



Report - MH2040 - 2020-04-29

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

Please note that there is only one respondent to this form: the person that performs the course analysis.

Course analysis carried out by (name, e-mail):

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DESCRIPTION OF THE COURSE EVALUATION PROCESS

Describe the course evaluation process. Describe how all students have been given the possibility to give their opinions on the course. Describe how aspects regarding gender, and disabled students are investigated.

A LEQ questionnaire has been sent out after the course. During the course the teachers and assistants have answered questions in person during lectures and labs and by email. Equal treatment of all students regardless of gender or other differences have been the goal. Disabilities have been taken care of during the exams by FUNKA.

DESCRIPTION OF MEETINGS WITH STUDENTS

Describe which meetings that has been arranged with students during the course and after its completion. (The outcomes of these meetings should be reported under 7, below.)

The course gives plenty of contact especially between assistants and students and no further course meetings have been held. This may be something that should be done next time the course is given.

COURSE DESIGN

Briefly describe the course design (learning activities, examinations) and any changes that have been implemented since the last course offering.

The course is divided in two parts, thermodynamics and kinetics. The thermodynamics part is given by Malin Selleby and the kinetics part by Joakim Odqvist. Based on the new goals for the course we have added two Partial exams, one for each part of the course. If a student pass both partial exams s/he gets an E on the exam. The final exam was divided in two parts, one to obtain grade E and one for higher grades. This setup of the course and exam was better than just one exam.

In addition to the exam assignments based on computer and pen/paper exercises had to be handed in to fulfill the goals.

The exam gives 2 hp and each of the assignments gave 2 hp.

THE STUDENTS' WORKLOAD

Does the students' workload correspond to the expected level (40 hours/1.5 credits)? If there is a significant deviation from the expected, what can be the reason?

40 % of the students studied 12-14 h /week which is about half of what is expected. I don't know why since the students usually find the course difficult. Some students spend more time. It is also difficult to judge since only 10 out of 27 students answered the LEQ.

THE STUDENTS' RESULTS

How well have the students succeeded on the course? If there are significant differences compared to previous course offerings, what can be the reason?

They succeeded much better than during previous course offerings, probably mainly due to the new setup with partial exams.



STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

The students seem to like the course, also that it is a bit challenging. They like the lectures, but the best part is the computer labs. However the workload of the different labs should be more even, something we will try to obtain next time. Also students suggest to spread the course out to a full semester which I think is an excellent idea.

SUMMARY OF STUDENTS' OPINIONS

Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.

The evaluations is overall positive and also gives good suggestions as commented on above.

OVERALL IMPRESSION

Summarize the teachers' overall impressions of the course offering in relation to students' results and their evaluation of the course, as well as in relation to the changes implemented since last course offering.

We were both happy with the outcome of the new course design.

ANALYSIS

Is it possible to identify stronger and weaker areas in the learning environment based on the information you have gathered during the evaluation and analysis process? What can the reason for these be? Are there significant difference in experience between:

- students identifying as female and male?
- international and national students?
- students with or without disabilities?

Not really.

PRIORITIZED COURSE DEVELOPMENT

What aspects of the course should be developed primarily? How can these aspects be developed in short and long term?

We will go through all the assignments to make them more even.