

Course Report AS5004 VT19

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

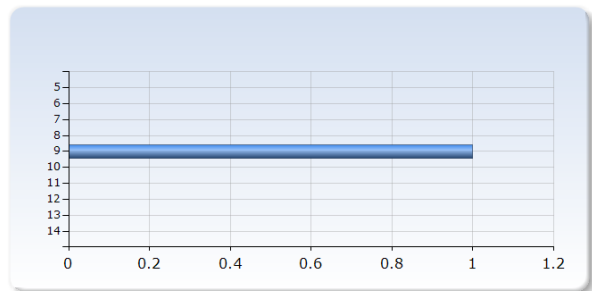
. Teacher

Teacher

Jaime de la Cruz Rodriguez

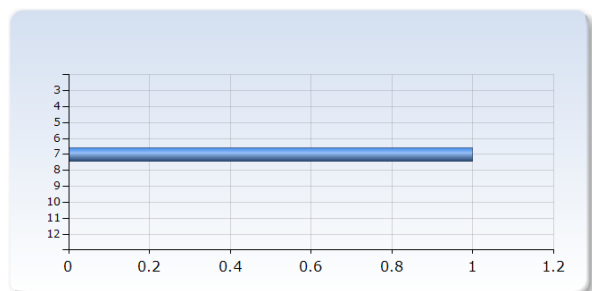
. Number of students who took the exam

Number of students who took the exam	Number of Responses
5	0 (0.0%)
6	0 (0.0%)
7	0 (0.0%)
8	0 (0.0%)
9	1 (100.0%)
10	0 (0.0%)
11	0 (0.0%)
12	0 (0.0%)
13	0 (0.0%)
14	0 (0.0%)
Total	1 (100.0%)



. Number of students who passed the course

Number of students who passed the course	Number of Responses
3	0 (0.0%)
4	0 (0.0%)
5	0 (0.0%)
6	0 (0.0%)
7	1 (100.0%)
8	0 (0.0%)
9	0 (0.0%)
10	0 (0.0%)
11	0 (0.0%)
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Total	1 (100.0%)



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

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The course now makes use of a flipped-class approach. The students are given material to read before the lecture. Each lecture is divided in two parts:

- 1) In the first part the students fill in a questionnaire about the material they read before coming. After that, the teacher clarifies questions and provides a brief summary in the whiteboard of the content.
- 2) In the second part we solve on problem in the class.

In the previous years we used traditional lecturing in the class plus some afternoon sessions for problem solving.

. What are the course's strong points according to the students (summary based on the numerical results as well as their free text answers)

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. What are the course's weak points according to the students (summary based on the numerical results as well as their free text answers)

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. The teacher's analysis of the course

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The exam this year had a similar difficulty than in previous years. But the results were much better among the ones that passed the exam. The lowest grade of the students that passed was a "C", whereas in 2018 many students got an "E".

From these numbers I am inclined to think that the flipped-classroom approach is better, but this group of students is, in my opinion, stronger than in 2018.

. Conclusions as well as suggestions for improvements

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The students are reluctant to solve problems in front of the classroom in the whiteboard.

Perhaps we could change the grading system so that solving problems in the whiteboard counts positively towards the final grade.
