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## Report - SG2219 - 2020-12-21

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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):**

Anders Dahlkild, aad@kth.se

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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.

Part I, and II via LEQ and part III via interviews.

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**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.)

No other meetings than remote lectures.

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**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 divided into three parts, given by three different teachers. Each part has one oral exam, and in total there are two moments with assignments/labs/demos.

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**THE STUDENTS' WORKLOAD**

Does the students' workload correspond to the expected level (40 hours/1.5 credits)? If these is a significant deviation from the expected, what can be the reason?

Yes. The course was spread out in time over two periods.

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**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?

Very good.

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## STUDENTS' ANSWERS TO OPEN QUESTIONS

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

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Part I:

What was the best aspect of the course?

- History of fluid mechanics people: Prandtl, etc !!!

- I really liked how the main concepts and goals have always been clear during the whole part of the course. It's important not to miss the focus on this, I think. Also, the professor explains in a simple and clear way, leaving also some time for insights and curiosities which made me feel all his passion about the subject. I really like when it's like that. The subject is very interesting and the professor makes it even more interesting.

- The professor is very good in teaching the subject, he stimulates the curiosity and attention.

- I think the material is interesting in general and I really enjoyed the insight into the historical aspects of the subject.

Part II:

I enjoyed the lab, since it was quite interactive.

The lectures were good also.

Maybe try to in some way relate topics to reality and explain why relationships are useful. Maybe connect all three parts of course in some way a bit better to fully understand why we are doing things.

I found it very helpful to check my notes with the suggested book (Anderson) after each lecture to have a better knowledge of some passages I missed.

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### **SUMMARY OF STUDENTS' OPINIONS**

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

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Part I:

How would you judge the teachers effort in the course/lecture?

- Due to covid we had to follow online lectures. I think that the professor's explanation were still very effective and pretty much at the same level of his in-class-lectures

- great

- It shows that the teacher is trying hard to adapt the lecture to make it as good as possible given this years format. Interaction is harder due to the format and the more relaxed parts with some information about Prandtl and Blasius really helps to get the conversation started in my opinion.

- really committed

Does the teacher stimulate interest?

- He does indeed. I can feel his passion when he speaks about the subject and this is always something that is fundamental to me, when following a course. The professor also gives a lot of additional information, e.g. historical, research papers, and this helps to have a more entertaining lecture and to give a context to the subject,

- Yes a lot - Yes. - Yes!

Does the teacher present the topics clearly?

- Yes, he is very clear about everything.

- Yes, he presents the topics in a very schematic way, which is positive and helps to understand better what we are going to analyse. - Yes. - Yes!

Part II:

How did the online lectures in hypersonics work out for you?

It actually worked pretty fine. I've been able to find some stuff that I could've missed (e.g. figures) on the book given as reference

works good, sometimes it was hard to read the slides because written with small characters

They were fine.

Very well, no issues at all.

How did the on-line computer demonstration exercise in hypersonics work out for you?

Very very helpful. I think it is a crucial part of the teaching of this course.

works good and it has been very interesting. I think that it is essential to understand some topics.

It was interactive, which was nice, and we got all the information we needed

Very well, no issues at all.

Part III:

Having the lab would be great, but given the situation obviously it could not be delivered this year

More focus on high temperature gas phenomena would be appreciated but more fundamentals on shock tube theory for those who did not participate in SG2215 is understood

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### **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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Part II:

The hypersonics demo lab worked out better than expected although the students could not run the program themselves this particular year.

Oral exams went well online too.

Part III

The structure was dynamic and interesting

More details on high temperature gas effects are wanted

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#### **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?

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Part II:

Weakness this year is of course that you could not meet face to face.

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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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Possibly connect the different parts of the course in some way.

Part 2 and 3 were well matched

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