Course Report AS7006 VT18

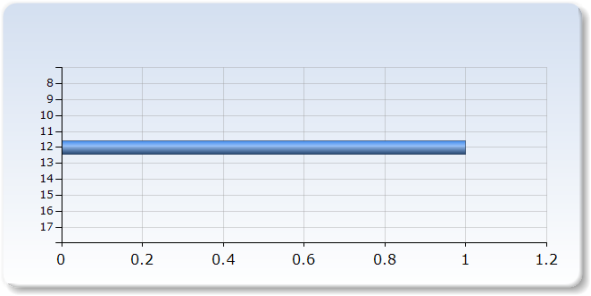
Respondents: 1
Answer Count: 1
Answer Frequency: 100.00 %

. Teacher

Teacher
Jaime de la Cruz Rodriguez

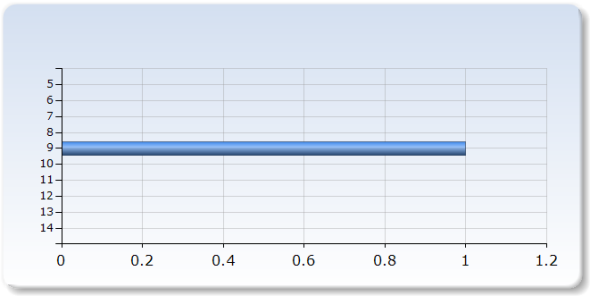
. Number of students who took the exam

Number of students who took the exam	Number of Responses
8	0 (0.0%)
9	0 (0.0%)
10	0 (0.0%)
11	0 (0.0%)
12	1 (100.0%)
13	0 (0.0%)
14	0 (0.0%)
15	0 (0.0%)
16	0 (0.0%)
17	0 (0.0%)
Total	1 (100.0%)



. Number of students who passed the course

Number of students who passed the course	Number of Responses
5	0 (0.0%)
6	0 (0.0%)
7	0 (0.0%)
8	0 (0.0%)
9	1 (100.0%)
10	0 (0.0%)
11	0 (0.0%)
12	0 (0.0%)
13	0 (0.0%)
14	0 (0.0%)
Total	1 (100.0%)



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

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

I re-used the course notes from Jorrit Leenaarts as I was not given extra time to further develop the course. However, I prepared new problem sheets. I also gave slightly more complete lectures about the curve of growth, which is a bit rushed in the lecture notes.

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

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

Lecture notes, lectures.

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

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

The course is missing simple exercises that could be done on a daily basis, perhaps even inside the classroom during the second hour of teaching.

. The teacher's analysis of the course

The teacher's analysis of the course

I think the material covered by the lecture notes is very good (in extension) for a 7.5HP course. The course notes are clear and well explained.

However, the course in its current form feels a bit boring, because a lot of the material presented in the notes is usually repeated during lectures.

All in all, students seem to manage to pass the course and to learn the basics of radiative transfer.

. Conclusions as well as suggestions for improvements

Conclusions as well as suggestions for improvements

Given that we already have good lecture notes, we could try to undertake the lecture sessions in a different way:
1) Tell the students to read and prepare a fraction of the lecture notes before every lecture.
2) Spend 45 minutes summarizing that content without long derivations, but more graphically.
3) Use the second hour to do short problems perhaps in groups of 2 or 3 students, so they can get a bit more confident. These problems or questions should attempt to make them think about the fundamentals of the problems that they are studying, more concerned with understanding than with solving too specific problems.

Only point 3) would give extra work compared to the current form.