# Course Report AS7003 VT20

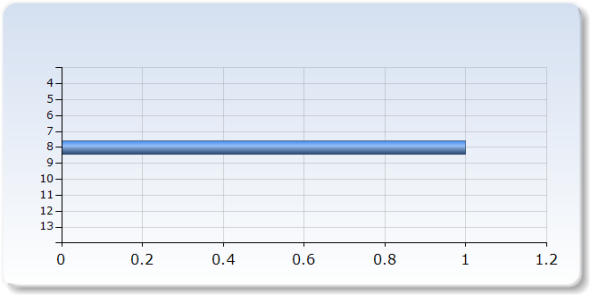
Respondents: 1
Answer Count: 1
Answer Frequency: 100.00%

## . Teacher

| Teacher |
| --- |
| Markus Janson |

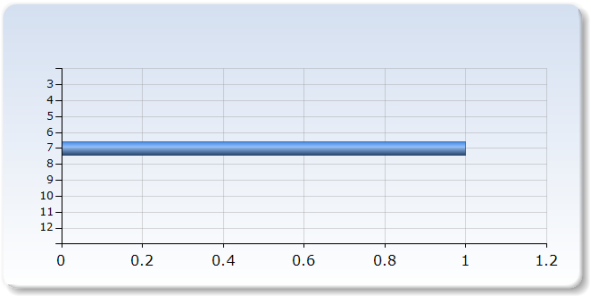
## . Number of students who took the exam

| Number of students who took the exam | Number of Responses |
| --- | --- |
| 4 | 0 (0.0%) |
| 5 | 0 (0.0%) |
| 6 | 0 (0.0%) |
| 7 | 0 (0.0%) |
| 8 | 1 (100.0%) |
| 9 | 0 (0.0%) |
| 10 | 0 (0.0%) |
| 11 | 0 (0.0%) |
| 12 | 0 (0.0%) |
| 13 | 0 (0.0%) |
| Total | 1 (100.0%) |




## . Number of students who passed the course

| Number of students who passed the course | Number of Responses |
| --- | --- |
| 3 | 0 (0.0%) |
| 4 | 0 (0.0%) |
| 5 | 0 (0.0%) |
| 6 | 0 (0.0%) |
| 7 | 1 (100.0%) |
| 8 | 0 (0.0%) |
| 9 | 0 (0.0%) |
| 10 | 0 (0.0%) |
| 11 | 0 (0.0%) |
| 12 | 0 (0.0%) |
| Total | 1 (100.0%) |



## . Description of changes since the previous time the course was given.

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Exercise sessions have been more weighted towards exam-like questions relative to book-based questions than before. The telescope lab was done with remote facilities (due to software failure in the AlbaNova telescope) for the first time, and the lab material was updated from an IRAF-based to a python-based reduction scheme. Due to the coronavirus situation, the re-examination had to be done remotely.

## . What are the course's strong points according to the students (summary based on the numerical results as well as their free text answers)

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The connection between the theoretical and practical aspects of the course was appreciated by the course participants. The students generally felt that what they had learnt was useful, that the course was well structured, and that constructive feedback has been provided.

## . What are the course's weak points according to the students (summary based on the numerical results as well as their free text answers)

**What are the course's weak points according to the students (summary based on the numerical results as well as their free text answers)**

Some students expressed a wish for more exam-like questions to be solved during the exercise session, in order to be able to prepare better for the exam. The instability of the AlbaNova telescope prevented on-site observations, which was noted in the evaluations.

## . The teacher's analysis of the course

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The AlbaNova telescope has been causing issues for the last few years due to both hardware and software issues - with the recent upgrade of the facility, it should hopefully work better henceforth, which would clearly be appreciated by the students. The update of the lab material means, among other things, that the students can now perform the analysis on their own laptop, instead of having to borrow machines from the department for that specific purpose.

## . Conclusions as well as suggestions for improvements

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Even more exam-like questions will be included in the exercise sessions, as requests for more such questions persist even with this year’s increase. The new lab procedure was introduced while the course was running and can be optimized for next year. Obs I and Obs II now use different software schemes, so some coordination between these courses and/or the software course is needed to ensure a smooth transition.