FYTA11-prog, ht13

Respondents: 10
Answer Count: 7
Answer Frequency: 70,00 %

General opinion

Give your opinion in the scale 1-5.

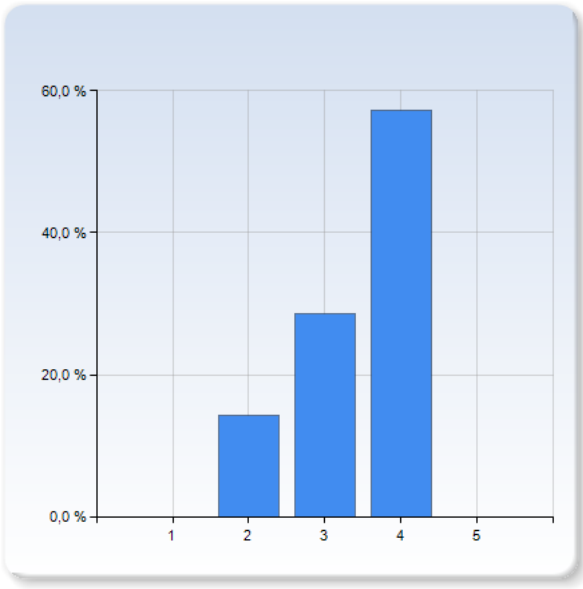
1 = very negative
2 = negative
3 = neutral
4 = positive
5 = very positive

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?

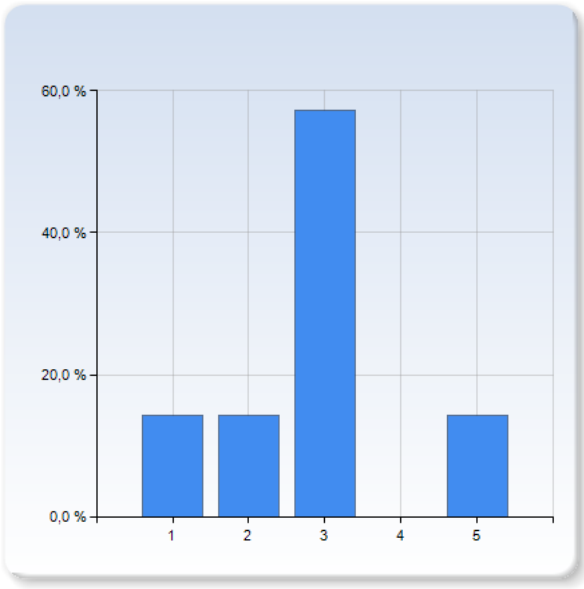
this part of the course?	Number of Responses
1	0 (0,0%)
2	1 (14,3%)
3	2 (28,6%)
4	4 (57,1%)
5	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
this part of the course?	3,4	0,8

"Java direkt - med Swing" by Jan Skansholm?

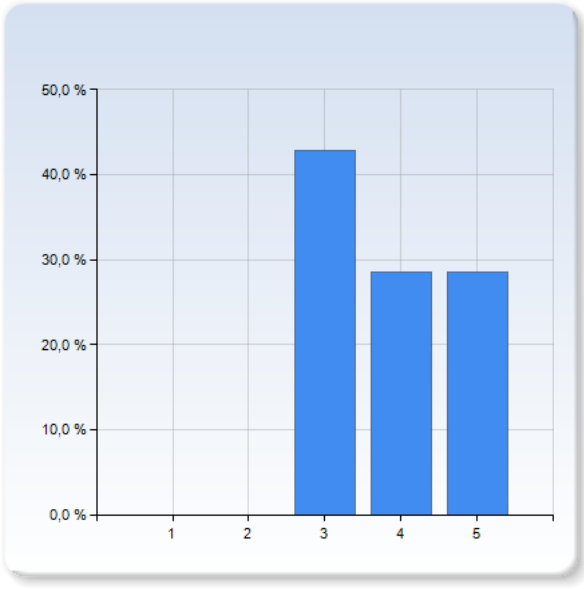
"Java direkt - med Swing" by Jan Skansholm?	Number of Responses
1	1 (14,3%)
2	1 (14,3%)
3	4 (57,1%)
4	0 (0,0%)
5	1 (14,3%)
Total	7 (100,0%)



	Mean	Standard Deviation
"Java direkt - med Swing" by Jan Skansholm?	2,9	1,2

the lectures with Carl Troein?

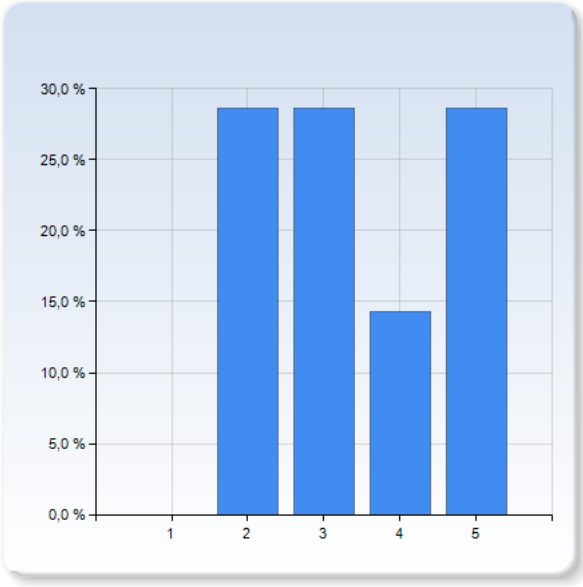
the lectures with Carl Troein?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	3 (42,9%)
4	2 (28,6%)
5	2 (28,6%)
Total	7 (100,0%)



	Mean	Standard Deviation
the lectures with Carl Troein?	3,9	0,9

the simulation exercises?

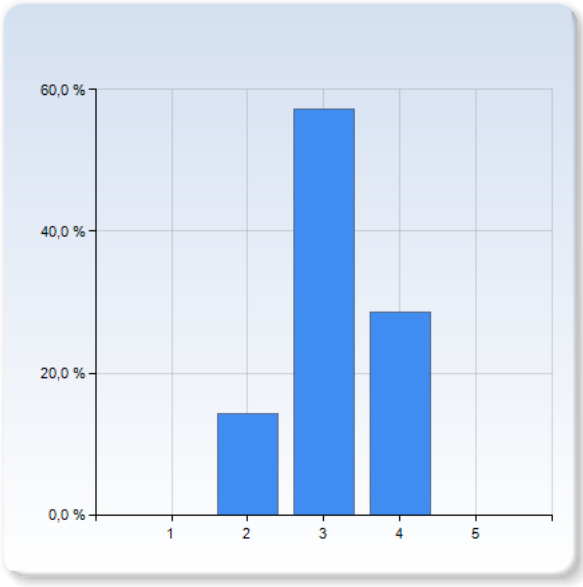
the simulation exercises?	Number of Responses
1	0 (0,0%)
2	2 (28,6%)
3	2 (28,6%)
4	1 (14,3%)
5	2 (28,6%)
Total	7 (100,0%)



	Mean	Standard Deviation
the simulation exercises?	3,4	1,3

the introductions to the simulation exercises?

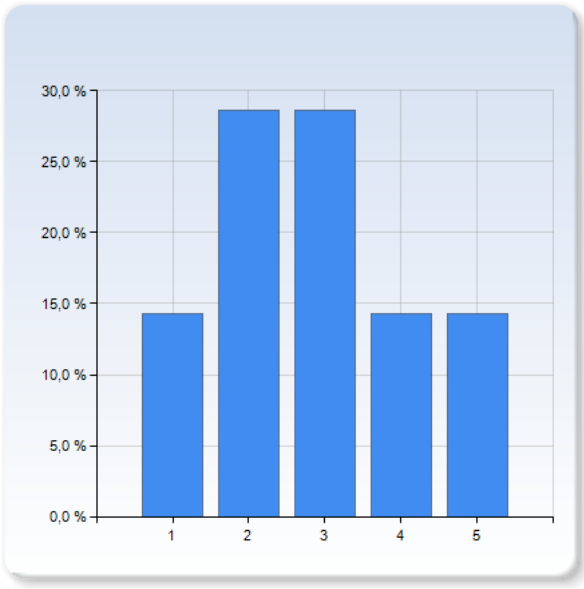
the introductions to the simulation exercises?	Number of Responses
1	0 (0,0%)
2	1 (14,3%)
3	4 (57,1%)
4	2 (28,6%)
5	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
the introductions to the simulation exercises?	3,1	0,7

the theoretical parts of the simulation exercises?

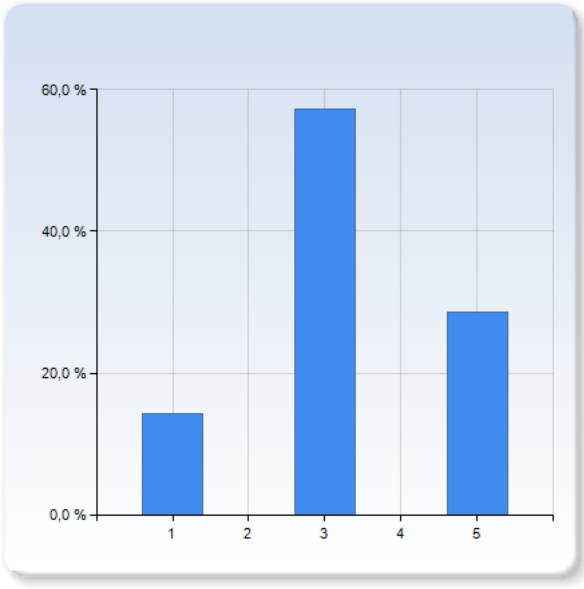
the theoretical parts of the simulation exercises?	Number of Responses
1	1 (14,3%)
2	2 (28,6%)
3	2 (28,6%)
4	1 (14,3%)
5	1 (14,3%)
Total	7 (100,0%)



	Mean	Standard Deviation
the theoretical parts of the simulation exercises?	2,9	1,3

the programming parts of the simulation exercises?

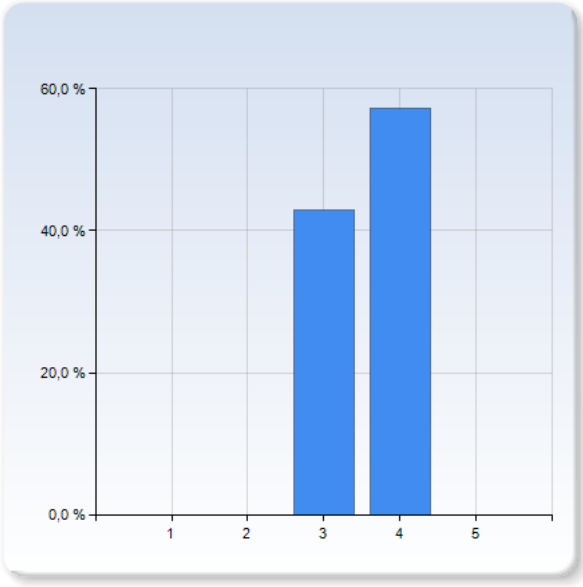
the programming parts of the simulation exercises?	Number of Responses
1	1 (14,3%)
2	0 (0,0%)
3	4 (57,1%)
4	0 (0,0%)
5	2 (28,6%)
Total	7 (100,0%)



	Mean	Standard Deviation
the programming parts of the simulation exercises?	3,3	1,4

the supervision by Carl Troein on S1. Buffon's Needle

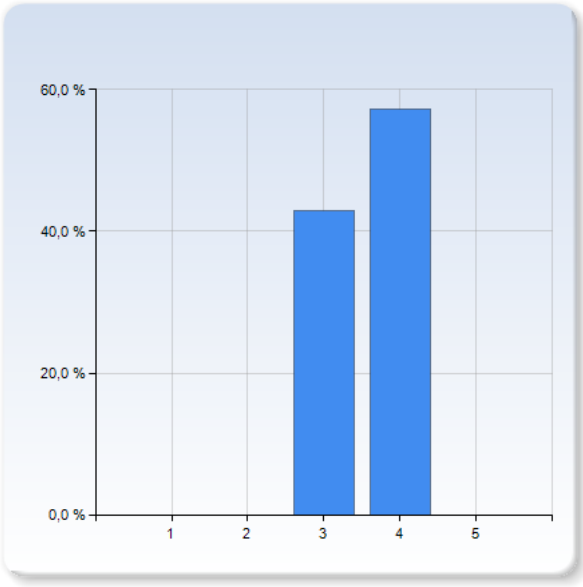
the supervision by Carl Troein on S1. Buffon's Needle	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	3 (42,9%)
4	4 (57,1%)
5	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
the supervision by Carl Troein on S1. Buffon's Needle	3,6	0,5

the theoretical part of S1. Buffon's Needle

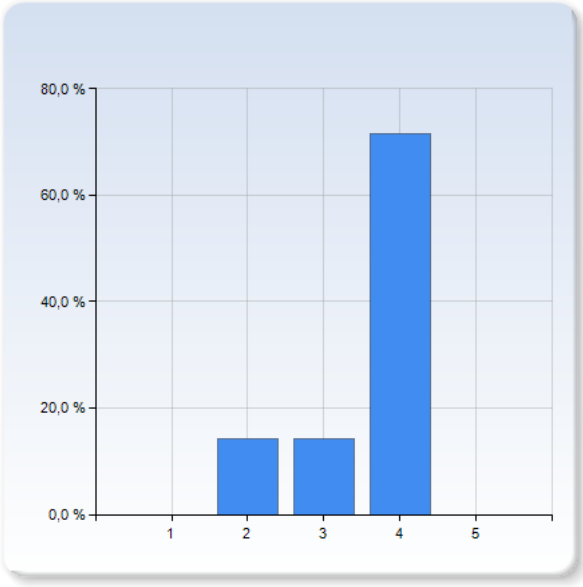
the theoretical part of S1. Buffon's Needle	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	3 (42,9%)
4	4 (57,1%)
5	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
the theoretical part of S1. Buffon's Needle	3,6	0,5

the programming part of S1. Buffon's Needle

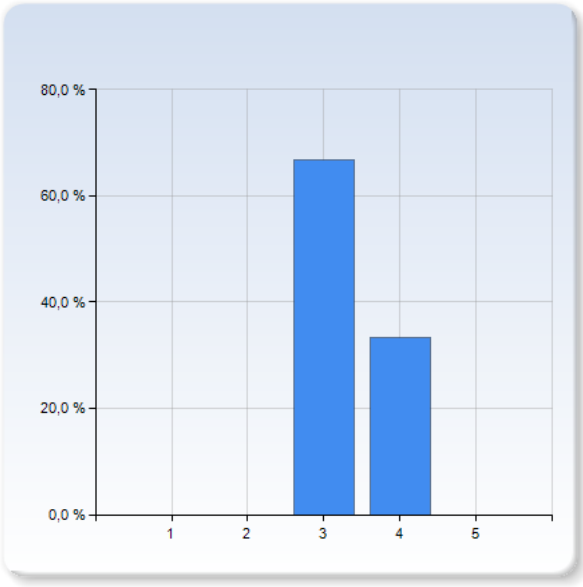
the programming part of S1. Buffon's Needle	Number of Responses
1	0 (0,0%)
2	1 (14,3%)
3	1 (14,3%)
4	5 (71,4%)
5	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
the programming part of S1. Buffon's Needle	3,6	0,8

the supervision by André Larsson on S2. Random Walk

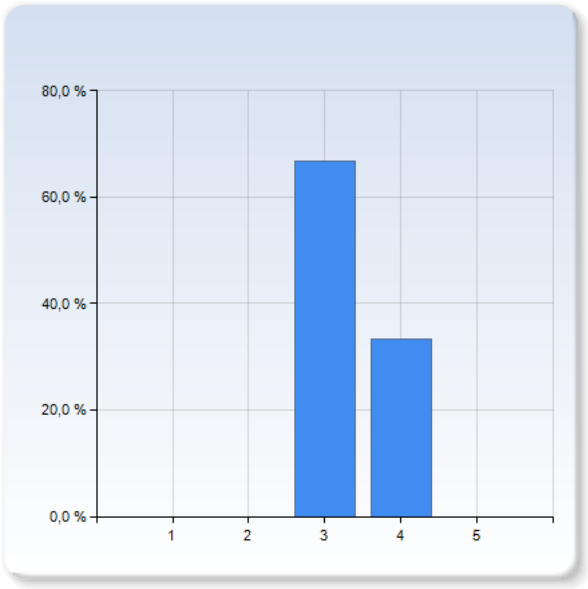
the supervision by André Larsson on S2. Random Walk	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	4 (66,7%)
4	2 (33,3%)
5	0 (0,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
the supervision by André Larsson on S2. Random Walk	3,3	0,5

the theoretical part of S2. Random Walk

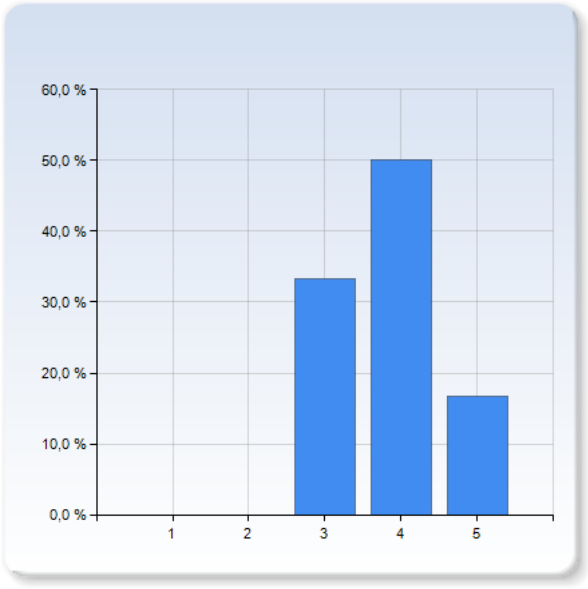
the theoretical part of S2. Random Walk	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	4 (66,7%)
4	2 (33,3%)
5	0 (0,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
the theoretical part of S2. Random Walk	3,3	0,5

the programming part of S2. Random Walk

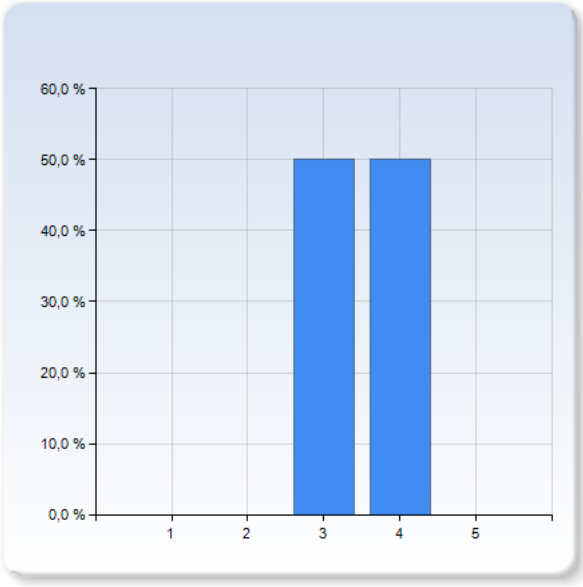
the programming part of S2. Random Walk	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	2 (33,3%)
4	3 (50,0%)
5	1 (16,7%)
Total	6 (100,0%)



	Mean	Standard Deviation
the programming part of S2. Random Walk	3,8	0,8

the supervision by Jesper Roy Christiansen on S3. Earthquakes

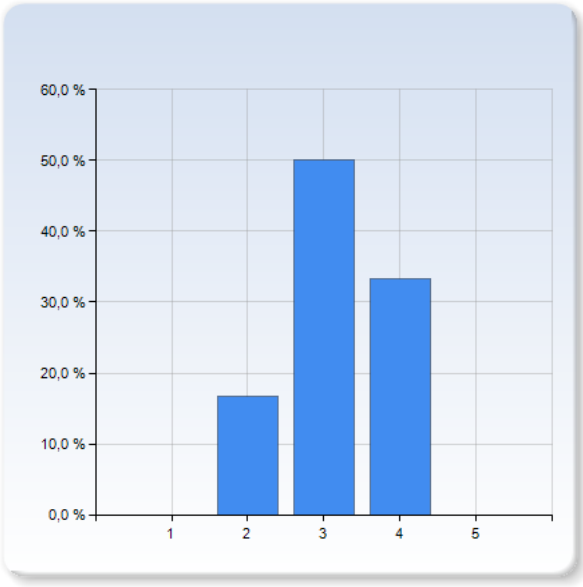
the supervision by Jesper Roy Christiansen on S3. Earthquakes	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	3 (50,0%)
4	3 (50,0%)
5	0 (0,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
the supervision by Jesper Roy Christiansen on S3. Earthquakes	3,5	0,5

the theoretical part of S3. Earthquakes

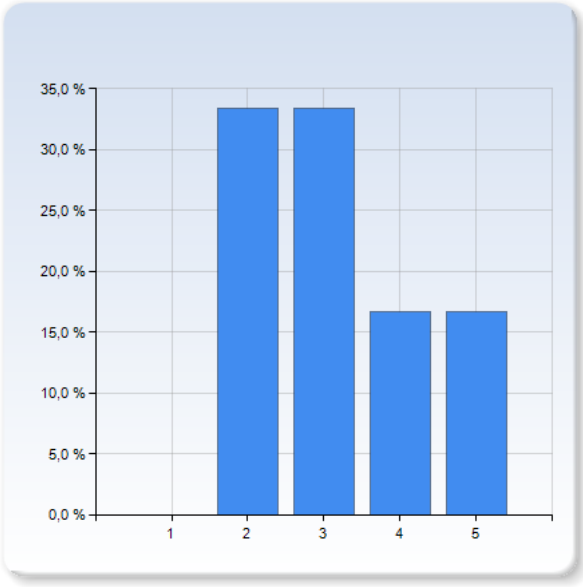
the theoretical part of S3. Earthquakes	Number of Responses
1	0 (0,0%)
2	1 (16,7%)
3	3 (50,0%)
4	2 (33,3%)
5	0 (0,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
the theoretical part of S3. Earthquakes	3,2	0,8

the programming part of S3. Earthquakes

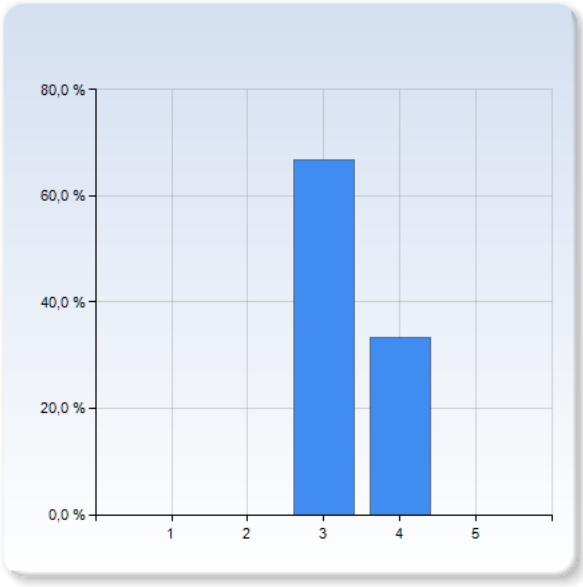
the programming part of S3. Earthquakes	Number of Responses
1	0 (0,0%)
2	2 (33,3%)
3	2 (33,3%)
4	1 (16,7%)
5	1 (16,7%)
Total	6 (100,0%)



	Mean	Standard Deviation
the programming part of S3. Earthquakes	3,2	1,2

the supervision by Bo Söderberg on S4. The Hopfield Model

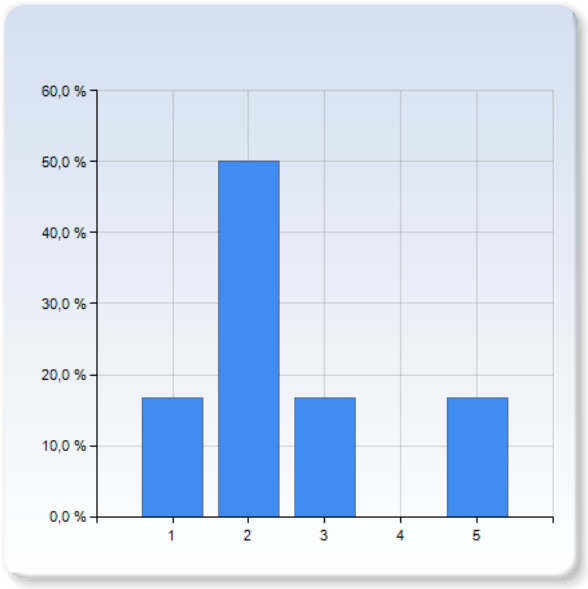
the supervision by Bo Söderberg on S4. The Hopfield Model	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	4 (66,7%)
4	2 (33,3%)
5	0 (0,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
the supervision by Bo Söderberg on S4. The Hopfield Model	3,3	0,5

the theoretical part of S4. The Hopfield Model

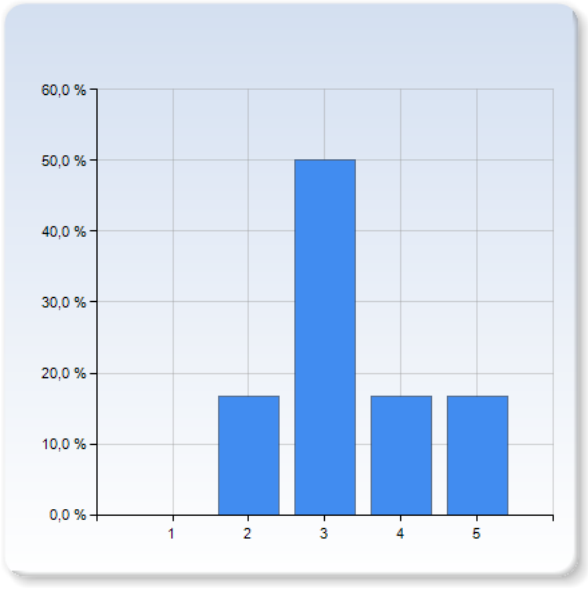
the theoretical part of S4. The Hopfield Model	Number of Responses
1	1 (16,7%)
2	3 (50,0%)
3	1 (16,7%)
4	0 (0,0%)
5	1 (16,7%)
Total	6 (100,0%)



	Mean	Standard Deviation
the theoretical part of S4. The Hopfield Model	2,5	1,4

the programming part of S4. The Hopfield Model

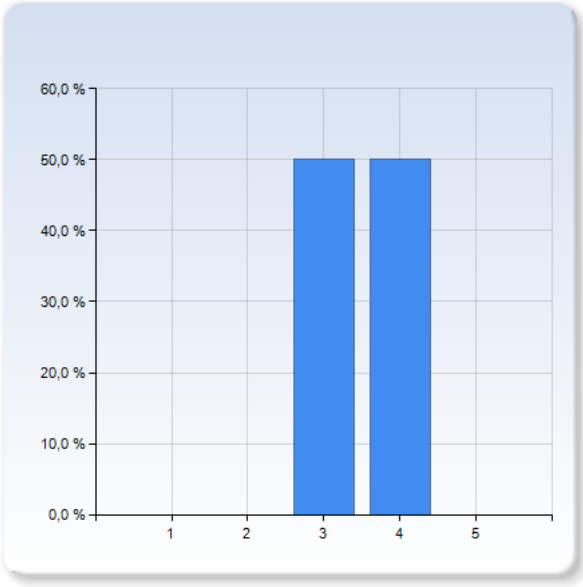
the programming part of S4. The Hopfield Model	Number of Responses
1	0 (0,0%)
2	1 (16,7%)
3	3 (50,0%)
4	1 (16,7%)
5	1 (16,7%)
Total	6 (100,0%)



	Mean	Standard Deviation
the programming part of S4. The Hopfield Model	3,3	1,0

the supervision by Christian Holzgräfe on S5. Molecular Vibrations

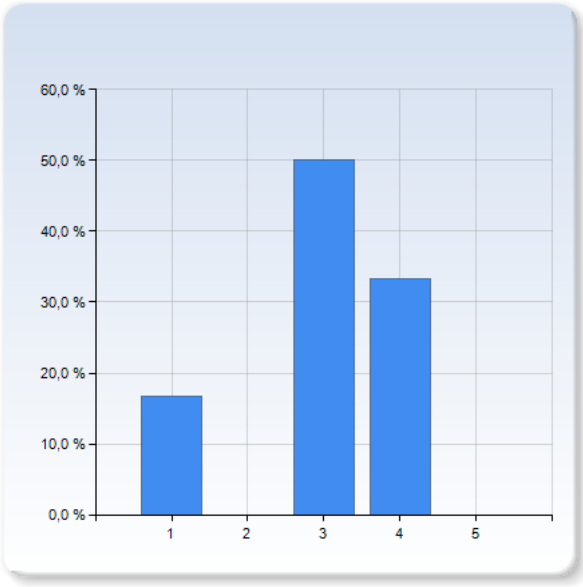
the supervision by Christian Holzgräfe on S5. Molecular Vibrations	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	3 (50,0%)
4	3 (50,0%)
5	0 (0,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
the supervision by Christian Holzgräfe on S5. Molecular Vibrations	3,5	0,5

the theoretical part of S5. Molecular Vibrations

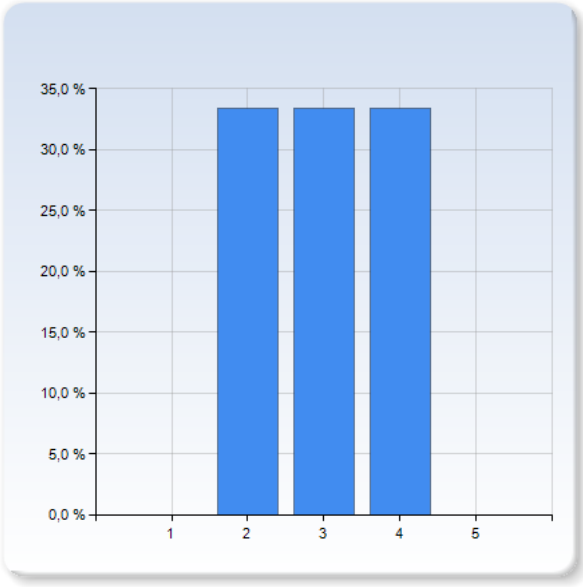
the theoretical part of S5. Molecular Vibrations	Number of Responses
1	1 (16,7%)
2	0 (0,0%)
3	3 (50,0%)
4	2 (33,3%)
5	0 (0,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
the theoretical part of S5. Molecular Vibrations	3,0	1,1

the programming part of S5. Molecular Vibrations

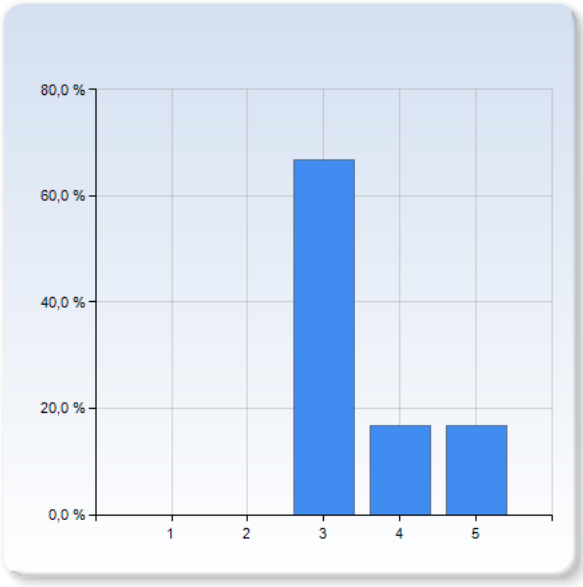
the programming part of S5. Molecular Vibrations	Number of Responses
1	0 (0,0%)
2	2 (33,3%)
3	2 (33,3%)
4	2 (33,3%)
5	0 (0,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
the programming part of S5. Molecular Vibrations	3,0	0,9

the supervision by Christian Bierlich on S6. Falling Particles

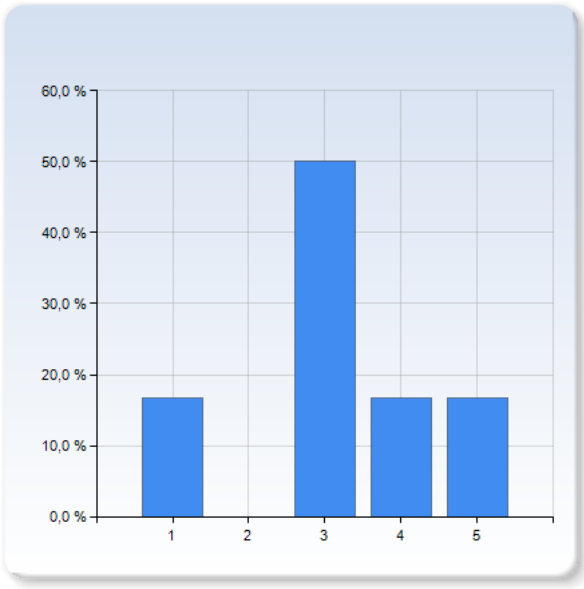
the supervision by Christian Bierlich on S6. Falling Particles	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	4 (66,7%)
4	1 (16,7%)
5	1 (16,7%)
Total	6 (100,0%)



	Mean	Standard Deviation
the supervision by Christian Bierlich on S6. Falling Particles	3,5	0,8

the theoretical part of S6. Falling Particles

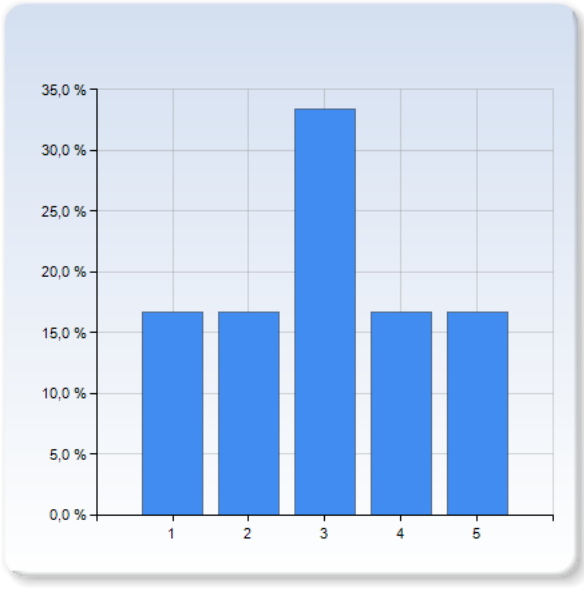
the theoretical part of S6. Falling Particles	Number of Responses
1	1 (16,7%)
2	0 (0,0%)
3	3 (50,0%)
4	1 (16,7%)
5	1 (16,7%)
Total	6 (100,0%)



	Mean	Standard Deviation
the theoretical part of S6. Falling Particles	3,2	1,3

the programming part of S6. Falling Particles

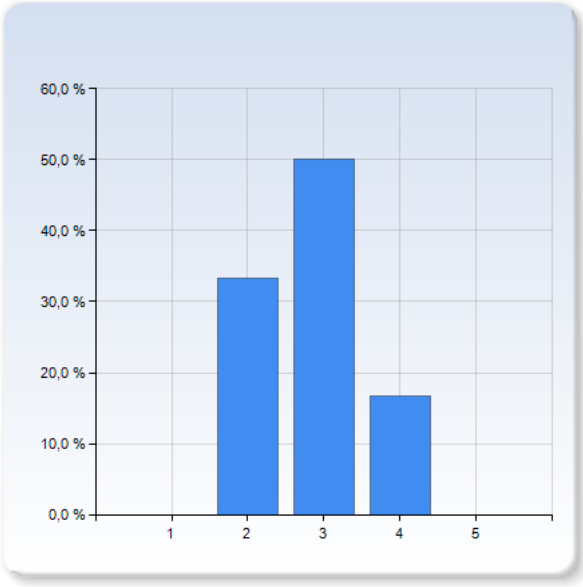
the programming part of S6. Falling Particles	Number of Responses
1	1 (16,7%)
2	1 (16,7%)
3	2 (33,3%)
4	1 (16,7%)
5	1 (16,7%)
Total	6 (100,0%)



	Mean	Standard Deviation
the programming part of S6. Falling Particles	3,0	1,4

the supervision by Karl Fogelmark on S7. Population Dynamics

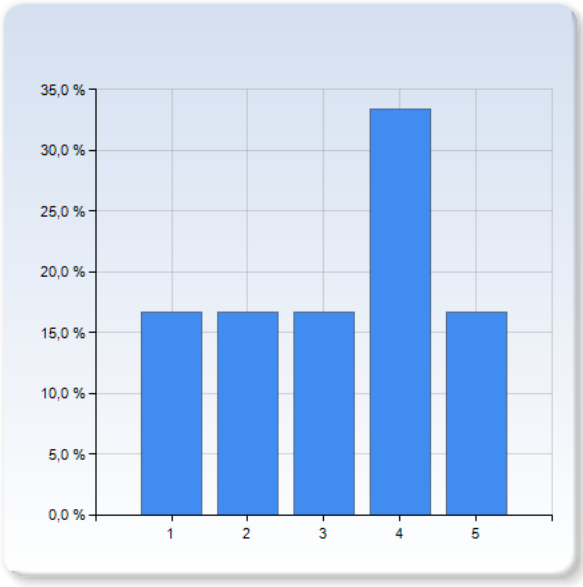
the supervision by Karl Fogelmark on S7. Population Dynamics	Number of Responses
1	0 (0,0%)
2	2 (33,3%)
3	3 (50,0%)
4	1 (16,7%)
5	0 (0,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
the supervision by Karl Fogelmark on S7. Population Dynamics	2,8	0,8

the theoretical part of S7. Population Dynamics

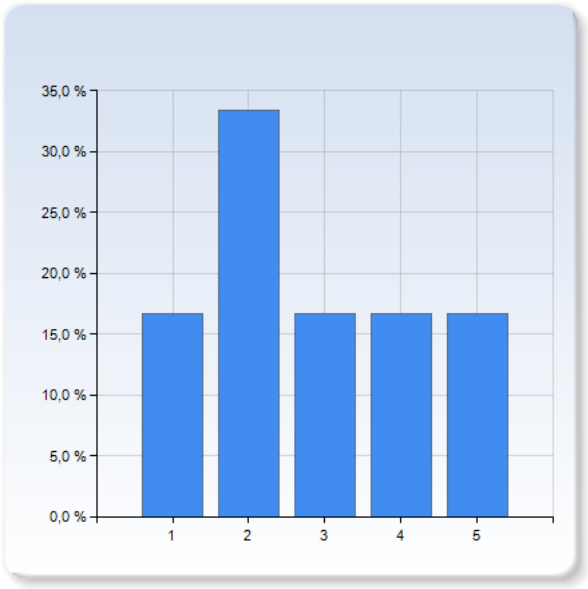
the theoretical part of S7. Population Dynamics	Number of Responses
1	1 (16,7%)
2	1 (16,7%)
3	1 (16,7%)
4	2 (33,3%)
5	1 (16,7%)
Total	6 (100,0%)



	Mean	Standard Deviation
the theoretical part of S7. Population Dynamics	3,2	1,5

the programming part of S7. Population Dynamics

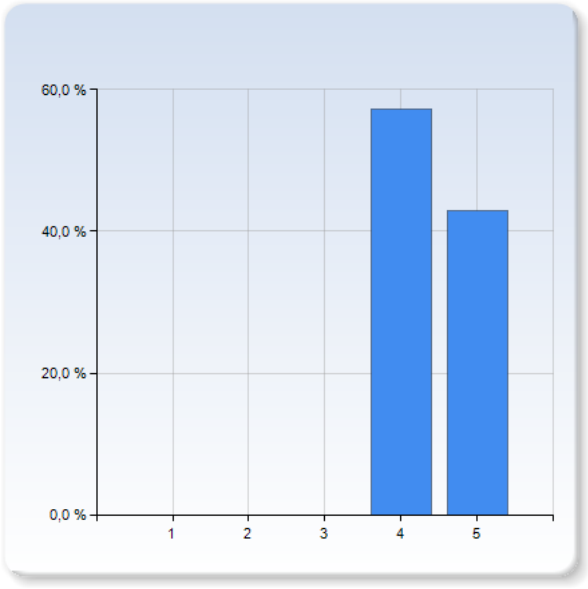
the programming part of S7. Population Dynamics	Number of Responses
1	1 (16,7%)
2	2 (33,3%)
3	1 (16,7%)
4	1 (16,7%)
5	1 (16,7%)
Total	6 (100,0%)



	Mean	Standard Deviation
the programming part of S7. Population Dynamics	2,8	1,5

the programming project?

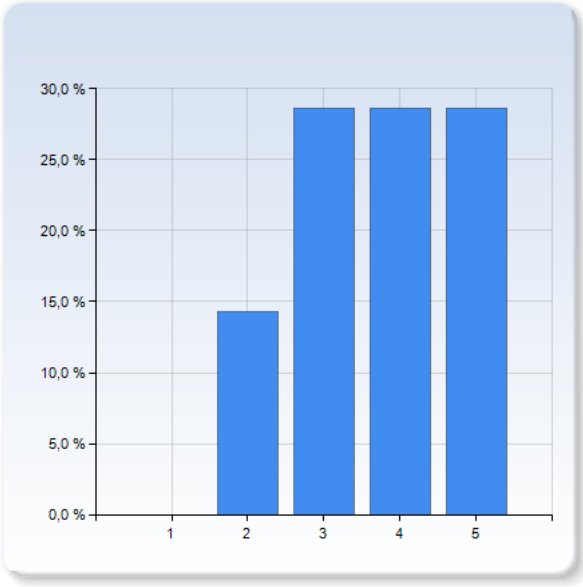
the programming project?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	4 (57,1%)
5	3 (42,9%)
Total	7 (100,0%)



	Mean	Standard Deviation
the programming project?	4,4	0,5

the balance between lectures, exercises and the project?

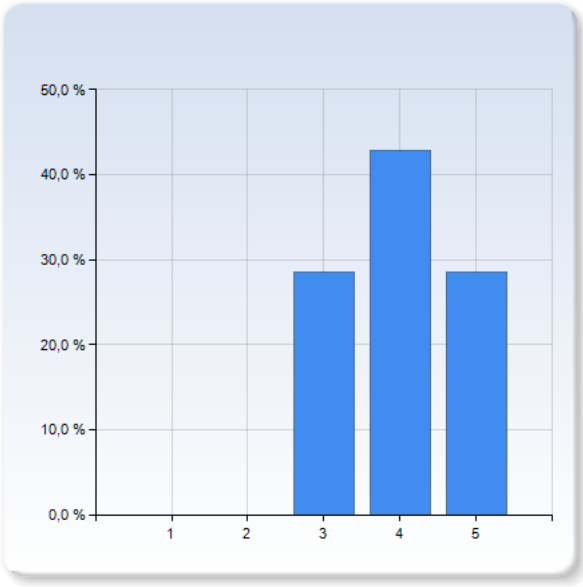
the balance between lectures, exercises and the project?	Number of Responses
1	0 (0,0%)
2	1 (14,3%)
3	2 (28,6%)
4	2 (28,6%)
5	2 (28,6%)
Total	7 (100,0%)



	Mean	Standard Deviation
the balance between lectures, exercises and the project?	3,7	1,1

the written exam?

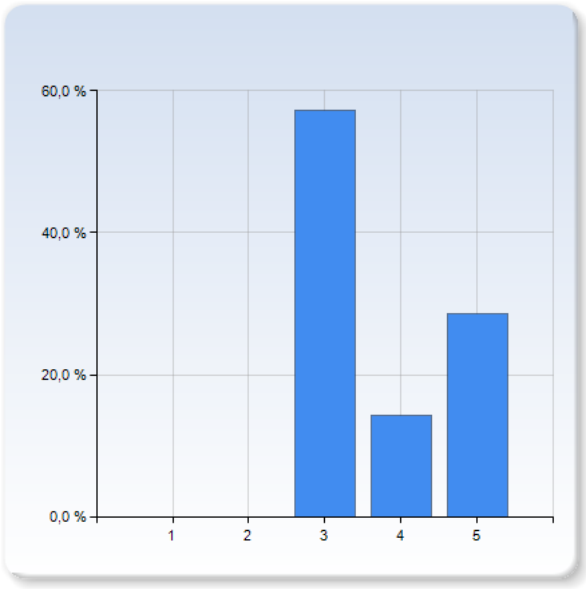
the written exam?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	2 (28,6%)
4	3 (42,9%)
5	2 (28,6%)
Total	7 (100,0%)



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

the information about the course when it started?

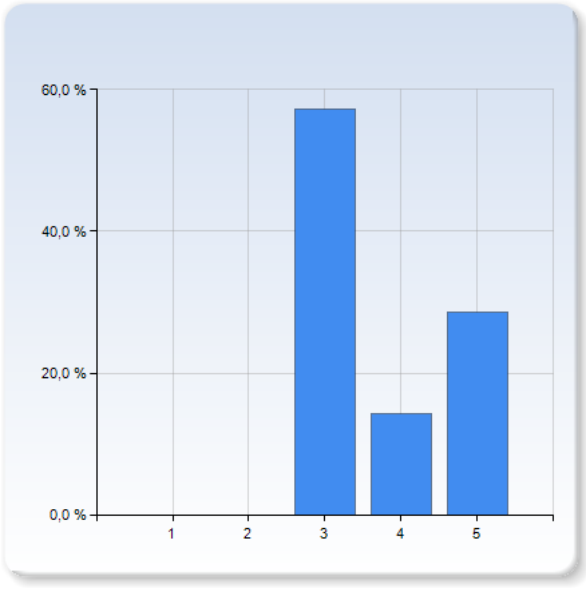
the information about the course when it started?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	4 (57,1%)
4	1 (14,3%)
5	2 (28,6%)
Total	7 (100,0%)



	Mean	Standard Deviation
the information about the course when it started?	3,7	1,0

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	4 (57,1%)
4	1 (14,3%)
5	2 (28,6%)
Total	7 (100,0%)



	Mean	Standard Deviation
the information about what was expected of you?	3,7	1,0

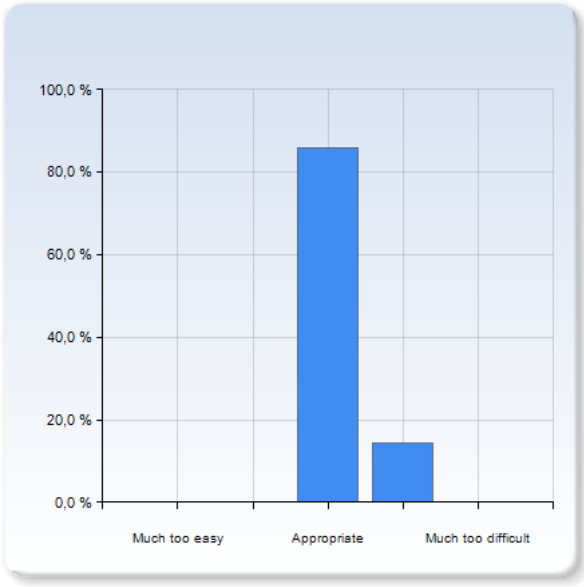
Comment (*help us interpret your grades!*)
When it comes to the programming parts of the simulations, I liked S1-S4 cause I got to write the code that actually does the simulation myself. I didn't like S5-S7 as they were too focused on searching around in code libraries after methods for calculating and presenting data in some complex way...
De flesta teoridelar var väldigt svåra, vilket gav ett härligt motstånd och en bra utmaning som gjorde det mer lärorikt och knöt an det till matematiken på ett bra sätt. Föreläsningarna var ömsom lite virriga och modelleringsövningarna var helt klart mycket viktigare för mig när jag lärde mig programmeringen än vad föreläsningarna var. Boken var lättsam och trevlig och innehöll det mesta som jag behövde.
Can't really say that I have any opinion about the simulations, it all kind of blurred together
Om kapitel 30 i matematikboken gåtts igenom först hade mycket tid sparats på görandet av teoriuppgifter.
Föreläsningarna och labbgenomgångarna var bra, det jag ogillade mest var simulationsövningarna. Jag ogillade starkt att man var så fast i vad man skulle skriva, speciellt eftersom jag inte programmerat tidigare. Det var väldigt svårt att sätta sig in i problemet och "make sense of it", i brist på bra svensk översättning. För mycket teori och för lite faktisk, egen programmering, kort sagt.

The level of difficulty.

"How difficult..."

was this part of the course in general?

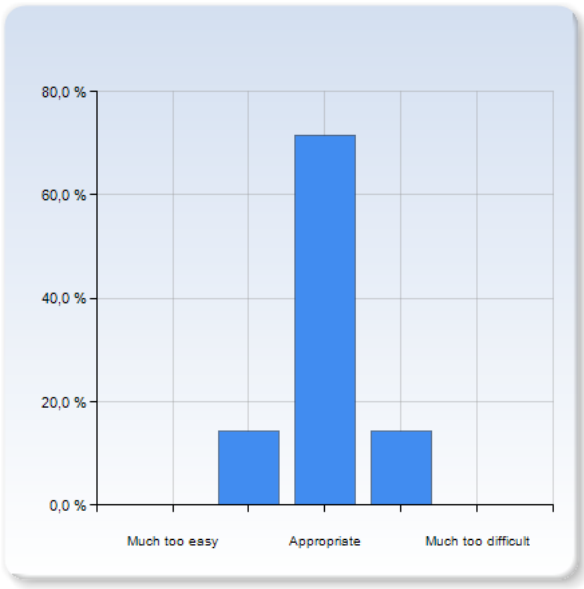
was this part of the course in general?	Number of Responses
Much too easy	0 (0,0%)
	0 (0,0%)
Appropriate	6 (85,7%)
	1 (14,3%)
Much too difficult	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
was this part of the course in general?	3,1	0,4

were the lectures with Carl Troein?

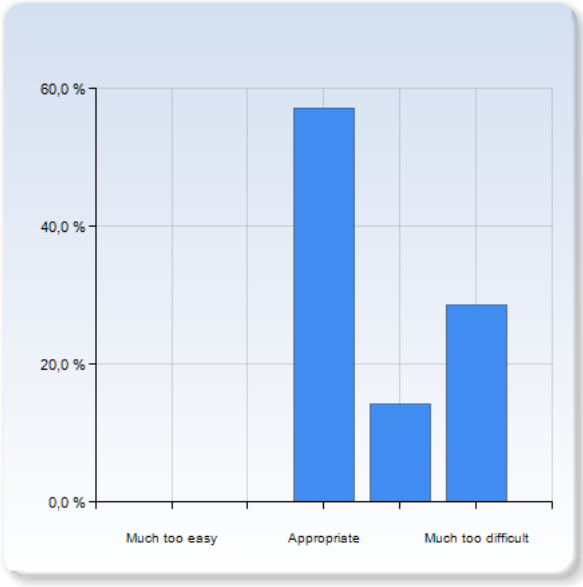
were the lectures with Carl Troein?	Number of Responses
Much too easy	0 (0,0%)
	1 (14,3%)
Appropriate	5 (71,4%)
	1 (14,3%)
Much too difficult	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
were the lectures with Carl Troein?	3,0	0,6

were the theoretical parts of the simulation exercises?

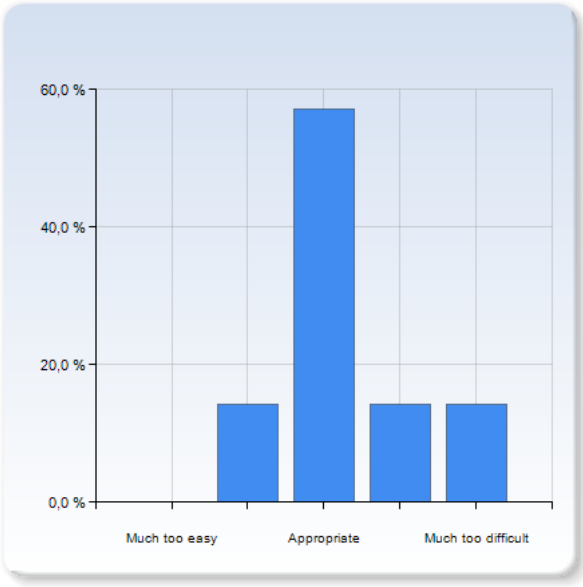
were the theoretical parts of the simulation exercises?	Number of Responses
Much too easy	0 (0,0%)
	0 (0,0%)
Appropriate	4 (57,1%)
	1 (14,3%)
Much too difficult	2 (28,6%)
Total	7 (100,0%)



	Mean	Standard Deviation
were the theoretical parts of the simulation exercises?	3,7	1,0

were the programming parts of the simulation exercises?

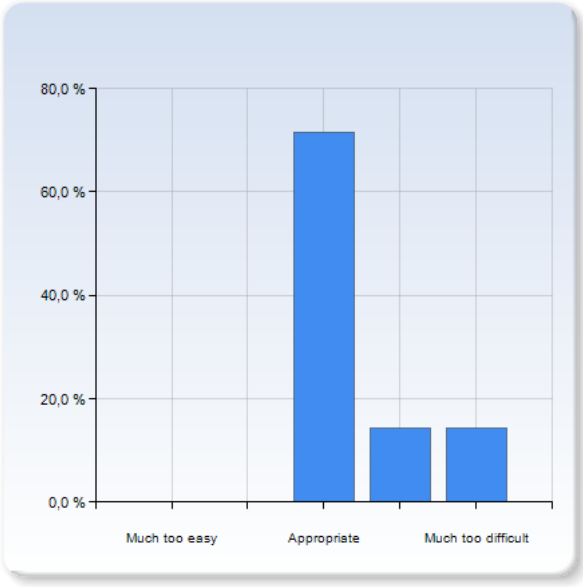
were the programming parts of the simulation exercises?	Number of Responses
Much too easy	0 (0,0%)
	1 (14,3%)
Appropriate	4 (57,1%)
	1 (14,3%)
Much too difficult	1 (14,3%)
Total	7 (100,0%)



	Mean	Standard Deviation
were the programming parts of the simulation exercises?	3,3	1,0

was the report writing for the simulation exercises?

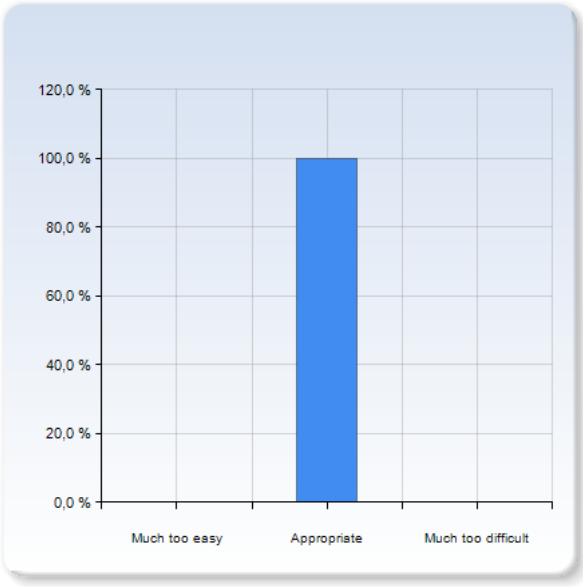
was the report writing for the simulation exercises?	Number of Responses
Much too easy	0 (0,0%)
	0 (0,0%)
Appropriate	5 (71,4%)
	1 (14,3%)
Much too difficult	1 (14,3%)
Total	7 (100,0%)



	Mean	Standard Deviation
was the report writing for the simulation exercises?	3,4	0,8

was the theoretical part of S1. Buffon's Needle

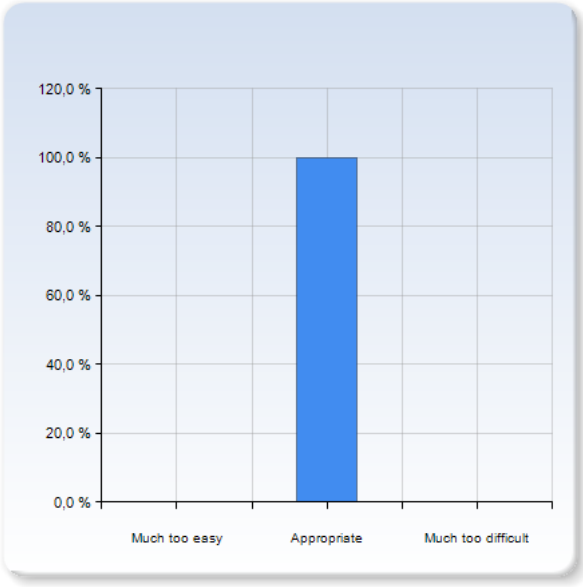
was the theoretical part of S1. Buffon's Needle	Number of Responses
Much too easy	0 (0,0%)
	0 (0,0%)
Appropriate	7 (100,0%)
	0 (0,0%)
Much too difficult	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
was the theoretical part of S1. Buffon's Needle	3,0	0,0

was the programming part of S1. Buffon's Needle

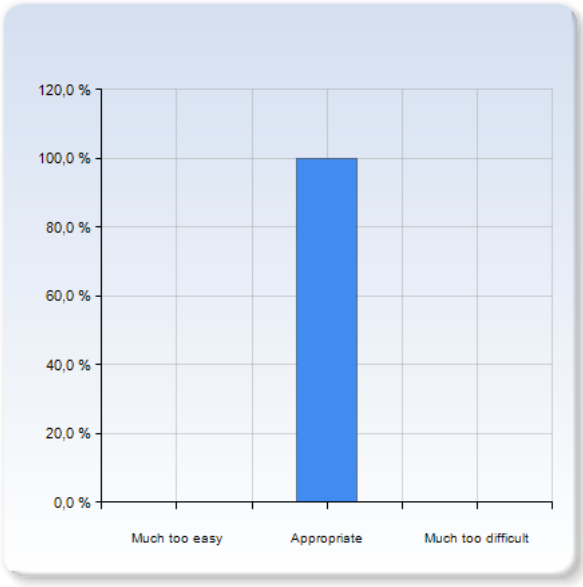
was the programming part of S1. Buffon's Needle	Number of Responses
Much too easy	0 (0,0%)
	0 (0,0%)
Appropriate	7 (100,0%)
	0 (0,0%)
Much too difficult	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
was the programming part of S1. Buffon's Needle	3,0	0,0

was the theoretical part of S2. Random Walk

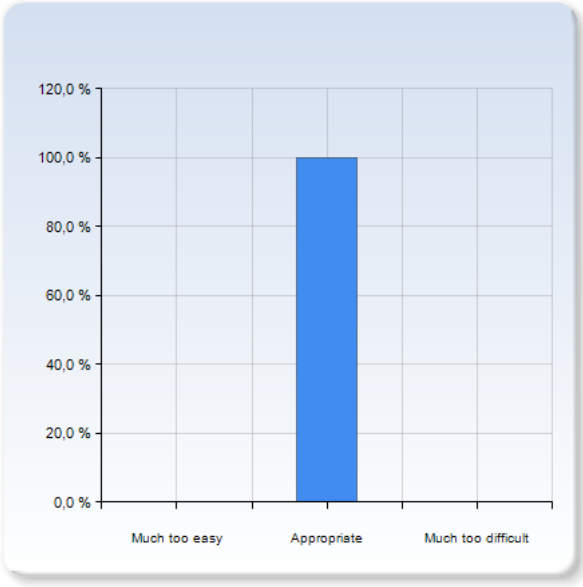
was the theoretical part of S2. Random Walk	Number of Responses
Much too easy	0 (0,0%)
	0 (0,0%)
Appropriate	7 (100,0%)
	0 (0,0%)
Much too difficult	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
was the theoretical part of S2. Random Walk	3,0	0,0

was the programming part of S2. Random Walk

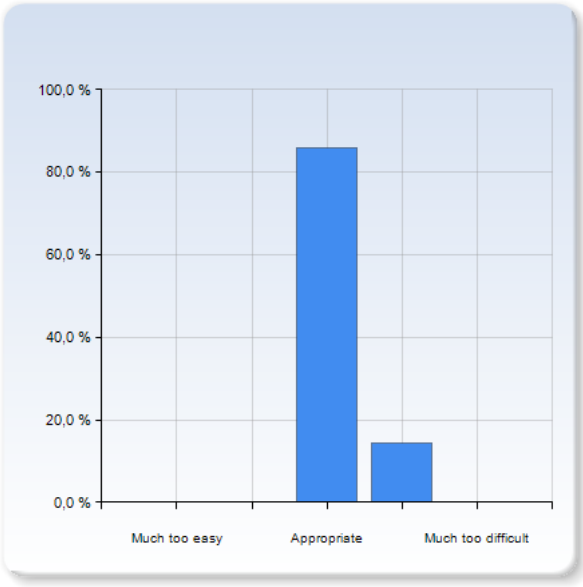
was the programming part of S2. Random Walk	Number of Responses
Much too easy	0 (0,0%)
	0 (0,0%)
Appropriate	7 (100,0%)
	0 (0,0%)
Much too difficult	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
was the programming part of S2. Random Walk	3,0	0,0

was the theoretical part of S3. Earthquakes

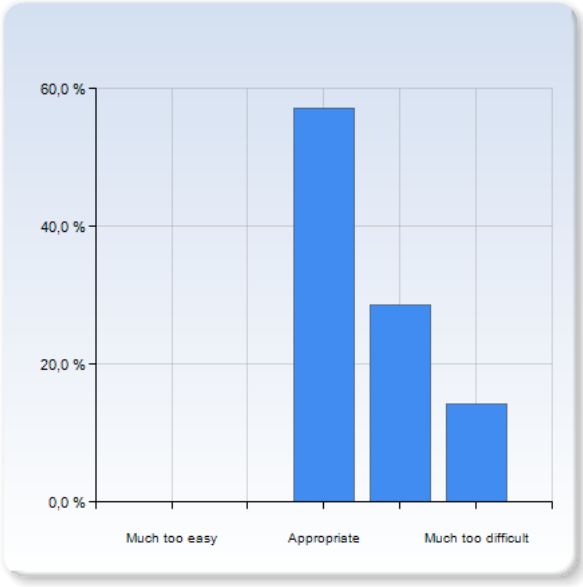
was the theoretical part of S3. Earthquakes	Number of Responses
Much too easy	0 (0,0%)
	0 (0,0%)
Appropriate	6 (85,7%)
	1 (14,3%)
Much too difficult	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
was the theoretical part of S3. Earthquakes	3,1	0,4

was the programming part of S3. Earthquakes

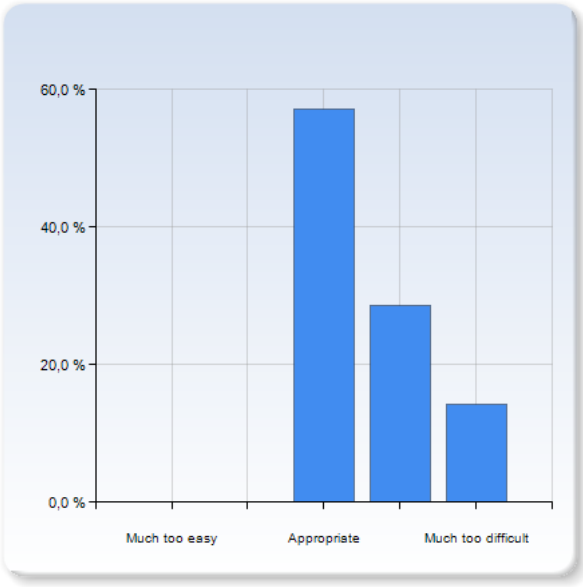
was the programming part of S3. Earthquakes	Number of Responses
Much too easy	0 (0,0%)
	0 (0,0%)
Appropriate	4 (57,1%)
	2 (28,6%)
Much too difficult	1 (14,3%)
Total	7 (100,0%)



	Mean	Standard Deviation
was the programming part of S3. Earthquakes	3,6	0,8

was the theoretical part of S4. The Hopfield Model

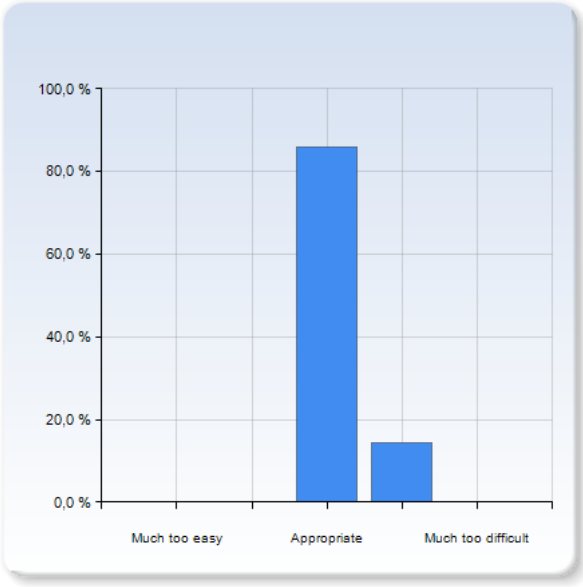
was the theoretical part of S4. The Hopfield Model	Number of Responses
Much too easy	0 (0,0%)
	0 (0,0%)
Appropriate	4 (57,1%)
	2 (28,6%)
Much too difficult	1 (14,3%)
Total	7 (100,0%)



	Mean	Standard Deviation
was the theoretical part of S4. The Hopfield Model	3,6	0,8

was the programming part of S4. The Hopfield Model

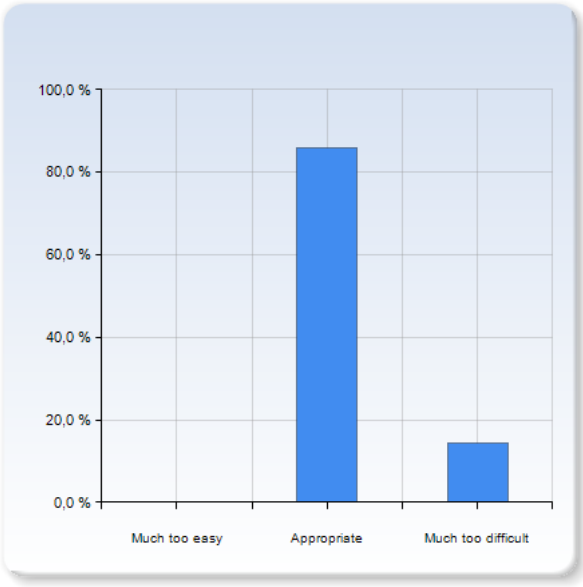
was the programming part of S4. The Hopfield Model	Number of Responses
Much too easy	0 (0,0%)
	0 (0,0%)
Appropriate	6 (85,7%)
	1 (14,3%)
Much too difficult	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
was the programming part of S4. The Hopfield Model	3,1	0,4

was the theoretical part of S5. Molecular Vibrations

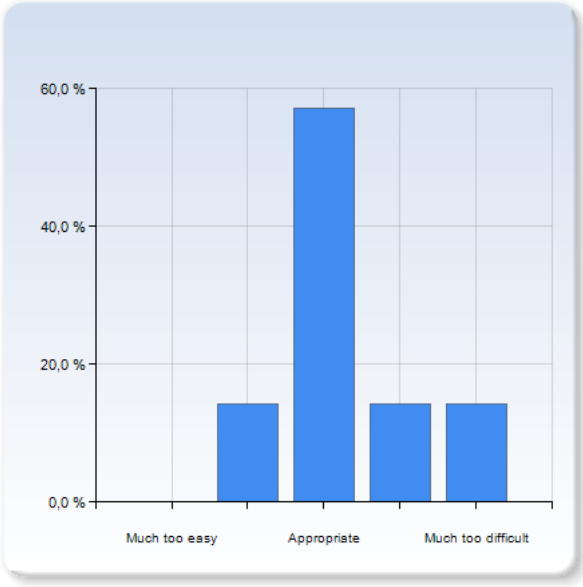
was the theoretical part of S5. Molecular Vibrations	Number of Responses
Much too easy	0 (0,0%)
	0 (0,0%)
Appropriate	6 (85,7%)
	0 (0,0%)
Much too difficult	1 (14,3%)
Total	7 (100,0%)



	Mean	Standard Deviation
was the theoretical part of S5. Molecular Vibrations	3,3	0,8

was the programming part of S5. Molecular Vibrations

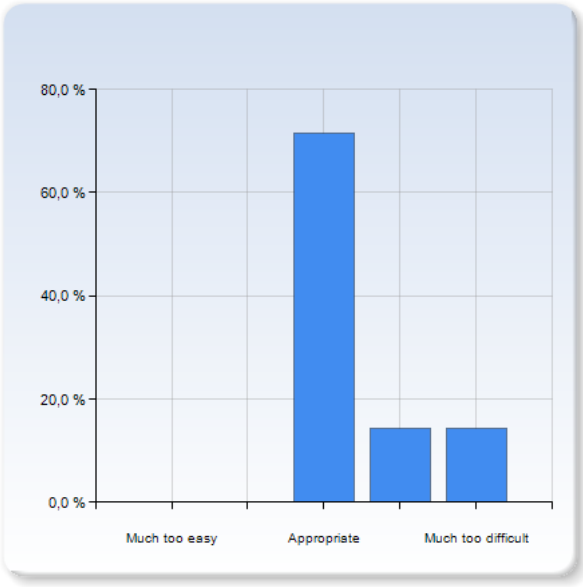
was the programming part of S5. Molecular Vibrations	Number of Responses
Much too easy	0 (0,0%)
	1 (14,3%)
Appropriate	4 (57,1%)
	1 (14,3%)
Much too difficult	1 (14,3%)
Total	7 (100,0%)



	Mean	Standard Deviation
was the programming part of S5. Molecular Vibrations	3,3	1,0

was the theoretical part of S6. Falling Particles

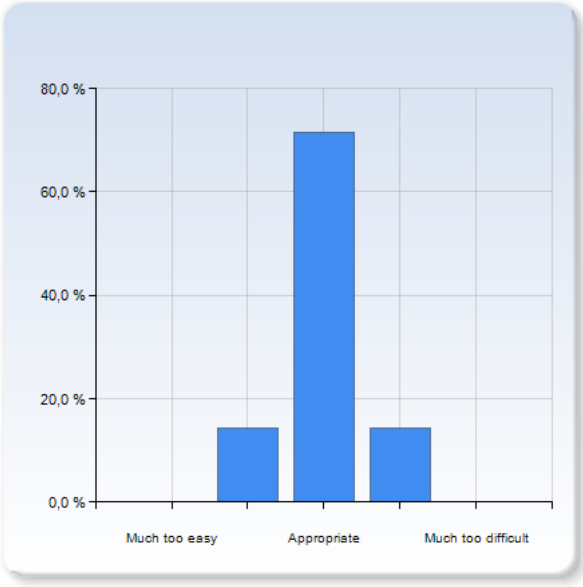
was the theoretical part of S6. Falling Particles	Number of Responses
Much too easy	0 (0,0%)
	0 (0,0%)
Appropriate	5 (71,4%)
	1 (14,3%)
Much too difficult	1 (14,3%)
Total	7 (100,0%)



	Mean	Standard Deviation
was the theoretical part of S6. Falling Particles	3,4	0,8

was the programming part of S6. Falling Particles

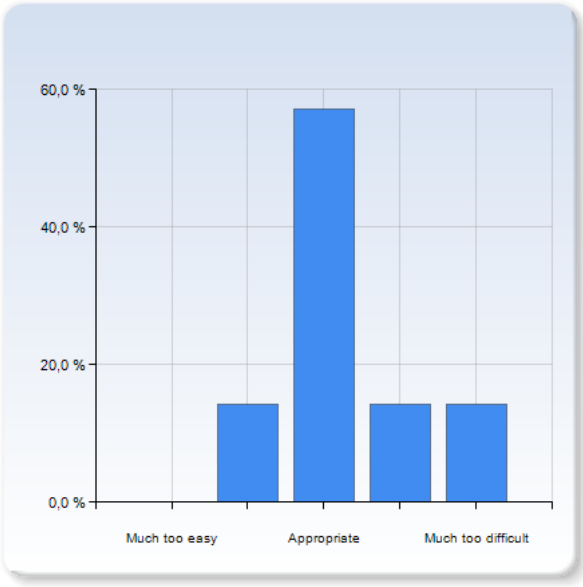
was the programming part of S6. Falling Particles	Number of Responses
Much too easy	0 (0,0%)
	1 (14,3%)
Appropriate	5 (71,4%)
	1 (14,3%)
Much too difficult	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
was the programming part of S6. Falling Particles	3,0	0,6

was the theoretical part of S7. Population Dynamics

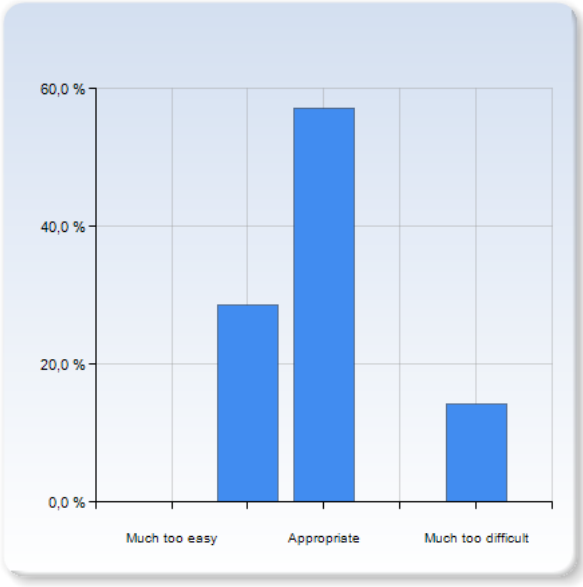
was the theoretical part of S7. Population Dynamics	Number of Responses
Much too easy	0 (0,0%)
	1 (14,3%)
Appropriate	4 (57,1%)
	1 (14,3%)
Much too difficult	1 (14,3%)
Total	7 (100,0%)



	Mean	Standard Deviation
was the theoretical part of S7. Population Dynamics	3,3	1,0

was the programming part of S7. Population Dynamics

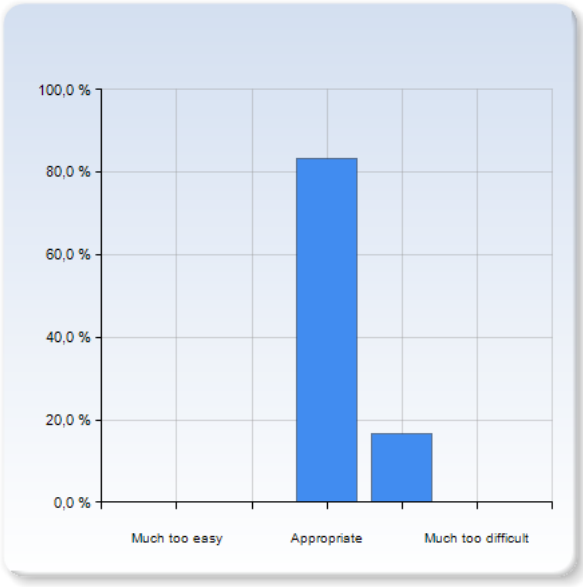
was the programming part of S7. Population Dynamics	Number of Responses
Much too easy	0 (0,0%)
	2 (28,6%)
Appropriate	4 (57,1%)
	0 (0,0%)
Much too difficult	1 (14,3%)
Total	7 (100,0%)



	Mean	Standard Deviation
was the programming part of S7. Population Dynamics	3,0	1,0

was the programming project?

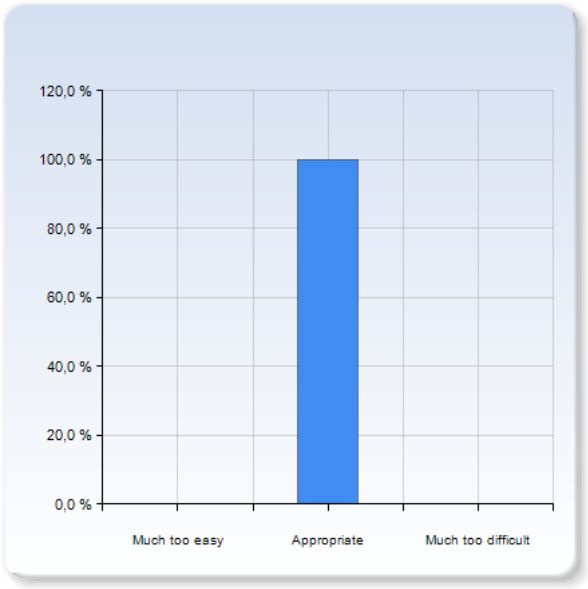
was the programming project?	Number of Responses
Much too easy	0 (0,0%)
	0 (0,0%)
Appropriate	5 (83,3%)
	1 (16,7%)
Much too difficult	0 (0,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
was the programming project?	3,2	0,4

was the written exam?

was the written exam?	Number of Responses
Much too easy	0 (0,0%)
	0 (0,0%)
Appropriate	6 (100,0%)
	0 (0,0%)
Much too difficult	0 (0,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
was the written exam?	3,0	0,0

Comment
Really uneven level on the theory for the simulations. Would have been nice with more time for introductions. The supervisor didn't have time to go through all different aspects of the lab (General Theory/Purpose of the lab, Mathematical Theory&Tips&Tricks, programming tips).
Det mesta låg på rätt nivå. Jag tyckte om att det var ett par rejäla rapporter som skulle skrivas, men att det inte var det på alla övningar. Det var lätt att ligga på ett lagom tempo med denna kurs och få det att gå ihop tidsmässigt och energimässigt med matematiken.
S3s programmeringsuppgifter var inte svåra, det svåra låg i att lista ut vad de var. En liten omformulering på dem hade hjälpt. Teoriuppgifterna på S4 hade underlättats av genomgång av delar av kapitel 30 innan.
Snarlikt som innan, för svåra programmeringsbitar på simulatuionsövningarna för någon som inte programmerat tidigare.

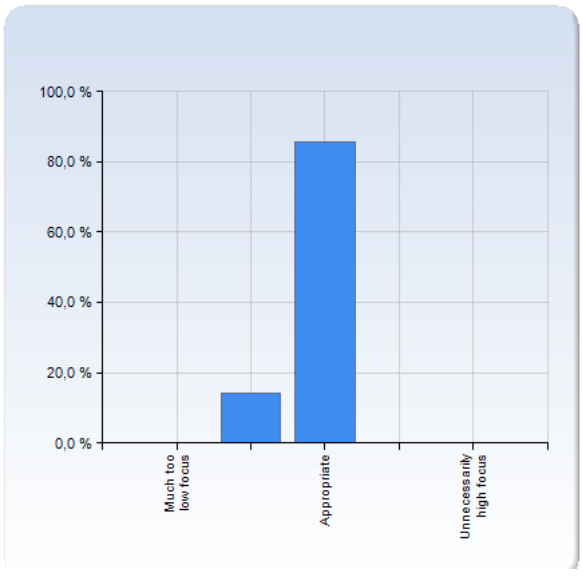
The focus of this part of the course.

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..."

can explain the universal model of a mass on a spring and apply it to systems near equilibrium.

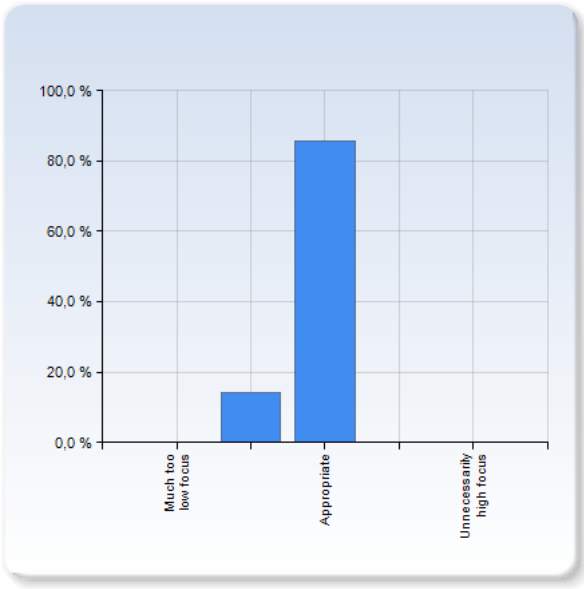
can explain the universal model of a mass on a spring and apply it to systems near equilibrium.	Number of Responses
Much too low focus	0 (0,0%)
	1 (14,3%)
Appropriate	6 (85,7%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
can explain the universal model of a mass on a spring and apply it to systems near equilibrium.	2,9	0,4

can formulate simple models of systems.

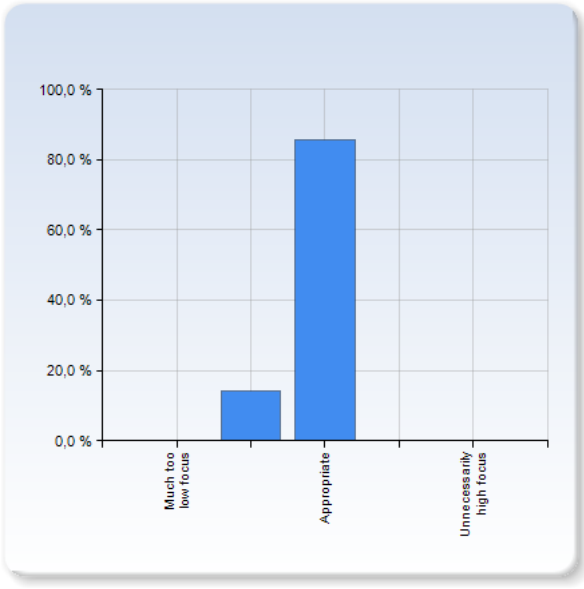
can formulate simple models of systems.	Number of Responses
Much too low focus	0 (0,0%)
	1 (14,3%)
Appropriate	6 (85,7%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
can formulate simple models of systems.	2,9	0,4

masters basic Java programming and can write basic programs for simulation and analysis.

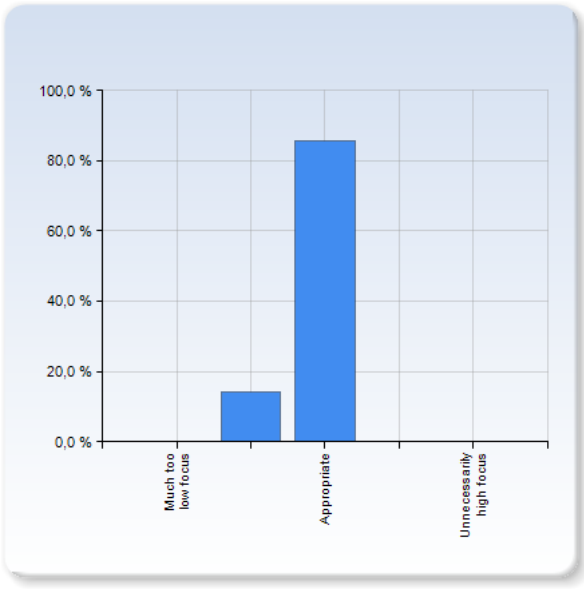
masters basic Java programming and can write basic programs for simulation and analysis.	Number of Responses
Much too low focus	0 (0,0%)
	1 (14,3%)
Appropriate	6 (85,7%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
masters basic Java programming and can write basic programs for simulation and analysis.	2,9	0,4

can, starting from a simplified system, formulate a model that describes the behaviour of the system.

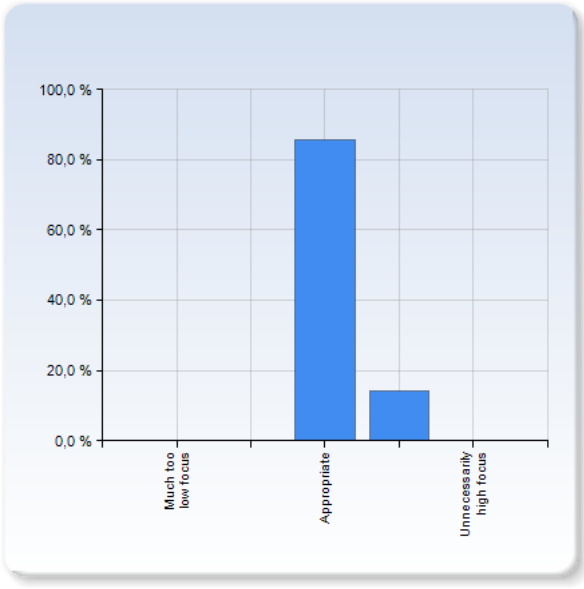
can, starting from a simplified system, formulate a model that describes the behaviour of the system.	Number of Responses
Much too low focus	0 (0,0%)
	1 (14,3%)
Appropriate	6 (85,7%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
can, starting from a simplified system, formulate a model that describes the behaviour of the system.	2,9	0,4

can, starting from a given model of a system, write a program that simulates the development of the system and extracts and presents relevant information.

can, starting from a given model of a system, write a program that simulates the development of the system and extracts and presents relevant information.	Number of Responses
Much too low focus	0 (0,0%)
	0 (0,0%)
Appropriate	6 (85,7%)
	1 (14,3%)
Unnecessarily high focus	0 (0,0%)
Total	7 (100,0%)

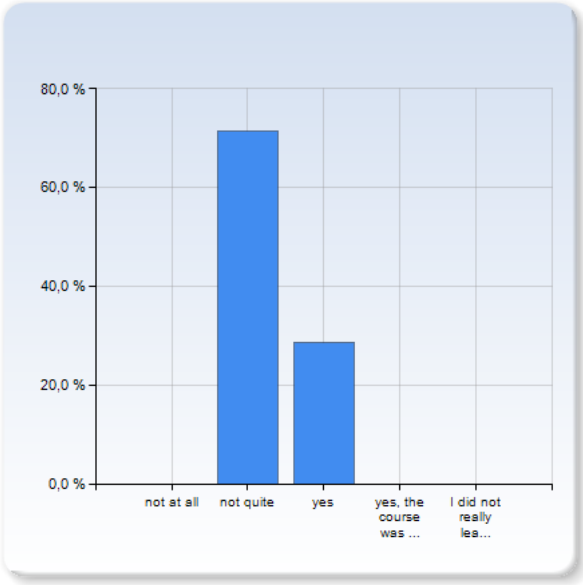


	Mean	Standard Deviation
can, starting from a given model of a system, write a program that simulates the development of the system and extracts and presents relevant information.	3,1	0,4

Comment
Formuleringarna i labbhandledningen var ofta, i alla fall mot slutet, väldigt öppna vilket gjorde att man fick tänka till och lösa uppgifterna på ett ganska fritt sätt istället för att bara punktvis bocka av varje steg. Detta var bra.

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	5 (71,4%)
yes	2 (28,6%)
yes, the course was a bit easy	0 (0,0%)
I did not really learn anything new	0 (0,0%)
Total	7 (100,0%)

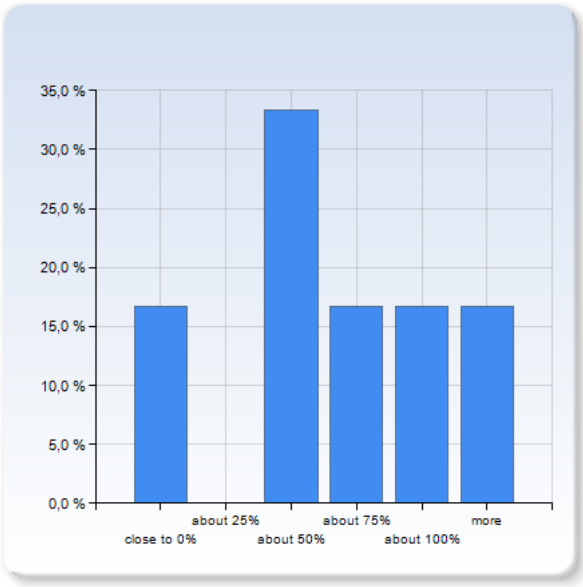


	Mean	Standard Deviation
Did you have enough prior knowledge for this part of the course?	2,3	0,5

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)?
Studied and worked with code development before, so that part was easy. The theory for the simulations were too hard, much too often the math was learned in FYTB02 after the simulation lab took place. Sometimes many weeks later (most notably stuff about the probability). I would think that it should be possible to read FYTB01 without reading FYTB02 at the same time (which I did) but it didn't feel possible as the focus on the theory for the simulations were really math-focused.
Could've used a lecture or two in probability beforehand
Some math was missing for calculating, variance and expected values etc...
Jag hade inte programmerat tidigare, och det gick lite för fort i början med vad man förväntades kunna. Ha gärna en till introduktion där man skriver lite mer avancerad kod (men ändå enkel), gärna med olika metoder och klasser samt hur man använder dem. Det behöver inte vara något komplicerat, uppgifterna på blad 1 (de där man ska skriva ut tal och deras kvadrater), till exempel.

How much time have you spent on this part of the course? (100% means 19-20 weeks, 20 hours per week, adding up to roughly 50 work-days)

How much time have you spent on this part of the course? (100% means 19-20 weeks, 20 hours per week, adding up to roughly 50 work-days)	Number of Responses
close to 0%	1 (16,7%)
about 25%	0 (0,0%)
about 50%	2 (33,3%)
about 75%	1 (16,7%)
about 100%	1 (16,7%)
more	1 (16,7%)
Total	6 (100,0%)



	Mean	Standard Deviation

How much time have you spent on this part of the course? (100% means 19-20 weeks, 20 hours per week, adding up to roughly 50 work-days)	3,7	1,8

Comment
To do the theory and reports for simulation took too much time compared to how much time that was scheduled for the introduction of each simulation exercise. I should mention that my number is pretty low as I didn't need to spend any time to learn java, due to my previous experience.

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

What did you particularly like with this part of the course?
The programming in some of the simulations where you got to use own code to solve the presented problem(s). The parts were you were to locate code to implement a algorithm or to present data (the latter one was double edged thou, too many of the later simulations felt like they were just focused on that part).
Introduktionen till Linux i början av kursen var bra, nu har jag bytt operativsystem i min egen dator.
Carls föreläsningar gav lite trevlig kuriosa som ger en snäppet djupare förståelse och han uppmuntrar till tankeinställningarna "detta kan vi lösa" och "kan vi inte, kan man googla", vilka är grundstenar i programmering. Att Carl har en dator med på föreläsningar är mycket bra: man får se ett program skapas.
Projektet! Det var riktigt kul att göra och se det växa fram från en liten box med bokstäver till ett fullfjädrat hänga gubbe-program.

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

What in this part of the course do you think could improve?
Increase the focus implementing algorithms during the simulation programming. Cut down on the theory on the simulations, they were really hard, time consuming and cumbersome to solve. And most of the algorithms wasn't even needed for the actual program / already implemented. Have more programming sessions in the computer room during the java-lectures would be nice. Cosmetic comment: The http:/ /home.thep.lu.se/fyta11/Simulations/ homepage is kinda confusing. The "Lämna in" links should be buttons and not links; too often I misclick when I just wanna check my old code/report without looking it up in the archive... Also, there should be some kind of lock on the pdfs there, no point handing in a assignment that already is passed by the examinator???
Systemet med hemsidan var lite oöverskådligt och krångligt. Jag vet fortfarande inte riktigt vad jag är godkänd på och inte, och jag tror att de som rättat uppgifterna litar för mycket på att informationen faktiskt går fram via sidan. Hade det inte varit bättre om man samtidigt får mail varje gång någon lägger upp ett meddelande där eller något?
Felt like the simulations took to much time from the other parts of the course, less calculations and more focus on learning the thoughts behind formulation of the model
Carls föreläsningar är förmodligen inte så givande för en som står på ruta ett, men det enda man kan göra är att programmera för att lära sig, och Carl svarar gärna på frågor.
Remove or make the math part of the simulations done during a scheduled class with a supervisor
Återigen, programmeringsbutarna på simulationsövningarna.