Course Report AS5002 HT18

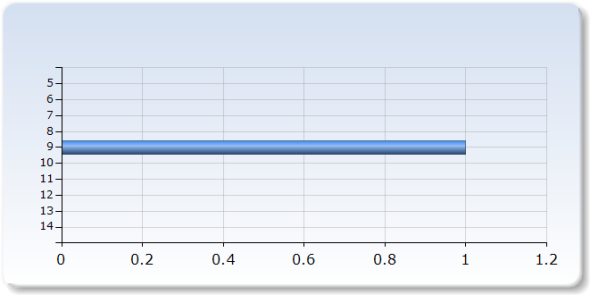
Respondents: 1
Answer Count: 1
Answer Frequency: 100.00%

. Teacher

Teacher
Evan O'Connor

. Number of students who took the exam

Number of students who took the exam	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%)



. Number of students who passed the course

Number of students who passed the course	Number of Responses
5	0 (0.0%)
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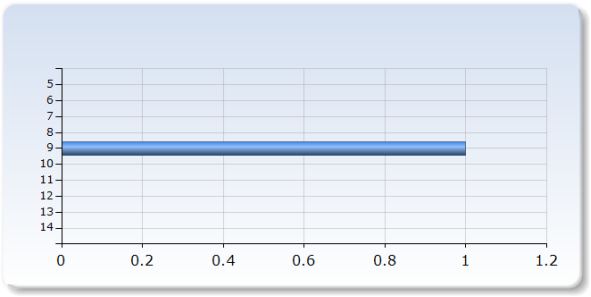

. Description of changes since the previous time the course was given.

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This year the course teacher was changed from previous years. The course retained the same textbook, course content, and learning outcomes, the latter two defined in the course syllabus. The course has a new course number and is now a first-cycle course. Additional examination criteria were added to the syllabus allowing for grades from hand-in exercises and the mandatory laboratory report. The course was taught using a flipped classroom approach. For each of the 13 lectures the teacher recorded lectures, varying in length from 30-40 minutes with 5-10 minutes segments. The lectures were combined with interactive content (quizzes, surveys, free text questions) and allowed for inline questions via the Scalable Learning platform. In class we first addressed outstanding questions from the lectures and then proceeded to work in groups and answer exercises related to the lectures content. Examination was done on the basis of take-home exercises, a laboratory report, and a final examination.

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The students that responded to the survey (3 of 8) were very positive towards the course with most numerical results being 4 or 5 out of 5. The questions which received all 5's relevant for this question were 'overall impression', 'course content and teaching methods', 'good learning environment', 'prerequisites specified in the course plan', and 'The feedback loop', 'availability of support'. From the free text answers (as well as feedback received throughout the course), the students enjoyed the content. One student commented that "I didn't expect this subject and course to be so interesting". Students showed support for the flipped classroom style. They enjoyed having the lectures available at any time and the focused work on problem solving in class.

. 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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There were several improvements suggested. Some students would like a broader overview of the course at the beginning, this echos the responses to 'clear to me what I was expected to learn' (one 3 and two 4s out of 5), I agree this is an area that can be worked on. There was a suggestion for a different course book as well improvements to the flipped classroom implementation (e.g. earlier access to the problems).

. The teacher's analysis of the course

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I think the course went well. The students were engaged (in class and with the interactive recorded lectures). They actively came to class and were interested in the content. The content of the course is extensive (stars and stellar evolution), yet a good and thorough look at many different areas was done. The lab exercise is a bit out of date and this is a definite area of improvement for future years. Many of the in-class problems were a bit on the difficult side, but I think the students appreciated this as it challenged them in an environment where they had the support to understand and solve them.

The final exam was designed around the desired learning outcomes and contained both short and long answer questions.

. Conclusions as well as suggestions for improvements

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First, some of the specific advice given by the students to future students (and not included in the numerical answers of the survey) are:
"Participate in the flipped classrooms. And enjoy the course!"
"Ask a lot of questions."

In summary, I think this course was well delivered and the student obtained the desired learning outcomes.