



HT2021-TRIS20_T1300_Research Methods for Intelligent Systems

Respondents: 18
Answer Count: 8
Answer Frequency: 44.44%

The student perspective

The questions under this heading take the perspective of the student. You find questions regarding attendance rate, time spent on the course, degree of difficulty of the course, as well as the overall opinion of the course.

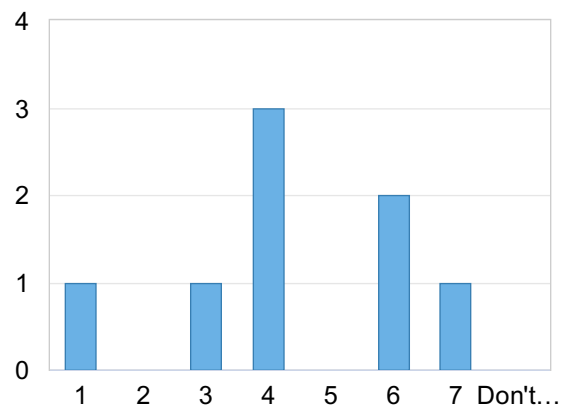
Regarding the last questions, we especially welcome you to write comments on positive aspects of the course as well as to indicate where you find room for improvement. Note: Make sure not to write in a way which might be offensive. (The Equal Treatment plan of Jönköping University contains more information.)

Your perception of the course as a whole.

1 = Not at all satisfied

7 = Very satisfied

Your perception of the course as a whole. 1 = Not at all satisfied 7 = Very satisfied	Number of responses
1	1 (12.5%)
2	0 (0.0%)
3	1 (12.5%)
4	3 (37.5%)
5	0 (0.0%)
6	2 (25.0%)
7	1 (12.5%)
Don't know	0 (0.0%)
Total	8 (100.0%)



● Your perception of the course as a wh...
1 = Not at all satisfied
7 = Very satisfied



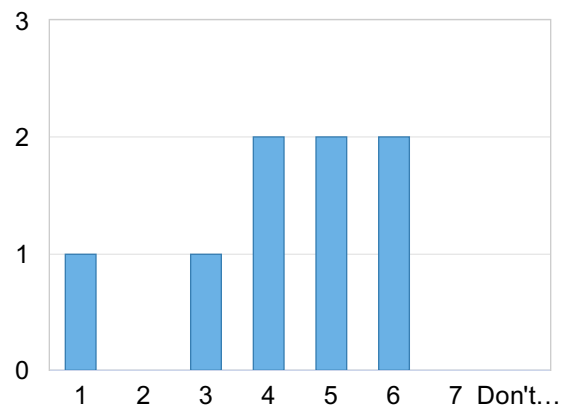
	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Your perception of the course as a whole. 1 = Not at all satisfied 7 = Very satisfied	4.4	1.9	43.9 %	1.0	3.5	4.0	6.0	7.0

The degree of difficulty of the course in relation to your prior knowledge.

1 = Not at all satisfied

7 = Very satisfied

The degree of difficulty of the course in relation to your prior knowledge. 1 = Not at all satisfied 7 = Very satisfied	Number of responses
1	1 (12.5%)
2	0 (0.0%)
3	1 (12.5%)
4	2 (25.0%)
5	2 (25.0%)
6	2 (25.0%)
7	0 (0.0%)
Don't know	0 (0.0%)
Total	8 (100.0%)



● The degree of difficulty of the course i...
1 = Not at all satisfied
7 = Very satisfied

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The degree of difficulty of the course in relation to your prior knowledge. 1 = Not at all satisfied 7 = Very satisfied	4.3	1.7	39.3 %	1.0	3.5	4.5	5.5	6.0



To what extent have you experienced that the course has a research connection.

1 = Not at all

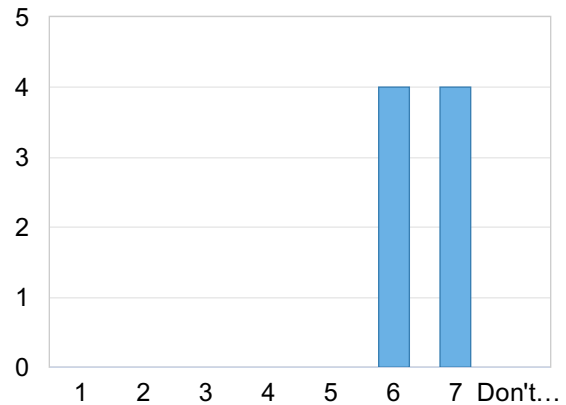
7 = To large extent

To what extent have you experienced that the course has a research connection.

1 = Not at all

7 = To large extent

	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	0 (0.0%)
5	0 (0.0%)
6	4 (50.0%)
7	4 (50.0%)
Don't know	0 (0.0%)
Total	8 (100.0%)



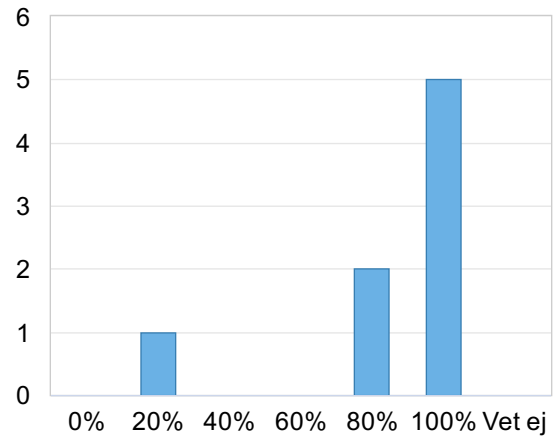
To what extent have you experienced t...
1 = Not at all
7 = To large extent

	Mean	Standard Deviation	Coefficient of Variation	Lower Min	Lower Quartile	Median	Upper Quartile	Max
To what extent have you experienced that the course has a research connection. 1 = Not at all 7 = To large extent	6.5	0.5	8.2 %	6.0	6.0	6.5	7.0	7.0



My course attendance rate. (Mark the nearest percentage)

My course attendance rate. (Mark the nearest percentage)	Number of responses
0%	0 (0.0%)
20%	1 (12.5%)
40%	0 (0.0%)
60%	0 (0.0%)
80%	2 (25.0%)
100%	5 (62.5%)
Vet ej	0 (0.0%)
Total	8 (100.0%)



● My course attendance rate.
(Mark the nearest percentage)

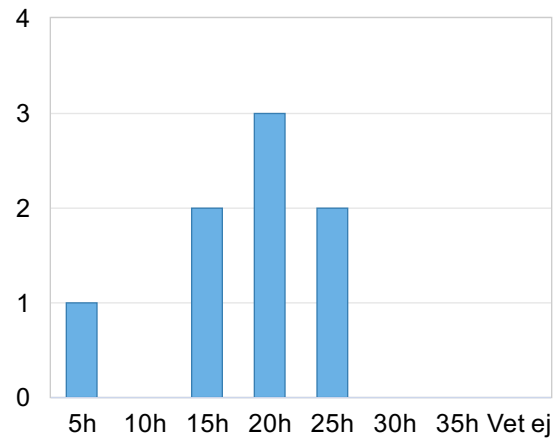
	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
My course attendance rate. (Mark the nearest percentage)	85.0	27.8	32.7 %	20.0	80.0	100.0	100.0	100.0



Hours per week I spent on the course on average (classes and individual work).

Number of hours (mark the nearest number)

Hours per week I spent on the course on average (classes and individual work). Number of hours (mark the nearest number)	Number of responses
5h	1 (12.5%)
10h	0 (0.0%)
15h	2 (25.0%)
20h	3 (37.5%)
25h	2 (25.0%)
30h	0 (0.0%)
35h	0 (0.0%)
Vet ej	0 (0.0%)
Total	8 (100.0%)



● Hours per week I spent on the course ...
Number of hours (mark the nearest nu...

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Hours per week I spent on the course on average (classes and individual work). Number of hours (mark the nearest number)	30.6	10.2	33.2 %	10.0	25.0	35.0	37.5	40.0



To what extent has your course challenged you to analyse ideas or concepts in greater depth?

1 = Not at all satisfied

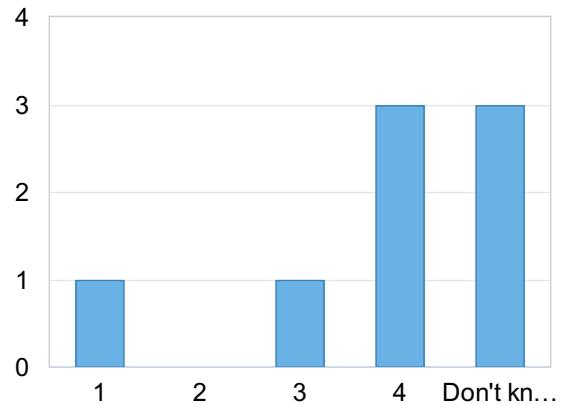
7 = Very satisfied

To what extent has your course challenged you to analyse ideas or concepts in greater depth?

1 = Not at all satisfied

7 = Very satisfied

	Number of responses
1	1 (12.5%)
2	0 (0.0%)
3	1 (12.5%)
4	3 (37.5%)
Don't know	3 (37.5%)
Total	8 (100.0%)



● To what extent has your course challe...
1 = Not at all satisfied
7 = Very satisfied

	Mean	Standard Deviation	Coefficient of Variation	Lower Min	Lower Quartile	Median	Upper Quartile	Max
To what extent has your course challenged you to analyse ideas or concepts in greater depth? 1 = Not at all satisfied 7 = Very satisfied	3.2	1.3	40.7 %	1.0	3.0	4.0	4.0	4.0

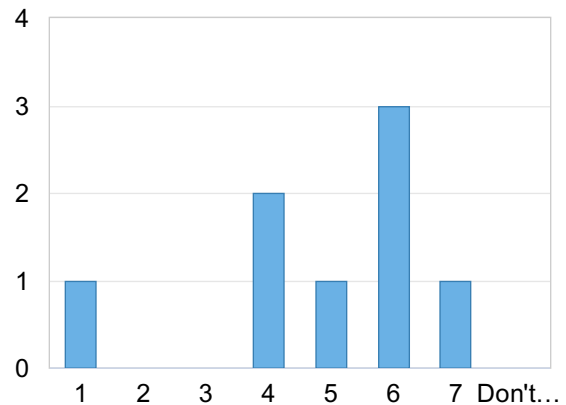
This question is missing options 5-7

My opinion about the course material (e.g. course literature, scientific literature, recorded lectures, web quizzes, instructions for laborations).

1 = Not at all satisfied

7 = Very satisfied

My opinion about the course material (e.g. course literature, scientific literature, recorded lectures, web quizzes, instructions for laborations). 1 = Not at all satisfied 7 = Very satisfied	Number of responses
1	1 (12.5%)
2	0 (0.0%)
3	0 (0.0%)
4	2 (25.0%)
5	1 (12.5%)
6	3 (37.5%)
7	1 (12.5%)
Don't know	0 (0.0%)
Total	8 (100.0%)



● My opinion about the course material (...
1 = Not at all satisfied
7 = Very satisfied

My opinion about the course material (e.g. course literature, scientific literature, recorded lectures, web quizzes, instructions for laborations). 1 = Not at all satisfied 7 = Very satisfied	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
	4.9	1.9	38.7 %	1.0	4.0	5.5	6.0	7.0

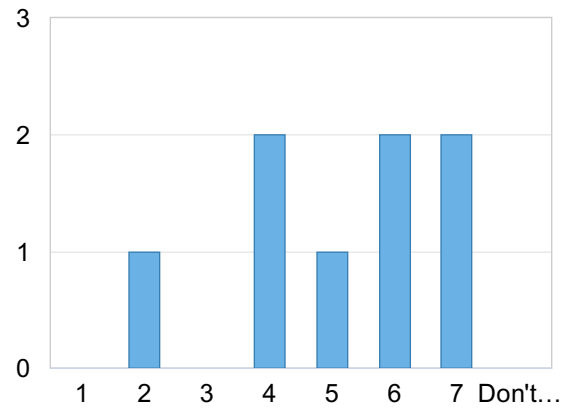
Pedagogical content

The questions under this heading focus on the pedagogical content and the content related to the subject of the course.

Please say how SATISFIED you are with the following in the course:

The quality of lectures/supervision.
1 = Not at all satisfied
7 = Very satisfied

The quality of lectures /supervision. 1 = Not at all satisfied 7 = Very satisfied	Number of responses
1	0 (0.0%)
2	1 (12.5%)
3	0 (0.0%)
4	2 (25.0%)
5	1 (12.5%)
6	2 (25.0%)
7	2 (25.0%)
Don't know	0 (0.0%)
Total	8 (100.0%)



● The quality of lectures/supervision.
1 = Not at all satisfied
7 = Very satisfied

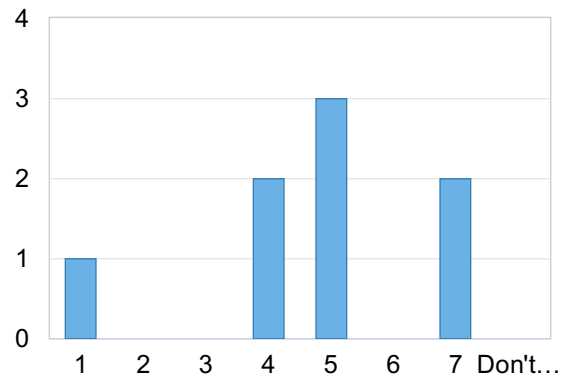
	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The quality of lectures /supervision. 1 = Not at all satisfied 7 = Very satisfied	5.1	1.7	33.7 %	2.0	4.0	5.5	6.5	7.0

The level of difficulty of the course and the relevance of the topic (the academic content of the course).

1 = Not at all satisfied

7 = Very satisfied

The level of difficulty of the course and the relevance of the topic (the academic content of the course). 1 = Not at all satisfied 7 = Very satisfied	Number of responses
1	1 (12.5%)
2	0 (0.0%)
3	0 (0.0%)
4	2 (25.0%)
5	3 (37.5%)
6	0 (0.0%)
7	2 (25.0%)
Don't know	0 (0.0%)
Total	8 (100.0%)



● The level of difficulty of the course and... course).
1 = Not at all satisfied
7 = Very satisfied

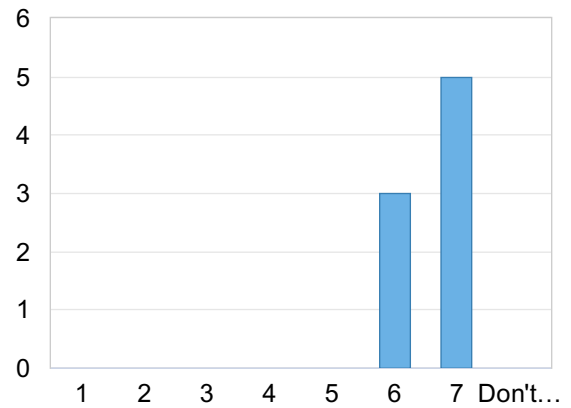
	Mean	Standard Deviation	Coefficient of Variation	Lower Min	Lower Quartile	Median	Upper Quartile	Max
The level of difficulty of the course and the relevance of the topic (the academic content of the course). 1 = Not at all satisfied 7 = Very satisfied	4.8	1.9	40.2 %	1.0	4.0	5.0	6.0	7.0

The usage of English during the course.

1 = Not at all satisfied

7 = Very satisfied

The usage of English during the course. 1 = Not at all satisfied 7 = Very satisfied	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	0 (0.0%)
5	0 (0.0%)
6	3 (37.5%)
7	5 (62.5%)
Don't know	0 (0.0%)
Total	8 (100.0%)



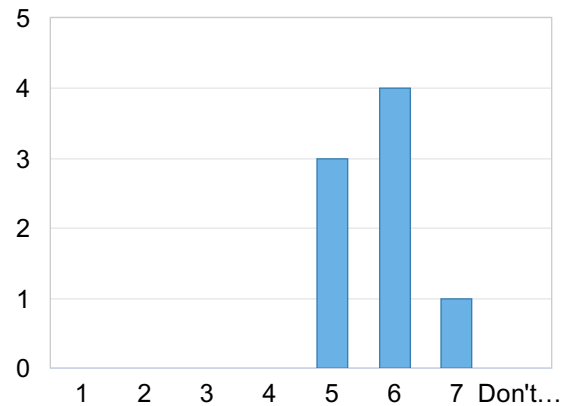
● The usage of English during the cours...
1 = Not at all satisfied
7 = Very satisfied

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The usage of English during the course. 1 = Not at all satisfied 7 = Very satisfied	6.6	0.5	7.8 %	6.0	6.0	7.0	7.0	7.0

The communication between teachers and students.

1 = Not at all satisfied
7 = Very satisfied

The communication between teachers and students. 1 = Not at all satisfied 7 = Very satisfied	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	0 (0.0%)
5	3 (37.5%)
6	4 (50.0%)
7	1 (12.5%)
Don't know	0 (0.0%)
Total	8 (100.0%)



● The communication between teachers ...
1 = Not at all satisfied
7 = Very satisfied

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The communication between teachers and students. 1 = Not at all satisfied 7 = Very satisfied	5.8	0.7	12.3 %	5.0	5.0	6.0	6.0	7.0

Planning and organisation of the course

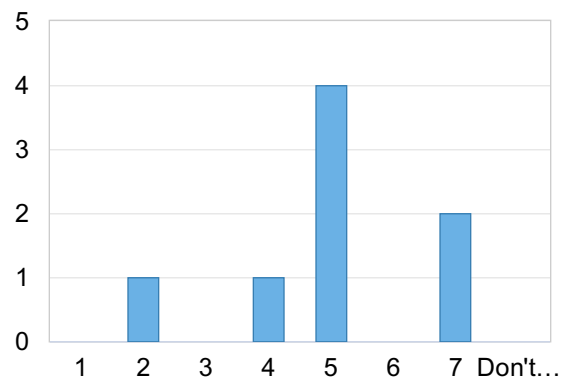
The questions under this heading focus on planning and organisation of the course, feedback on student work, information regarding marking/assessment criteria and feedback from the students.
Please say how SATISFIED you are with the following in the course:

Planning and organisation of the course (planning made and communicated in good time, clear information in the Study guide)

1 = Not at all satisfied

7 = Very satisfied

Planning and organisation of the course (planning made and communicated in good time, clear information in the Study guide) 1 = Not at all satisfied 7 = Very satisfied	Number of responses
1	0 (0.0%)
2	1 (12.5%)
3	0 (0.0%)
4	1 (12.5%)
5	4 (50.0%)
6	0 (0.0%)
7	2 (25.0%)
Don't know	0 (0.0%)
Total	8 (100.0%)



● Planning and organisation of the course (planning made and communicated in good time, clear information in the Study guide)
1 = Not at all satisfied
7 = Very satisfied

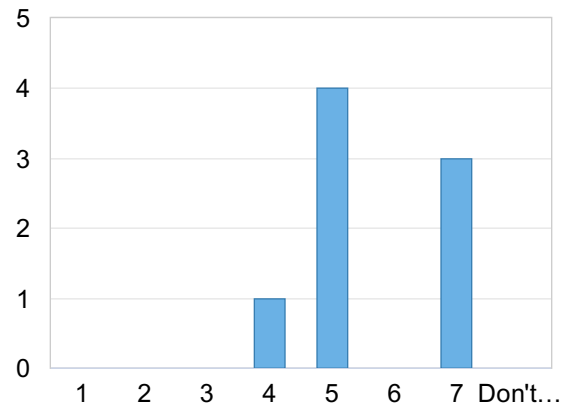
	Mean	Standard Deviation	Coefficient of Variation	Lower Min	Lower Quartile	Median	Upper Quartile	Max
Planning and organisation of the course (planning made and communicated in good time, clear information in the Study guide) 1 = Not at all satisfied 7 = Very satisfied	5.0	1.6	32.1 %	2.0	4.5	5.0	6.0	7.0

Explanation of marking/assessment criteria.

1 = Not at all satisfied

7 = Very satisfied

Explanation of marking /assessment criteria. 1 = Not at all satisfied 7 = Very satisfied	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	1 (12.5%)
5	4 (50.0%)
6	0 (0.0%)
7	3 (37.5%)
Don't know	0 (0.0%)
Total	8 (100.0%)



● Explanation of marking/assessment cr...
1 = Not at all satisfied
7 = Very satisfied

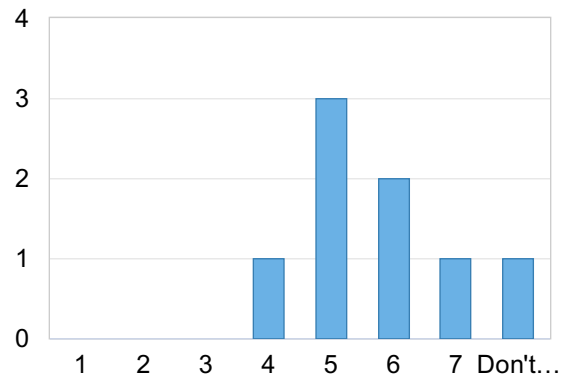
	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Explanation of marking /assessment criteria. 1 = Not at all satisfied 7 = Very satisfied	5.6	1.2	21.1 %	4.0	5.0	5.0	7.0	7.0

Possibility to achieve the intended learning outcomes (through lectures, laborations, seminars, projects, assignments, literature, other teaching aids).

1 = Not at all satisfied

7 = Very satisfied

Possibility to achieve the intended learning outcomes (through lectures, laborations, seminars, projects, assignments, literature, other teaching aids). 1 = Not at all satisfied 7 = Very satisfied	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	1 (12.5%)
5	3 (37.5%)
6	2 (25.0%)
7	1 (12.5%)
Don't know	1 (12.5%)
Total	8 (100.0%)



● **Possibility to achieve the intended learning outcomes (through lectures, laborations, seminars, projects, assignments, literature, other teaching aids).**
1 = Not at all satisfied
7 = Very satisfied

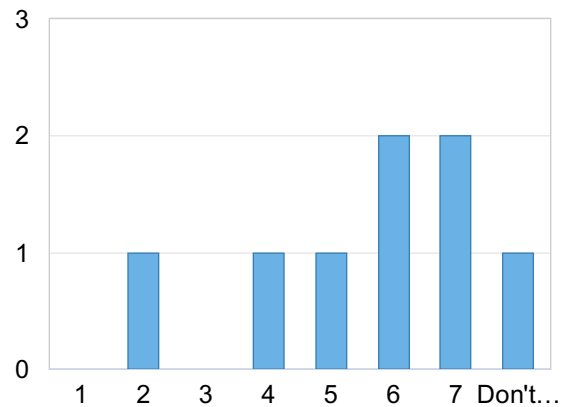
	Mean	Standard Deviation	Coefficient of Variation	Lower Min	Lower Quartile	Median	Upper Quartile	Max
Possibility to achieve the intended learning outcomes (through lectures, laborations, seminars, projects, assignments, literature, other teaching aids). 1 = Not at all satisfied 7 = Very satisfied	5.4	1.0	18.0 %	4.0	5.0	5.0	6.0	7.0

Feedback on coursework/formal written submissions (i.e. feedback from the teacher on submitted student work).

1 = Not at all satisfied

7 = Very satisfied

Feedback on coursework/formal written submissions (i.e. feedback from the teacher on submitted student work). 1 = Not at all satisfied 7 = Very satisfied	Number of responses
1	0 (0.0%)
2	1 (12.5%)
3	0 (0.0%)
4	1 (12.5%)
5	1 (12.5%)
6	2 (25.0%)
7	2 (25.0%)
Don't know	1 (12.5%)
Total	8 (100.0%)



● Feedback on coursework/formal written submissions (i.e. feedback from the teacher on submitted student work).
1 = Not at all satisfied
7 = Very satisfied

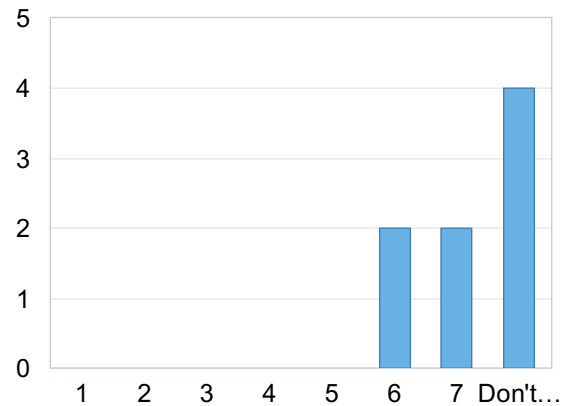
Feedback on coursework/formal written submissions (i.e. feedback from the teacher on submitted student work). 1 = Not at all satisfied 7 = Very satisfied	Mean	Standard Deviation	Coefficient of Variation	Lower Quartile	Median	Upper Quartile	Max	
	5.3	1.8	34.0 %	2.0	4.5	6.0	6.5	7.0

Handling of student feedback during the course.

1 = Not at all satisfied

7 = Very satisfied

Handling of student feedback during the course. 1 = Not at all satisfied 7 = Very satisfied	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	0 (0.0%)
5	0 (0.0%)
6	2 (25.0%)
7	2 (25.0%)
Don't know	4 (50.0%)
Total	8 (100.0%)



● Handling of student feedback during th...
1 = Not at all satisfied
7 = Very satisfied

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Handling of student feedback during the course. 1 = Not at all satisfied 7 = Very satisfied	6.5	0.6	8.9 %	6.0	6.0	6.5	7.0	7.0

This worked really well in the course.

This worked really well in the course.

I loved that it was so connected with research.

The connection to research in this course was good and also the discussions for the seminars was good and interesting. I liked that you could pick one paper, on your own, that you found interesting and then present and discuss those with the other members in the seminar.

The lecture on how to write the Abstract gave a lot, and made clear of points I was uncertain about.

Marcel Bollmann and Maria Hedblom did a great job during lectures. The content of their lectures was well structured and easy to follow. Regarding the seminars, the 4th seminar had a better approach than the other ones.

The course has room for improvement in the following areas.

The course has room for improvement in the following areas.

The seminars were good themselves but a bit too frequent. It seemed like they took a lot of time to prepare for them and that made it kind of stressful.

Having to read 3 papers and understand them fully is a terrible idea because everyone will just quickly read them anyway, and if you ask a specific question about them no one will be able to answer.

Also, for the systematic literature report, if that even is what we are supposed to do because there is conflicting information in the assignment and the course/assignment memo. I feel like there needs to be more preparation for doing this kind of a review, more help.

This course had the worst looking canvas page I have ever seen in my life. So many different sections e.g., Syllabus, Outcomes, BigBlueButton (conferences) !?!?!!, that do not do anything? So why have it?

All the content is instead hidden away in Home-> a random hidden link at the bottom of the first paragraph -> cluttered page. This makes no sense. Just looking at our other course (TSSR20 T1302) that makes the very simplistic choice of having the obvious section you need, Home, announcements, modules, people, grades. And inside the modules you have all the material you need in a very nicely sorted way in different sections, how it should be done.

The seminars were good overall I think, however, for the majority of the seminars, I was very stressed to prepare for them. Having multiple papers that are given to you and also having to find one paper of your own and read all of them, in combination with the work in the other course, I struggled to find time to fully read all of the papers. Me being a bit of a slow reader just makes this more stressful as well.

For the big assignment in this course, I feel like there have been multiple different names for it, "academic report", "systematic literature review" and also just "literature review". The conflicting information on the canvas page and in the assignment paper just causes unnecessary confusion.

The canvas page is terrible, there are so many unnecessary "topics". "chat", "office 365", "collaborations", "BigBlueButton(conferences)", "outcomes" and "syllabus" are not needed as individual "topics". The bigbluebutton is even empty, nothing is in there, the outcomes and syllabus is already stated in the "course syllabus" document in the "resources" page. The chat, I have only checked a few times but there has always only been one person online, me.

You shouldn't have to click in on the "pages" page in order to find the "resources" page just to find the relevant and crucial documents that we need for the assignments for the course. Compared to previous courses, having a "modules" page where all the lectures, assignments info, seminar info and course documents are stored is a lot better.

To look up what we have learned from previous years. The lectures and labs about plotting and visualization were very repetitive of the content from previous years, did not learn anything new in these moments.

Too many articles to read. Most of them were not that easy to understand and it was a waste of time to try to get their point. The workload was enormous and in the end, you become tired, bored, and unmotivated. The idea of the course is good but the content is way too vast.

The School of Engineering and the education committee of HI TECH thank you for YOUR help!

Frågorna under denna rubrik utgår från studenten. Här finns bl.a. frågor om närvaro, nedlagd tid samt din samlade bedömning av kursen som helhet. Skriv gärna vad du tycker har varit bra i kursen och eventuell förbättringspotential i de avslutande fritextfrågorna. Tänk på att inte skriva kränkande! (JU:s Likabehandlingsplan innehåller mer information.)