

Course evaluation report - CEQ, FMSF65

Basic facts

Course name	Design of Experiments		
Course code	FMSF65		Study hours according the curricula
ECTS credits	7.5 hp		Lectures 14 h
Year	202324		Group work 14 h
Study period the course was finished	VT_LP2		Laboratories 14 h
Programme	all (W)		Time with supervisor 1 h
Registrated students	31		Self study time 150 h
Number answers and response rate	8 / 26 %		
Number answers from males	3		
Number answers from females	2		

Since less than 20 students have answered the questionnaire no statistical significance tests have been made.

Summary of questionnaires

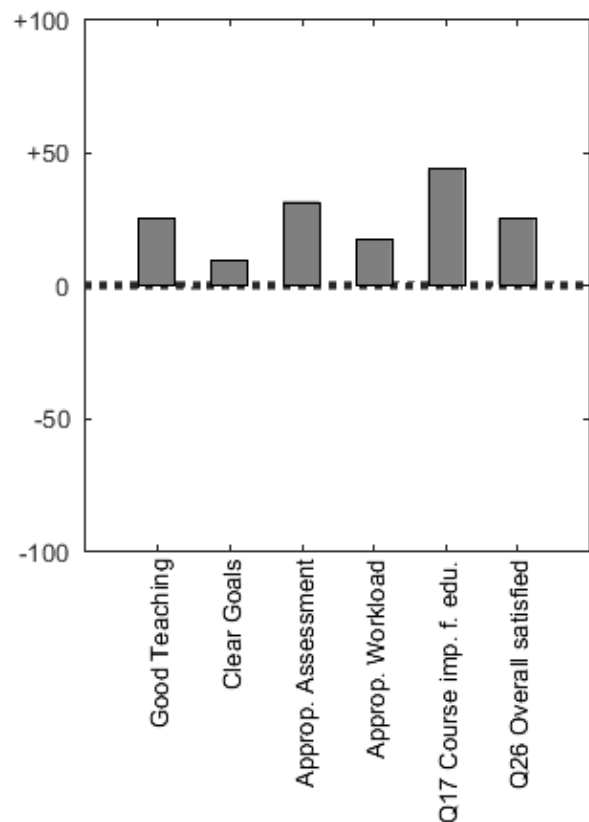
The CEQ-score span between -100 och +100, there -100 means that "I fully disagree to the statement" and +100 "I fully agree to the statement".

Presence at teaching

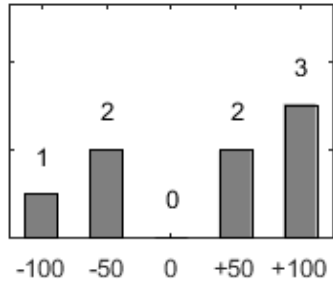
Part of teaching	Number	Share
0 %	0	0 %
20 %	0	0 %
40 %	1	13 %
60 %	5	63 %
80 %	0	0 %
100 %	2	25 %

CEQ-scales & special questions

Scale	CEQ-score	StdDev
Good Teaching	+25	54
Clear Goals and Standards	+9	50
Appropriate Assessment	+31	39
Appropriate Workload	+17	25
Generic Skills	+8	33
Special questions		
The course seems important for my edu.	+44	68
Overall, I am satisfied with this course	+25	80



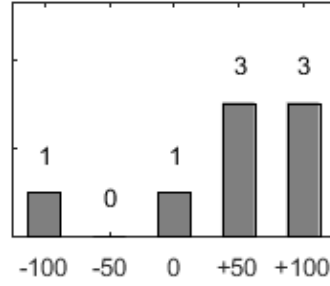
Distribution of the answers from question 26: "Overall, I am satisfied with this course"



CEQ-score mark Number Share

Dissatisfied (<0)	3	38 %
Neutral (0)	0	0 %
Satisfied (>0)	5	63 %
No answer	0	0 %

Mean of CEQ-score	+25
Standard deviation (StdDev)	80



CEQ-score mark Number Share

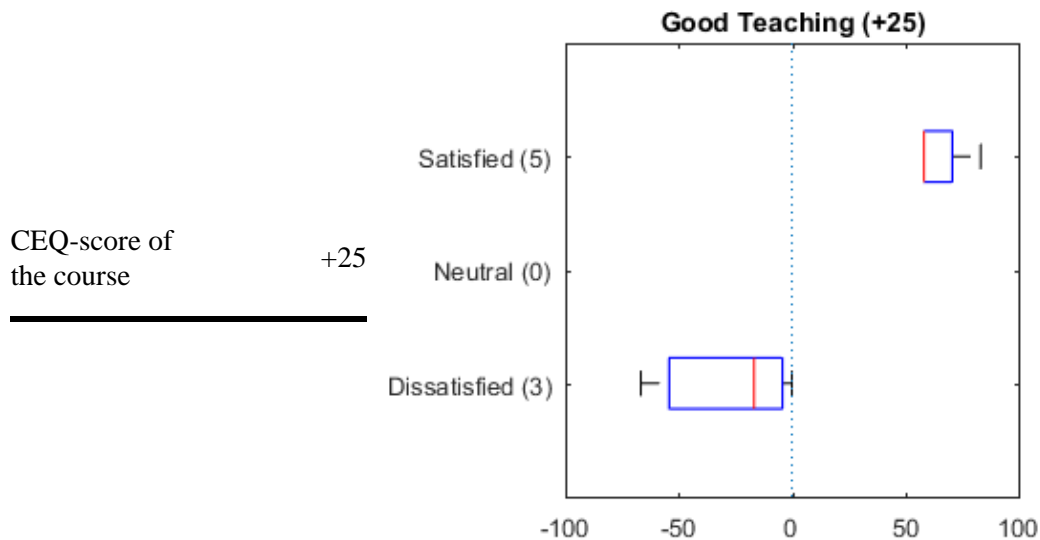
-100	1	13 %
-50	0	0 %
+0	1	13 %
+50	3	38 %
+100	3	38 %

Mean of CEQ-score	+44
Standard deviation (StdDev)	68

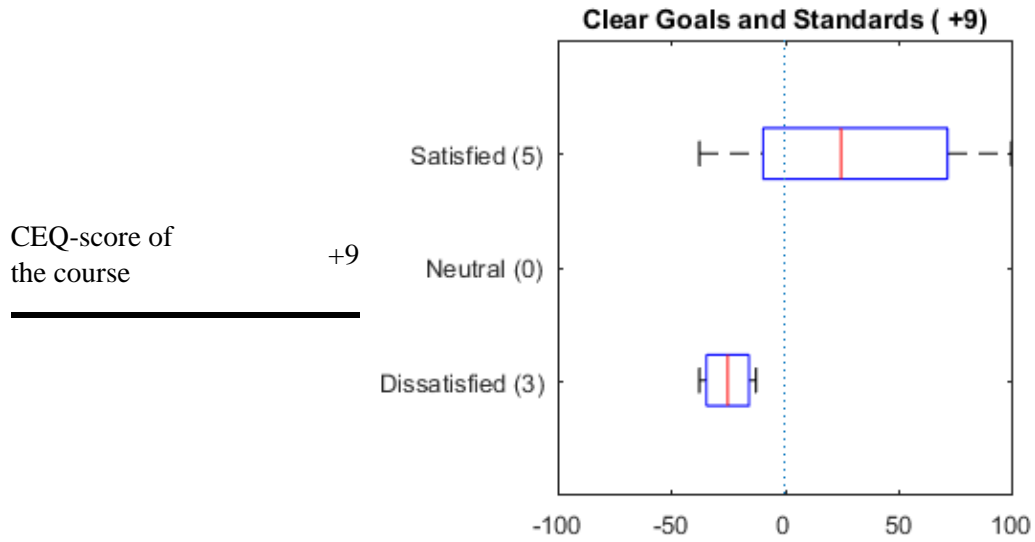
Summary scales divided on satisfaction

Statistical examination has not been done due to at least two groups consist of less than five students

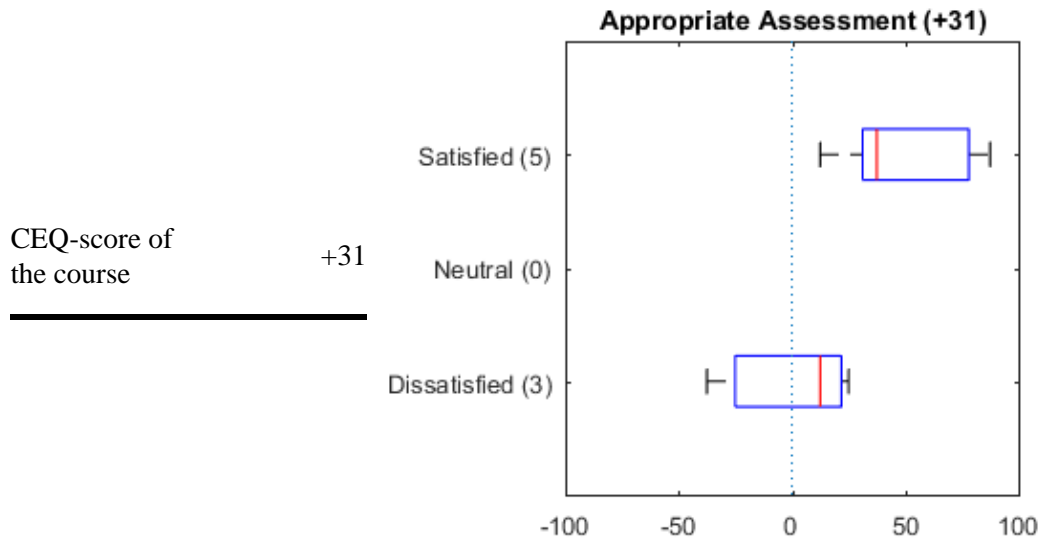
Good Teaching



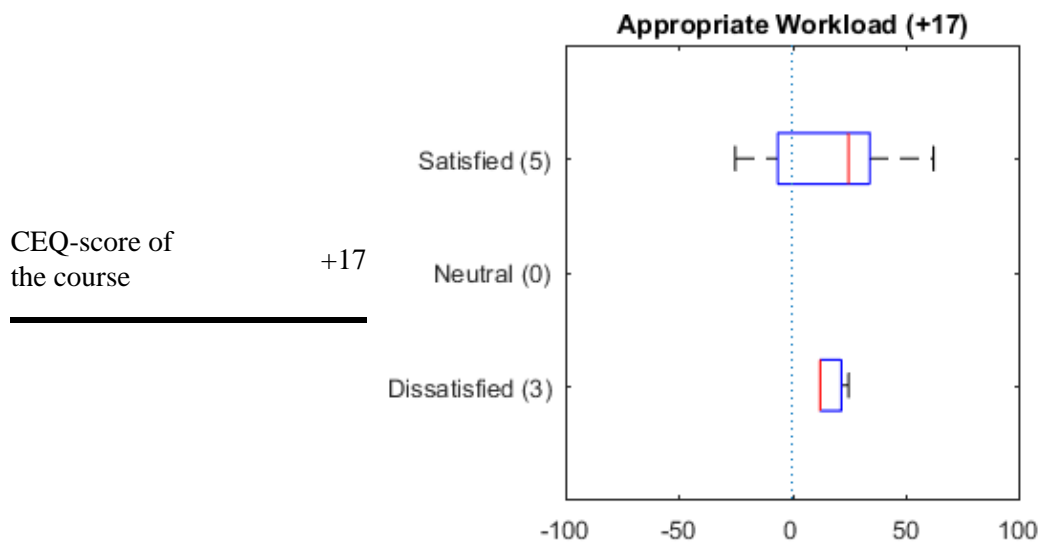
Clear Goals and Standards



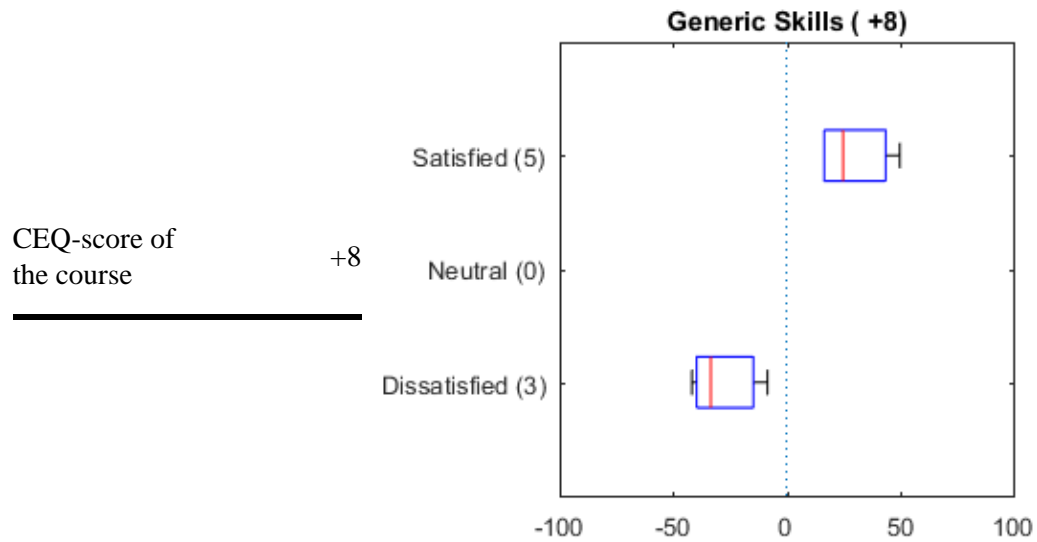
Appropriate Assessment



Appropriate Workload



Generic Skills



Answers to each question

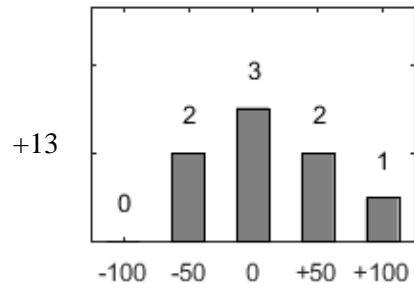
The questions in bold are reverse positive.

Statistical examination between dissatisfied and satisfied has not been done due to at least one of the groups consist of less than five students

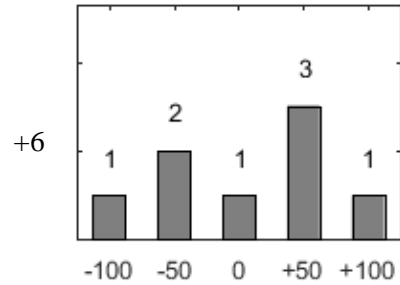
Good Teaching (+25)

Question	CEQ-score	Histogram
3. The teaching has motivated me to do my best	+31	
7. During the course I have received many valuable comments on my achievements	+29	
15. The teachers made a real effort to understand the problems and difficulties one might be having in this course	+50	

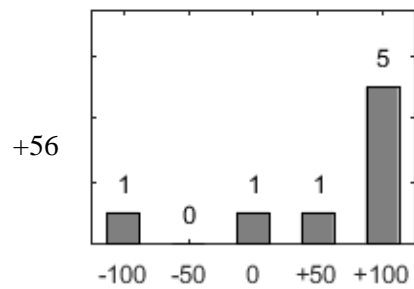
18. The teaching staff normally gave me helpful feedback on the progress of my work



19. My lecturers were extremely good at explaining things



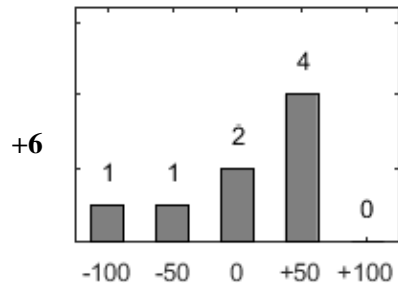
21. The teachers on the course worked hard to make the subject interesting



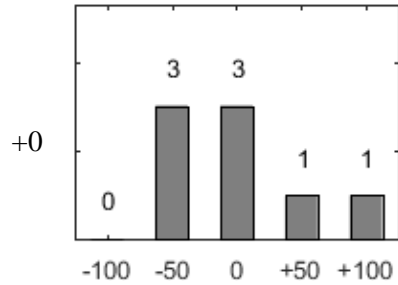
Clear Goals and Standards (+9)

Question	CEQ-score	Histogram												
1. It was easy to know the standard of work expected	+38	<table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>0</td> </tr> <tr> <td>-50</td> <td>1</td> </tr> <tr> <td>0</td> <td>2</td> </tr> <tr> <td>+50</td> <td>3</td> </tr> <tr> <td>+100</td> <td>2</td> </tr> </tbody> </table>	Score	Count	-100	0	-50	1	0	2	+50	3	+100	2
Score	Count													
-100	0													
-50	1													
0	2													
+50	3													
+100	2													
6. I usually had a clear idea of where I was going and what was expected of me in this course	+6	<table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>0</td> </tr> <tr> <td>-50</td> <td>3</td> </tr> <tr> <td>0</td> <td>2</td> </tr> <tr> <td>+50</td> <td>2</td> </tr> <tr> <td>+100</td> <td>1</td> </tr> </tbody> </table>	Score	Count	-100	0	-50	3	0	2	+50	2	+100	1
Score	Count													
-100	0													
-50	3													
0	2													
+50	2													
+100	1													

13. It was often hard to discover what was expected of me in this course



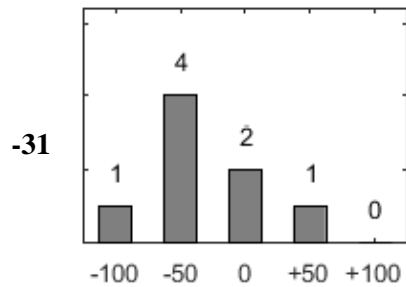
25. The teachers made it clear right from the start what they expected from the students



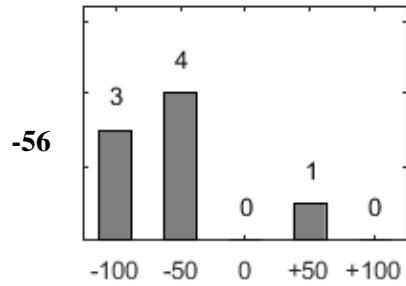
Appropriate Assessment (+31)

Question	CEQ-score	Histogram
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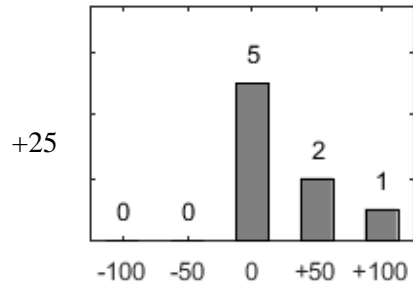
8. To do well in this course all you really needed was a good memory



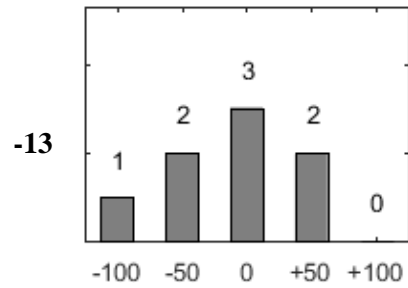
12. The teachers seemed more interested in testing what I had memorised than what I had understood



16. The assessment methods employed in this course required an in-depth understanding of the course content



20. Too much of the assessment was just about facts



Appropriate Workload (+17)

Question	CEQ-score	Histogram												
4. The workload has been much too heavy	-19	<table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>1</td> </tr> <tr> <td>-50</td> <td>2</td> </tr> <tr> <td>0</td> <td>4</td> </tr> <tr> <td>+50</td> <td>1</td> </tr> <tr> <td>+100</td> <td>0</td> </tr> </tbody> </table>	Score	Count	-100	1	-50	2	0	4	+50	1	+100	0
Score	Count													
-100	1													
-50	2													
0	4													
+50	1													
+100	0													
14. I was generally given enough time to understand the things I had to learn	+13	<table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>0</td> </tr> <tr> <td>-50</td> <td>2</td> </tr> <tr> <td>0</td> <td>4</td> </tr> <tr> <td>+50</td> <td>0</td> </tr> <tr> <td>+100</td> <td>2</td> </tr> </tbody> </table>	Score	Count	-100	0	-50	2	0	4	+50	0	+100	2
Score	Count													
-100	0													
-50	2													
0	4													
+50	0													
+100	2													
22. There was a lot of pressure on me as a student in this course	-19	<table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>0</td> </tr> <tr> <td>-50</td> <td>3</td> </tr> <tr> <td>0</td> <td>5</td> </tr> <tr> <td>+50</td> <td>0</td> </tr> <tr> <td>+100</td> <td>0</td> </tr> </tbody> </table>	Score	Count	-100	0	-50	3	0	5	+50	0	+100	0
Score	Count													
-100	0													
-50	3													
0	5													
+50	0													
+100	0													
24. The sheer volume of work in this course made it impossible to comprehend everything thoroughly	-19	<table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>0</td> </tr> <tr> <td>-50</td> <td>5</td> </tr> <tr> <td>0</td> <td>1</td> </tr> <tr> <td>+50</td> <td>2</td> </tr> <tr> <td>+100</td> <td>0</td> </tr> </tbody> </table>	Score	Count	-100	0	-50	5	0	1	+50	2	+100	0
Score	Count													
-100	0													
-50	5													
0	1													
+50	2													
+100	0													

Generic Skills (+8)

Question	CEQ-score	Histogram												
2. The course has developed my problem-solving skills	+44	<table border="1"> <caption>Histogram Data for Question 2</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>0</td></tr> <tr><td>-50</td><td>1</td></tr> <tr><td>0</td><td>1</td></tr> <tr><td>+50</td><td>4</td></tr> <tr><td>+100</td><td>2</td></tr> </tbody> </table>	Score	Frequency	-100	0	-50	1	0	1	+50	4	+100	2
Score	Frequency													
-100	0													
-50	1													
0	1													
+50	4													
+100	2													
5. The course has sharpened my analytic skills	+31	<table border="1"> <caption>Histogram Data for Question 5</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>0</td></tr> <tr><td>-50</td><td>1</td></tr> <tr><td>0</td><td>1</td></tr> <tr><td>+50</td><td>6</td></tr> <tr><td>+100</td><td>0</td></tr> </tbody> </table>	Score	Frequency	-100	0	-50	1	0	1	+50	6	+100	0
Score	Frequency													
-100	0													
-50	1													
0	1													
+50	6													
+100	0													
9. The course helped me develop my ability to work in a group	-13	<table border="1"> <caption>Histogram Data for Question 9</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>2</td></tr> <tr><td>-50</td><td>1</td></tr> <tr><td>0</td><td>2</td></tr> <tr><td>+50</td><td>3</td></tr> <tr><td>+100</td><td>0</td></tr> </tbody> </table>	Score	Frequency	-100	2	-50	1	0	2	+50	3	+100	0
Score	Frequency													
-100	2													
-50	1													
0	2													
+50	3													
+100	0													
10. The course has made me feel more confident about tackling new and unfamiliar problems	+19	<table border="1"> <caption>Histogram Data for Question 10</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>0</td></tr> <tr><td>-50</td><td>1</td></tr> <tr><td>0</td><td>3</td></tr> <tr><td>+50</td><td>4</td></tr> <tr><td>+100</td><td>0</td></tr> </tbody> </table>	Score	Frequency	-100	0	-50	1	0	3	+50	4	+100	0
Score	Frequency													
-100	0													
-50	1													
0	3													
+50	4													
+100	0													
11. The course has improved my skills in written communication	-38	<table border="1"> <caption>Histogram Data for Question 11</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>2</td></tr> <tr><td>-50</td><td>2</td></tr> <tr><td>0</td><td>4</td></tr> <tr><td>+50</td><td>0</td></tr> <tr><td>+100</td><td>0</td></tr> </tbody> </table>	Score	Frequency	-100	2	-50	2	0	4	+50	0	+100	0
Score	Frequency													
-100	2													
-50	2													
0	4													
+50	0													
+100	0													
23. The course has helped me to develop the ability to plan my work	+6	<table border="1"> <caption>Histogram Data for Question 23</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>0</td></tr> <tr><td>-50</td><td>3</td></tr> <tr><td>0</td><td>1</td></tr> <tr><td>+50</td><td>4</td></tr> <tr><td>+100</td><td>0</td></tr> </tbody> </table>	Score	Frequency	-100	0	-50	3	0	1	+50	4	+100	0
Score	Frequency													
-100	0													
-50	3													
0	1													
+50	4													
+100	0													

Free text answers

The free text answers are pre-reviewed by the students' representatives.

What were the best aspects of the course

Satisfied students

Very good course! The teacher was super helpful throughout the course, and I found the labs extremely valuable as a means to comprehend the concepts addressed in the course.

Ted really made effort to make the course as good as possible, which is very rare and should be done always. Nice presentations, clear learning guidelines, exercises with solutions. Labs were the best part in my opinion because they helped me understand how the theory we studied works in practice. And also they were impossible to skip so people who tend to procrastinate were forced to keep up a bit. It was great that Ted offered office hours before the exam.

Using the same experiment to extend it to grasp all of the various concepts from the course (building on the helicopter experiment design). An abundance of examples of theory application in books and slides.

Det regelbundna extremt praktiska exemplet med papershelikoptern var jättebra

Det bästa med den här kursen var hur strukturerad och förberedd Ted var, vilket gjorde att man visste precis var någonsans man skulle hitta info och vad man hade för uppgifter den veckan. Jag gillade konceptet med labbarna eftersom man fick kontinuerligt applicera det man lärt sig i kuren och det var nice att man fick ett intro till hur man använder R eftersom det verkar vara industristandard. Jag lärde mig mycket i den här kursen!

Neutral students

Dissatisfied students

Labbarna i kursen var jättebra och man lärde sig ofta mer på dom än på föreläsningarna

Labbarna har visualiserat ämnena och jag lärde mig mest av kursen då

Labbarna har varit väldigt givande och man har lärt sig mycket.

What aspects of the course are most in need of improvement?

Satisfied students

First of all, the slides contain a lot of information and it wasn't completely clear to me, what we should know for the exam, what we should be able to calculate and what is just something relevant for the topic but not for the exam. Also sometimes I felt like I couldn't ask questions. I am sure this wasn't the atmosphere the lecturer wanted to create but sometimes he was doing something else during the tutorials and I felt like I was disturbing him. But otherwise it was nice that there was time available to even ask questions

It felt off that we spent so much time conducting the helicopter experiment during teaching hours - I would

prefer this time to be allocated to work with data and applying the tools (eg. problem solutions on the board, computer lab work etc.), rather than gathering the data. I sometimes would feel a bit behind in my understanding of the theory, so spending an hour or so each week during a seminar on conducting the physical experiment felt stressful and unnecessary (perhaps this contributed to why many students felt inclined to skip the seminars).

Projektet borde vara en lite större grej med tid på föreläsning och så om den, istället för ett mindre arbete att göra efter tentor.

Det kan vara den mest givande delen av kursen, men den kändes mest som en eftertanke som man mest hade tid att jobba med efter tentorna, då man hade begränsad kontakt med lärare

Jag fyllde i ovan att arbetsbördan var lite hög även om jag gillade labbarna, och detta var främst på grund av den totala mängden examinationsmoment vi hade. Det var sex stycken labbar + projekt + tenta. Jag tycker att åtminstone en av dem ska bort i.e en/två färre labbar men tenta och projekt eller inget projekt men tenta + sex stycken labbar eller ingen tenta men projekt + sex stycken labbar. Det blev stressigt och hastigt i slutet särskilt eftersom projektet låg över tenta p (snälla lägg inte projekt i tenta p om det också är en tenta i kursen!!!) då vi studenter har andra kurser, inlämningar, tentor/hemtentor just då. Det bidrog till att man kände att man bara behövde få ihop projektet så snabbt som möjligt, istället för att fokusera på att göra det bra.

Neutral students

Dissatisfied students

Föreläsningarna och hur vi examineras

Inga projekt efter tentor. För mycket information på enbart en föreläsning i veckan. Antingen ha två föreläsningar eller minska mängden information

Man kan inte lägga ett projekt som ska göras efter tentorna. Detta måste skickas ut mycket tidigare. Verkligen senast halvägs in i kursen.

Föreläsningar behöver förbättras också. Det hjälper inte att skriva romaner på sina slides och sedan läsa rakt av från dem. Jag ser gärna att man diskuterar kring ämnet och skriver upp det viktiga som behövs få med på tavlan. Även att det görs exempel på uppgifter på tavlan. Inte bara visar upp de på slides och skyndar sig igenom. Jag ser verkligen att det behövs ha fler föreläsningar så man hinner gå igenom allt material istället för att bara stressa igenom allt. 1 föreläsning i veckan är för lite, hade gärna sett att det blir 2 st minst