Report - MH2300 - 2019-06-19

Respondents: 1
Answer Count: 1
Answer Frequency: 100.00%

Please note that there is only one respondent to this form: the person that performs the course analysis.

Course analysis carried out by (name, e-mail):

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COURSE DESIGN

Briefly describe the course design (learning activities, examinations) and any changes that have been implemented since the last course offering.

The couse consists of 9 lectures structured into 2 parts. Each part is assessed using a written test (KS1 and KS2) which constitute the exam TEN1 (3.0 credits). The other part of the course is a literature review on a selected topic within the field of Functional materials, which is presented as a written report and an oral presentation (ÖVN1, 3.0 credits). The course is usually given during 4th period (Spring semester, March-June) and is concluded with a mini-workshop at wich the students' projects are presented and discussed. Since the last course offering, we have improved the peer-review procedure where the different student groups are reviewing the written reports by their peers.

THE STUDENTS' WORKLOAD

Does the students' workload correspond to the expected level (40 hours/1.5 credits)? If these is a significant deviation from the expected, what can be the reason?

The expected workload for this course (6 credits = 160 hours during 10 weeks) is about 16 hours/week. Factual workload varies from 3-5 to 12-14 hours/week, depending on the student. This shows that some students are slightly underloaded, which is probably because they are not required to memorize the quantitative information related to materials properties. We should therefore enforce the requirement that the student should get acquainted with the spectrum of materials properties by analyzing the quantitative information prior to the tests. In the current course design the students get home assignments that are disccussed during the next lecture, but the performance of students is not checked. We can try to collect written answers to home assignments next time when the course is given.

THE STUDENTS' RESULTS

How well have the students succeeded on the course? If there are significant differences compared to previous course offerings, what can be the reason?

This year is no special, the performance was on the "normal" level. We can mention an increased quality of students' reports and presentations, which was due to the fact that the students are encouraged to start their work on these as early as possible, and also because the quality requirements are clearly explained to them (several times). We will try to follow this strategy next year.

OVERALL IMPRESSION

Summarize the teachers' overall impressions of the course offering in relation to students' results and their evaluation of the course, as well as in relation to the changes implemented since last course offering.

The answers were quite homogeneous and rather positive. Also, we do not have enough data for analysing answers by different groups of students.

ANALYSIS

Is it possible to identify stronger and weaker areas in the learning environment based on the information you have gathered during the evaluation and analysis process? What can the reason for these be? Are there significant difference in experience between:
- students identifying as female and male?
- international and national students?
- students with or without disabilities?

Stronger areas:
The course subject is of interest to most of the students.
The ILO's have been correctly understood.
The students appreciated the emphasis on explaining key concepts.
ILO's and course activities were constructively alighed.
The course design took into account the students' background knowledge.
The students felt that theye got the necessary support from the teachers.

Weaker areas:
Some students felt they were not challenged enough.
Some students wanted to have more hands-on training tasks, which we will try to provide by introiducing strcter rules for the home assignments. This will also generate more feedback from the teachers without being graded.

PRIORITIZED COURSE DEVELOPMENT

What aspects of the course should be developed primaily? How can these aspects be developed in short and long term?

* Introduce more learning activities that provide useful feedback to students (continuous formative assessment).
* Restrict the usage of printed material in the tests,
* In the long-term perspective, create a larger pool of problems and worked-out examples.