

# Report - SH2381 - 2023-05-10

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.**

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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 7 out of 15 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.)**

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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.**

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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?**

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According to the LEQ the workload is feasible.  
The time spent on the course varies a lot between the students, but all found it to be manageable.

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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?**

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The participants of the course consisted of 15 highly motivated students.  
All students performed very well on the homework problems.

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**STUDENTS' ANSWERS TO OPEN QUESTIONS**

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

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Best aspects:  
Interesting topic, interesting exercises and well explained lectures. Opportunity to program quantum computers.  
Things to improve:  
Course literature could use Nielsen and Chang. Make the lab a bit more difficult. More exercises in class.  
Advice to future students:  
Think about the fundamentals instead of looking into exact calculation this is a very conceptual course.  
Take part of the lectures. Read the literature. Start working on the homework early.

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**SUMMARY OF STUDENTS' OPINIONS**

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

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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.**

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The course is still new and there is room for improvements. The homework problems should be continuously developed, more alternative literature added, and more examples added to the classes. The lab could also be more involved.

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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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While I haven't observed any particular differences between different groups of students it is important to make sure the learning environment is inclusive and supportive for everyone.

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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?**

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Timely feedback on the homework problems. More time for exercises in class. 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.**

