# Report - SK2760 (HT21) – 2021-10-29

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

Prof. Muhammet S. Toprak (toprak@kth.se)

**COURSE DESIGN**
**Briefly describe the course design (learning activities, examinations) and any changes that have been implemented since the last course offering.**

No changes since HT2020

**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?**

Not too heavy, not too light. Students answer changes between 8 and 40 hrs per week. Depending on their background students have experienced different workload in the course.

**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 (14) completed the course with good achievement level.

**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?**

Students' responses are very positive in the polar diagram. Responses in the polar diagram range between 5.8 and 6.8. There is no significant difference between the responses of male and female students, or Swedish vs. international students. They find the course and the info given in the classroom meaningful and comprehendible.

(9 out of 14 students (64%) responded the questionnaire and their response are used to answer the following part in details)

**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?**

The time students have spent on the course can be increased. Students are content about the teaching environment based on their responses given to specific questions. All the respondents feel that they worked with interesting issues (Q1) majority (78%) find that the course was challenging in a stimulating way (Q4); majority (89%) feel the ILOs helped them to improve their learning (Q7); majority (89%) thinks that they were able to learn from concrete examples (Q10); All the respondents feel that understanding the key concepts had higher priority (Q11); Majority (89%) of the respondents think that the course activities helped them to achieve ILOs effectively (Q12); Majority (78%) finds the feedback mechanism useful (Q15); All the respondents found the assessment fair and honest (Q16); All the respondents feel that their background was sufficient to follow the course (Q17); Majority (89%) feel that the course activities enabled them learn in different ways (Q19); and they (89%) were able to learn by collaborating and discussing with others (Q21). Besides, majority of the respondents (89%) identify that the support was available whenever they needed (Q22).

**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?**

The open questions and some of the answers are given below:

What was the best aspect of the course?

- Interesting content with chemical compound geometry and bonds and concrete application of synthesis routes and characterization methods.
- Mr. Topraks teaching style is very nice and engageing. He tries to answer all questions and keep everyone up to pace.
- The group project work was the best aspect of the course.
- The professor who delivered the course and his love for the subject made the course more interesting. The presentation, as usual, was a superb idea, so much can be learned in a single day from different people as well as by oneself as well while working on the presentation.
- The didactic dynamic of the course. After learning in class the concepts and theory we were asked to develop by our own different topics of the course for a particular goal and then presenting it. AS well, learning from the work that the other students did.
- The final exam is an oral presentation so we have less stressful and we learn knowledge from literatures, lessons and others' presentations.
- Good communication among students and teacher which helped me to solve my doubts during the course.

What would you suggest to improve?

- To get feedback on the assignments
- To actually get to lab, the lab was more like a demonstration on how to use the instruments. It would be a better learning experience if we were able to lab with chemicals and the instrument
- To get a pre-introduction on each project topic. I was unfamiliar with most project topics so it would have been nice to get an introduction

What advice would you like to give to future participants?

- If you have time before, don't leave most of the report and presentation to the last week!
- You will be glad that you took this course.
- Engage with the course from minute 1. Ask as many questions as possible and make the most of the lab sessions.
- follow the lectures and read more literatures
- Just follow the instructions and the lectures and those will help.
- start working on the project topic from the beginning of the period.
    - Do not start with the assignments one day before the deadline!
    - Read each assignment question carefully
    - Ask if something is unclear

**PRIORITY COURSE DEVELOPMENT**

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

No action is needed for short term. More detailed written feedback will be provided to students regarding their assignments.

**OTHER INFORMATION**

**Is there anything else you would like to add?**

No.