

# PUBLISHED COURSE ANALYSIS



Publishing date: 2019-05-01

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.

*Electromagnetic Field Theory, 7.5 ETCS cr. (FYGB03)*

*Course convener: Jürgen Fuchs*

## Basic LADOK data

Course Code: FYGB03

Application Code: 32414

Semester: VT-19

Start Week: 201904

End Week: 201913

Pace of Study: 50%

Form of Study: Campus

## Course Data

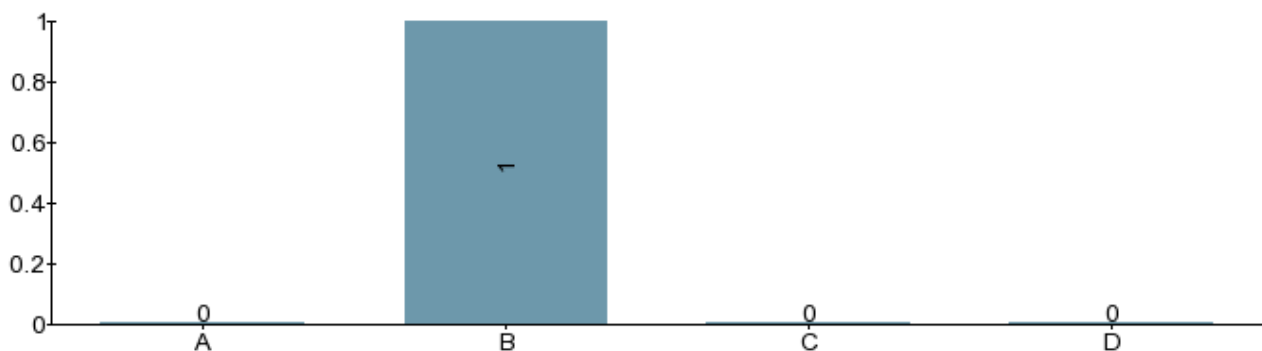
Number of questionnaires answered: 1

Number of first registrations<sup>[1]</sup>: 3

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

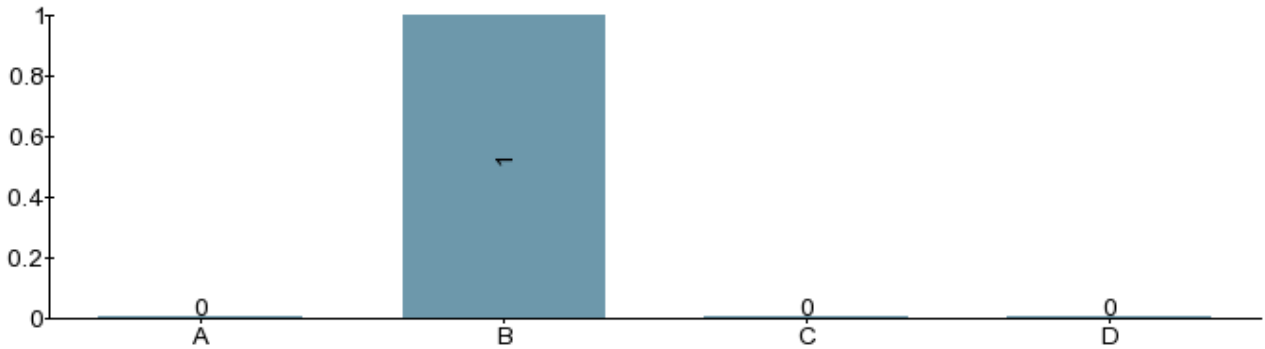
No changes were suggested.

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



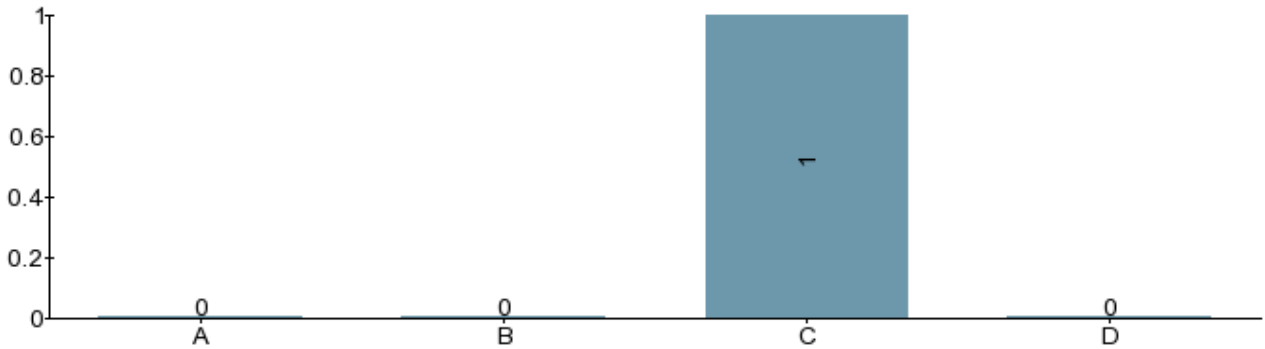
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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.



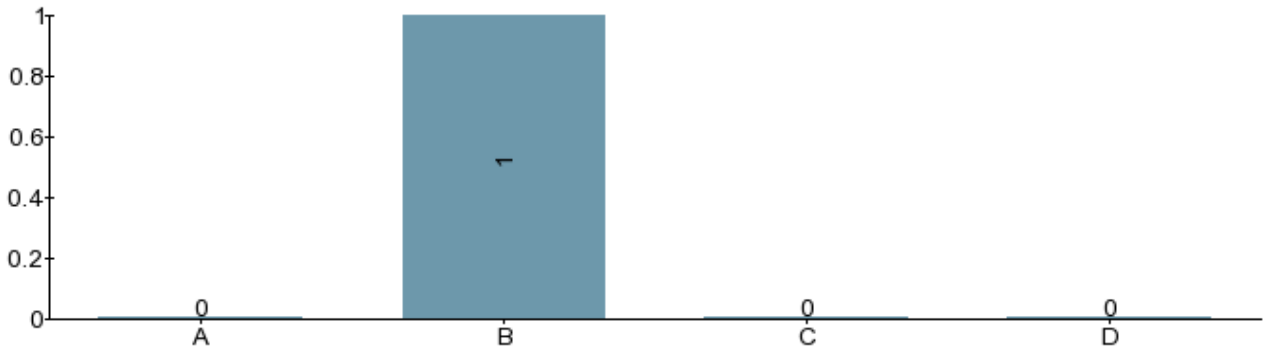
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

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.**

Only one of the three participating students took part in the electronic evaluation (without giving any specific comments), and none of them in the oral evaluation meeting. The following statements are partially based on the evaluation of the parallel course FYB09.

The course works basically fine as an individual course, but from a program perspective it is problematic, because it requires more mathematical background than most of the students have acquired in previous courses. This is a known problem that has persisted for several years, but it has become more pronounced now, owing to the fact that the course "Komplex analys och transformer" has been moved to a later stage of the curriculum.

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

Collect the links to mathematical tools that are present on the course home page also on a single separate page that is dedicated only to this particular issue.

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