Results of course evaluation

for the course coordinator and teacher

Software Design

Pace of study:	Saknas
Programme:	DVGIS, PAGIP, PAGPT, DVGSP, PAGWE
Number of students:	33, 17, 25, 43, 23

Number of respondents reported per chart

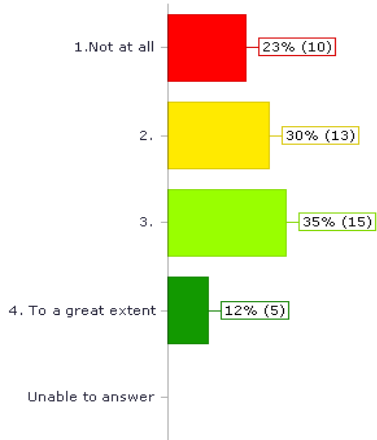Report selection   pa1415-VT2016-V13-V22-En

Report overview

Category	Value
Upplägg	2,35 (43)
Läraktiviteter	2,63 (43)
Examination	2,76 (43)
Feedback	2,55 (42)
Bemötande	2,27 (42)
Samarbete	2,79 (42)
Area Total	2,56 (43)
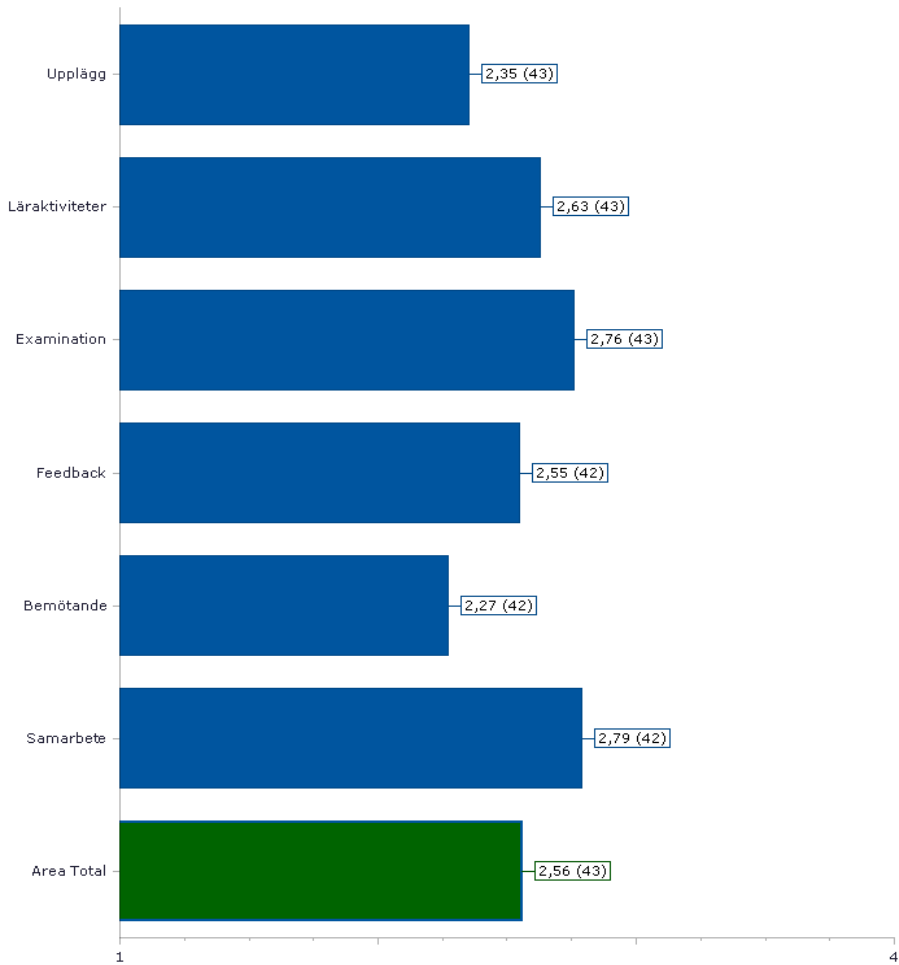
Standardfrågor 2.0
Active filter: pa1415-VT2016-V13-V22-En
Antal svarande: 43

Translation

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The setup of the course has been a support for my learning

1.Not at all	23% (10)
2.	30% (13)
3.	35% (15)
4. To a great extent	12% (5)
Unable to answer	

Upplägg
Active filter: pa1415-VT2016-V13-V22-En
Antal svarande: 43

Open-ended question - The setup of the course has been a support for my learning

The teachers was not one hundred procent sure what the others wanted and teached. Good example are the things which was required in the project was not always same as was teached.

Absolutely horendous.. Have almost not learned a thing or so.

Terrible communication between the teachers

Three teachers that all want different things isn't really helpful.

Open-ended question - The setup of the course has been a support for my learning

Horrible structure and very bad communication between teachers and students. Michael tried to fix all the problems but could not.

Bad communication between teachers and first assignment almost required you to know all of the course material in the first weeks

The lectures has been ok, not really well explained but ok. The side-lectures were terrible, Shoaib did not make a single great lecture, there weren't clear instructions, there were instructions against each other, it'slearning has been terribly used. We haven't known what to expect from the assignments.

Please structure up the side-lectures.

The first lecture started with a teacher saying that we won't use most of the things we learn in this course. I also felt that the teachers didn't communicate with eachother so it got very confusing at times.

The learning activities on the course have given me the possibility to attain the objectives of the course.

1.Not at all	12% (5)
2.	30% (13)
3.	42% (18)
4. To a great extent	16% (7)
Unable to answer	
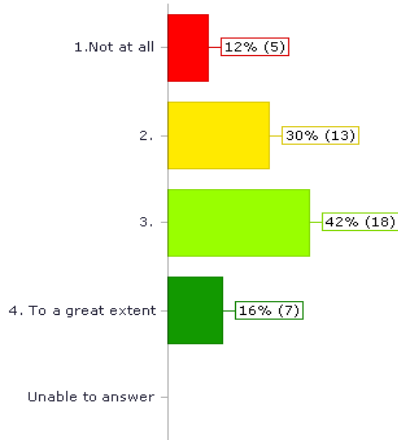
Läraktiviteter
Active filter: pa1415-VT2016-V13-V22-En
Antal svarande: 43

Open-ended question - The learning activities on the course have given me the possibility to attain the objectives of the course.

Yes, I think so but we feel that it was times when the course was little out of control because of the reasons with different wishes on the course.

No, the teachers have not communicate with each other so youve been left not knowing what to do

Sometimes confusing assignments

When we had some project assignments we havnt gone through those things in lecture

Open-ended question - The learning activities on the course have given me the possibility to attain the objectives of the course.

Three teachers wanting different things the activities are somewhat hurtful because you don't learn what teachers find important.

Absolutely atrocious learning tools. No clear explanation of the diagrams and clear syntax. The project was somewhat helpful to see the clear order in which things are done but the template was very bad and in the end the test was NOTHING like the project or the old tests?! we NEVER made a class diagram from a state diagram and NEVER had any clear instruction in how to interpret the different diagrams to create other ones.

The main lectures have given out some information needed for the assignments, though the last assignment was more demanding than what you could expect from the students. There was no demand of them knowing any programming, still the last assignment was programming.

Very sketchy explanations of the exercises as well as made up names for some of the diagrams that made them very hard to google and find an explanation for.

The examinations on the course have given me the possibility to show that I have attained the objectives of the course.

1.Not at all	16% (7)
2.	16% (7)
3.	40% (17)
4. To a great extent	26% (11)
Unable to answer	2% (1)
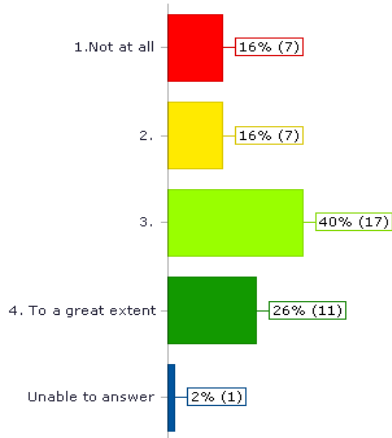
Examination
Active filter: pa1415-VT2016-V13-V22-En
Antal svarande: 43

Open-ended question - The examinations on the course have given me the possibility to show that I have attained the objectives of the course.

HORRIBLE system for the examination. The attempt to remove random "coin toss" which we had a USELESS 40 minute argument over on one of Ludwiks lectures, is impossible in T/F questions. Instead this supposed course responsible person decided to punish students for interpreting some things in their own way. The examination was very bad in this regard and the diagrams were very strange, making class diagrams out of state diagrams and then not using the names for the diagrams that were introduced in the lectures. Ludwik needs to do his job.

Yes, somewhat, at least the first two assignments have shown what has been tought in the main lectures.

There were parts which haven't even been talket about

Giving minus points for a wrong answer on true/false question is not a good idea and especially not if the goal is to eliminate the "coin toss" as a certain teacher called it. If the goal is to eliminate the coin toss then it's a good idea to not give minus points for a blank answer. This would not eliminate the coin toss but at least reduce it.

Great tip: If you don't want people to toss a coin on the examinations, don't use true/false questions!

During the course I have received feedback that has been valuable for my learning.

1.Not at all — 29% (12)

2. — 14% (6)

3. — 31% (13)

4. To a great extent — 26% (11)

Unable to answer
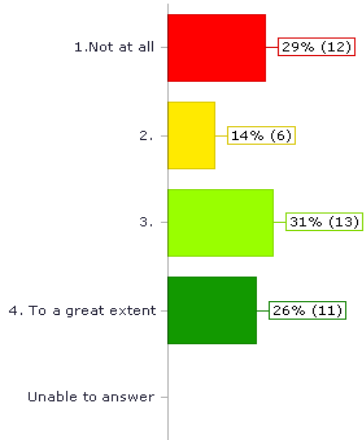
Feedback
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Antal svarande: 42

Open-ended question - During the course I have received feedback that has been valuable for my learning.

Yes, that part was the project supervisor good but the thing with knowledge about website programming which we have never got course into but the supervisor though that we have had, did make some questions and a wish that the course teachers would have more knowledge about what we have read under the programs.

Never.

The project was somewhat good because of Shoaib because he was interested in the students and wanted to help them and gave us all good feedback, but the template we used was very bad, even according to other teachers.
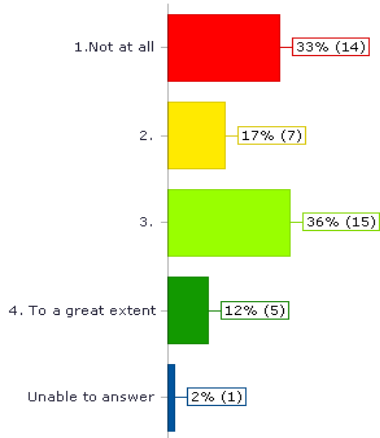
The feedback has not been very clear, we have been given hints and tips but not clear on what or where we went off if we did.

Open-ended question - During the course I have received feedback that has been valuable for my learning.

During the feedback meetings he didn't mention the things we later got lowered grade on the final submission. (nr 2)

Not much to say... The feedback was pretty much non-existent.

The treatment from teachers and supervisors has motivated me in my learning.

Category	Percentage (count)
1.Not at all	33% (14)
2.	17% (7)
3.	36% (15)
4. To a great extent	12% (5)
Unable to answer	2% (1)

Bemötande
Active filter: pa1415-VT2016-V13-V22-En
Antal svarande: 42

Open-ended question - The treatment from teachers and supervisors has motivated me in my learning.

Not at all. Ludwik isnt reachable. Mikael blames Ludwik for everything that is bad in the course. When you ask Shoyib he just sigh and thinks you are a pain in the ass

Mikael and Shoaib were good teachers but had to work within the limits that Ludwik set and in the end the course fell utterly flat on it's face and we learned very little of what we were supposed to. Idiotic on this level of studies.

lack of communication among teachers made some confusions

No, the teachers has given the feeling of not caring what so ever if we are even there, like they don't care if we learn or not.

Open-ended question - The treatment from teachers and supervisors has motivated me in my learning.

Don't say stuff about teachers behind their backs. Don't say the course is pointless to the people you're educating.

Nope, can't say that it has...

The course has promoted dialogue and cooperation in the learning.

1.Not at all	14% (6)
2.	26% (11)
3.	26% (11)
4. To a great extent	33% (14)
Unable to answer	
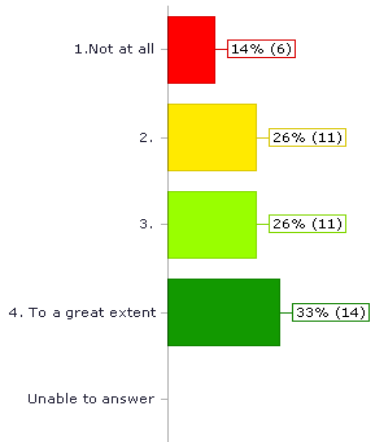
Samarbete
Active filter: pa1415-VT2016-V13-V22-En
Antal svarande: 42

Open-ended question - The course has promoted dialogue and cooperation in the learning.

It was something I would say that Michael did a great job on.
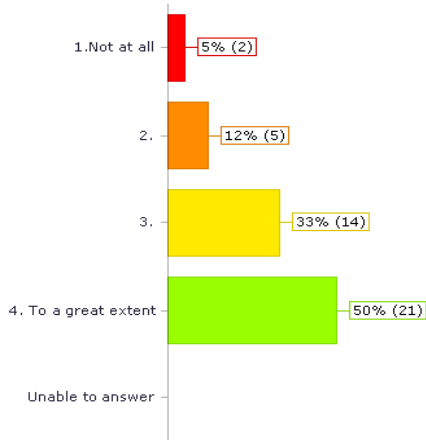
Not even slightly...

Again, the teachers tried to communicate, but the overall bad structure of the course made it so that no one was ever SURE of what we were talking about... No one REALLY knew what diagram was what and what term meant what. Nothing is clear and the teaching was not structured. We were being talked to like we already knew everything.

We have had to do group projects, terrible, a bunch of students piggybacking on students that actually are here to learn, I had to do most of the work in my group since the rest of the group either didn't know anything that could help or they just didn't want to work.

Open-ended question - The course has promoted dialogue and cooperation in the learning.

Well, all assignments were group assignments but i can't say that it has been promoted.

I have been active in my learning and done what has been possible for me in order to attain the objectives of the course.

Response	Percentage (Count)
1.Not at all	5% (2)
2.	12% (5)
3.	33% (14)
4. To a great extent	50% (21)
Unable to answer	

Aktiv i mitt lärande
Active filter: pa1415-VT2016-V13-V22-En
Antal svarande: 42

Open-ended question - I have been active in my learning and done what has been possible for me in order to attain the objectives of the course.

But still, have not learned a thing even though i have been active

I read the horrible book that was referred and I attended ALL the lectures and read all the other support material that was provided as well as watched all the videos, but the course still somehow kept me in the dark and never REALLY tought me anything.

Some lectures it was too much slides and very hard to follow

Since I've made the entire project myself pretty much, I would say I've been very active in the course, taking notes etc.

Open-ended question - I have been active in my learning and done what has been possible for me in order to attain the objectives of the course.

While not very motivated, I tried my best.

I have dont my best during this course even though it was driving me crazy at times.

1. What was difficult? - why?

The end project and the exam was difficult for at the project so was it thoughts and misunderstanding connected to which gave shorter work time at the end and at the exam was the problem the minus point system which we feel was wrong to use.

Understanding the concept or everything

Everything. There were no comnunication between the teachers and most of the course was just confusing

Understanding which parts of the material that was actually important, ofcourse one could say everything but generally there are bits that are more important than others while here it was impossible to sepperate the two.

1. What was difficult? - why?

Some group members where less active.

The structure, because every examinator wanted different things.

To understand all the terms because everything was partly claryfied. We were being talked to like we were already masters of software design. The course became very boring when we did not even understand the basics.

Things with almost the same name
ex. Use case / Real Use Case, ect.

And weird things that only came up on the assignment (Not in class or even the course book, and hard to even google)
ex. Infrastructure requirements

1. What was difficult? - why?

All the diagrams and how they should be done. Since we had lectures and assignment and sometimes it was different answers on how to. and the theory questions on the exam where very hard.

It was easy to mix up all diagrams

Understanding all the differences in all the diagram since they are all very similar, it feels like you do the same thing over and over again but just slightly different.

The course was diffucult because all teachers said different things

1. What was difficult? - why?

knowing what to study for, since all the teachers had their own view of the course

The bad coordination between the project and lectures made it difficult to come up with graphs in the project that had not been introduced in the lectures.

The last part of the project, since we weren't supposed to know how to program, just supposed to have taken a course in programming, resulting in my group having a majority of people not knowing how to program, putting the 5-people work on one person.

both lectures and assignments because they were not at all insync. We had to make assignment that we have not been going through.

1. What was difficult? - why?

There was no coordination between project and lectures

Nothing was truly difficult. It was rather terribly boring to fill in design documents all course long with hundreds of diagrams.

The project. Didn't get a firm grip on how to attack the problems.

the projects we had in small groups because quite a lot of things were unclear

1. What was difficult? - why?

Too many teachers with head-responsibility for the course...

Remembering what was supposed to be in each part of a diagram or concept(such as contracts, system-, sequence diagrams etc)

The things we didn't go through during the lessons but had to implement into the assignments.

Everything. Confusion was the hardest challenge of them all. I felt like the teachers wasn't clear with what they wanted from us and when they actually tried to explain something it was very sketchy and not at all what we were told during another lecture.

The examination... Rethink the true/false system please.

2. What was missing, and should be included ?– why?

A connection between all who took care of the course and the solving of everything before the course starts. For make it easier to follow and understand with less misunderstandings

The cooperation between teachers and examiners seem to be lacking alot since some instructions were given by the examiners and other from the teachers

COMMUNICATION BETWEEN THE TEACHERS..... The teachers is the reason that so many will fail the exams.

Communication between teachers and their attitude

2. What was missing, and should be included ?– why?

Dont know.

No comment.

Clarification of all terms and a clear SYNTAX!!!!

Suggestions:
- A long list of terms which are clearly explained (in a way you would explain to a child)
- A LONG LIST OF QUESTIONS which students can answer that contain most of what the course has to offer. Learning by answering is the BEST way to learn. There HAS to be a answers sheet for this to view correct answers but should be released later during the course.

Clarity and structure was missing. Clear PDF's that explain in DETAIL and ONE NAME FOR ONE DIAGRAM, or in case of multiple names they should be clearly visible!!! I do not understand why the student was presumed to know things without ever being told! The book was VERY bad because it was not clear either. More going through all diagrams together and telling what should / should not be included.

2. What was missing, and should be included ?– why?

Hard to say, maybe more examples of diagrams would be good. We didn't get too many of those. It would help to understand their differences and values.

The communication between teachers was missing

a proper grading system for the exam was missing,

The project seemed somewhat unstructured. As we talked about different working methods like waterfall and scrum - it would've been good to have a project that was to be implemented using one of these. Though perhaps it was too small a project to do so.

2. What was missing, and should be included ?– why?

individual assignments, so that each person is individually examined

Swedish was missing

Swedish Lenguage

more definition declared on things we were going though.

2. What was missing, and should be included ?– why?

nothing was missing

Cordination between teachers was missing. I was lost from the start of the course in what we would achieve with this course and that's not how it should be. You should go through a clear plan on the course in the beginning and thoroughly explain what each stage is about. I remember that we had no idea if we had to code in this course or not and it wasn't explained before getting the project assignment.

Better explanation of each assignment.

examples of the project instead of just a template because a big parts were unclear what we were supposed to do

2. What was missing, and should be included ?– why?

Focus on modern development methods.
If waterfall is not, or rarely, used any more, why the big focus on it? Wouldn't it be better for us to learn more about scrum/agile and dive into those?

The stuff you had to answer on itslearning could be included.

During the first lecture we were told that 90% of what we learn in this course won't be used when we actually develop a software. Do I really have to say more?

How to design software in real life should (shall!) be included.

3. What was no so much necessary? - why?

The minus points system at the exam. Use only positive points are better for showing positive feedback and not negative

Zzz

Weirdly formulated question I assume it means if something wasnt necessary to which I whould answer that the group work should be made into two parts instead of three.

No comment.

3. What was no so much necessary? - why?

Ludwik's interaction with the course. It is a DISASTER for a course when someone who is NOT active in the lectures and the interaction with the students gets to decide the examination form and the structure of the course!!! Remove the entire system of the project being so DETACHED from the lectures!!!

Everything was necessary.

Cant answer, hard to say when you aren't a full-fledged software developer.

the delay of the projects excercises, as the last one was to be finished a few days before the first exam and we did so little with those in the beginning.

3. What was no so much necessary? - why?

Telling us the next time the course is given it'll be awesome - only makes me want to take this course again with a better structure.

aparently grammar, and also, the long side-lectures about a coffemaker, those made the class go to sleep, it could be wrapped up faster or put some energy into it, a monotone voice talking slowly isn't good to listen to.

Lectures. I learned nothing from them.

nothing

3. What was no so much necessary? - why?

nothing

All the diagrams. There were to many of them, especially when you hade several use cases. This whole course was a big tedious task when you had to write design documents all course long and illustrate diagrams. I know school isn't supposed to be fun, but at least try to make it bearable.

Not much.

Remembering/doing every single detailed step in the entire waterfall process. Everyone I've talked to says that we're never going to use it again, so why learn it in the first place?

3. What was no so much necessary? - why?

Nothing that I can recall!

Ludwik

Previous answer.

All the things we never will do again.

Open-ended question - Is there a need for changes in order to increase the quality of the course?

The videos and connection with Michael. The lectures at ITS and the theme plates on the assignments.

Group project. Should be more effective and not let one examiner take care of 40 groups

The assignments COULD be very fun and helpful if there was more information beforehand

Overall the groupwork was good, it should as stated before not be extended but rather optimised.

Open-ended question - Is there a need for changes in order to increase the quality of the course?

Group work, very good!

The course should be scrapped and re-made. It is sitting on a very unstable base and nothing good can be build upon it. Possibly the Project is good to keep but needs to be more intergrated into the lectures direcly. Keep Mikael and Shoaib, they were very good and had interest in the students.

The Assignment was good, but it should be more customized to match the lectures (we sometimes didn't know what to do since the lectures hadn't taught us some diagrams and so on.)

I think the project that we had to work in groups was good, but the explainations that were given in the documents were very poor and could have been done better.

Open-ended question - Is there a need for changes in order to increase the quality of the course?

Nothing about the course was good

The lecture format was good with videos that could be watched on repeat and a discussion in the class instead. Perhaps it could be extended with questions in the video that the student cant prepare an answer for and asked in the classroom where people'd be prepared with an answer.

Please, just redo the entire thing.

videos

Open-ended question - Is there a need for changes in order to increase the quality of the course?

the videolectures with the normal lectures was a great combination.

No comment. Nothing was good. We couldn't even choose our own system, it had to be a flight system.....

The lectures and the video lectures.

The videos! The videos helped very much and was an excellent source to get a refresher or more detail on a certain subject.
However, they could be made shorter and more focused on one particular thing(diagrams, system sequence diagrams, sequence diagrams, collaboration diagrams etc)

Open-ended question - Is there a need for changes in order to increase the quality of the course?

I don't know.

Mikael

The 10% the teacher said we would use during software development.

Video lessons, discussions

Open-ended question - Is there a need for changes in order to increase the quality of the course?

I liked the video lectures.

Comments to the additional questions

Great questions. I want say thank you to all teachers and a bigger thanks to Michael for his work with videos, lectures and to try making us understand the course

No comment.

I would never reccomend this course for someone who ACTUALLY wants to DESIGN SOFTWARE! This is my biggest criticism! There is more structure on the internet if you want to learn... Make sure the course gets the revamp it deserves.

Change the setup of the course, have one teacher or maybe 2 that talk to eachother and gives the same answers

Incredibly bad course. Absolutely the worst I've had this first year. The biggest fault is the lack of cordination between the teachers. What we had to do in the design documents were often not explained in the lectures which made many things a guessing game. The communication was super bad because we had no idea if we had to code in this course or not. Something so simple should not take almost a whole course to communicate.

Another thing was that the lectures was in english. I don't have any problems with english, but I know many who does. 99% of the whole class was swedish. That 1% should not be a factor when deciding which language the lectures are going to be on.

The assignments were also incredibly boring. I have never been so bored in my whole life, filling in a document with so

Have a nice summer!

Is there a need for changes in order to increase the quality of the course?

Yes — 69% (27)

No — 31% (12)
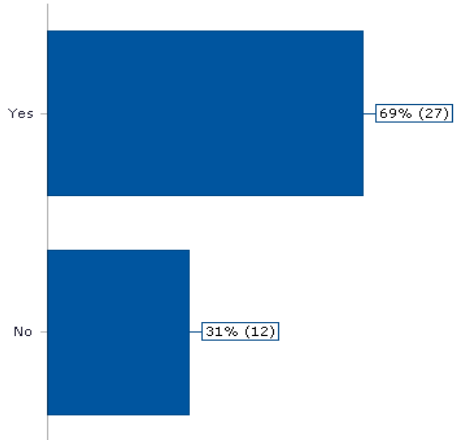
Behövs förändringar göras?
Active filter: pa1415-VT2016-V13-V22-En
Antal svarande: 39

in real life

Open-ended question - Is there a need for changes in order to increase the quality of the course?

Better control on the course. Use a positive points system on the test. Connect the Assignment to the presentation. Make sure that the teachers know what we reading for minimize misunderstandings. Give Michael the control so the course maybe be better put together with a better understanding.

The course could have been really good IF you planned IT better. The teachers blaming each other for different things and so on. Plan ahead!!

Yes, the teachers.

The assignments could be better.

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BLEKINGE TEKNISKA HÖGSKOLA

Open-ended question - Is there a need for changes in order to increase the quality of the course?

Everything

Either this or remove the course. I'd rather learn something more important. There is so little good information to be found in the course.

Already answered in previous questions. Too many to mention again.

Fewer different teachers within the course or better communication among them.
And I think the one who holds the course should be involved with the course itself.
And the assignments should be better tailored to the lectures.

Open-ended question - Is there a need for changes in order to increase the quality of the course?

The order was good, but it should be less slides.

Keep the course about the same but more organized among the teachers.

already give plenty of reasons

Teachers didnt communicate, so we got lectures on stuff we had to teach ourselves 3 weeks before, the exam grading system with negative points is seriously stupid, given that u need 75% correct answers to get 50% of the score,

Open-ended question - Is there a need for changes in order to increase the quality of the course?

Better synchronization between the lecture and the project. Perhaps make the project more structured using an agile working method or something.

Everything, this course has been the most difficoult to keep up with and learn from, it should be structured up from the bottom again.

Add Swedish lectures.

it felt like none of the responsible really knew what was going on. It was like the responsible of the course did not communicate.

Open-ended question - Is there a need for changes in order to increase the quality of the course?

the course teachers need to coordinate more

Better communication between teachers. Less repetitive material to work with, you shouldn't have to make hundreds of diagrams to fill in a document. That is not the right way to learn. It just makes us hate the subject even more.

Better explanation for each assignment.

make the group projects more "clear" on what were supposed to do

Open-ended question - Is there a need for changes in order to increase the quality of the course?

One theacer should have full responsibility and also attend on every lesson

It was very tough to have one teacher design the course, one to give lectures and one to grade the project. Every one of you have something different in mind, and since this area of work(software design) isn't written in stone(like math), there's a lot of room for a person's own ideas to shine through. That isn't bad in it self, but when three different teachers has their own opinion on how things should go about it gives us as students a harder time to learn. It's easier to focus on one concept and stick to it. Should it be Ludwig's older style, Michael's real-life anchored style or Shoaib's theoretical style(my own interpretations of how you look at things) is fine. Just stick to one principle

- Learn us about the things we had to do in the submissions before we had to submit them.

The things we had to do was to books and on the internet. There were many different versions of every type of thing and we couldn't know how you planned because you didn't tell us. And we couldn't even find some of the headings ANYWHERE. (Like: User interface-, Infrastructure requirements,)

- Fix the drama between the teachers

There need to be more communication between the exercises and the lecture.

Open-ended question - Is there a need for changes in order to increase the quality of the course?

When a teacher ways that we won't use 90% of what we learn, there's something wrong. Don't you think?

More communication between teachers.

Thank you for the course everyone

Fun and helpful lectures, you are a great speaker!

Good luck.

Grading the project felt slightly generous. Getting an A on every part when the group expects a C or perhaps a B is odd. Either make it more clear what is expected and give an A if all expectations are met, or don't give an A for a project with many flaws.

Other comments

This course sucks and should be completely changed.

(^.^)