

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.

Quantum Field Theory, 7.5 ETCS cr. (FYAE06)

Course convener: Jürgen Fuchs

Basic LADOK data

Course Code: FYAE06

Application Code: 30186

Semester: VT-17

Start Week: 201704

End Week: 201713

Pace of Study: 50%

Form of Study: Campus

Course Data

Number of questionnaires answered: 4

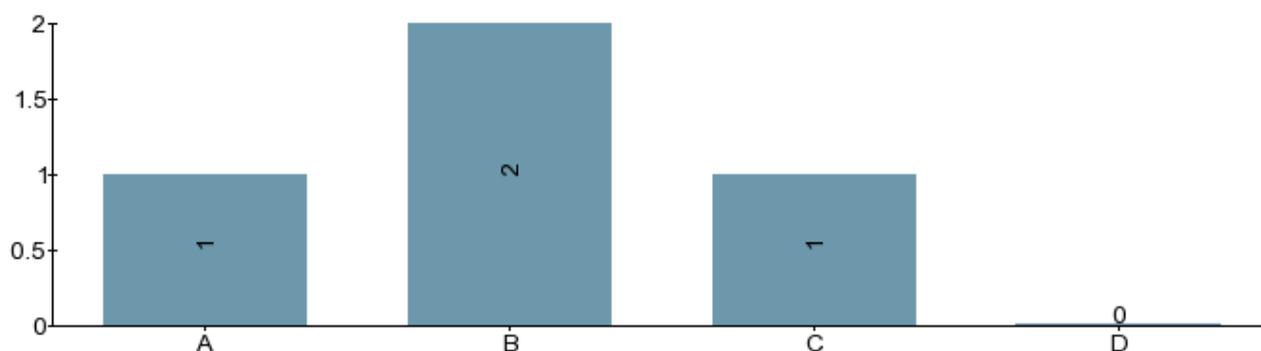
Number of first registrations^[1]: 8

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

None.

(The course was given for the first time in its present form, i.e. as an ordinary course with regular lectures.)

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



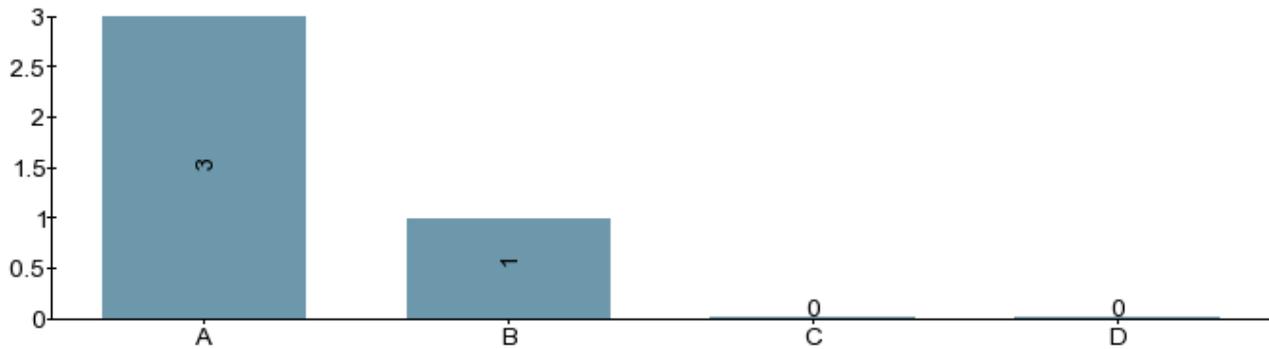
A) To a very great extent

B) To a great extent

C) To a certain extent

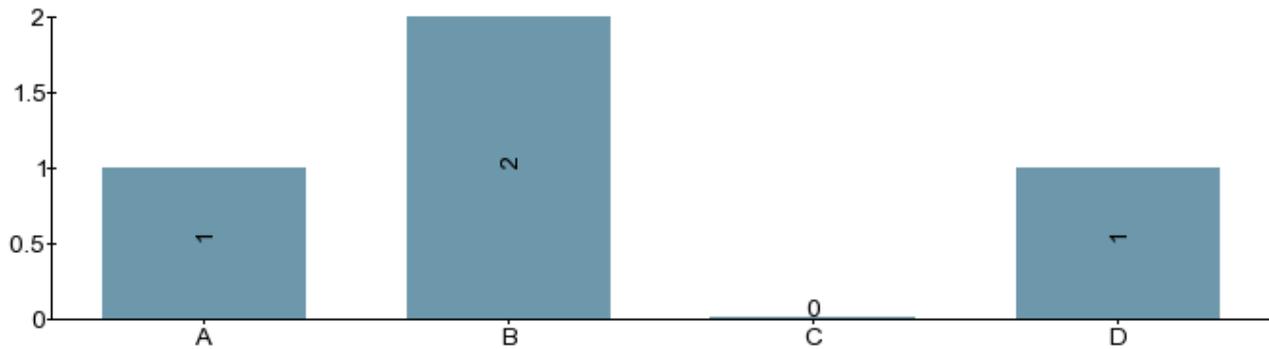
D) To a very little extent/Not at all

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.



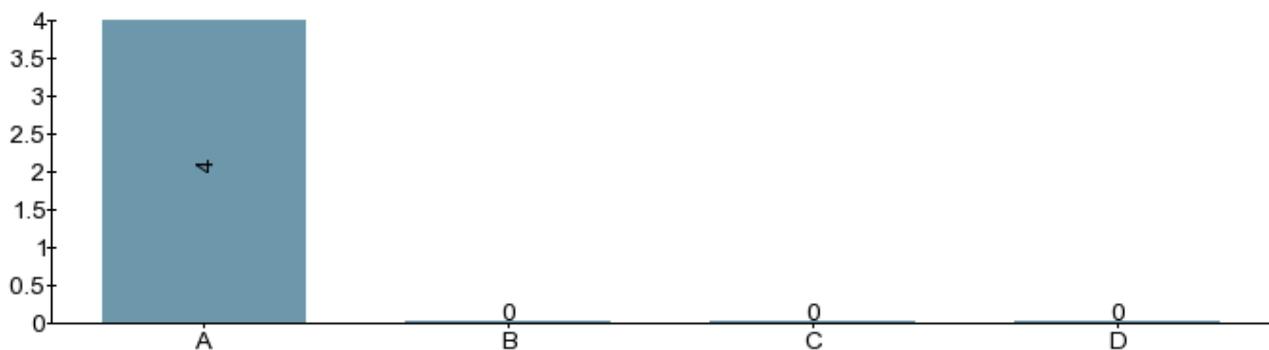
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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 course worked largely very well, but the following problems arose:

1) Several students dropped out after a few weeks.

This made the planning of the student presentations, and as a consequence also their grading, much more complicated than anticipated.

2) Because of some deficiencies of the main course book, two other books were used in parallel. This needs to be changed when the course is given again.

Up to now no decision was made on which book to use in the future.

A relevant point is that there is a new edition of the book by Mandl-Shaw which lacks at least some of the deficiencies of the former edition, albeit it still seems to be weaker on the conceptual side than the book by Peskin-Schroeder.

Four of the five students who completed the course answered the questionnaire.

They were largely satisfied with the course; one of the students found the scope a bit too broad.

In the oral evaluation (on 17-03-22) it was also suggested to take the homework exercises from the main course book.

However, the exercises in the Peskin-Schroeder book seem to fit much better than those in other books, so for now my recommendation is to keep them anyway.

Suggestions for changes to the next course date.

1) Try to follow more closely a single textbook.

2) Treat path integrals at an earlier stage, so that generating functionals can be covered reasonably.

3) Do not treat parton evolution through a student presentation.

4) Change the grading system for engineering students from U/G/VG to U/3/4/5.

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