**Investigating Student Perceptions of Some of the Key Learning Activities in T272: Core Engineering B**

Foroogh

Our research was about how effective the different types of online activities in T272 were, and whether these were engaging, informing and reinforcing the students learning. In this module, students take part in three key activities designed to reflect engineering practice. Final element analysis known as FEA, The OpenEngineering Laboratory known as OEL, an interactive online math simulation.

In 21D, students were asked to complete real-time student feedback questionnaires

throughout the module reflecting on the different activities as they happened. We also used semi-structured interviews with a small number of students to explore their understanding of the activities more deeply.

Following this, we implemented additional maths tutorials for the next presentation in response to concerns raised by students around the understanding of the maps content. Once again, we used real-time students feedback and interviews with the new 22D students.

Anne-Marie

In total, we received over 700 responses using the questionnaires and 16 students were interviewed. Feedback was very positive in that students found the activities valuable and the instructions easy to follow. During the interview, students also said they were very pleased to be introduced to an industry standard software and that the OEL experiment provided them with a sense of ownership of their results, which enhanced their learning experience beyond just theory.

However, our research indicates that students would be better supported if we provide more clarity on why they use FEA and if we signpost its use in upcoming modules. Students would also benefit from clarification on the purpose of error analysis when comparing experimental results with theory.

Finally, more maths revision would benefit the students too. We are addressing all of these outcomes.