

DS2002 (Programming for Data Science, HT 2025, Halmstad, H3104)

Number of possible respondents: 38

Answers: 13

Response rate: 34,21 %

Study pace: 50 %

Examiner's course analysis

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

Although in this course we introduced the concept of anonymous lecture-by-lecture feedback, the number of course evaluation answers and lecture feedback responses is too small to give strong statistical certainty. The points below should therefore be seen as general patterns, not final conclusions. However, based on the available feedback:

- Teachers are a clear strength, where students often mentioned that the teachers explain things clearly, communicate well, and use helpful examples.
- Students appreciated interactive examples, step-by-step code explanations, and problem-solving during lectures.
- Supportive learning environment where students feel comfortable asking questions and value getting clarifications during or after lectures.
- Interactive lectures, where questions, discussions, and examples on the board help students understand the material better and stay engaged.

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

Because the number of responses is limited, these points should also be interpreted with care. Still, some issues appear repeatedly:

- Lectures move too fast: Some students feel that too much content is covered in each lecture, and they feel pressured to understand difficult topics quickly.
- Assumed prior knowledge: Some students feel that lecturers expect background knowledge that not all students have.
- Need for more practical examples: Students ask for more step-by-step coding examples and hands-on problem-solving.
- Timing of content: Some students feel that certain topics needed for labs or projects were introduced late, which caused stress.

Comments about the collaboration with the course ambassadors

No course ambassadors were used in this course. Instead, anonymous feedback after each lecture was collected and used to follow student experiences. This provided quick, practical feedback on lecture pace, clarity, and engagement. Although this method does not allow the same ongoing dialogue as in the ambassadors model, similar comments appearing across several lectures suggest that the feedback reflects real student experiences.

Conclusion and suggestions for course development or already made decisions

Based on the limited but consistent feedback, the following improvements are suggested:

- Slow down the pace of lectures, while adding more examples and interactive activities, such as small exercises or quizzes, during lectures.
- Better coordinating lectures with labs, so required material is taught early enough.
- Coordinate with the previous course to ensure the students have the prerequisite knowledge for the course.
- Consider using course ambassadors in future courses to improve dialogue and feedback quality.

These changes can be directly considered without major changes to the course structure.

Other comments

Overall, students appear interested and motivated, but many feel overloaded by the pace and amount of material. The feedback also suggests that some students lack the basic background knowledge required for the course, making it more challenging for them to catch up on new information. At the same time, feedback about the teachers is consistently positive, providing a strong foundation for further course improvement.

I am overall satisfied with the course.

	Number of responses	Distribution (%)	Index (%) I am overall satisfied with the course	52
0 = I definitely do not agree	3	23%		
1	1	8%		
2	1	8%		
3	2	15%		
4	5	38%		
5 = I definitely agree	1	8%		
No opinion	0	0%		
Total	13	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	4	31%
Corresponding to the course study pace	6	46%
More time than the course study pace	3	23%
Total	13	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	31%
1	3	23%
2	2	15%
3	1	8%
4	1	8%
5 = I definitely agree	2	15%
No opinion	0	0%
Total	13	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	1	8%
1	4	31%
2	0	0%
3	3	23%
4	2	15%
5 = I definitely agree	3	23%
No opinion	0	0%
Total	13	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	8%		
1	3	23%		
2	2	15%		
3	0	0%		
4	4	31%		
5 = I definitely agree	2	15%		
No opinion	1	8%		
Total	13	100%		55

Course satisfaction index

Satisfaction index % (summary of all statements)	50
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