

# INTERACTIVE TOOLS FOR ENGINEERING EDUCATION

Pieter Roos, TELT-talk, 16 January 2025





## INTERACTIVE TOOLS FOR ENGINEERING EDUCATION

GRASPLE WORKS FOR MATH, BUT WHAT ABOUT ENGINEERING?

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**HOW FAR SHOULD WE GO TO HELP OUR STUDENTS?** 

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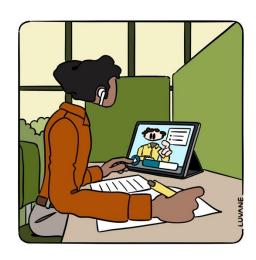










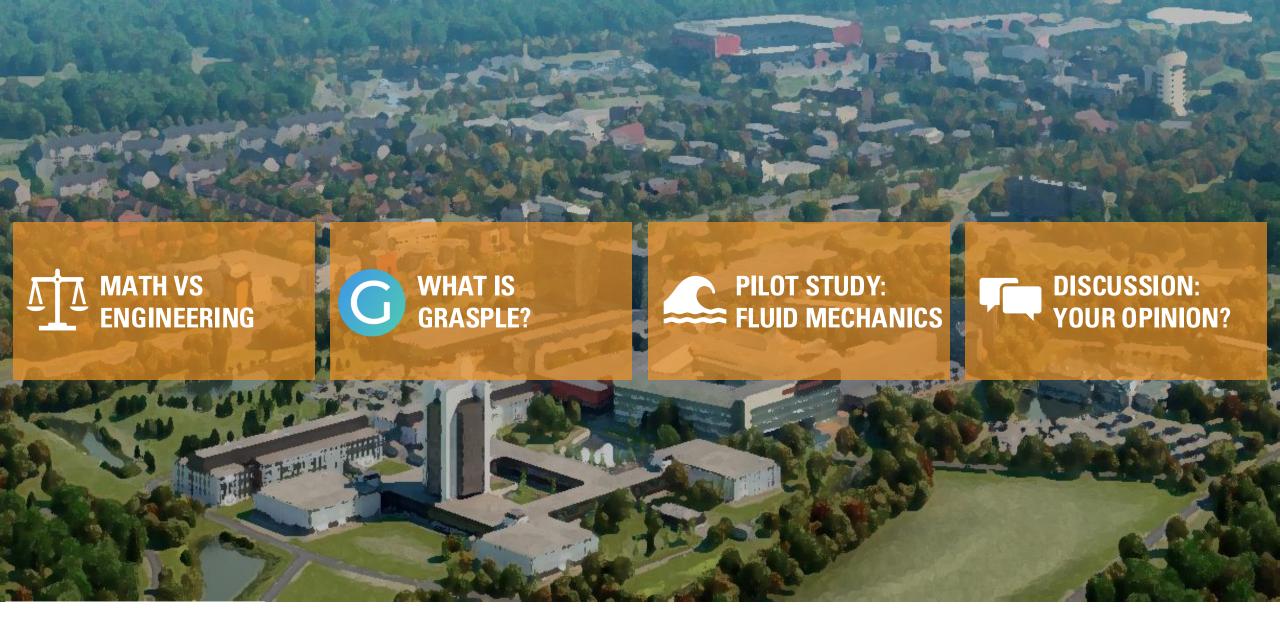








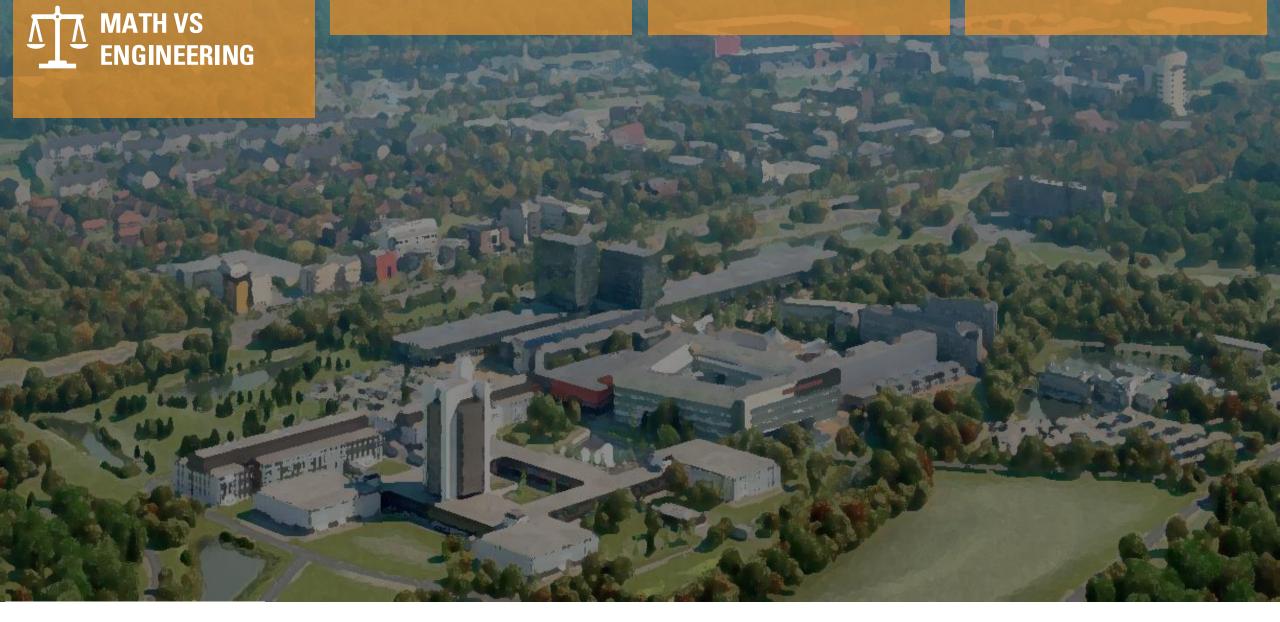








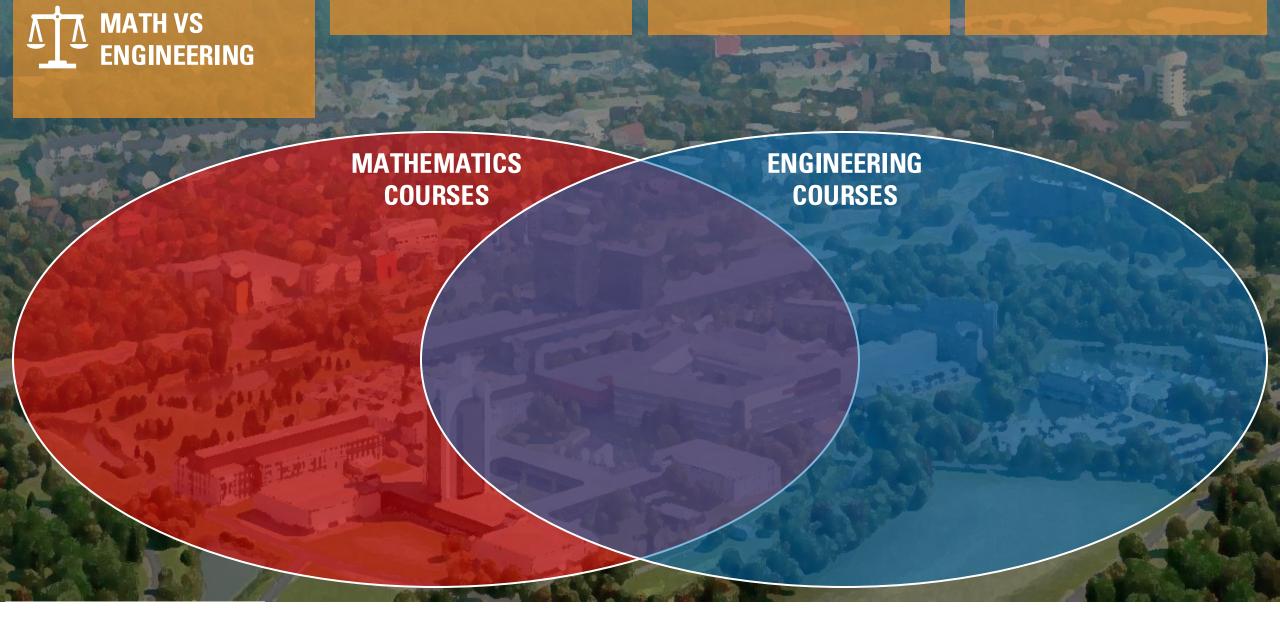
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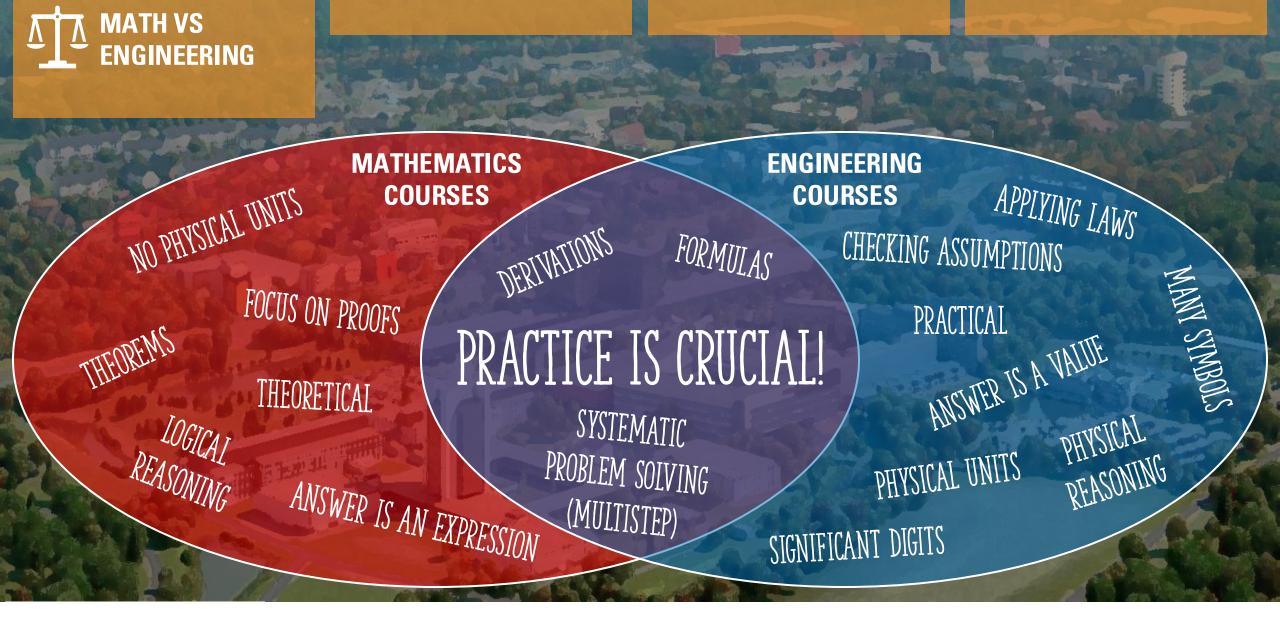
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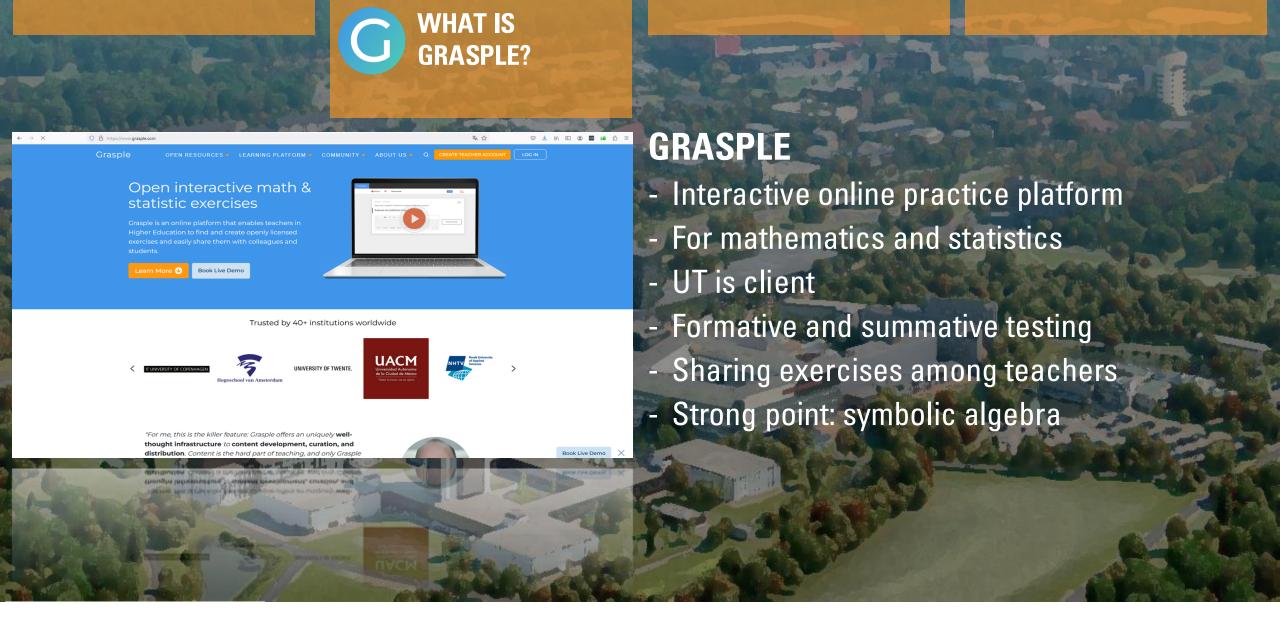
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**Example**: The four expressions

$$V = \sqrt{2g(z_2 - z_1)}$$

$$V = \sqrt{2gz_2 - 2gz_1}$$

$$V = \sqrt{2(gz_2 - gz_1)}$$

$$V = \sqrt{2(gz_2 - gz_1)}$$

$$V = (2g(z_2 - z_1))^{1/2}$$

are all mathematically equivalent, but they differ in syntax.

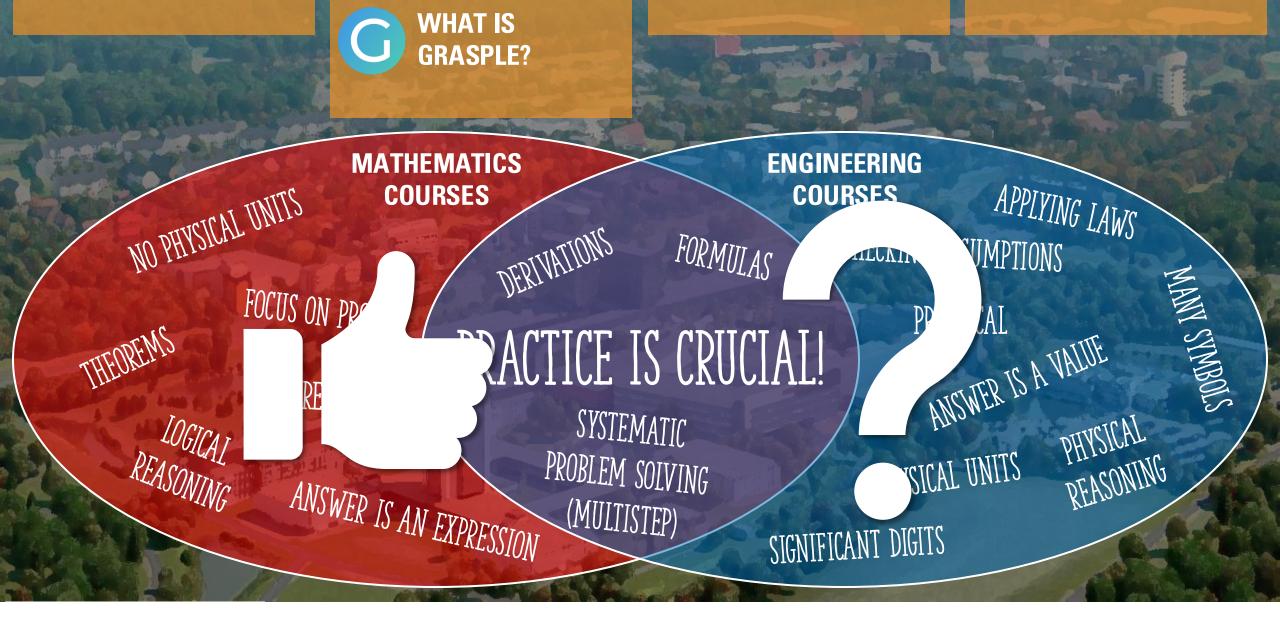
Grasple's Computer Algebra System automatically detects this equivalence, which aids the digital assessment of student's answers.

#### **GRASPLE**

- Interactive online practice platform
- For mathematics and statistics
- UT is client
- Formative and summative testing
- Sharing exercises among teachers
- Strong point: symbolic algebra
- Another strong point: conditional logic
- Question: "Grasple works for math, but what about engineering?"











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#### PILOT STUDY: FLUID MECHANICS

## Goal:

to explore how
Grasple can support
self-study in Fluid
Mechanics 1

<< N.B.: not intended to replace tutorials! >>



#### **FLUID MECHANICS 1**

1st year BSc Civil Engineering

Number of students: ~100

Study load: 2 EC

4x Lecture, 3x Tutorial

- General Principles
- Hydrostatics
- Inviscid Flow
- Pipe Flow

Assessment: written exam





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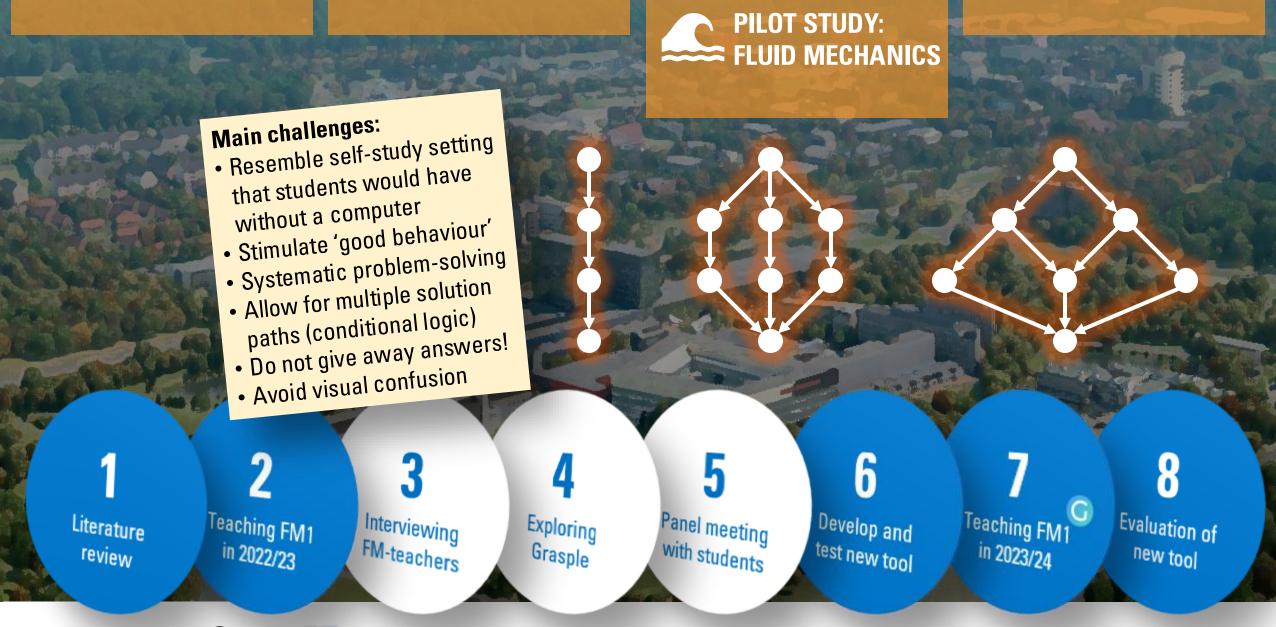
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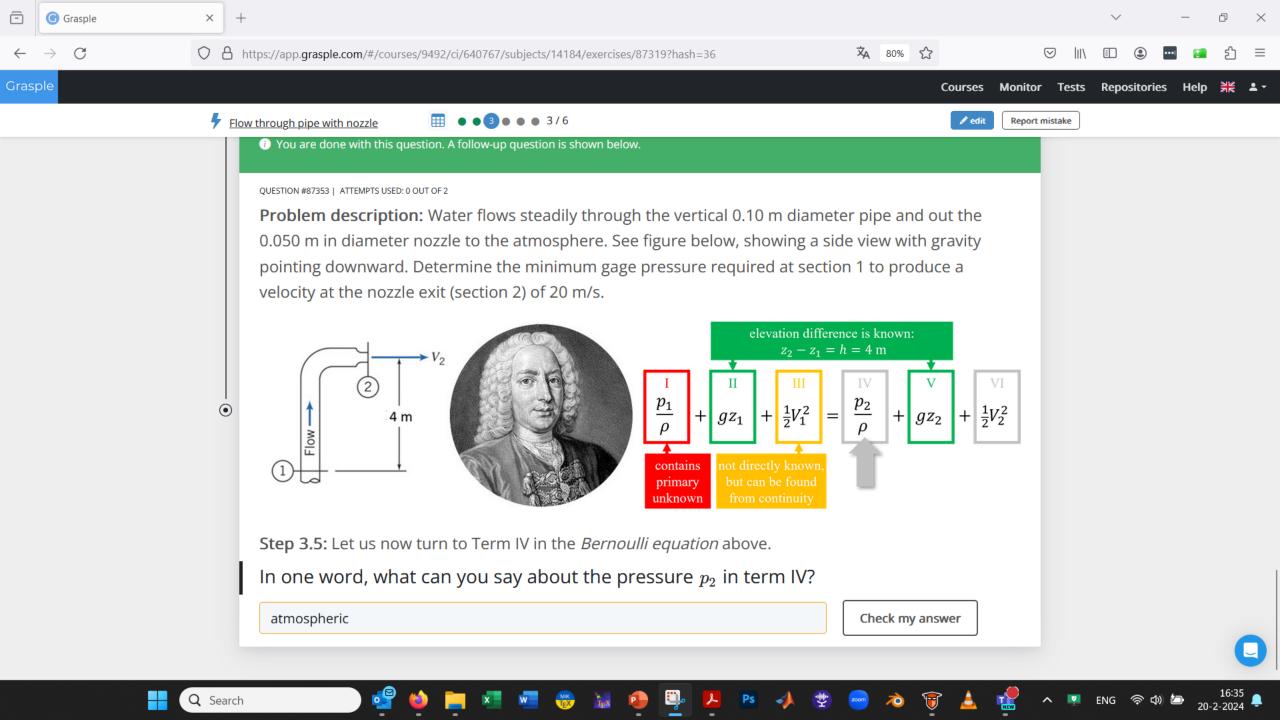
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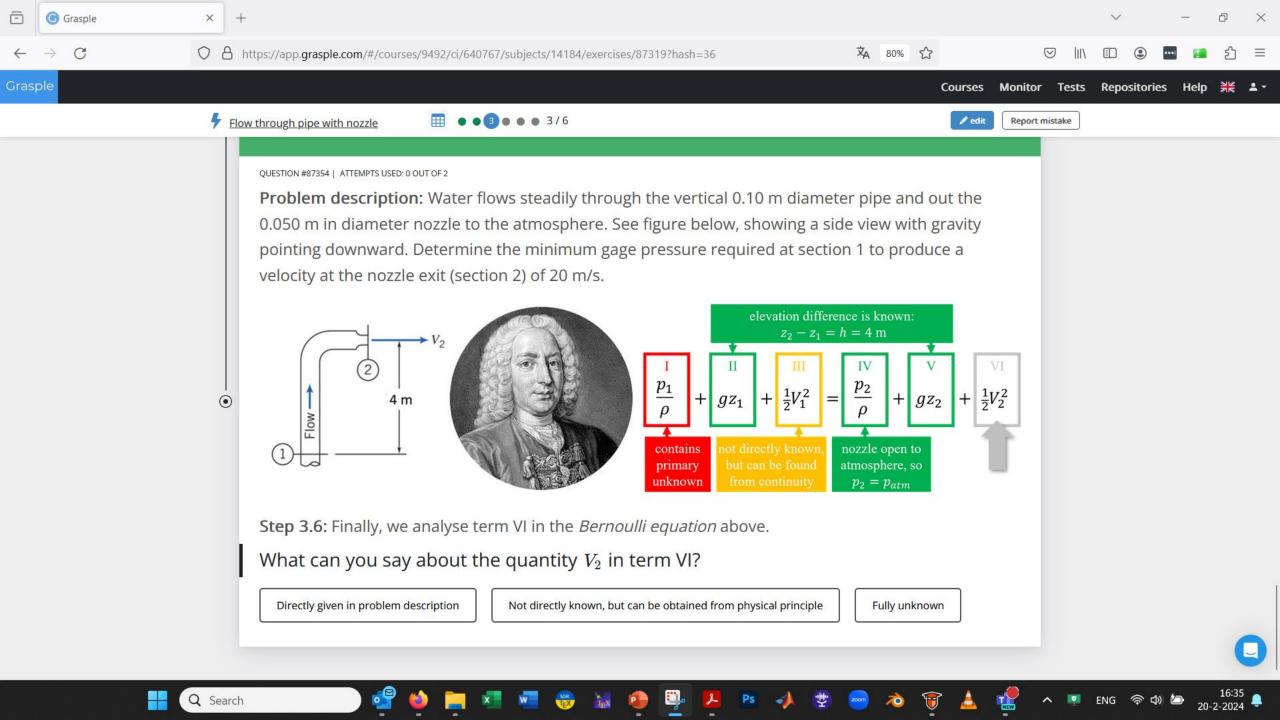






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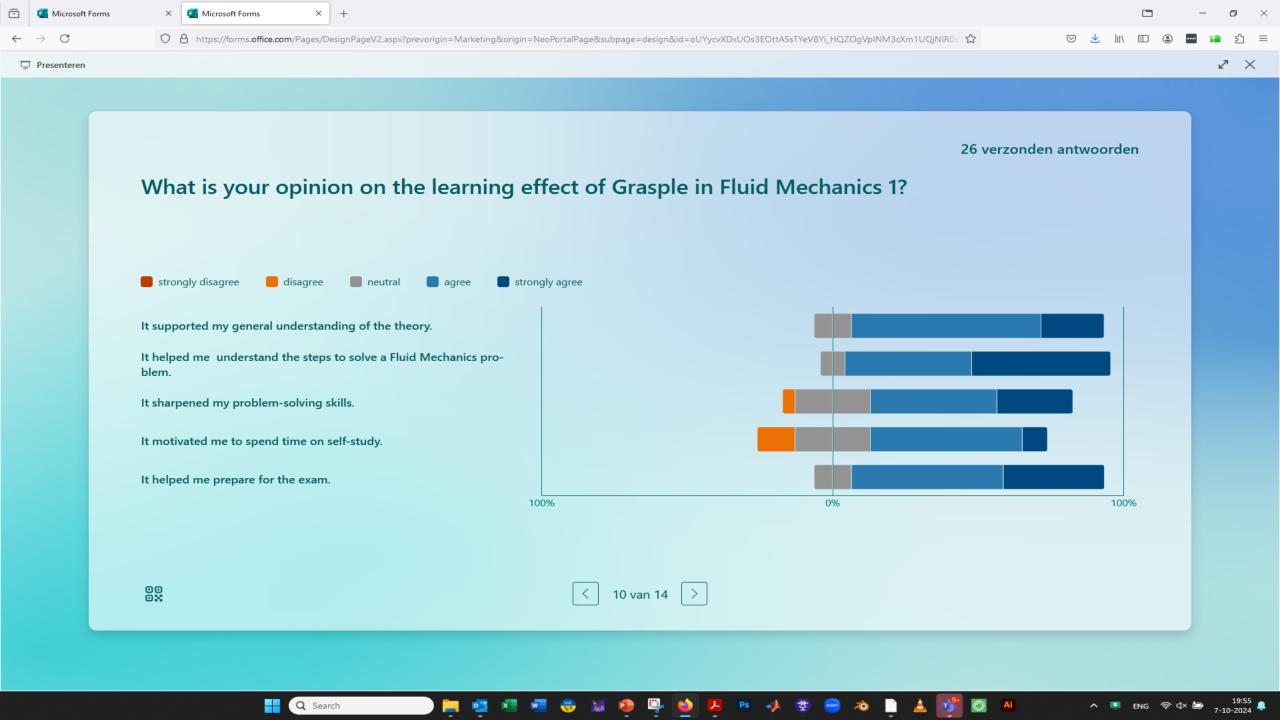








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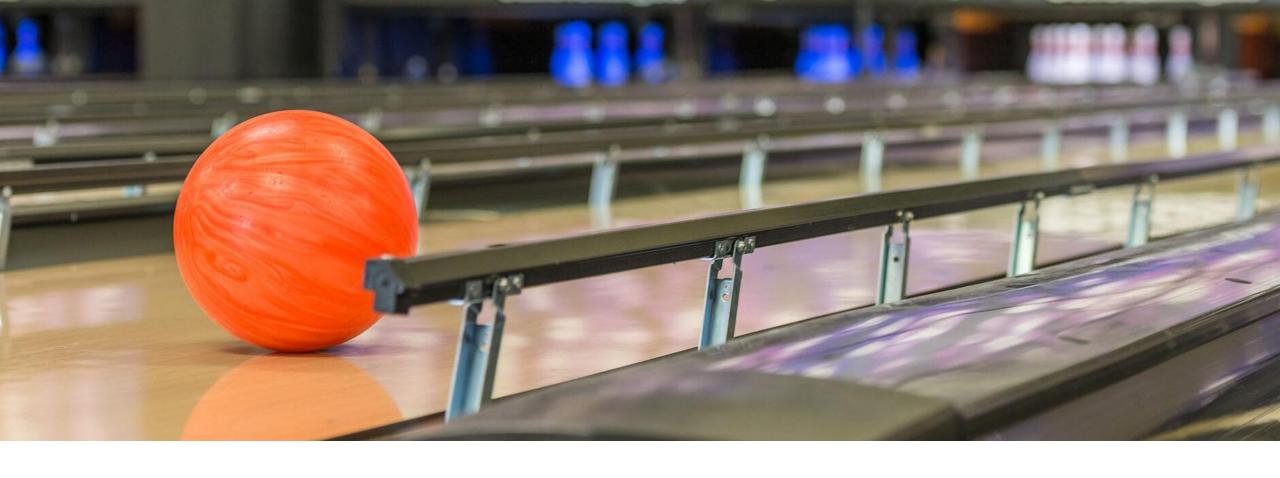






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#### IF FM1 WERE BOWLING, THEN USING GRASPLE IS...



Thanks to Cas Jansen, Jolanda van de Kooij, Sofie Bastiaansen, Robin van Emmerloot, Cornelise Vreman-de Olde, Cindy Poortman, Kirsten Stadermann, UT's Fluid Mechanics teachers, FM1-students and TAs.

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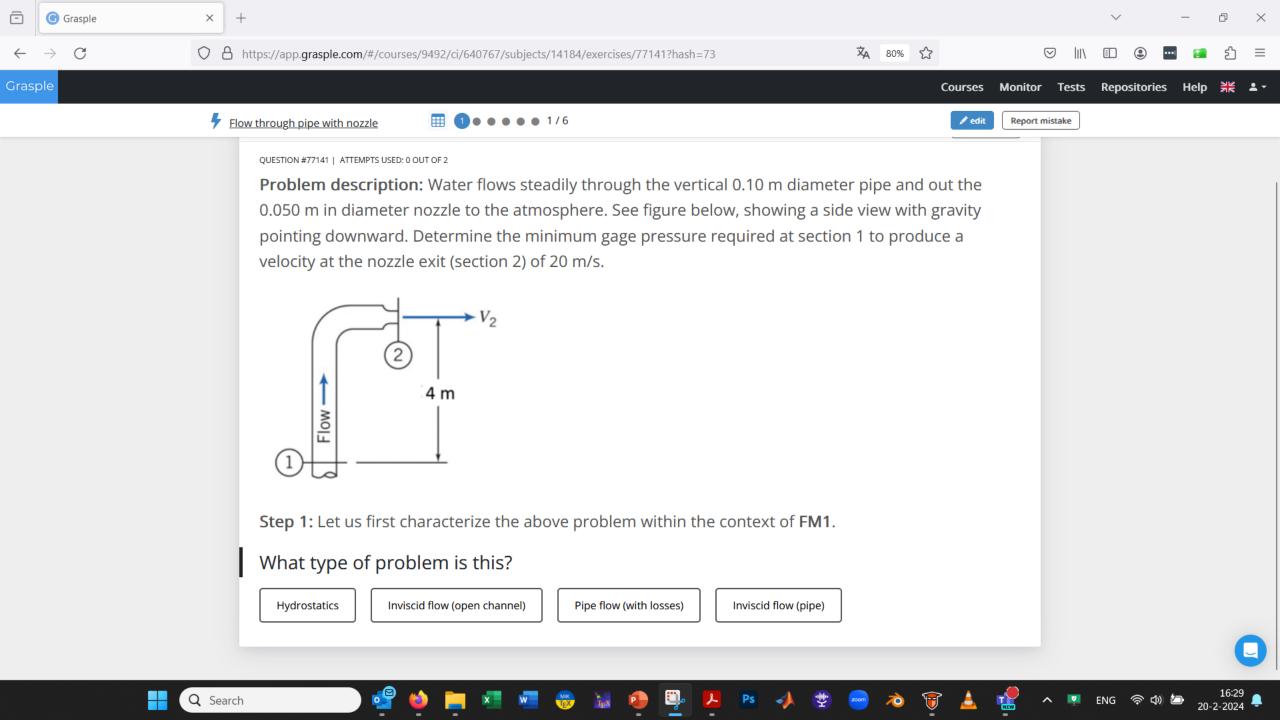
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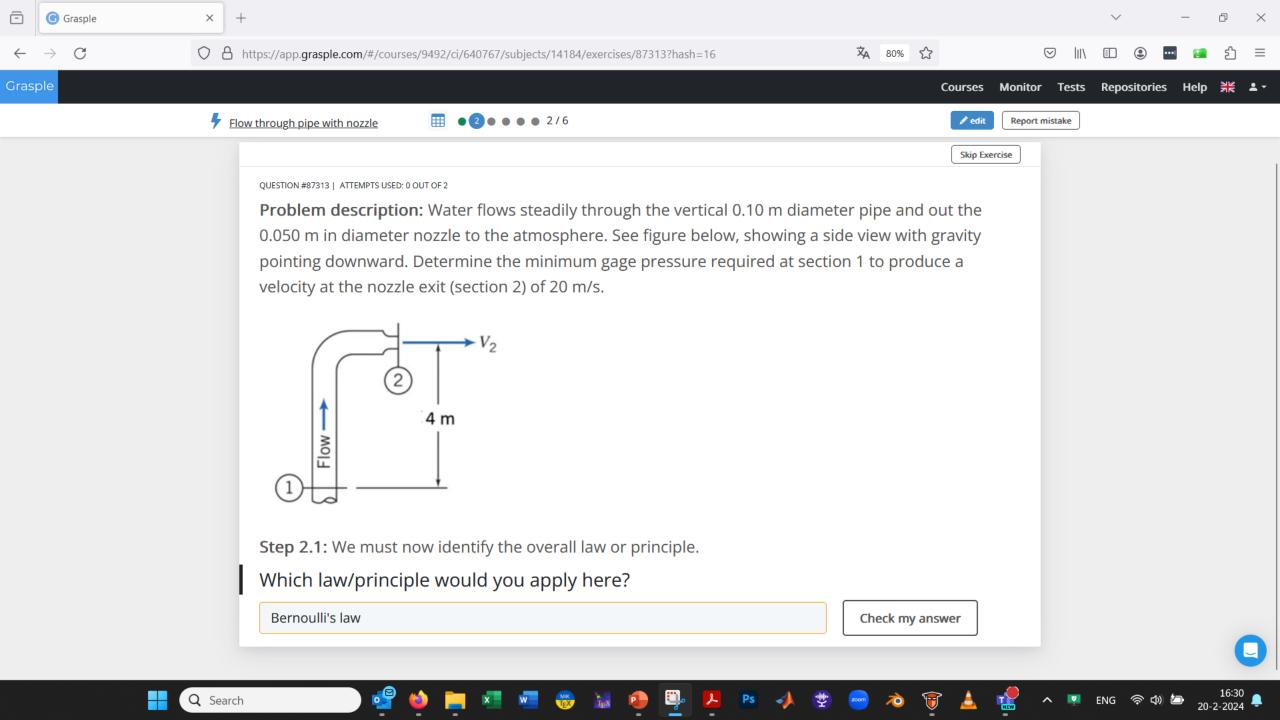
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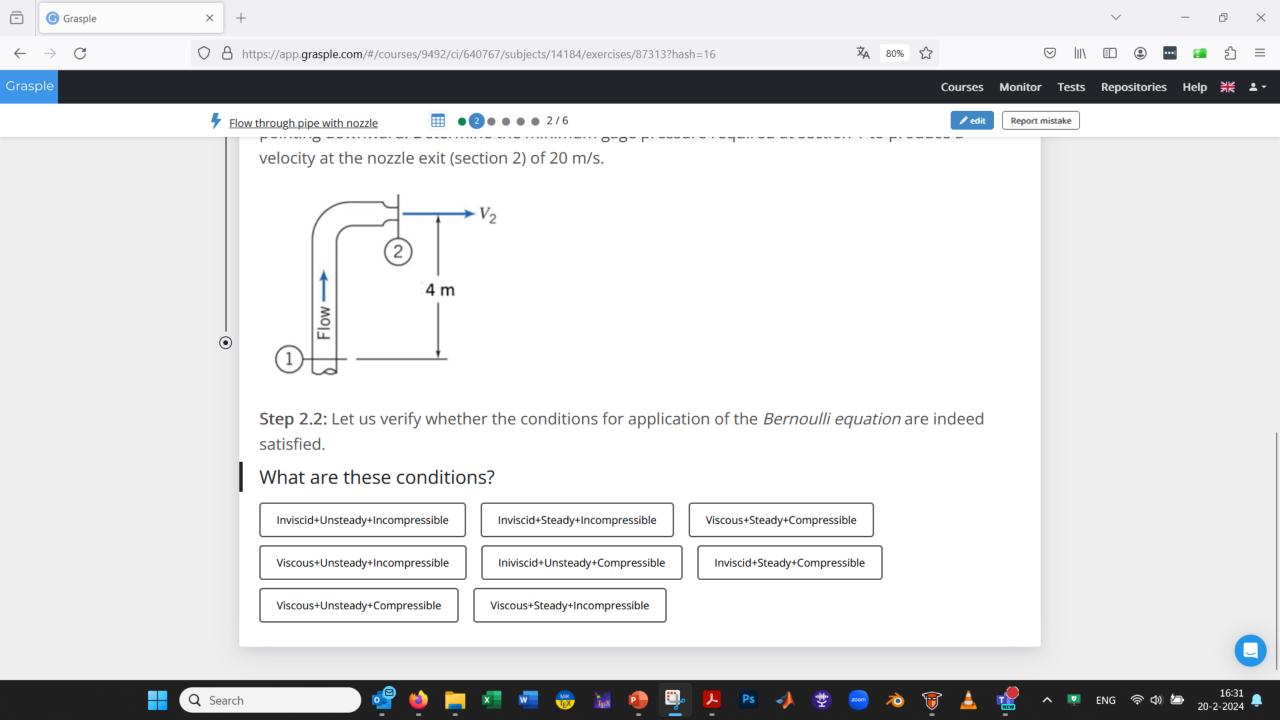


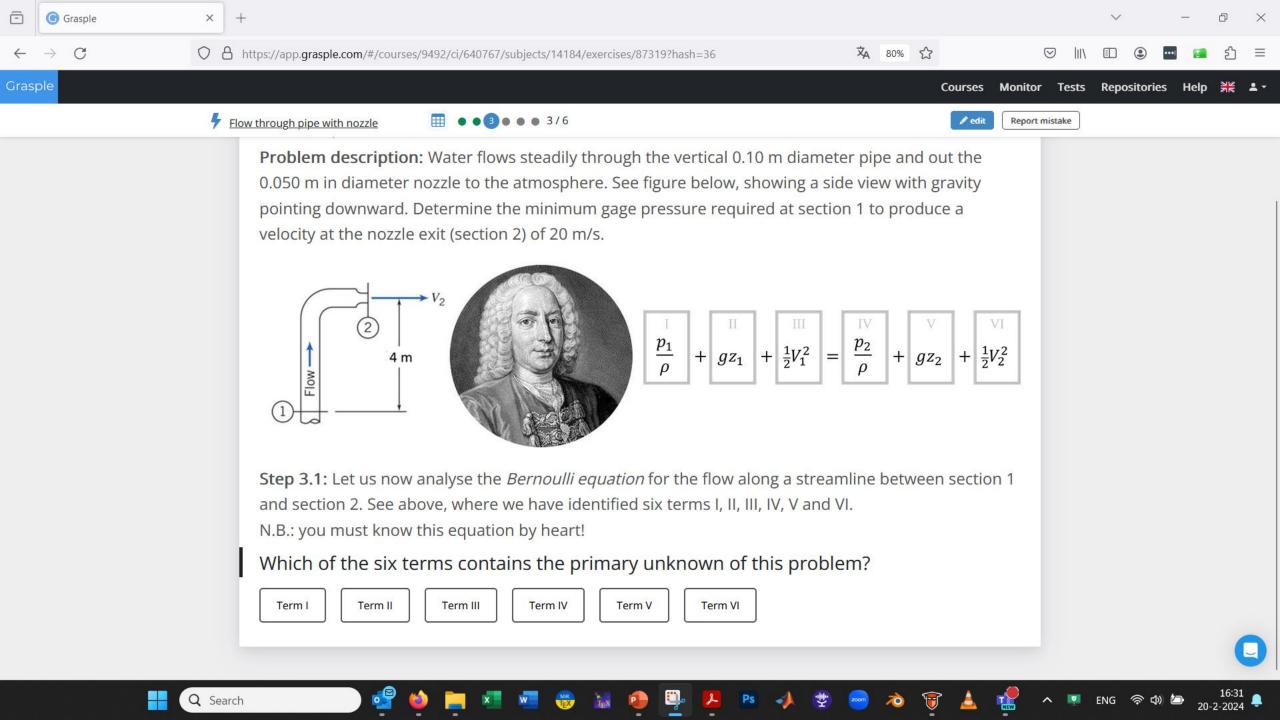
### Appendix A

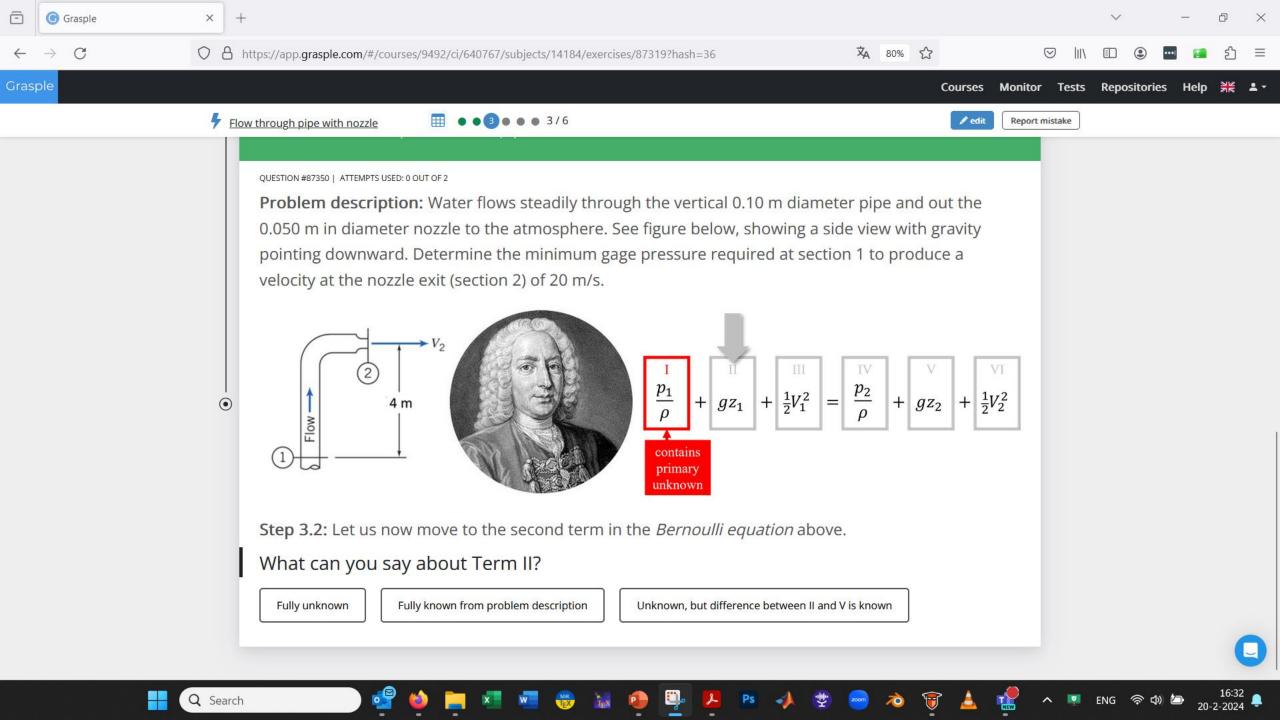
Example of FM1-exercise in Grasple

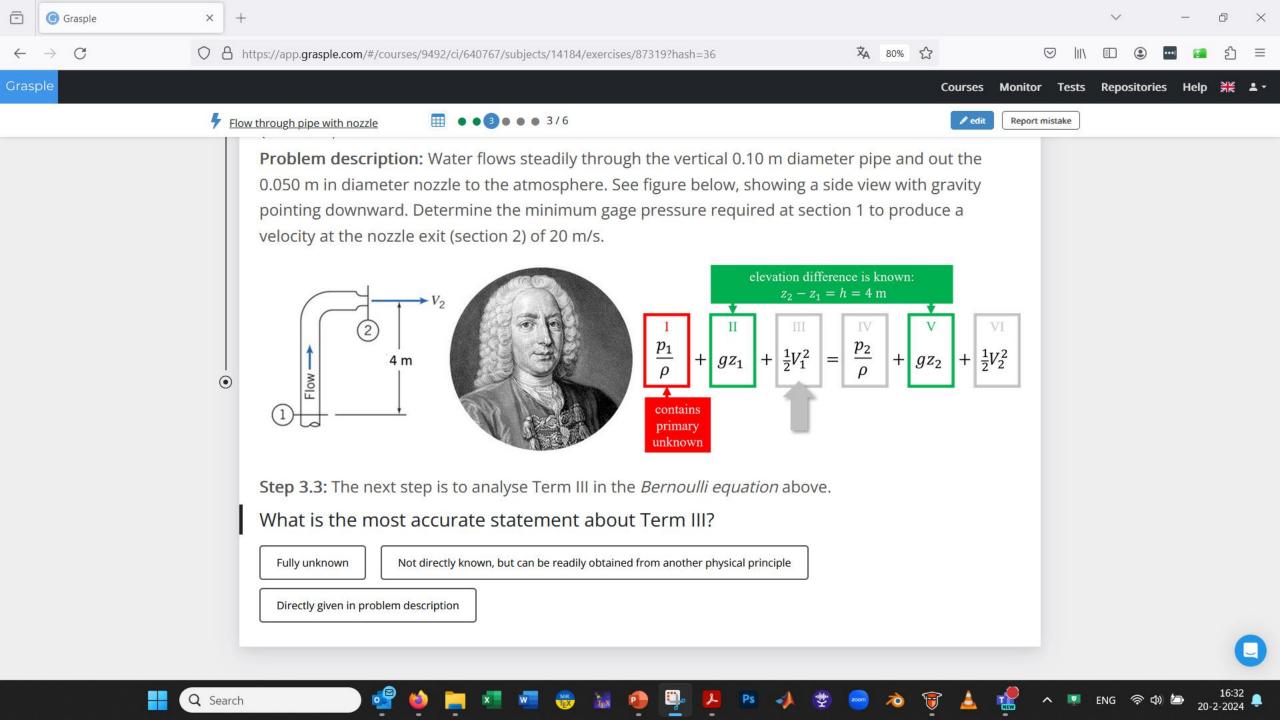


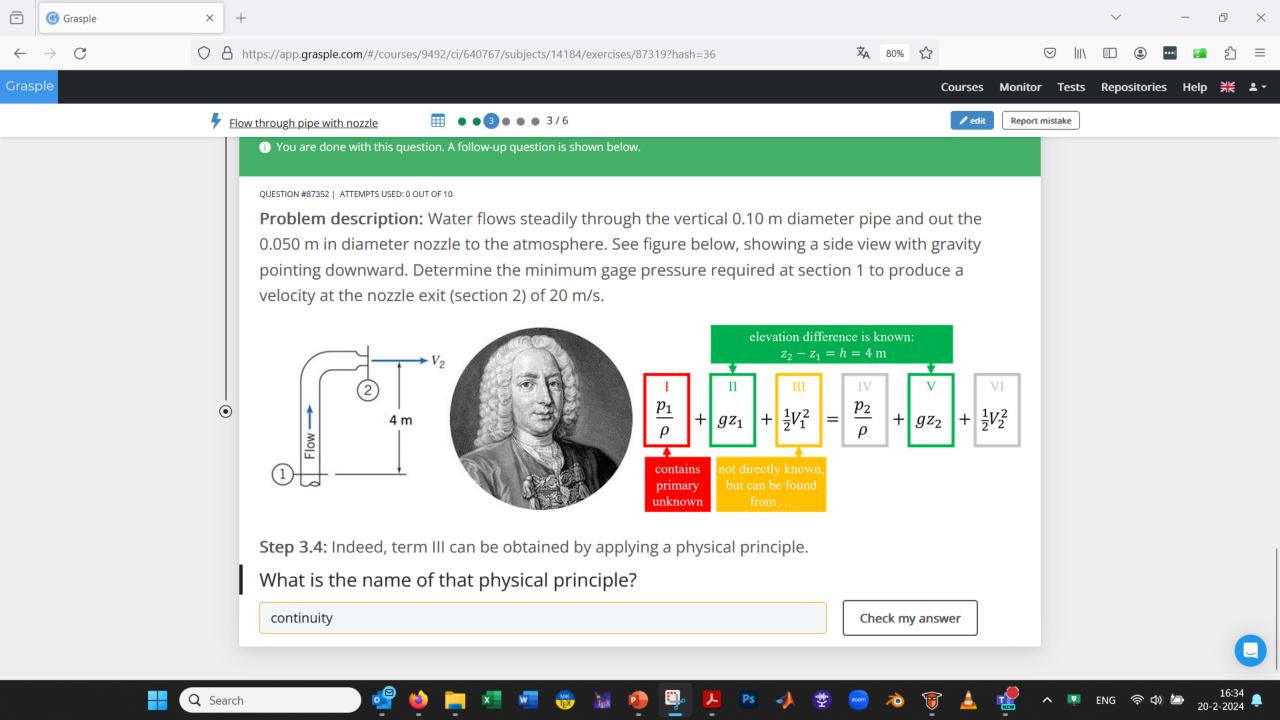


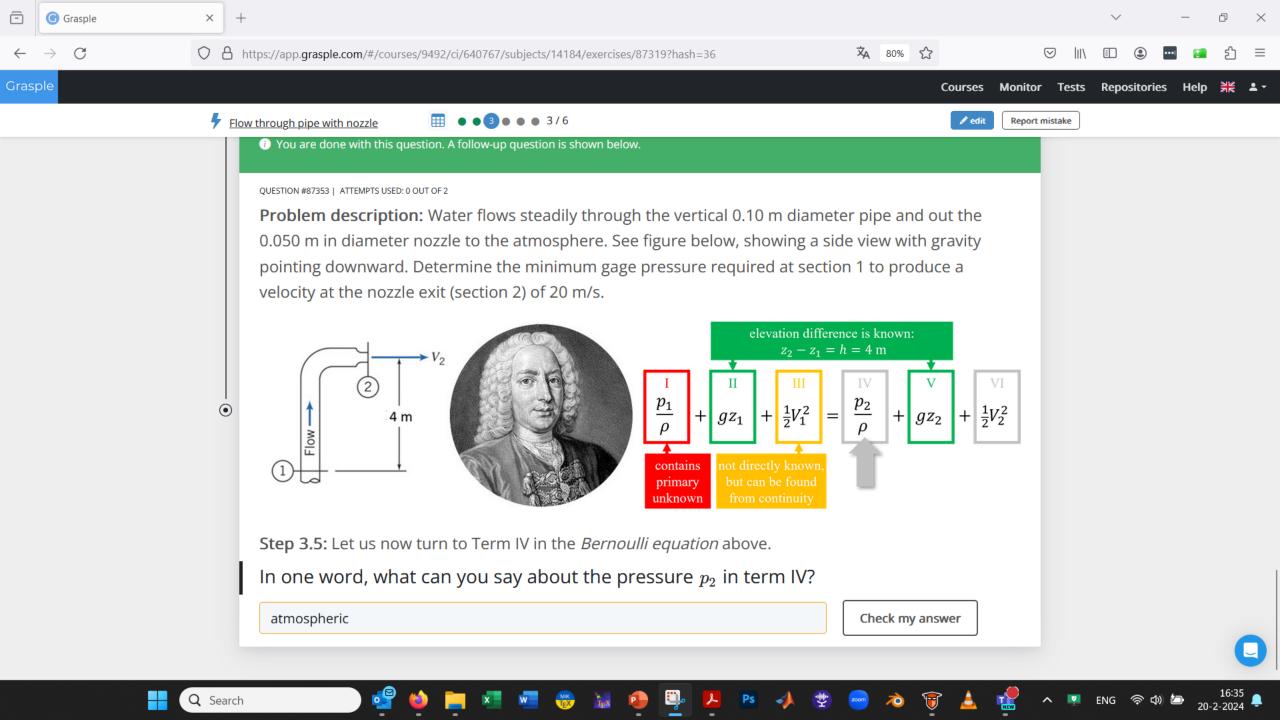


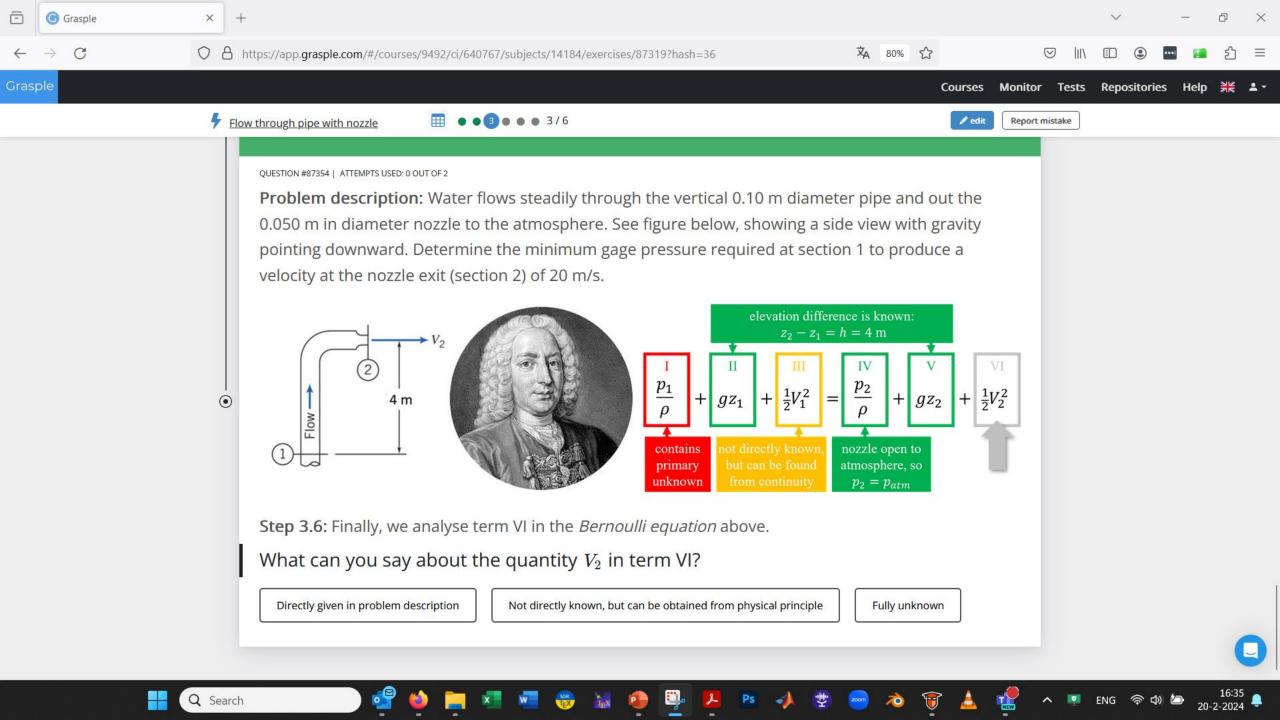


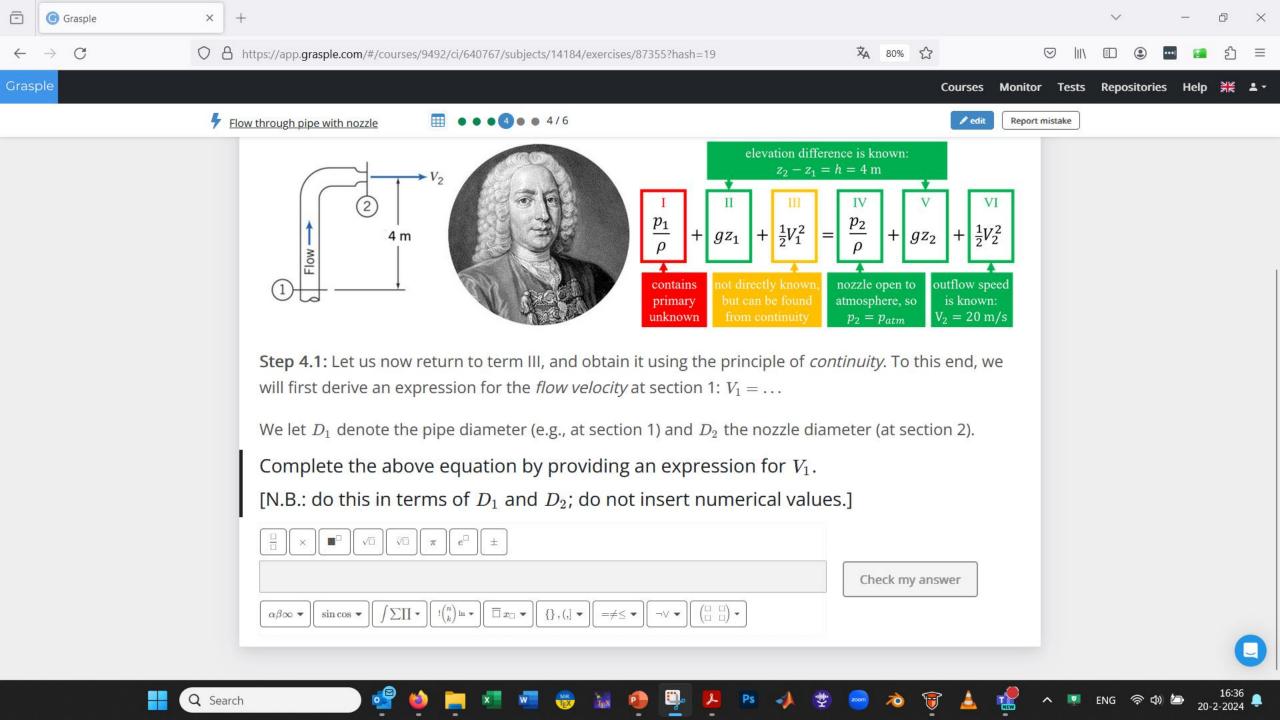


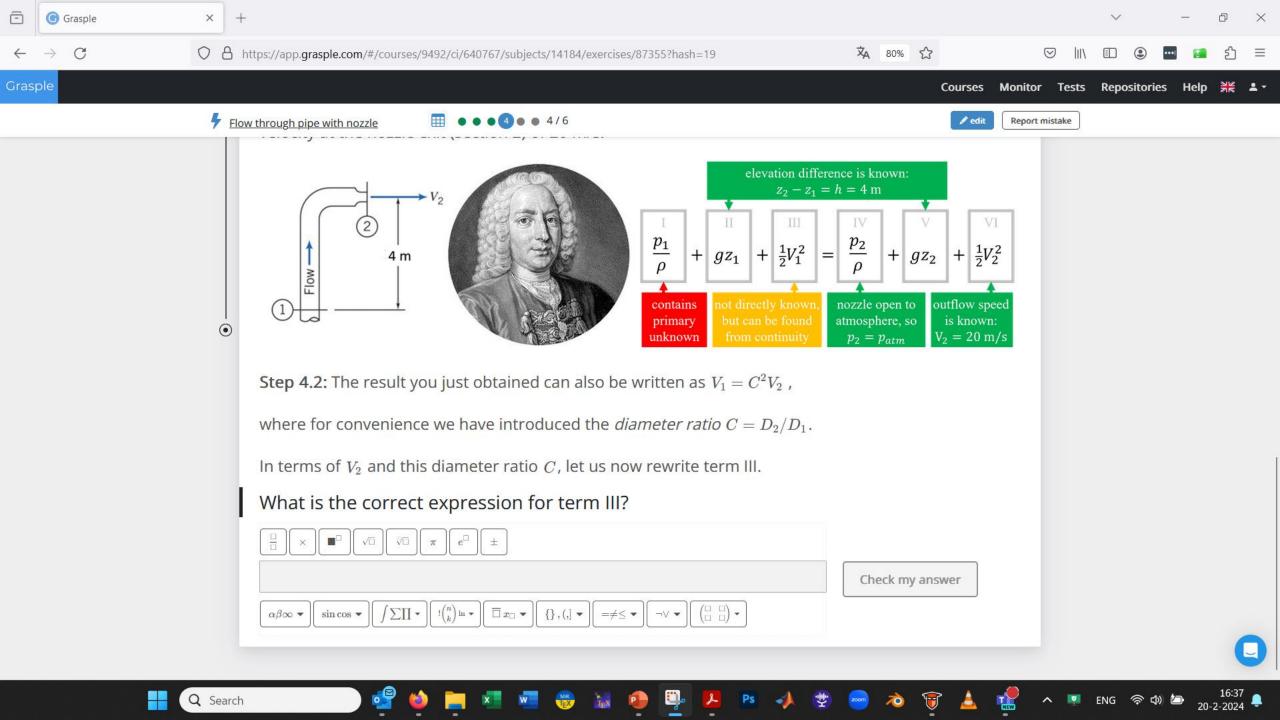


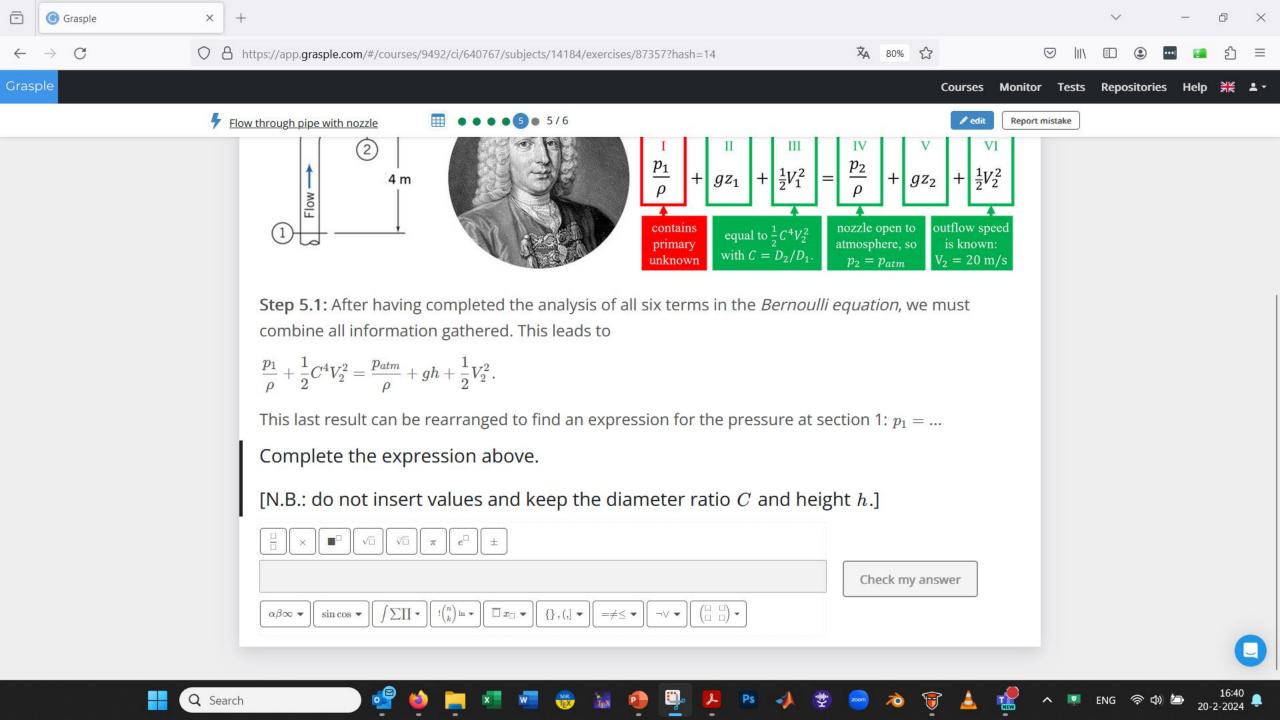


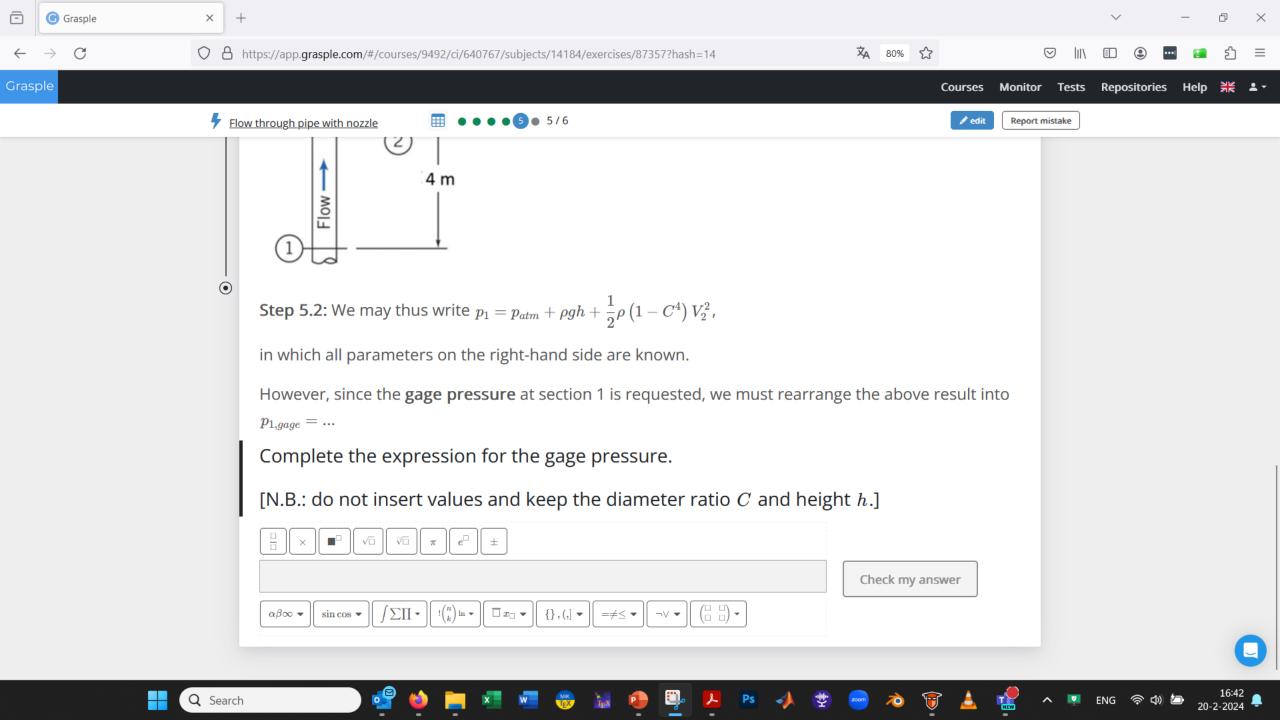


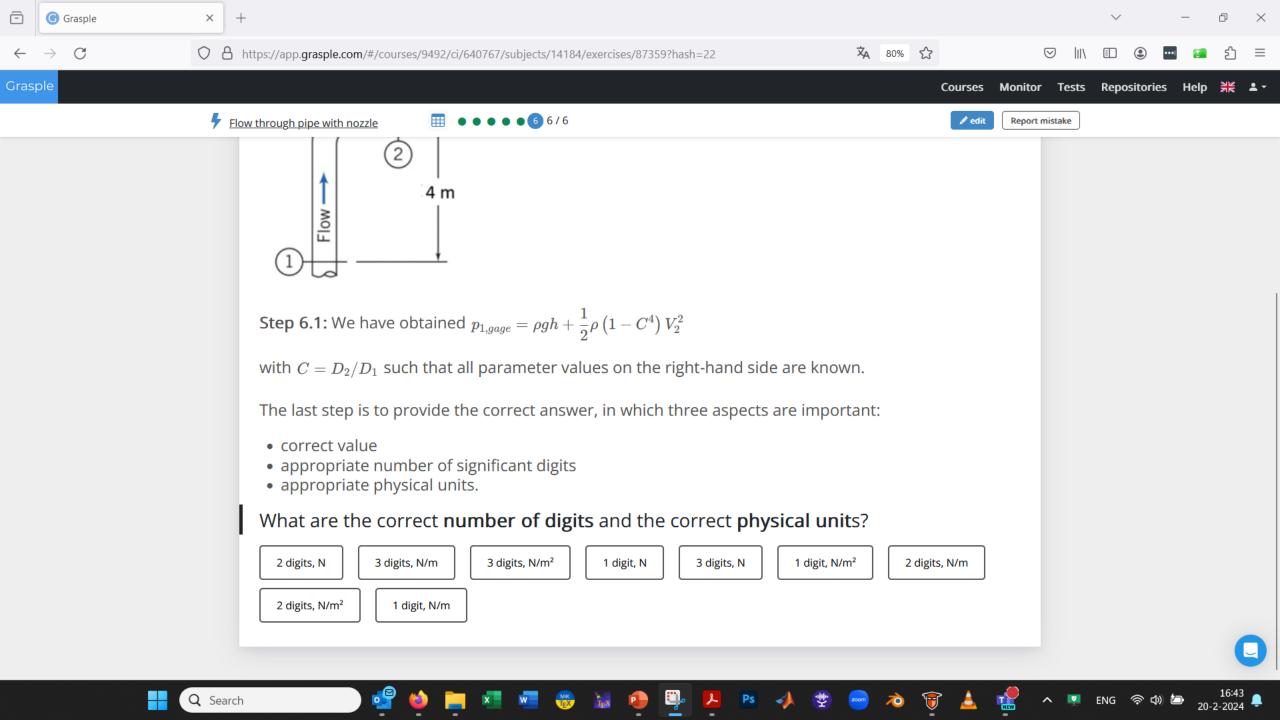


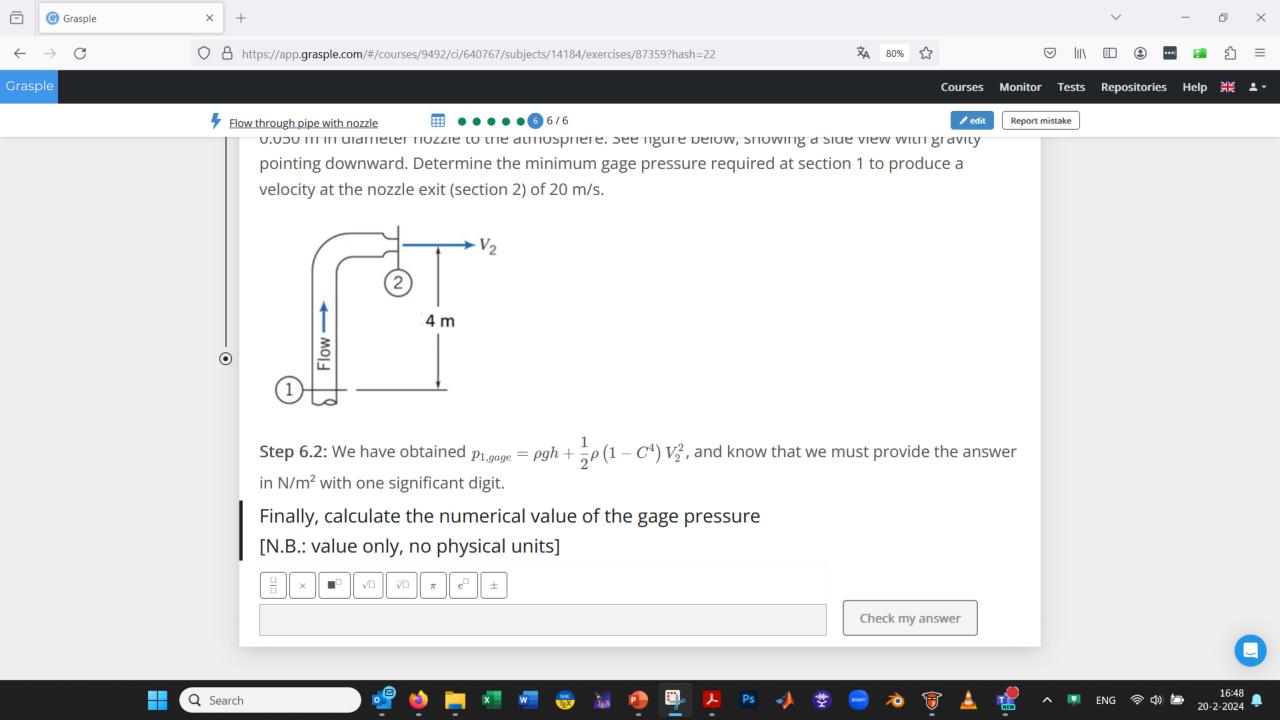


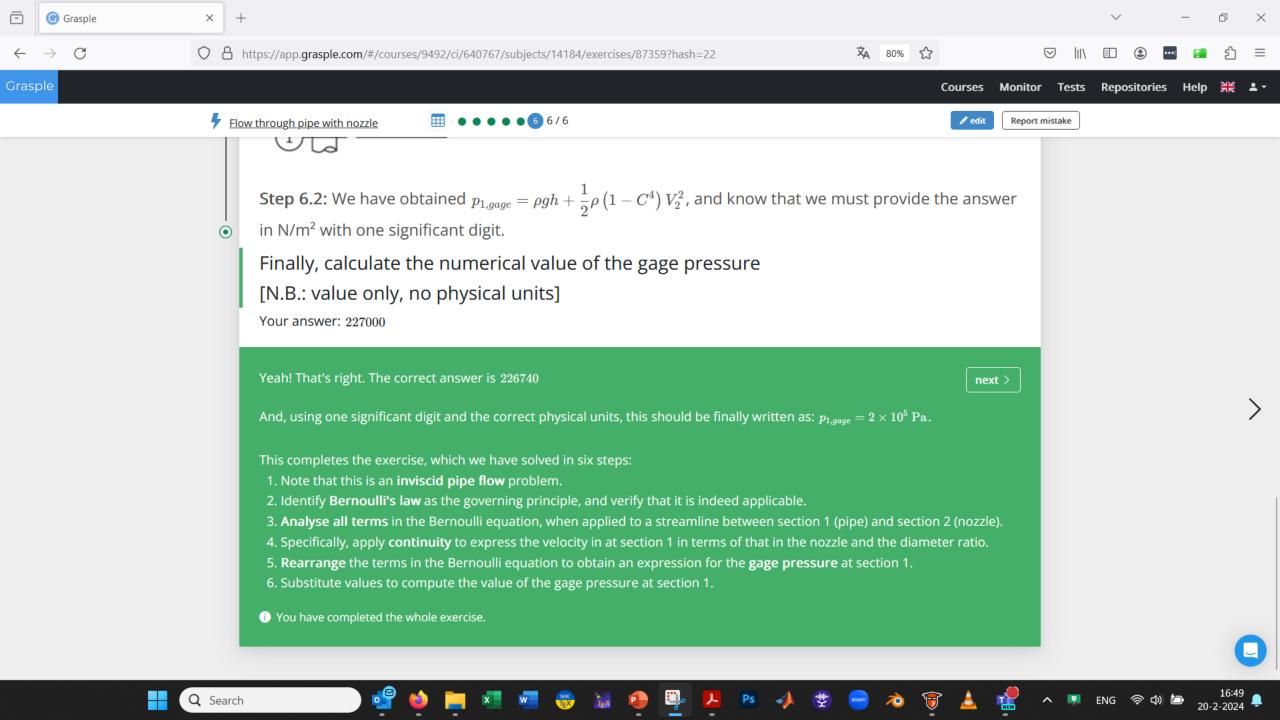












## Appendix B

Results from evaluation among FM1-students

