



# Report - SG2212 - 2022-02-19

Respondents: 1  
Answer Count: 1  
Answer Frequency: 100,00 %

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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):**

Philipp Schlatter (pschlatt@mech.kth.se) Ardeshir Hanifi (hanifi@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.**

The course consists of lectures sessions (25x2 h total, approximately 3x2 to 4x2 hours per week), one exercise session (1h per week), 6 homeworks, and a project (approx. 10 h) at the end. Learning questions are given to the students which cover the topics that are tested at the oral exam (focusing on theory), whereas the practical skills are trained via the homeworks and the project. The homeworks and the project give bonus points for the exam (max. 10 out of 60), and a certain minimum is required for getting the credits for the LAB1 part of the course.

**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.)**

Meetings with students happened during the breaks of the lectures, interactions regarding homeworks and projects.

**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 based on classical lectures and exercises, with graded homeworks that give feedback on student learning. Changes compared to previous years the whole course was completely online, with online lectures and homeworks (due to Corona). We have now a complete set of recorded lectures and lecture notes.

A number of computer demonstrations were included in the lectures because of the online teaching.

**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 students say that they use quite a significant amount of time for the course, 20-25 h per week. Subtracting on average 6 hours for the actual lectures give around 14 hours of self-study and homeworks. A course at 7.5 credits would require 200 hours of work. The course is about 8 weeks long, which gives an average required work

of 25 hours per week. The averaged work load reported by the students is slightly below that. However, the students feel that the load work is high, mostly due to the work required for the assignments. Despite this, the students seem to appreciate the assignments and their variety, reflecting different subjects taught 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 results are similar to those from previous years and are reasonable. The online exam did not change the course outcome, and had a similar spread in grades.

**STUDENTS' ANSWERS TO OPEN QUESTIONS**

**What does students say in response to the open questions?**

- quite hard course, focus on mathematics.
- structure and lectures were good and useful.
- positive view on lecture recordings.
- some negative comments regarding time requirements.

**SUMMARY OF STUDENTS' OPINIONS**

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

The main outcome is that the course is demanding, but worthwhile spending the time. As mentioned above, most students work a lot, but they seem to enjoy it and see the benefits. They think that the background (communicated prior requirements) usually are sufficient. It is suggested to extend the course over two periods.



#### **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.**

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The answers are quite consistent. They were in general positive to the lectures, the lecturers, the structure and the content.

As previous years, students found the course demanding and time consuming, which is correct. However, despite the fact that the assignments

have been time-consuming they are appreciated and found by students to be meaningful.

The students also realise the need for continuous study during the course, which is reflected in their advices to the future students.

The students have quite different opinion about the pace of the course, from normal to very fast. This different experience can be due to their different background.

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#### **PRIORITIZED COURSE DEVELOPMENT**

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

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There are no books that covers all part of the course. Therefore, we have been using a compendium which we have continuously improved it, this work will continue and material can be modified.

The online setting of this course showed the importance of computer animations/demonstrations, which we have included for the first time (to be extended).

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#### **OTHER INFORMATION**

**Is there anything else you would like to add?**

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Approximately 40% of the students answered, which is quite good compare to other courses. In the most of cases the feedback is consistent providing a good picture of students experience.

It should be mentioned that about 12 hours in the beginning of the course are dedicated to introductory fluid mechanics and numerical analysis.

This has been necessary to make sure that all students which have different backgrounds learn the basic knowledge required for the course.

This year, the course was completely online, which did not pose a problem, and was positively mentioned by the students.

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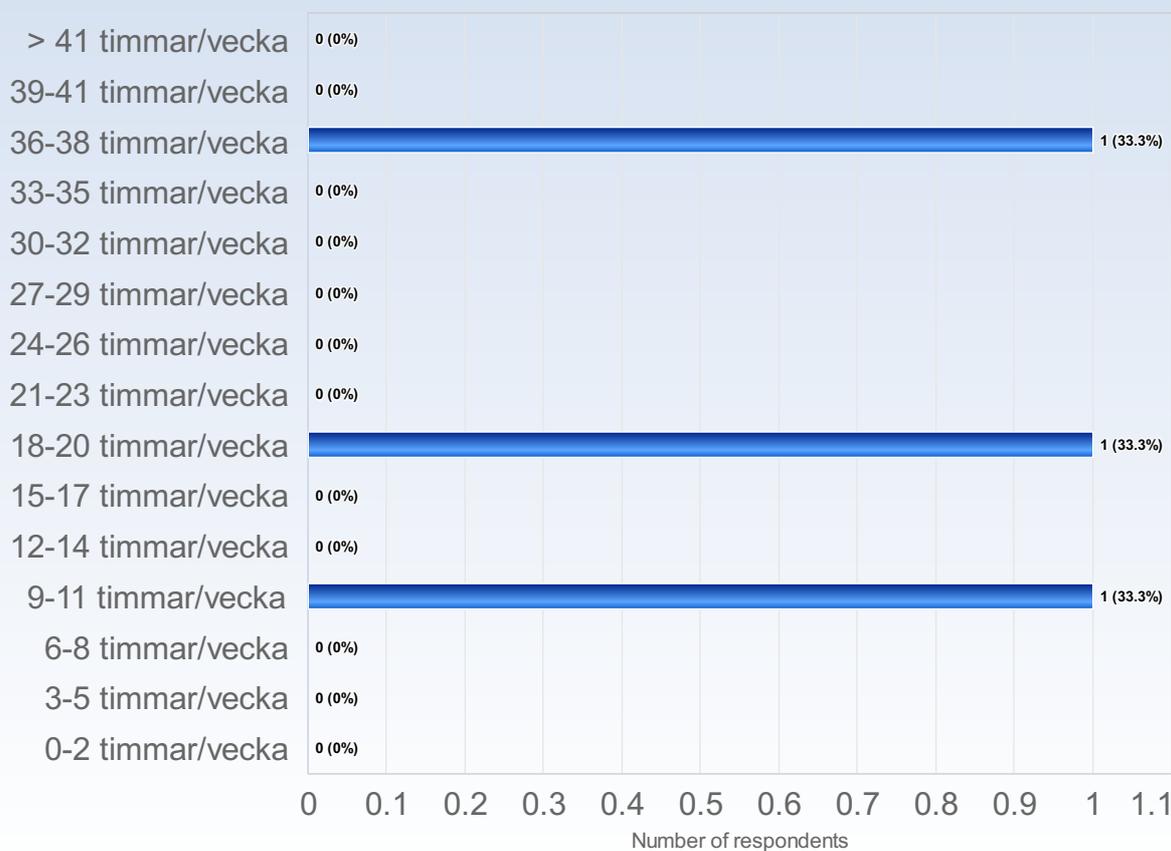


# FSG3114 - 2021-03-16

Antal respondenter: 7  
Antal svar: 3  
Svarsfrekvens: 42,86 %

## ESTIMATED WORKLOAD

On average, how many hours/week did you work with the course (including scheduled hours)?



### Comments

Comments (I worked: 9-11 timmar/vecka)

5-6 hours for courses and rest for home assignment.

Comments (I worked: 18-20 timmar/vecka)

The course had a good pacing in terms of scheduled lecture hours, and the homeworks were extremely useful for consolidating the understanding of the material covered in the lectures.



## LEARNING EXPERIENCE

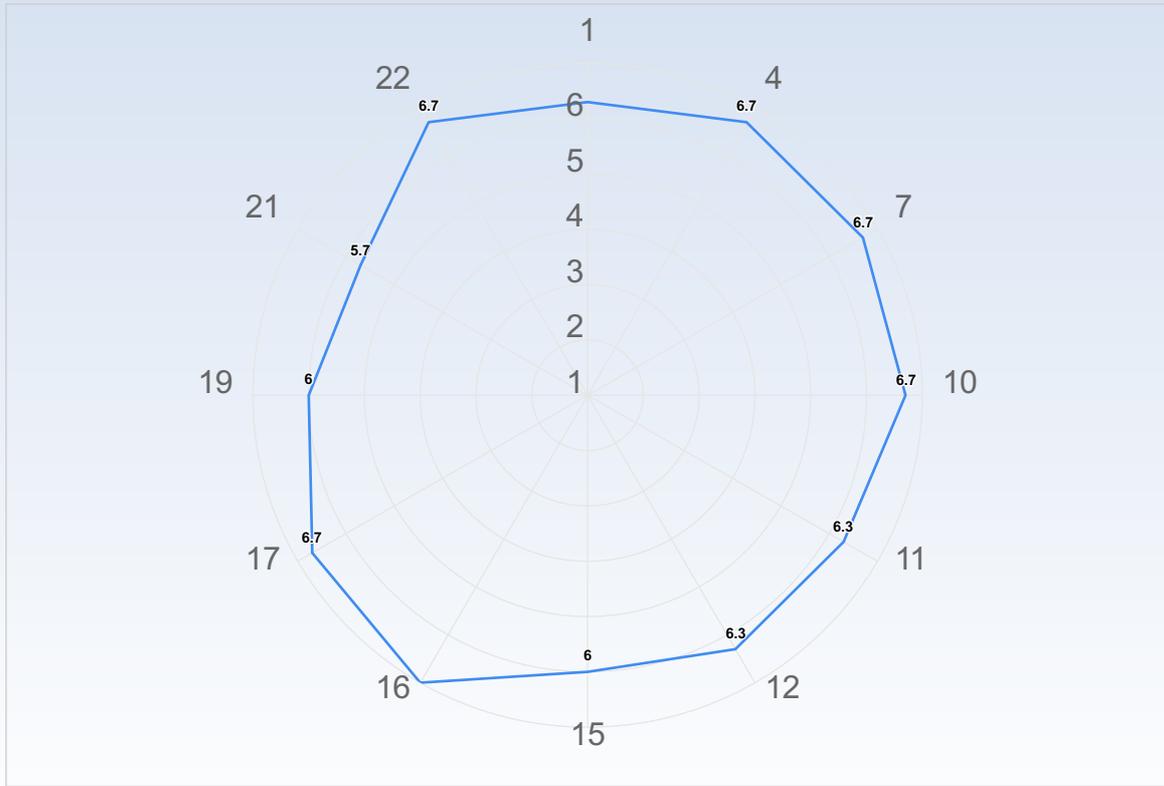
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The polar diagrams below show the average response to the LEQ statements for different groups of respondents (only valid responses are included). The scale that is used in the diagrams is defined by:

- 1 = No, I strongly disagree with the statement
- 4 = I am neutral to the statement
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**Note! A group has to include at least 3 respondents in order to appear in a diagram.**

Average response to LEQ statements - all respondents



— Mean



## **KTH Learning Experience Questionnaire v3.1.4**

### **Meaningfulness - emotional level**

#### *Stimulating tasks*

1. I worked with interesting issues (a)

#### *Exploration and own experience*

2. I explored parts of the subject on my own (a)
3. I was able to learn by trying out my own ideas (b)

#### *Challenge*

4. The course was challenging in a stimulating way (c)

#### *Belonging*

5. I felt togetherness with others on the course (d)
6. The atmosphere on the course was open and inclusive (d)

### **Comprehensibility - cognitive level**

#### *Clear goals and organization*



7. The intended learning outcomes helped me to understand what I was expected to achieve (e)
8. The course was organized in a way that supported my learning (e)

*Understanding of subject matter*

9. I understood what the teachers were talking about (f)
10. I was able to learn from concrete examples that I could relate to (g)
11. Understanding of key concepts had high priority (h)



### *Constructive alignment*

- 12. The course activities helped me to achieve the intended learning outcomes efficiently (i)
- 13. I understood what I was expected to learn in order to obtain a certain grade (i)

### *Feedback and security*

- 14. I received regular feedback that helped me to see my progress (j)
- 15. I could practice and receive feedback without being graded (j)
- 16. The assessment on the course was fair and honest (k)

## **Manageability - instrumental level**

### *Sufficient background knowledge*

- 17. My background knowledge was sufficient to follow the course (f)

### *Time to reflect*

- 18. I regularly spent time to reflect on what I learned (l)

### *Variation and participation*

- 19. The course activities enabled me to learn in different ways (m)
- 20. I had opportunities to influence the course activities (m)

### *Collaboration*



21. I was able to learn by collaborating and discussing with others (n)

*Support*

22. I was able to get support if I needed it (c)



## **Learning factors from the literature that LEQ intends to examine**

We tend to learn most effectively (in ways that make a sustained, substantial, and positive influence on the way we think, reflect, act or feel) when:

- a) We are trying to answer questions, solve problems or acquire skills that we find interesting, exciting or important
  
- b) We are able to speculate, test ideas (intellectually or practically) and learn from experience, even before we know much about the subject
  
- c) We are able to do so in a challenging and at the same time supportive environment
  
- d) We feel that we are part of a community and believe that other people have confidence in our ability to learn
  
- e) We understand the meaning of the intended learning outcomes, how the environment is organized, and what is expected of us
  
- f) We have adequate prior knowledge to deal with the current learning situation
  
- g) We are able to learn inductively by moving from concrete examples and experiences to general principles, rather than the reverse
  
- h) We are challenged to develop a true understanding of key concepts and gradually create a coherent whole from the content
  
- i) We believe that the work we are expected to do will help us to achieve the intended learning outcomes



j) We are able to try, fail, and receive feedback before, and separate from, each summative assessment of our efforts

k) We believe that our work will be considered in an honest and fair way

l) We have sufficient time for learning and devote the time needed to do so



m) We believe that we have control over our own learning, and not that we are being manipulated

n) We are able to collaborate with other learners struggling with the same problems

## Literature

Bain, K. (2004). *What the Best College Teachers Do*, Chapter 5, pp. 98-134. Cambridge: Harvard University Press.

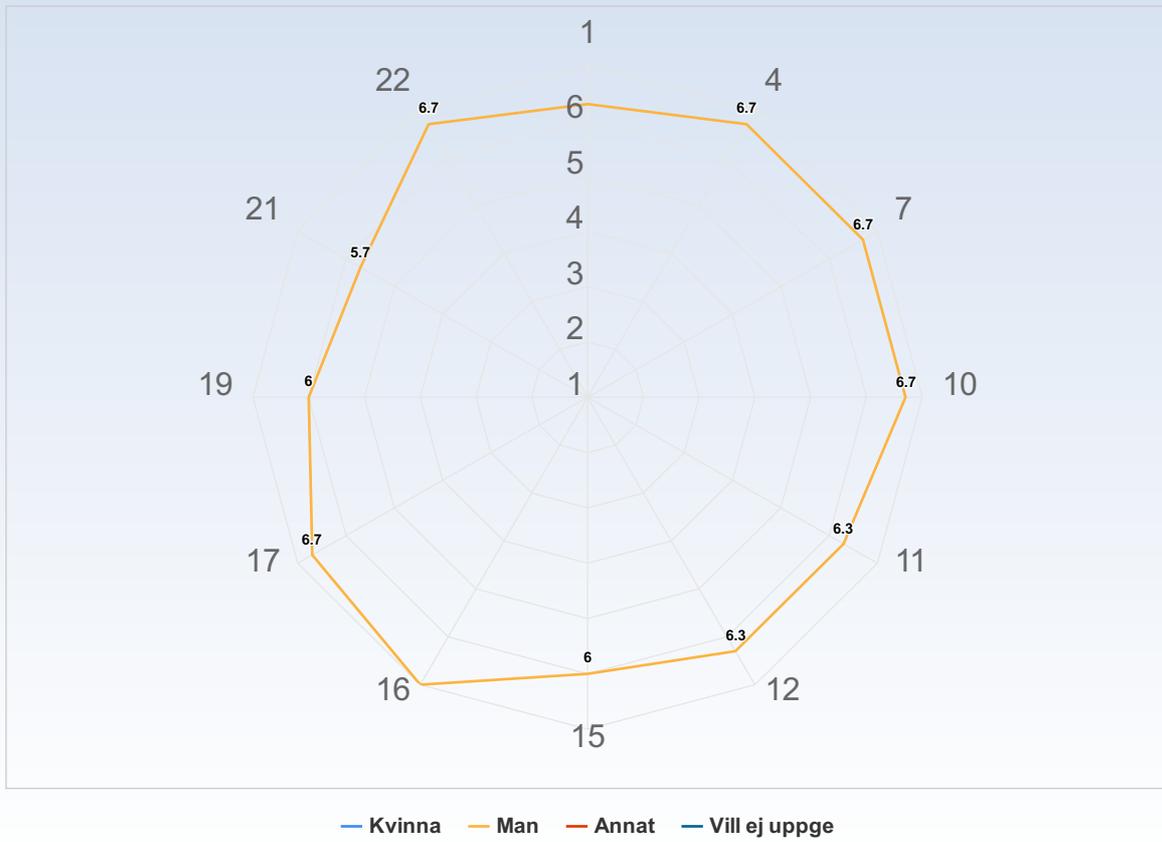
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

Elmgren, M. & Henriksson, A-S. (2014). *Academic Teaching*, Chapter 3, pp. 57-72. Lund: Studentlitteratur.

Kember, K. & McNaught, C. (2007). *Enhancing University Teaching: Lessons from Research into Award-Winning Teachers*, Chapter 5, pp. 31-40. Abingdon: Routledge.

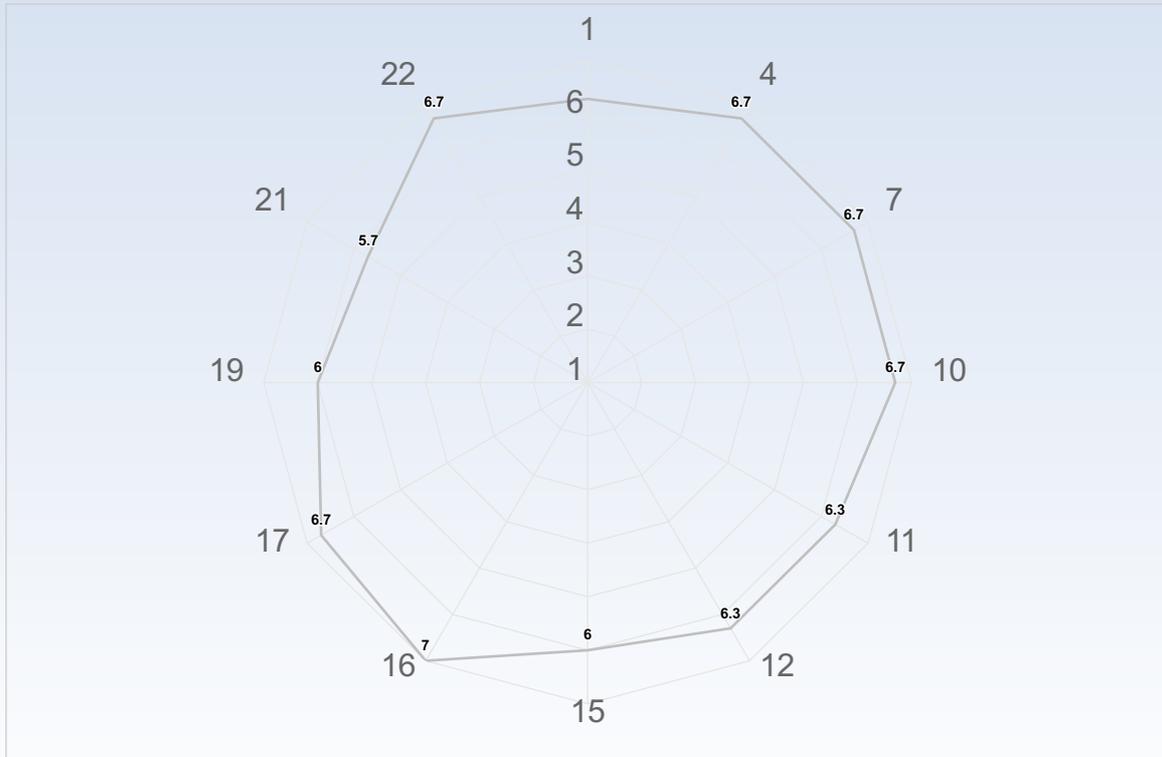
Ramsden, P. (2003). *Learning to Teach in Higher Education*, Chapter 6, pp. 84-105. New York: RoutledgeFalmer.

Average response to LEQ statements - per gender



Comments

Average response to LEQ statements - per type of student



— Internationell masterstudent   
 — Internationell utbytesstudent   
 — Svensk student i årskurs 1-3  
— Svensk student i årskurs 4-5   
 — Annan typ av student   
 — Vill ej uppge

Comments

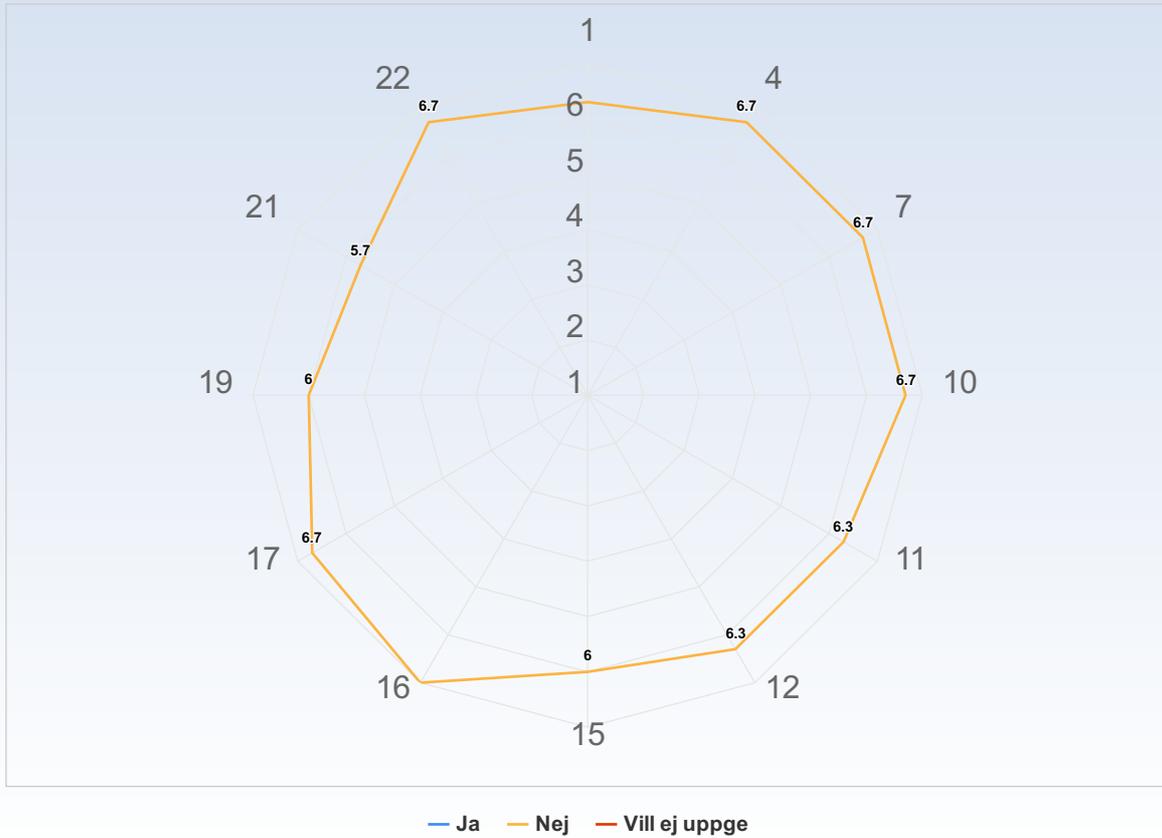
Comments (I am: Annan typ av student)

I am a PhD student.

International PhD student

I'm a PhD student researching fluid mechanics, the course was extremely useful and relevant for me, especially some of the stability analysis content for implementing in the code that I'm working on.

Average response to LEQ statements - per disability



Comments

## GENERAL QUESTIONS

What was the best aspect of the course?

What was the best aspect of the course? (I worked: 9-11 timmar/vecka)

The final project is well designed and provides step-by-step guidance for student to master what have learned in the courses.

What was the best aspect of the course? (I worked: 18-20 timmar/vecka)

The project. It was really great to be able to write your own incompressible Navier-Stokes solver, the explanation and the support received in the lectures about the project was very good, the instructions in the assignment sheet that guided you through the project were clear and concise. The flow cases simulated in the project were interesting, and the solutions of the contour plots in the post processing was pretty to look at too.



What would you suggest to improve?

What would you suggest to improve? (I worked: 9-11 timmar/vecka)

The teacher would be better to divide the students into groups to ensure that everyone has a group.

What advice would you like to give to future participants?

What advice would you like to give to future participants? (I worked: 9-11 timmar/vecka)

Just enjoy it.

What advice would you like to give to future participants? (I worked: 18-20 timmar/vecka)

The study questions are generally in order with the material covered in the lecture, so doing a couple of those per week in conjunction with the homeworks would be good to do in order to consolidate the course material, rather than doing them all in the weeks leading up to the exam after the lectures have finished.

Is there anything else you would like to add?

Is there anything else you would like to add? (I worked: 9-11 timmar/vecka)

No

## SPECIFIC QUESTIONS

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## RESPONSE DATA

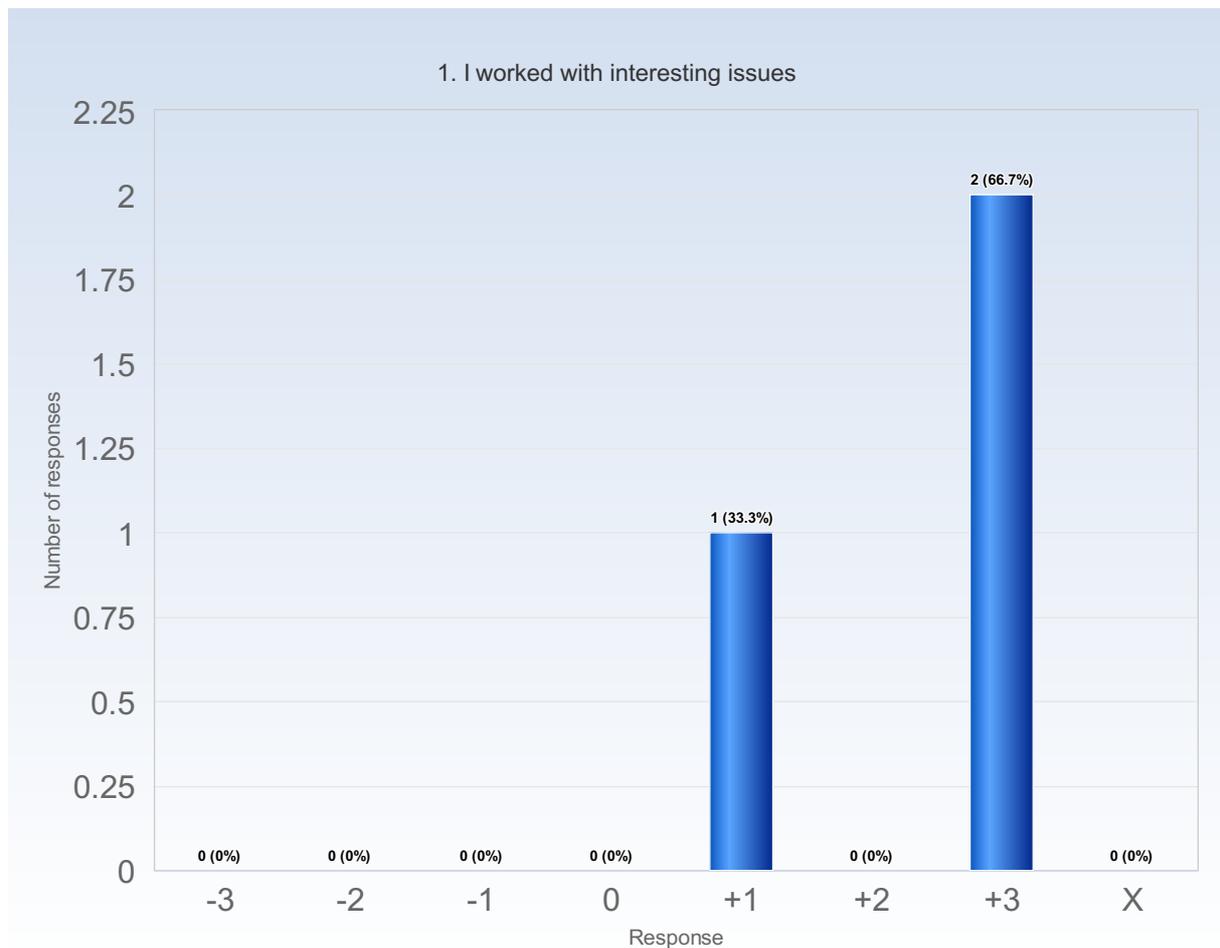
The diagrams below show the detailed response to the LEQ statements. The response scale is defined by:

-3 = No, I strongly disagree with the statement

0 = I am neutral to the statement

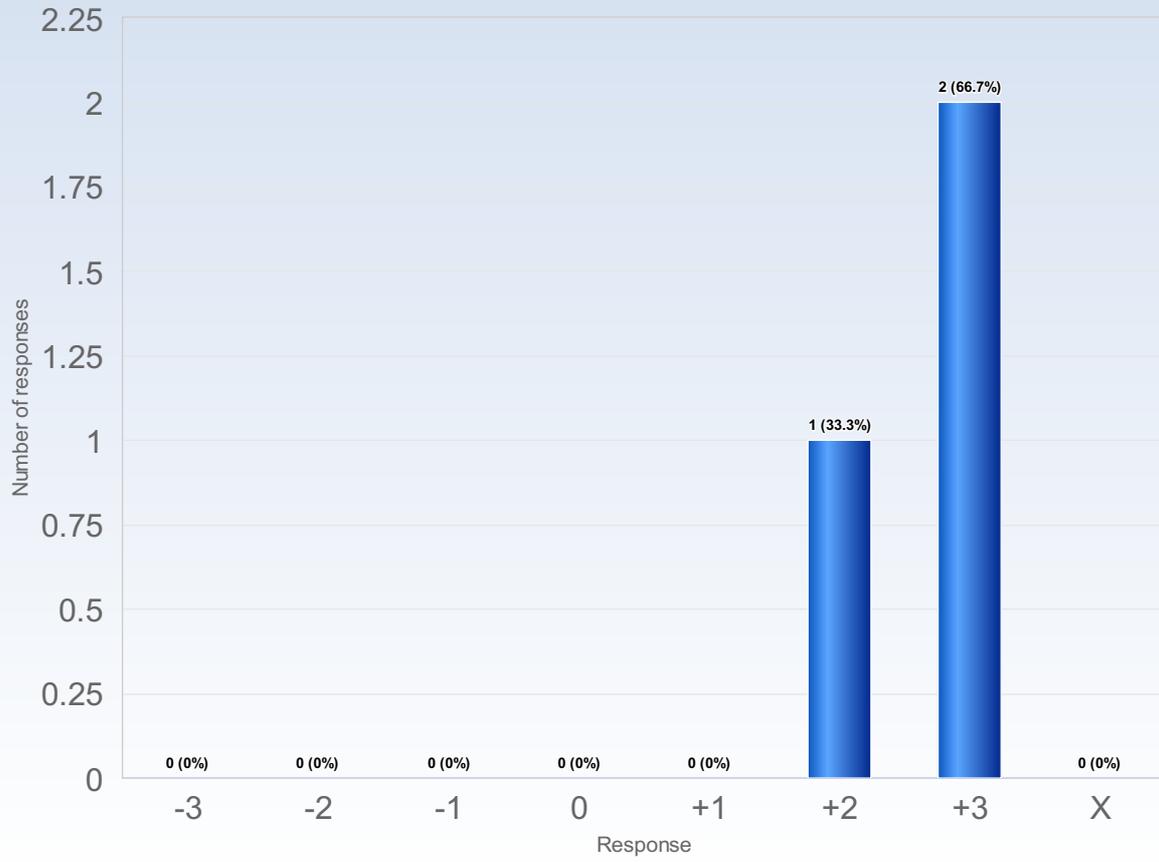
+3 = Yes, I strongly agree with the statement

X = I decline to take a position on the statement



Comments

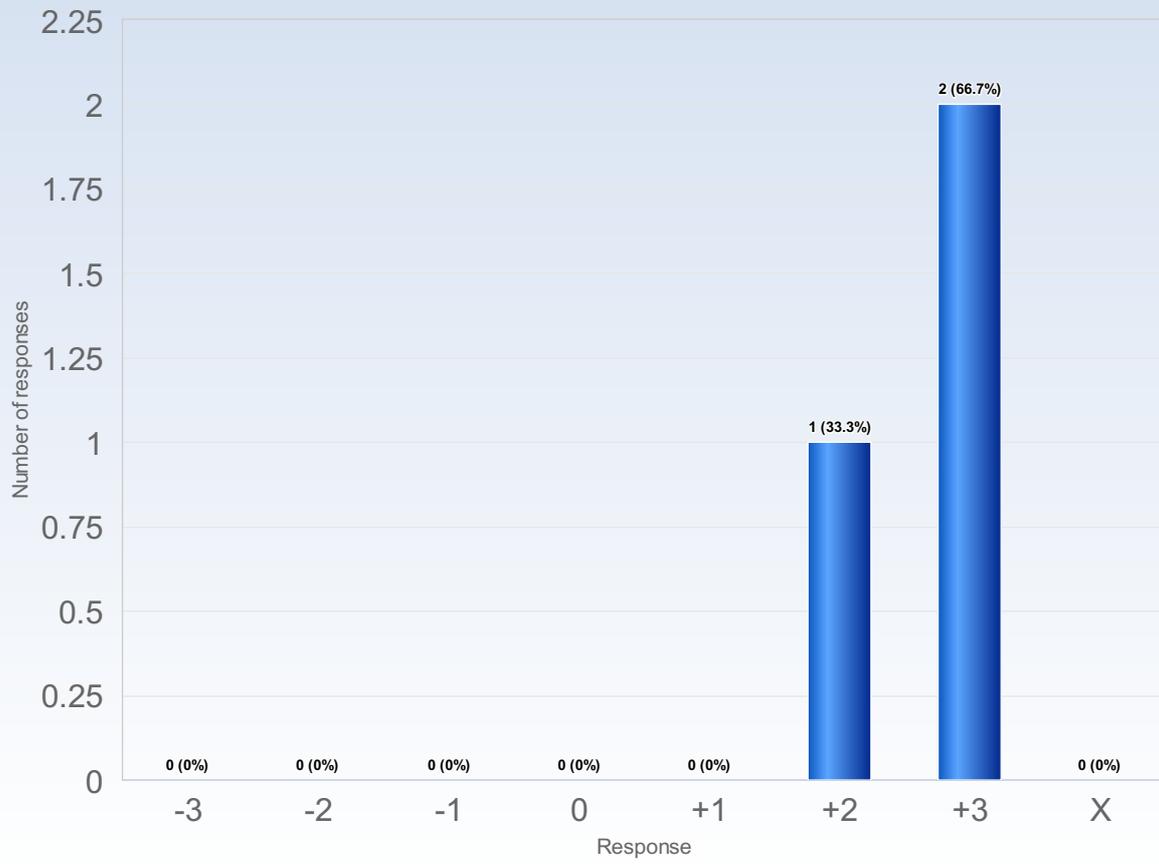
4. The course was challenging in a stimulating way



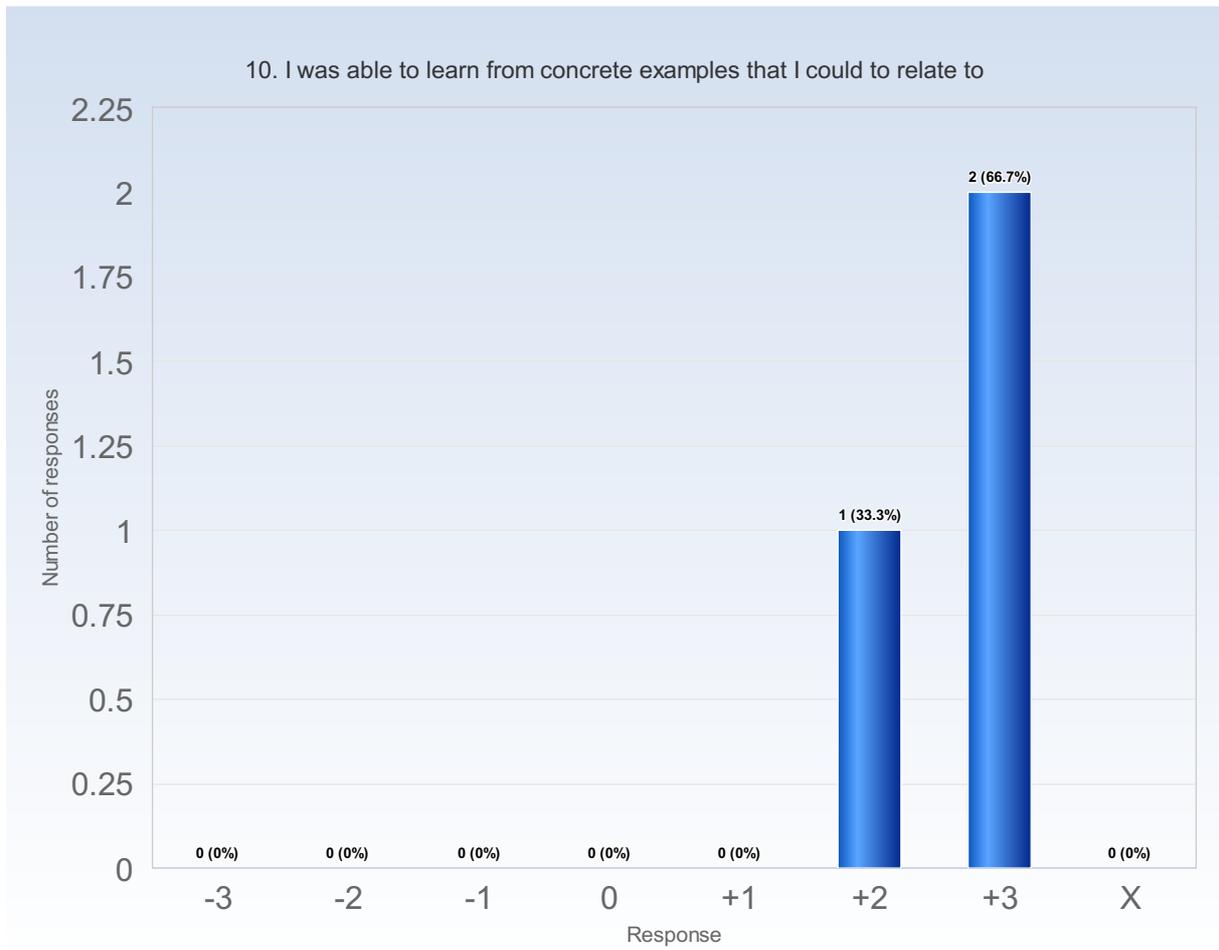
Comments



7. The intended learning outcomes helped me to understand what I was expected to achieve

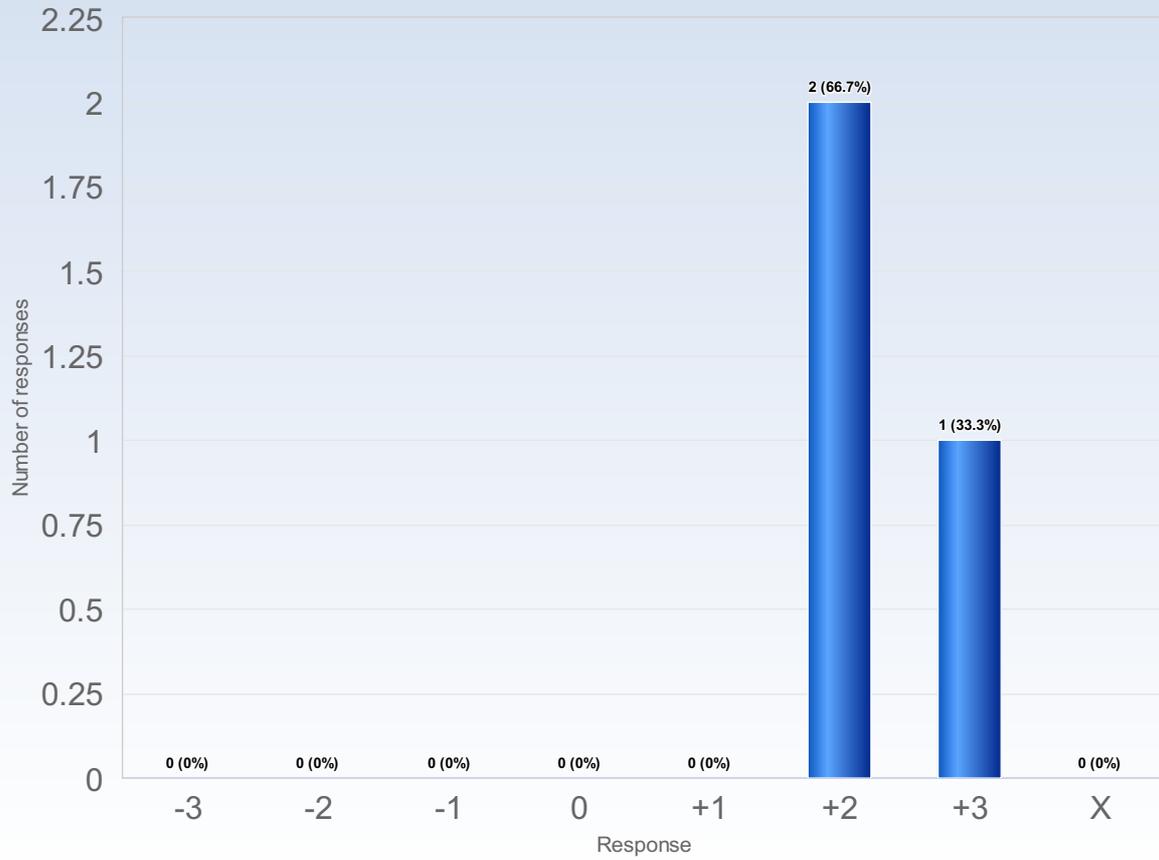


Comments



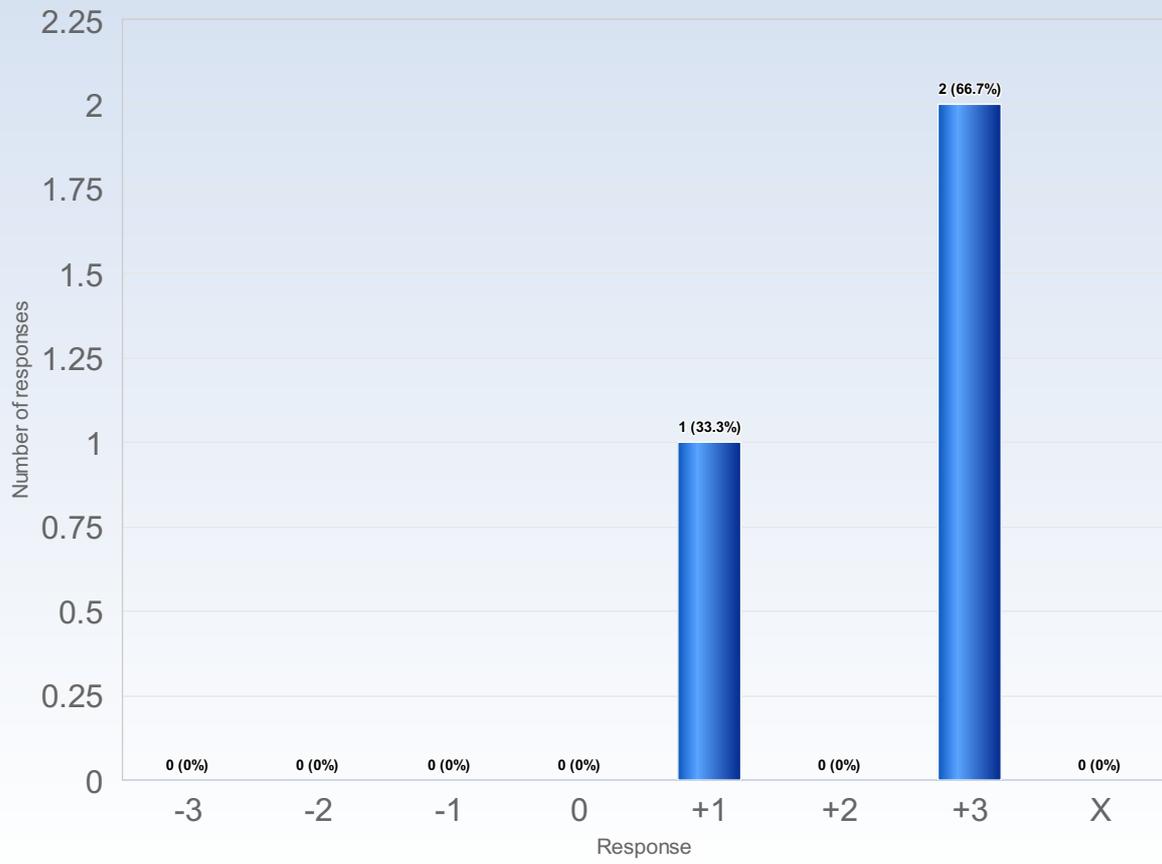
Comments

11. Understanding of key concepts had high priority



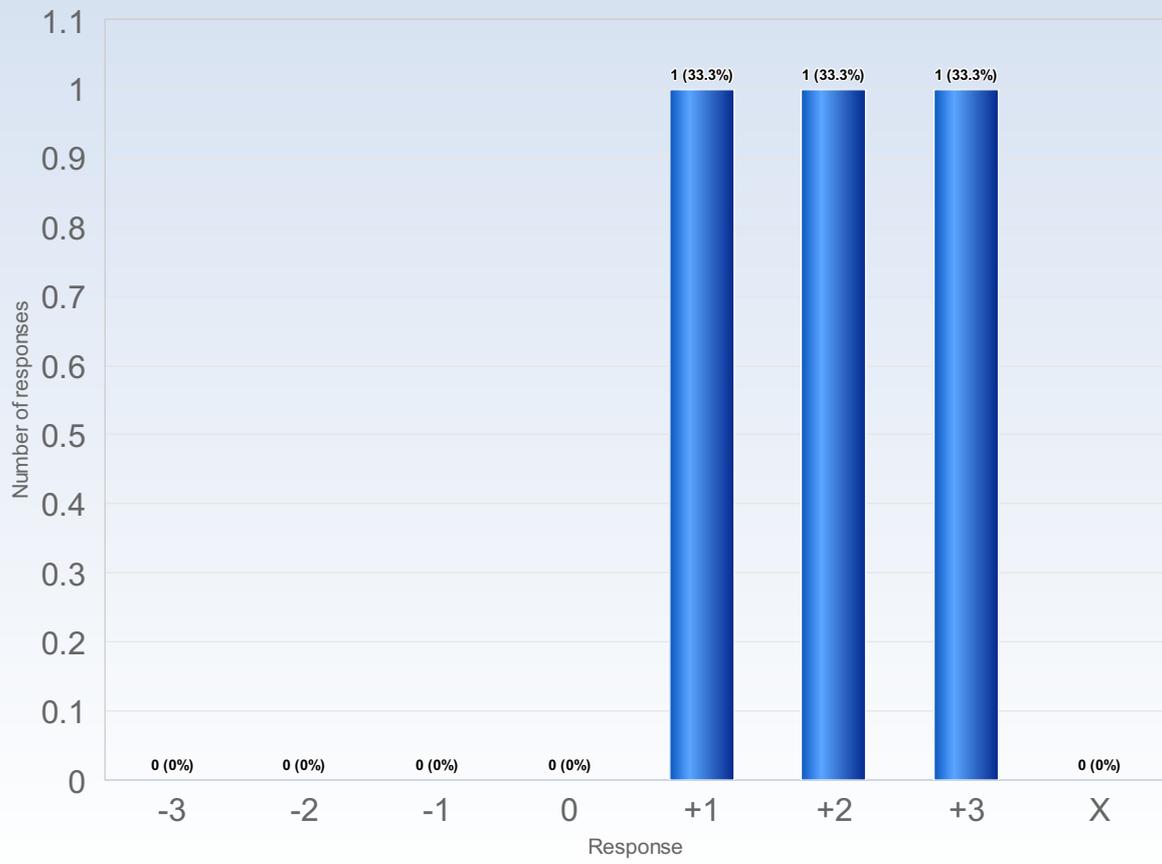
Comments

12. The course activities helped me to achieve the intended learning outcomes efficiently



Comments

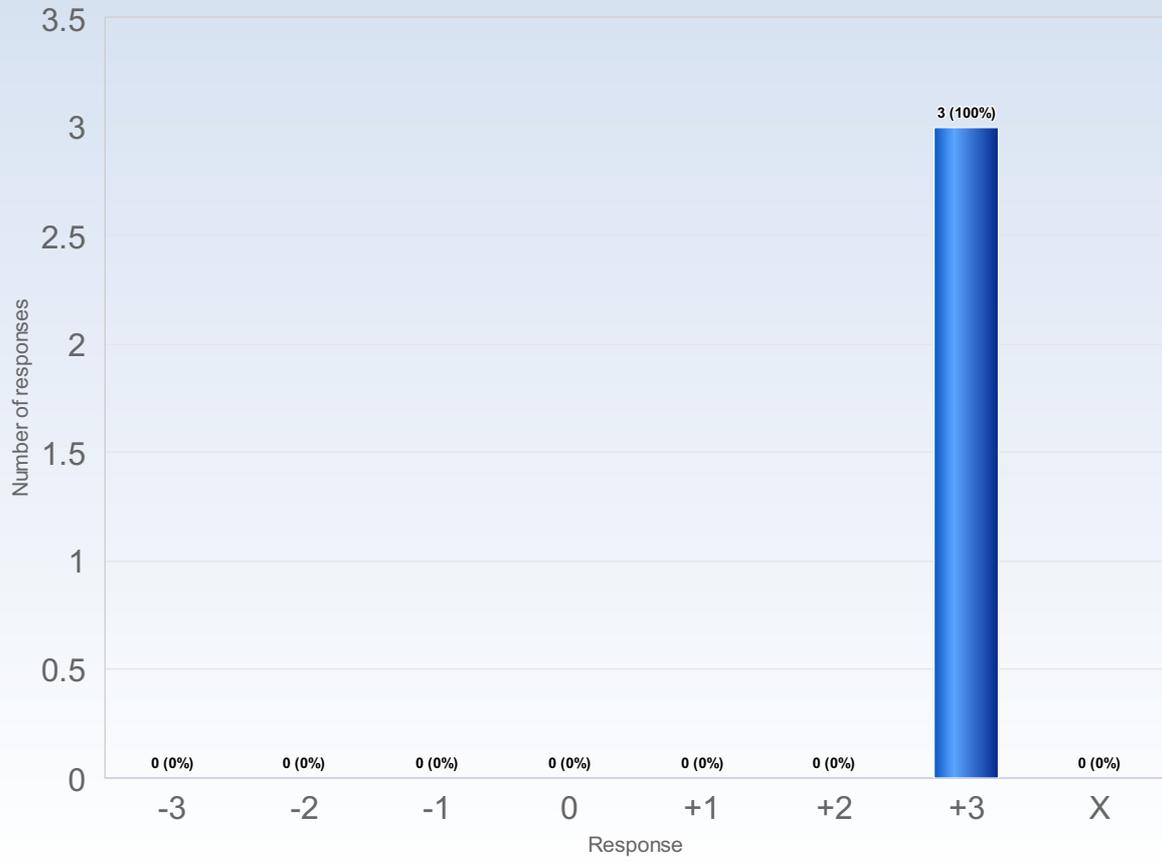
15. I was able to practice and receive feedback without being graded



Comments



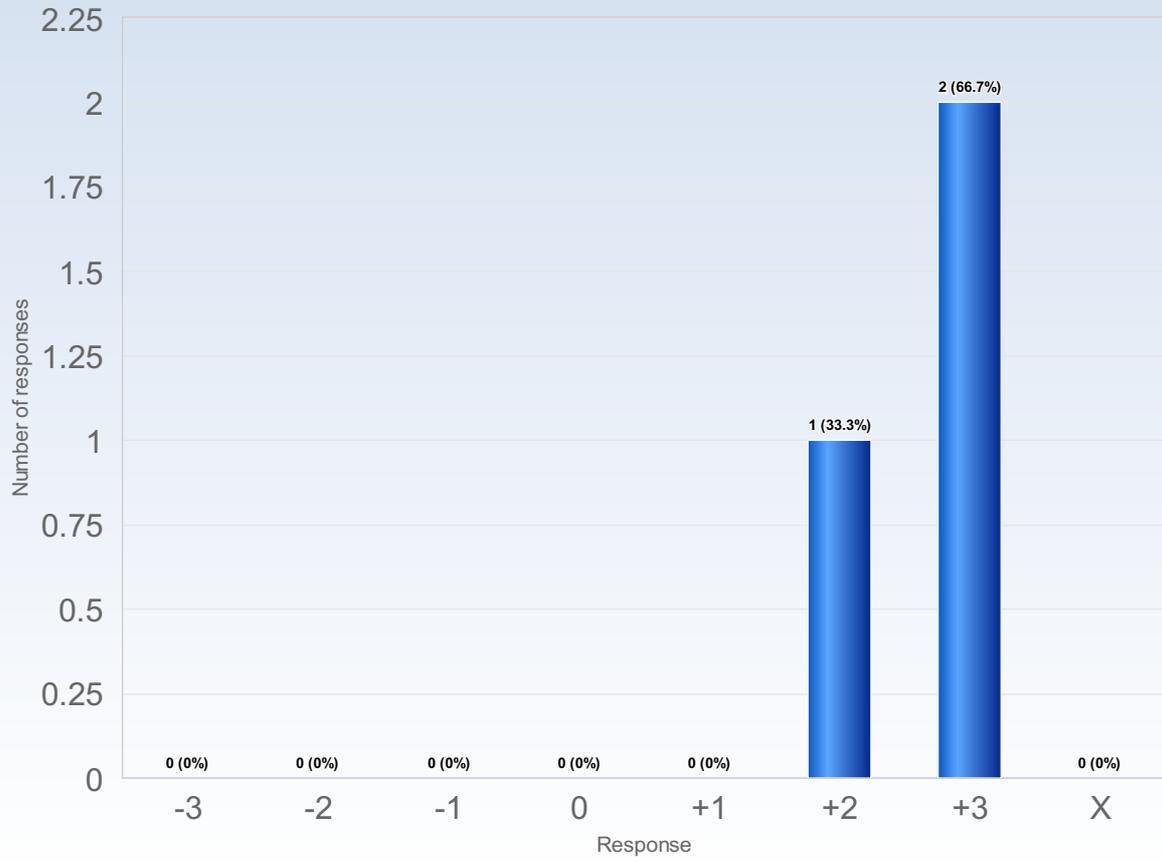
16. The assessment on the course was fair and honest



Comments

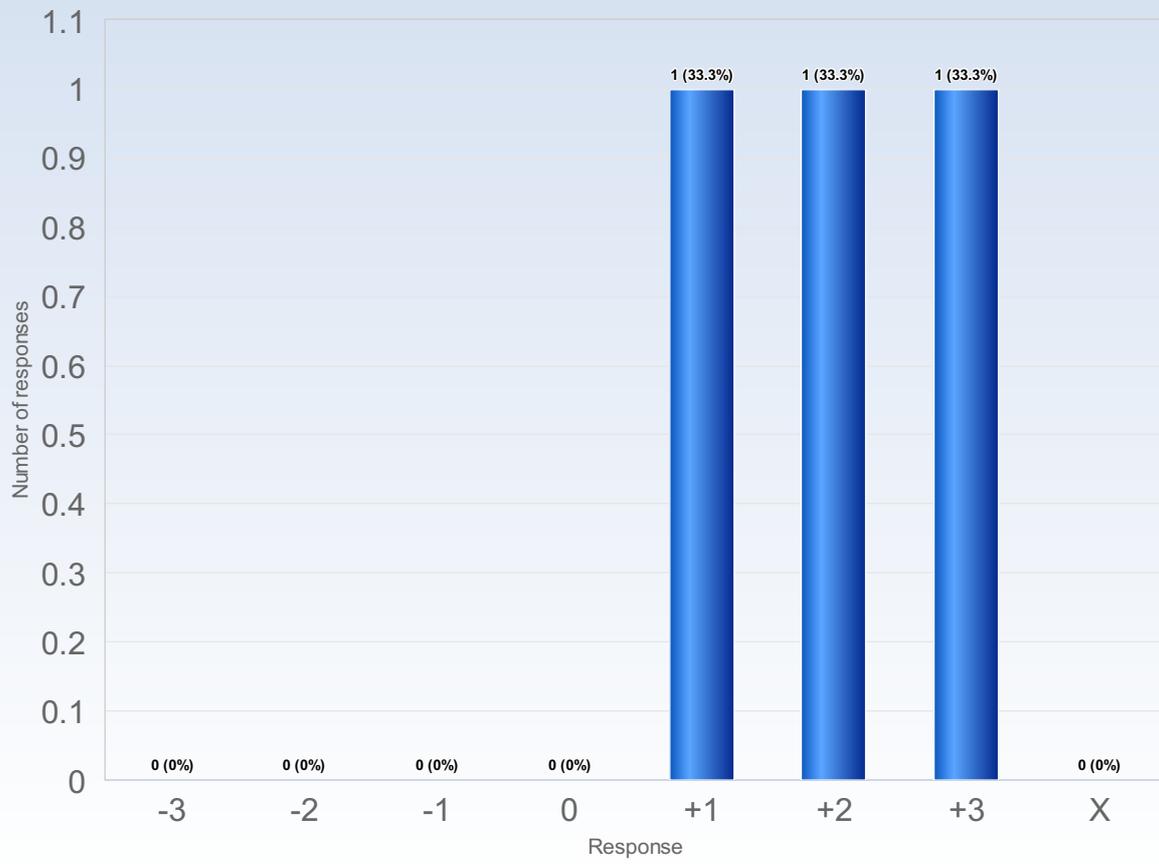


17. My background knowledge was sufficient to follow the course



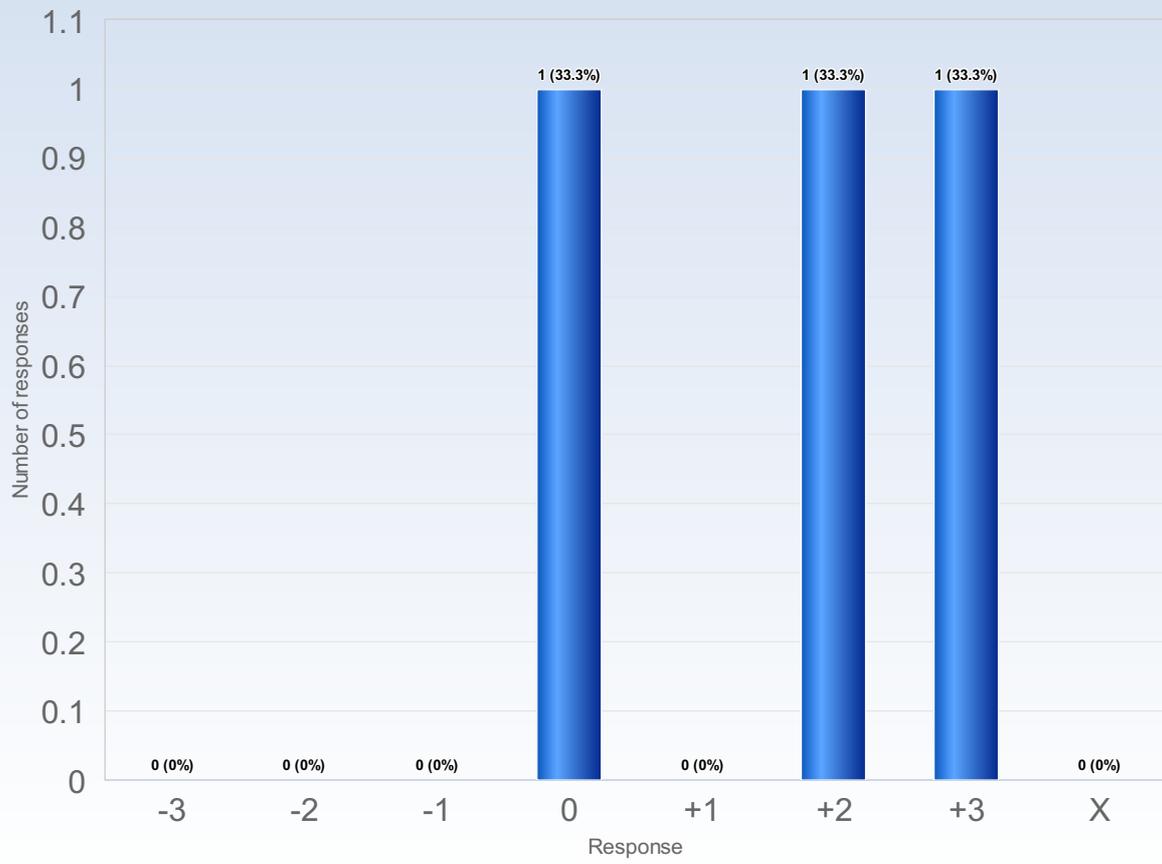
Comments

19. The course activities enabled me to learn in different ways

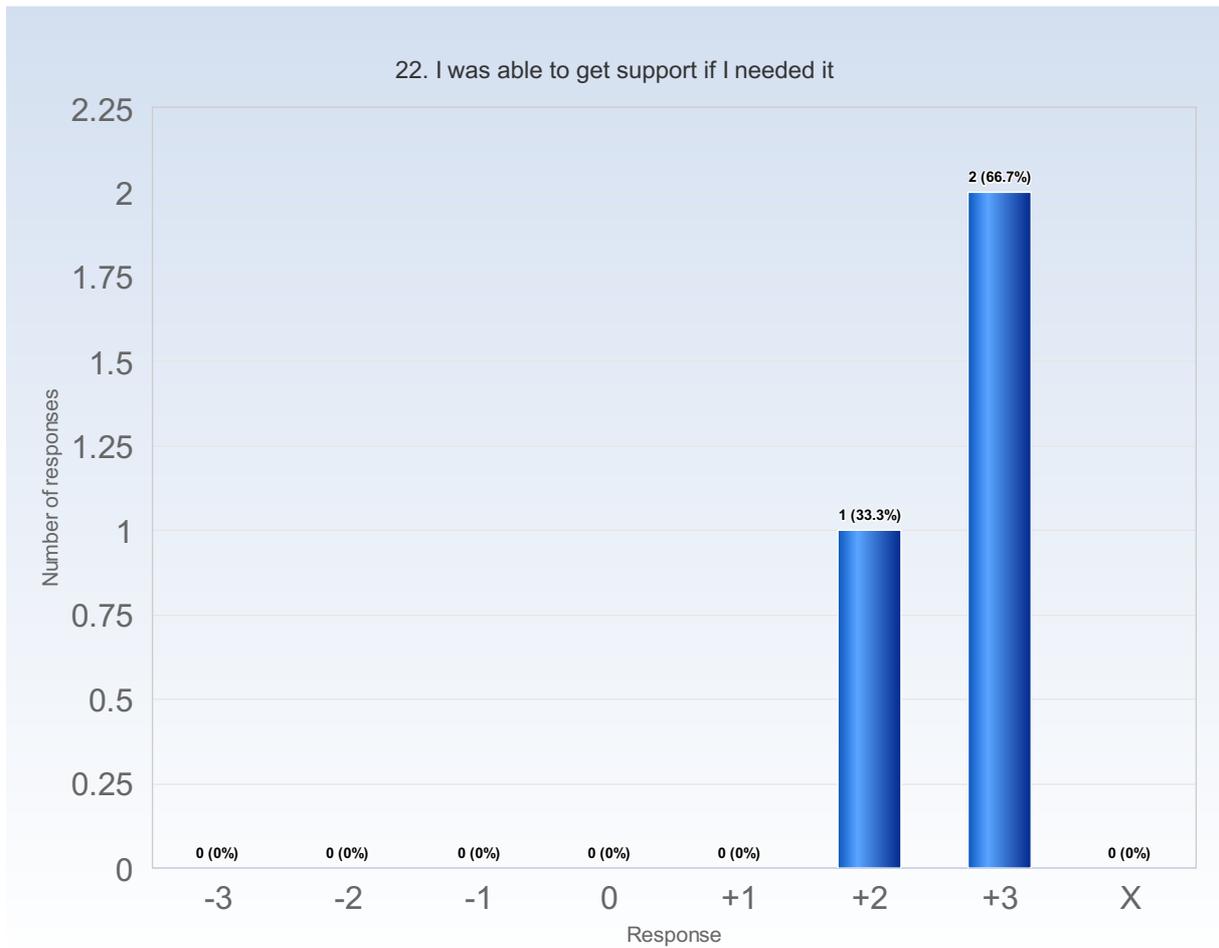


Comments

21. I was able to learn by collaborating and discussing with others



Comments



Comments

**How many of the lectures and exercises did you attend (in %)?**

How many of the lectures and exercises did you attend (in %)?

- 100%
- 80%
- 80%

**Was your background adequate for this course (mathematics, programming, physics)?**

Was your background adequate for this course (mathematics, programming, physics)?

- mathematics, programming, physics
- Yes
- My background is in mechanical engineering so yes

**What did you think about the difficulty/speed of the course in general?**

What did you think about the difficulty/speed of the course in general?

- Suitable
- The schedule is kind of tight.
- It's fair. It's multiple lectures per week and the homeworks do take a bit of time, but I expected it to be challenging.



**What did you think about the lectures (teachers, organisation, explanations, course handouts)?**

What did you think about the lectures (teachers, organisation, explanations, course handouts)?

Good

It is great!

The teachers, organisation, explanations were all excellent. One comment may be (which I think someone mentioned in the lectures as well) is that if there are handouts for the course already written up or from previous years, then if they could be uploaded to canvas before the lectures, then that would be very useful.

**What did you think about the homework sessions and the project (organisation, explanations, literature)?**

What did you think about the homework sessions and the project (organisation, explanations, literature)?

Good

Homework sessions were very useful for understanding if you missed or couldn't solve anything in the homeworks, likewise for the project sessions, the explanations were very clear and useful for when doing the project. The project itself was very interesting to do as well, it was great to be able to write your own Navier-Stokes solver and to bring together all the knowledge and the code that led up to it in the previous homeworks.

**What did you think of the OpenFOAM part, and should that be extended/shortened?**

What did you think of the OpenFOAM part, and should that be extended/shortened?

Good

Extended

The OpenFOAM part was really interesting to do, maybe it could be extended further and there could be a couple of tutorials at the end of the course when all the material was covered.

One thing I wanted to mention regarding using OpenFOAM for the lid-driven cavity for the project though was when I simulated the flow using the noSlip type for the fixedWalls and compared the streamwise velocity profile along the vertical direction with the project solver, the velocity at the lower wall was not 0 (it was slightly negative). When I set it to a fixedValue type and set its value to the array (0 0 0) then it worked and the velocity at the lower wall was zero.

**Would you prefer to switch to Python instead of Matlab for the course?**

Would you prefer to switch to Python instead of Matlab for the course?

No.

No

I personally prefer Python so maybe I would have preferred that but I don't mind too much on this, I have experience with both and was fine with either.

**Do you have any comments regarding the online version of the course (Zoom lectures etc.)?**

Do you have any comments regarding the online version of the course (Zoom lectures etc.)?

No.

It would be better if you can organize students into group to do the projects or homework, because some of student know no one in the course.

With the pandemic of course it was tough but I think that the lectures were done well given the circumstances, and they were mostly recorded; I think a couple of times the starts of the lectures weren't recorded so that would be the only thing. It was very useful to have the lectures recorded though - you could go back on them and listen to them again and rewind something a few times if you didn't understand exactly the first time; if the lectures aren't normally recorded when the course isn't online then maybe this is something that could be done in future.

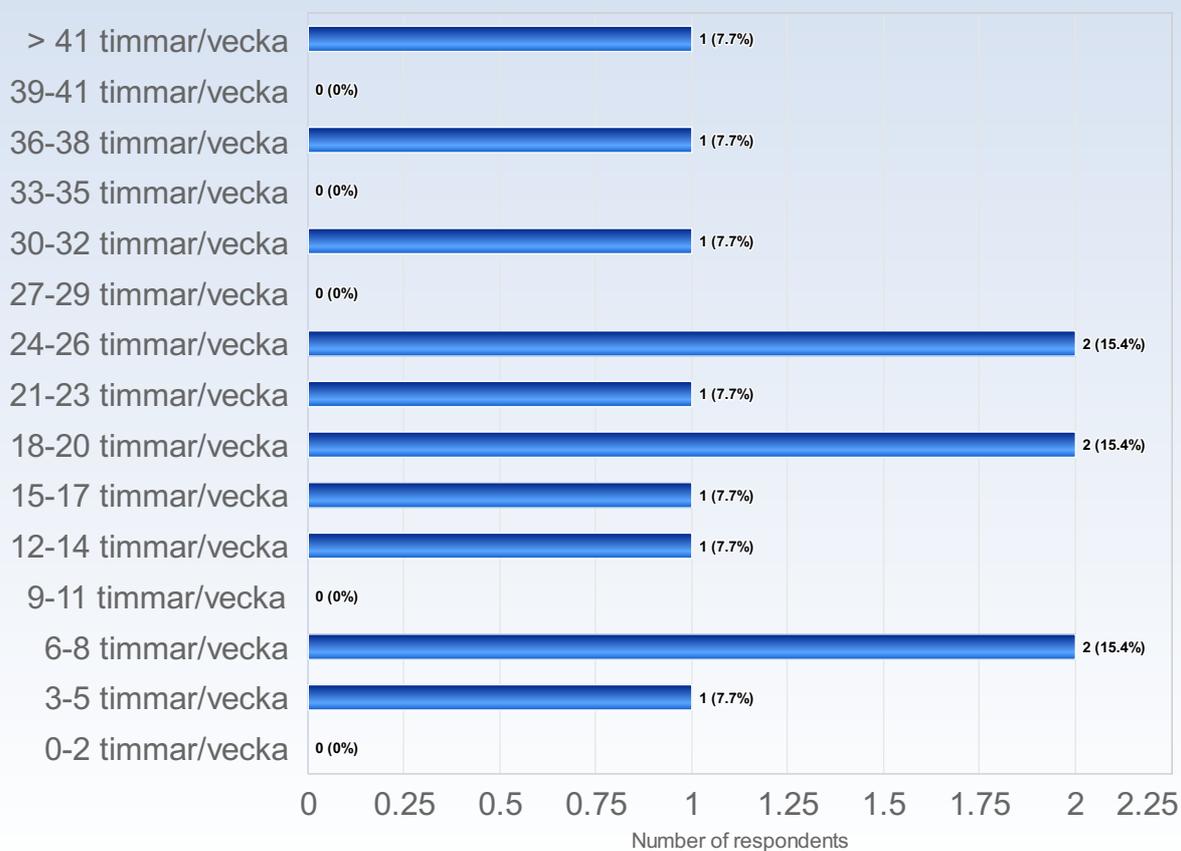


# SG2212 - 2021-03-16

Antal respondenter: 32  
Antal svar: 13  
Svarsfrekvens: 40,63 %

## ESTIMATED WORKLOAD

On average, how many hours/week did you work with the course (including scheduled hours)?





#### Comments

Comments (I worked: 6-8 timmar/vecka)

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No comment

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Comments (I worked: 18-20 timmar/vecka)

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Most of the work was spent on the homework

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Comments (I worked: 21-23 timmar/vecka)

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Had a hard time understanding some of the content. I think the course was originally designed for mathematic students. It would be helpful if some supplemental documents regarding general mathematics are provided.

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Comments (I worked: > 41 timmar/vecka)

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It's a lot of work but totally worth it if you're interested in CFD.

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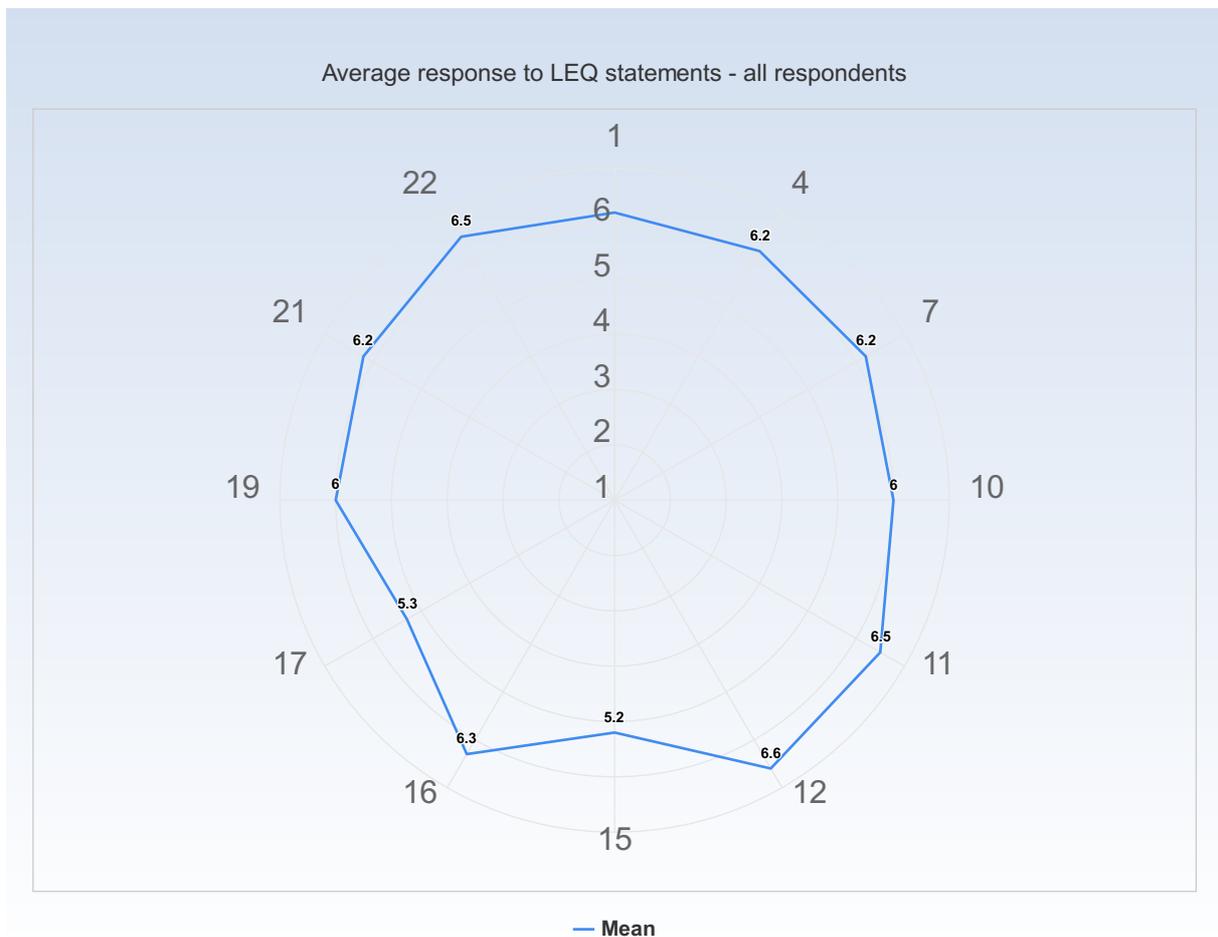


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*Support*

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## Literature

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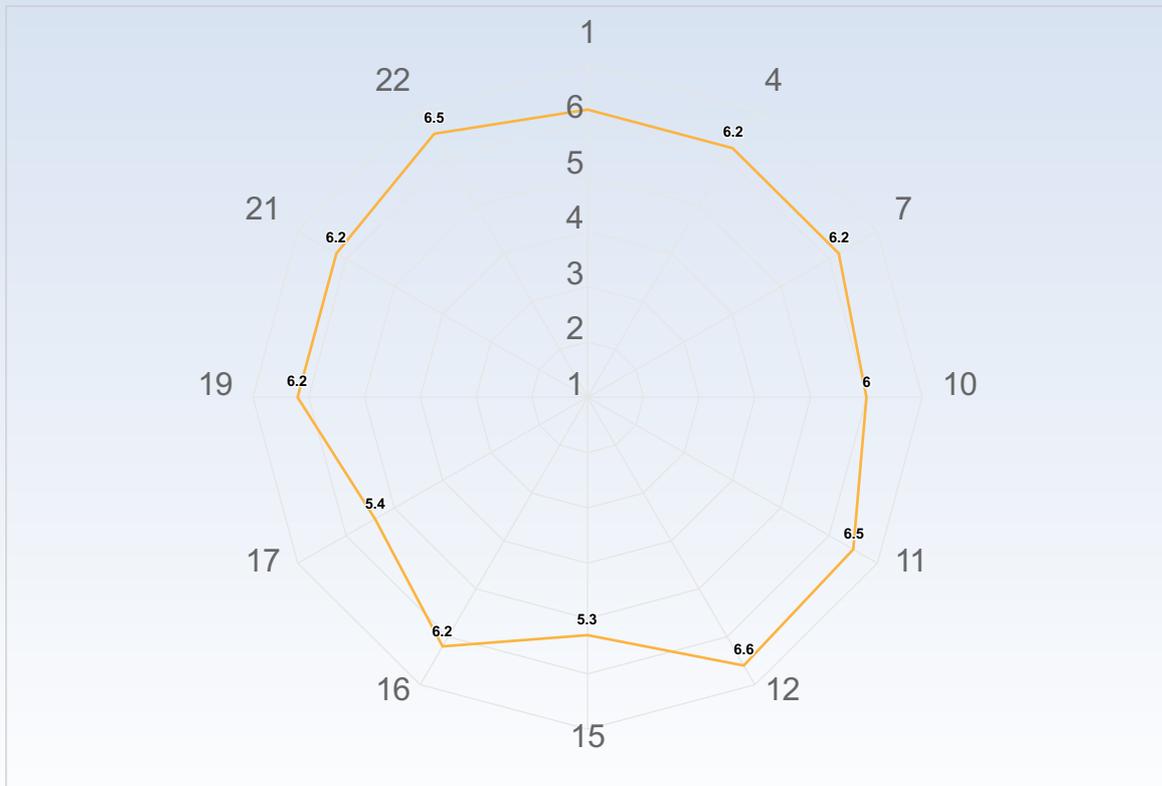
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Average response to LEQ statements - per gender



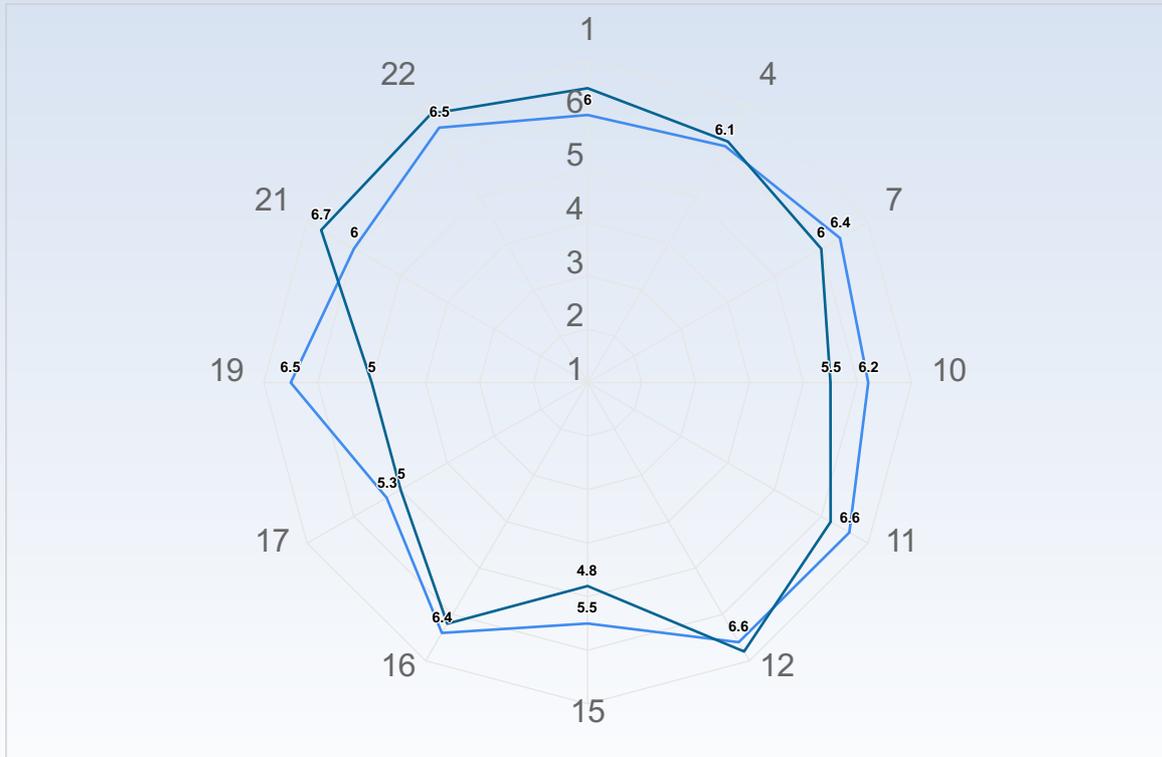
— Kvinna — Man — Annat — Vill ej uppge

Comments

Comments (I am: Man)

No comment

Average response to LEQ statements - per type of student



— Internationell masterstudent   
 — Internationell utbytesstudent   
 — Svensk student i årskurs 1-3  
— Svensk student i årskurs 4-5   
 — Annan typ av student   
 — Vill ej uppge

Comments

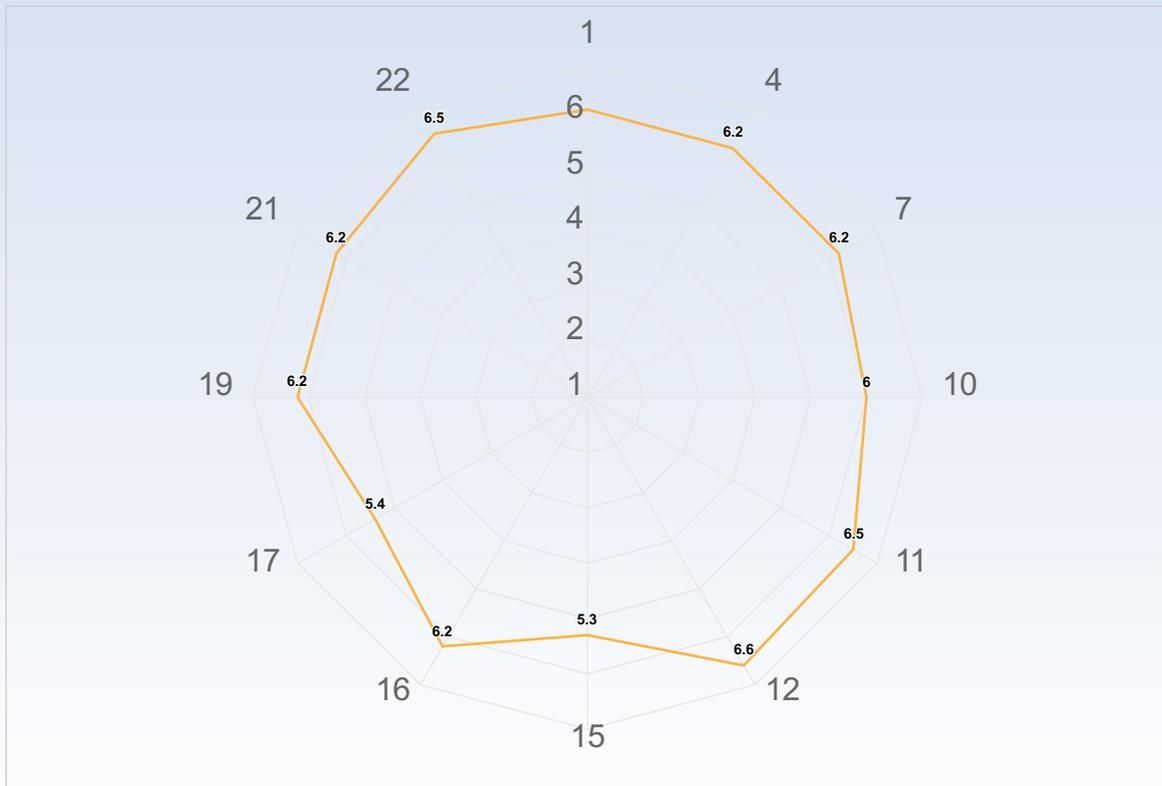
Comments (I am: Internationell masterstudent)

No comment

Comments (I am: Svensk student i årskurs 4-5)

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Average response to LEQ statements - per disability



— Ja — Nej — Vill ej uppge

Comments

Comments (My response was: Nej)

No comment



## GENERAL QUESTIONS

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What was the best aspect of the course?

What was the best aspect of the course? (I worked: 6-8 timmar/vecka)

Feedbacks for homework help us to evaluate any mistakes had been done before

Prof Phillip's approach on teaching

What was the best aspect of the course? (I worked: 18-20 timmar/vecka)

Continuous work with HW

What was the best aspect of the course? (I worked: 21-23 timmar/vecka)

The weekly assignment really makes me keep in track as the course going on.

What was the best aspect of the course? (I worked: 24-26 timmar/vecka)

Interesting topics!

What was the best aspect of the course? (I worked: 30-32 timmar/vecka)

It felt well structured and complete.

What was the best aspect of the course? (I worked: 36-38 timmar/vecka)

The intriguing topics discussed were the best attribute of the course.

What was the best aspect of the course? (I worked: > 41 timmar/vecka)

I really liked the structure of the course, the homework's were demanding and challenging but also rewarding since you felt like you've accomplished something and also a great way to categorize the different concepts treated in this course. The same reasoning goes for the project. Also having recorded lecture is for me a game changer and is something I hope won't disappear when the pandemic do. There are no lecture notes in the world good enough to recreate what someone actually said in the lecture, so if I had one advice for this course it would be please keep recording lecture, it's invaluable!

What would you suggest to improve?

What would you suggest to improve? (I worked: 6-8 timmar/vecka)

More training and workshop while doing matlab and openFoam

No comment

What would you suggest to improve? (I worked: 18-20 timmar/vecka)

Perhaps an exercise session

What would you suggest to improve? (I worked: 21-23 timmar/vecka)

It would be helpful if some supplemental documents regarding general mathematics are provided.

During the lecture, it would be appreciated if professors could write down all the assessment/interpretation of a method/analysis/solution.

What would you suggest to improve? (I worked: 30-32 timmar/vecka)

The workload was quite high, especially as one had to choose between doing the project while studying for the exam (+exam in other course), or do the project after the exam while starting new courses in the following period. It was manageable, but quite heavy.

What would you suggest to improve? (I worked: 36-38 timmar/vecka)

The course could be spanned out for 2 periods, with much deeper perspective

What would you suggest to improve? (I worked: > 41 timmar/vecka)

Sometimes the task in the homework's were treated a bit late in the lecture with respect to the deadline if this could be restructured a little bit would be amazing. For example Ardeshir had some really well written lecture notes which seemed to have been written in advance of the lectures, if these could be uploaded from the start similar to Phillips "Lecture Notes" document it would be greatly benefiting.



What advice would you like to give to future participants?

What advice would you like to give to future participants? (I worked: 6-8 timmar/vecka)

Train more for using matlab and openFoam

No comment

What advice would you like to give to future participants? (I worked: 21-23 timmar/vecka)

Do not try to cram yourself by memorizing the equations and results. This subject can only be approached by actually understanding the physics of it.

What advice would you like to give to future participants? (I worked: 30-32 timmar/vecka)

Put time into the home assignments, start looking into the study questions early. Both of these things will help you reflect over what's brought up during the lectures.

What advice would you like to give to future participants? (I worked: 36-38 timmar/vecka)

Everything will add up in the end!

What advice would you like to give to future participants? (I worked: > 41 timmar/vecka)

Focus hard on the homework's and start with the study questions as soon as possible, all this helps a lot for the exam at least in the oral case.

Is there anything else you would like to add?

Is there anything else you would like to add? (I worked: 6-8 timmar/vecka)

No

Is there anything else you would like to add? (I worked: 30-32 timmar/vecka)

No.

Is there anything else you would like to add? (I worked: > 41 timmar/vecka)

Just wanna emphasize again how nice the recorded lectures were and also thank both Phillip and Ardeshir for making this course really interesting, exciting and fun!

## SPECIFIC QUESTIONS

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## RESPONSE DATA

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The diagrams below show the detailed response to the LEQ statements.  
The response scale is defined by:

-3 = No, I strongly disagree with the statement

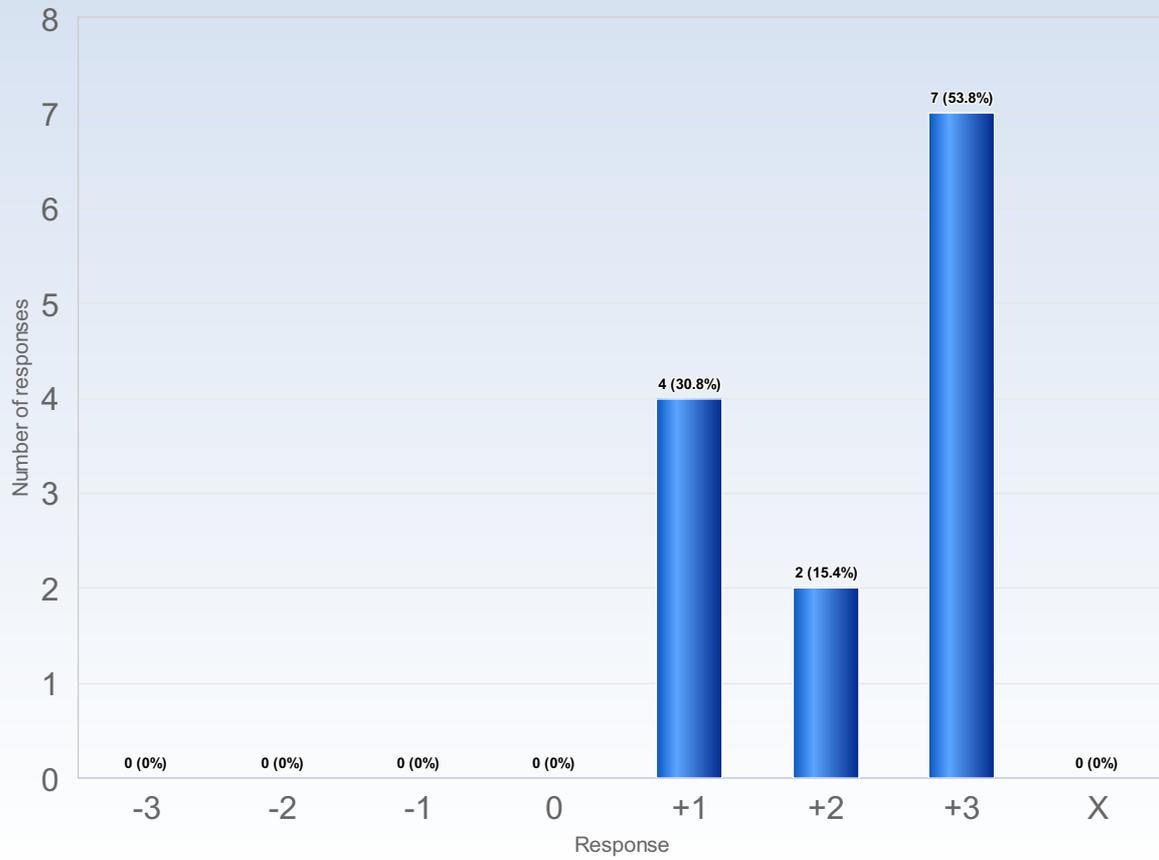
0 = I am neutral to the statement

+3 = Yes, I strongly agree with the statement

X = I decline to take a position on the statement

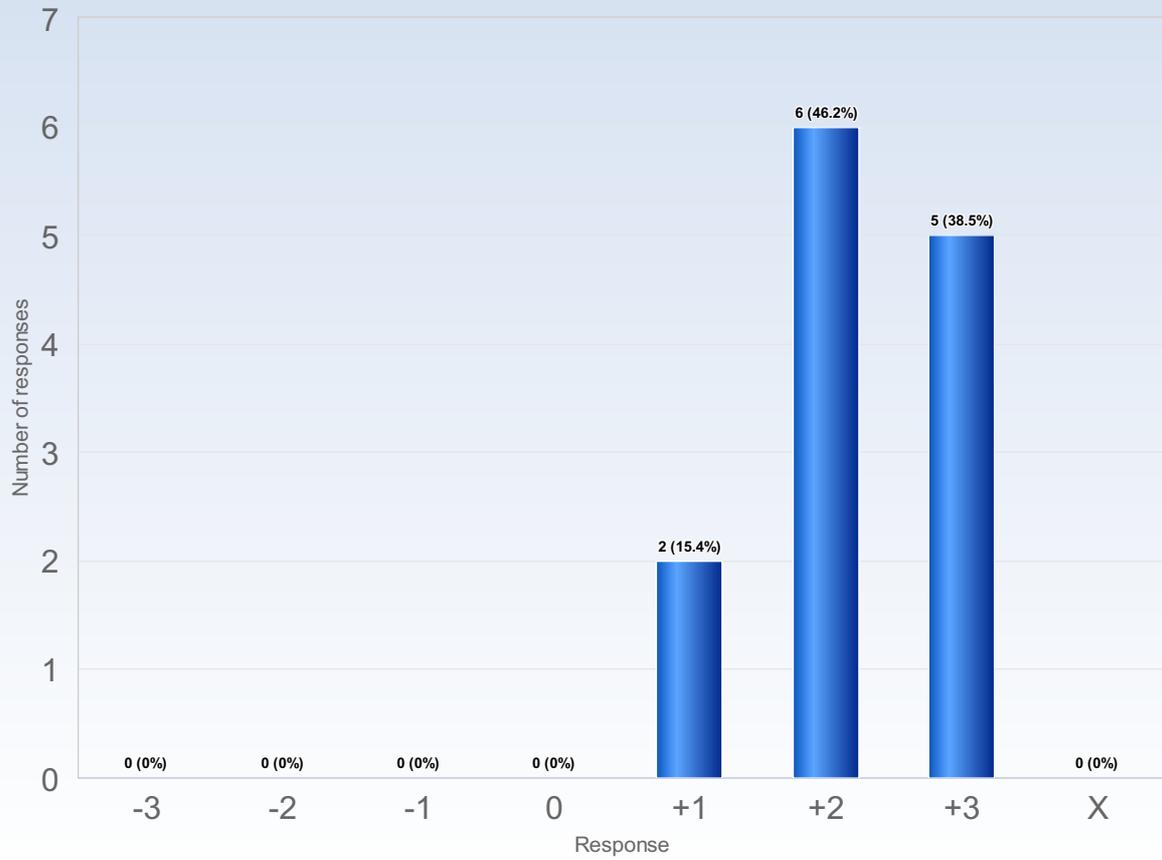


1. I worked with interesting issues



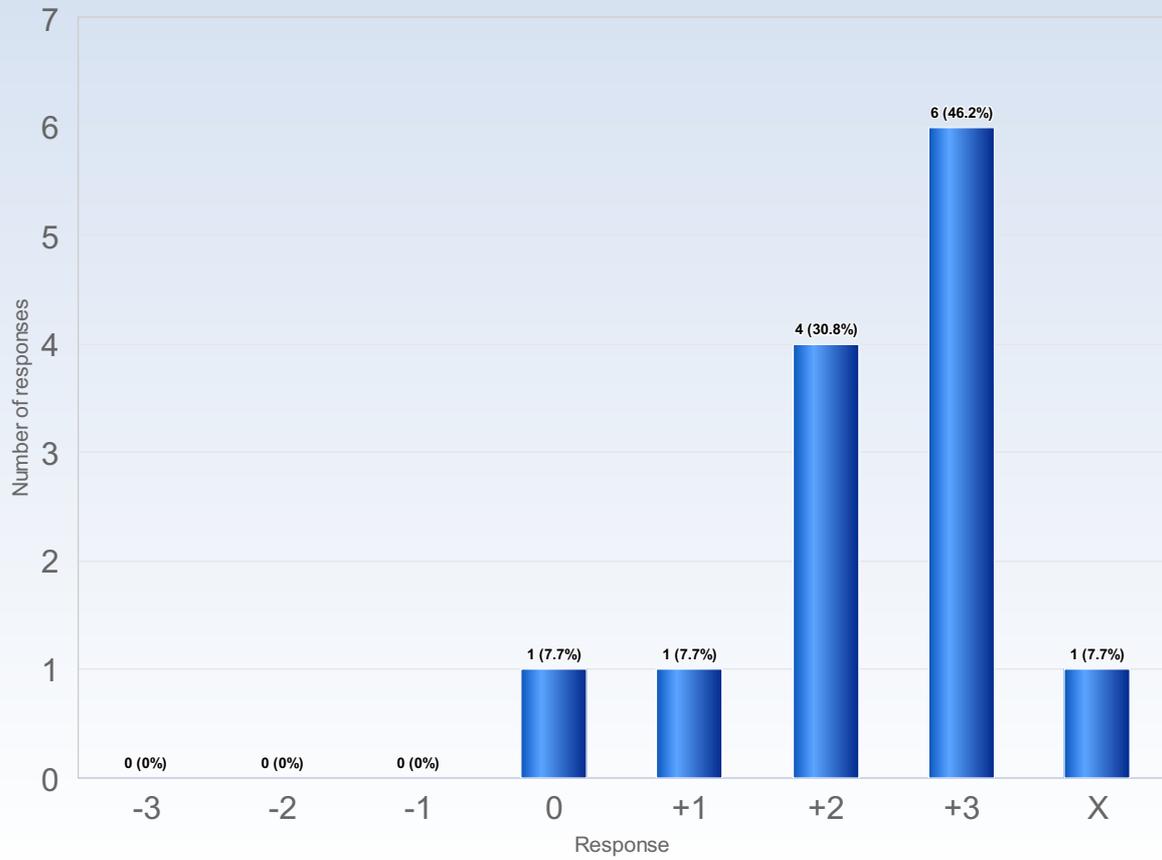
Comments

4. The course was challenging in a stimulating way



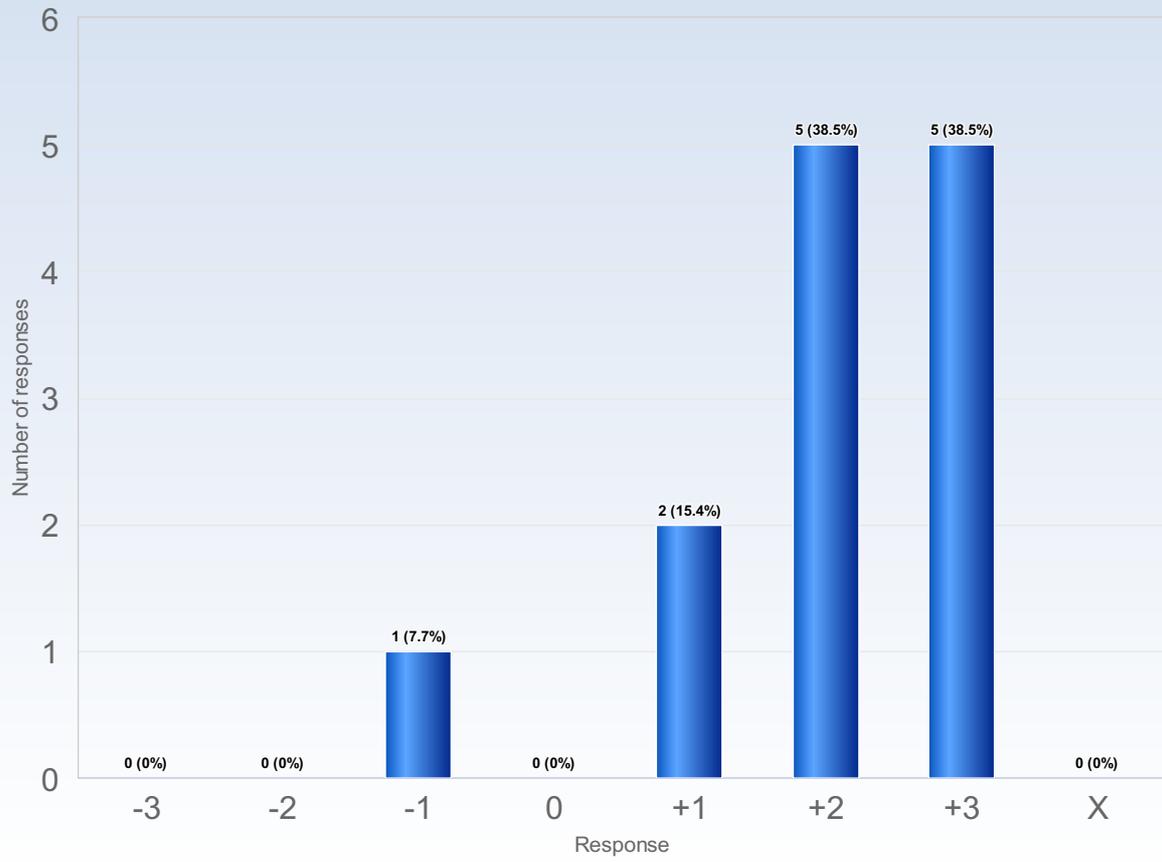
Comments

7. The intended learning outcomes helped me to understand what I was expected to achieve



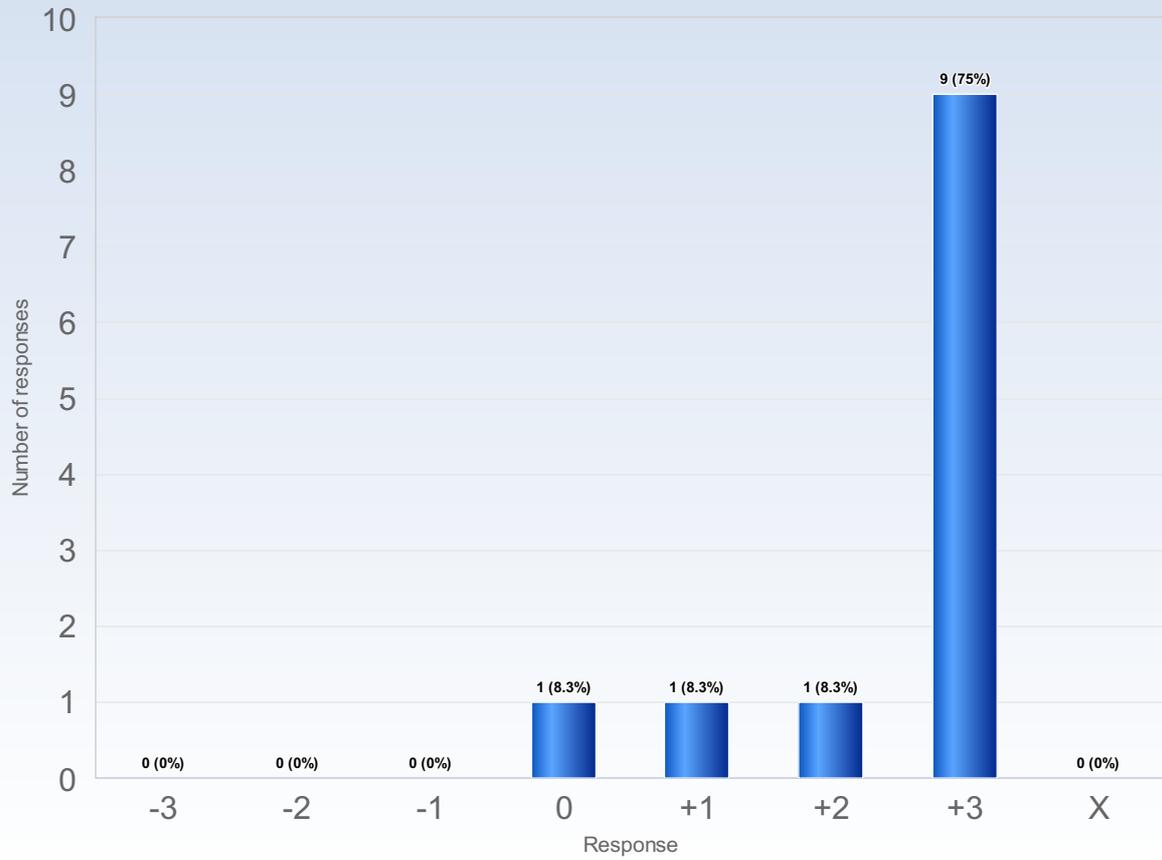
Comments

10. I was able to learn from concrete examples that I could to relate to



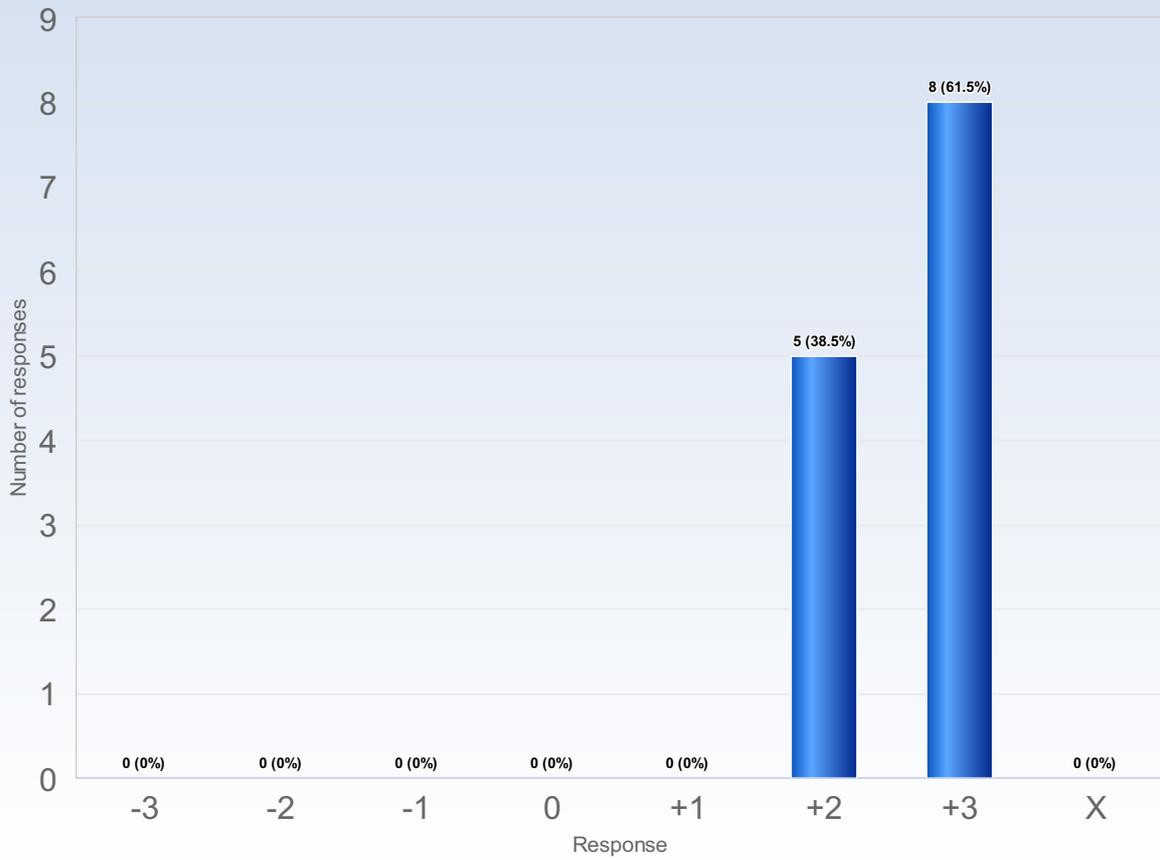
Comments

11. Understanding of key concepts had high priority

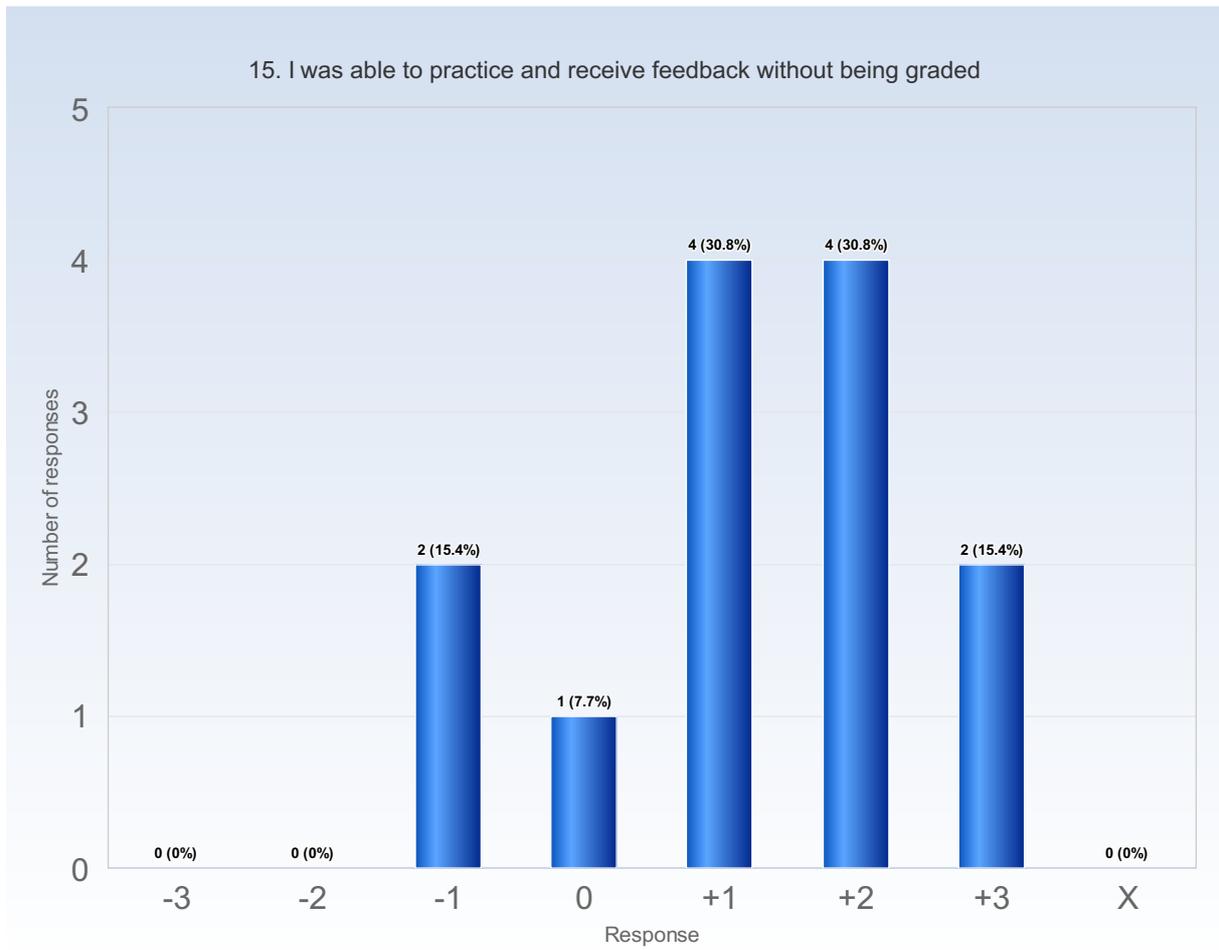


Comments

12. The course activities helped me to achieve the intended learning outcomes efficiently



Comments



Comments

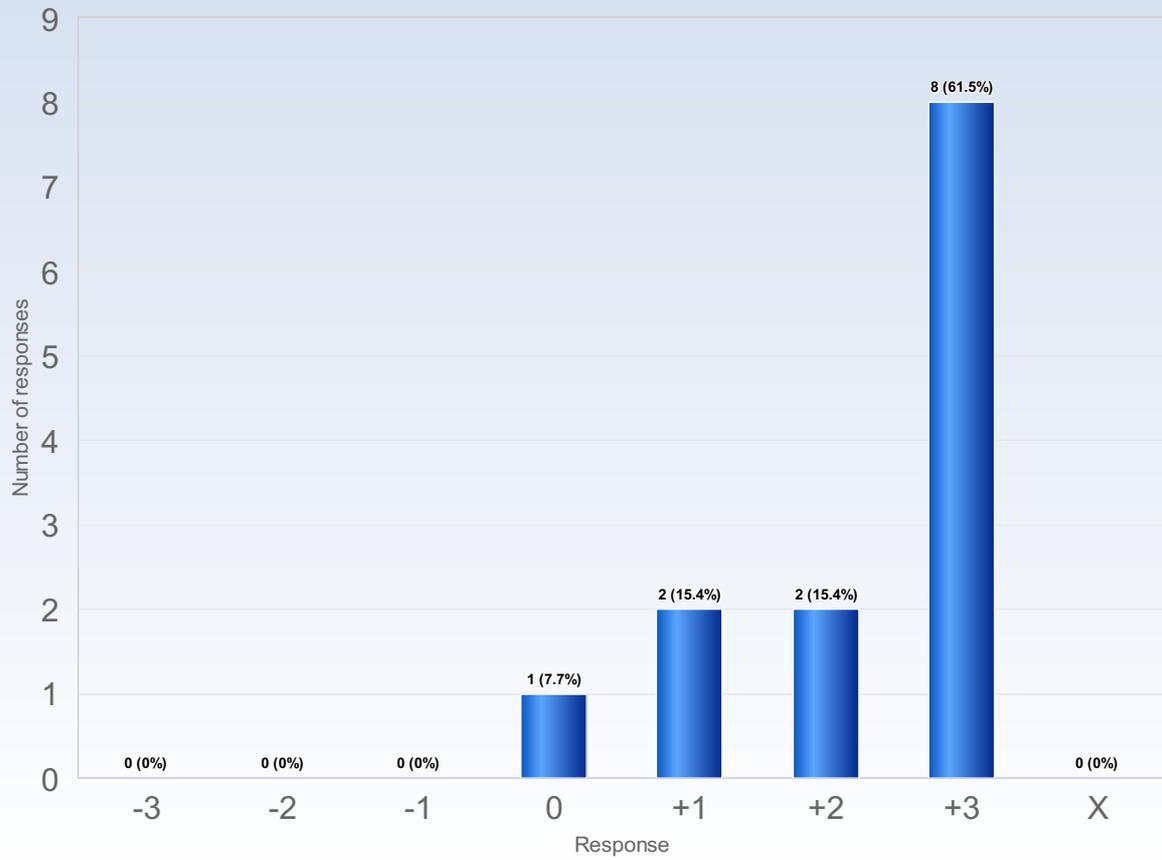
Comments (My response was: +1)

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Homeworks gave bonus points, so in the end they were affecting your grade.

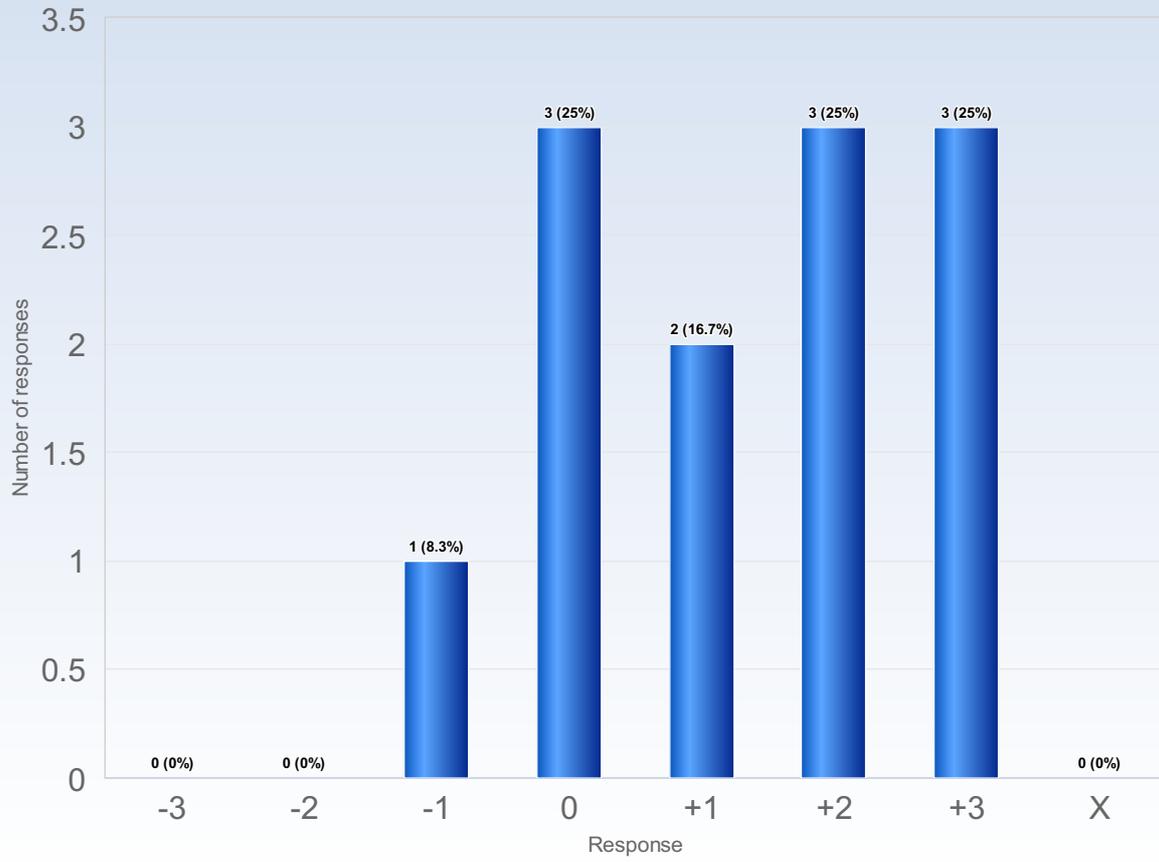
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16. The assessment on the course was fair and honest



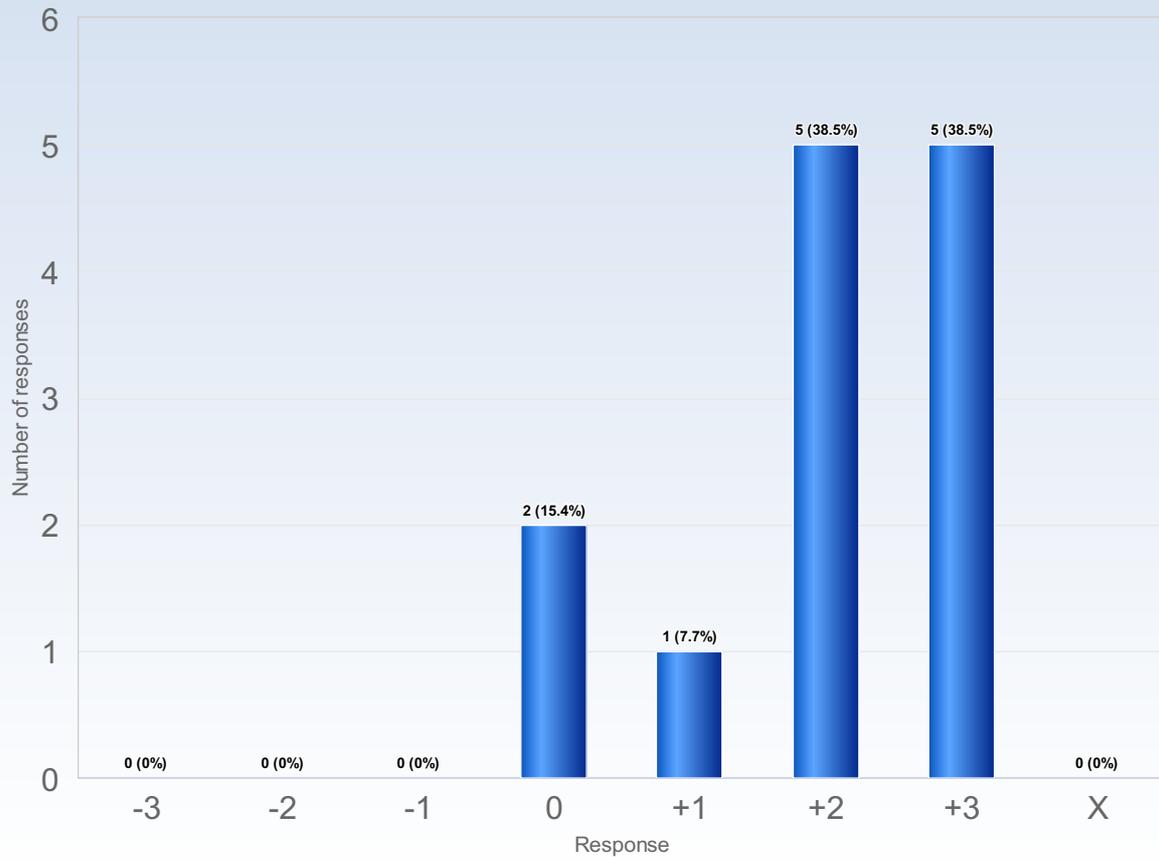
Comments

17. My background knowledge was sufficient to follow the course



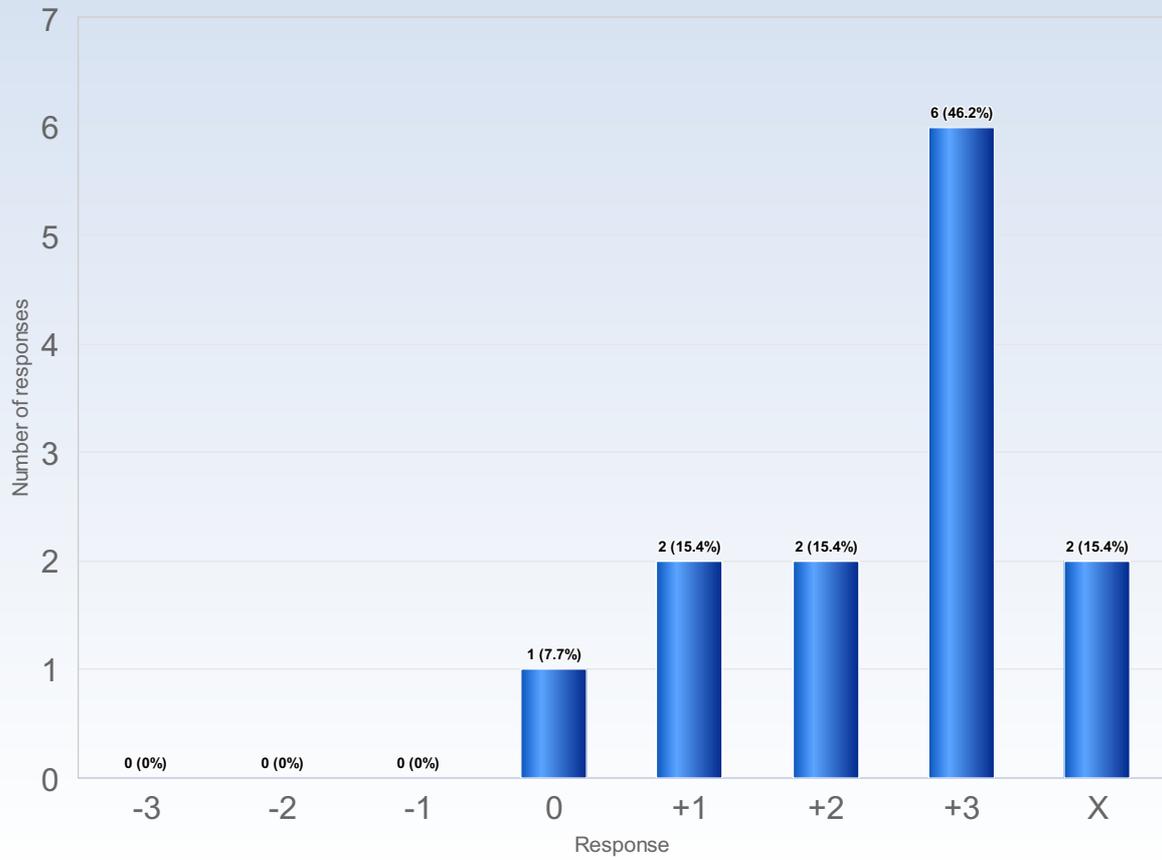
Comments

19. The course activities enabled me to learn in different ways

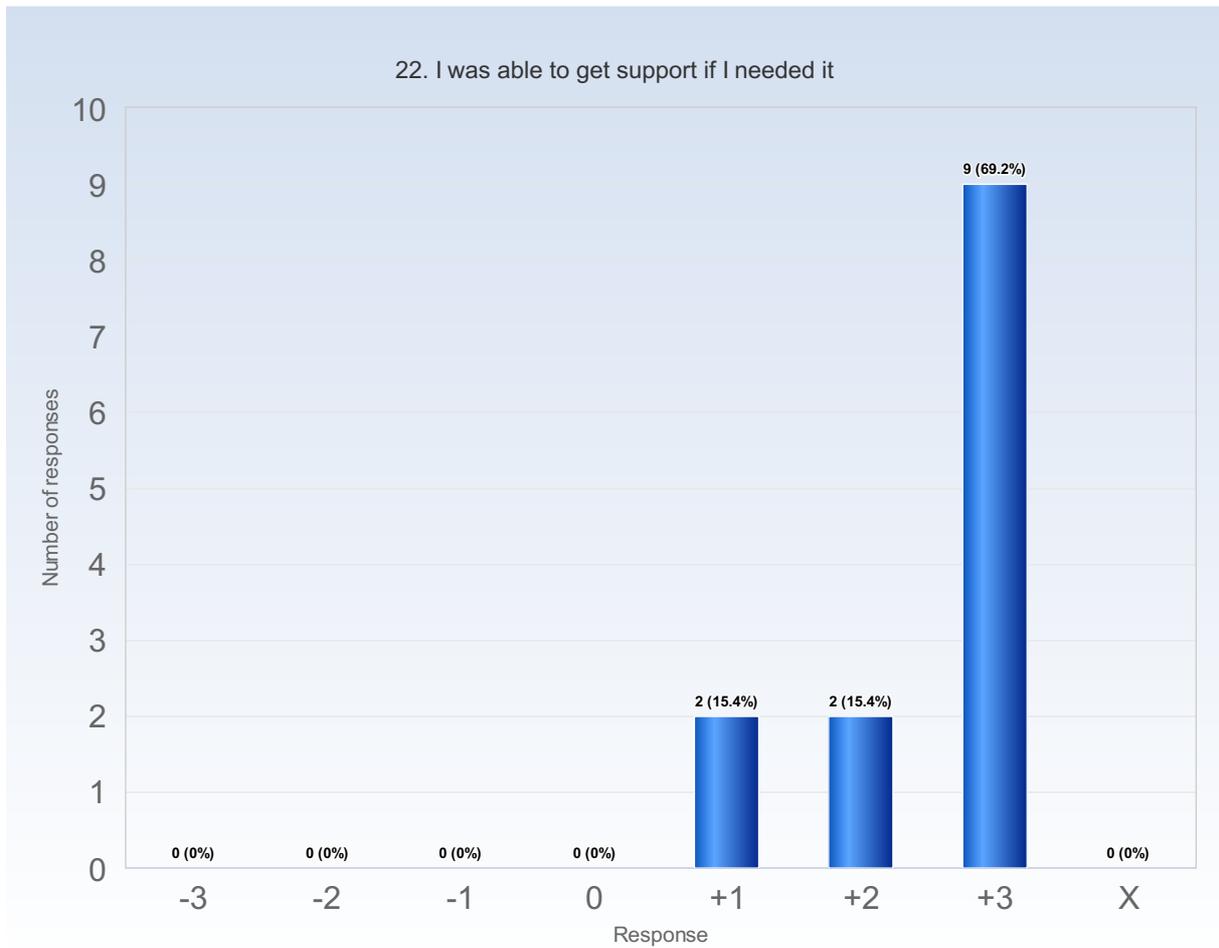


Comments

21. I was able to learn by collaborating and discussing with others



Comments



Comments

Comments (My response was: +3)

Really appreciate the the help from the TA!

How many of the lectures and exercises did you attend (in %)?

How many of the lectures and exercises did you attend (in %)?

95% since I was sometimes late to the lecture.

100%

I attended 95% of them.

95%

95

95%

80

All, except one homework session.

80

85%



### Was your background adequate for this course (mathematics, programming, physics)?

Was your background adequate for this course (mathematics, programming, physics)?

Not really sufficient in mathematic part.

It was quite sufficient

Yes, it was.

Yes

Yes, the maths and programming but not in physics.

Yes

I think so, however as a M-student I feel like I've always had a hard time with Fourier-analysis, since it hasn't been studied very deeply.

Fully

In general yes, but having not read SG2214 was a bit challenging.

### What did you think about the difficulty/speed of the course in general?

What did you think about the difficulty/speed of the course in general?

Speed was great. The content was difficult to me as I usually need lots of time to get the weekly homework done.

At some points, it is too fast to understand the example during the lecture, indeed, perhaps some of students might meet the equation or terms for the first time, while it is also not really easy to understand the material by reading the book or notes

It was a bit difficult at the beginning, but the course was really fast-paced. Could change it to 2 periods with more topics.

A bit quick in the beginning if you did not come from the fluid mechanics track

Difficult in a good way.

I think the volume of the course (i.e. 25 lectures) was a bit demanding.

The difficulty and speed was no problem, but as mentioned there were quite a high workload.

No comment

Demanding but rewarding, I would not change any of them.

### What did you think about the lectures (teachers, organisation, explanations, course handouts)?

What did you think about the lectures (teachers, organisation, explanations, course handouts)?

It would be appreciated if professor Ardeshir could write down all the assessment/interpretation of a method/analysis/solution.

The lectures are very nice, the way they are teaching, making explanation, and being well-opened for all questions

Good organisation, plenty of answers to any question asked, an adequate amount of handouts(the handouts on FV method could use a few more paragraphs though).

Everything was good

Good explanations on the first part of the course.

very organised, very approachable and really nice experience overall!

Good. However, I think the grading system of the homeworks was a bit strange, and sometimes it was not motivated why I received 98 points instead of 100 etc.

Sufficient

Marvelous all of it!

### What did you think about the homework sessions and the project (organisation, explanations, literature)?

What did you think about the homework sessions and the project (organisation, explanations, literature)?

The weekly homework was a great way to keep students in track as the course going on. But some of the homework session was not recorded as I think homework session could be helpful for preparing the oral exam.

It would be nicer if there was more workshops and training for matlab, since the workshop in first week of lecture was too basic, and it was not practically implementative for answering the homework and project

Very thought-provoking Homeworks.

Good

The deadline were maybe too tight for the homeworks. It was helpful to have scheduled homework sessions. Great TAs!

that fits quite well with the theory lectures, but it was demanding in terms of the quantity of the assignments/lectures

As I said, homeworks could need another grading system/better motivation. And the project became a bit stressful since it basically was after the course.

Well designed

A genius concept!

### What did you think of the OpenFOAM part, and should that be extended/shortened?

What did you think of the OpenFOAM part, and should that be extended/shortened?

It is necessary to be extended

As a lot of us are not aware of OpenFOAM, more tutorials or features of it could be discussed/incorporated into the course

Sufficient

Extended

great opportunity to work with openFOAM!! I think that all of the assignments, the project and the lectures is quite demanding to do within 1 period, so i don't think that should be extended

It was good.

Very good, but I don't think it should be extended since after initializing it is easy for the students to learn more themselves plus it would take time that is essential for the rest of the material

I did not have time for this part sadly.



**Would you prefer to switch to Python instead of Matlab for the course?**

Would you prefer to switch to Python instead of Matlab for the course?

Matlab is good, but it's also good to use Python since both are important for an engineering students.

I prefer to deepen my matlab understanding, instead of doing something new with Python

No, I would prefer C or C++

No

Neutral

The majority of us I think we have stronger background in Matlab, but it is a good idea.

No. Since everyone is familiar with Matlab and I doubt the majority have had encountered Python before, Matlab seems better.

No

Matlab any day of the week.

**Do you have any comments regarding the online version of the course (Zoom lectures etc.)?**

Do you have any comments regarding the online version of the course (Zoom lectures etc.)?

No, it was very good at all

No.

Really good work from the teachers.

It worked good.

No

They really well done! Good job and thanks for a nice course!