

FYTA11-ma1, ht14

Respondents: 14
Answer Count: 11
Answer Frequency: 78,57 %

General opinion

Give your opinion in the scale 1-5.

1 = very negative

2 = negative

3 = neutral

4 = positive

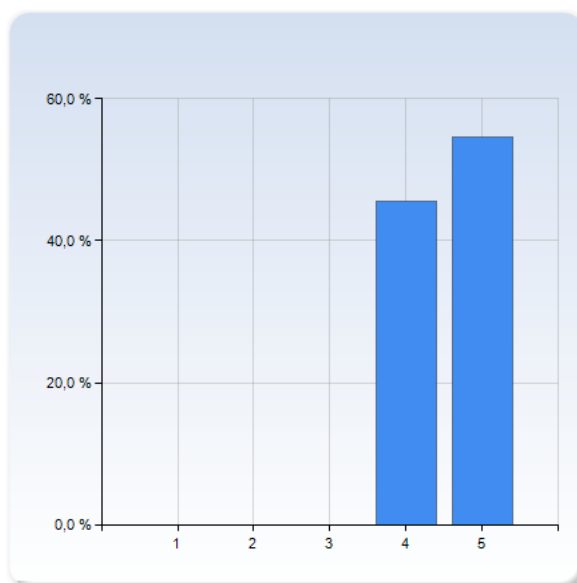
5 = very positive

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?

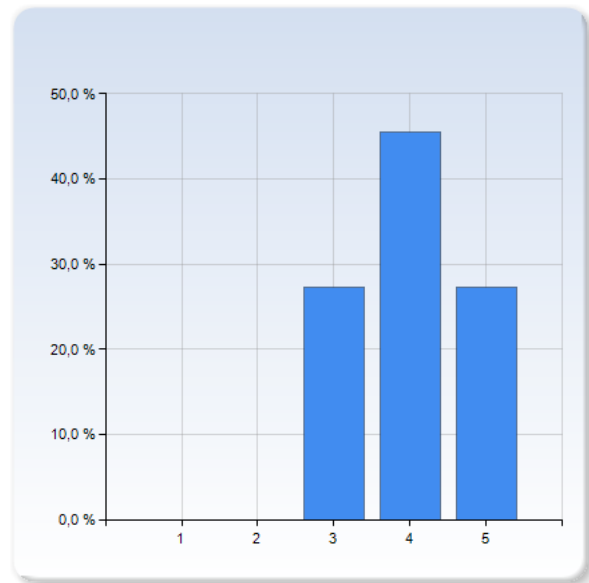
this part of the course?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	5 (45,5%)
5	6 (54,5%)
Total	11 (100,0%)



this part of the course?	Mean	Standard Deviation
	4,5	0,5

the information about the course when it started?

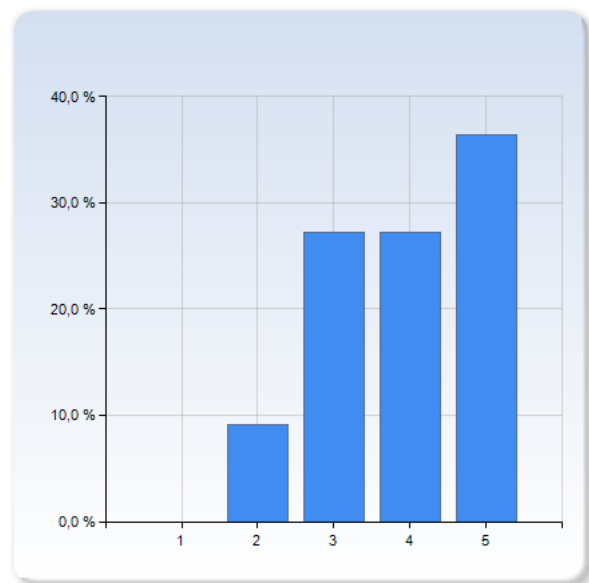
the information about the course when it started?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	3 (27,3%)
4	5 (45,5%)
5	3 (27,3%)
Total	11 (100,0%)



the information about the course when it started?	Mean	Standard Deviation
	4,0	0,8

the information about what was expected of you?

the information about what was expected of you?	Number of Responses
1	0 (0,0%)
2	1 (9,1%)
3	3 (27,3%)
4	3 (27,3%)
5	4 (36,4%)
Total	11 (100,0%)



the information about what was expected of you?	Mean	Standard Deviation
	3,9	1,0

Comment (*help us interpret your grades!*)

Everything was very well organized.

Literature

Give your opinion in the scale 1-5.

1 = very negative

2 = negative

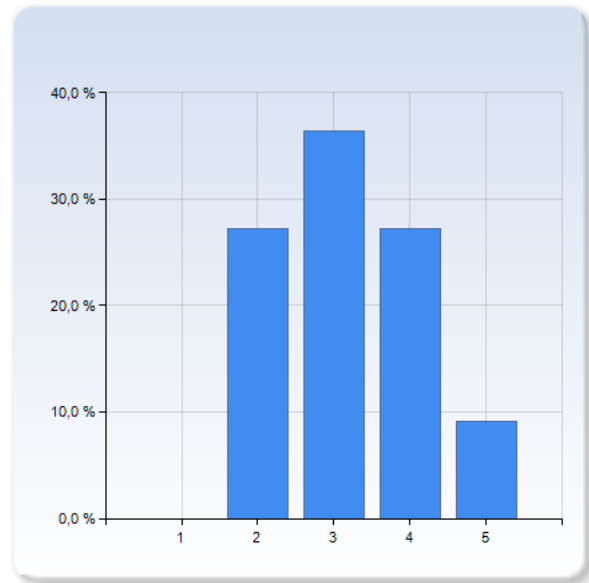
3 = neutral

4 = positive

5 = very positive

What is your opinion of...

"Mathematical Methods for Physics and Engineering" by Riley, Hobson and Bence?	Number of Responses
1	0 (0,0%)
2	3 (27,3%)
3	4 (36,4%)
4	3 (27,3%)
5	1 (9,1%)
Total	11 (100,0%)



	Mean	Standard Deviation
"Mathematical Methods for Physics and Engineering" by Riley, Hobson and Bence?	3,2	1,0

Comments

Overall fairly good literature, though it strays a bit from what might be the more important points from time to time. The (recommended) exercises are all very good.

Very to the point and not so pedagogical but a good complement to lectures.

Ibland är förklaringarna i exempel väldigt kortfattade och svåra att förstå.

Lectures, SI, problem-solving sessions

Give your opinion in the scale 1-5.

1 = very negative

2 = negative

3 = neutral

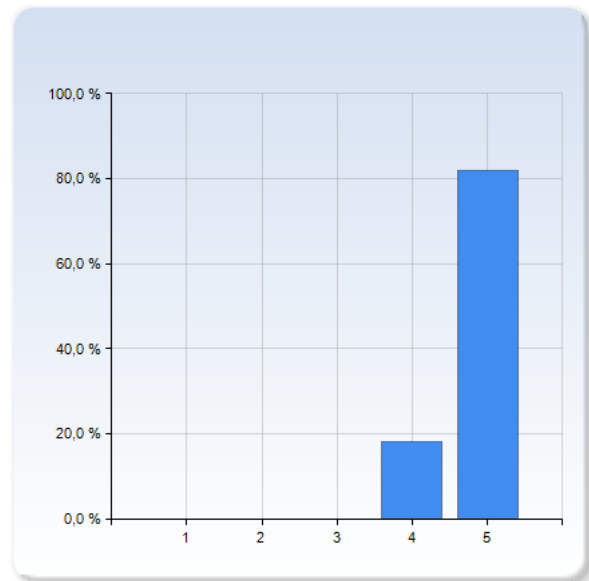
4 = positive

5 = very positive

What is your general opinion of...

the lectures with Patrik Edén?

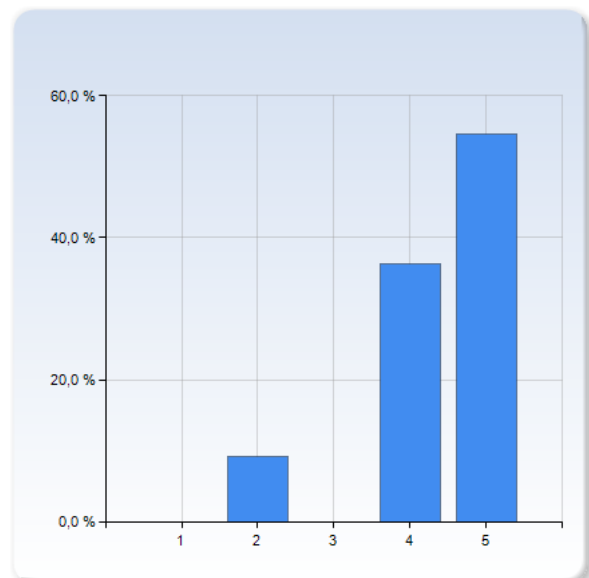
the lectures with Patrik Edén?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	2 (18,2%)
5	9 (81,8%)
Total	11 (100,0%)



the lectures with Patrik Edén?	Mean	Standard Deviation
	4,8	0,4

the SI sessions?

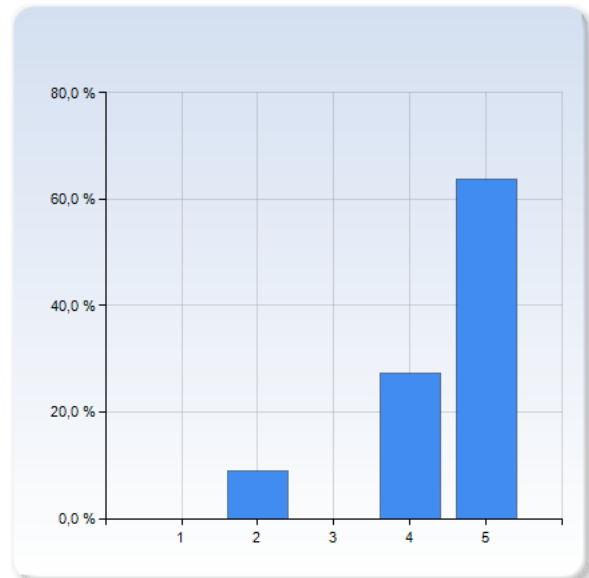
the SI sessions?	Number of Responses
1	0 (0,0%)
2	1 (9,1%)
3	0 (0,0%)
4	4 (36,4%)
5	6 (54,5%)
Total	11 (100,0%)



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

the format of the problem solving sessions?

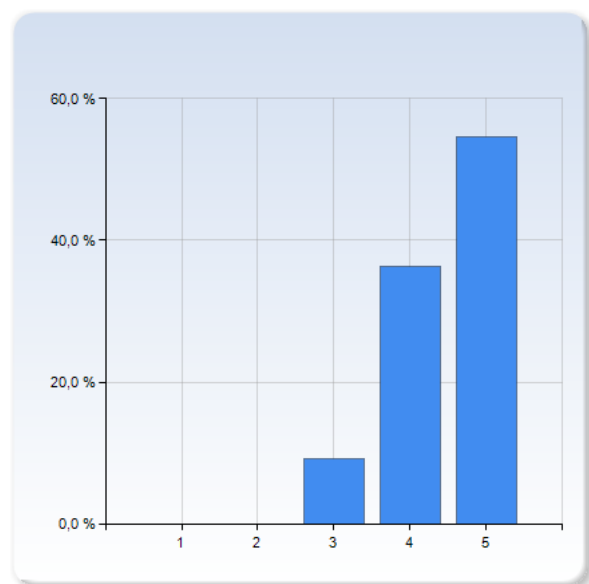
the format of the problem solving sessions?	Number of Responses
1	0 (0,0%)
2	1 (9,1%)
3	0 (0,0%)
4	3 (27,3%)
5	7 (63,6%)
Total	11 (100,0%)



	Mean	Standard Deviation
the format of the problem solving sessions?	4,5	0,9

the exercises at the problem solving sessions?

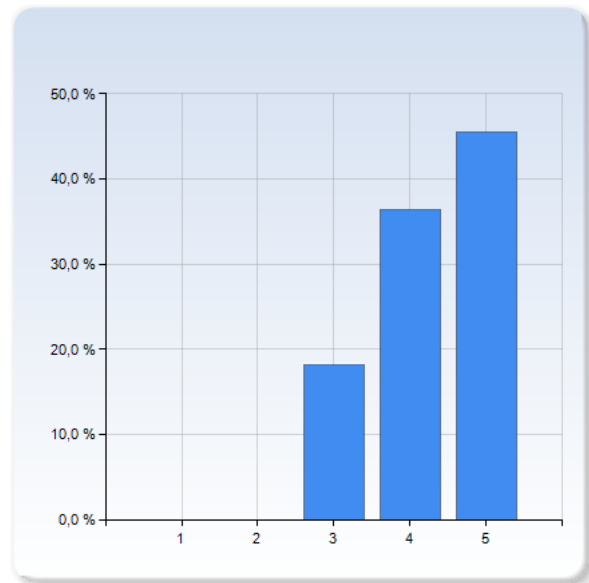
the exercises at the problem solving sessions?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (9,1%)
4	4 (36,4%)
5	6 (54,5%)
Total	11 (100,0%)



	Mean	Standard Deviation
the exercises at the problem solving sessions?	4,5	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	2 (18,2%)
4	4 (36,4%)
5	5 (45,5%)
Total	11 (100,0%)



	Mean	Standard Deviation
the balance between lectures and problem-solving sessions?	4,3	0,8

Comments

Everything was very well organized.

Examination

Give your opinion in the scale 1-5.

1 = very negative

2 = negative

3 = neutral

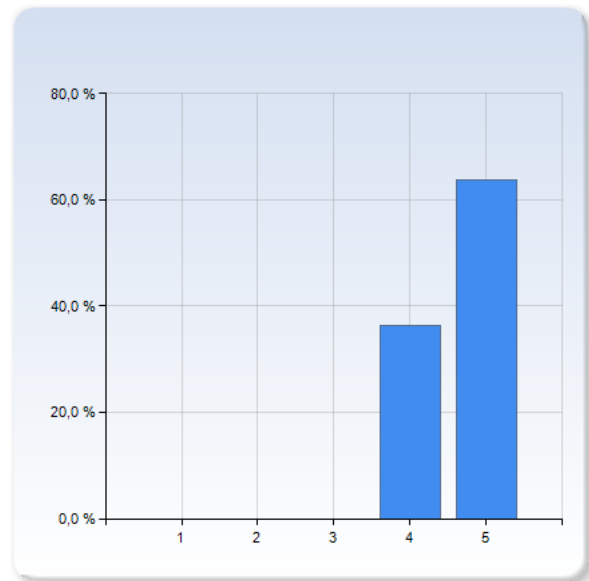
4 = positive

5 = very positive

What is your general opinion of...

the hand-in tasks?

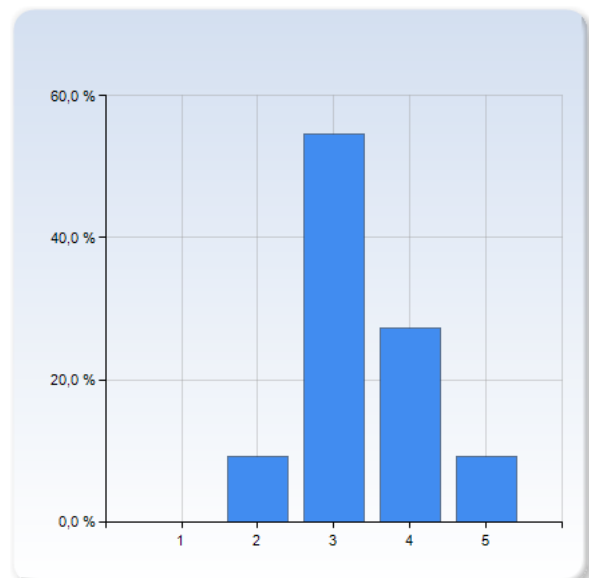
the hand-in tasks?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	4 (36,4%)
5	7 (63,6%)
Total	11 (100,0%)



the hand-in tasks?	Mean	Standard Deviation
	4,6	0,5

the written exam?

the written exam?	Number of Responses
1	0 (0,0%)
2	1 (9,1%)
3	6 (54,5%)
4	3 (27,3%)
5	1 (9,1%)
Total	11 (100,0%)



	Mean	Standard Deviation
the written exam?	3,4	0,8

Comments

The principles behind exercise 2 on the written exam wasn't really emphasized during lectures nor during the rehearsal. During the span of the course, only one problem on the matter was solved.

The difficulty of the hand-in tasks were very varying and some of them were too easy.

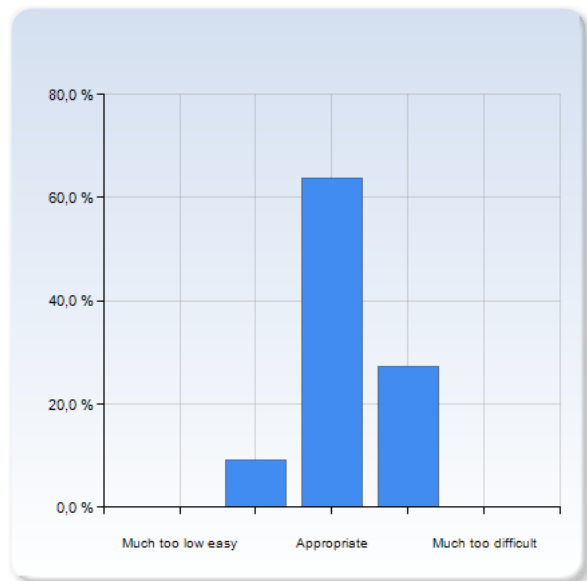
I don't think the exam focused on the important things. There was one question that according to me was too hard, due to the fact that we've never seen a resembling task and therefore I didn't know how to approach it. The rest of the questions were pretty easy and consisted mostly of calculations. I don't feel like they tested our knowledge of the course goals as much as it tested our ability to make long calculations without messing up.

The difficulty levels.

"How difficult..."

was this part of the course in general?

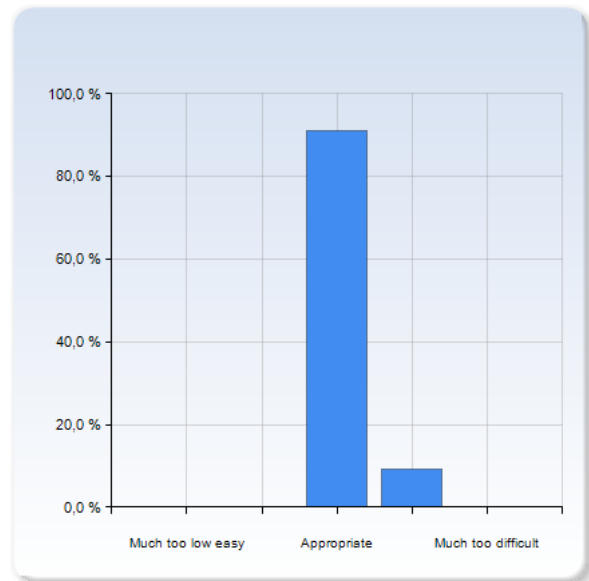
was this part of the course in general?	Number of Responses
Much too low easy	0 (0,0%)
	1 (9,1%)
Appropriate	7 (63,6%)
	3 (27,3%)
Much too difficult	0 (0,0%)
Total	11 (100,0%)



	Mean	Standard Deviation
was this part of the course in general?	3,2	0,6

were the lectures with Patrik Edén?

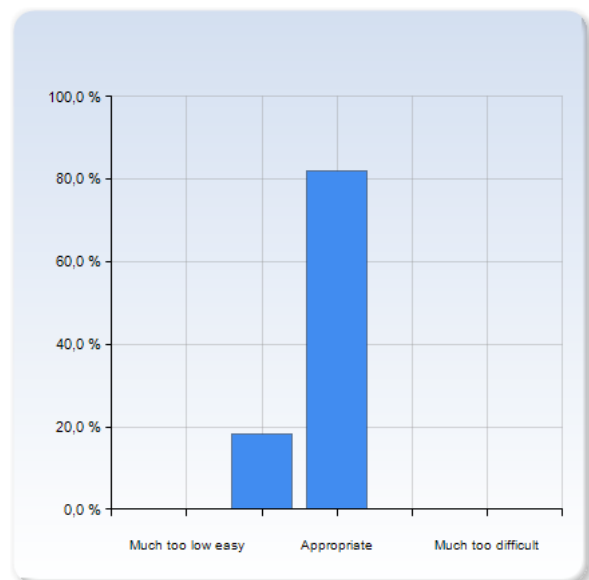
were the lectures with Patrik Edén?	Number of Responses
Much too low easy	0 (0,0%)
Appropriate	10 (90,9%)
Much too difficult	1 (9,1%)
Total	11 (100,0%)



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

were the SI sessions?

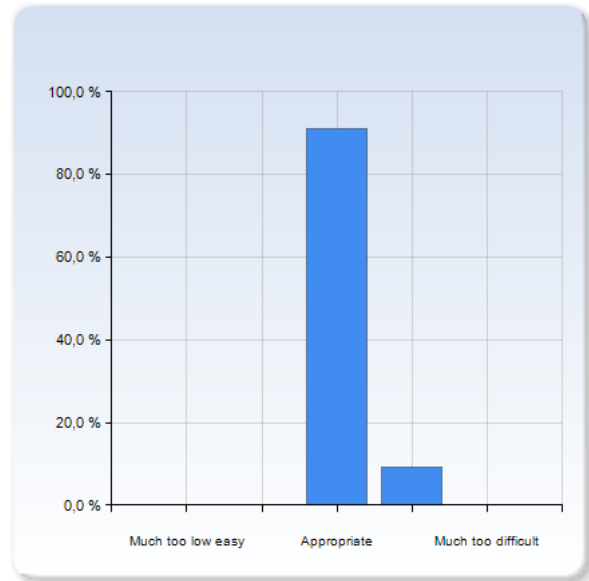
were the SI sessions?	Number of Responses
Much too low easy	0 (0,0%)
Appropriate	9 (81,8%)
Much too difficult	2 (18,2%)
Total	11 (100,0%)



were the SI sessions?	Mean	Standard Deviation
	2,8	0,4

were the exercises at the problem solving sessions?

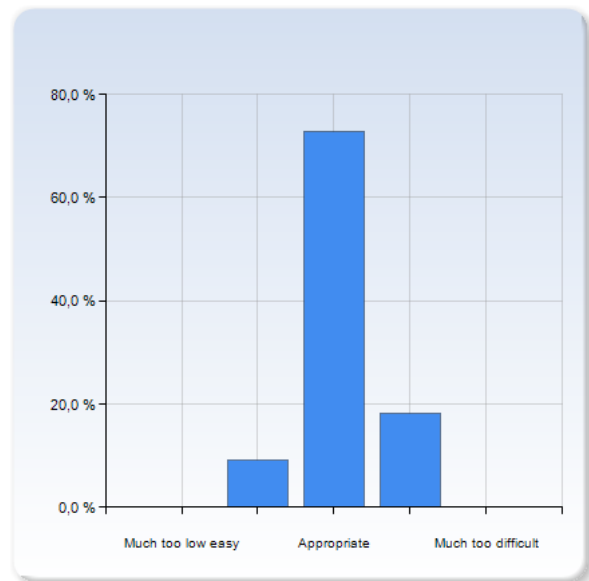
were the exercises at the problem solving sessions?	Number of Responses
Much too low easy	0 (0,0%)
Appropriate	10 (90,9%)
Much too difficult	1 (9,1%)
Total	11 (100,0%)



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

were the hand-in tasks?

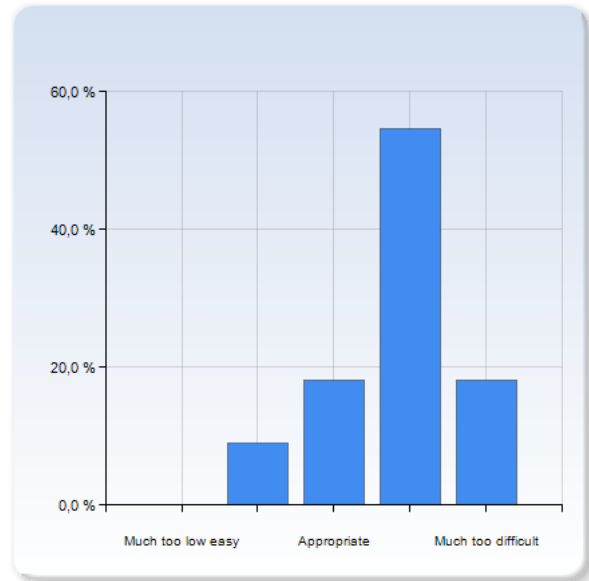
were the hand-in tasks?	Number of Responses
Much too low easy	0 (0,0%)
Appropriate	8 (72,7%)
Much too difficult	2 (18,2%)
Total	11 (100,0%)



were the hand-in tasks?	Mean	Standard Deviation
	3,1	0,5

was the written exam?

was the written exam?	Number of Responses
Much too low easy	0 (0,0%)
	1 (9,1%)
Appropriate	2 (18,2%)
	6 (54,5%)
Much too difficult	2 (18,2%)
Total	11 (100,0%)



was the written exam?	Mean	Standard Deviation
	3,8	0,9

Comment

See comment above about problem 2 on the written exam. All the other problems were reasonable.

See my comment from the last question.

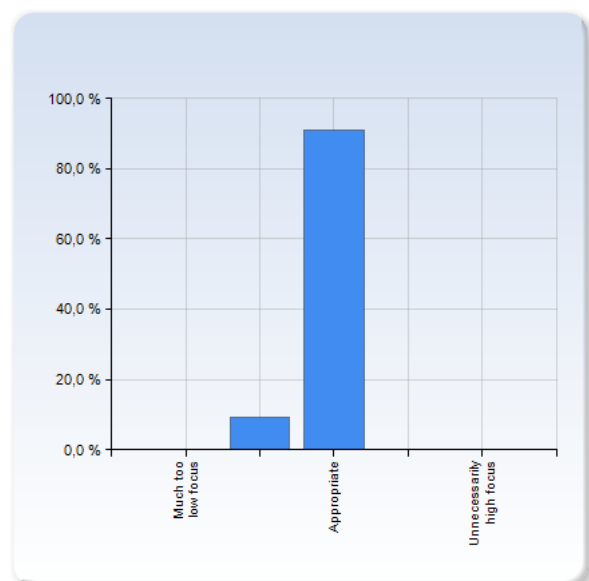
The focus of the course.

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

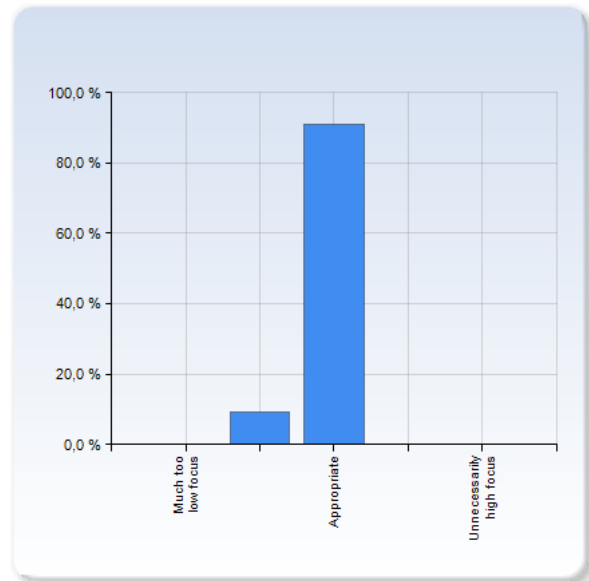
can formulate physical relations based on the dimensions of the involved variables and parameters	Number of Responses
Much too low focus	0 (0,0%)
	1 (9,1%)
Appropriate	10 (90,9%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	11 (100,0%)



	Mean	Standard Deviation
can formulate physical relations based on the dimensions of the involved variables and parameters	2,9	0,3

can solve linear differential equations of first and second order

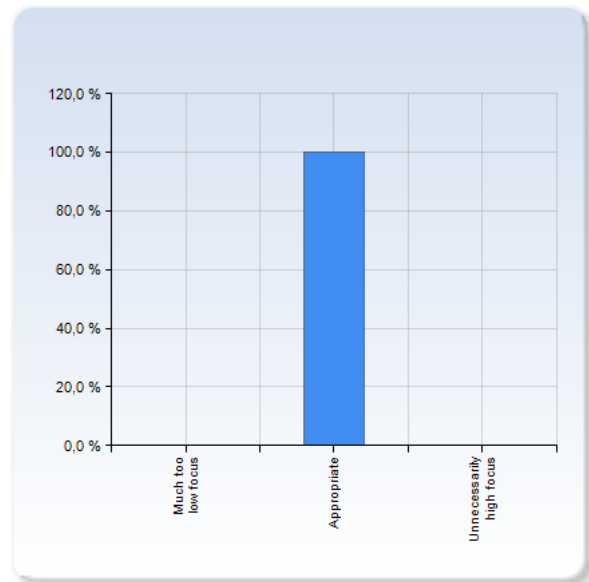
can solve linear differential equations of first and second order	Number of Responses
Much too low focus	0 (0,0%)
	1 (9,1%)
Appropriate	10 (90,9%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	11 (100,0%)



	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

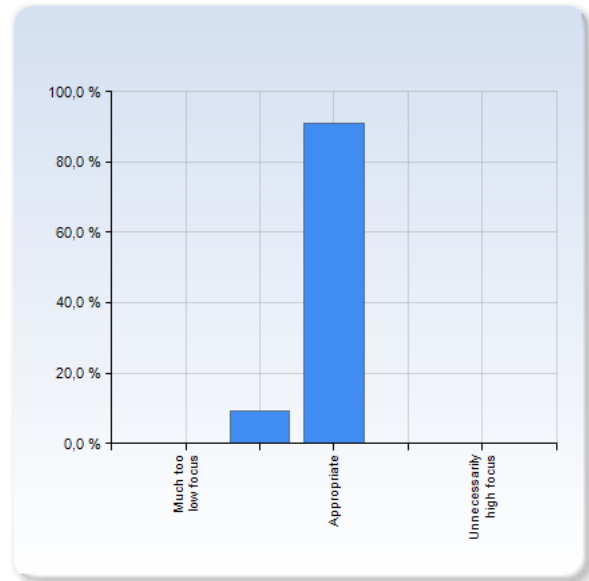
can use exponential functions to simplify linear differential equations and/or transform them into algebraic equations	Number of Responses
Much too low focus	0 (0,0%)
	0 (0,0%)
	11
Appropriate	(100,0%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
	11
Total	(100,0%)



	Mean	Standard Deviation
can use exponential functions to simplify linear differential equations and/or transform them into algebraic equations	3,0	0,0

can formulate problems with several degrees of freedom using matrices

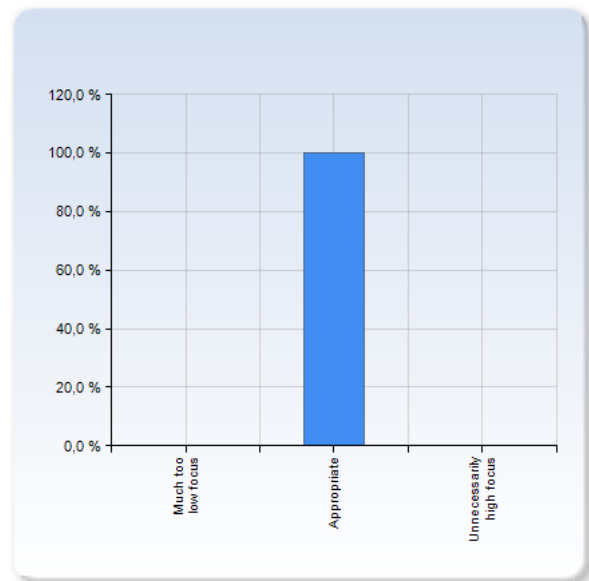
can formulate problems with several degrees of freedom using matrices	Number of Responses
Much too low focus	0 (0,0%)
Appropriate	1 (9,1%)
Unnecessarily high focus	10 (90,9%)
Total	11 (100,0%)



	Mean	Standard Deviation
can formulate problems with several degrees of freedom using matrices	2,9	0,3

can solve problems by finding and using eigenvalues of matrices

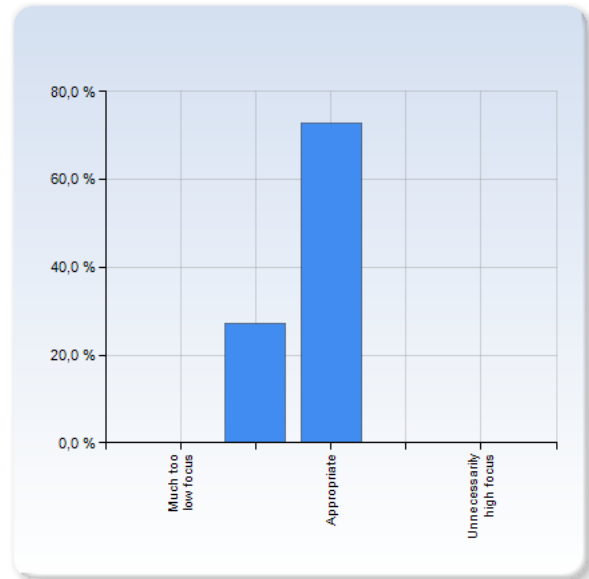
can solve problems by finding and using eigenvalues of matrices	Number of Responses
Much too low focus	0 (0,0%)
Appropriate	10 (100,0%)
Unnecessarily high focus	0 (0,0%)
Total	10 (100,0%)



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

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	0 (0,0%)
	3 (27,3%)
Appropriate	8 (72,7%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	11 (100,0%)



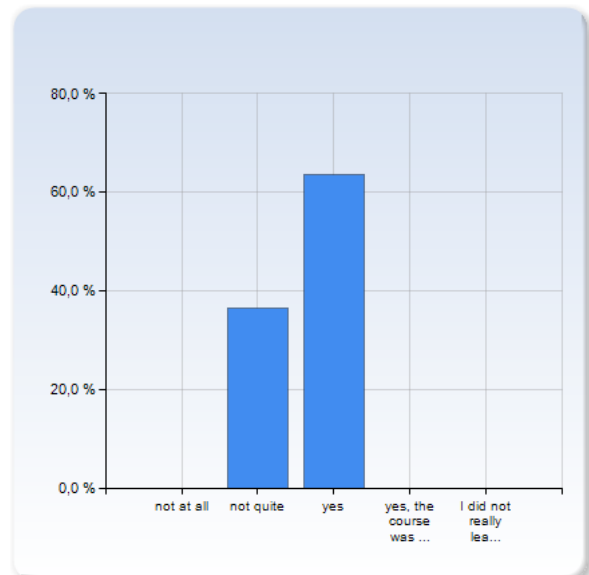
	Mean	Standard Deviation
can describe the universal model for a mass in a spring, and apply it to systems close to equilibrium	2,7	0,5

Comment

We didn't stretch the spring analogy very far. Pun intended.
Everything was very well organized.

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 (36,4%)
yes	7 (63,6%)
yes, the course was a bit easy	0 (0,0%)
I did not really learn anything new	0 (0,0%)
Total	11 (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?

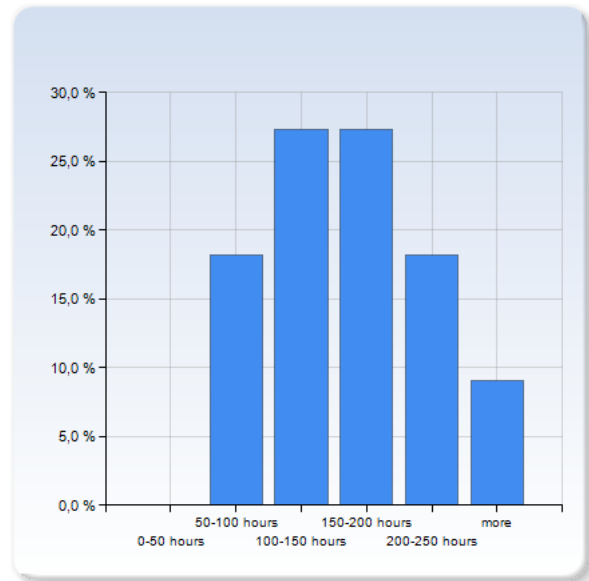
What is your background (year of higher education, relevant courses)?

Nivån för att klara simuleringsuppgifterna inom statistik området kändes otillräckligt när dessa simuleringar kom på första halvan av terminen.

Jag har glömt för mycket.

How much time have you spent on this course? (In total you are supposed to spend about 200 hours or 25 work-days on a 7.5 hp course)

How much time have you spent on this course? (In total you are supposed to spend about 200 hours or 25 work-days on a 7.5 hp course)	Number of Responses
0-50 hours	0 (0,0%)
50-100 hours	2 (18,2%)
100-150 hours	3 (27,3%)
150-200 hours	3 (27,3%)
200-250 hours	2 (18,2%)
more	1 (9,1%)
	11
Total	(100,0%)



	Mean	Standard Deviation
How much time have you spent on this course? (In total you are supposed to spend about 200 hours or 25 work-days on a 7.5 hp course)	3,7	1,3

Comment

5 h/day, 5 days/week = 125 h

Har varit sjuk en del.

Gav upp efter ett tag.

What did you particularly like with the course?

What did you particularly like with the course?

Patrik and Nils. The hand-in exercises. Patrik's availability.

Patrik was an excellent lecturer!

Patrik Edén

Very good and friendly teacher

Upplägget, föreläsningar tisdag, torsdag, från 10-12 och sedan räkneövningssystemet 9-12 på fredagar. (med redovisning)

Uppgifter och räkneövningar är mer problemlösningsbaserade än att man bara ska räkna något rakt av, det är bra.

Patrik Edén

What in the course do you think could improve?

What in the course do you think could improve?

The structure of the lectures could be enhanced. More "flags", as in "this is what we're trying to show now".

I would have liked an exam with equally difficult questions that focused more on testing whether we know what we're supposed to, rather than making us do long calculations to no use.

Vet ej.