

## FYTA11-ma2, 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

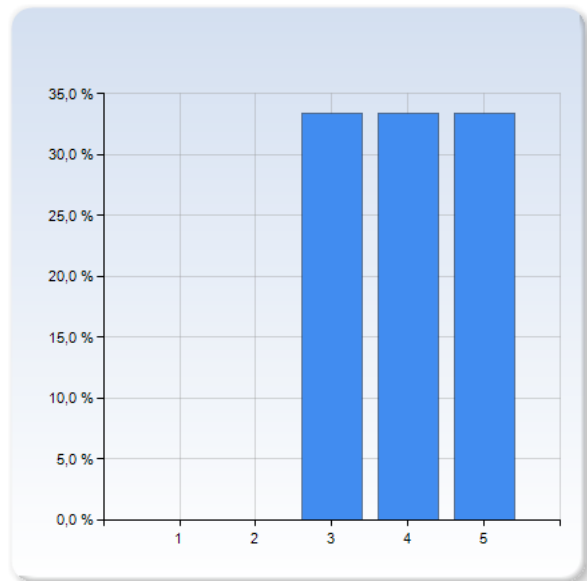
5 = very positive

***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?

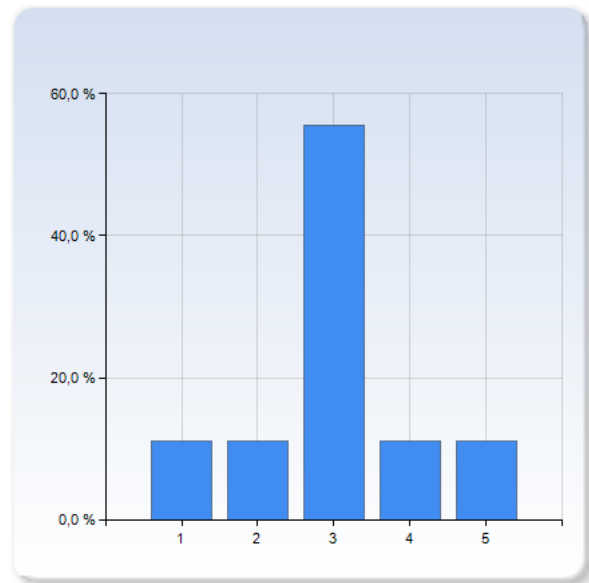
this part of the course?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	3 (33,3%)
4	3 (33,3%)
5	3 (33,3%)
Total	9 (100,0%)



this part of the course?	Mean	Standard Deviation
	4,0	0,9

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

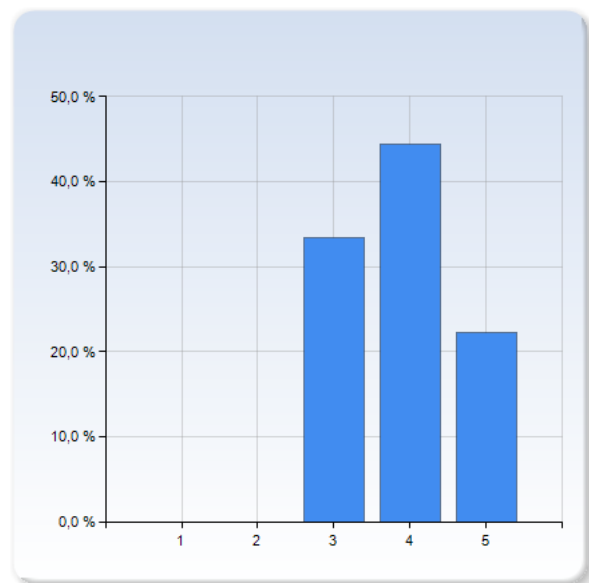
"Mathematical Methods for Physics and Engineering" by Riley, Hobson and Bence?	Number of Responses
1	1 (11,1%)
2	1 (11,1%)
3	5 (55,6%)
4	1 (11,1%)
5	1 (11,1%)
Total	9 (100,0%)



"Mathematical Methods for Physics and Engineering" by Riley, Hobson and Bence?	Mean	Standard Deviation
	3,0	1,1

### the lectures with Bo Söderberg?

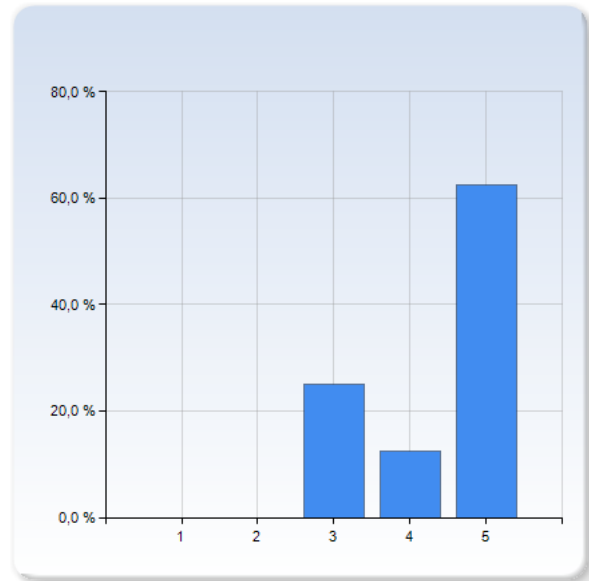
the lectures with Bo Söderberg?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	3 (33,3%)
4	4 (44,4%)
5	2 (22,2%)
Total	9 (100,0%)



the lectures with Bo Söderberg?	Mean	Standard Deviation
	3,9	0,8

### the SI sessions?

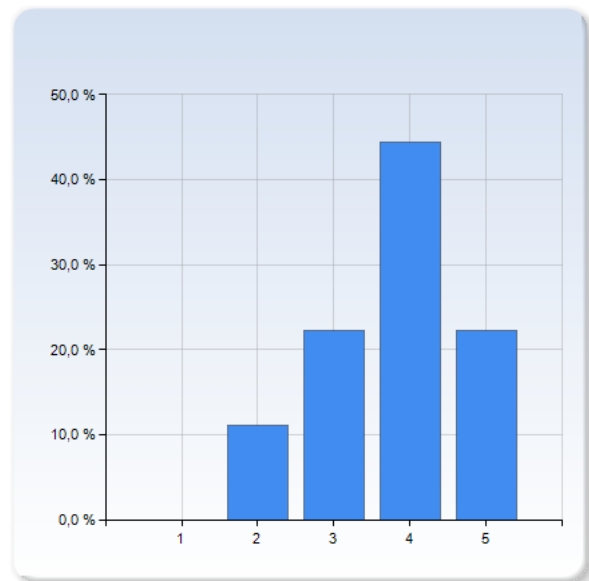
the SI sessions?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	2 (25,0%)
4	1 (12,5%)
5	5 (62,5%)
Total	8 (100,0%)



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

### the format of the problem solving sessions?

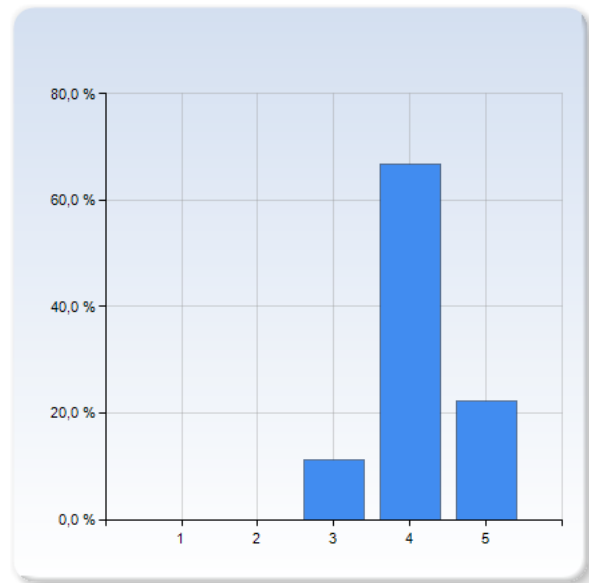
the format of the problem solving sessions?	Number of Responses
1	0 (0,0%)
2	1 (11,1%)
3	2 (22,2%)
4	4 (44,4%)
5	2 (22,2%)
Total	9 (100,0%)



the format of the problem solving sessions?	Mean	Standard Deviation
	3,8	1,0

### the exercises at the problem solving sessions?

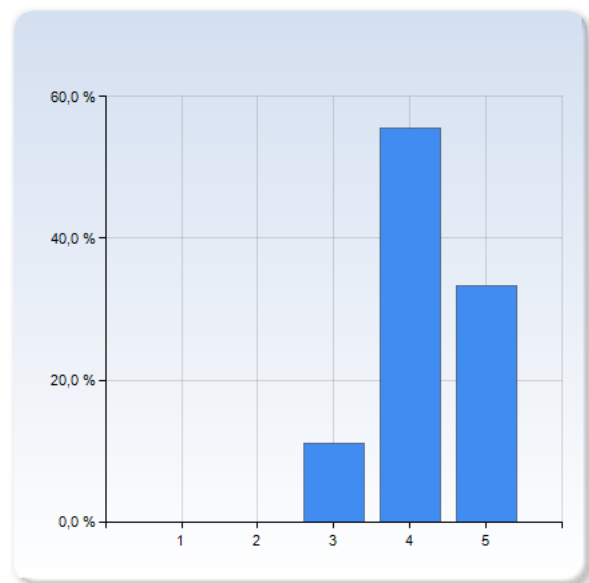
the exercises at the problem solving sessions?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (11,1%)
4	6 (66,7%)
5	2 (22,2%)
Total	9 (100,0%)



the exercises at the problem solving sessions?	Mean	Standard Deviation
	4,1	0,6

### the hand-in tasks?

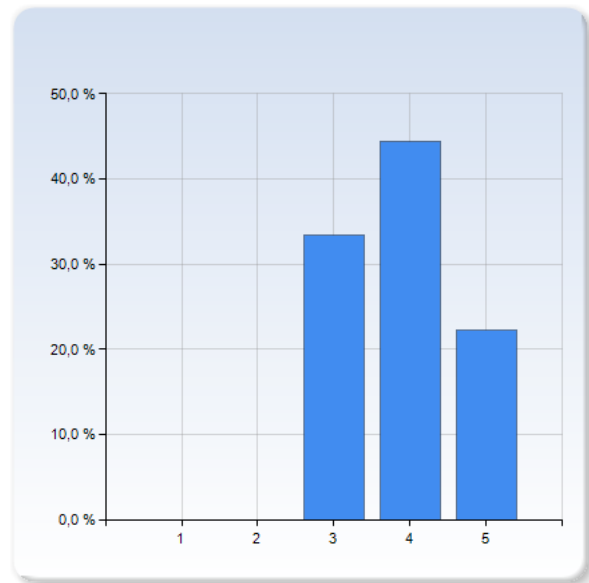
the hand-in tasks?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (11,1%)
4	5 (55,6%)
5	3 (33,3%)
Total	9 (100,0%)



the hand-in tasks?	Mean	Standard Deviation
	4,2	0,7

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

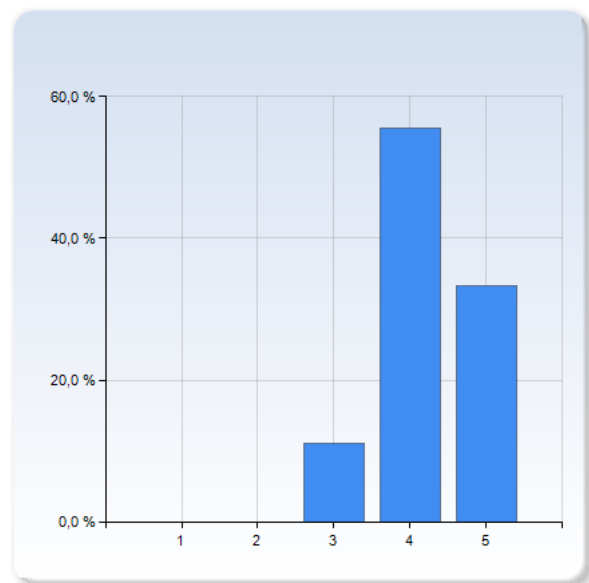
the balance between lectures and problem-solving sessions?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	3 (33,3%)
4	4 (44,4%)
5	2 (22,2%)
Total	9 (100,0%)



the balance between lectures and problem-solving sessions?	Mean	Standard Deviation
	3,9	0,8

### the written exam?

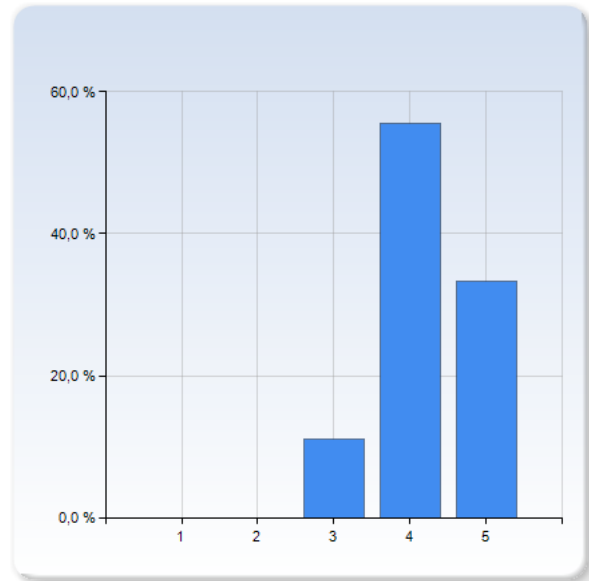
the written exam?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (11,1%)
4	5 (55,6%)
5	3 (33,3%)
Total	9 (100,0%)



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

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

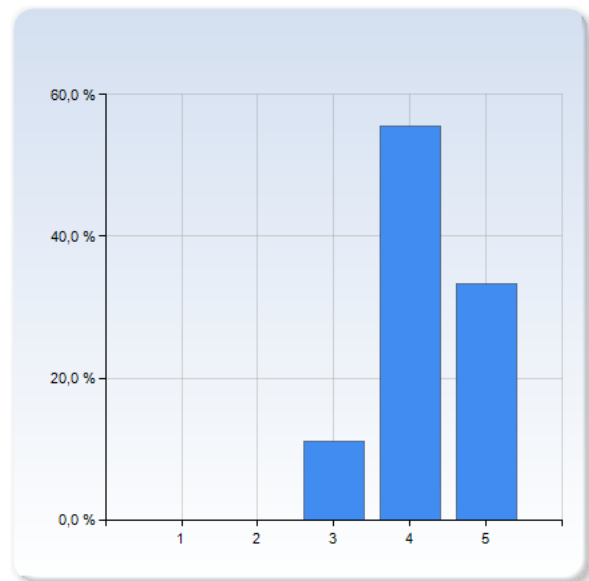
the information about the course when it started?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (11,1%)
4	5 (55,6%)
5	3 (33,3%)
Total	9 (100,0%)



the information about the course when it started?	Mean	Standard Deviation
	4,2	0,7

### 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	1 (11,1%)
4	5 (55,6%)
5	3 (33,3%)
Total	9 (100,0%)



the information about what was expected of you?	Mean	Standard Deviation
	4,2	0,7

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

The book is awful, very much jumping is needed when looking for definitions and examples on how to solve different problems. When I wanna look up how to solve problem B it often reuses some earlier, simpler problem A, and refers back to the solution for that problem for the basis on how to solve B and then expanding with the new stuff. Some people maybe like it that way, but I find it jumpy and would prefer a new problem and complete solution of the example. The formatting in the book just feels like a wall of text. Would really recommend looking up another book, even tough I don't know if they are any that covers the course material good enough...

Formatet på räkneövningarna passade inte mig, då jag föredrar att välja vad jag själv behöver öva på och ta saker i den ordning som passar mig. Boken är mycket bra och innehåller det mesta som jag behövde.

Bos föreläsningar är kompakta och snabba, vilket det verkar som att de måste vara för att hinna med kursmaterialet. Ibland introduceras saker i skymundan, de dyker upp i mitten på ett exempel eller som fotnot till något, vilket är halvbra. Man måste vara alert för att hinna med.

The writing on the board was a bit messy and could be improved and perhaps slow the speed down and maybe add an extra lecture per week to make up for the lost time.

Except from Bo going a bit fast forward at times there's nothing to remark upon

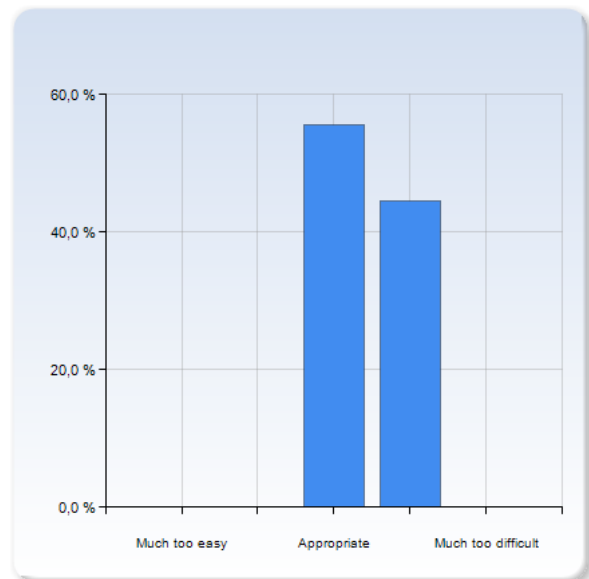
Only used the book for the problems, otherwise lecture notes were enough.

## The level of difficulty.

### "How difficult..."

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

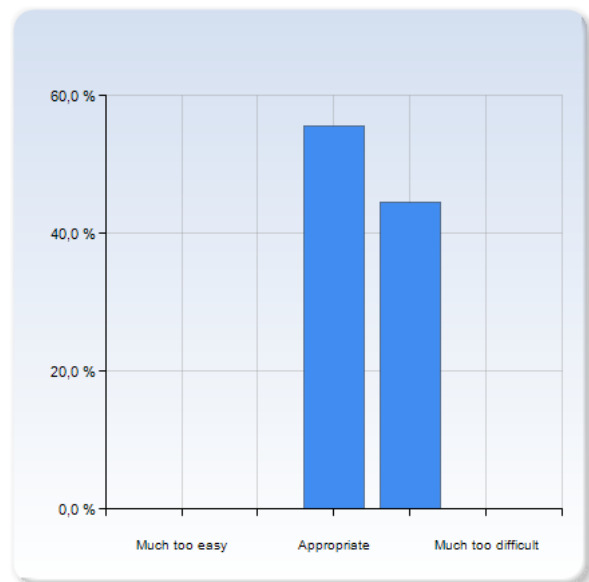
was this part of the course in general?	Number of Responses
Much too easy	0 (0,0%)
	0 (0,0%)
Appropriate	5 (55,6%)
	4 (44,4%)
Much too difficult	0 (0,0%)
Total	9 (100,0%)



was this part of the course in general?	Mean	Standard Deviation
	3,4	0,5

#### were the lectures with Bo Söderberg?

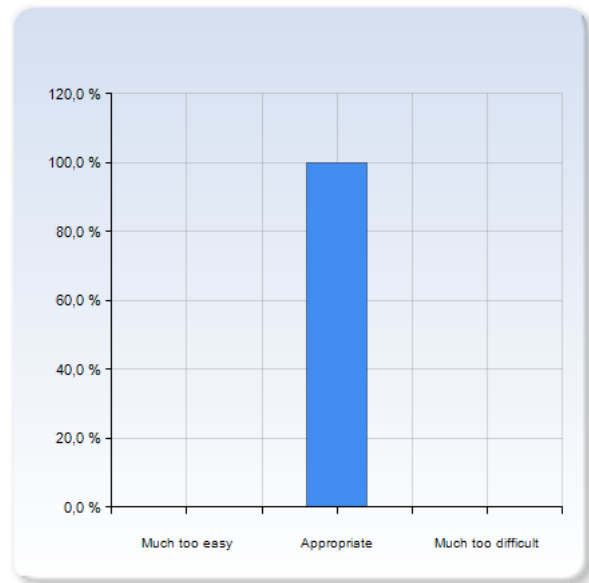
were the lectures with Bo Söderberg?	Number of Responses
Much too easy	0 (0,0%)
	0 (0,0%)
Appropriate	5 (55,6%)
	4 (44,4%)
Much too difficult	0 (0,0%)
Total	9 (100,0%)



were the lectures with Bo Söderberg?	Mean	Standard Deviation
	3,4	0,5

### were the SI sessions?

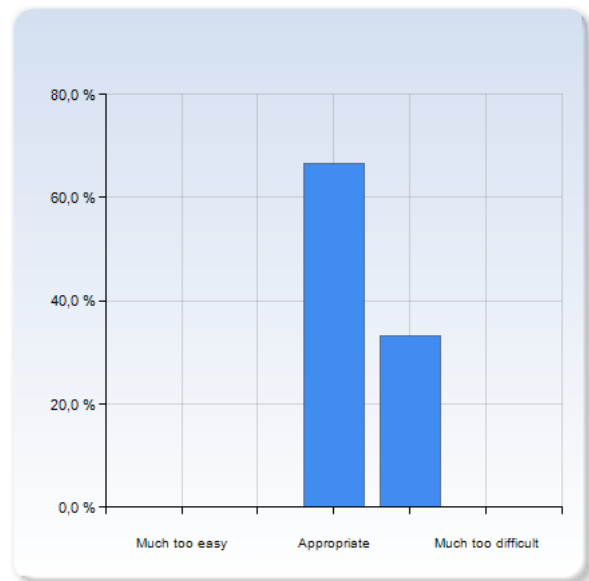
were the SI sessions?	Number of Responses
Much too easy	0 (0,0%)
Appropriate	9 (100,0%)
Much too difficult	0 (0,0%)
Total	9 (100,0%)



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

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

were the exercises at the problem solving sessions?	Number of Responses
Much too easy	0 (0,0%)
Appropriate	6 (66,7%)
Much too difficult	3 (33,3%)
Total	9 (100,0%)

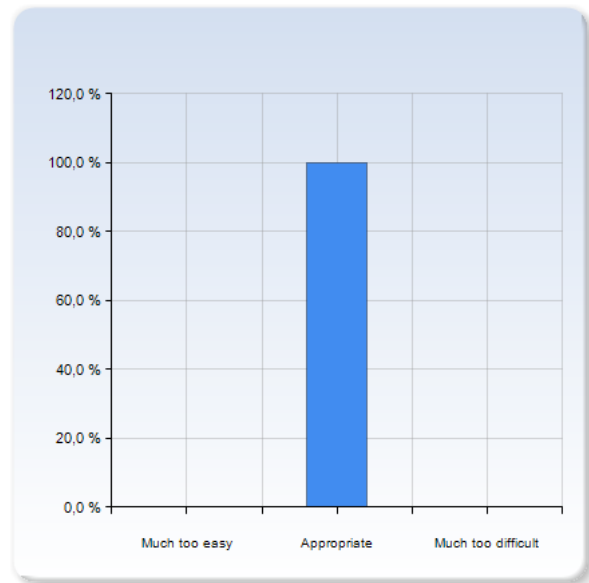


were the exercises at the problem solving sessions?	Mean	Standard Deviation
	3,3	0,5



### were the hand-in tasks?

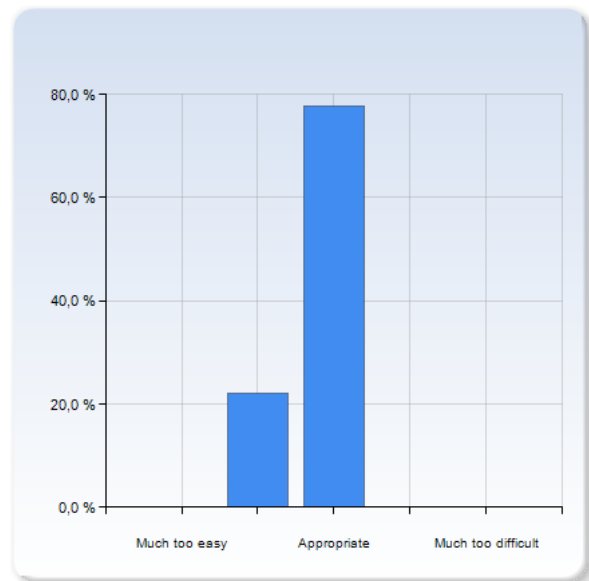
were the hand-in tasks?	Number of Responses
Much too easy	0 (0,0%)
Appropriate	9 (100,0%)
Much too difficult	0 (0,0%)
Total	9 (100,0%)



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

### was the written exam?

was the written exam?	Number of Responses
Much too easy	0 (0,0%)
Appropriate	7 (77,8%)
Much too difficult	0 (0,0%)
Total	9 (100,0%)



was the written exam?	Mean	Standard Deviation
	2,8	0,4

#### Comment

Mostly due to the high tempo, most things didn't have time to sink in and get used and practiced on before next part was presented.

Tentamen var förvånansvärt lätt (törs jag säga innan jag fått den rättad) och eftersom den inte innehöll några frågor om sannolikhet vet jag inte om den täckte in hela kursen.

På räkneövningarna var uppgifterna ibland i överkant vad gäller svårighet men man har chans att fråga, vilket man inte hade haft hemma.

The exam is hard to say anything about, haven't seen the results yet :)

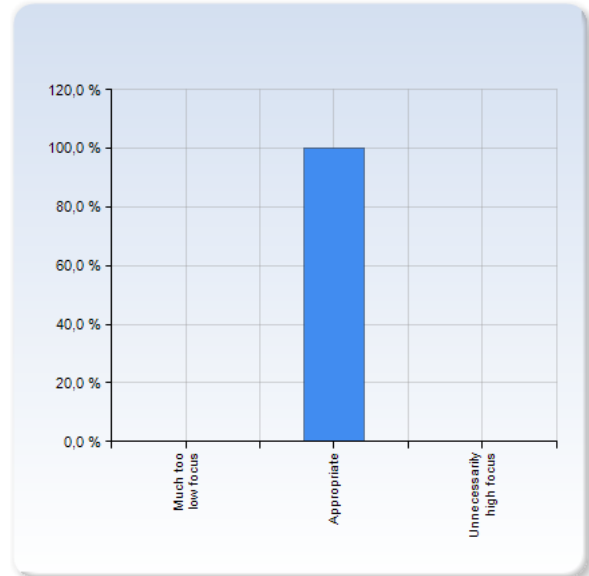
**The focus of this part of the course.**

**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..."**

**masters basic differential operations, knows how to interpret them, and can apply basic integral theorems**

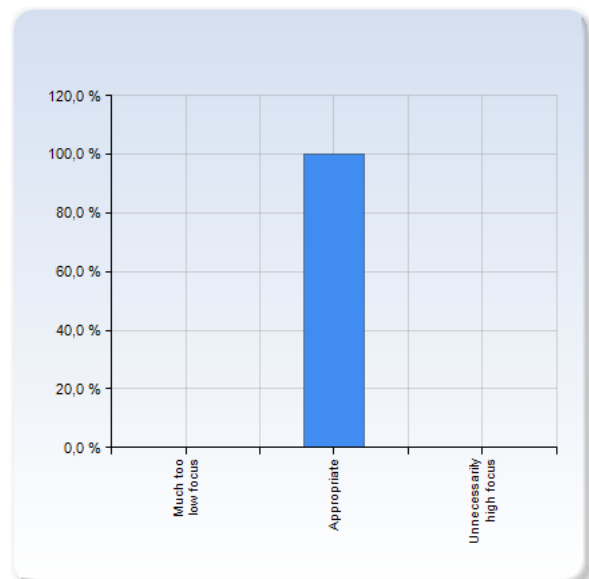
masters basic differential operations, knows how to interpret them, and can apply basic integral theorems	Number of Responses
Much too low focus	0 (0,0%)
Appropriate	9 (100,0%)
Unnecessarily high focus	0 (0,0%)
Total	9 (100,0%)



	Mean	Standard Deviation
masters basic differential operations, knows how to interpret them, and can apply basic integral theorems	3,0	0,0

**is familiar with the most common partial differential equations with relevance for physics and their origins: the continuity equation, the diffusion equation, the wave equation, and can solve them by separation of variables**

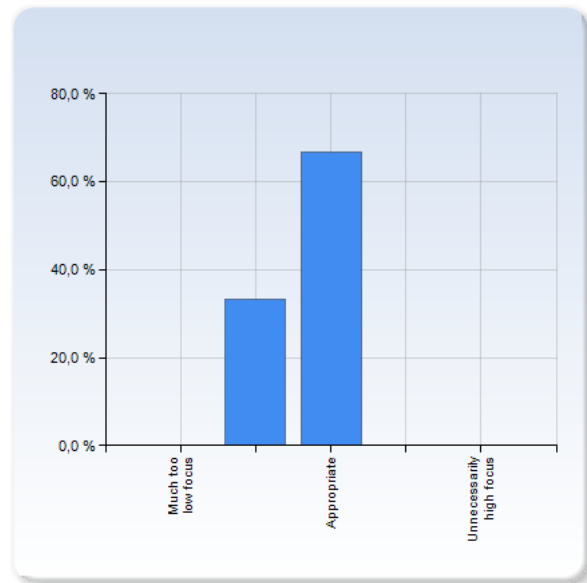
is familiar with the most common partial differential equations with relevance for physics and their origins: the continuity equation, the diffusion equation, the wave equation, and can solve them by separation of variables	Number of Responses
Much too low focus	0 (0,0%)
Appropriate	9 (100,0%)
Unnecessarily high focus	0 (0,0%)
Total	9 (100,0%)



	Mean	Standard Deviation
is familiar with the most common partial differential equations with relevance for physics and their origins: the continuity equation, the diffusion equation, the wave equation, and can solve them by separation of variables	3,0	0,0

## masters basic Fourier analysis and can use Fourier series and transforms

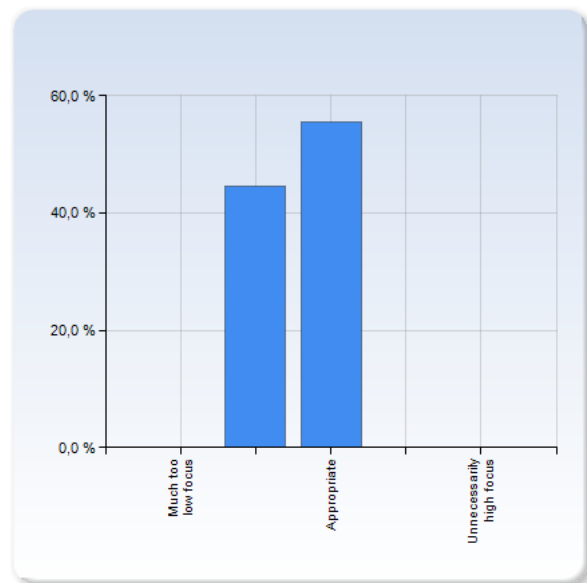
masters basic Fourier analysis and can use Fourier series and transforms	Number of Responses
Much too low focus	0 (0,0%)
	3 (33,3%)
Appropriate	6 (66,7%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	9 (100,0%)



	Mean	Standard Deviation
masters basic Fourier analysis and can use Fourier series and transforms	2,7	0,5

## masters the fundamental concepts of expectation value and variance, can use the binomial, Poisson, and normal distributions, and can account for their mutual relations

masters the fundamental concepts of expectation value and variance, can use the binomial, Poisson, and normal distributions, and can account for their mutual relations	Number of Responses
Much too low focus	0 (0,0%)
	4 (44,4%)
Appropriate	5 (55,6%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	9 (100,0%)



	Mean	Standard Deviation
masters the fundamental concepts of expectation value and variance, can use the binomial, Poisson, and normal distributions, and can account for their mutual relations	2,6	0,5

### Comment

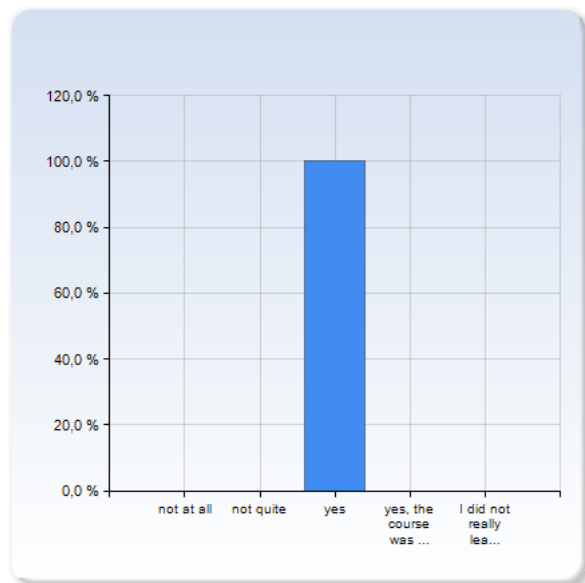
The balance was pretty fine. Would like to see more of the probability stuff, and earlier.

Just fouriertransformen saknades helt.

Fourierserier men ingen fourieranalys så vitt jag vet

## Did you have enough prior knowledge for this part of the course?

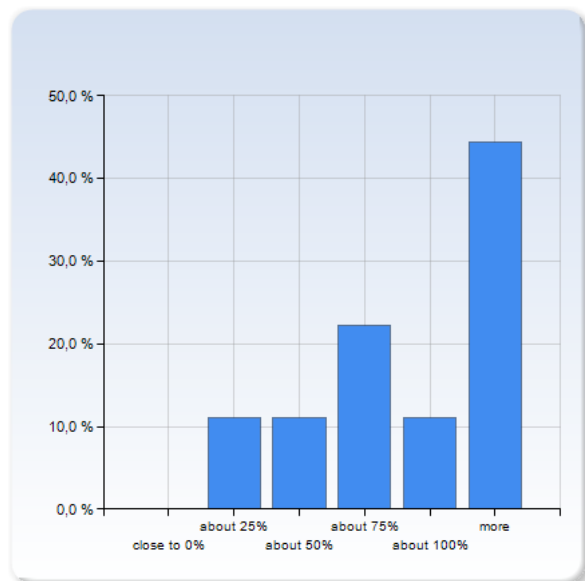
Did you have enough prior knowledge for this part of the course?	Number of Responses
not at all	0 (0,0%)
not quite	0 (0,0%)
yes	9 (100,0%)
yes, the course was a bit easy	0 (0,0%)
I did not really learn anything new	0 (0,0%)
Total	9 (100,0%)



	Mean	Standard Deviation
Did you have enough prior knowledge for this part of the course?	3,0	0,0

## How much time have you spent on this part of the 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 part of the 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%	1 (11,1%)
about 50%	1 (11,1%)
about 75%	2 (22,2%)
about 100%	1 (11,1%)
more	4 (44,4%)
Total	9 (100,0%)



	Mean	Standard Deviation
How much time have you spent on this part of the course? (100% means 9-10 weeks, 20 hours per week, adding up to roughly 25 work-days)	4,7	1,5

### Comment

Varied a lot, depending on how hard the hand-in tasks were. Sometimes 75%, sometimes 125%

## What did you particularly like with this part of the course?

What did you particularly like with this part of the course?

The SI and problem solving sessions really built up my understanding on how to use the math.

Allt är oerhört intressant och matematik är det roligaste som går att läsa.

Provides a good toolbox

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## What in this part of the course do you think could improve?

What in this part of the course do you think could improve?

The tempo was too high. Almost all of the lectures went over time and the part on the overtime feels kinda stressed & blurry. My suggestion would be to put in another lecture every week or increase the length of the current two lectures by 1 hour each. That way, the lecturer could have a lower, smoother tempo and on the same time put in more repetition of previous lecture + examples. It would be nice to have solutions for prior exams available.

Inget jag kan komma på.

Try to move at least one of the last 2 lectures to the beginning, that'd make the simulations that much easier

The handwriting...

Kursen kändes stressad. Jag vet inte om det är för att det var för få föreläsningstillfällen eller om Bosse inte utnyttjade tiden optimalt. Vilket känns lite konstigt så här i efterhand då han drog över i stort sett varje gång...