Final report

HT2024_MTAD21_45031_Tillverkningsteknik 2

First time registred students: 33
Answer Count: 5
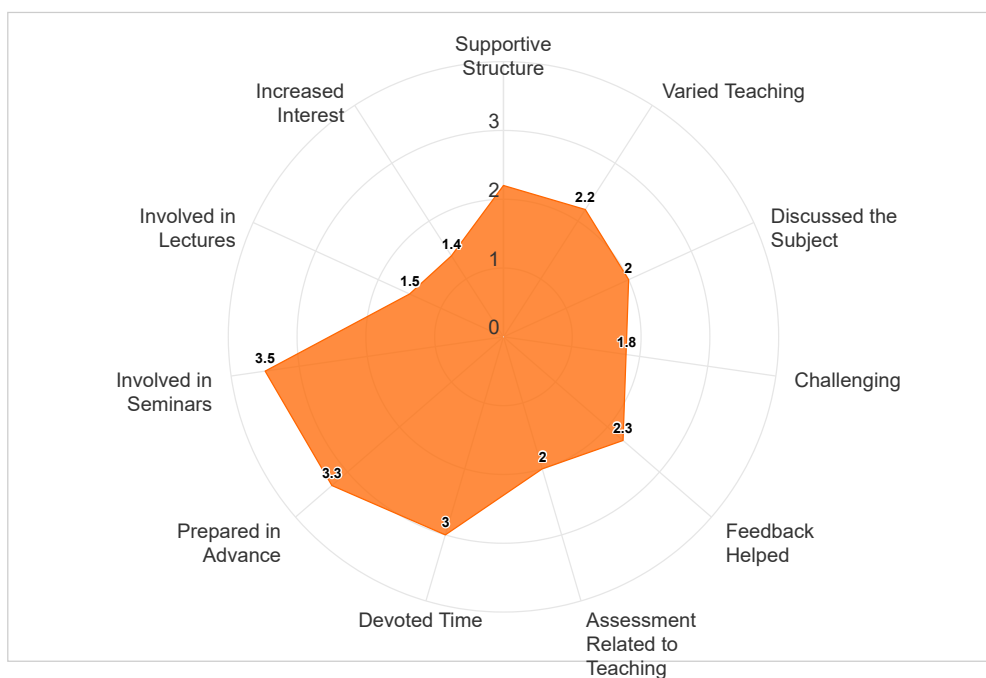**Answer Frequency: 15.15%**

The course evaluation could be answered during the period:

09/11/2024 - 23/11/2024

When collaborative courses, several course codes are shown below:

MTAD21 Tillverkningsteknik 2, End date: 2024-11-10

Mean value for each question. Highest value = 4.

|	Mean
Supportive Structure	2.2
Varied Teaching	2.2
Discussed the Subject	2.0
Challenging	1.8
Feedback Helped	2.3
Assessment Related to Teaching	2.0
Workload	2.0
Devoted Time	3.0
Prepared in Advance	3.3
Involved in Seminars	3.5
Involved in Lectures	1.5
Increased Interest	1.4

Results of learning

All in all, the course was valuable for me.

Courses that were considered valuable were related to personal development, acquisition of new knowledge and skills, understanding of something. Higher ratings can refer to students' perceived development (learned a lot, and it was useful). Lower ratings can refer to scanty development of knowledge and skills or not understanding certain themes or their parts, not understanding the necessity and significance of the course, problems in the learning environment.

	Mean
All in all, the course was valuable for me	2

● I agree
● I somewhat agree
● I somewhat disagree

△ 1/2 ▽
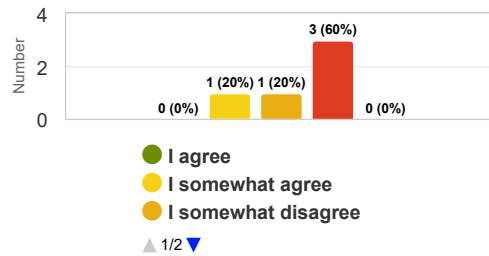
How likely would you be to recommend this course to a friend or colleague?

● 0 ● 1 ● 2 ● 3 ● 4 ● 5
● 6 ● 7 ● 8 ● 9 ● 10
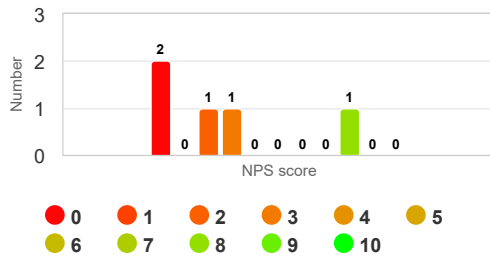
Net Promoter Score (NPS) = -80

Promoters = 0 (0%)

Passives = 1 (20%)

Detractors = 4 (80%)

The Net Promoter Score (NPS) is a metric that measures student experience and predicts the effectiveness of a course. It calculates an NPS score based on a key question using a 0-10 scale, asking how likely students would recommend the course to others. Respondents are grouped into Promoters, Passives, or Detractors based on their score, and the NPS is calculated by subtracting the percentage of Detractors from the percentage of Promoters. The NPS is a core metric for course evaluation programs and is trusted by educational institutions to engage their students and improve their learning experience performance.

Comments

Course supervisor's comments

- One student suggestion is to use digital exams. That would certainly be an option but digital exams are more suitable for large courses (50+) with many freetext answers, so MTAD21 is probably not prioritised. Moreover, it is not quite clear what the benefits of digital exams would be for the students.
- Some students would prefer less, or less detailed PPTs. However in this type of course it is of importance to show pictures and graphs. Furthermore, we do not want to create a situation in which it would be more difficult to pass the exam without attending the lectures - which would be the case with fewer and less detailed Powerpoints.
- Another student suggestion is to include more GD&T. That can be studied, if it is possible to do that without making the course too large and too broad. However, GD&T is something that is more suited for an Engineering Design course or a Machine Element course. In MTAD21, we discuss the use of tolerances for set-up determination (i.e. what tolerances mean for process planning decisions). Tolerances play an important role in assembly as well, but for properly understanding that we would need to deep-dive into assembly technology (and that would mean designing a different or new course). An introduction to GD&T and RPS is given in Manufacturing Technology I. But the suggestion is good and we need to look at that from a study programme perspective.
- During the Q&A session before the exam (2024), only very few questions were asked. We were ready within 10 minutes where 2 hours were allocated. We need to look into this, perhaps more frequent and shorter/thematic Q&A sessions? Such sessions might stimulate reflection and understanding.
- We as teachers would prefer more frequent shorter lectures, if that would be possible schedule-wise (and without pushing the exercises to the end of the period). Something to consider as a possible change for 2025.