

## FYTA11-ma1, ht13

Respondents: 11  
Answer Count: 9  
Answer Frequency: 81,82 %

### General opinion

Give your opinion in the scale 1-5.

1 = very negative

2 = negative

3 = neutral

4 = positive

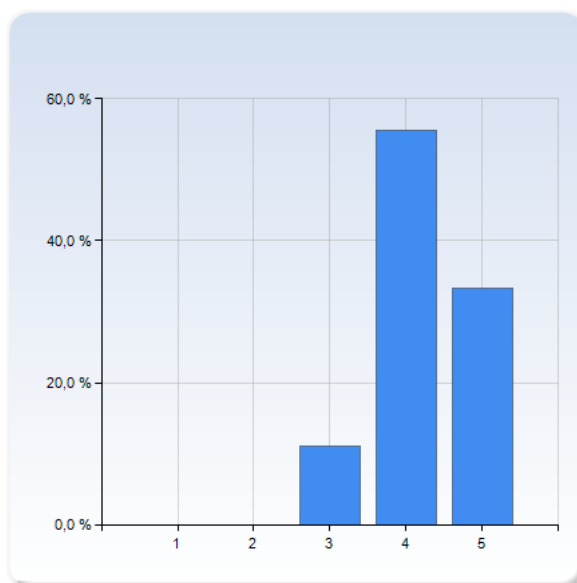
5 = very positive

***The comment field in the end is very important! It will help us understand what is to be kept when the grade is good, and what to change when the grade is poor.***

What is your general opinion of...

this part of the course?

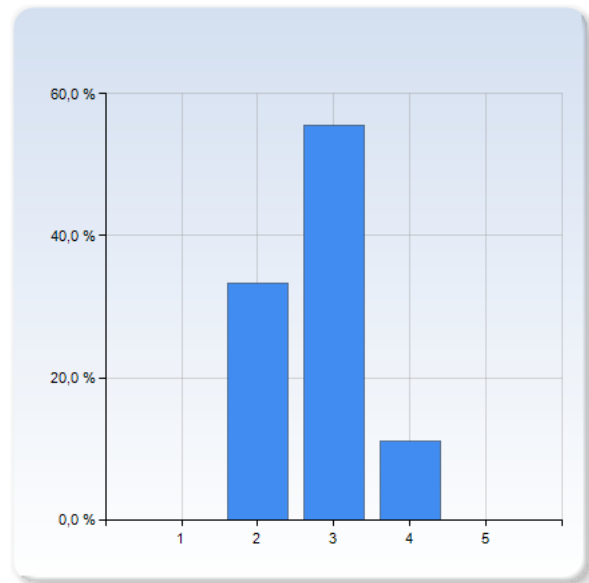
this part of the course?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (11,1%)
4	5 (55,6%)
5	3 (33,3%)
Total	9 (100,0%)



this part of the course?	Mean	Standard Deviation
	4,2	0,7

### "Mathematical Methods for Physics and Engineering" by Riley, Hobson and Bence?

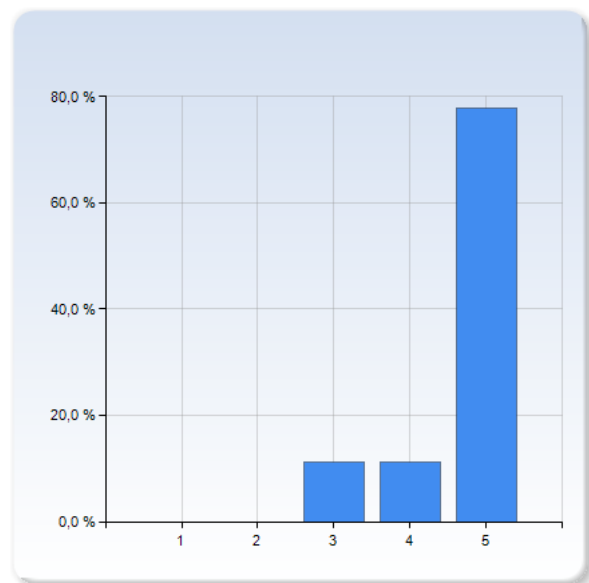
"Mathematical Methods for Physics and Engineering" by Riley, Hobson and Bence?	Number of Responses
1	0 (0,0%)
2	3 (33,3%)
3	5 (55,6%)
4	1 (11,1%)
5	0 (0,0%)
Total	9 (100,0%)



"Mathematical Methods for Physics and Engineering" by Riley, Hobson and Bence?	Mean	Standard Deviation
	2,8	0,7

### the lectures with Patrik Edén?

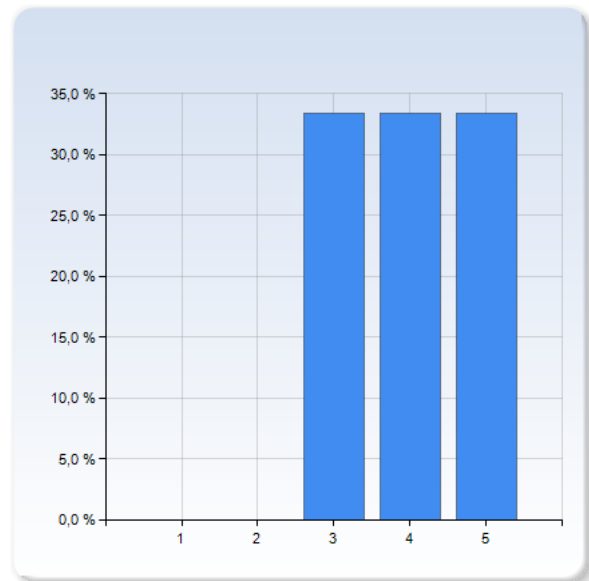
the lectures with Patrik Edén?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (11,1%)
4	1 (11,1%)
5	7 (77,8%)
Total	9 (100,0%)



the lectures with Patrik Edén?	Mean	Standard Deviation
	4,7	0,7

### the SI sessions?

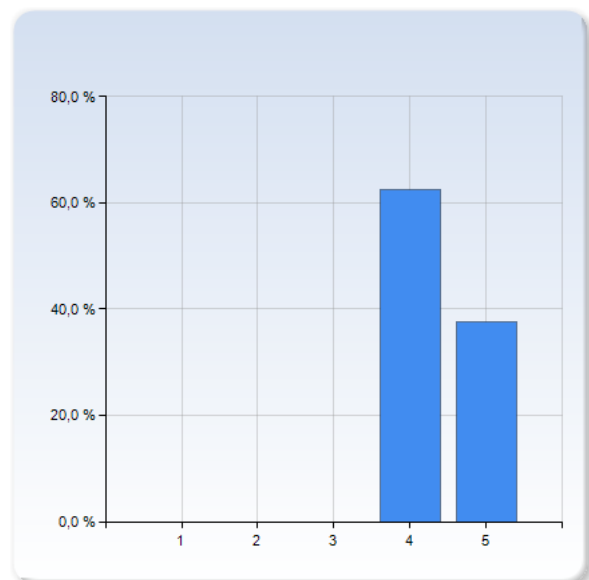
the SI sessions?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	3 (33,3%)
4	3 (33,3%)
5	3 (33,3%)
Total	9 (100,0%)



the SI sessions?	Mean	Standard Deviation
	4,0	0,9

### the format of the problem solving sessions?

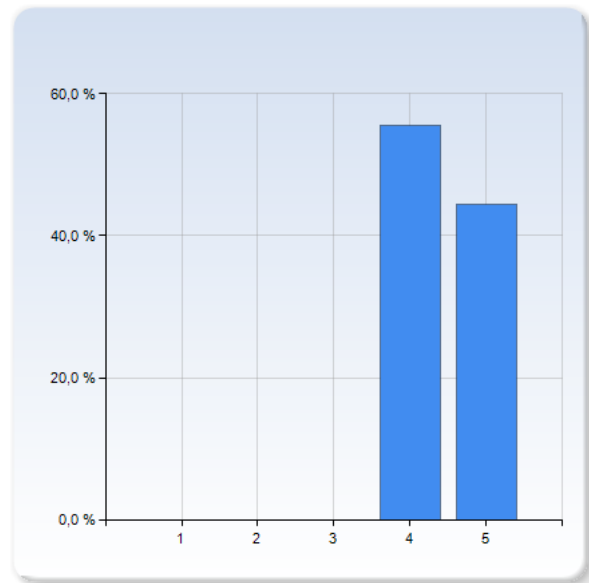
the format of the problem solving sessions?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	5 (62,5%)
5	3 (37,5%)
Total	8 (100,0%)



the format of the problem solving sessions?	Mean	Standard Deviation
	4,4	0,5

### the exercises at the problem solving sessions?

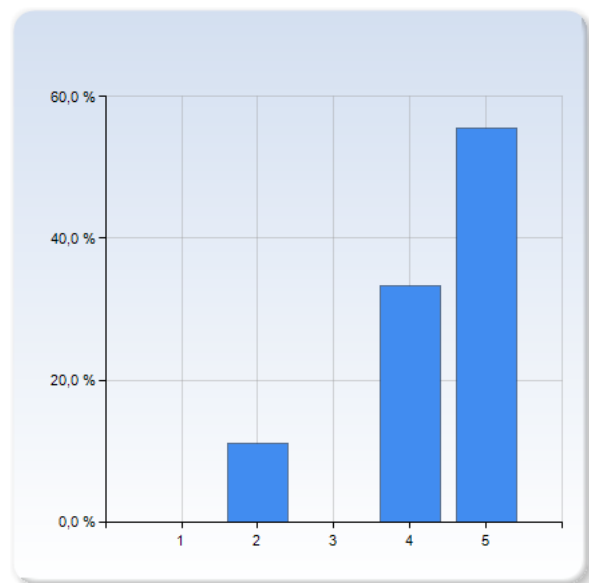
the exercises at the problem solving sessions?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	5 (55,6%)
5	4 (44,4%)
Total	9 (100,0%)



the exercises at the problem solving sessions?	Mean	Standard Deviation
	4,4	0,5

### the hand-in tasks?

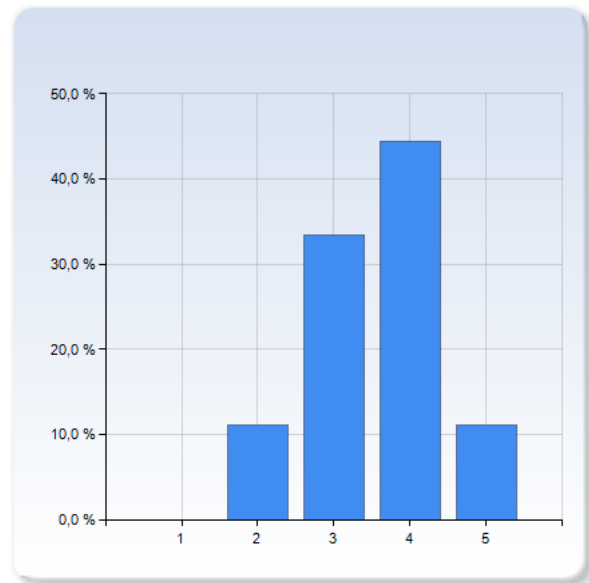
the hand-in tasks?	Number of Responses
1	0 (0,0%)
2	1 (11,1%)
3	0 (0,0%)
4	3 (33,3%)
5	5 (55,6%)
Total	9 (100,0%)



the hand-in tasks?	Mean	Standard Deviation
	4,3	1,0

### the balance between lectures and problem-solving sessions?

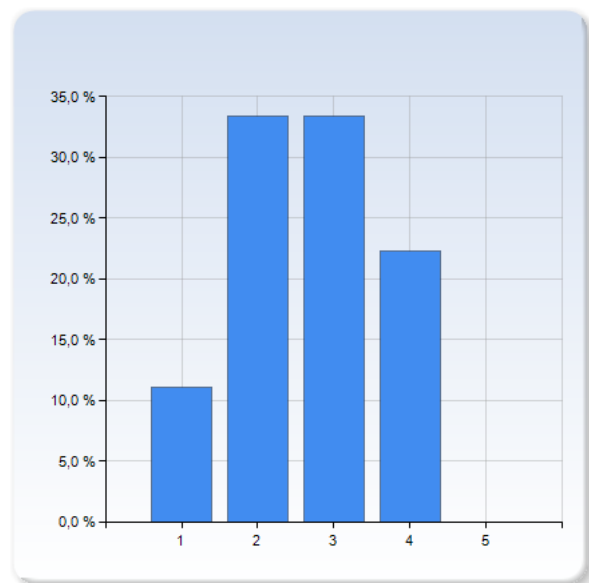
the balance between lectures and problem-solving sessions?	Number of Responses
1	0 (0,0%)
2	1 (11,1%)
3	3 (33,3%)
4	4 (44,4%)
5	1 (11,1%)
Total	9 (100,0%)



the balance between lectures and problem-solving sessions?	Mean	Standard Deviation
	3,6	0,9

### the written exam?

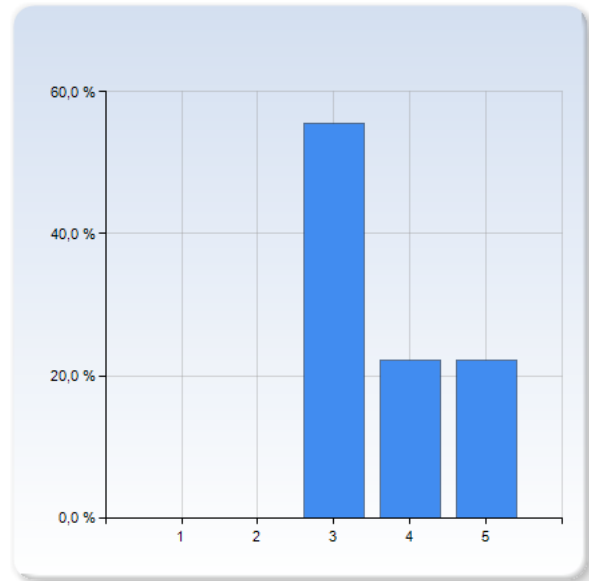
the written exam?	Number of Responses
1	1 (11,1%)
2	3 (33,3%)
3	3 (33,3%)
4	2 (22,2%)
5	0 (0,0%)
Total	9 (100,0%)



the written exam?	Mean	Standard Deviation
	2,7	1,0

### the information about the course when it started?

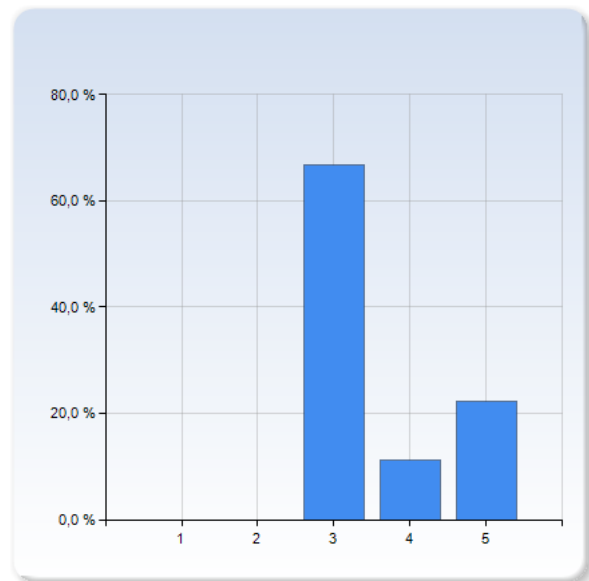
the information about the course when it started?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	5 (55,6%)
4	2 (22,2%)
5	2 (22,2%)
Total	9 (100,0%)



the information about the course when it started?	Mean	Standard Deviation
	3,7	0,9

### the information about what was expected of you?

the information about what was expected of you?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	6 (66,7%)
4	1 (11,1%)
5	2 (22,2%)
Total	9 (100,0%)



the information about what was expected of you?	Mean	Standard Deviation
	3,6	0,9

#### Comment (*help us interpret your grades!*)

Mer räknestuga hade inte skadat. Bokens uppgifter är lite väl långa för att fatta vad man gjort för fel om man kör fast vilket antingen resulterar i irritation eller hopplöshet. Bra om man hade kunnat ha en doktorand på plats någon dag i veckan när man räknar. (Utöver SI)

Mycket bra struktur på föreläsningarna: det kändes som om allt kom i rätt ordning och lades fram på rätt sätt. Patrik förklarade gärna (och bra) när något var oklart.

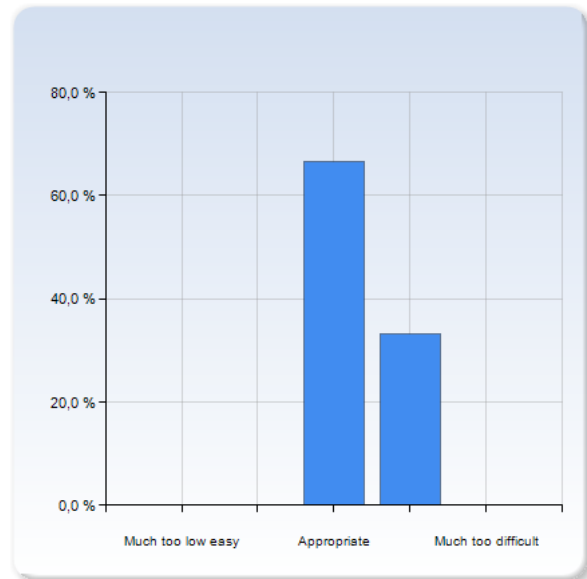
Något negativ syn på tentan, den (i jämförelse med extentorna) var väldigt svår och hade annat focus. Av endast 5 uppgifter kom en stor uppgift om normalmoder, någon som varit kursivt tidigare terminer. Vilket gjorde det svårt att studera, samt inga tidigare tentauppgifter om det. Sen var det andra delar som kändes bas-viktiga i kursen som inte provades på, optimering. Annars var det trevli9g stämning och oftast lagom tempo på föreläsningarna.

## The difficulty levels.

### "How difficult..."

#### was this part of the course in general?

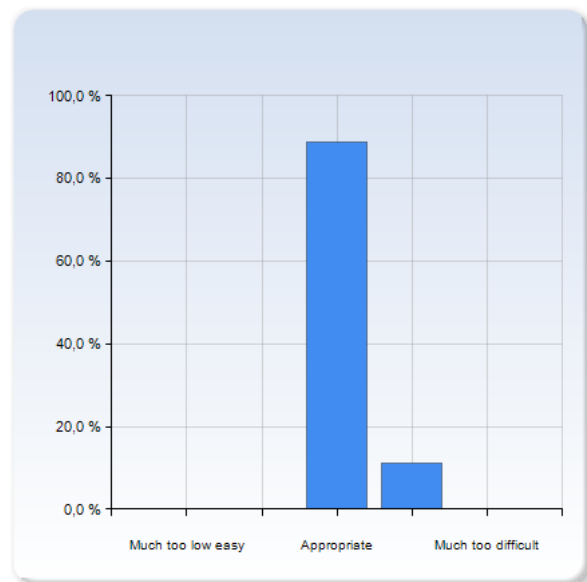
was this part of the course in general?	Number of Responses
Much too low easy	0 (0,0%)
	0 (0,0%)
Appropriate	6 (66,7%)
	3 (33,3%)
Much too difficult	0 (0,0%)
Total	9 (100,0%)



was this part of the course in general?	Mean	Standard Deviation
	3,3	0,5

#### were the lectures with Patrik Edén?

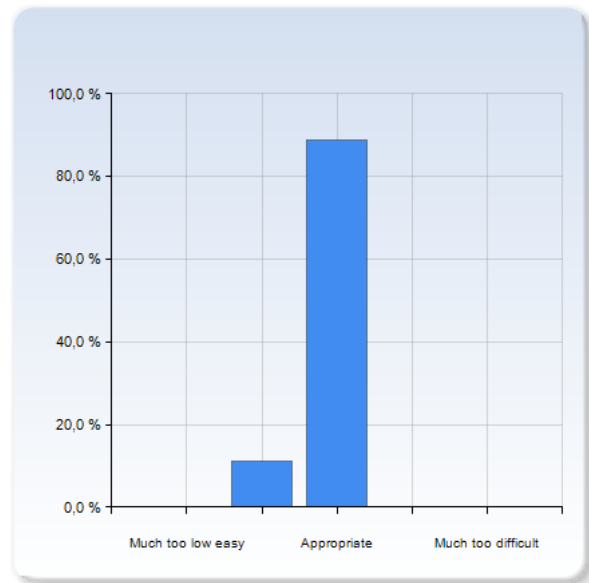
were the lectures with Patrik Edén?	Number of Responses
Much too low easy	0 (0,0%)
	0 (0,0%)
Appropriate	8 (88,9%)
	1 (11,1%)
Much too difficult	0 (0,0%)
Total	9 (100,0%)



were the lectures with Patrik Edén?	Mean	Standard Deviation
	3,1	0,3

### were the SI sessions?

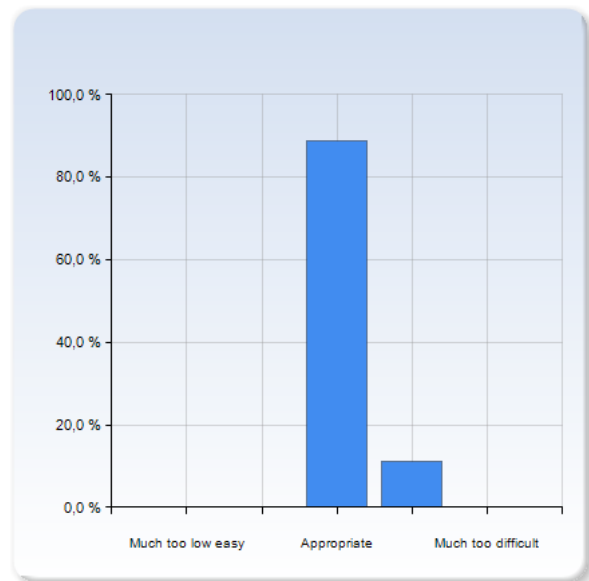
were the SI sessions?	Number of Responses
Much too low easy	0 (0,0%)
	1 (11,1%)
Appropriate	8 (88,9%)
	0 (0,0%)
Much too difficult	0 (0,0%)
Total	9 (100,0%)



were the SI sessions?	Mean	Standard Deviation
	2,9	0,3

### were the exercises at the problem solving sessions?

were the exercises at the problem solving sessions?	Number of Responses
Much too low easy	0 (0,0%)
	0 (0,0%)
Appropriate	8 (88,9%)
	1 (11,1%)
Much too difficult	0 (0,0%)
Total	9 (100,0%)

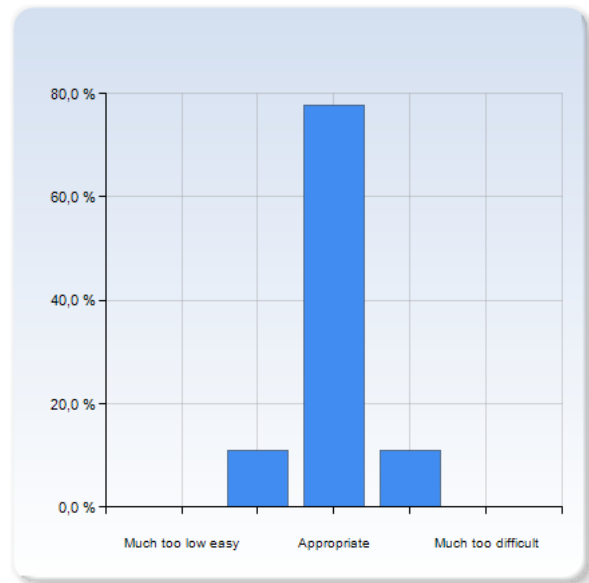


were the exercises at the problem solving sessions?	Mean	Standard Deviation
	3,1	0,3



### were the hand-in tasks?

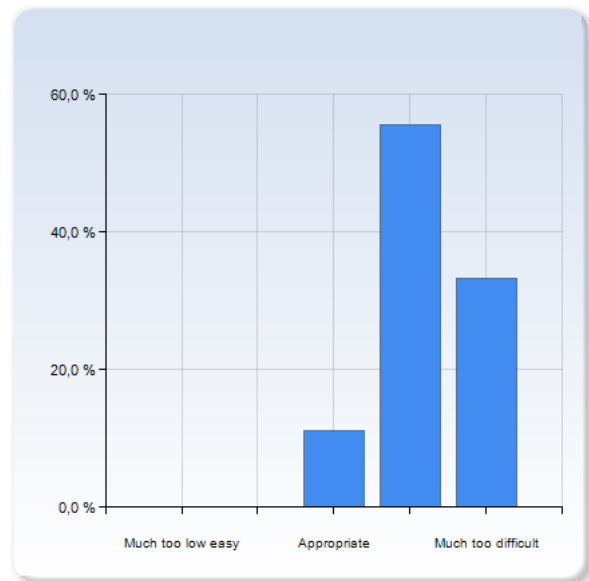
were the hand-in tasks?	Number of Responses
Much too low easy	0 (0,0%)
	1 (11,1%)
Appropriate	7 (77,8%)
	1 (11,1%)
Much too difficult	0 (0,0%)
Total	9 (100,0%)



were the hand-in tasks?	Mean	Standard Deviation
	3,0	0,5

### was the written exam?

was the written exam?	Number of Responses
Much too low easy	0 (0,0%)
	0 (0,0%)
Appropriate	1 (11,1%)
	5 (55,6%)
Much too difficult	3 (33,3%)
Total	9 (100,0%)



was the written exam?	Mean	Standard Deviation
	4,2	0,7

#### Comment

Det kändes som om det var mycket nytt, även om man kunde lösa det med de trick och metoder vi lärt oss. Det gällde att komma på rätt sak och där var egentligen bara två (av fem) uppgifter som "bara var att lösa".

På grund av inlämningsuppgifterna tillsammans med svåra räkneuppgifter inför simmulationslabbarna blev det lite om någon tid alls över att plugga det man kände att man behövde.

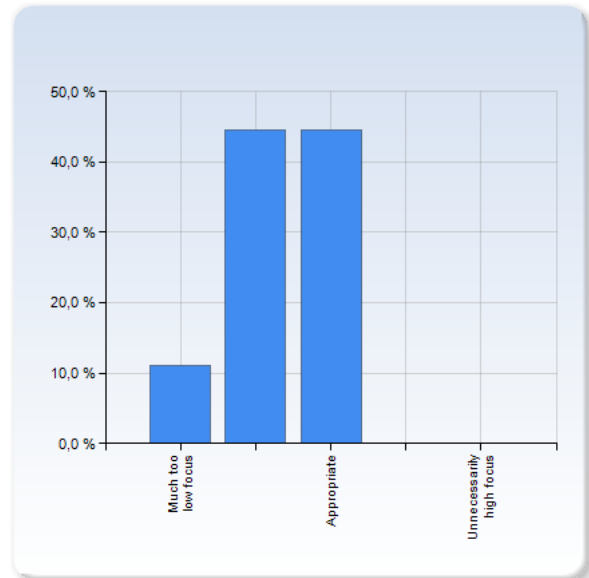
## The focus of the course.

Below are learning goals from the course plan. Mark how much focus these goals got during the course, compared to what you feel would be needed.

"The student..."

### can formulate physical relations based on the dimensions of the involved variables and parameters

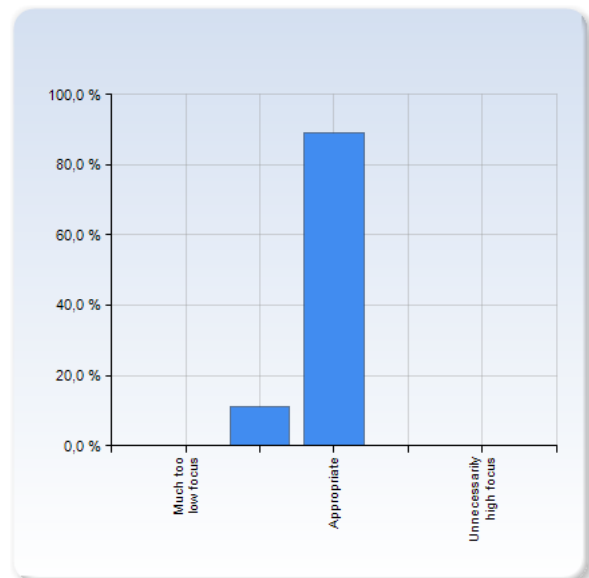
can formulate physical relations based on the dimensions of the involved variables and parameters	Number of Responses
Much too low focus	1 (11,1%)
Appropriate	4 (44,4%)
Unnecessarily high focus	0 (0,0%)
Total	9 (100,0%)



	Mean	Standard Deviation
can formulate physical relations based on the dimensions of the involved variables and parameters	2,3	0,7

### can solve linear differential equations of first and second order

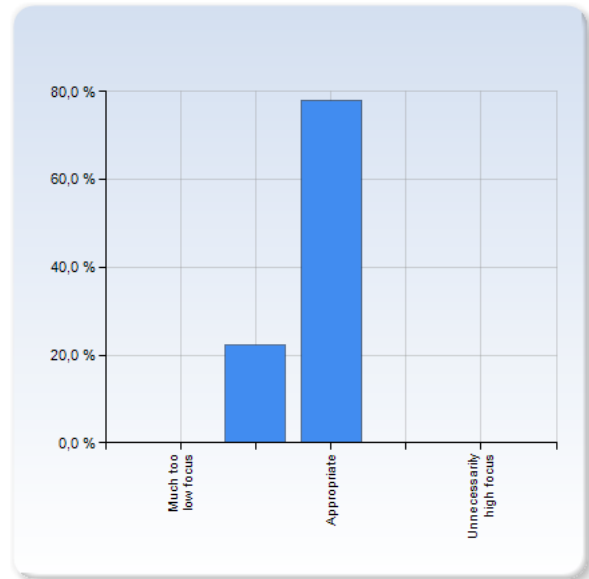
can solve linear differential equations of first and second order	Number of Responses
Much too low focus	0 (0,0%)
Appropriate	8 (88,9%)
Unnecessarily high focus	0 (0,0%)
Total	9 (100,0%)



	Mean	Standard Deviation
can solve linear differential equations of first and second order	2,9	0,3

### can use exponential functions to simplify linear differential equations and/or transform them into algebraic equations

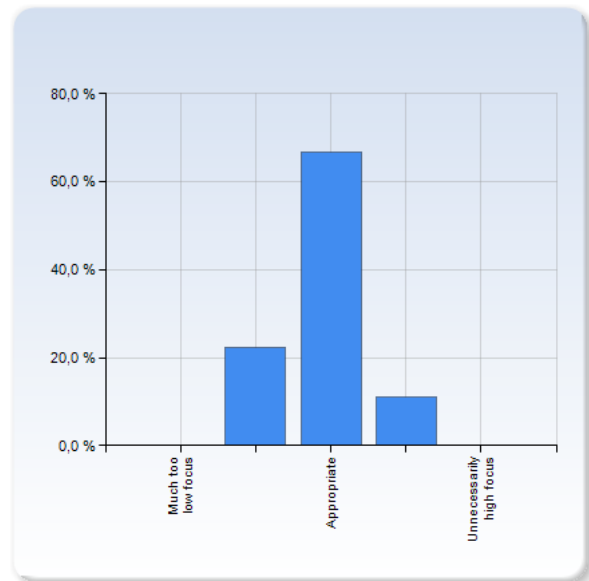
can use exponential functions to simplify linear differential equations and/or transform them into algebraic equations	Number of Responses
Much too low focus	0 (0,0%)
	2 (22,2%)
Appropriate	7 (77,8%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	9 (100,0%)



	Mean	Standard Deviation
can use exponential functions to simplify linear differential equations and/or transform them into algebraic equations	2,8	0,4

### can formulate problems with several degrees of freedom using matrices

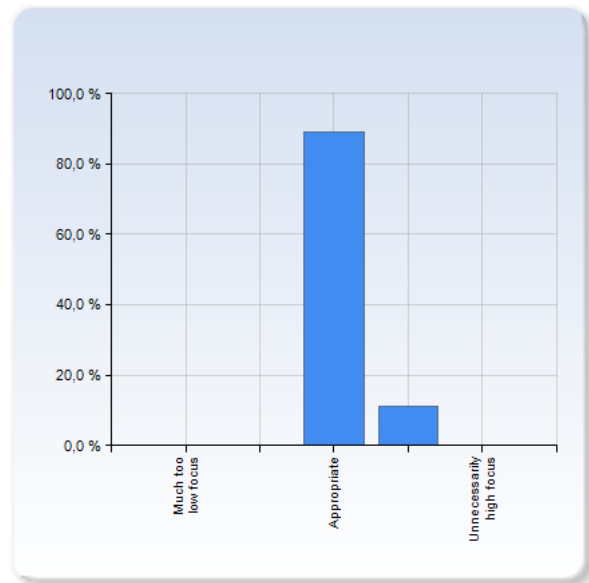
can formulate problems with several degrees of freedom using matrices	Number of Responses
Much too low focus	0 (0,0%)
	2 (22,2%)
Appropriate	6 (66,7%)
	1 (11,1%)
Unnecessarily high focus	0 (0,0%)
Total	9 (100,0%)



	Mean	Standard Deviation
can formulate problems with several degrees of freedom using matrices	2,9	0,6

### can solve problems by finding and using eigenvalues of matrices

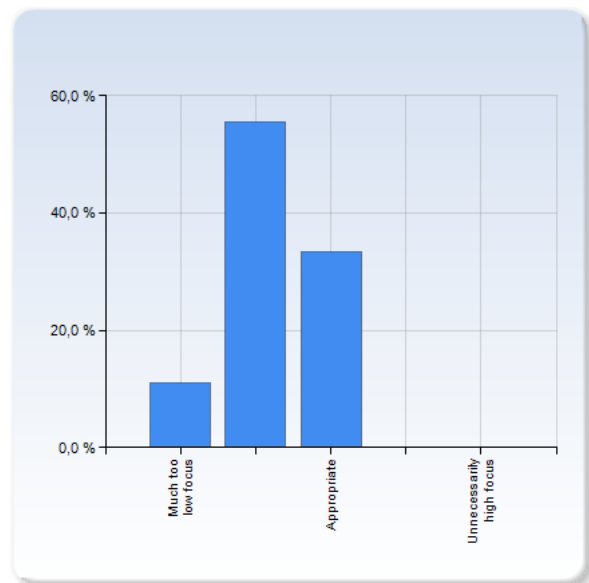
can solve problems by finding and using eigenvalues of matrices	Number of Responses
Much too low focus	0 (0,0%)
Appropriate	8 (88,9%)
Unnecessarily high focus	1 (11,1%)
Total	9 (100,0%)



	Mean	Standard Deviation
can solve problems by finding and using eigenvalues of matrices	3,1	0,3

### can describe the universal model for a mass in a spring, and apply it to systems close to equilibrium

can describe the universal model for a mass in a spring, and apply it to systems close to equilibrium	Number of Responses
Much too low focus	1 (11,1%)
Appropriate	5 (55,6%)
Unnecessarily high focus	0 (0,0%)
Total	9 (100,0%)



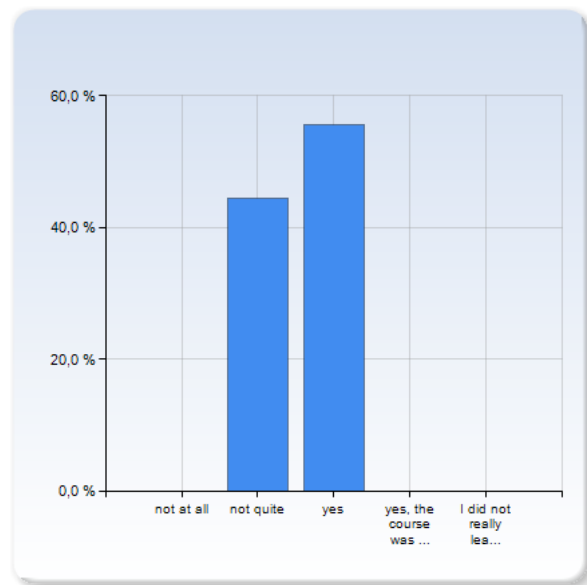
	Mean	Standard Deviation
can describe the universal model for a mass in a spring, and apply it to systems close to equilibrium	2,2	0,7

#### Comment

Var lite svårt under vissa delar av kursen att avgöra hur viktiga de delarna var.

## Did you have enough prior knowledge for this course?

Did you have enough prior knowledge for this course?	Number of Responses
not at all	0 (0,0%)
not quite	4 (44,4%)
yes	5 (55,6%)
yes, the course was a bit easy	0 (0,0%)
I did not really learn anything new	0 (0,0%)
Total	9 (100,0%)



	Mean	Standard Deviation
Did you have enough prior knowledge for this course?	2,6	0,5

*If your prior knowledge was not fairly appropriate, please comment!*

What prior knowledge was missing/overlapping?

What is your background (year of higher education, relevant courses)?

This part of the course felt like a good extension of my toolbox.

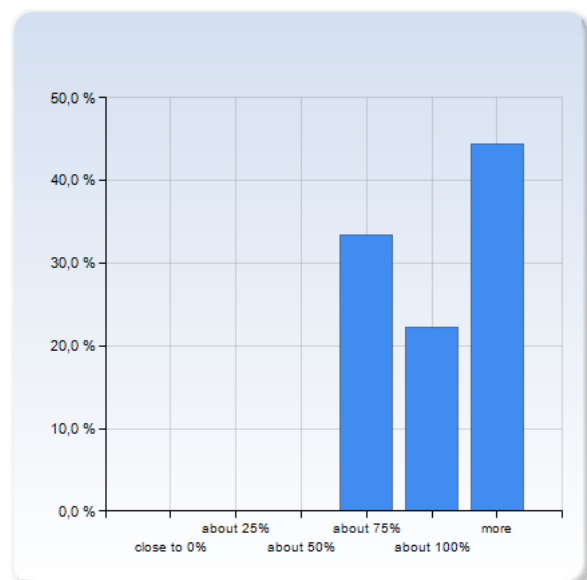
Det känns som att ett par lektioner i statistik/sannolikhetslära hade kunnat behövas innan simuleringsövningarna.

Ja jag hade rätt kurser med mig. Men realistiskt sett följer inte alla detaljer med, så att anta att vi kan allt från tidigare kurser är lite fel. Då tidigare matte kurs hade lite annat fokus i den lineära algebran (mycket lite på matriser).

I didn't have enough knowledge of statistics

## How much time have you spent on this course? (100% means 9-10 weeks, 20 hours per week, adding up to roughly 25 work-days)

How much time have you spent on this course? (100% means 9-10 weeks, 20 hours per week, adding up to roughly 25 work-days)	Number of Responses
close to 0%	0 (0,0%)
about 25%	0 (0,0%)
about 50%	0 (0,0%)
about 75%	3 (33,3%)
about 100%	2 (22,2%)
more	4 (44,4%)
Total	9 (100,0%)



	Mean	Standard Deviation
How much time have you spent on this course? (100% means 9-10 weeks, 20 hours per week, adding up to roughly 25 work-days)	5,1	0,9

Comment

Apart from the scheduled activities, I spent approximately 3 hours a day - 2 days per week - doing exercises (including the hand-in tasks). After that my brain just got tired of math. Maybe around 90% or so on good weeks, 70% on bad.

Jag har lagt cirka 25 timmar i veckan.

## What did you particularly like with the course?

What did you particularly like with the course?

Really good lecturer. SI was nice, especially towards the end, where we tested a format solving exercises on the whiteboard. I really liked that format. Good SI-handler.

SI och fredagsräknestugan

Den var välstrukturerad och jämnt fördelad. Normalmoderna var kraftfulla, men svåra att lära sig när det inte fanns fler uppgifter på dem. På föreläsningarna är det nyttigt att man skriver ner materialet själv snarare än att man får ut lappar hela tiden.

Föreläsningarna.

## What in the course do you think could improve?

What in the course do you think could improve?

I would like if the hand-in tasks consisted of multiple smaller tasks and maybe one about the same difficulty as the ones we got. This would really get me motivated to gnaw on the calculations. The book is not really good. It has fine examples and theory, which I haven't used that much as I'm focusing on the material from the lectured. But the formation in the exercises in the book are a bit off, all too often there is no empty lines between exercises, which makes it hard to read. The biggest problem with the book is that they're too few of the simpler exercises in each chapter - which makes it hard to practice if one feels the need to do so. The american notation is slightly strange in some cases, but I guess it's good to get used to it. It was hard to dispose the time between different areas, both when practicing and taking the exam. Would have been nice if it was a bit clearer roughly how big each subarea would take on the exam.

Se ovan kommentarer

Övningsuppgifterna bör ha svar (=vara jämna) så man märker om man löser dem fel... Vissa bevis blev lite långa och skulle kanske kunna dras mindre utförligt, för att ge utrymme till kompletta lösningar på exempel.

Noggrannare info om vad som är de viktigaste delarna att ha med sig från kursen.