Course Report WASP Graduate School

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Authors[1]: Daniel Axehill, Patric Jensfelt, Bo Bernhardsson, Gustaf Hendeby

Autonomous Systems,
Semester: Fall 2023

Number of registered students: 48
Answering frequency (course evaluation): 17/48 (35%)

Examination results

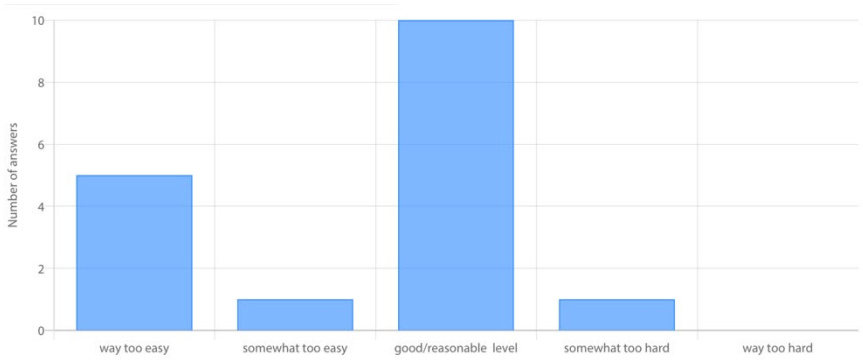
Number of students examined: 38
Fail: 21 (%)
Pass: 79 (%)

Brief summary of student viewpoints and suggestions

Results of WASP base-line quantitative questions

- What is your overall rating of the course 4,00
- Did you enjoy the course? 3,94
- Was it time well spent? 3,71
- Did the course give a good overview of main concepts in autonomous systems? 4,41
- Was it easy to understand the course assignments and plan your work? 4,65
- Did the practical exercises on the different topics help make the material more accessible? 4,24

Was the course content on a suitable level for you?



[1] *The report should be written by the examiner together with the teachers and possibly others, such as teaching assistants*

Answers to free text-questions to be (shortly) summarized under “Strengths” and “Weaknesses”

- What was the best aspect of the course?
- What would you suggest improving?
- What advice would you like to give to future participants?
- Other comments. Is there anything else you would like to add?

"Strengths" according to students[2]

- Material available from beginning, easy to organize/plan.
- Designed in a way to also be suited for students not directly from the field of autonomous systems and showing the whole pipeline.

"Weaknesses" according to students[1]

- The course was adapted to people with no or little background which meant it did not provide so much for the advanced students.
- The course was too hard for some people with weak background.
- Make-up assignments not appreciated.

Comments from teachers on the implementation and outcome of the course[3]

- Overall, the changes made for this course round seem to be quite successful. Some students find it too easy. Our model for handling the different levels was to say that more experienced students should do more of the conditionally elective assignment. Only 4 / 48 students did two of three the elective assignments and none did all three. We suspect that if we did provide more advanced (and thus time consuming) assignments there would have been even stronger complaints but in the other direction.
- Having make-up routines for not attending in-person meetings allows students to decide if they want to attend or not. The make-up assignment is to do the exercises that we did at the meeting and to talk to other students (to get the networking aspect). Seems like a solution that is preferred over demanding attendance and having students come back next year if they miss it, which rumor from students say some courses apply.

Proposed changes/comments/measures

- We made huge efforts last year moving a lot of the course content into python and ROS. This year we will focus on looking over the requirements and the extra assignment.

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[2] *Based on both quantitative results and key viewpoints from students’ free-text answers*

[3] *Including changes effected during the course*

Summary of discussion with student in debriefing session

Inspired to think about new research topics.

The content in the course helped understand what researchers in another field talk about. Easier to talk to people outside your own area.

The level of difficulty was OK.

The face-to-face meetings helped create connects to other students.

Think about if the teachers can introduce the course topics in short videos so that you do not need to go search for videos on YouTube.