

Report - MH2040 - 2022-08-23

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):

Malin Selleby, malin@kth.se

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 was sent out after the course. During the course the teachers and assistants have answered questions in person during lectures and labs.
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.)

Just during lectures and labs.

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 (mainly as Canvas quizzes) 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 these is a significant deviation from the expected, what can be the reason?

No, most of them work much less.

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?

5 out of 21 who took the first exam failed.

Most students usually take the lab/exercise credits but this year some students seem to have big difficulties to pass them. It seem to be due to their background knowledge.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

Many students like the course and say that both teachers are good lecturers. Some complain about having to listen to both live lecture and recorded material. Of course the idea was to listen to either the live ones or the recorded ones (and use the recorded lectures if needed). Some students like the repetition of the thermodynamics content and some don't. Some students think that it feels like two different courses - and we are planning to split it up so that is interesting feedback.
The level of the Dictra assignments and the use of the console mode seems to be difficult. The detailed instructions for the thermodynamic assignments is suggested to be used also for the kinetic part.

SUMMARY OF STUDENTS' OPINIONS

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

See 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.

It was a difficult year. As mentioned already we plan to split the course contents into different courses.

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?
-

No

PRIORITIZED COURSE DEVELOPMENT

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

We should split into different courses.

The instructions for the kinetic assignments should be more detailed.
