

## Kursrapport Fakulteten för teknik och samhälle

Kursrapporten baserar sig på studenternas synpunkter och inlämnade kursvärderingar, tentamensresultat och lärarnas förslag till utveckling. Kursrapporten publiceras på kurssidan och på Canvas.

|                           |                                |
|---------------------------|--------------------------------|
| <b>Kursnamn</b>           | Systemutveckling och project I |
| <b>Kurskod</b>            | DA336A                         |
| <b>Termin</b>             | Vt23                           |
| <b>Antal registrerade</b> | 200                            |
| <b>Kursansvarig</b>       | Kristina Allder                |

|  |  |
|--|--|
|  | Kursrapporten är publicerad på kurstillfällets Canvas-sida |
|  | Kursrapporten är publicerad på kursens webbplats           |

### Kursvärdering

|  |    |
|--|----|
| Antal svar på obligatorisk kursvärdering | 25 |
|--|----|

Obligatorisk kursvärdering har skett genom:

|   |  |
|---|--|
| x | Endast standardmall via Reflex                 |
|   | Standardmall utökad med egna frågor via Reflex |
|   | I egen regi av kursansvarig                    |
|   |  |

### Eventuella ytterligare värderingsmoment som skett under kursen

|  |                           |
|--|---------------------------|
|  | Separat enkät             |
| x  | Muntligt i helklass       |
| x  | Muntligt i mindre grupper |
|  | Annat sätt                |
| <p>All students that participated in the exam walk through in March were given the opportunity to talk about and give feedback on the theory module.</p> <p>For students on Systemdeveloper and Information architect there was a short discussion about the project module in the last week held in groups of about 20 students after the last retrospective meeting (mandatory for completion of the project).</p> |                           |

### Kommentarer till kursvärderingar

Given the small number of students (12,5 %) that handed in a written course evaluation it is hard to draw any conclusions from these (and even fewer have written some feedback). Opinions vary a lot and no specific trend is visible. Numeric results tend to weigh more to positive responses but not overwhelmingly so. Some comments seems to depend a lot on the supervisor a team has had. The project modules were conducted differently for the Systemdeveloper+Information architect and Game development and even thou asked students have generally not defined which type of module they are referring to which makes it hard to say what is relevant for which part.

There are no comments made that are completely unexpected.

In general, from the different evaluations, most things works well. The most challenging part is the number of students, teams and supervisors and keeping all synced. Some of this will be easier when the course is slip into two different courses for VT24. This will not solve all these problems but will make some things more streamered lined when there is less need of variations allowed in projects.

### Examinationsresultat

|  |   |
|--|---|
| x  | Examinationsresultat ser ut som förväntat   |
|  | Examinationsresultat avviker från förväntat |
| <p>The number of students that passed is in line with expected results. For the written exam the number of students taking and passing on the first try were raises by almost 10 % compared to previous years. If this is a random changed for this year or not is not conclusive but we hope it is the result of changes made this year in the theory module to make more students participating in the workshops in the theory module in hopes of getting more students to pass the exam on the first try (which more did with these changes compared to previous year).</p> |   |

### Rekommendationer och prioriteringar för kursutveckling

These recommendations are based on the answers from the written evaluation, oral evaluation feedback, information from program councils for all three programs involved as well as other discussions with students and within the teacher teams.

#### Recommendations for the theory module

The incentive to use “duggor” in relation to the workshops and passing 4 of 5 of these can give 2 bonus points for the written exam worked well to get more students to attend the workshops and to keep the recommended pace

of the course. We will keep this practice in some way but might tweak how we organize this.

The drop-in sessions for questions were used by very few students (maximum number of students showing up were 10, and in general 4-5 showed up). Discussions with students after the exam and on program council shows a positive response for removing these and replacing them with one other workshop so that there are workshops each week during this module (except for the first and last week that have introduction and Q&A sessions). The workshops got a bit rushed with the workshop and the dugga so these should run for 3 hours instead of 2 to also have time for extra questions.

There was a strong opinion that students wanted the exam as a digital exam on campus. This was tested with positive result for the august exam. Some changes on how questions are formatted and used is needed due to restrictions in Inspira. But it would be possible to make a reasonably similar exam type.

The recordings might be time to update soon, maybe not next year but definitely the year after that. We would also like to change the literature which starts to be a bit outdated (again) but we have no really good replacement book as of now.

### **Recommendations for the project module for Systemdeveloper and Information architect**

Using assistants for technical are not efficient enough due to problems with schedules and availability. We recommend that this support function is fulfilled by regular teachers instead.

Students would like more support to get a grip on the planning in the first sprint and a longer supervision meeting with focus on planning is recommended for the second project week.

An extra introduction to planning and using planning and time reporting tools are introduced.

Some changes are made to the testdays on when and how these are organized to make them a bit more flexible. The changes from year before worked well but some additional changes will be made.

Some changes will be made in how checkpoints are organized. Some of this will be distributed to supervisors as longer supervision meetings.

There are challenges in making a teacher team of 9 different supervisors coordinated. Weekly meetings are held and guidelines for supervision are continuously updated and revised.

**Recommendations for the project module for Game development**

- Move the poster deadline to the end of the course, so that posters actually show the final assets used in the projects.
- Have more sessions in the Unity workshop and promote more the online support that teaching assistants provide in Unity.
- Organize the assignments better on Canvas so that they match their respective provkoder.
- Strengthen the importance of requirements for the test plan.