

Kursanalys för SK2411

Datum för kursanalysen	2014-06-02
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Sida 1: Kvantitativ analys

Läsår:	2014
Läsperiod(er):	VT-2014

Kursansvarig:	Valdas Pasiskevicius
Lärare: Föreläsare	Valdas Pasiskevicius, Min Yan
Övningsassistenter	Riaan Coetzee
Labbassistenter	Fredrik Laurell, Nicky Thilmann, Gustav Lindgren
Övriga inblandade lärare	

Antal registrerade studenter	24 st
Prestationsgrad, * % (t.o.m. ovan datum)	67 %
Examinationsgrad, ** % (t.o.m. ovan datum)	67 %

* 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.

OBS! När du skickar in din kursanalys, bifoga aktuell kursplan.

Sida 2: **Kvalitativ analys**

Kursens pedagogiska utveckling

Redogör för eventuella förändringar införda utifrån förra årets kursanalys.

1. Lecture notes have been updated with new developments in the field and placing even larger emphasis on real-world applications of the laser technologies.
2. New exercise assistant, Riaan Coetzee has been introduced this year and his performance in the class has been assessed by myself (VP) and by soliciting student opinions. All these opinions were positive. Riaan himself was enthusiastic about his experience and will be happy to do even better next year.
3. The course webpage has been moved to the central server and we had to do some rather extensive editing using rather awkward polopoly system.
4. Web-based lab signup and anonymous student polling have been used and proved to be effective. Unfortunately, the KTH web services do not have convenient tools for such tasks, therefore the tools from third parties have been used.
5. New oscilloscope has been ordered for the solid state laser lab, as planned.

Studenternas syn på kursen

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

The students were polled using web-based anonymous interactive questionnaire after the end of the course but before the exam. It contained 12 questions with the answer scale 1-4 (the maximum meaning corresponding to "true" and the minimum to "untrue"). An additional field was available for leaving free-form comments. Participation was voluntary, whereas the survey form could be accessed via the link embedded in the email. 50% of the students participated in the survey. The answers show that the students were motivated by the subject which they perceive as important for their future careers. There seems to be very positive view on the course textbook and the perceived understanding of the main concepts.

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Results of the student survey

	Normalized average 1=true
1. The course subject is important for completion of my education	0.975
2. Previous courses prepared me well for understanding material in this course	0.825
3. I think, I was able to understand the main concepts in the course	0.875
4. I think the course could be relevant for the real-life applications which I might encounter in my future career	0.925
5. The lectures were informative and helped me to understand main concepts	0.775
6. The textbook was sufficient in helping understand the subject	0.875
7. I was extensively searching for additional information sources on the course subject	0.444
8. The problem-solving sessions were productive	0.85
9. I would prefer additional home-assignment problems	0.6
10. I could easily access information on the course web-page	0.85
11. I knew the structure and the requirements for passing course examination	0.875
12. I would consider doing my master thesis work in the area of laser physics and quantum electronics	0.611

Kursansvarigs syn på kursen

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

Students in the class 2014 were exceptionally good and the lecture as well as exercise attendance rather high all the time. This most probably indicate genuine interest in the subject. The first exam results, where 30% of the students receive A or B grades while another 30% - F, however, reveal that there is obvious gap in preparation. The failure rate in the first exam is similar to previous years. Judging by the success rate, the exam tasks obviously were not too difficult. Although the students were warned not to be complacent (easy to be complacent when all aids and lecture notes short of textbook itself could be used during exam).

Administering the course, unfortunately requires finding external tools e.g. for lab registration, for course surveys, which would belong to 21-st century, and which KTH does not provide or provide something which is inefficient or useless. Real shame, considering how much resources were spent on ever-changing web-based social systems and other things which do not result in productivity gains.

KTH scheduling service for re-exams should be put in action earlier, ideally before the course starts. Considering that quite a few students are from exchange programs, the re-exam timing is an important issue.

Seminar rooms FA31, FA32 are not suited for the lectures where both, the overhead projection and whiteboard writing are used, quite often at the same time.

Lab room availability is a recurring problem. Although this year it was solved smoothly, there is no guaranty that it will happen next time.

Förändringar inför nästa år

Föreslå vilka förändringar du planerar att göra för att främja kursens pedagogiska utveckling och kvalitet.

Try to get lab scheduling earlier.

Introduce a voluntary homework tasks, which could be discussed during the following exercise sessions, so that students come to those sessions better prepared. Hopefully that will increase

their activity in the class.