

Course Report AS5004 VT20

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

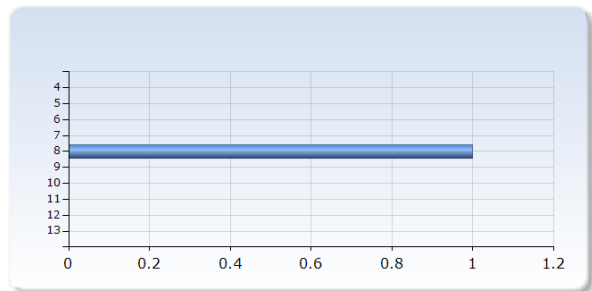
. Teacher

Teacher

Jaime de la Cruz Rodriguez

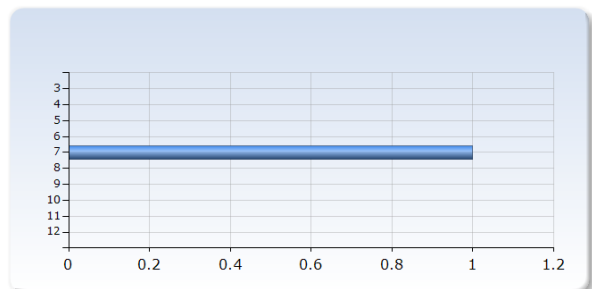
. Number of students who took the exam

Number of students who took the exam	Number of Responses
4	0 (0.0%)
5	0 (0.0%)
6	0 (0.0%)
7	0 (0.0%)
8	1 (100.0%)
9	0 (0.0%)
10	0 (0.0%)
11	0 (0.0%)
12	0 (0.0%)
13	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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In the previous iteration of the course the students thought that it would be positive to include more in-class exercises. I did change a bit the structure of the lessons to accommodate more introductory exercises that they could attempt solving during the second lecture hour.

. 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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Good lecture notes, flipped classroom approach, many in-class exercises.

. 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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Many in-class exercises, the solutions to the problems solved in the class were not always posted online. Perhaps poor feedback was given to the students during the course.

. The teacher's analysis of the course

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The course is given using a flipped-classroom method that forces the students to read chapters from the course notes in preparation for any given lecture. In order to encourage the reading, the students fill a relatively easy multiple-choice questionnaire that also counts for the final grade. After the questionnaire, I usually provide a summary with deep clarifications of the text that they read and show examples if there are any relevant ones.

This year the second hour of each lecture was devoted to solving in-class exercises. This aspect was requested by the students one year before. The response to this change has been a bit polarized. Some students liked it and listed the exercises as a positive aspect but other thought they took too much time.

. Conclusions as well as suggestions for improvements

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Perhaps there has to be a slight reduction in the amount of in-class exercises and perhaps a bit more discussion of the concepts.

I will actively post the resolution of any exercise that we do in the class, even if they get the answer in the class also.
