



Report - SI2540 - 2021-06-16

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 has been evaluated using LEQ after the course finished.
Also feedback from studentnämnden was obtained in the middle of the course.
In addition I've obtained informal feedback during and after the course from many students.

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.)

On several occasions I asked for feedback during or after lectures.

COURSE DESIGN

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

The course consists entirely of lectures and a homework problems. This year all lectures were given online using Zoom, due to covid-19, as it was last year.
The lectures were given interactively using an iPad as whiteboard. The whiteboards were then uploaded to canvas as lecture notes.
I also demoed some computer examples in python and Matlab.
Compared to the previous year I added a few more topics: Pattern formation and Hamiltonian chaos.

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?

Yes.

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 students have performed exceptionally well on the homework problems. Three sets of rather extensive homework problems were given, comprising both analytic and numerical work.
Almost all students worked very ambitiously which is reflected in the grades. Attendance to the lectures was also very high.



STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

Best aspects: teacher, interesting topic, homework problems, programming.

Things to improve. More theory on numerical simulations. Less programming, more physics. More challenging homework problems.

Advice to future students: Good if comfortable with a programming language. Go to the lectures, they are interesting.

SUMMARY OF STUDENTS' OPINIONS

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

Most student were positive to the subject, the lectures, the course book and the homework problems.

Also, I did get a lot of positive feedback from individual students.

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.

Positive and I think the students showed great interest during the course. The arrangement with online lectures worked fine, well above my expectation.

One advantage with online in this course is that it is very easy to switch between lecturing and numerical demonstrations.

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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The student group consisted of Swedish and international male and female students.

No differences were found regarding the performance of various groups.

PRIORITIZED COURSE DEVELOPMENT

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

The course works very well as it is, but many small details may be polished.

Next year the course will hopefully be given on campus, which means that some adaptations are necessary.

Average response to LEQ statements - all respondents

