



### Final report

## VT2024\_MTAD13\_44064\_Simulering och modellering

First time registered students: 23

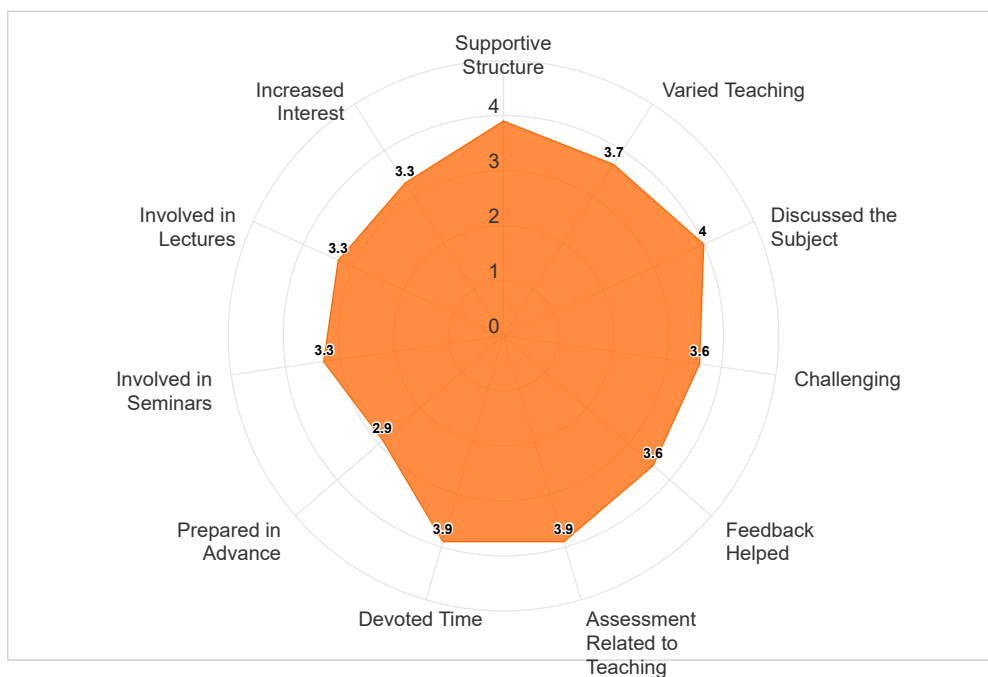
Answer Count: 7

Answer Frequency: 30.43%

The course evaluation could be answered during the period:

01/06/2024 - 15/06/2024

### MTAD13 Simulering och modellering, End date: 2024-06-02





Mean value for each question. Highest value = 4.

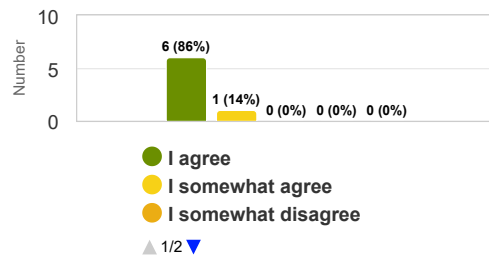
	Mean
Supportive Structure	3.9
Varied Teaching	3.7
Discussed the Subject	4.0
Challenging	3.6
Feedback Helped	3.6
Assessment Related to Teaching	3.9
Workload	2.0
Devoted Time	3.9
Prepared in Advance	2.9
Involved in Seminars	3.3
Involved in Lectures	3.3
Increased Interest	3.3

## Results of learning

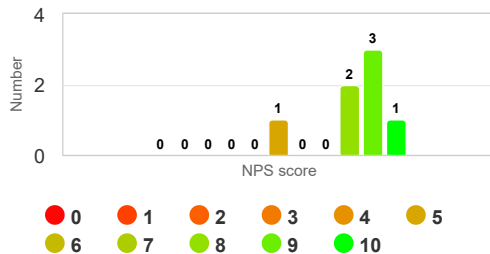
**All in all, the course was valuable for me.**

*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	4



## How likely would you be to recommend this course to a friend or colleague?



**Net Promoter Score (NPS) = 42.9**

Promoters = 4 (57.1%)

Passives = 2 (28.6%)

Detractors = 1 (14.3%)

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

The lecture is mature: the textbook is good, the connection to the previous module in solid mechanics is established, the teaching material is well-prepared, the final exam is fair, and the number of teaching sessions is adequate. This leads to students' overall satisfaction. A potential step for improvement is to shift the topic of the direct time integration to MSGC15 and, in return, take buckling/limit point analysis in MTAD13. Furthermore, a more consistent teaching on commercial finite element software Abaqus would be beneficial.