**Course evaluation by course organiser**

To ensure that course evaluations have an effect on teaching quality and the development of the course and to make sure that DIKUs teaching committee has a good basis for processing the student course evaluations please fill out this form. This is the course organiser´s own evaluation of the course. Please involve other lecturers and teaching assistants when relevant. Please send the evaluation to [vilu@di.ku.dk](mailto:vilu@di.ku.dk). Deadline: one week after reporting the grades in your course.

Find more information about the evaluation procedures here: <https://intranet.ku.dk/diku/teaching/evaluation/Pages/default.aspx>

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| Course block and year | Blok 2, 1 2020/2021 |
| Course name and number | 5100-B1-2E20;Programmering og problemløsning |
| Your name | Jon Sporring |
| Which are the most common student’s comments? What are your own reflections about the student’s comments? (The student evaluations are at KUnet: SYSTEMADGANGE > Kursusevaluering SCIENCE (eng. Course evaluation SCIENCE). | Typical comments from students:   * Videos worked well, but they would appreciate them to be more entertaining. * The weekly advance and question sessions were not always focussed on a relevant topic. * The transition from Scratch to F# was felt tough for some. * The weekly worksheets could be improved especially on the requirements for the hand-ins * Some would prefer a more thorough walk-through of solutions to hand-ins * Some found the corrections of assignment-texts after they have been published to be disturbing.   My reflections:  The fall execution of the course was planned according to the Faculty’s guidelines as an on-campus course. In the last minute, the Faculty changed rules. About a week before course start, we were asked to change the course to become a mixed course to allow for first year students to still get some feel of campus life. Our solution was to present all lectures as short films, have 1 advance on-campus lecture and 1 question session, and exercises half and half online and on-campus. In general, this worked well, but we the teachers had to spend an enormous amount of time making online material, and learn how to make videos. We did get a little help from It-learning center, but nothing substantial. In this perspective, the course was a blazing success. |
| Did you go through the student evaluations in class? If yes, did that bring about further insights into the written student evaluations? | No. |
| Which adjustments/changes/initiatives, if any, do you propose to address positive and negative student feedback? | Some of the comments above reflect our hurried shift, and some certainly points to items, where we can improve and make our teaching even more effective in the future regardless of potential lockdown. Particularly, a joint walk-through of solutions will be in focus next year. We will also look at the transition to F#, and we will look at the advanced and question session for possible ways to improve it. |
| What worked well in your course? Did something make a noticeable difference? E.g. a new teaching strategy, format for feedback or type of assignments.  Which initiatives, if any, could be inspirational for other course organisers? | The lecturing format worked well, and this we will keep. |
| Which adjustments, if any, to the course description, is urgent? | No urgent adjustments are needed |