

PUBLISHED COURSE ANALYSIS



Publishing date: 2019-05-07

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.

Nanoscience II, 7.5 ETCS cr. (CBAD80)

Course convener: Hanmin Zhang

Basic LADOK data

Course Code: CBAD80

Application Code: 32333

Semester: VT-19

Start Week: 201904

End Week: 201913

Pace of Study: 50%

Form of Study: Campus

Course Data

Number of questionnaires answered: 4

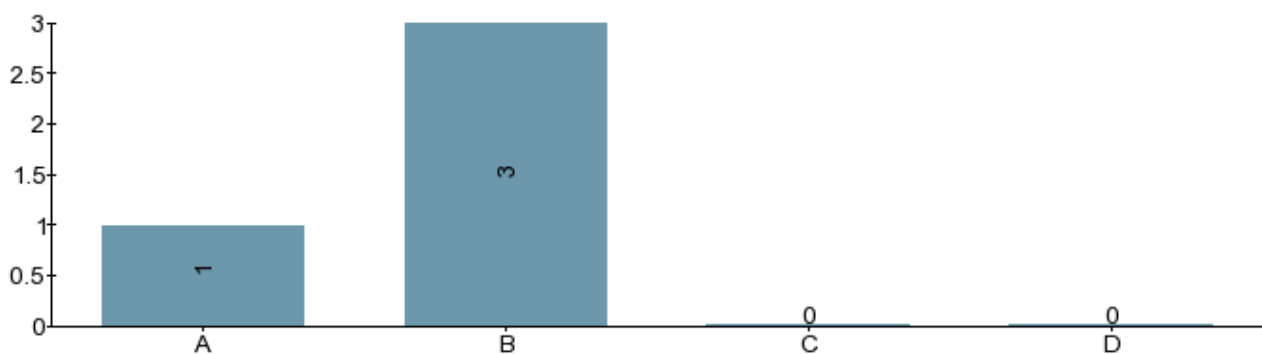
Number of first registrations^[1]: 13

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

"Electron Transport in Nanostructures and Mesoscopic Devices: An Introduction" will be first recommended.

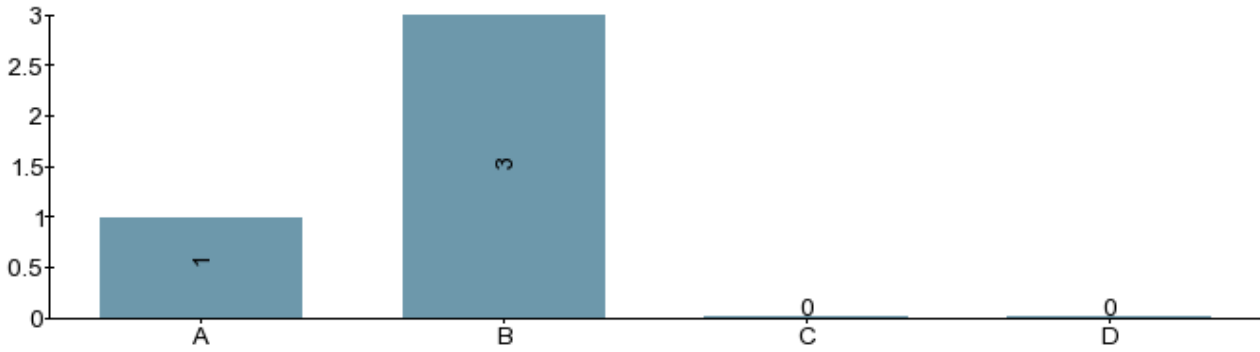
According to the examination results of this year, there seems no need of bonus to the examination for the exercises and the seminars.

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



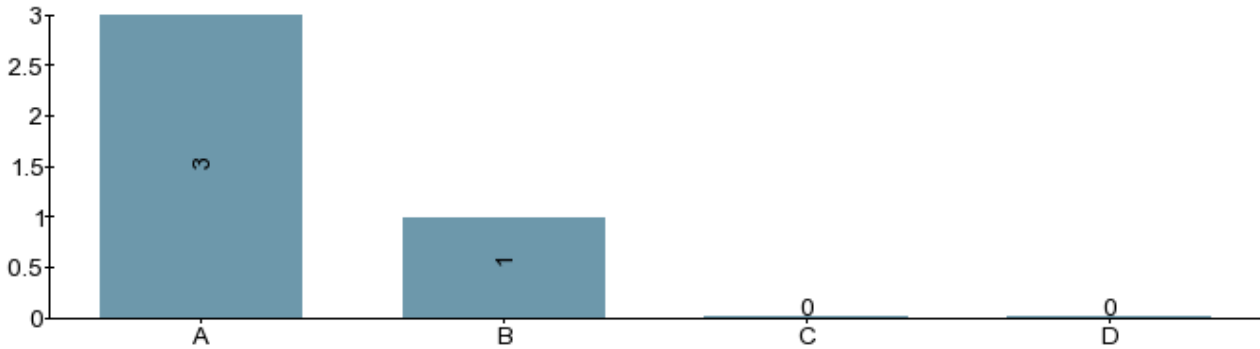
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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.



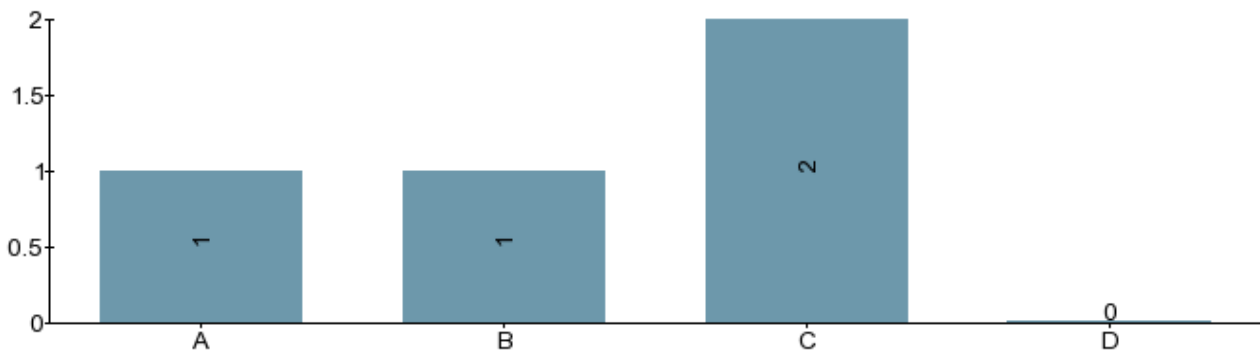
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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 comments from the students and the grades from the questionnaire show that the course task has been fulfilled according to the syllabus in general. But I think the most severe problems were that some students were lack of interests and motivations. There were also minor complains related to the text book and the seminars. It was suggested from a student to use a whiteboard for mathematical proofs instead of PowerPoint. It seemed that the workload for the course might be still high to some students. But I think they are designed to deeply motivate the students to thoroughly go through the course content.

Suggestions for changes to the next course date.

To motivate students to attend the lectures, do homework and give seminars, bonus grades seem to be still necessary so that they can be added onto the final results of the course. A whiteboard for mathematical proofs instead of PowerPoint will be under consideration.

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