

Course Report AS7003 VT19

Respondents: 1
Answer Count: 1
Answer Frequency: 100.00 %

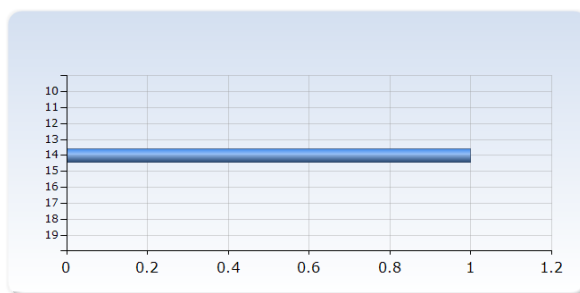
. Teacher

Teacher

Markus Janson (assistant: Armin Rasekh)

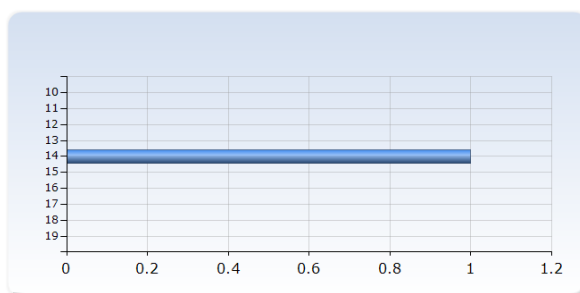
. Number of students who took the exam

Number of students who took the exam	Number of Responses
10	0 (0.0%)
11	0 (0.0%)
12	0 (0.0%)
13	0 (0.0%)
14	1 (100.0%)
15	0 (0.0%)
16	0 (0.0%)
17	0 (0.0%)
18	0 (0.0%)
19	0 (0.0%)
Total	1 (100.0%)



. Number of students who passed the course

Number of students who passed the course	Number of Responses
10	0 (0.0%)
11	0 (0.0%)
12	0 (0.0%)
13	0 (0.0%)
14	1 (100.0%)
15	0 (0.0%)
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Total	1 (100.0%)



. Description of changes since the previous time the course was given.

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The exercise sessions have primarily been based on exercises in Chromey, while the exam questions have had a bit different, more problem-based nature. To bridge this gap, more emphasis has been placed on problem solving in the exercise sessions. The introductory lecture was expanded with more details on practical issues related to the course. A switch was made for the course page from Mondo to Athena.

. What are the course's strong points according to the students (summary based on the numerical results as well as their free text answers)

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Overall satisfaction is good. The varied methods of teaching and assessment were appreciated.

. What are the course's weak points according to the students (summary based on the numerical results as well as their free text answers)

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A high workload with regards to the course material, and unclear which parts were essential and which were not.

. The teacher's analysis of the course

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The large amount of material to be absorbed in a short time is a recurring point that is raised this year as it has been in previous years. Last year the course material was trimmed to account for this, but the perceived workload appears to be constant. One of the reasons is probably that the volume of the course literature as such is intimidating. Some students find it problematic to condense the large information content to the essentials.

. Conclusions as well as suggestions for improvements

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A suggestion was made in the evaluation that guidelines for how to read the book could be provided. This is already done during the introductory lecture, but can probably be made clearer. Yet more emphasis can be placed on problem solving, to train the students in that important art and connect more closely to the nature of the exam.
