

Kursanalys (kursutvärdering)

Kurskod 1AU066	Kurstitel Fysik och akustik	Högskolepoäng 7,5
Termin (vt/ht-år) VT-23	Tidsperiod 07.11.2022 - 31.03.2022	

Kursansvarig Allison Mackey	Examinator Åsa Skjönsberg
Momentansvariga lärare Filip Asp Allison Mackey	Övriga medverkande lärare

Antal registrerade studenter vid treveckorskollen 28	Antal godkända vid sista kursdatum 0	Svarsfrekvens kursvärderingsenkät 32% (8 / 25)
Övriga metoder för studentinflytande (utöver avslutande kursvärdering) Muntlig kursforum med studenterna 24.04.2023		
Återkoppling av kursvärderingsresultat till studenterna Yes, course web		

Observera att...

Analysen ska (tillsammans med sammanfattande kvantitativ sammanställning av studenternas kursvärdering) delges utbildningsnämnd vid kursgivande institution samt för programkurser även programansvarig nämnd.

Analysen har delgivits utbildningsnämnd följande datum: [Klicka här för att ange text.](#)
Analysen har delgivits programansvarig nämnd följande datum:

1. Beskrivning av eventuellt genomförda förändringar sedan föregående kurstillfälle baserat på tidigare studenters synpunkter

Previous feedback was that there were too many group assignments. We also observed this to be the case and noticed that there were no opportunities for individual work or feedback. Therefore, we replaced a mandatory oral group assignment with an individual written assignment to allow students to test their knowledge independently and receive feedback from the teacher.

Because we were two teachers, we revised a large seminar to two simultaneous teacher-led group seminars to allow for more free discussions.

2. Kortfattad sammanfattning av studenternas värderingar av kursen

(Baserad på studenternas kvantitativa svar på kursvärderingen och centrala synpunkter ur fritextsvar. Kvantitativ sammanställning och ev. grafer bifogas.)

A response rate of 61% is higher than previous years, but still quite low.

The responses ratings to some questions were very broad, with some questions resulting in relatively equal frequency of responses from “to a small degree” up to “to a very high degree”. This was the case for the question asking if students have reached the course’s learning objectives, the question about whether the course has stimulated the student’s scientific approach, the question about the course literature, and the question about whether expectations during the course were clear.

For the following questions, most students answered “to a high degree” or “to a very high degree”: there was a red thread through the course, the student took responsibility for their own learning, the course web offered support, the course’s layout and activities were relevant for the learning objectives, the examination form was reasonable for the learning objectives and tested understanding, and the course teachers were approachable during the course for ideas and suggestions.

Suggestions for improvement were: to stick with one language, have all course material in Swedish, allow students time and opportunity do all the experiments, provide better information on basic math (how to solve with a formula) and provide it earlier. And to spread out sample exam questions on the practice-exam so that few questions should be completed each week relevant to the lecture material. Overall students thought the course was too high-level.

3. Kursansvarigs reflektioner kring kursens genomförande och resultat

Kursens styrkor: The course teaches basic underlying concepts and theories to later learned topics in the auditory system and hearing technology.

Kursens svagheter: The course is math heavy. Some students still have difficulty solving algebraic formulas. The course material can seem very distant to the knowledge needed for an audiologist.

3. Övriga synpunkter

4. Kursansvarigs slutsatser och eventuella förslag till förändringar

(Om förändringar föreslås, ange vem som är ansvarig för att genomföra dessa och en tidsplan.)

This course is included in a university degree, not a technical program, and therefore the students should have a thorough understanding of the concepts and theories that are relevant for audiology. Studying physics and acoustics falls into this underlying theory. The relevancy, however, can be highlighted with more examples in the future.

The math basics course offered in Canvas has been updated by Allison and will be available to students during acceptance and registration into the program.

As course instructors, we will discuss

- changes to the labs and workshop too allow for students to work through other experiments.
- creating quizzes based on practice exams that will be available to students each week.
- translating some content to Swedish
- include a 1-hour session once per week for questions and answers.

Because the course was previously held in English, the course material is in English, including the textbook, handouts and lecture slides. As audiologists, students will have to keep up with relevant published evidence which is mostly printed in English. Therefore, the ability to read English text and apply it to a Swedish context is relevant learning for their profession.

Bilagor: