Report - SI2371 - 2021-02-05

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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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.

The LEQ was used after the course. More informally, during the course I have on several occasions asked for feedback and things to improve.

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 which goes through the theory and exercise classes which train problem solving.
A test exam with two parts that the students work with at home was given during the course.
The course is examined with a written exam consisting of 6 problems, each targeting a separate learning outcome or problem area.
Each problem (on the test and final exam) is graded A-F. Two problems from the test exam may replace the corresponding problem on the final exam.
A minimum grade E on each problem is needed to pass the course. The final course grade is calculated as an average.

A major difference to the previous offering was that the course was given entirely online with live streamed lectures and exercise classes. As before also all lecture notes were available online.

Another change was to include more on relativistic analytical mechanics and deemphasize the energy tensor. (Change in course plan.).

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?

Student attendance was high for lectures and exercises, and they had homework problem as well.
From the LEQ the workload is manageable, ranging from 10-20 h/week.

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 results on the exam and homework were in line with previous years. The students in this course are usually highly motivated and performed very well.

STUDENTS´ANSWERS TO OPEN QUESTIONS
What does students say in response to the open questions?

Best aspects:
- To try to understand nonintuitive results and paradoxes, to develop understanding and intuition, which is the difficult part in the course.
- Interesting content, good book, and good lectures.
- Well experienced teacher, with a firm grip on different aspects of the education.
- The teacher was genuinely interested in teaching us.
- Good exercise classes.

Things to improve:
- Increase the amount of content.
- More mathematical.
- Good as it is.

Advise to future participants:
- Do the homework.
- Read the book.
- Follow the lectures.

SUMMARY OF STUDENTS' OPINIONS
Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.

Most aspects of the course seem to work well.

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.

Overall, the students response was positive in the LEQ. The course activities seem to work well to help the students reach the learning outcomes.
The fact that the course was online only is of course not optimal, but it worked, and all activities could be carried out.

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?

No area in the learning environment stands out as being particularly weak or strong.
No significant differences could be found in the different categories, although the statistics is very low.

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

More examples on relativistic analytical mechanics should be developed.

Average response to LEQ statements - all respondents