

Course evaluation TIK4021 / Spring 2024

An evaluation of the course was carried out in the spring of 2024. It took place in the form of an online form through which the students were asked to answer the evaluation in the last physical session in the course. The online evaluation received a great response rate of 83% (19 out of 23 students).

Overall, the students were satisfied with the course, as 59% of them rated it with a grade of 7 or higher, on a scale from 1-10. The students stated that the degree of difficulty on the syllabus was appropriate, and most stated that the amount of the syllabus was manageable. They stated that the coherence and linkage between the different modules of the course could be further improved and communicated, at least early in the course.

Both the lectures and the lecturers consistently received very good feedback as approximately 60% the students responded with a grade of 8 or higher. The students stated that they could benefit further from student-engaging or group discussions in the class. External visits in guest lectures, in particular, received great feedback as the students appreciated being able to participate in several lectures led by former TIK master students. They could learn from former students' thesis journey and working life after TIK. But it is important to ensure a broad participation from bigger organisations and companies. It is also important that the timing of the guest lecturers does not overlap with external courses that the students take during the semester. Participation in the seminars led by TIK PhD students was voluntary, but they also received good feedback.

Most students were happy with the type and quality of the assignments, but roughly 50% of the students felt that the course was assignment-intensive, given that this is a 10-point course. They additionally felt that the assignment instructions could be more clearly or early communicated. Hence, the students were only moderately satisfied with the flow of information as well as communication around the tasks during the course. Among other things, it was highlighted that assignments instructions were not communicated long or clear enough in advance. The students preferred greater predictability around the compulsory subject assignments and syllabus.