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.

Physical electronics, 7.5 ETCS cr. (FYGC07)
Course convener: Markus Rinio

Basic LADOK data	
Course Code:	FYGC07
Application Code:	32238
Semester:	HT-18
Start Week:	201845
End Week:	201903
Pace of Study:	50%
Form of Study:	Campus

Course Data	
Number of questionnaires answered:	5
Number of first registrations[1]:	16

Changes suggested in the course analysis of the previous course date:
From the studens feedback from HT2017, the amount of excercise classes were increased.
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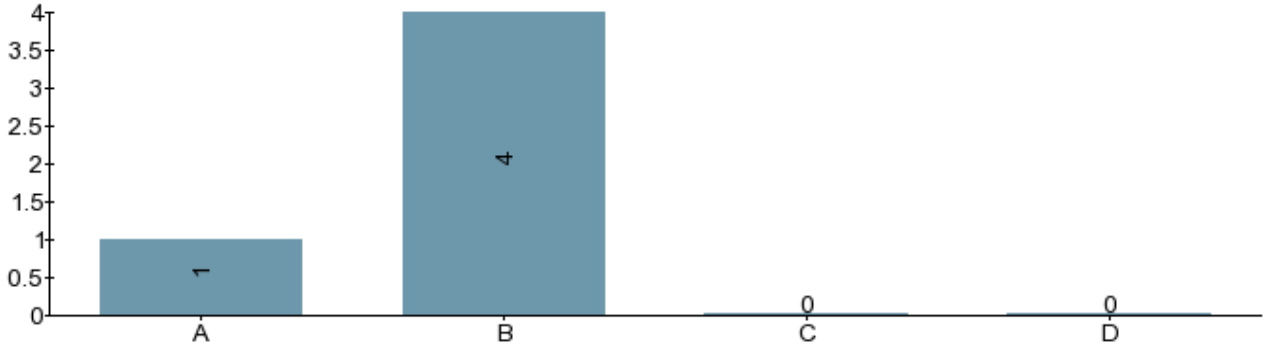
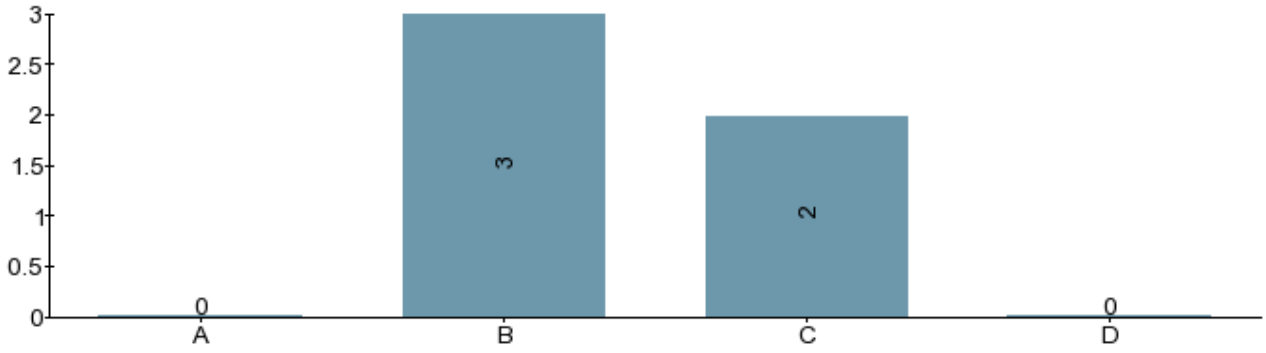
1. During the course I developed the knowledge, skills and other competencies described in the learning outcomes.



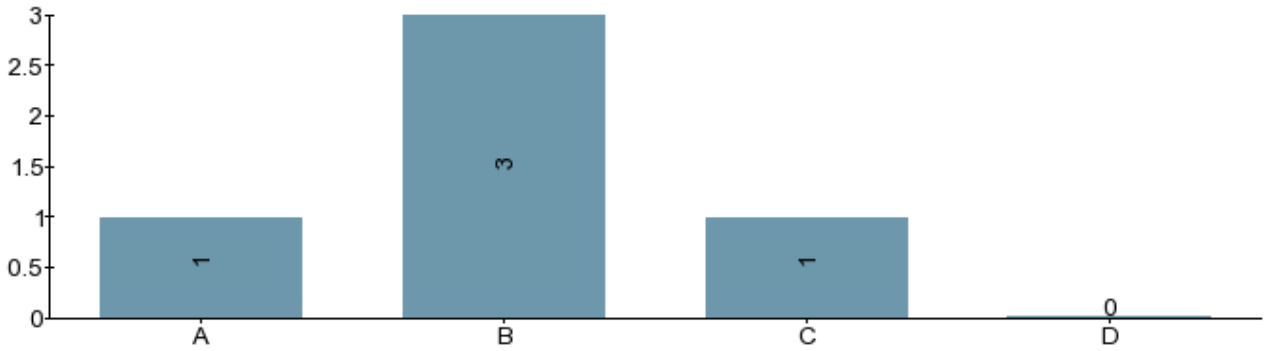
A) To a very great extent
B) To a great extent
C) To a certain extent
D) To a very little extent/Not at all

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.



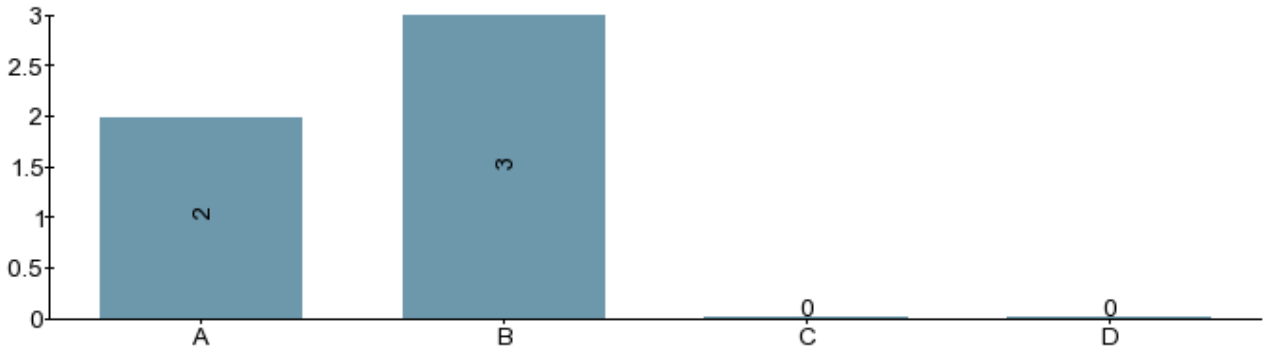
A) To a very great extent
B) To a great extent
C) To a certain extent
D) To a very little extent/Not at all

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

Analysis based on course evaluation, including comments fields. If information has been collected in other ways, it

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

All studends, who gave feedback, see that "developed the knowledge, skills and other competencies described in the learning outcomes" was reached to a great or very great extent.

The opportunity to demonstrate this knowledge was rated "to a great" or "to a certain extent". This is of course not very easy with only one final examination.

The powerpoint slides were positively highlighted and especially the fact that the students were not be forced to write during the lectures so that they could concentrate on listening.

One student said that the excercise class teacher could have been better prepared.

One student mentioned that no other FETs were discussed than MOSFET, which correctly points out a little error in our syllabus. It was also suggested that the Hall-Effect laboration should be announced and done earlier.

One student whished to have a formula sheet instead of a handwritten page. However, we are still more convinced of the learning effect of producing a handwritten page instead of getting this from the teachers.

From my (professors) side, I really liked the larger amount of questions and discussions during the lectures this year and I also appreciated that students turned up with extra questions in between the lessons at my office. It feels that there was a good interest in the lecture this year giving also me the chance to learn.

Suggestions for changes to the next course date.

The planning of the course should be done earlier as well as the Hall effect laboration should be a little earlier and have a longer time distance to the second laboration. Little adoptions of the syllabus might make sense. Although not mentioned by the students this time, I still see the need for a bit harder excercise questions.

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