PUBLISHED COURSE ANALYSIS

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.

Advanced Communication Networks, 5.0 ECTS cr. (DVAD20)
Course convener: Andreas Kassler

Basic LADOK data

| Course Code:	DVAD20
Application Code:	41016
Semester:	HT-22
Start Week:	202235
End Week:	202244
Pace of Study:	33%
Form of Study:	Campus

Course Data

Number of questionnaires answered: 9

Number of first registrations[1]: 29

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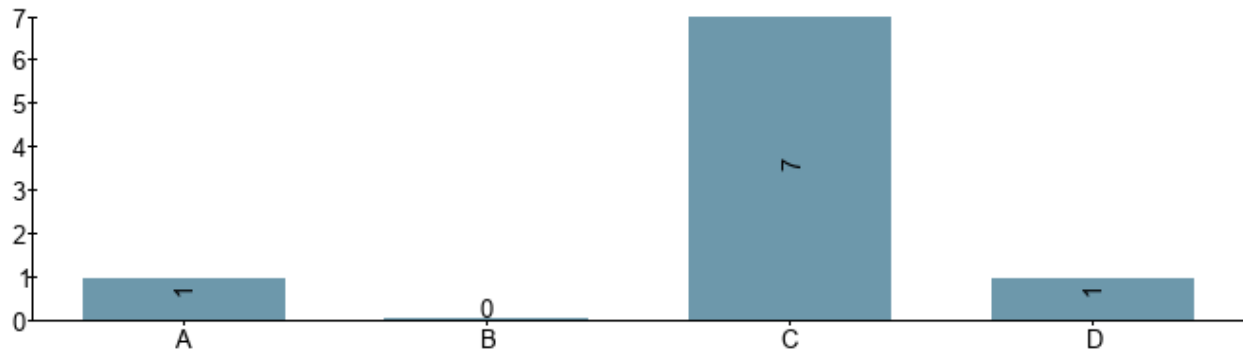--

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

	A	B	C	D
	1	2	5	1
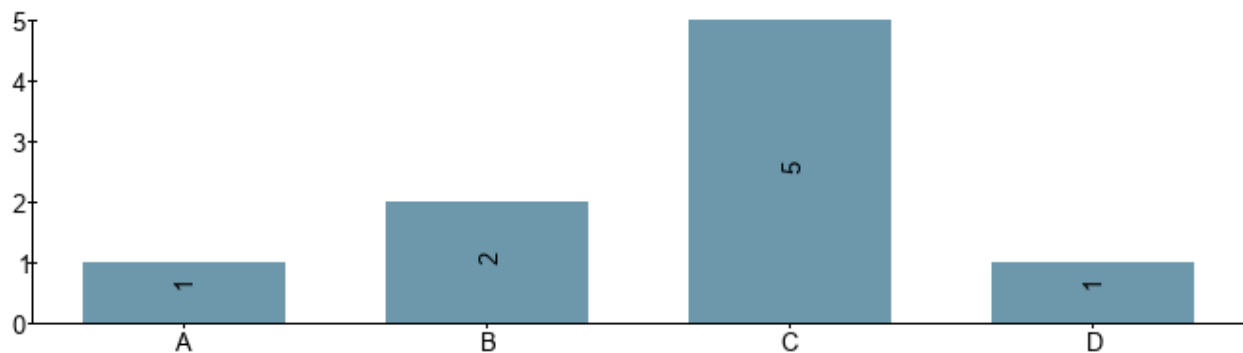
A) To a very large extent
B) To a large extent
C) To some extent
D) To a little extent or not at all

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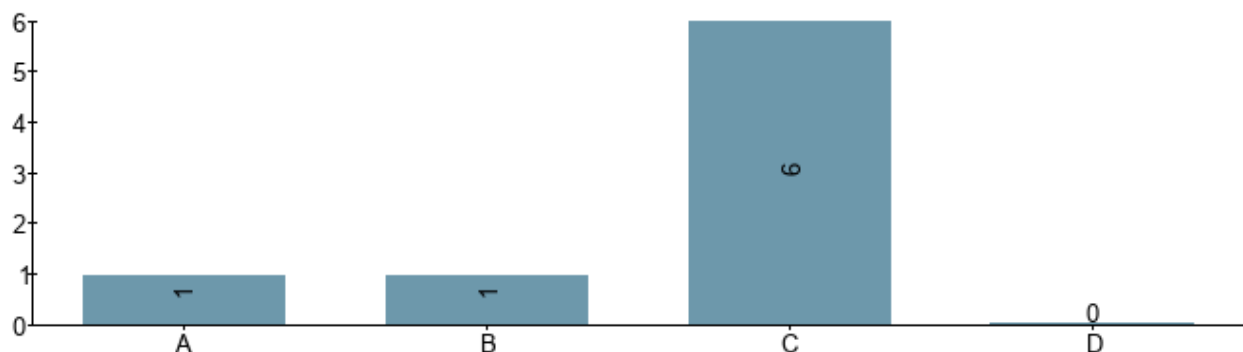

Bar chart values: A) 1, B) 0, C) 7, D) 1

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

Bar chart values: A) 8, B) 0, C) 0, D) 1
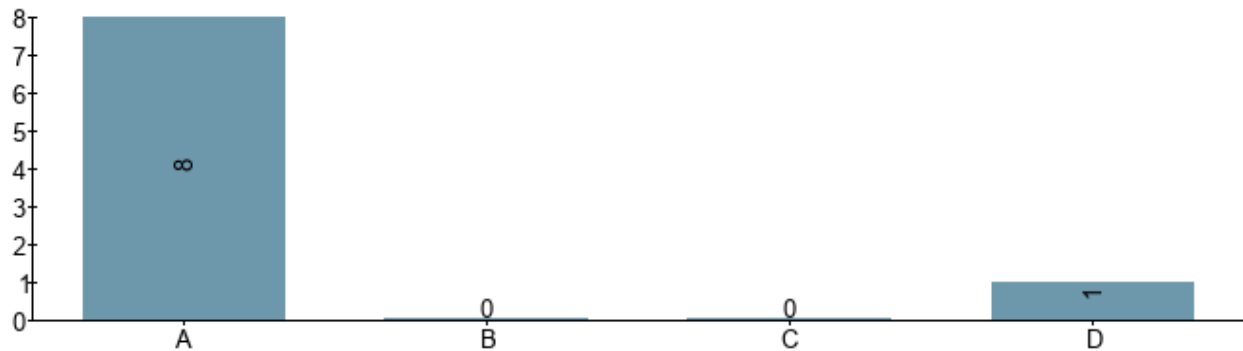
A) 40 hours per week or more (or 20 per week or more for courses given as half-time studies, 10 hours or more for cour
B) Between 30 and 39 hours per week (or between 15 and 19 hours for courses given as half-time studies, or between 8
C) Between 20 and 29 hours per week (or between 10 and 14 hours for courses given as half-time studies, or between 5
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 h

4. During the course, I have experienced the reception from teachers and other staff as professional

Bar chart values: A) 1, B) 1, C) 6, D) 0

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 course had three presented lab sessions and two extra sessions for tutoring and Q&A to help the students building a better understanding of the programming assignments. However, we would like to make the following comments to help the analysis:
- In general, we observed very low attendance of the students in the lab sessions. Only few students attended those sessions where we walked them in detail through all the tools and practical tasks required for them to start the programming assignments.
- In general, many students (with few exceptions) were interested in passing the course only rather than aiming to understand the material and participate actively.
- The programming assignments were meant to be done in groups of two to three people, not individually. An individual person could do the tasks but that would need a lot of effort from him/her. However, students did not form groups generally with few exceptions. This of course contributed to a very high workload.
- In general, the students did not ask many questions during lab sessions, but later we received many questions and complaints about concepts that were thought in the labs sessions. The complaints were coming from those students that did not attend lab session and are claiming that the concepts are new and weren?t explained to them properly.

Suggestions for changes to the next course date.

It is important at the beginning of next course round to inform the students that the lectures do not cover the content of the labs and that it is crucial to attend the labs and participate actively in order to be ready for the assignments. We tried to do that but next time it should be made more clear to them
It is also important to ask the students to form groups. Maybe it is a good idea to impose that as a requirement.
Some changes are needed in the assignments description to avoid any problem. Example of changes is to reduce the dependence on external resources and to define the concepts like 95 percentile, CDF more in detail.
An additional lab about python programming is needed for those students that do not have knowledge on python programming. Alternatively, good Python knowledge should be made a prerequisite of the course.
It would be very helpful to provide the students with templates for the work (the input, output and name of every function), clearer specification about how the report should be written to avoid weird submissions e.g. no picture of the code should be included in the report, code should be in a separate, runnable file otherwise it is not going to be checked?
It would be very helpful to provide the students with a usecase together with the expected result to test their work against it before submitting.

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