

Kursanalys för SK2411

Datum för kursanalysen	2016-06-21
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Sida 1: Kvantitativ analys

Läsår:	2016
Läsperiod(er):	VT-2016

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

Antal registrerade studenter	24 st
Prestationsgrad, * % (t.o.m. ovan datum)	100 %
Examinationsgrad, ** % (t.o.m. ovan datum)	100 %

* 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.
2. Exercises were augmented by addition of home tasks. This was done with support and some insistence from students. The home tasks were mandatory for PhD students (from SU) taking the course, while voluntary for others.
3. Solid state lab was upgraded with the new scope which we previously acquired.

Studenternas syn på kursen

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

The students were polled during lectures, labs and after end of exam by VP and Riaan and Fredrik to assess their views of the course material and teaching pace and quality, perceived usefulness to their careers. The students have shown high interest in the course and were happy with the textbook and the lectures. There was some perception from the student side that the exam was a bit stringent although the performance during the exam was actually better than in previous years. Students were informed well in advance that they could use all their notes (but not textbooks) and must have a solid understanding of the concepts and be able to apply them in solving tasks involving cross section of topics covered in the course. Due to possibility to have continuous interactions with students over the course and rather small amount of students the use of online polling tool was deemed unnecessary.

Kursansvarigs syn på kursen

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

The class of 2016 was interested and engaged in the subject. The students volunteered to take on home tasks which did not happen before. Possibly that increased their understanding of the course material and possibility to apply it in solving tasks. There is recurring weakness in basic physics knowledge among students. This is a systemic trend which forces us to presume that the majority of the class has not completely absorbed the knowledge from basic physics courses and is somewhat uncomfortable using those concepts in different context.

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

Lab room availability which used to be an issue was resolved painlessly this year.

Förändringar inför nästa år

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

Increase further focus of the lecture material.

Advertising of the program in general seems to be inadequate. This affects the number of students attending the course.

We are getting inquiries from other schools regarding the laser technology course related to industrial applications. This is something we should look into and possibly try to create an offer for such course. It could be expected that the audience will be larger.