

# PUBLISHED COURSE ANALYSIS



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A course analysis has been carried out and published by the course convener.

The Karlstad University evaluation tool is owned by the Professional Development Unit and is managed by the systems group for educational administration, Student Centre.

*Electromagnetic Field Theory for Engineers, 7.5 ETCS cr. (FYGB09)*

*Course convener: Jürgen Fuchs*

## Basic LADOK data

Course Code: FYGB09

Application Code: 30331

Semester: VT-18

Start Week: 201804

End Week: 201813

Pace of Study: 50%

Form of Study: Campus

## Course Data

Number of questionnaires answered: 4

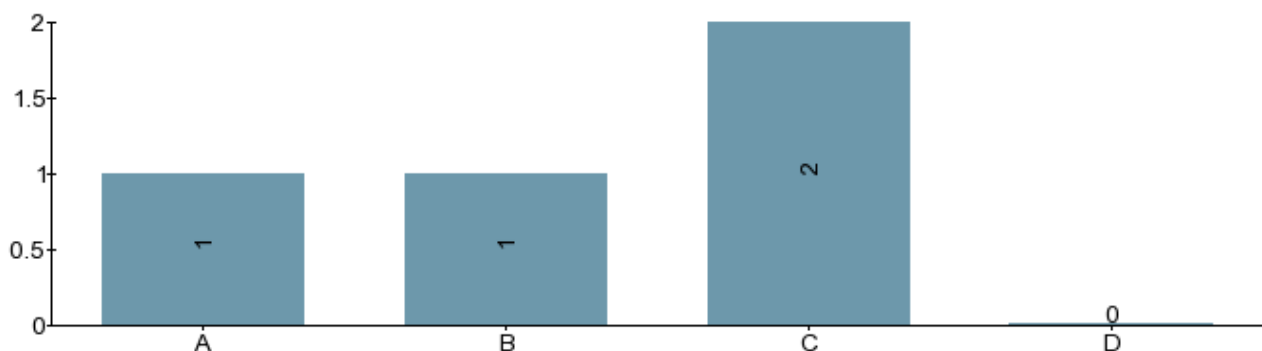
Number of first registrations<sup>[1]</sup>: 10

## Changes suggested in the course analysis of the previous course date:

Inform the students that this course is more demanding than previous courses.

This has been done orally, but apparently not all students took notice of it.

1. During the course I developed the knowledge, skills and other competencies described in the learning outcomes.



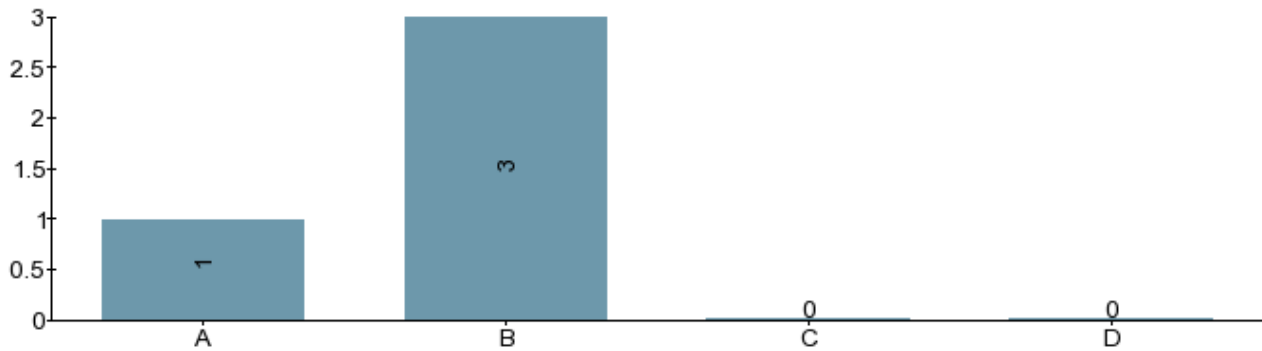
A) To a very great extent

B) To a great extent

C) To a certain extent

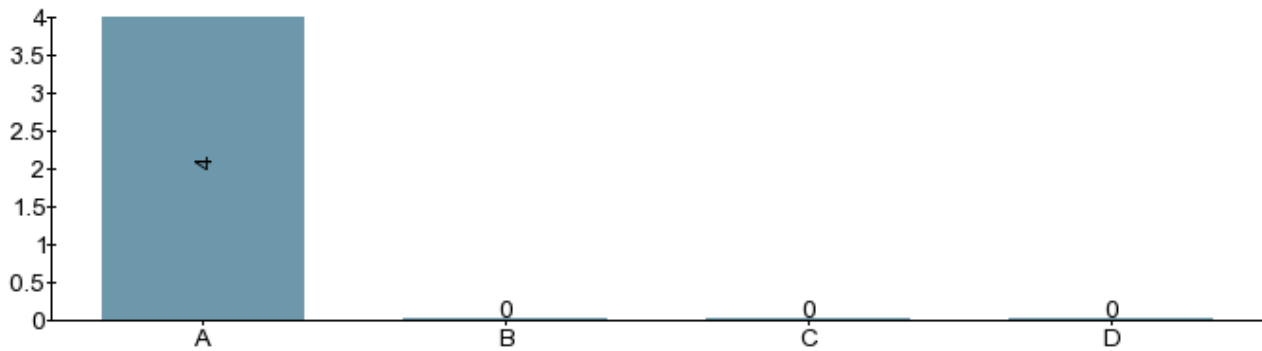
D) To a very little extent/Not at all

2. In the examinations, I had the opportunity to demonstrate if I have acquired the knowledge, skills and other competencies described in the learning outcomes.



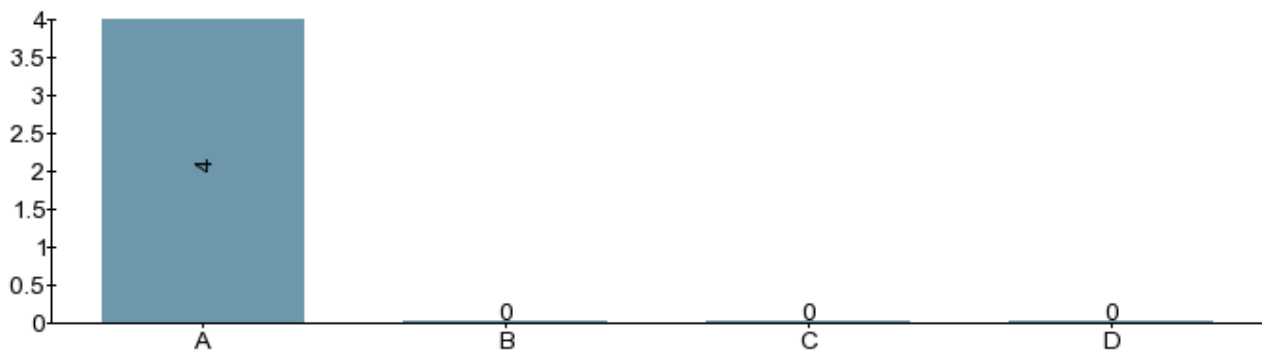
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

3. On average, I spent the following number of hours on coursework per week:



- A) More than 40 hours (or more than 20 hrs at 50% study pace, more than 10 hrs at 25% study pace)
- B) Between 30-39 hours (or between 15-19 at 50% study pace, between 8-10 at 25% study pace)
- C) Between 20-29 hours (or between 10-14 at 50% study pace, between 5-7 at 25% study pace)
- D) Less than 20 hours (or less than 10 at 50% study pace, less than 5 at 25% study pace)

4. During the course, I have found that teachers and other staff have been:



- A) Professional and very accommodating
- B) Professional and accommodating
- C) Professional
- D) Deficient

**should also be analysed here. Any effect of joint courses should be commented on.**

The students regarded the course as very relevant. It was also considered as very hard - altogether for most of them not too hard, but in any case much more challenging than previous courses, both conceptually and mathematically.

Better prerequisites in vector analysis, in the use of spherical coordinates and in differential equations, but also partly concerning basic electric and magnetic phenomena, would help.

The number of lectures and of exercise sessions was regarded as appropriate by most students. It was appreciated that relatively much time was used for the contents of Chapters 3 and 6, and that various problems from the course book were taken up in detail.

The course's home page was used a lot by most students. In particular the links and the detailed schedule (which allows for reading relevant parts of the book in advance) were appreciated. One student suggested to add links to practical examples that illustrate the theoretical ideas, such as the Faraday cage.

The course book was generally regarded as well suited to the course; a minor disadvantage is that exercises are not ordered according to subsections.

#### **Suggestions for changes to the next course date.**

1. Inform the students at the beginning of the course that it is probably more challenging conceptually and mathematically than their previous courses - and do this not only orally.
2. Apart from presenting aspects of vector analysis and of Fourier transformation in exercise sessions, do so also for some aspects of differential equations.
3. If time permits, add links to applications like the Faraday cage to course's home page.

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1. **Number of first registrations for a course:** First registration = the first time a student registers for a specific course.