



Report - SD2413 - 2018-08-09

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 (2 in 2018, one from Saab and one from BComp). They are there mainly for motivation, that the 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. This year I gave a 1 hour lecture/seminar about my own research on multifunctional composite materials that seemed to be appreciated by the students.
No major changes since last year otherwise.

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?

Large scatter from the LEQ varying from 6-8 hours per week to 21-23 hours per week. 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. Everyone the followed course to the end passed the homework assignment and about 90% passed the first exam (2 blank exams out of 17 students in the first exam and 15 passed).



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. Some comments from the LEQ

Everything was great.

I appreciate the open atmosphere and the possibility to ask questions any time.

I have always learned something new in every lecture!

The design problem is a good assignment to practice the theoretical knowledge.

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 pleased with the course outline.

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: Working with interesting issues. The intended learning outcomes helped in understanding the expectations. Able to learn from concrete examples. Focus on understanding key concepts.

Clarity in the goals and how the learning activities link to these. The student just simply like the subject and finds it interesting.

Weaknesses: Feedback. To be 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!

Kursdata 2018-08-09

SD2413 - Fiberkompositer- analys och design, VT 2018

Kursfakta

Kursen startar:	2018 v.12
Kursen slutar:	2018 v.23
Antal högskolepoäng:	6,0
Examination:	TEN1 - Tentamen, 3,0, betygsskala: A, B, C, D, E, FX, F ÖVN1 - Hemuppgift, 3,0, betygsskala: P, F
Betygsskala:	A, B, C, D, E, FX, F

Bemanning

Examinator:	Dan Zenkert <danz@kth.se>
Kursomgångsansvarig lärare:	Dan Zenkert <danz@kth.se>
Lärare:	Dan Zenkert <danz@kth.se>
Assistenten:	

Antal studenter på kursomgången

Förstagångsregistrerade:	21
Totalt registrerade:	25

Prestationer (endast förstagsregistrerade studenter)

Examinationsgrad ¹ [%]	71.40%
Prestationsgrad ² [%]	76.20%
Betygsfördelning ³ [%, antal]	A 47% (7) B 27% (4) C 13% (2) D 13% (2)

1 Andel godkända studenter

2 Andel avklarade poäng

3 Betygsfördelning för godkända studenter