Course report Faculty of Technology and Society

This course report is based on student feedback and submitted course evaluations, exam results and the teacher's idea for further development. The course report is published on the course website and Canvas-site.

Course name	Distributed Intelligent Systems
Course code	DA382A
Semester	Vt22
Number of registered students	23
Course coordinator	Gion Koch Svedberg

X	Course report is published on Canvas-site
	Course report is published on course webpage

Compulsory course evaluation

Number of responses to the compulsory course evaluation	3

The compulsory course evaluation has been conducted through:

X	Standard template via SSR (Sunet Survey and Report)
X	Extended standard template with *own questions* via SSR
	Own evaluation method by the course coordinator
If own evaluation method was conducted, describe how:	

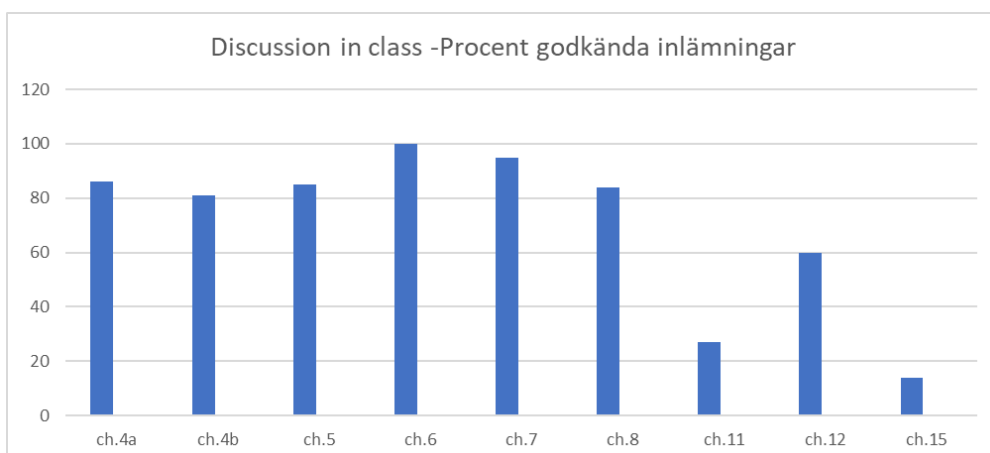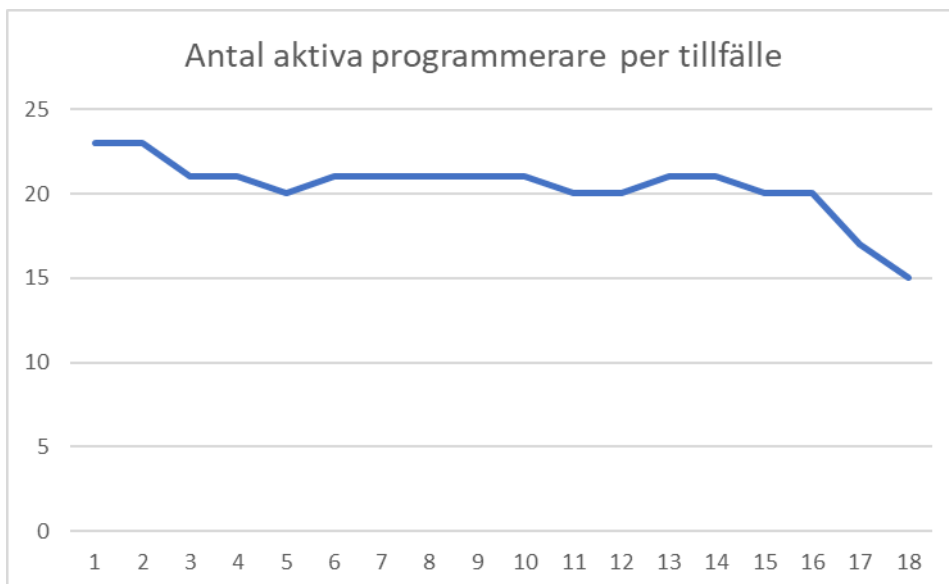## Additional evaluations that were conducted during the course

	Separate survey
	Oral evaluation in class
	Oral evaluation in smaller groups
X	Other evaluation method

If other evaluation method was conducted, describe how:
Weekly 'discussion in class' optional assignments and mandatory participation in computer labs that together reflect the level of activity in the class.
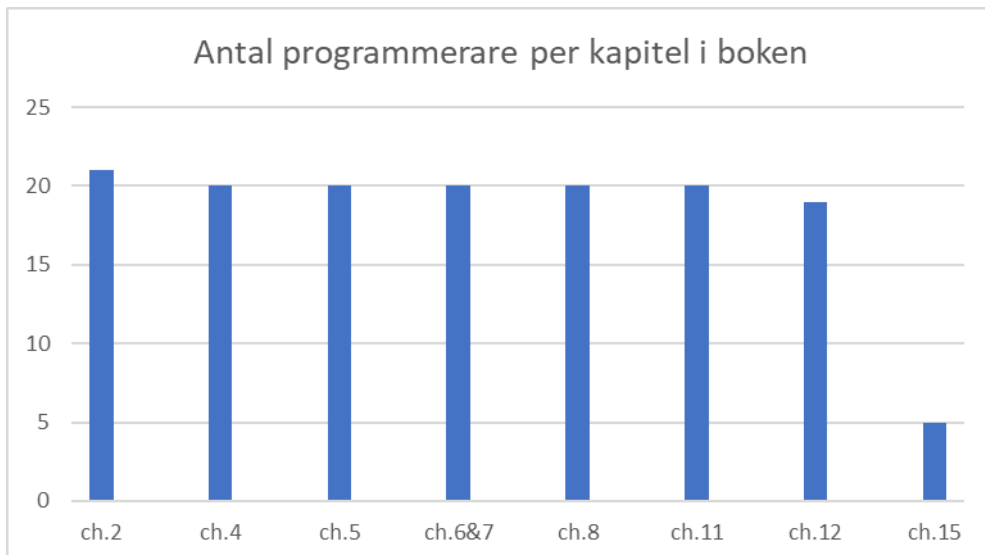
Comments on the course evaluations

One of the students wrote in the course evaluation. "I like the structure of the course. I like the mix between self-learning, discussion and applying the knowledge into code. By those, all the

concepts I learned will be there forever, because I didn't waste my time trying to remember to pass a test, I only tried to "understand". This is exactly what the intention is for this course! It is also mentioned that this course is not easy and rather demanding. It is demanding because it requires an active participation under the entire course on a weekly basis. The reward for this continuous participation is a deeper understanding of how to implement the theory from the textbook in programming code and that there is no written exam at the end.

This course is given in parallel with the math-course which is felt by the prioritization of some of the students towards the end of the course when they feel that they need to spend more time to learn math instead. Unfortunately, the consequence for this course is a loss of momentum at the end for the integration of different parts for the simulation program. Students who were active in the beginning of the course are missing the highlight at the end when running the simulations for the intelligent system. The following plots show the activity curves for participation at different educational activities for the different weeks.

Antal aktiva programmerare per tillfälle

Discussion in class -Procent godkända inlämningar

Examination results

X	Examination results are as expected
	Examination results are not as expected

Write comments here
- 3, which corresponds to 10% of the registered students were not active participating
- About 50% of the active students have not yet passed the course after the second retake
- The grades are normal-distributed with 2 students for 'E' and 2 students for 'A', and 4 students for 'C'. ('B'=3 students, 'D'=2 students).

Recommendations and priorities for the course development

We are selecting new projects for every year. This year's project turned out to be somewhat too extensive and too complicated. The challenge for next year will be to find a suitable project that is based on a current topic but not too complicated.

The overall structure of the course has shown to be flexible and working out nicely, we will therefore only do minor adaptations. One problem with the flipped-classroom approach is that it is very much up to the students to read the chapters in the textbook before the discussion in class. Experience from the past shows that the majority of students do not reflect deep enough regarding the text that they read. We will investigate if some pedagogical thoughts from the field of 'blended learning' could be used to address this issue.