Report - SG2214 - 2018-11-13

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):

Anders Dahlkild, ad@mech.kth.se

COURSE DESIGN

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

14x2h F
14x2h Ö
4x1h Tutorials
1x3h LAB

Några av tutorials lades på den 1:a eller 2:a lektionen i blocket av tre timmar, istället för på den 3:e lektionen. (För att stimulera studenterna att vara kvar på tutorials.)

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?

I medeltal ca 13 tim/v, några betydligt fler, några betydligt mindre. (Enligt kurspoängen 7.5 borde det varit 20 tim/v).
Om man till medelvärdet lägger till 6 tim/v för undervisningen på sal får man medelvärdet 19 tim/v vilket i så fall skulle svara mot det förväntade.

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?

Årets resultat var mycket bra.
11 A
5 B
6 C
5 D
5 E
1 F

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?

Jämn kurva överlag.

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?

7 kvinnliga registrerade studenter av ett 35-tal registrerade totalt på kursen gör att responsen(ca 45%) på enkäten ger dåligt underlag för kvinnliga svar.
Polardiagrammen ger inget särskilt utslag, annat än att värdet ligger på ca 5,5-6.

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?

Positiva svar:
*Bra föreläsningar och övningar. Kursboken är dessutom mycket bra. Inlämningsuppgifterna var stimulerande och låg på bra nivå svårighetsmässigt.
*Lectures and recitations were quite good and well organized.
*I think that the homework problems were really good. Together they covered the contents of the course in a good way.

Mindre positiva svar:
*The lab was honestly not that helpful, and not particularly interesting, since everything was already set up.
It was more like an exercise in getting data in a tedious manner and processing it with code we were given. It felt a bit out of place.
*De svåraste föreläsningarna var nog 2 rent konceptuellt. Boken hjälpte inte mig heller speciellt mycket i just det området.

Råd till förbättringar:
*Perhaps a class with correction of the homeworks to learn from our failure.
*A recommendation of assignments in the book or something else besides the old exams.

Råd till framtida kursdeltagare:
*Start with the theory questions early and ask the teachers direct if there is some problem in understanding.
*Good course! Start the homeworks ahead of time.
*Ask question and review regularly the lectures.

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

*Feedback till studenter på hemuppgifter och frågor samt rekommenderade uppgifter i boken.
*Ev. sammanställning av exempelsamling från gamla tentor.

OTHER INFORMATION
Is there anything else you would like to add?

Hemtal 3 (och ibland 2) blir i regel färdigrättade precis före tentan. Det blir alltför kort tid för studenterna att ta del av resultatet på dessa.
(Ovanligt god svarsfrekvens i år. Kanske beroende på årets förkortade enkät??)

Course data 2019-02-26

SG2214 - Fluid Mechanics, HT 2018 TTEMM

Course facts

Course start:	2018 w.35
Course end:	2018 w.43
Credits:	7,5
Examination:	INL1 - Assignments, 3.0, Grading scale: P, F TEN1 - Examination, 4.5, Grading scale: A, B, C, D, E, FX, F
Grading scale:	A, B, C, D, E, FX, F

Staff

Examiner:	Anders Dahlkild <aad@kth.se>
Course responsible teacher:	Anders Dahlkild <aad@kth.se>
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Number of students on the course offering

First-time registered:	0
Total number of registered:	40

Achievements (only first-time registered students)

Pass rate[1] [%]	*There are no course results reported*
Performance rate[2] [%]	*There are no course results reported*
Grade distribution[3] [%, number]	*There are no course results reported*

1 Percentage approved students
2 Percentage achieved credits
3 Distribution of grades among the approved students