

# Report - SH2381 - 2022-05-24

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

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

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

Jack Lidmar, jlidmar@kth.se

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**DESCRIPTION OF THE COURSE EVALUATION PROCESS**

**Describe the course evaluation process. Describe how all students have been given the possibility to give their opinions on the course. Describe how aspects regarding gender, and disabled students are investigated.**

Repeatedly during the course, I have asked for feedback on how things are going and if there are any improvements to do. The LEQ was used after the course with 4 respondents.

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**DESCRIPTION OF MEETINGS WITH STUDENTS**

**Describe which meetings that has been arranged with students during the course and after its completion. (The outcomes of these meetings should be reported under 7, below.)**

Informal discussions with the students were carried out between lectures.

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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 course consists of lectures, one experimental lab, and homework exercises including both analytical calculations and computer labs. The homework was continuously distributed in 5 problem sets during the course.

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**THE STUDENTS' WORKLOAD**

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

According to the LEQ the workload is feasible.

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**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?**

The participants of the course consisted of 11 highly motivated students. Almost all students performed exceptionally well on the homework problems.

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**STUDENTS' ANSWERS TO OPEN QUESTIONS**

**What does students say in response to the open questions?**

Best aspects:  
Interesting topic, good overview of an active field, the lectures

Things to improve:  
Too thorough course literature. More lectures. Continuous feedback of homework problems.

Advice to future students:  
Start with the assignments in time, go to the lectures.

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**SUMMARY OF STUDENTS' OPINIONS**

**Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.**

The students' opinions were generally very good. They found the topic very interesting and the overall course design appropriate.

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**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.**

Since this was the first time the course was offered there are surely things to improve, but overall it worked well.

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**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?
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The course literature is very extensive and certainly not easy. I try to compensate for that with the lectures. A potential improvement might be to make the reading instructions more detailed.

Since this was the first time the course was given, I had to postpone correcting the homework until the course was done, in the interest of presenting the material on the lectures. Next time it will be easier to give more continuous feedback on the homework during the course.

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**PRIORITIZED COURSE DEVELOPMENT**

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

More timely feedback on the homework problems.  
Perhaps more extensive homework problems?  
Look out for alternatives to the course literature.

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# LEARNING EXPERIENCE

The polar diagrams below show the average response to the LEQ statements for different groups of respondents (only valid responses are included). The scale that is used in the diagrams is defined by:

- 1 = No, I strongly disagree with the statement
- 4 = I am neutral to the statement
- 7 = Yes, I strongly agree with the statement

**Note! A group has to include at least 3 respondents in order to appear in a diagram.**

