



Report - SK1105 - 2019-11-20

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.

Same design as last year, no major changes.

THE STUDENT'S 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?

Majority spent 6-8 hours, and the distribution of answers is identical to last year.

With this workload, students do not come up to 80 hours (4 hp).

There has been one complaint about high workload and somebody answering that he/she spend only 2 hours/week (while lab lasts 3 hours).

To summarise, workload seems to be on an acceptable level.

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?

All students that continued with the course to the end passed, same result as last year.

There has been the trend to more iterations for the weekly report and the final report, this has to be discussed with teachers before next course round.

OVERALL IMPRESSION OF THE LEARNING ENVIRONMENT

What is your overall impression of the learning environment in the polar diagrams, for example in terms of the students' experience of meaningfulness, comprehensibility and manageability? If there are significant differences between different groups of students, what can be the reason?

Rather strong agreement with the statements (LEQ 6), no especially weak area visible.

ANALYSIS OF THE LEARNING ENVIRONMENT

Can you identify some stronger or weaker areas of the learning environment in the polar diagram - or in the response to each statement - respectively? Do they have an explanation?

No especially weak or strong area visible. Course design works well.



ANSWERS TO OPEN QUESTIONS

What emerges in the students' answers to the open questions? Is there any good advice to future course participants that you want to pass on?

Similar answers like last year, mainly positive.

Some ask for a better definition of reading lists before each lab (e.g., not complete chapter in University Physics).

PRIORITY COURSE DEVELOPMENT

What aspects of the course should primarily be developed? How could these aspects be developed in the short or long term?

The progression of the students from the first to second half of the course should be reviewed.

Better interplay between different tasks in the lab, e.g., error analysis for different labs.

Two new teachers for next course round and move from p1 to p4 demands extra attention.
