

## Report Course Evaluation

Course name	Empirical Methods for Designers
Course code	201500008
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Teaching staff	dr. F. Schuberth, prof.dr.ir. J. Henseler,
Credits	5 EC
Study period	2017-2018 2B
Report date	July 25 <sup>th</sup> , 2018
Reporter	Florin Valentin Pausan, Evaluation Committee S.G Daedalus
Number of respondents	80% (24 respondents)
Overall appreciation	<b>7.4</b>

### Introduction

At the end of the examination of the course Empirical Methods for Designers, a questionnaire has been handed out to all participating students of this examination. Due to the fact that the questionnaire was handed in prior to the exam, an online survey was processed such that the last questions related to mostly to the written examination can be answered again. The results of this questionnaire can be found below. The number of respondents exceeds the empirical minimum to draw representative conclusions about the course. The open question at the end of the questionnaire has been used for the interpretation of the results. The past has learned that this question is often used to express what is bothering the students the most. Therefore this last part of the questionnaire is considered as very important. **An overview of these answers can be found in the appendix.**

The final grade for the course (**7.3**) is calculated by taking the average of the final valuation granted to this course in general by the students (to be specified by a number between 1 and 10).

The first part of the results of the questionnaire provides information about facts concerning the effort taken by the students, like the percentage of attending the lectures and the accomplishment of the assignments. The second part provides information about the opinion of the students on different aspects. If necessary, the results of the first part are taken into consideration for the right interpretation of the results of the second part.

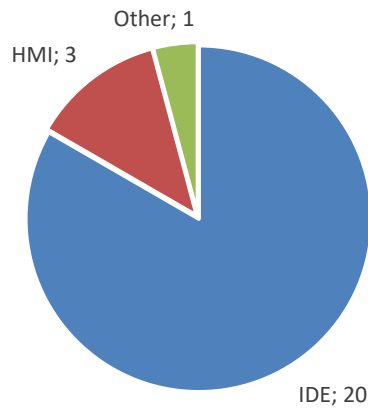
#### Note:

Based on the incapacity to answer several questions, additional graphs were generated after the written examination in order to get a clearer overview of the course and the questions that couldn't be answered before the exam. The online survey was filled in by 13 students.

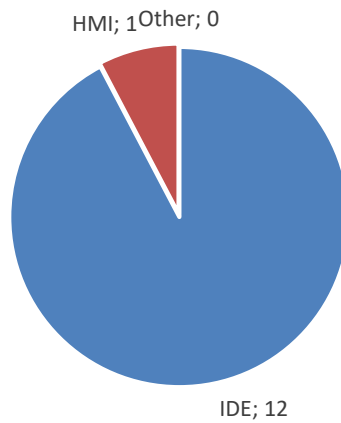
#### Results: Part 1

The first part of the results of the questionnaire provides information about which master program the students followed as well as facts concerning the effort taken by the students, like the percentage of attending the lectures and the accomplishment of the assignments. The results are shown below.

### Composition of respondents

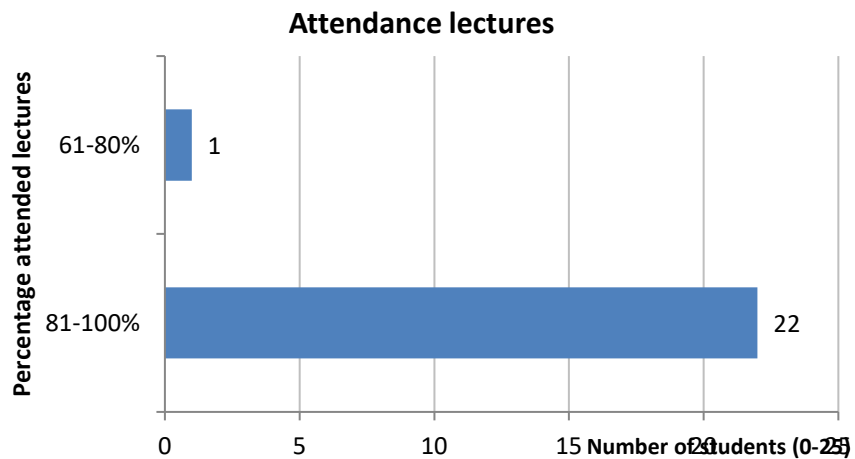


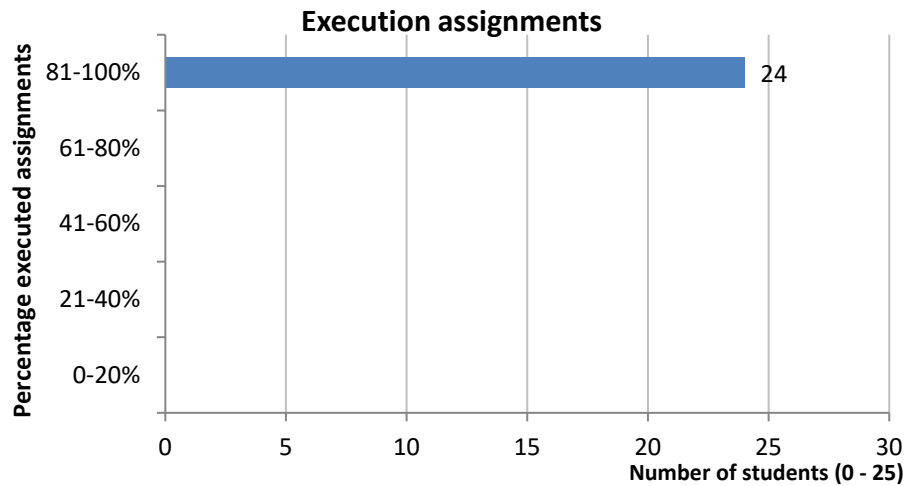
### Composition of respondents online survey



As shown above, 20 students follow an IDE master track; 3 HMI and 1 a different master program. Most of the students are IDE students so all the results are combined to build up the graphs. Concerning the online survey that took place after the written exam, 13 students filled in the questionnaire. As follow, the students belong to IDE (12) and HMI (1) master tracks.

The percentage of attending the lectures was high. As can be seen above, 22 of the students attended 81-100% of the lectures. One students mentioned they followed only 61-80% of the total number of lectures. The other students didn't answer the question.





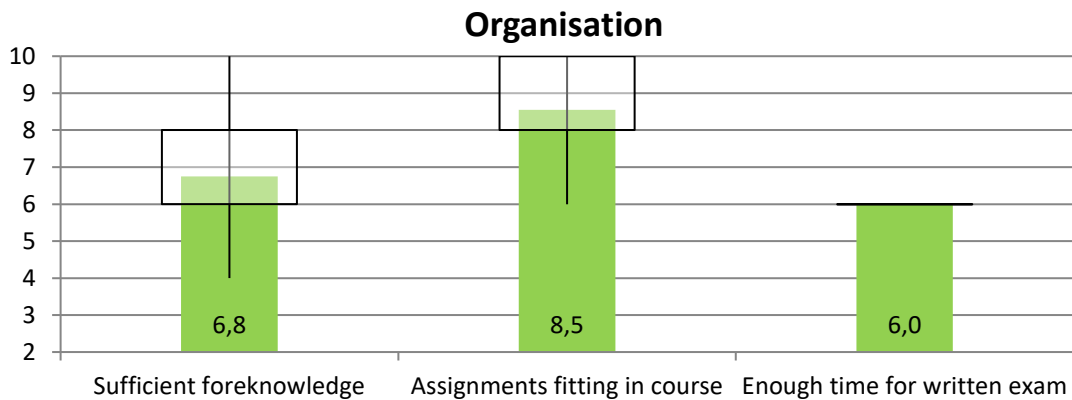
All students participating in this questionnaire filled in that they executed 81-100% of the total number of assignments. This is not really surprising, as all of the assignments had to be executed in order to get to the written examination.

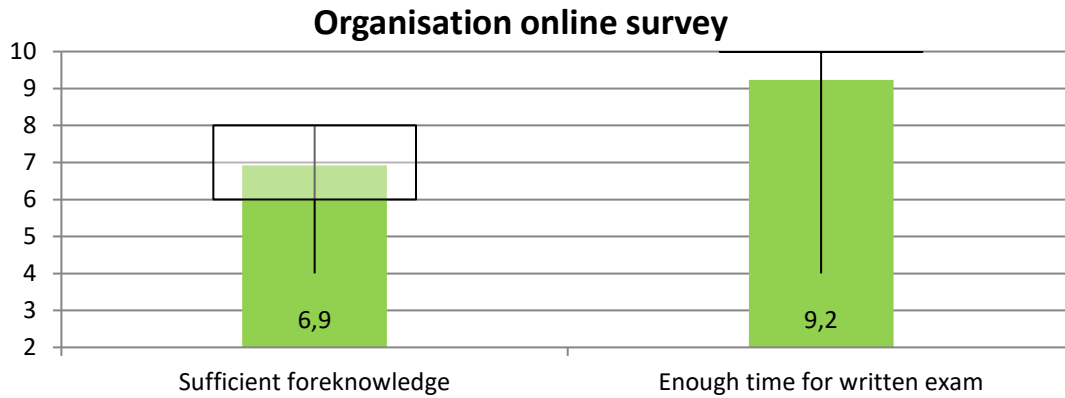
#### Results: Part 2

The second part provides information about the opinion of the students on different topics. The marks that the students have given are discussed per topic.

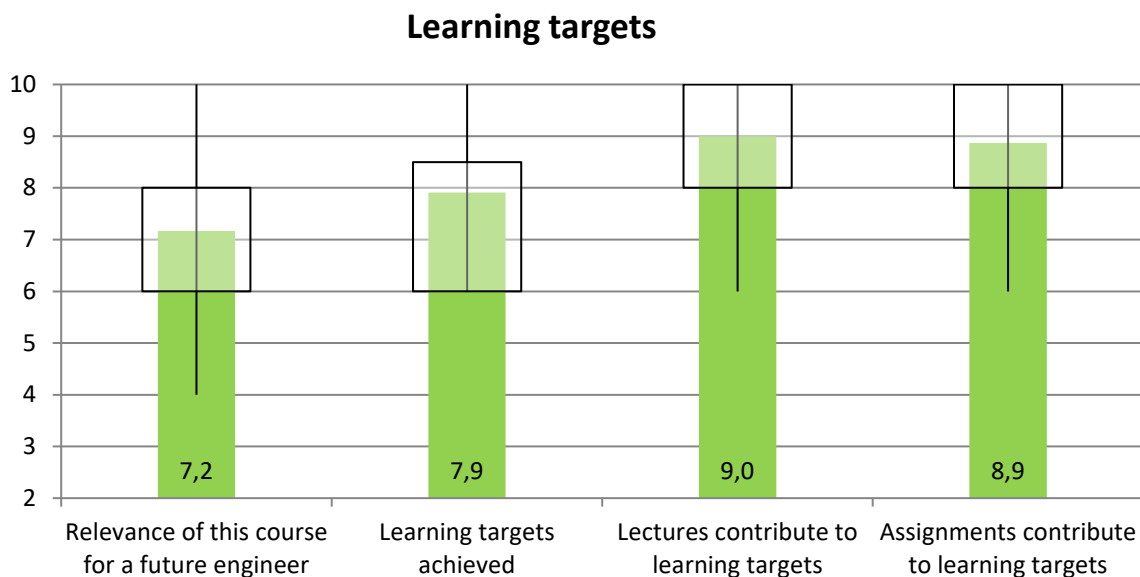
The available options on the questionnaire were given on a 1-5 scale and have been converted to a 2-10 scale. This means that a mark below 6 means insufficient, anything above 6 is considered as sufficient.

The results are shown below:



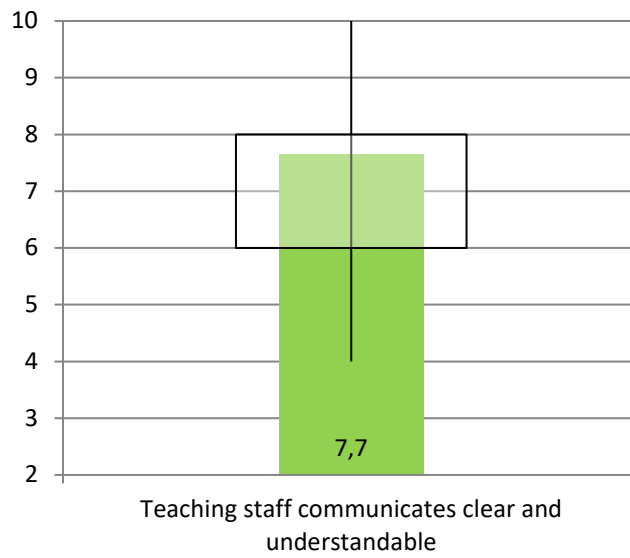


The students consider that they have enough foreknowledge to participate in the course (6.8).  
 The kind of assignments the students had to perform fit well in the course (8.5).  
 The time to write the exam was first evaluated prior to the written examination with a 6. However, after the online survey that took place after the examination, the time allocated for the written exam was graded as satisfying (9.2).



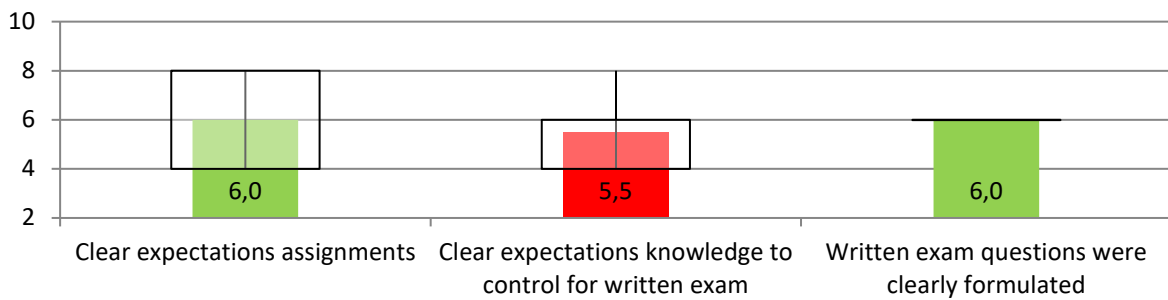
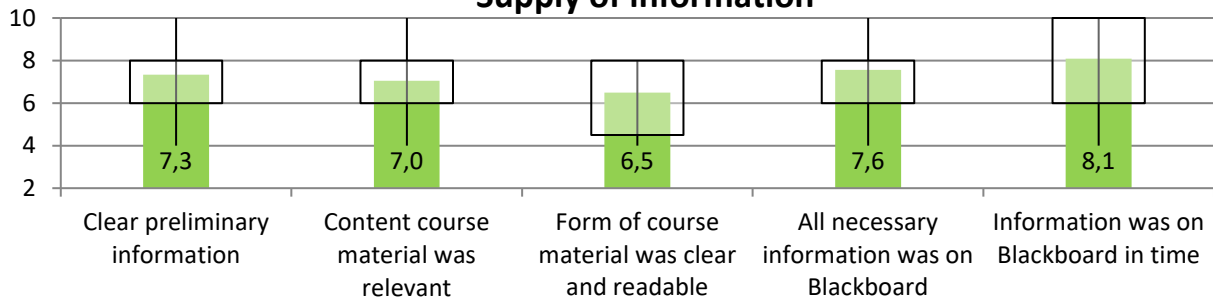
The course is considered as relevant for a future engineer within the master of IDE (7.2); also the learning targets are well achieved by following this course (7.9).  
 The lectures highly contributed to achieving the learning targets (9.0). The same can be mentioned in the case of the assignments (8.9)

### Study guidance

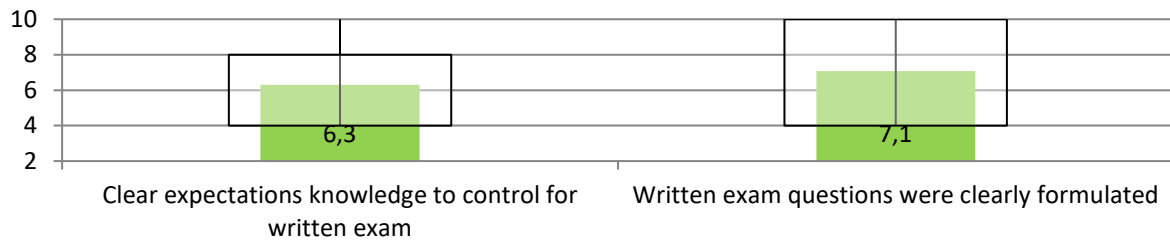


The teaching staff communicated their message in a clear and understandable way (7.7).

### Supply of information



## Supply of information online survey



The supply of information gets an average mark of 6.9 by the students.

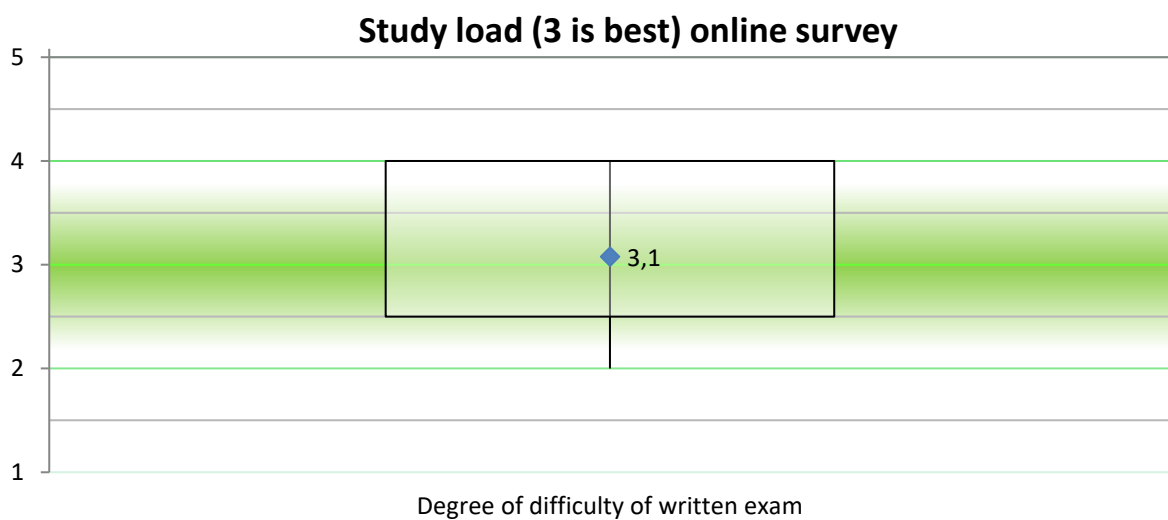
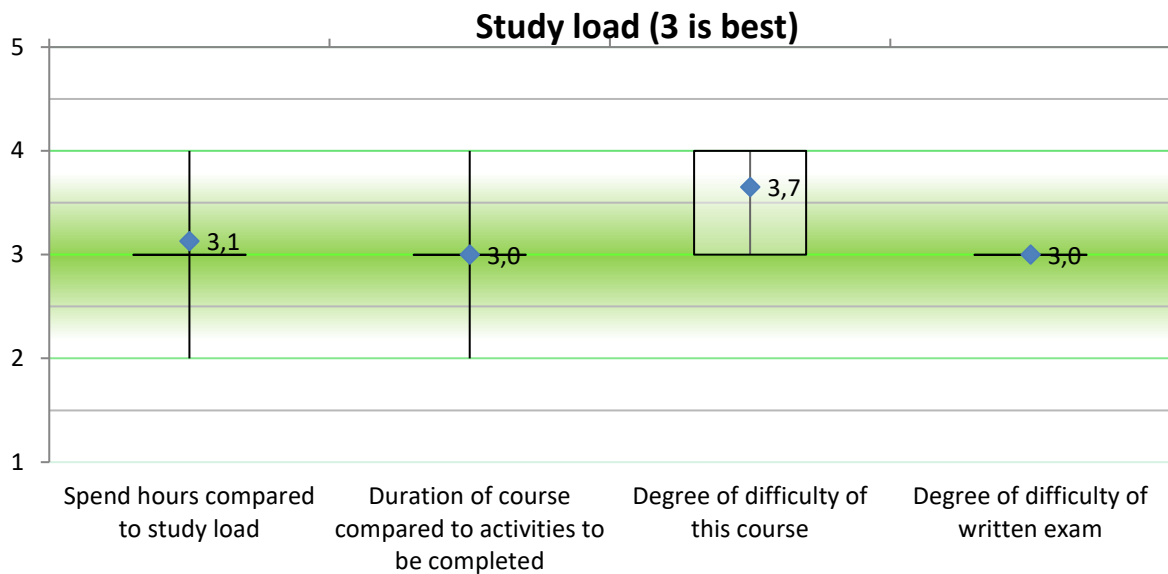
The preliminary information is clear (7.3). The course material is considered as important (7.0) but the form of the course material was slightly less clear (6.5). All necessary information was available on blackboard (7.6) and it was available in time (8.1).

During the execution of the assignment most of the things were clear, but there can be improvements (6.0).

In the first evaluation it was not so clear what knowledge is necessary for the written exam (5.5), however, the grade it can be considered not relevant due to the fact that the evaluation was made prior the final exam. As it can be compared with the information received from the second (online) evaluation, it can be see that the knowledge expected to be controlled during the written exam was clear (6.3).

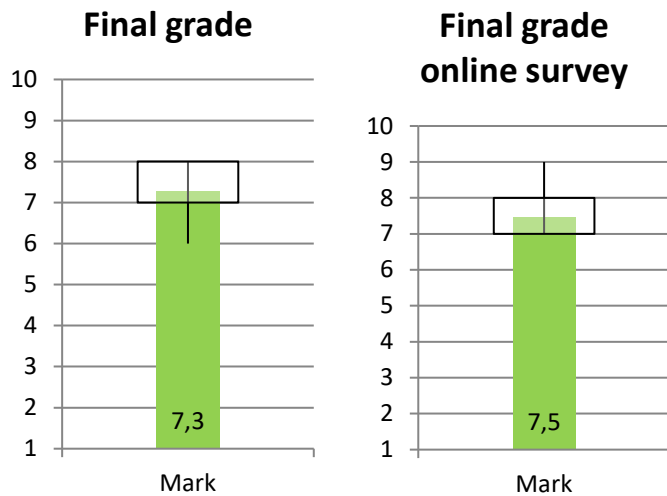
The same can be considered concerning the clarity of the questions within the written exam. The first grade is irrelevant and the one that it is to be considered for this evaluation is the one generated by the online survey (7.1).

In this part of the questionnaire the students were asked to rate the statements from 1 to 5. The value 3 is the best possible result, everything below 3 is considered too little and everything above 3 is considered too high. **The greater the distance from the centre value (3), the more negative the assessment is.**



All ratings are relatively close to the centre, which means that the overall assessment of the study load and final assignment is positive. One point of attention is the degree of difficulty of this course (3.7). However, the appreciation of this topic is only 0,7 points removed from the target value (3) which means that the difficulty of the course is only a little too heavy according to the students.

## Conclusion



In general, this course has been judged very positively by the students participating in the questionnaire. No topics were identified that need to be addressed very urgently.

The final grade of the course is 7.4 as a combination of the paper and online survey. All the average marks are sufficient;

The course had some small organisational problems, but students do think it's an important course. Two topics were identified that need to be addressed. The organisational problems are related to the lack of student assistants during the tutorials. It will be an add-on to the course, as students are mentioning in the comments.

The students were positive about the study load of the course and the course material was relevant, clear and readable.

Other topics are assessed as sufficient but could do with some attention to get to the same level of the rest of the course. Main points of attention according to the students are the clearness of the slides and the feedback on the assignments.

Note: There was a number of 27 answers given to the open question which makes it easy for the evaluator to quantify these answers and point out the most important one. However, from a teacher perspective, one of these answers might just hit the mark and give useful insights. Therefore, it is recommended to also read the answers to the open question in the appendix.

## Feedback of teaching staff

Feedback of teaching staff



## Appendix

### Remarks about EMD

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Responses with comments

### General observations

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- Lectures tend to go quite fast. Try to explain a bit more detailed sometimes, using examples.
- Could use an introduction on basic statistics, recapitulation. Nice practical, really useful.
- Lecturer made the topic more interesting, moreover I would like to have seen more material/reference book, instead of just lecture slides. Also, more assistants during assignments would have been nice.
- Maybe the question hour could be scheduled in the week before the exam rather than immediately after the last lecture, a few weeks before the exam.
- The lectures and assignments were clear overall. But the lectures often did not correspond with the way of how the assignment should be done.
- Enthusiastic and energized way of teaching. However, sometimes too much information in a short time which causes confusion.
- The written exam was partly difficult because it consisted of doing a calculation for which no opportunity to practice was given during the course. The other part of the exam (multiple choice) was just fine.
- I was confused in the exam when we were asked questions about equations when we were told in class that they weren't central to our understanding.
- To 2.1 – the exam seemed somewhat different to the rest of the course. To 1.3 – It was the first time this course was done by new teacher, so the content was slightly different to what it said on Blackboard. Additional general question: did the tutorials support the learning targets asked for the exam? Not so much. Additional remark: ask for divided feedback on tutorials, homework/assignments, lectures and exam.
- The course EMD is certainly helpful for a future engineer. The teacher is enthusiastic and willing to explain (also outside lecture hours). The questions in the exam could have more focus on the application of certain research techniques when and why to use them. Instead of theoretical questions on details of one certain research technique which is not beneficial to know in the long term.
- The lecturer went quite fast through the material during lectures and the slides were a bit hard to understand without explanation afterwards.
- I think it's a good course, but the explanation during lecture could be done in a clearer way
- Good presentations and tutorials. Give more insight to the algorithms used (e.g. to make them usable w/o spss (complex?))

### Assignment/Tutorial

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- It would be nice if there would be more student assistants/teachers available during the tutorials.
- More student assistants or help during the tutorials would be appreciated since you sometimes had to wait 45 minutes before getting question answered.
- The amount of student assistants (0) was too low, we sometimes had to wait 45 minutes to ask our questions and continue with the tutorial.
- Perhaps 2 student assistants could be hired to help out during the tutorials. As the teacher had 2 fixed path walking around class, you sometimes would end up waiting up till 30 minutes before our question was answered and we could continue.
- Student assistants would be very nice for this course. The teacher is the only one who can help during the tutorials and that isn't enough.
- During practical more supervisors are needed to help student out, because no one knows what to do and is constantly seeking for a teacher to help them.

- I really liked the course. The assignments were a great way to get the knowledge needed for the exam. I also liked the assignments. One remark I have is that perhaps a student assistant could be hired for the next year as sometimes we would end up waiting almost 30 minutes until the teacher stopped by our table. In the meantime we could not continue working as we were stuck with our questions. But overall I really appreciate the course.

#### Supply of information

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- The slides are well readable though since it's the only preparation material before the test, it might be helpful to have some extra explanation written on it so you won't have to solely rely on your own notes.
- During the assignment you sometimes had to use steps/functions in spss which were not shown, so often you would need to ask questions which made the tutorials hang and busy. Maybe some more examples of steps in the program could be shown.
- I'd prefer more or better explained material on blackboard.
- It would have been nice to be able to practice more for the written exam, for example with sample questions or exercises.
- Lecture content could use some examples.

#### Other comments

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- Furthermore it could be better to have questions lecture the week before the exam instead of three weeks before.
- Why is this evaluation for not given after the exam?
- The written exam is still to be done.
- Written exam has not been made yet.
- The content was explained quite fast, could be a bit more elaborated.
- Cannot answer exam related question yet.
- Still have to see how the exam goes.