kept as it is a good challenge and fun."
- + "Both the laborations and the exam felt like they added up to a great oppurtunity to show what I had learned"

The feedback on the examination was overall positive about its format and the multiple choice questions. The passing rate of 74.5% was higher than the historically average of 66%. It is foolish to attribute it to exam format at this point, but we want to keep the digital examination for the next years, and will consider increasing the weight of the multiple choice questions. On the one hand, the students did score better in the multiple choice part (AVG 60% correct) than in the written part (AVG 40%). On the other hand, the written part of the exam can more easily evaluate some of the learning goals of the course.

A element of uneasiness that appeared in a few comments is related to course material and how it is structured. The slides were designed as an element of support to the lecture, and not as reading material.

The feedback on the teacher were overwhelmingly positive. Here a few selected quotes:

- + "This course definitely made me want to have Leonardo again as teacher in other courses, he was very good at explaining the different concepts in a fun way that made it easier to understand."
- + "The teacher was very good, with a high knowledge of the topics, I also enjoyed that he used menti almost every lecture so you could ask questions if you didn't want to raise your hand. Also probably the first course that I have attended where the teacher tells that the course evaluation is important. Also telling what changes had been done to the course"
- + "I never felt stupid when asking questions and Leonard always made sure I understood the answer."

Suggestions for changes to the next course date.

Create a Canvas entry about the availability of the lab supervisors (right now it is communicated in the first lecture and in an announcement). Include additional support reading material for those who misses lectures, and links to reading material or manuals related to lab tools.
Regular updates of the course lectures.

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