Course Report AS7017 HT20

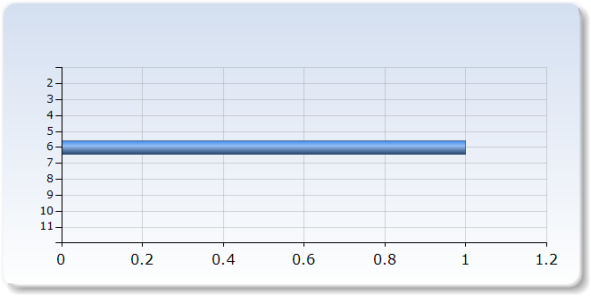
Respondents: 1
Answer Count: 1
Answer Frequency: 100.00%

. Teacher

Teacher
Jorrit Leenaarts

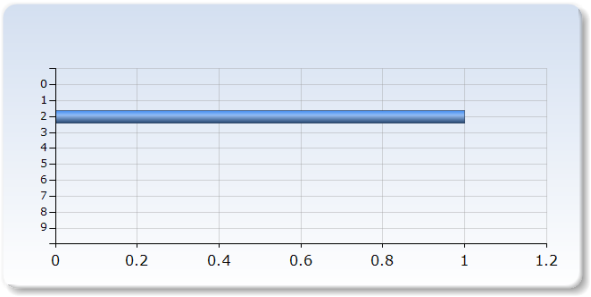
. Number of students who took the exam

Number of students who took the exam	Number of Responses
2	0 (0.0%)
3	0 (0.0%)
4	0 (0.0%)
5	0 (0.0%)
6	1 (100.0%)
7	0 (0.0%)
8	0 (0.0%)
9	0 (0.0%)
10	0 (0.0%)
11	0 (0.0%)
Total	1 (100.0%)



. Number of students who passed the course

Number of students who passed the course	Number of Responses
0	0 (0.0%)
1	0 (0.0%)
2	1 (100.0%)
3	0 (0.0%)
4	0 (0.0%)
5	0 (0.0%)
6	0 (0.0%)
7	0 (0.0%)
8	0 (0.0%)
9	0 (0.0%)
Total	1 (100.0%)



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

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Computer exercises were rewritten from scratch, the old exercises were based on Rob Rutten's course form Utrecht University from the 1990s and were outdated.

. 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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*individual teaching and addressing individual problems. I like the connection between physical theory and practical applications.
*I think that the hands-on exercises was a good way to learn both python and the material - much better than just regular textbook exercises.

In short: the computer exercises and the individual approach to each student. There latter is obviously only possible with a small group of students.

. 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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Exercises were sometimes unclear. Computer exercises were a large part of the course but did not count much towards the final grade.

. The teacher's analysis of the course

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The pre-knowledge of the students varied strongly. Computer exercises were good, but because they were new they were not yet at the level they should be, both in terms of clarity and difficulty level. The exam is not a good way of assessing understanding. non-LTE radiative transfer is an easy subject for an exam because analytical derivation is either too trivial or simply root learning, or too high-level for the students.

The exam was not more difficult than the previous year (I reused old questions). Still 4 out of 6 students failed. It is hard to judge to what extent I did a worse job than last time, effects of covid restrictions, or worse students contributed.

. Conclusions as well as suggestions for improvements

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Drop exam as grading instrument. Instead give a grade based on the written computer exercise report and an oral discussion of the report with each student individually.

Adapt difficulty, quality, and length of computer exercises based on the feedback from the students.