Course Report AS5005 HT19

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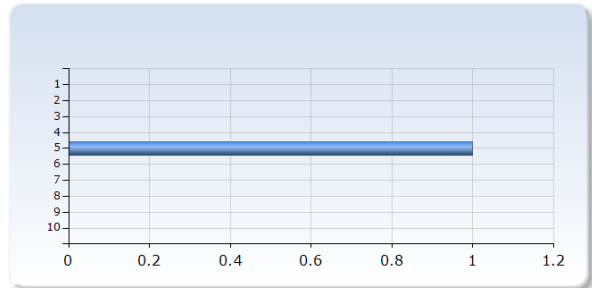
. Teacher

Teacher
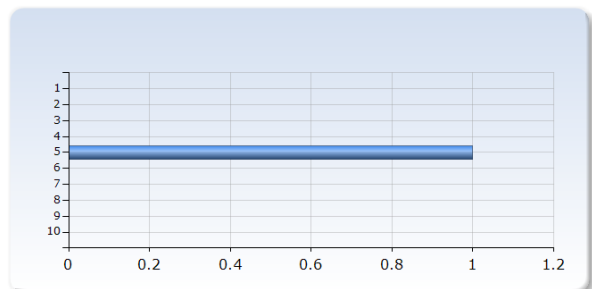Angela Adamo

. Number of students who took the exam

Number of students who took the exam	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	0 (0.0%)
5	1 (100.0%)
6	0 (0.0%)
7	0 (0.0%)
8	0 (0.0%)
9	0 (0.0%)
10	0 (0.0%)
Total	1 (100.0%)

. Number of students who passed the course

Number of students who passed the course	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	0 (0.0%)
5	1 (100.0%)
6	0 (0.0%)
7	0 (0.0%)
8	0 (0.0%)
9	0 (0.0%)
10	0 (0.0%)
Total	1 (100.0%)

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

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The course now consists of 15 seminars (last year we had 13). The final presentation is now based on a scientific topic chosen by the student among a list of topics provided by the teacher and it is based on about two scientific papers. Students get at the end of each seminar the solutions of the exercises we work together during the seminar.

. 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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6 students attended the course and all of them provided feedback. Overall the numerical score for the course is 4.5. The students were very satisfied with the course content and layout, teaching method, examination, book. All of them had a clear understanding of the course outcomes, could clearly follow the course, and it felt that the course was well structured.

. 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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The students would have appreciated more feedback during the course on their performances. They also would have liked to have access to more information about learning outcomes and cuourse content before the course started. They would have liked to have copied of old exams much earlier during the course. They suggest to have the solutions of the exercises available on athena instead of getting a printed copy. Same with the clicker questions (done currently on printed paper).

. The teacher's analysis of the course

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The change from 13 to 15 seminars helped to cover the content of the course with better pace and gave the students the time to assimilate the concepts they were taught. I felt the course was better structured with respect the last year. I avoided to repeat the concepts that the students had as home reading before coming to the lecture. That improved the quality of the time during which I would explain new concepts. Having exercises and open questions during the second half of each seminar helps hugely the students to get acquainted with the way they are supposed to solve problems and to reflect on the topics they have been listening about. We all enjoyed the final presentation assignment. At difference of the first time the course was given, this is now an individual assignment where each student selects a scientific topic, reads a few key papers and prepare a presentation. This assignment has helped them hugely to reflect on the way research is done and how to give people credit for their work. Overall all the students passed the course. All of them got at least 50% of the scores at the written exam suggesting that the teaching method employed is truly successful.

. Conclusions as well as suggestions for improvements

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Overall as teacher I'm truly satisfied with the course. I will think on how to improve the feedback aspect, as students would like to receive feedback during the course, more than at the end. Also provide exercise solutions and old exam examples is an easy fix for next year!