



Report - SD2413 - 2017-07-05

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):

Dan Zenkert, danz@kth.se

COURSE DESIGN

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

A classical course, or old-fashioned, with lectures and tutorials mixed. There are many lectures for a course of this size, 52 lecture hours for 6 hp, but this is intentional. The homework assignments are very much integrated with the course content and an integral part of the learning and the learning outcomes. There normally 2 or 3 guest lectures from industry. They are there mainly for motivation, that course provides knowledge and skills that are useful in industry. It also gives the students a chance to hear about what is going on in industry and what the future might look like.

No major changes since last year. I sometimes change the guest lectures.

THE STUDENT'S 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?

Vary large scatter from the LEQ varying from 3-5 hours per week to 39-41 hours per week. Majority of students answer 9-14 hours per week which seems appropriate for a course this size. My own feeling is that the work load corresponds well with the 6 hp. None of the students really complain that the work load is too high, or too low for that matter. The work load increases at the end of the course, but that is mainly due to that most students start working with second part of the homework assignment too late (although they are reminded about this several times during the course!).

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?

The result is a usual. Almost everyone passes the homework assignment (approx. 95%) and about 85% passes the first exam (5 F or FX out of 36 students in the first exam).



OVERALL IMPRESSION OF THE LEARNING ENVIRONMENT

What is your overall impression of the learning environment in the polar diagrams, for example in terms of the students' experience of meaningfulness, comprehensibility and manageability? If there are significant differences between different groups of students, what can be the reason?

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The overall impression is very good.

"It was an excellent course, and I feel like I learnt a lot"

"Great course, well-structured and enjoyable"

"One of the best courses I had at KTH"

Some lower grades on feedback but that is due to how the course is designed and is not unexpected. They only get feedback during the oral exam of the homework problem.

The LEQ says that the students are very pleased with the course outline.

"The structure of the course"

"Tydlig och bra struktur med intressanta appliceringar"

ANALYSIS OF THE LEARNING ENVIRONMENT

Can you identify some stronger or weaker areas of the learning environment in the polar diagram - or in the response to each statement - respectively? Do they have an explanation?

Strengths: Clarity in the goals and how the learning activities link to these. The contents is interesting. The course content is challenging in a stimulating way. One can understand the teachers and their message. The student just simply like the subject and finds it interesting.

Weaknesses: Feedback. To able to choose what to do and how to learn. The course is sort of not designed for this.

ANSWERS TO OPEN QUESTIONS

What emerges in the students' answers to the open questions? Is there any good advice to future course participants that you want to pass on?

Main message is the same as every year: start working on the homework problems early since it helps in the understanding.

I tell them this several times during the course, but it does not really seem to help. I also show them this from last year's LEQ. Still does not work!

PRIORITY COURSE DEVELOPMENT

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

Only minor changes in the contents and course design. The course works really well!

OTHER INFORMATION

Is there anything else you would like to add?

A very mature course. I do everything myself which is good and bad. Good because everything follows a fairly organised progression. Bad because it is fragile. A challenge to change the course engage other teachers.

Course data 2017-07-05

SD2413 - Fibre Composites - Analysis and Design, VT 2017

Course facts

Course start:	2017 w.12
Course end:	2017 w.23
Credits:	6,0
Examination:	TEN1 - Examination, 3.0, Grading scale: A, B, C, D, E, FX, F ÖVN1 - Assignment, 3.0, Grading scale: P, F
Grading scale:	A, B, C, D, E, FX, F

Staff

Examiner:	Dan Zenkert <danz@kth.se>
Course responsible teacher:	Dan Zenkert <danz@kth.se>
Teachers:	Dan Zenkert <danz@kth.se>
Assistants:	Samira Sadri <samsad09@kth.se>

Number of students on the course offering

First-time registered:	38
Total number of registered:	38

Achievements (only first-time registered students)

Pass rate¹ [%]	73.70%
Performance rate² [%]	85.50%
Grade distribution³ [%, number]	A 54% (15) B 29% (8) C 11% (3) D 7% (2)

1 Percentage approved students

2 Percentage achieved credits

3 Distribution of grades among the approved students