

Kursanalys (kursutvärdering)

Kurskod 1AU058	Kurstitel Signalteori 2022	Högskolepoäng 6
Termin (vt/ht-år) HT22	Tidsperiod 29.08.-23.09.22	

Kursansvarig Katrin Vonderschen, CLINTEC, KI	Examinator Katrin Vonderschen
Momentansvariga lärare Katrin Vonderschen	Övriga medverkande lärare Martin Eklöf, CLINTEC, KI

Antal registrerade studenter vid treveckorskontrollen 24	Antal godkända vid sista kursdatum 6	Svarsfrekvens kursvärderingsenkät 42% (10/24)
Övriga metoder för studentinflytande (utöver avslutande kursvärdering) An oral feedback session was held on the last day of the course (course summary)		
Återkoppling av kursvärderingsresultat till studenterna Survey results and course analysis will be published (Canvas course website); the students will be notified via email.		

Observera att...

Analysen ska (tillsammans med sammanfattande kvantitativ sammanställning av studenternas kursvärdering) delges utbildningsnämnd vid kursgivande institution samt för programkurser även programansvarig nämnd.

Analysen har delgivits utbildningsnämnd följande datum: VT23 till utbildningsråd
Analysen har delgivits programansvarig nämnd följande datum:

1. Beskrivning av eventuellt genomförda förändringar sedan föregående kurstillfälle baserat på tidigare studenters synpunkter

Remote/ on campus mixed teaching:

A mix of on-campus and remote events was used this year in accordance with recent follow-up surveys indicating that this is appreciated by the students. However, most lectures (6/7) were given on campus. Among our teacher chorus we noticed that learning turns out to be more efficient for a majority of students, when lectures are given on campus.

Study method: To give students more control over their personal study method, this year's students were free to choose individual or group work for the written and compulsory follow-up after each lecture.

Work load: To reduce the workload, which is considered high in this course, laboratory exercise 2 (which previously contained three different experiments) was refocused onto measuring the

transfer functions of a hearing aid. The previous years' experiment on Chladni figures was removed as it seemed of minor relevance. The task of measuring the transfer function of a tube was replaced by a demonstration video with follow-up assignment and a recommended study-time limit of 1 hour.

2. Kortfattad sammanfattning av studenternas värderingar av kursen

(Baserad på studenternas kvantitativa svar på kursvärderingen och centrala synpunkter ur fritextsvar. Kvantitativ sammanställning och ev. grafer bifogas.)

The response rate was 42% (10 of 24 students replied). This response rate is lower than in previous year's (80%) as no answering time could be provided during the last course session due to technical problems.

Overall, the students reported high satisfaction (median scores of at least 4 on an agreement scale ranging up to 5) with a large range of aspects: They were satisfied with the **new skills obtained, the stimulation of critical and scientific thinking, the course web, the teacher's approachability, the course's logical structure, the pedagogical tools and the alignment of the examination with the learning goals.**

This year's students were very divided over the compulsory written follow-ups after each lecture with half of them showing very little and the other half very high appreciation.

Evaluation of the remote teaching format:

In the two redundant questions on preference of remote versus on campus teaching this year's respondent group showed a clear preference for lectures on campus instead of remote teaching. This contrasts with last year's group. On the other hand, it may just reflect the students' satisfaction with the given course set-up (more on campus this year than last year).

Summary of free-text comments:

Positive aspects: well-structured, relevant and instructive course

Negative aspects: Too little time, too high workload

3. Kursansvarigs reflektioner kring kursens genomförande och resultat

Kursens styrkor: The students are satisfied with the course's design, organization and mix of pedagogical tools. The rich content offered in a mix of lectures, labs and seminars was appreciated, as were the interchanging remote and on campus events.

Kursens svagheter: Students perceive a lack of time/too high workload.

3. Övriga synpunkter

In the oral feedback session held on the last course day, the students suggested that the stress level could be reduced, if the deadlines for certain assignments (follow-ups and Quizzes) would be set later after the event. Further, they proposed streamlining the content of the instructions for lab 2 to match expected content of the lab report. Generally, most students would prefer the course to have a week more of time to allow them to breathe and master their own learning in their own rhythm.

4. Kursansvarigs slutsatser och eventuella förslag till förändringar

(Om förändringar föreslås, ange vem som är ansvarig för att genomföra dessa och en tidsplan.)

- Deadlines of lecture follow-up assignments should be postponed to later in the afternoon to reduce the student's perceived stress. Quiz deadlines may be postponed by some days.
- The instructions for lab 2 should be adjusted to be more didactically appealing and better reflect the requirements for structure and content of the corresponding lab report.
- Bilagor: [Klicka här för att ange text.](#)

