



CHALMERS

Course board meeting: Minutes

<i>Course name:</i>	Databases	<i>Academic year:</i>	2023-2024
<i>Course code:</i>	TDA357	<i>Programme owning the course:</i>	Software engineering (TKITE)
<i>Study period (start):</i>	SP3	<i>Department instructing the course:</i>	Computer Science and Engineering
<i>Study period (end):</i>	SP3	<i>Date:</i>	2024-05-03

Meeting participants: Annelie Hansson- student representative CTH
Kevin Collins – student representative CTH
Albin Larsson – student representative GU
Laura Schelling – student representative GU
Ana Bove – examiner
Staffan Björk – programme director TKITE
Elke Mangelsen – director of studies TKITE

Keeper of the minutes: Elke Mangelsen

A joint meeting has been held for the following courses: DIT622

Summary

Mean overall impression 3.88. 22% answering frequency. Many students who are registered or re-registered to the course do not actively participate in the course, which results in a comparably low answering frequency and passing rate.

Prerequisites and learning outcomes

Students consider themselves having relevant prerequisites. A student representative confirms this. Learning outcomes are clear and relevant.

Learning, examination, and course administration

Mean values: Learning: 4.55; Teaching: 3.85; Course literature: 3.71

Learning: Exercise sessions on functional dependencies were highly recommended by one of the student representatives. The examiner comments that only approximately one third of the students participated in the exercise sessions on the course. She tried to adjust exercise times but failed to increase the participation of students.

One student commented that s/he had heard the examiner saying that she does not know SQL databases. The examiner clarifies that she cannot have *all* knowledge on SQL, and it is important to state that students need to find their own solutions.

Assessment: Weekly assignments were appreciated. The written exam with paper and pen was stressful according to several students. Student representatives agree and state that the type of assessment, i.e. examining with paper and pen, risked affecting the students' grades negatively. According to the representative, it is too time-consuming to change mistakes in such an exam. Hence, students would prefer an exam on a computer. The examiner, however, is not sure whether she can use Inspira to examine the students' knowledge. Answers provided in the exam are not just SQL code but also diagrams, tables and regular algebra expressions containing Greek letters and other symbols. This type of answers is currently not supported by Inspira, according to our knowledge. The programme director states that if the department wants a project to revamp the course, the software engineering programme could support such a project financially.

Some students answering the survey found the exam too long and stressful. Student representatives agree. The examiner had considered making the exam a 5-hour-exam, but the examiner of the course round in study period 2 does not support this idea. A student representative states that she does not think it would aid the students' performance. She would prefer to have other forms of assessment to decrease the stress on the students. Another student thinks that he would learn more from the course if he was examined continuously during the course. The examiner is not sure whether such an approach would be feasible for a bachelor's level course. She also explains that it would be hard for her to set individual grades based on what is done in lab groups. A way of solving this could be to make the demo part of the grading.

Course administration worked well. Slack was used for anything related to the labs. It had been clearly communicated how and in which forum information was spread according to the examiner.

One student does not like the level of bureaucracy in the course, and student representatives speculate whether this could be due to different expectations from international students.

Work climate

Workload: Mean 3.33 - adequate.

To keep for next course round

Structure and organization of the assignments; slack for communication.

Suggested changes

- Consider whether the part on Multi-value dependency (MVD) could be re-worked to support the students' learning even more.
- Discuss with the examiner of the course round in study period 2 whether one should try digital exams in Inspira.
- Together with the examiner of the other round of the course, consider the balance of grading between the written hall exam and the other assessment parts of the course.
- State even more clear that formal communication channels are emails and Canvas, whereas Slack is a bonus communication channel for the assignments.
- Tell students in the Idéläran-building that rooms are booked for a particular course, so that the space is not occupied by random people.

- Compare the answers of the course evaluation for sp2 and sp3. Is the students' feedback identical?
- Be clear about the fact that it is voluntary to use DIA.

External collaboration

No.

Other matters

Other notes.