Report - MJ2480 - 2022-08-16

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):

Andrew Martin, andrewm@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.

Students are encouraged to contact the teaching team if there are any issues. A survey was conducted with three of 17 students responding. Course input is also channeled to the THRUST program director. (Note: all teaching was done remotely owing to the pandemic. This limited teacher-student interaction.)

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.)

No meetings have been arranged for this course although THRUST program representatives meet periodically with the program director.

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

Course content is nearly identical to MJ2424 offered in the spring. These courses offer a 3 hp block of theory followed by 3 hp CFD project. Topics presented in the lectures are supplemented by home assignments, in particular concerning programming. The written exam offered HT20 and earlier was replaced by a take-home exam with emphasis on programming. This serves to strengthen the link between theory and practice, providing a more holistic approach. The CFD project followed previous examples and is judged to provide good balance between learning the CFD tool and obtaining results.

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?

There was some spread in workload, with one student reporting an extremely high effort. This is most likely linked to the need for sharp programming skills.

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?

Students exhibited excellent performance on all elements of the course. This is typical as the group of students is small with a tendency to show a high level of interest in the subjects taught. Response to take-home exam was positive.

STUDENTS´ANSWERS TO OPEN QUESTIONS
What does students say in response to the open questions?

Little input here owing to the low number of respondees.

SUMMARY OF STUDENTS' OPINIONS
Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.

High level of satisfaction.

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.

This course is on solid footing and it seems that the students are responding well to the various activities. There is some scope to improve the lecture material by adding clarity and linking to textbooks or other sources.

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 possible to analyze owing to low number of respondees.

PRIORITIZED COURSE DEVELOPMENT
What aspects of the course should be developed primaily? How can these aspects be developed in short and long term?

Course is phased out after HT21. The theoretical block will continue in a new course on numerical heat transfer (3 hp).