

## **Course evaluation - SH2203, VT15**

### **Self reflection**

I spend most of the time this semester preparing a new set of slides for all lectures (except the very last one where I had to use last years slides due to lack of time). Preparing the lectures and doing the teaching occupied all my available research time for the duration of the course (plus application writing). There are still other things in the course I wish to improve, but time only permits so much.

Since it was my fourth time giving the course, the disposition of the course is getting to the point where it is quite good, and the material is the right amount for each lecture. Therefore I also keep these reflections rather short, the course is mostly good right now.

One of my wishes for the course is to find a new course book, but I could not pursue that goal during this year.

### **Evaluation of the student feedback**

All 12 students that attended the seminar day provided their feedback on the course.

The students gave very positive feedback on the course, 11 students were 'very positive' to the course and one student 'quite positive'. That is the best overall feedback I have received in any year so far.

I was happy to see that the students also appreciate some of what I think are the strengths of the course: the use of home assignments and student seminars as examination form instead of a written test. The students have a large work load in the beginning and middle of the course with the home assignments, and the last two weeks they prepare for their seminar which is less of a work load (when other courses have study period for their exams). They really liked both these aspects, having to work hard and that the workload is distributed throughout the course. This ensures that my students work a lot in my course, without conflicting with other courses. They also feel like they learn more from extensive home assignments than an exam (which I agree with).

One interesting suggestion in the feedback was that I should release all three sets of home assignments from the beginning, even if I don't change the deadlines (end of second, third and fourth week). This way, students could be even more free in planning their time. I see no drawbacks with this really, so I will try that for next year (or Bengt perhaps can try that for next year since I will not be teaching then).

Two students strongly requested written solutions to the home assignments. I find that a good suggestion, although it will require a lot of work to write a complete set of solutions. I also worry that they will circulate among the students for coming years, thereby preventing using the same assignments. It will be impossible to come up with new home assignments every year. I am leaning towards not providing written solutions on the course web page, but I will consider it some more.

### **Notes for next year**

The course material is in a pretty good state, there are no outstanding things that needs to be fixed for next year (except making new slides for the last lecture). I think Bengt could give the course given my material.

### **Summary and conclusions**

The course is in a pretty good shape, and the feedback positive. The biggest problem for the upcoming years is of course that I will be leaving for CERN, but SH2203 is probably in a good state

for Bengt or someone else to step in and take. If I have time to improve any course material this year, I would focus my efforts on the subatomic physics course (SH2103) and be content with the state of SH2203.