Kemiska institutionen
Lunds universitet

Kursanalys för Kemb29 "Spectroscopy and dynamics" VT 2021

Kursansvarig: Jens Uhlig

Övriga lärare: Per Uvdal, Eva Unger

Antal studenter: 27 registered,

Betyg: 1 st UK, 10 st G, 9 st VG.

Utvärdering

I. Sammanfattning av kursvärderingen

Totalt antal svar: 12

Overall were the students quite happy with the amount of material, speed, difficulty and quality of the course. Negative remarked was that the three different teachers used different structures and online presentation sets. Some of the support material (tutorials and seminars) lost their effect due to very low participation and online teaching. The Hand-Ins were positively remarked as was the general content of the labs. The flow of the labs suffered due to the missing group work. Another re-work of the lab instruction was requested as the way how to make plots is not commonly known. The possibility to re-watch the lectures was positively remarked for the exam preparation. The electronic spectroscopy part could benefit from a script. The students state that they re-watched for 1h of every 2h lecture.
The general level of the exam was seen as reasonable, one of the three parts of the exam contained to many question.

II. Lärarlagets kommentarer

In general the course went ok this year with some challenges due to the oline teaching and the late addition of a third teacher.
A lot of the group work failed partially, as can be expected with zoom. The technical parts of the lectures were solved differently from the teachers, leading to increased challenges for the students. Many students are not used to follow lectures that are not accompanied by a single book or provide the material in form of slides. Building the general scientific literacy could improve this point. We try to introduce one extra laboratory moment in collaboration with the library to enhance this experience. All tutorials and support lectures should be arranged earlier in the course to achieve a higher participation. Examn: We adjusted the

points required to account for the challenges of the student. As the examn was given in three parts separated by a break, this only influenced one of the three parts. In general the points were not significantly different distributed since when changing from a single examn block to three separate blocks.
The laboratory instructions for the computational lab were re-worked and corrected by two former students. A lot of the confusion arrives from the students just making the plot that is requested and not telling a story with the help of a figure, splitting the lab into two parts will help with this part.

III. Utvärdering av förändringar sedan förra kursen

We added a third teacher in the course that covered the kinetic part. This led to added challenges, as some of connection was lost. Bigger challenges however arrived from the different way to present the material (recorded whiteboard lecture with recording challenges vs. powerpoint lecture vs. Whiteboard lecture with digital pens)
The introduction of tutorials separated the seminars from the additional information, which led to a better acceptance. Removing the error calculations from the kinetic lab and offering them as bonus reduced a lot of the complaints about the challenges of this part. We expanded the kinetics lab with a temperature dependent study, that was in general taken well, but need improvement next year.

IV. Förslag till förändringar till nästa kurs

Have another round of improvement for the laboratory instructions. We will split the computational laboratory into two parts.
We will distribute the improved script (from this year) for the electronic spectroscopy part to provide a clearer structure for this lecture. We introduce an additional (early) lab to improve scientific literacy and motivate the students to look beyond a single textbook.

2021-07-29, sammanställning är gjord av Jens Uhlig