Course Report AS7004 VT21

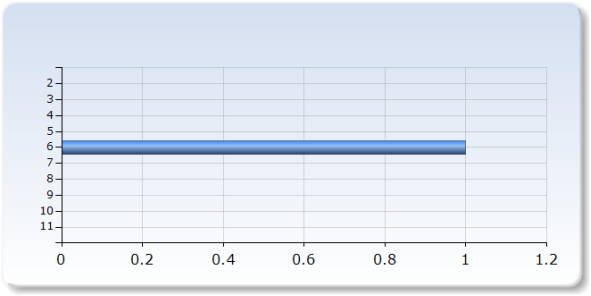
Respondents: 1
Answer Count: 1
Answer Frequency: 100.00%

. Teacher

Teacher
Matthew Hayes

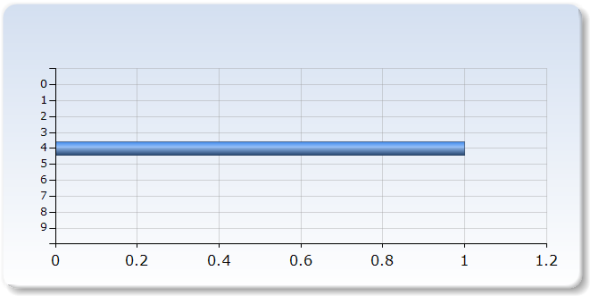
. Number of students who took the exam

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	0 (0.0%)
3	0 (0.0%)
4	1 (100.0%)
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.

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

There are four main changes since last year:
- we shifted from using IRAF/PyRAF for data reduction and analysis to to dedicated python workbooks.
- we inserted another learning activity early in the course: simply to get these workbooks running on archival data to verify all behaves
- to include another session on the principles of data reduction
- we used peer feedback to assess the NOT proposals.

. 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)

The strongest points of the course were that students:
- enjoyed the hands-on nature of the course
- students were active, and took responsibility. this was clear also during the observations.

. 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)

- one of the students requested more support for data analysis. However, 'office hours' were open 10.30-12 every day, and *never* used after the observations.
- the heavy workload near the beginning, having OSO observations near the start, and then with little break before the NOT observations.
- there was some dispersion in the responses concerning the clarity of what was expected.
- there was also some dispersion concerning organization, where one of the students also thought that information could have been more clearly communicated.

. The teacher's analysis of the course

The teacher's analysis of the course

- i am broadly happy with the results of the course and seeing the students develop. final grading was D,C,C,B.
- it remains challenging to teach a course where the deliverables are two large projects, and monitor progress at the same time.
- there were still some software issues for a handful of users. it seemed not clear that students were supposed to develop some of the functionality in the workbooks rather than just execute them.
- xs remains unintuitive.
- the peer feedback on the NOT proposals worked very well, and I could clearly see the difference compared to previous years.

. Conclusions as well as suggestions for improvements

Conclusions as well as suggestions for improvements

- it would be useful to start the course a couple of weeks earlier and spread the up-front workload somewhat.
- some more work could be done concerning data analysis workbooks, making sure the pre-requisite software is well understood; the required aspects of xs could be ported to python as well.
- it could still be useful to bring some smaller exercises up to the front end of the course, but students are already concerned about the early workload, so one must be cautious.