PUBLISHED COURSE ANALYSIS

A course analysis has been carried out and published by the course convener.

The Karlstad University evaluation tool is owned by the Professional Development Unit and is managed by the systems group for educational administration.

Advances in Continuum Modeling, 7.5 ECTS cr. (MAAD26)
Course convener: Adrian Muntean

Basic LADOK data

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Course Code:	MAAD26
Application Code:	37196
Semester:	VT-21
Start Week:	202103
End Week:	202122
Pace of Study:	25%
Form of Study:	Campus

Course Data

Number of questionnaires answered: 2

Number of first registrations[1]:　　5

**Changes suggested in the course analysis of the previous course date:**
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1. The contents and structure of the course has supported the achievement of the learning outcomes
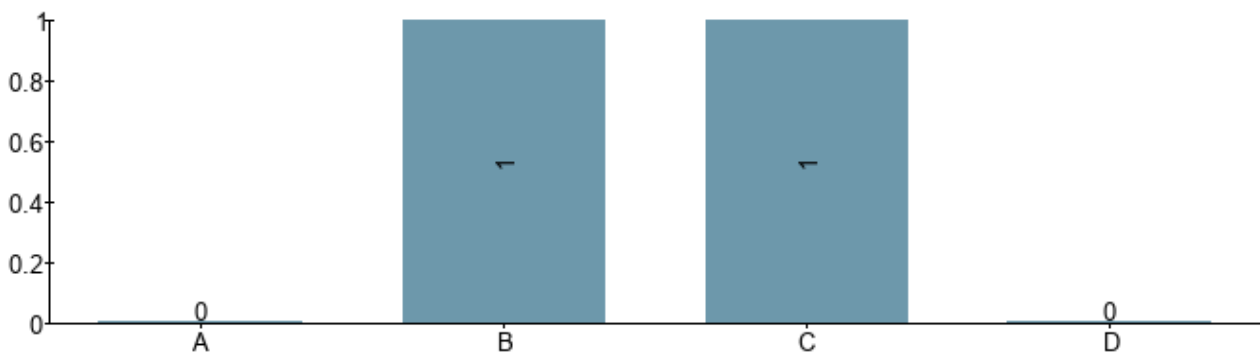
A) To a very large extent
B) To a large extent
C) To some extent
D) To a little extent or not at all

2. The assessments included in the course have given me the opportunity to demonstrate my achievement of the learning outcomes
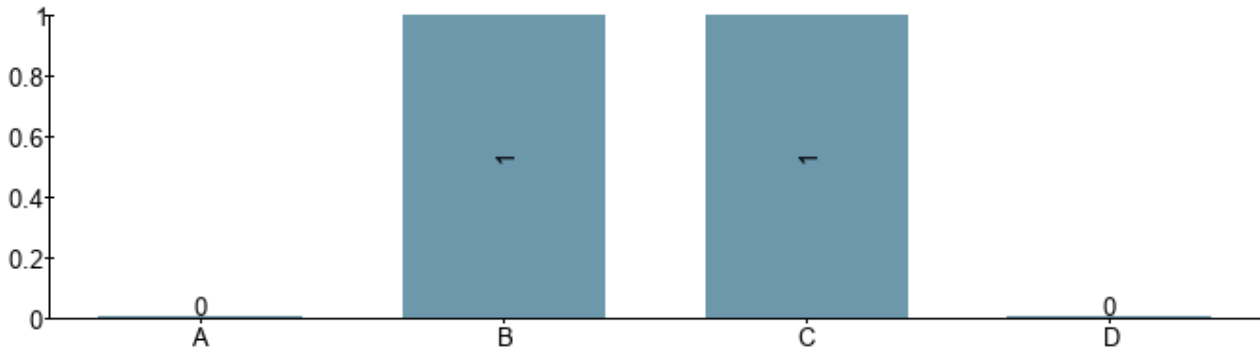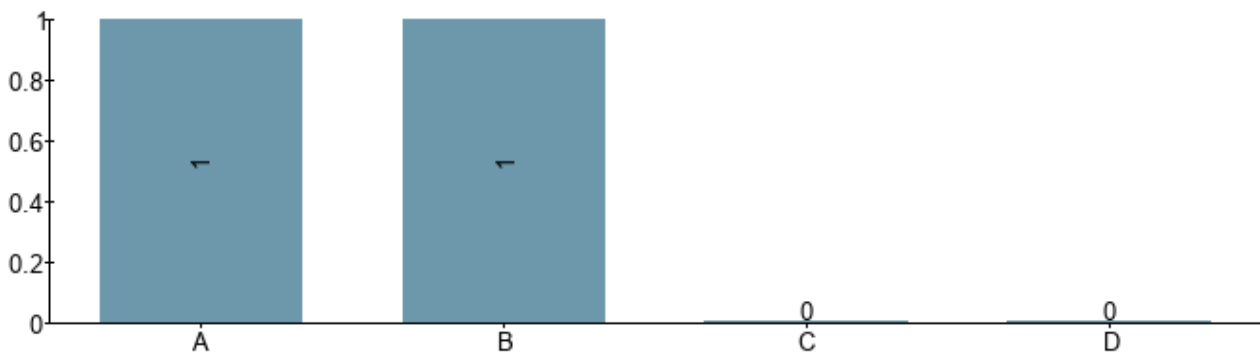

A) To a very large extent
B) To a large extent
C) To some extent
D) To a little extent or not at all

3. My workload (including scheduled activities and independent work) during the course has been
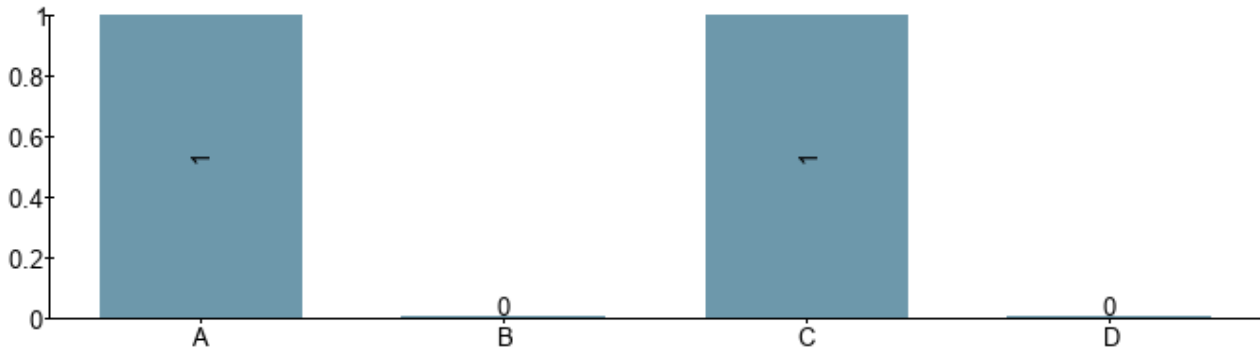
A) 40 hours per week or more (or 20 per week or more for courses given as half-time studies, 10 hours or more for cour
B) Between 30 and 39 hours per week (or between 15 and 19 hours for courses given as half-time studies, or between 8
C) Between 20 and 29 hours per week (or between 10 and 14 hours for courses given as half-time studies, or between 5
D) Less than 20 hours per week (or less than 10 hours per week for courses given as half-time studies, or less than 5 h

4. During the course, I have experienced the reception from teachers and other staff as professional

A) To a very large extent
B) To a large extent
C) To some extent
D) To a little extent or not at all

Analysis based on course evaluation, including comments fields. If information has been collected in other ways, it should also be analysed here. Any effect of joint courses should be commented

on.

This course should be given next time face-to-face, combined with strong reading components. One should avoid giving it online. Also, a face-to-face "modeling feedback" is important so that the students see the teacher in the "modeling action". For such a course, "learning-by-seeing" is an important factor.

I would have loved to see more students completing the feedback form.

Suggestions for changes to the next course date.

Some of the homework assignments can be better correlated with the topics proposed as projects. It looks like there is a demand of hands-on modeling work as well as implementation work (in Python). This could eventually be facilitated, just that it may mean that the course will have to include a training session in working with Python. The implementation component would be needed to lead to improved deliverables (esp. to better project works).

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1. **Number of first registrations for a course:** First registration = the first time a student registers for a specific course.