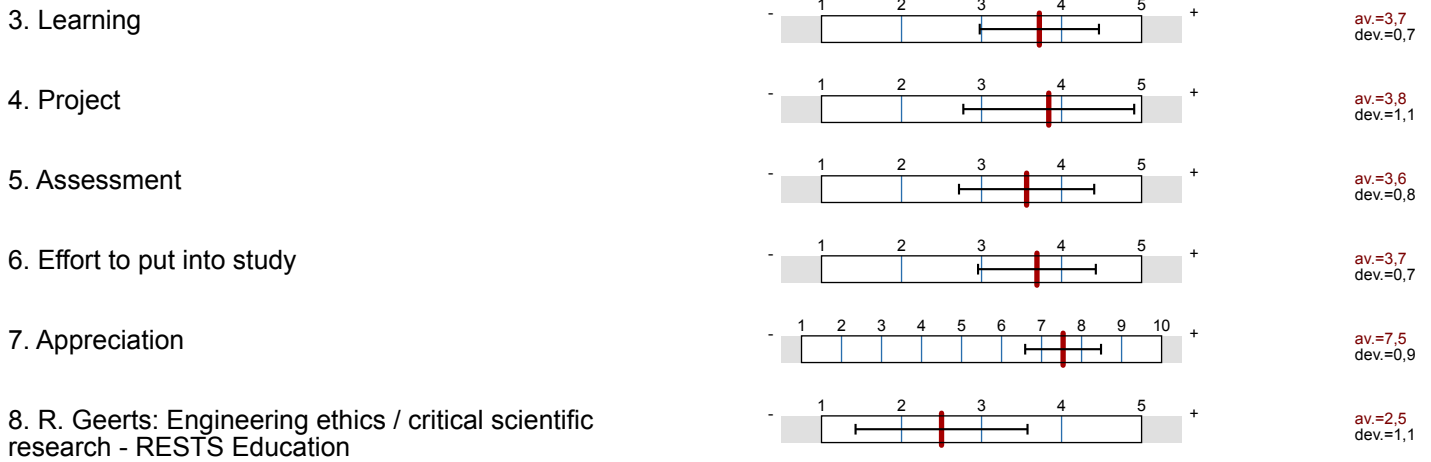


201500321 B-WB, Fluid Mechanics & Heat Transfer (201500321) B-WB  
 2A 16/17  
 No. of responses = 26; Response rate = 23%

UNIVERSITEIT TWENTE.

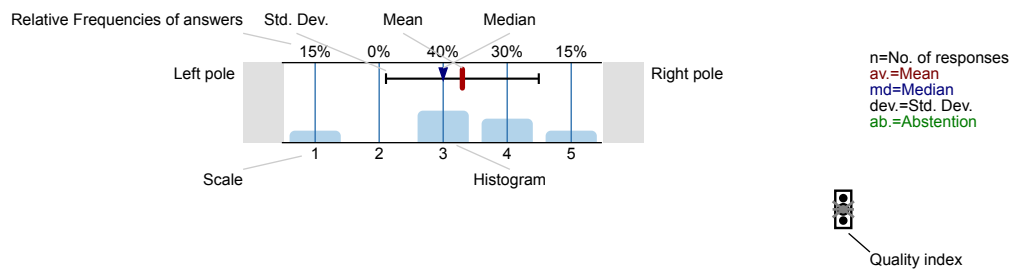
Overall indicators



Survey Results

Legend

Question text



Description of quality symbol

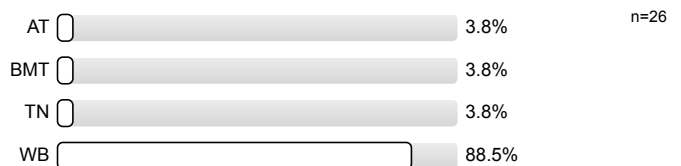
Mean value is below the quality guideline.

Mean is within the range of tolerance for the quality guideline.

Mean value is within the quality guideline.

1. Fluid Mechanics & Heat Transfer (201500321-SEQ (B2)) - General

1.1) I am a student in....



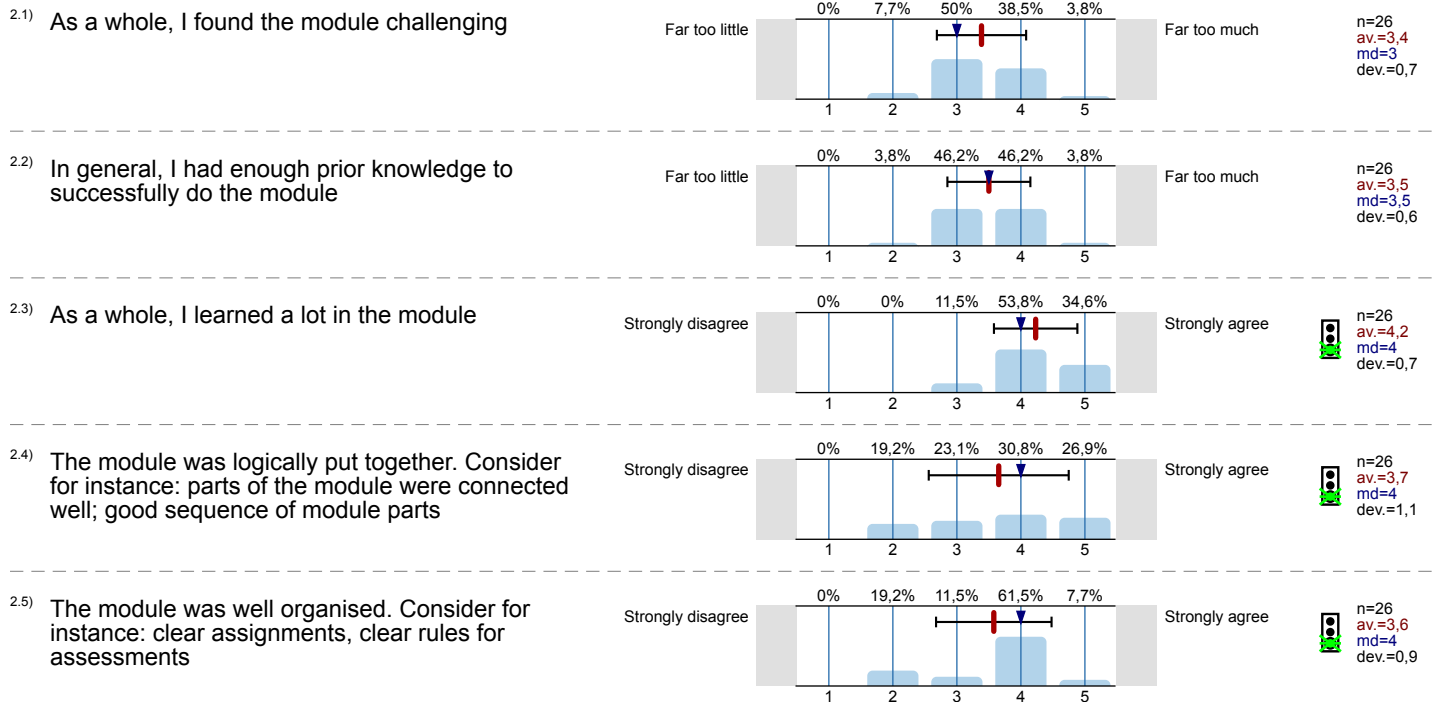
1.2) I am...



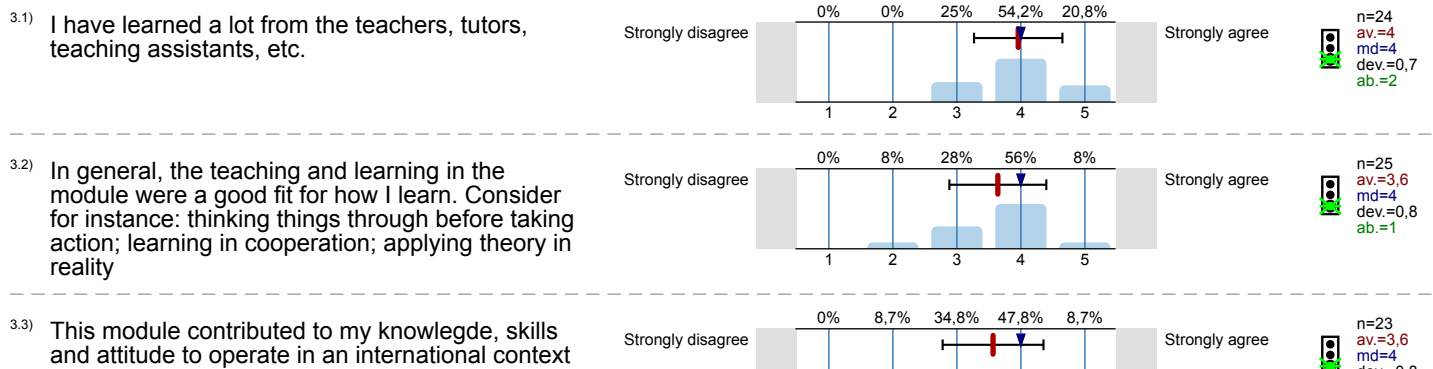
1.3) I come from...



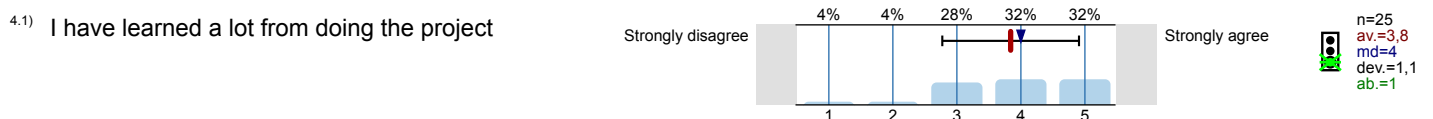
## 2. Module



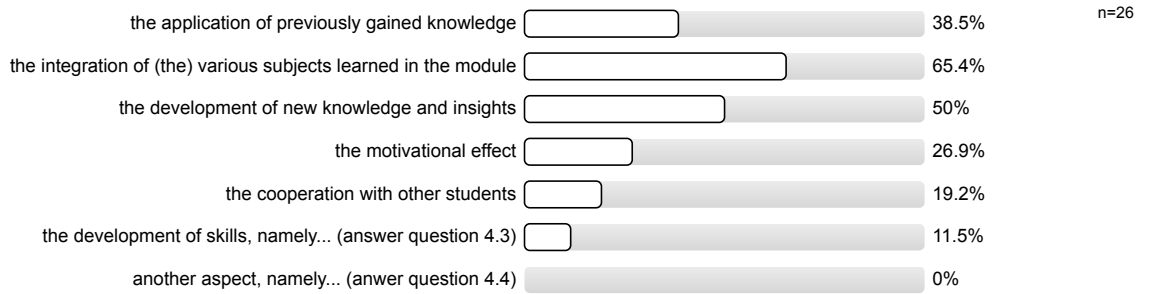
## 3. Learning



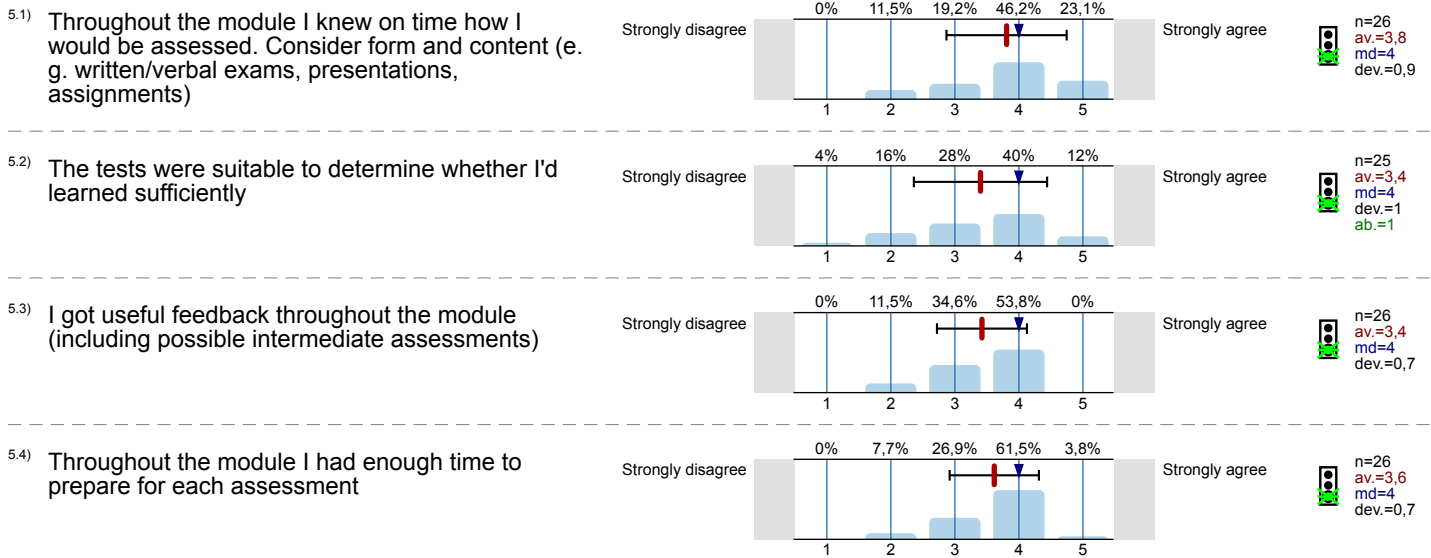
## 4. Project



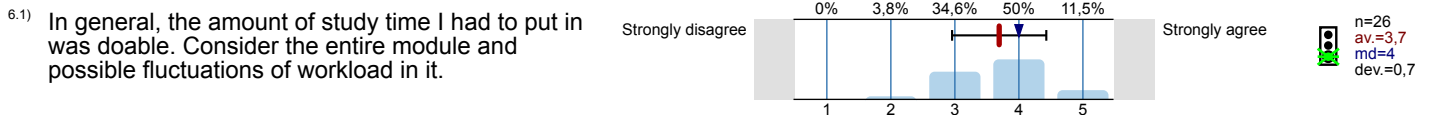
4.2) I found the following aspects of the project very valuable (more than one answer possible)



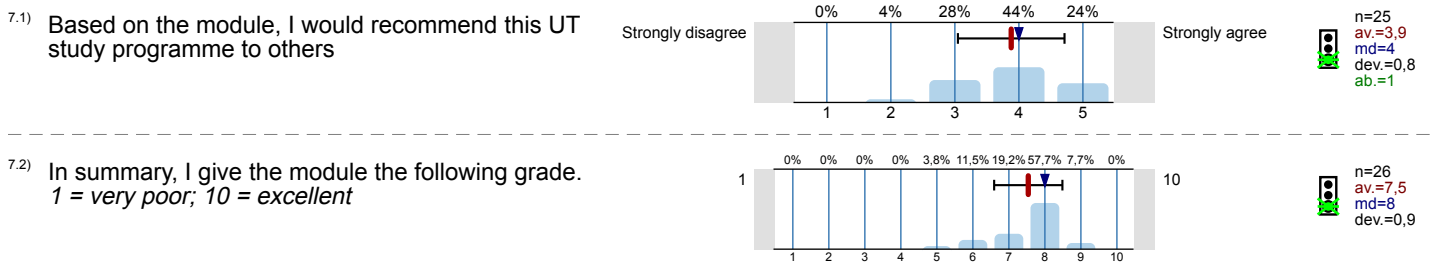
5. Assessment



6. Effort to put into study

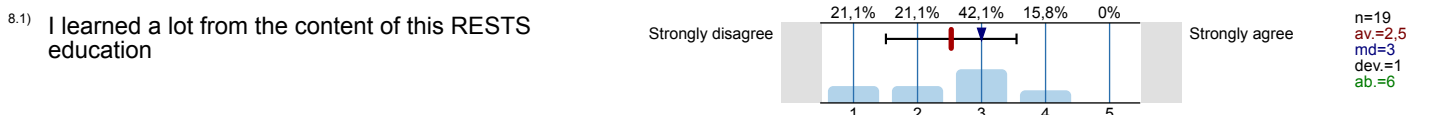


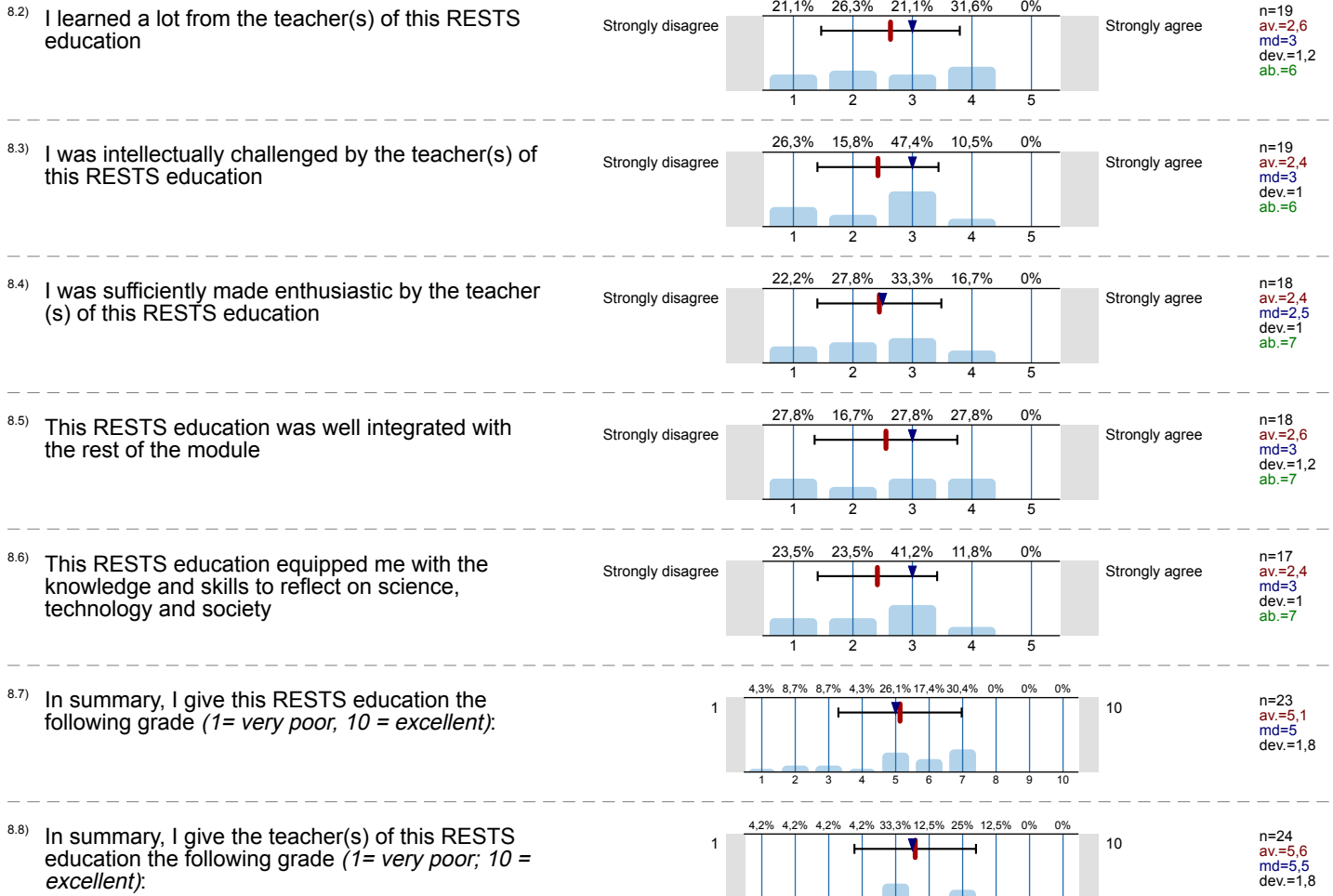
7. Appreciation



8. R. Geerts: Engineering ethics / critical scientific research - RESTS Education

The following questions are about the so called RESTS education (a UT-wide implemented programme in Reflection on Science, Technology and Society). These questions are asked because this module contained elements that aim at helping students to develop their reflective and analytical knowledge and skills.





## Comments Report

## 4. Project

4.5) I would like to suggest the following improvements of the project to the teachers:

- -
- A personal mark based on three questions which you get during the project exam does not give a good representation of the overall knowledge of the project. More questions should be asked which is not really possible during 1,5 hours with 8 project members.
- De planning van het project liep niet evenwijdig met dat van de vakken. Hierdoor moesten we soms kennis in het project al eerder toepassen terwijl deze nog niet behandeld was bij het vak.
- Fewer EC's.
- Ik weet dat het moeilijk om in te passen is, maar het zou mooi zijn als de colleges net iets eerder lopen, zodat er op tijd kennis voor het project is.
- Probeer meer focus te leggen op het laatste stuk, echt een systeem doorrekenen met behulp van matlab en heat/fluid. Impinging jets zijn "onmogelijk" uit te rekenen voor ons.
- nothing

## 7. Appreciation

7.3) I found the following to be the strongest points of the module:

- The cohesion between the subjects
- Goede integratie van twee vakken in een project.
- Great teaching from mr. Hagmeijer and mr. Venner. Useful format of lectures by mr. Hagmeijer as well.
- Heat transfer and fluid mechanics are well taught.
- How to solve it sessions for Heat Transfer
- Interessant project wat prima aansloot op de vakken.
- The different courses fit together really well and the project is a really good application of what we've learned.
- en goede integratie van de module onderdelen in het project

7.4) These are my suggestions for the improvement of the module:

- Allow more discussion in the projectexam, it wouldn't be a problem if the projectexam takes a longer session.
- Better communication about the lectures. One project lecture was postponed, but then the lecture was given after the deadline which was mainly about the lecture.
- Fewer EC's for the project, more for fluid mechanics and heat transfer. the project is not worth eight EC.
- Graag niet alleen de stof toespitsen op vliegtuigen maar bedenk ook eens een andere toepassing
- Laat de colleges nét iets eerder komen, zodat de kennis eerder aanwezig is voor het project.
- Make lectures by mr. Kruijff more spontaneous and interesting: right now he doesn't provide much added value to the slides. More freedom in which sources to use and which path to take in the project would also make it more interesting.
- The questionnaire coming with this module is much longer than 5 minutes, This is the same for all modules unfortunately.