

TDDD50 Green Computing -- Muddy card evaluation summary

15 February 2016

There were 44 cards written in the 5 seminar groups (covering in total 63 students minus a couple of sick ones) --- 73% response.

- 1) There were 26 comments that referred to the course contents and setup in terms like “good”, “nice”, “fun”, “interesting” and so on. Specifically, 3 cards mentioned good organization or leadership. One mentioned that it is good practice before Bachelor thesis. One thought that the article selection process was arbitrary. Two students thought some articles were hard/long.
- 2) 5 students emphasized the learning aspects in terms like “new insights”, “nya tankesätt”, “better learning”, “broad understanding”, and “learns a lot”.
- 3) 8 students commented on the feedback received and or assistant’s help to facilitate discussions in positive terms like “good intervention by assistant when discussion dies out”. One student asked for individual feedback via mail for participation in discussion.

Teacher comments: This gives us, overall, a positive view about the course and we will do our best to continue facilitating your learning. We will try to incorporate feedback about your participation during the remaining presentation feedbacks (in addition to the case where more participation is needed to pass the satisfactory level).

- 4) Some of the remaining comments were non-conclusive, e.g. too short presentations (2), too long presentations (1) or good that presentations/discussions are in English (2), or the opposite e.g. “difficult that everything is English especially the talking part” (2).

Teacher comments: the learning goals are driven from the degree requirements and we believe that the future engineer roles include some communication in English. Our hope is that you benefit from this practice.

- 5) The rest of the comments circled around the way discussions currently progress with some constructive suggestions. A couple of examples are “discussion questions before the seminar” or “hard to start conversation”, “low participation”, “discussions not organized”. We also interpret the 3 comments about “large groups” as indicative that some have difficulty in joining the discussions.

Teacher comments: we will try to support this process, and encourage the ones who present in the rest of the seminars to distribute questions for consideration before the presentation/discussion.

- 6) One student referred to interest in knowing what is “commercially” available in the solution space as opposed to research proposals.

Teacher comments: This is an excellent hint on how your report can be complemented with a couple of lines when you have described the research state and related (research) works. Note, however, that the course learning goals is about principles that go beyond the moving technology frontiers.

- 7) Three students referred to terms indicative of “high load” and one student mentioned that seminars being on Mondays leads to “weekends get ruined”.

Teacher comments: It would be interesting to see if some *planning during the weekdays* overcomes this problem for the students mentioning it. Unfortunately the course block (time) is pre-allocated.