Course Report AS7002 HT17

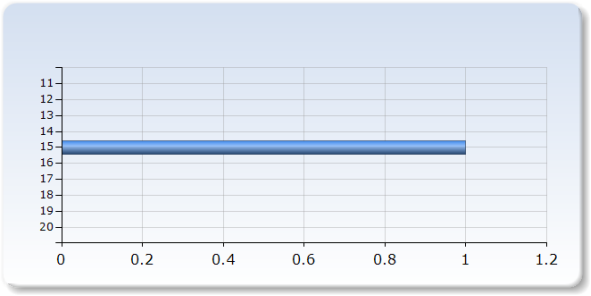
Respondents: 1
Answer Count: 1
Answer Frequency: 100.00 %

. Teacher

Teacher
Stephan Rosswog

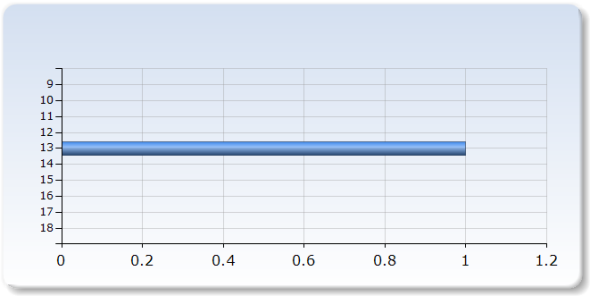
. Number of students who took the exam

Number of students who took the exam	Number of Responses
11	0 (0.0%)
12	0 (0.0%)
13	0 (0.0%)
14	0 (0.0%)
15	1 (100.0%)
16	0 (0.0%)
17	0 (0.0%)
18	0 (0.0%)
19	0 (0.0%)
20	0 (0.0%)
Total	1 (100.0%)



. Number of students who passed the course

Number of students who passed the course	Number of Responses
9	0 (0.0%)
10	0 (0.0%)
11	0 (0.0%)
12	0 (0.0%)
13	1 (100.0%)
14	0 (0.0%)
15	0 (0.0%)
16	0 (0.0%)
17	0 (0.0%)
18	0 (0.0%)
Total	1 (100.0%)



. Description of changes since the previous time the course was given.

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Overall similar, lecture have been further updated and extended, enriched with examples and internet links.

. What are the course's strong points according to the students (summary based on the numerical results as well as their free text answers)

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Concepts well explained, good lecture notes. The majority of the students feels that they have learnt something that they will benefit from.

. What are the course's weak points according to the students (summary based on the numerical results as well as their free text answers)

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As expected (and usual): several students want "more numerics" while other find already one exercise this too much "IT-work"

. The teacher's analysis of the course

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In my opinion the course is well structured. As always, there is the design-choice either "broad and not deep" or "narrower focus on the basics, but doing them carefully". according to my experience it is easier to broaden (while not going too deep) than to reach the depth in self-study, therefore I decided for the latter option.
I felt that the student participation was bimodal, with a fair group of very active students while another group was not engaged very much. This is also reflected in the student's feedback.

. Conclusions as well as suggestions for improvements

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In the longer term --and for those students that want to continue in astrophysics-- one could think about two one-semester courses, one purely analytical and a follow-up course on solving gas dynamics numerically.