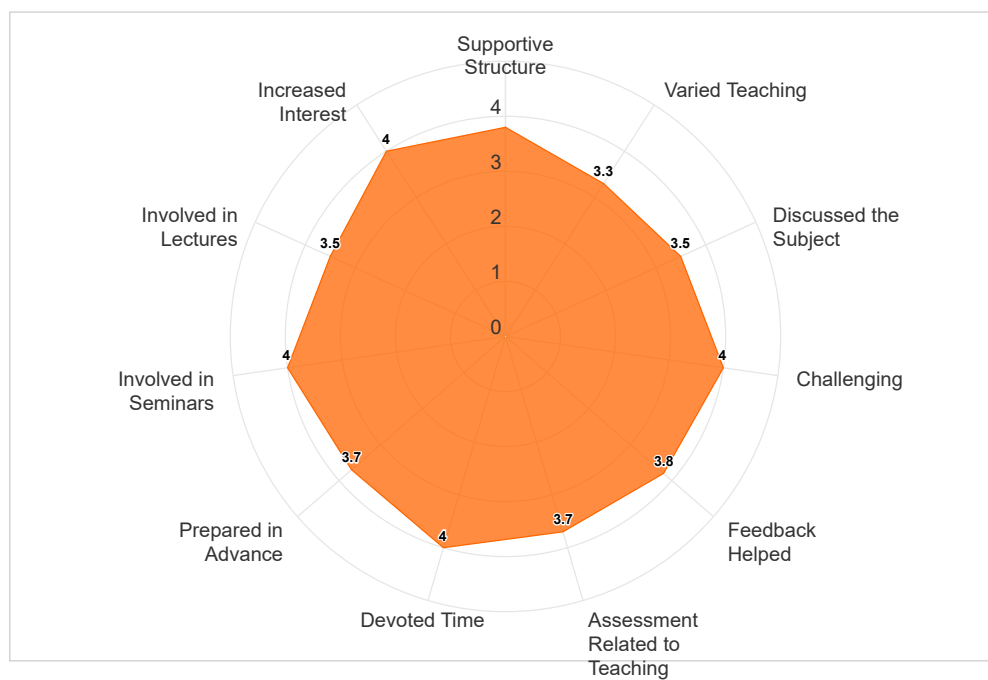


Final report HT2023_MTAD14_42444_Projektarbete kring simulering och modellering

First time registered students: 14
Answer Count: 6
Answer Frequency: 42.86%

MTAD14 Projektarbete kring simulering och modellering, End date: 2023-11-05



Mean value for each question. Highest value = 4.

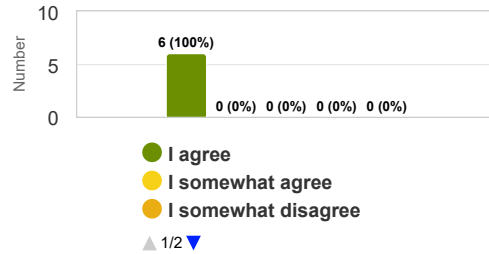
	Mean
Supportive Structure	3.8
Varied Teaching	3.3
Discussed the Subject	3.5
Challenging	4.0
Feedback Helped	3.8
Assessment Related to Teaching	3.7
Workload	2.0
Devoted Time	4.0
Prepared in Advance	3.7
Involved in Seminars	4.0
Involved in Lectures	3.5
Increased Interest	4.0

Results of learning

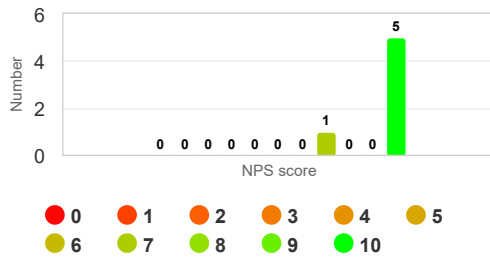
All in all, the course was valuable for me.

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) = 83.3

Promoters = 5 (83.3%)

Passives = 1 (16.7%)

Detractors = 0 (0%)

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

There is a high course satisfaction due to the relevance of the course to the final project and connection to the local industries via projects. The form of the course motivated students to learn more about simulation and practical finite element modeling, which was missing in the previous courses within the applied mechanics track. There is no need for a major revision of content and course goals. The only clear suggestion for improvement is to schedule the course in a different learning period relative to the project course in Future materials. Two lectures with written exams follow two project courses in parallel. The load for preparation for the exams is uneven.