



Report - SE2126 - 2021-01-22

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.

The course evaluation is based on results from the web based course survey and meetings with course representatives. Three students were selected as course representatives by the students that followed the course. There were two meetings, one in the middle of the course and one after the final examination. The course representatives were asked to capture opinions from other students following the course. The aspects regarding gender and disabled students were covered by the course survey.

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.)

Three students were selected as course representatives by the students that followed the course. There were two meetings, one in the middle of the course and one after the final examination. The course representatives were asked to capture opinions from other students following the course.

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 composed of lectures, tutorials, two homeworks (each with three problems), four finite element exercises and one laboratory work. Credits are given for the final exam, the homeworks and the finite element/laboratory exercises. Basically the same as last year. Quizzes were used a new non-compulsory part. A minority of students used this tool for learning.

Due to the Corona restrictions the course was for the first time given entirely online. Zoom was used for lectures, tutorials, reports of computer labs. Lectures and tutorials were recorded and made accessible on Canvas. The physical lab was replaced by recordings of the experiments that could be uploaded from Canvas. The time for reports of computer labs was extended in comparison to last year.

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?

The number of respondents to the course questionnaire was 10 out of 41 (30%). This makes it difficult to draw definite conclusions. The average workload reported by the students was about 10 hours per week which corresponds to about 5-6 full weeks. This is well in line with 9 ECTS points.



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 results of the exam were very good and better than previous years. Only 2 out of 31 failed the examination and 8 got the grade A. The difficulty of the exam was judged to be the same as previous years. It is not easy to explain the improvement, perhaps the recordings of lectures and tutorials was a help that mattered.

Almost all students who followed the course finished the homeworks and the laboratory exercises.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

Really good lectures and tutorials. Well structured course. The online teaching with ipad for real time notes combined with PowerPoint worked very well, better than other courses. The homeworks were very good for learning. The recorded lectures and tutorials were very much appreciated. The students had some complaints about the finite element software used in the computer labs.

SUMMARY OF STUDENTS' OPINIONS

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

The students are overall very satisfied with the course. The course was well structured, the lectures and tutorials were very good, the homeworks were very good for learning, the exam was fair and relevant. The online version of the physical lab worked satisfactory but it would have been better with a real physical lab. The students had some complaints about the finite element software used in the computer labs.

The online course survey gave high marks in all aspects. The average grades were between 5.9 - 6.3 for all aspects except "The course activities enabled me to learn in different ways" which got the average grad 5.5. It is not easy to explain the reason for this.

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.

Generally the judgements for the course were very positive.

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?

Almost all aspects of the course were favorably judged by the students. The only minor criticism referred to the software used for the computer labs.

Due to the low number of respondents in the survey, conclusions can not be drawn regarding differences between women and men, students with/without disabilities as well as differences between international and Swedish students.

PRIORITIZED COURSE DEVELOPMENT

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

The online teaching had some positive effects. When physical presence is allowed again, it is foreseen that certain aspects of online teaching will be kept. This will probably be implemented for the course in fall 2021.

In the long term, the software for the computer labs should be modified. This is however a questions that must be addressed taking other courses at the unit of solid mechanics into account.