

Kursanalys för SK2533

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| Datum för kursanalysen | 2022-12-28 |
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Sida 1: Kvantitativ analys

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| Läsår: | 2022 |
| Läsp(er)iod(er): | 1 |

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| Kursansvarig: | Jerker Widengren |
| Lärare: Föreläsare | Jerker Widengren, Per Thyberg, Hans Blom, Stefan Wennmalm |
| Övningsassistenter | Chinmaya Venugopal Srambickal, Abhilash Kulkarni |
| Labbassistenter | Baris Demirbay, Niusha Bagheri |
| Övriga inblandade lärare | |

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| Antal registrerade studenter | 22 master students, 1 PhD student (FSK3520) |
| Prestationsgrad, * % (t.o.m. ovan datum) | 91 % |
| Examinationsgrad, ** % (t.o.m. ovan datum) | 91 % |

* Antalet presterade poäng hittills på kursen dividerat med antalet möjliga poäng för de registrerade studenterna vid gällande datum.

** Andel studenter av de registrerade som klarat samtliga kurskrav vid gällande datum.

Sida 2: **Kvalitativ analys**

Kursens pedagogiska utveckling

Redogör för eventuella förändringar införda utifrån förra årets kursanalys.

Postpandemic, the course was again given fully IRL. Apart from regular updates of all lectures and labs, no major changes were made since last year's course. On the communication side however, all major communication/information about course were taken via Canvas, instead of via a course web page and emails from the teacher(s), as done in previous years.

Studenternas syn på kursen

Redogör för studenternas syn på kursen (dokumenterad genom kursenkät, kursnämndsmöten, intervjuer och/eller annan lämplig metod).

This course, belong to the strongly recommended courses for students taking the Biomedical Physics track. Feedback from the students was obtained after the written exam, and almost all of the students answered (anonymously) on multiple questions in a questionnaire handed out to them after the exam. The students ranked all the individual lectures on a scale from 1-5, with respect to relevance/content and presentation. On average, their grades were around 4, which we think shows that the students are in general satisfied with the lectures. A few lectures were a bit lower ranked (~3.0), and although not considered bad, we will consider ways to improve them for next year's course. When asked, most students would like to see more interactive parts during the lectures, e.g. quiz sessions or short group discussions. The lab parts were very highly appreciated (average grading 4.9 on a scale 1-5), and several students wanted more of them as a good way to understand the methods presented in the course. Most students found the student presentations a good exercise, and the exercises on previous control tests and exams before these tests were also appreciated, although some students remarked that these exercises were held in a too high speed. The course organization, as well as communication/information via Canvas got positive feedback from the students.

Kursansvarigs syn på kursen

Sammanfatta hur utförandet och resultatet av kursen gått, samt tolka/analysera studenternas syn på kursen.

Overall, the impression is that the students were content with the course. As mentioned above, few lectures were a bit lower ranked (~3.0), and although not considered bad, we will consider ways to improve them for next year's course. We will also increase the interactive parts in the lectures in general, to engage students more, e.g. quiz sessions and short group discussions. The move over from our previous course web page to Canvas, and our organisation of the material and information there, was appreciated by the students and will then be continued in this way.

Planering inför nästa kursomgång

Redogör för eventuella förändringar du planerar att göra inför kommande kursomgång.

No major changes are planned or motivated in view of the feedback from the students on this year's course. However, some changes are motivated. We will modify the lectures that were a bit lower ranked by the students, think of ways to introduce more interactive parts to make the students more active during lectures in general, and slow down the speed of presentation on parts which were found to be too quickly presented.