

Course Report AS7018 VT17

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

. Teacher

Teacher

Alexis Brandeker

. Number of students who took the exam

Number of students who took the exam

5

. Number of students who passed the course (at the time of answering this survey)

Number of students who passed the course (at the time of answering this survey)

2

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

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

Quite a lot compared to the previous year. Not the content, but the delivery: instead of having 12 lectures and 3 practical exercise sessions, we had 15 lectures where slightly less than half of the time was spent on analysing problems directly related to the topic of the lecture. This change was made to spend more time on improving analytical problem solving skills.

. 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 students thought it was an interesting topic and appreciated having the problem-solving sessions intermixed with the lectures.

. 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)

The students felt the course covered too much material for the number of hours given, and would have liked more lectures.

. The teacher's analysis of the course

The teacher's analysis of the course

The principal difficulty with this course is that it covers many disparate topics (such as atmospheric physics, geology, mineralogy, celestial mechanics, etc) that come together in planetary science. This multidisciplinary nature also makes the course a useful tool to illustrate connections between disciplines, how problems can be seen from various perspectives, and offers opportunities to learn the general skill of translating a given problem into solvable equations.

. Conclusions as well as suggestions for improvements

Conclusions as well as suggestions for improvements

Complementing the problem solving sessions during lectures with take-home problems is probably a good idea.
