



Report - DA2210 - 2019-02-12

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

Please note that there is only one respondent to this form: the person that performs the course analysis.

Course analysis carried out by (name, e-mail):

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COURSE DESIGN

Briefly describe the course design (learning activities, examinations) and any changes that have been implemented since the last course offering.

10 lectures,
10 seminars (with 10 homework),
one graded essay (E-A),
one written exam for grades E-C,
one oral exam for grades B-A.

THE STUDENT'S WORKLOAD

Does the students' workload correspond to the expected level (40 hours/1.5 credits)? If there is a significant deviation from the expected, what can be the reason?

The course is 6 credits, so 160 hours in total (11 hours per week) would be expected.

Students say about 7 hours per week, which is less. However, we believe that students generally underestimate the amount of time they spend on the course.

"I would guess the time spent on writing assignments vary quite a lot from person to person. As for me, I tend to be quite quick in my writing and thus did not spend too much time on the essay and homework assignments."

"The amount was quite perfect in general, but it was uneven from week to week, which was unprepared for."

"This is an approximation of the time spent. The lecture where fun in terms of knowledge gaining and general discussion on the topics. The seminar was a first for me, i enjoyed it."

THE STUDENTS' RESULTS

How well have the students succeeded on the course? If there are significant differences compared to previous course offerings, what can be the reason?

Out of 233 active students, 92 % have finished the course. This is a good result.

In general the students who have not completed the course are missing one of the three course modules (6 need to write the exam and 12 need to write the essay).



OVERALL IMPRESSION OF THE LEARNING ENVIRONMENT

What is your overall impression of the learning environment in the polar diagrams, for example in terms of the students' experience of meaningfulness, comprehensibility and manageability? If there are significant differences between different groups of students, what can be the reason?

The diagram shows responses that are somewhat better than previous year's. We have not noticed any significant differences between student groups.

ANALYSIS OF THE LEARNING ENVIRONMENT

Can you identify some stronger or weaker areas of the learning environment in the polar diagram - or in the response to each statement - respectively? Do they have an explanation?

The lowest score is on the question if the course was stimulating in a challenging way but the difference from other scores is not that big.

ANSWERS TO OPEN QUESTIONS

What emerges in the students' answers to the open questions? Is there any good advice to future course participants that you want to pass on?

" Interesting to get an understanding on the limits of science. I feel much more confident in assessing claims made on the basis of science. For example, the newly famous professor Jordan Peterson makes a lot of poorly supported claims and often relies on scientific fallacies. I now feel I can argue against these types of ideas from a perspective of philosophy of science."

" I liked the seminar assignments. They were compelling and dealt with interesting issues. The seminars themselves were instructive and fun. "

" All the philosophy stuff. I am a strong believer of that Swedish higher education lacks philosophy intergration across the board, really. "

" I would try to give better feedback on the course homework. You get feedback from other students but it would be good to be given some kind of example solution or answers before grading other students. As of now, there is sometimes unclear what the right answer is and uncertainty makes for worse feedback and discussion."

" It would be nice to include something on the scientific aspects of the humanities, the social sciences and economics. I think a huge problem with many engineers is that we, for example, ascribe the same scientific weight to economic results such as the Laffer curve as to laws of nature in physics without realising the large and important differences in what basic assumptions are made in the different disciplines. "

The answers are a mix of positive and negative ones.

PRIORITY COURSE DEVELOPMENT

What aspects of the course should primarily be developed? How could these aspects be developed in the short or long term?

We should see to it that the students get faster and better feed-back from TAs (within a week).

We should give better information about the course structure, like why the exam is in December.

We are considering to use quizzes in connection to the exams and we will if we could find a suitable systems for this.