

Kontakta oss



Skolan för Elektro- och
Systemteknik


[Aktuella utvärderingar](#)
[Till min startsida](#)
[Hjälp sida](#)
[Logga ut](#)

Visa resultat

Här kan se resultatet från utvärderingen och exportera statistiken till ett annat program. Det går också att göra en enkel filtrering genom att klicka på svarsalternativen och kommentarerna eller en avancerad filtrering genom att använda knappen längst ned.

[Tillbaka till huvudsidan](#)

Design of PM synchronous machines, EJ2221 H10, H10

Status: Avslutad

Publicerad under: 2010-10-26 - 2010-11-09

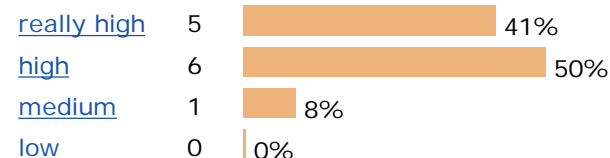
Antal svar: 12

Procent av deltagarna som svarat: 100%

Kontaktperson: [Juliette Soulard](#)

1. How would you rank your interest for this course?

12 svarande

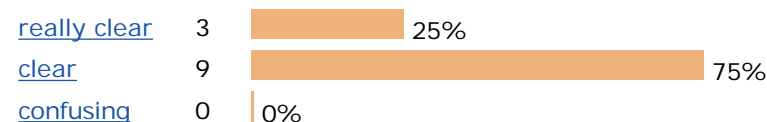


- *the subject is very interesting (high)*

- *1-The content of the course was very interesting. Since the tasks visualised what I have learnt previously in the course "Design and Analysis of Electrical Machines". 2-Structure of the course was new. It required me to go further than "memorising compendium and reproducing the suggested solutions in the textbook for new problems". I mean it encouraged me to find my own analysis from the results rather than accepting the analysis given in the textbooks. (high)*

2. Was it clear what you were expected to do under this course?

12 svarande



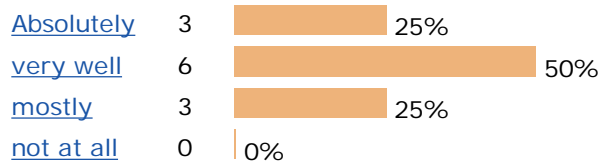
- *Maybe some more lectures would have been helpful (clear)*

- *1-The way of writing report needed to stated clearly. The requirements on a expected report could be complmeneted by saying what answers should be answered in each part of the report (i.e. saying that a good conclusion discusses specific reults of the results and avoids repetition of general theories), how much details is enough in different parts of a good report, what makes a report confusing for the reader,... 2-Given comments on reports were different among different teachers. The leading teacher required more analysis rather than Matts Leksell. On the other hand*

[Mats liked more reports with more graphical informtion.](#) (clear)

3. Did the course set-up encourage you in studying actively?

12 svarande



4. Did you have enough time to study for this course?

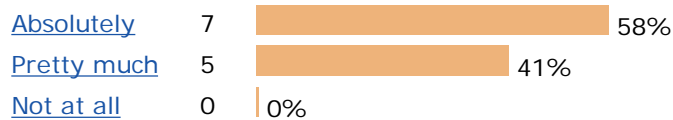
12 svarande



- [The references in the course are numerous. One could not easily find out what is the most important part to read. Otherwise you consulted with seniors and their reports which I did not. I also want to add that this numerous references should not be put together in a compendium. Since the weakness that I mentioned can be strength of the course after considering above comment. Just more hints for references is enough.](#) (not at all)

5. Did you get enough feedback during the course from the teachers?

12 svarande

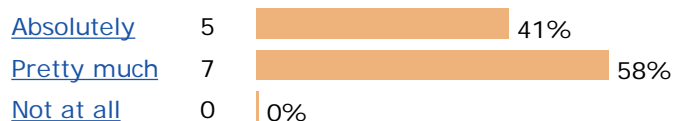


- [leading teacher: good comments on technical issues and structure of the report Mats: good comments on structure of the report Andreas and Dmitry: I have to admit that there is a narrow border between pushing the student to analyse by his own thought and guiding him through task methods. Sometimes the students were confused that they could refer to teaching assistances to justify the results. However this is the responsibility of the student to find a scientific valid reference, the teaching assistances did not warn students to avoid this confusion. Sometimes they used it, since the time was limited and the student needed to work on more tasks as well. Due to the course description in some project hours just one teaching assistance was available. I suggest that for the next round of the course both of teaching assistances are available in all project hours. However I have to appreciate their time, since they stayed in student room even after the project hours. In one case both of them stayed for two more hours. Also Andreas let us in his office to ask questions whenever we needed.](#) (Absolutely)

- [in project meetings](#) (Pretty much)

6. Did the examination reflect the contents of the course?

12 svarande



- [It was said that the final report / presentation would be judged for final grade. This occurred.](#) (Absolutely)

7. Do you think the examination was difficult?

12 svarande



8. How much time did you study for this course (estimated mean time) ?

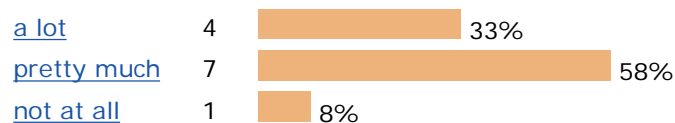
12 svarande



- [I spent 30-40 hours per week on my own. As many other students I dropped course "management of projects" to have time for this course. \(more than 30 hours per week\)](#)
- [I am not sure about this but if possible then a student version to be provided on laptops will be helpful \(like Ansys is available from KTH library\) \(more than 30 hours per week\)](#)
- [Maybe there should be 2 or 3 lectures more to go more in deep in the subject and make our work at home easier \(10-20 hours per week\)](#)

9. Was the feedback you received from other students useful ?

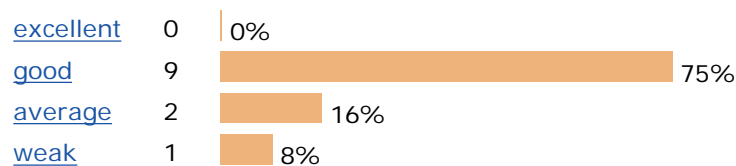
12 svarande



- [I have not asked them about their feedback of the course. \(a lot\)](#)

10. How would you rate the lecture material (powerpoint presentations) ?

12 svarande



- [There was no problem with powerpoint slides. However it would be fine, if the refernces for lectures are specified clearly. This helps the student to study the lecture afterwards. \(good\)](#)
- [A text book or a compendium would help a lot \(average\)](#)
- [The course material \(presentations etc.\) were too weak and required students to put a lot of effort to be put by themselves. But still there is quite a lot of room to make improvements in the course material. \(weak\)](#)

11. How would you rate the task descriptions and Emetor tutorial?

12 svarande



- Emetor is really good to learn how the parameters of the machine change, the last tasks (not 1,2,3) could be more precise (good)
 - ALL task descriptions (except task2) have to be developed, since they are very brief. This can reduce the time that teaching assistances spent on explaining methods to each student one by one. For instance one of students considered the same thermal model as Lindstrom did. However it turned out later that considering iron losses in addition to copper losses as origin of heat is enough. Also in task description no. 2, the term "horse iron" and "putting 10A as the value of current source" is confusing. (good)
-

12. How much did you use the printed references in the course library box in the project room ?

12 svarande

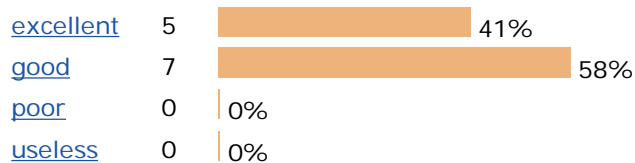


- Count the attendance into the final result. (now and then)
 - I really wanted to attend the other group's progress meeting session. I did not have enough time, since I was always busy with my own presentation things. (never)
-

13. How would you rate the project meetings ?

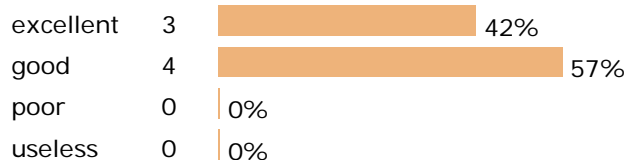
12 svarande

Totalt:



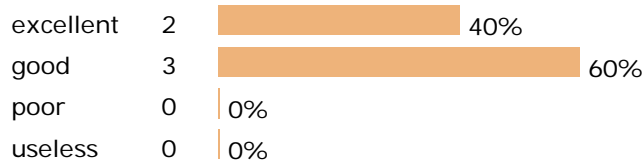
Fördelat på olika grupper:

morning group: (7 st)



- I had discussion with few colleagues and they were not sure how to present and prepare reports (as per expectations of examiners). I think this is something should be work on by providing a sample report (may be examiner's favourite report of previous years). (excellent)

afternoon group: (5 st)



- It was very well organized, no changes for me (excellent)
-

14. How was the support provided for the project ?

12 svarande



good	5		41%
just enough	3		25%
poor	0		0%

- [I really want to appreciate weekend appointments provided by Dimitry. Andreas entertained our without appointment visits, THUMBS UP for him! Thanks to Julliete and Mats for their valuable comments! \(really good\)](#)
- [I have explained in the question for feedback. \(just enough\)](#)

15. How much did you learn from opposing on other students" reports ?

12 svarande

a lot	4		33%
a few things	6		50%
nothing	2		16%

- [Opposition is an excellent idea. It's effective for student to know how to improve his own report. \(a lot\)](#)

16. Do you think you know how to avoid plagiarism next time you have to write a report ?

12 svarande

Definitively	6		50%
Maybe	6		50%
Not sure at all	0		0%

17. What do you think is best with this course ?


- [the atmosphere](#)
- [The progress review meetings held weekly, where we receive feedback on our work.](#)
- [The project form of this course, very practical and clear goal.](#)
- [The core of the course is the project. You go for more theories just when it is needed.](#)
- [Learning a new software, different aspects of PMSM and support from teacher and assistants!](#)
- [machine design using FLUX really reflects the practical implementation.](#)
- [no written exam :\)](#)
- [The project meetings](#)
- [To have more efficiency it seems to divide this course into two periods.](#)

18. Other tips on how to improve the course?

- [More lectures, a compendium and maybe one day in the lab to see how field weakening works in reality](#)
- [At times we never actually found out what the actual answer or a good answer to a particular problem was. It would be have been better to receive design solutions to the machines we had been analyzing, once the course ended. These designs could have been prepared by the teaching team and would have allowed us to compare our work to their"s.](#)
- [During the course project hours, "SOME" students used to take 30-40 minutes of Andreas time leaving fellow students waiting and annoyed. I deeply appreciate their questions but they were just telling and confirming what they did last night! Please put some maximum limit of say 10 minutes for every student in which he/she asks his/her queries and the turn goes to the next student in the que. Such students can then ask when their turn comes again!](#)
- [should be some compendium](#)
- [course leader of individual student should check the final report as well. not another course leader.](#)
-

Exportera denna data till annat program

Ta fram avancerad statistik med filtrering

Kursutvärderingssystem från [Utvarderingar.com](http://utvarderingar.com) 

Publicerad av: Skolan för Elektro- och Systemteknik

Andreas Stenhall, stenis@ee.kth.se

Senast uppdaterad: 2006-01-16 13:47