

DT8039 (Image Analysis, VT 2025, Halmstad, E3437, V3437, X3438)

Number of possible respondents: 59

Answers: 32

Response rate: 54,24 %

Study pace: 50 %

Examiner's course analysis

Based on the course evaluation result - which are the strengths of the course?

Identified Strengths of the Course

Continuous Examination

The concept of continuous examination was highlighted by most students as a key strength of the course. Many mentioned it positively without being specifically prompted. Students felt that the structure reduced stress and promoted consistent study habits. The quizzes were also seen as effective preparation for the final exam.

Labs for Practical Understanding

Weekly labs were frequently praised for helping students grasp theoretical concepts through hands-on practice. They made the course content more accessible and engaging.

Lecture Recordings and Summaries

Recorded lectures were valued for their usefulness in reviewing material and accommodating scheduling conflicts. Summaries—such as cheat sheets—were also appreciated for supporting comprehension.

Teaching Style

Some students expressed appreciation for the teacher's structured presentation style and use of mnemonics, which aided memorization and understanding.

Based on the course evaluation result - which are the weaknesses of the course?

Identified Weaknesses of the Course

Organization

a) One-time Events and Rescheduling

Last-minute exam rescheduling—especially the change announced just one hour before the exam—caused significant stress for some students, even though the delay technically provided additional time to study.

A week-long gap in addition to the Easter break was perceived negatively, as it disrupted the momentum of learning.

b) Late Starts and Recording Preparation

Some students interpreted the scheduled late starts of labs (15 minutes later than usual) as reduced teaching time, even though the labs still met the official 90-minute duration.

While most students appreciated having lecture and lab recordings, several expressed frustration that recording setup often delayed the start by 5–10 minutes.

Quiz Registration Process

The registration process for continuous examination quizzes was confusing to some students, primarily due to short and inflexible registration windows.

Exam Format

The final exam was perceived as significantly more difficult than the continuous exams. Some students found the number of questions excessive, requiring frequent page-flipping, which made it harder to manage time and maintain focus.

Lecture Quality and Materials

Several students described the lectures as overly abstract or heavily mathematical, making them difficult to follow. There were requests for more structured slides, particularly with clear summaries to support understanding.

Course Content Delivery

Some students requested more MATLAB demonstrations and interactive teaching methods to better connect theory with practice. The scientific paper assignment was seen by some as less valuable than the labs, with suggestions to make labs a mandatory component instead.

Comments about the collaboration with the course ambassadors

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Conclusion and suggestions for course development or already made decisions

Planned Improvements to Enhance the Course Experience

Strengthen Continuous Examination and Lab Integration
Continue with frequent quizzes and labs. To increase engagement, participation in a lab may be required to access the corresponding quiz.

Maintain and Improve Lecture Recordings
Keep providing recorded lectures and ensure consistent quality—especially reliable audio—for better accessibility and review.

Adjust the Weight of the Scientific Paper:
Given the course's demanding content and the shift toward quiz-based assessment, the scientific paper is submitted to the due university board to contribute with 1hp (reduced from 1.5hp) of the unchanged 7.5hp total.

Improve Course Organization and Flexibility:
Continuous examination requires timely preparation, which is challenging with limited teaching staff. Additional support or more flexible scheduling—such as avoiding back-to-back quizzes and exams—would reduce stress and allow better contingency planning. Clearer communication and a simplified quiz registration process are also needed.

Enhance Lecture Delivery with Balanced Use of Slides
While 70% of lectures already use slides, expanding this to all sessions could improve clarity. However, over-reliance on slides may hinder deeper learning. Faculty should discuss strategies to balance digital materials with traditional reading to support effective study habits.

Other comments

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I am overall satisfied with the course.

	Number of responses	Distribution (%)	Index (%) I am overall satisfied with the course	54
0 = I definitely do not agree	3	9%		
1	6	19%		
2	7	22%		
3	3	9%		
4	8	25%		
5 = I definitely agree	5	16%		
No opinion	0	0%		
Total	32	100%		

How much time have you spent on the course in relation to the course's study pace?

	Number of responses	Distribution (%)
Less time than the course study pace	6	19%
Corresponding to the course study pace	19	59%
More time than the course study pace	7	22%
Total	32	100%

The design of the course (teaching methods, literature, pedagogy, etc.) has been well adjusted to help me achieve the learning outcomes in the syllabus.

	Number of responses	Distribution (%)
0 = I definitely do not agree	4	12%
1	6	19%
2	4	12%
3	5	16%
4	5	16%
5 = I definitely agree	8	25%
No opinion	0	0%
Total	32	100%

Index (%) The design of the course (teaching methods, literature, pedagogy, etc.) has been well adjusted to help me achieve the learning outcomes in the syllabus.

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During the course examinations, I have had the opportunity to show that I have achieved the learning outcomes in the syllabus.

	Number of responses	Distribution (%)
0 = I definitely do not agree	4	12%
1	4	12%
2	3	9%
3	4	12%
4	7	22%
5 = I definitely agree	9	28%
No opinion	1	3%
Total	32	100%

Index (%) During the course examinations, I have had the opportunity to show that I have achieved the learning outcomes in the syllabus.

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I have experienced the social study environment as good during the course.

	Number of responses	Distribution (%)	Index (%) I have experienced the social study environment as good during the course.	
0 = I definitely do not agree	1	3%		
1	2	6%		
2	8	25%		
3	2	6%		
4	8	25%		
5 = I definitely agree	8	25%		
No opinion	3	9%		
Total	32	100%		66

Course satisfaction index

Satisfaction index % (summary of all statements)	59
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