

FYTA11-prog, ht14

Respondents: 17
Answer Count: 10
Answer Frequency: 58,82 %

General opinion

Give your opinion in the scale 1-5.

1 = very negative

2 = negative

3 = neutral

4 = positive

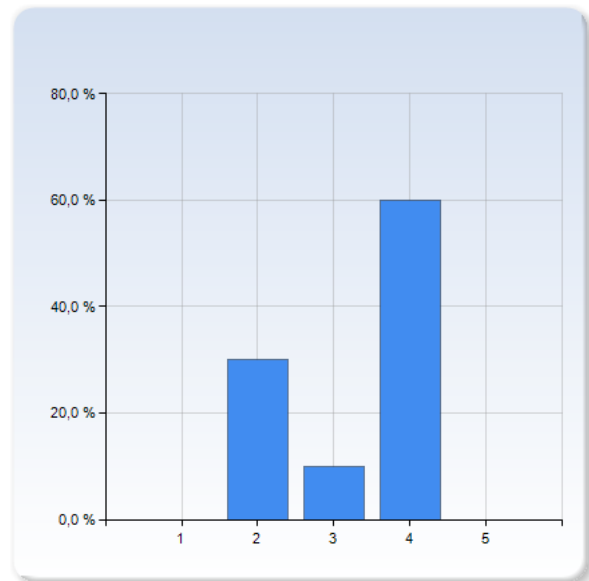
5 = very positive

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?

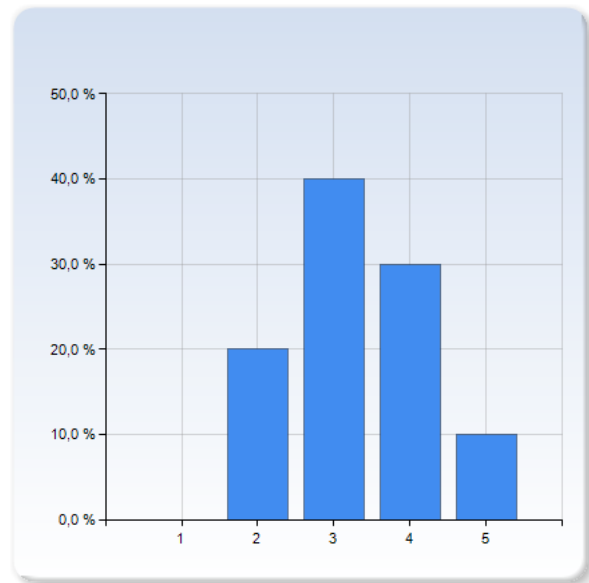
this part of the course?	Number of Responses
1	0 (0,0%)
2	3 (30,0%)
3	1 (10,0%)
4	6 (60,0%)
5	0 (0,0%)
Total	10 (100,0%)



this part of the course?	Mean	Standard Deviation
	3,3	0,9

the information about the course when it started?

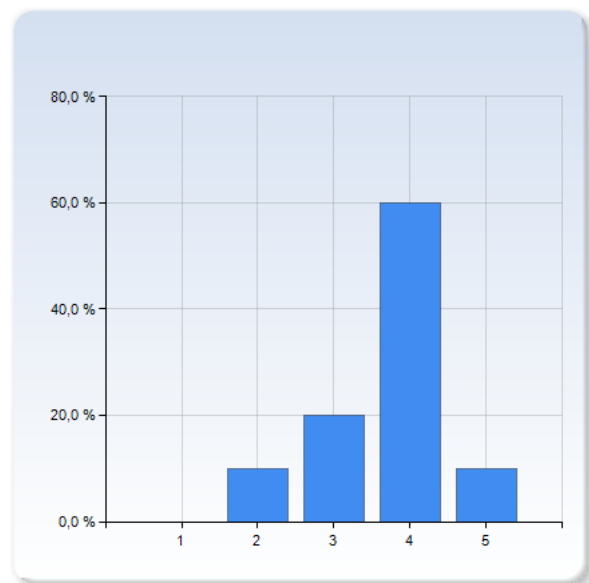
the information about the course when it started?	Number of Responses
1	0 (0,0%)
2	2 (20,0%)
3	4 (40,0%)
4	3 (30,0%)
5	1 (10,0%)
Total	10 (100,0%)



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

the information about what was expected of you?

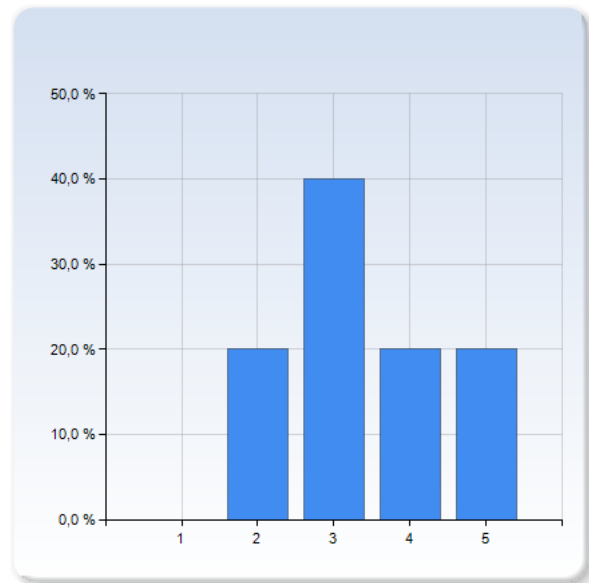
the information about what was expected of you?	Number of Responses
1	0 (0,0%)
2	1 (10,0%)
3	2 (20,0%)
4	6 (60,0%)
5	1 (10,0%)
Total	10 (100,0%)



the information about what was expected of you?	Mean	Standard Deviation
	3,7	0,8

"Java direkt - med Swing" by Jan Skansholm?

"Java direkt - med Swing" by Jan Skansholm?	Number of Responses
1	0 (0,0%)
2	2 (20,0%)
3	4 (40,0%)
4	2 (20,0%)
5	2 (20,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
"Java direkt - med Swing" by Jan Skansholm?	3,4	1,1

Comment (*help us interpret your grades!*)

Fun course, but could've been structured a lot better.

Boken var väldigt "kladdig" med vilket jag menar att den inte gav något bra översikt eller övergripande förståelse. Mitt generella missnöje beror på hur de teoretiska delarna varit vilket jag nämner i andra kommentarer.

I never bought it. No opinion!

Jag har inte använt boken.

Had problems finding the hall HUB.

Lectures, exercises, project and examination

Give your opinion in the scale 1-5.

1 = very negative

2 = negative

3 = neutral

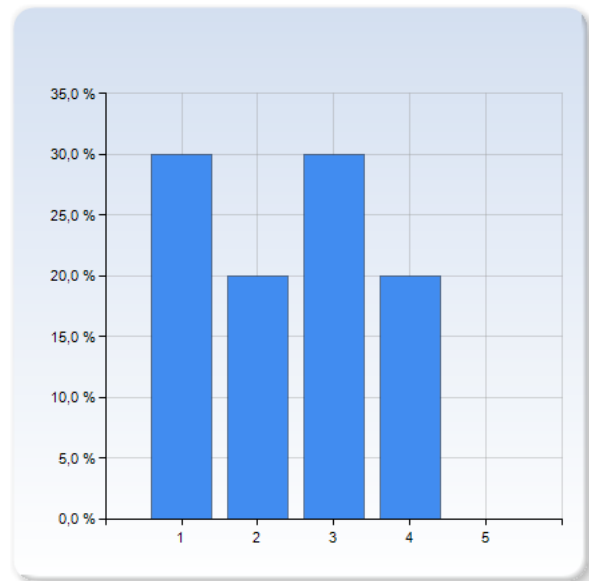
4 = positive

5 = very positive

What is your general opinion of...

the lectures with Carl Troein?

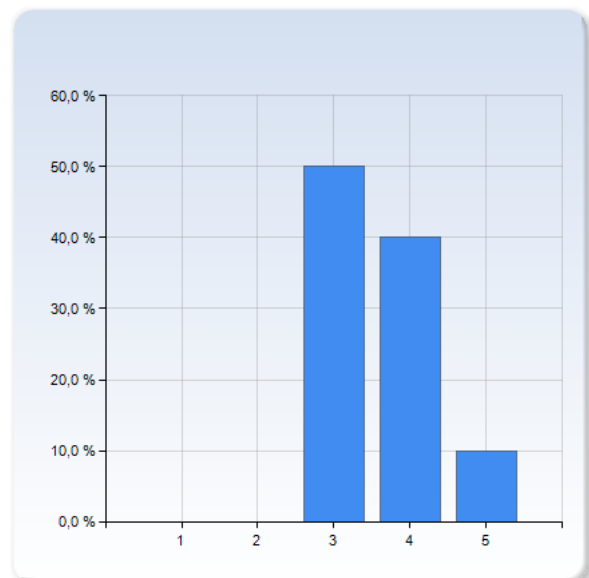
the lectures with Carl Troein?	Number of Responses
1	3 (30,0%)
2	2 (20,0%)
3	3 (30,0%)
4	2 (20,0%)
5	0 (0,0%)
Total	10 (100,0%)



the lectures with Carl Troein?	Mean	Standard Deviation
	2,4	1,2

the simulation exercises?

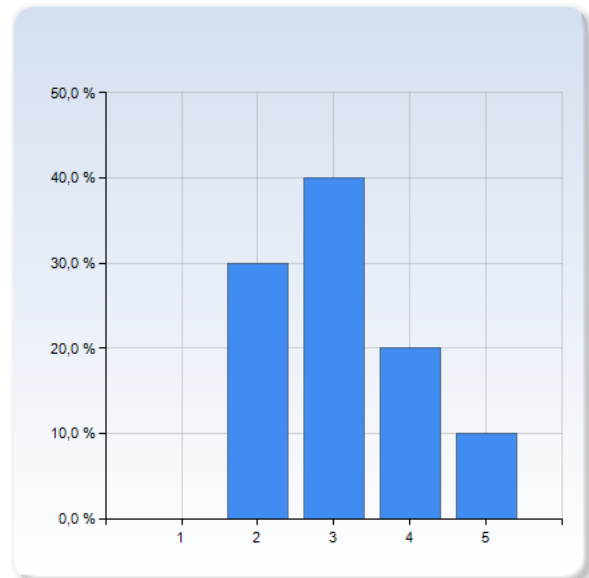
the simulation exercises?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	5 (50,0%)
4	4 (40,0%)
5	1 (10,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
the simulation exercises?	3,6	0,7

the introductions to the simulation exercises?

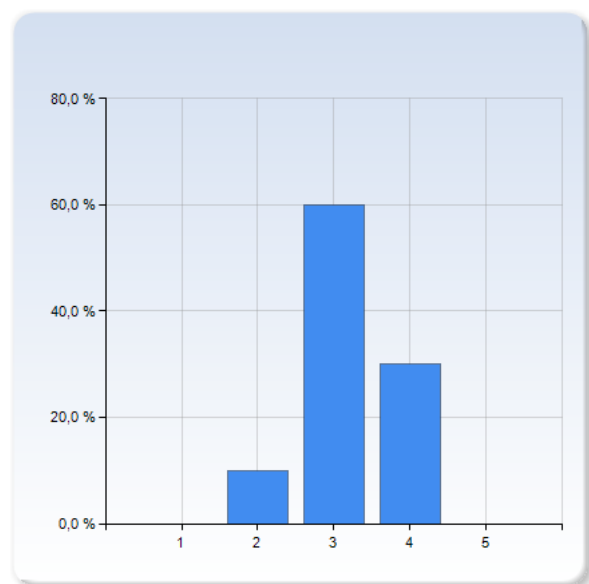
the introductions to the simulation exercises?	Number of Responses
1	0 (0,0%)
2	3 (30,0%)
3	4 (40,0%)
4	2 (20,0%)
5	1 (10,0%)
Total	10 (100,0%)



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

the theoretical parts of the simulation exercises?

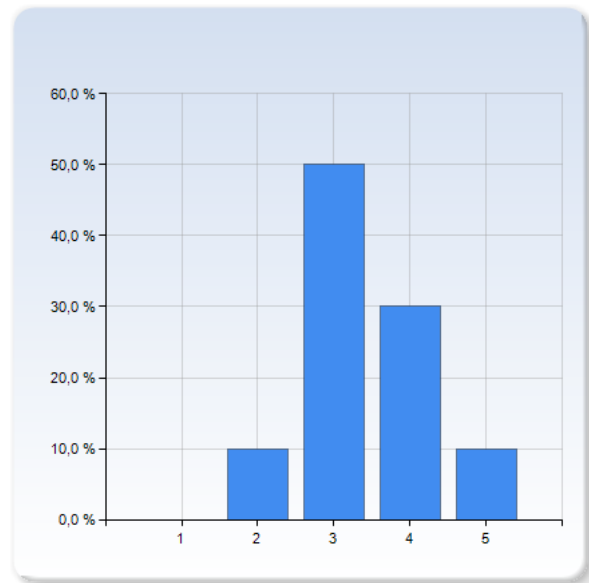
the theoretical parts of the simulation exercises?	Number of Responses
1	0 (0,0%)
2	1 (10,0%)
3	6 (60,0%)
4	3 (30,0%)
5	0 (0,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
the theoretical parts of the simulation exercises?	3,2	0,6

the programming parts of the simulation exercises?

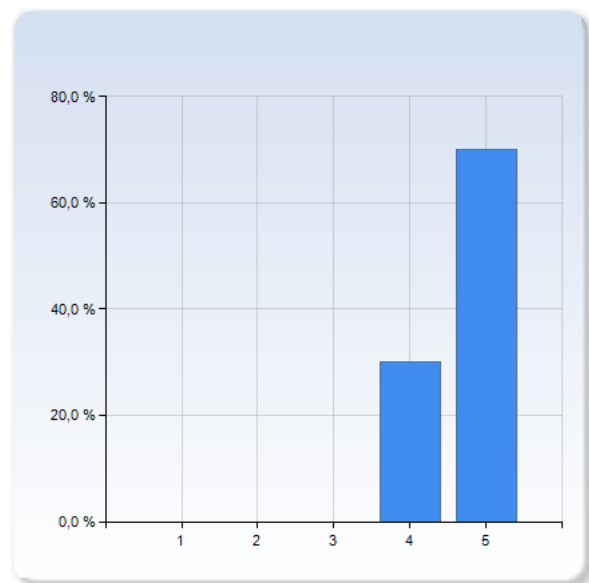
the programming parts of the simulation exercises?	Number of Responses
1	0 (0,0%)
2	1 (10,0%)
3	5 (50,0%)
4	3 (30,0%)
5	1 (10,0%)
Total	10 (100,0%)



the programming parts of the simulation exercises?	Mean	Standard Deviation
	3,4	0,8

the programming project?

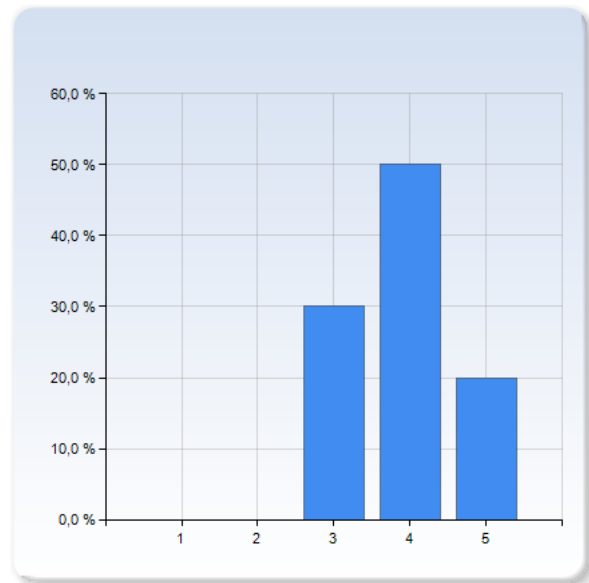
the programming project?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	3 (30,0%)
5	7 (70,0%)
Total	10 (100,0%)



the programming project?	Mean	Standard Deviation
	4,7	0,5

the balance between lectures, exercises and the project?

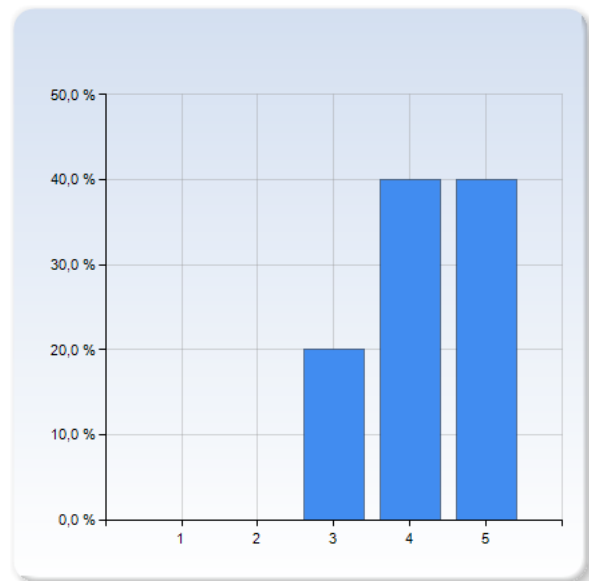
the balance between lectures, exercises and the project?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	3 (30,0%)
4	5 (50,0%)
5	2 (20,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
the balance between lectures, exercises and the project?	3,9	0,7

the written exam?

the written exam?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	2 (20,0%)
4	4 (40,0%)
5	4 (40,0%)
Total	10 (100,0%)



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

Comment (help us interpret your grades!)

The lecturing concept with Carl sadly hasn't really been working out at all. He seems like quite the guy outside of lecturing, but the lectures have all been revoked of any pedagogical aspect whatsoever. It simply isn't educational to listen blankly to someone reciting the material from a slideshow and then watching that same person mimic code from that same slideshow time after time again. A much better concept would be, as a student once noted, to dedicate the first half of the lectures to the theoretical baseline of programming and Java, and the remainder for supervised problem-solving exercises of some sort, either on computers or by other means. All in all, most of the class didn't even attend most lectures, which should be an indicator about the educational level if anything.

Föreläsningarna var totalt onödiga eftersom allt som hände var att föreläsaren rabblade upp punkter från en lista, på projektor, som vi hade tillgång till utan att lägga till något eller förklara något mer ingående. Det var också väldigt hackigt, mumlande och föreläsaren kom ofta in på sidospår om mer avancerad programmering vilket gjorde att jag som nybörjare lätt tappade bort mig. Att bara läsa listan kändes mer pedagogiskt än föreläsningarna. Den enda föreläsningen som var bra var den då projektorn var trasig och föreläsaren använde sig av tavlan, ritade bilder och dyl. för att förklara. Jag har svårt att lära mig saker utan att förstå varför samt att läsa mig till varför och när man är nybörjare och får allt så opedagogiskt förklarar för sig är det väldigt svårt att få grepp om helheten/teorin. De andra delarna i kursen var i överlag bra att jag har lägre betyg på introduktionsdelen och den teoretiska delen av simuleringsövningarna beror på att teorin (dvs den programmeringstekniska) generellt sett var bristfällig.

Simulation exercises

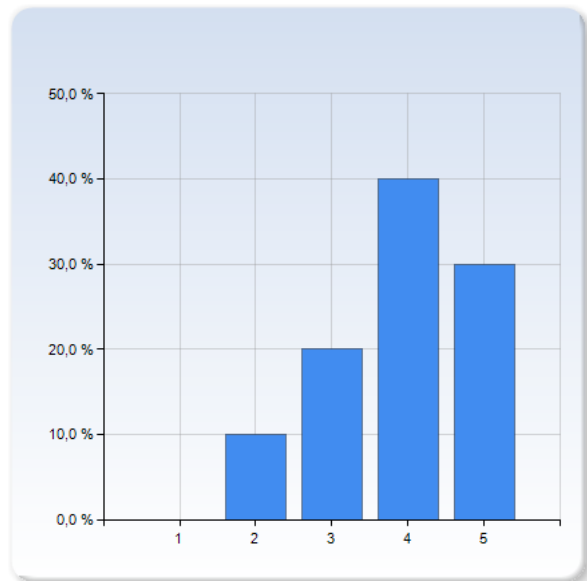
Give your opinion in the scale 1-5.

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

What is your opinion of...

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

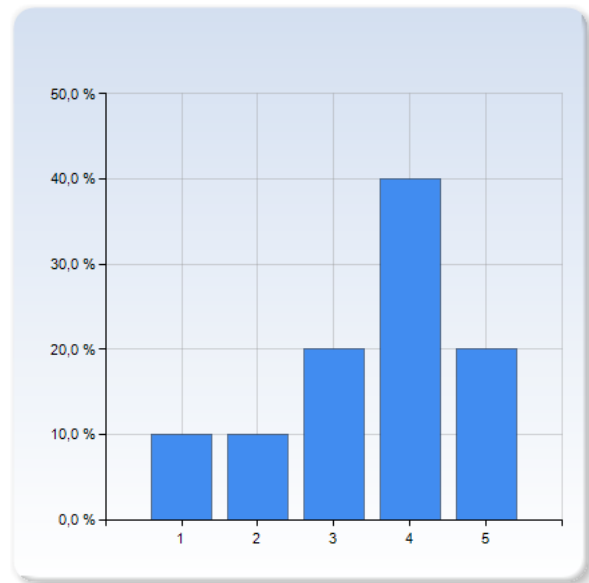
the supervision by Carl Troein on S1. Buffon's Needle	Number of Responses
1	0 (0,0%)
2	1 (10,0%)
3	2 (20,0%)
4	4 (40,0%)
5	3 (30,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
the supervision by Carl Troein on S1. Buffon's Needle	3,9	1,0

the theoretical part of S1. Buffon's Needle

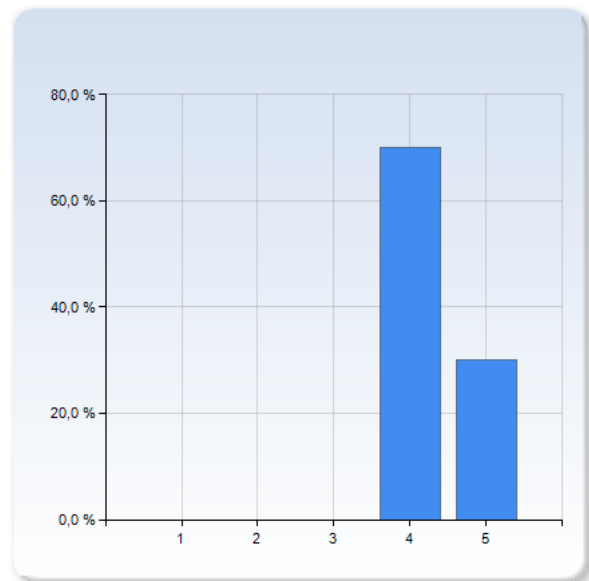
the theoretical part of S1. Buffon's Needle	Number of Responses
1	1 (10,0%)
2	1 (10,0%)
3	2 (20,0%)
4	4 (40,0%)
5	2 (20,0%)
Total	10 (100,0%)



the theoretical part of S1. Buffon's Needle	Mean	Standard Deviation
	3,5	1,3

the programming part of S1. Buffon's Needle

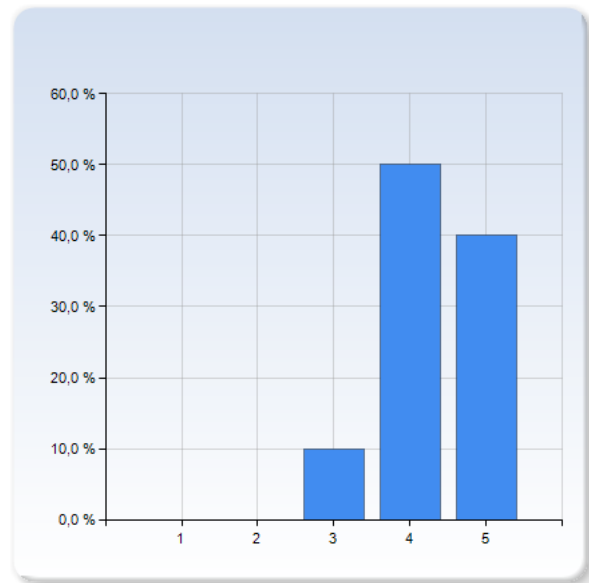
the programming part of S1. Buffon's Needle	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	7 (70,0%)
5	3 (30,0%)
Total	10 (100,0%)



the programming part of S1. Buffon's Needle	Mean	Standard Deviation
	4,3	0,5

the supervision by Jesper Roy Christiansen on S2. Random Walk

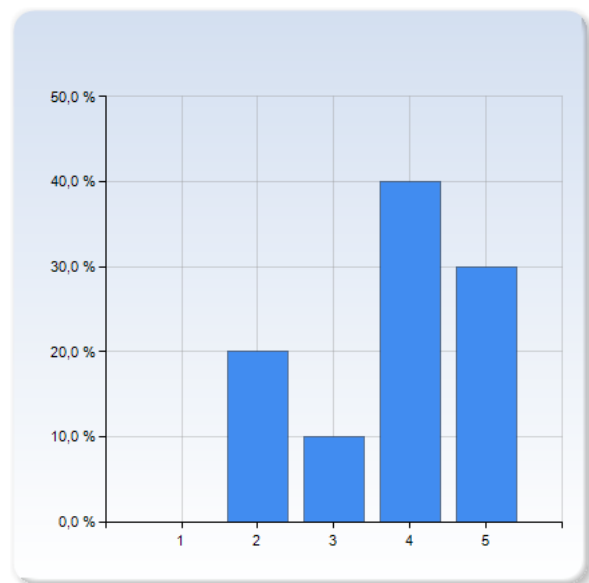
the supervision by Jesper Roy Christiansen on S2. Random Walk	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (10,0%)
4	5 (50,0%)
5	4 (40,0%)
Total	10 (100,0%)



the supervision by Jesper Roy Christiansen on S2. Random Walk	Mean	Standard Deviation
	4,3	0,7

the theoretical part of S2. Random Walk

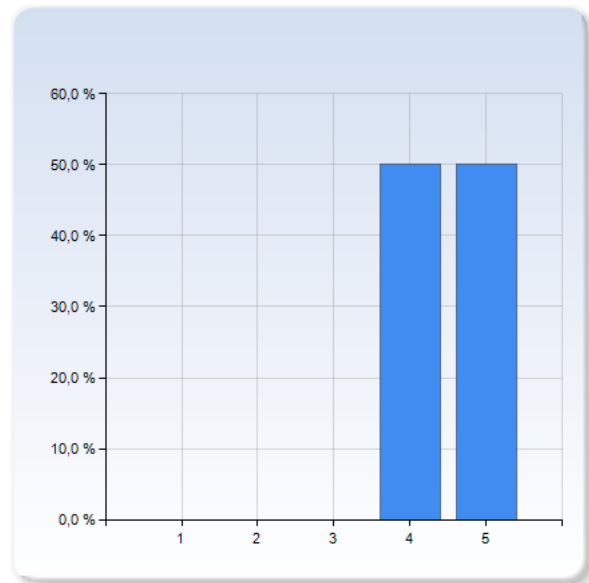
the theoretical part of S2. Random Walk	Number of Responses
1	0 (0,0%)
2	2 (20,0%)
3	1 (10,0%)
4	4 (40,0%)
5	3 (30,0%)
Total	10 (100,0%)



the theoretical part of S2. Random Walk	Mean	Standard Deviation
	3,8	1,1

the programming part of S2. Random Walk

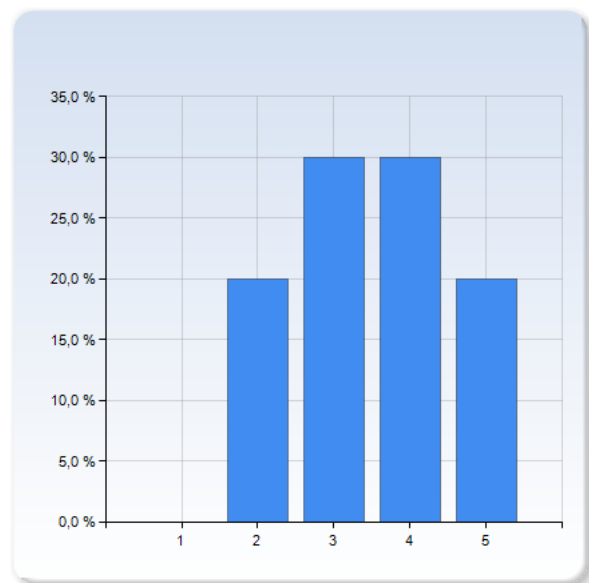
the programming part of S2. Random Walk	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	5 (50,0%)
5	5 (50,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
the programming part of S2. Random Walk	4,5	0,5

the supervision by André Larsson on S3. Earthquakes

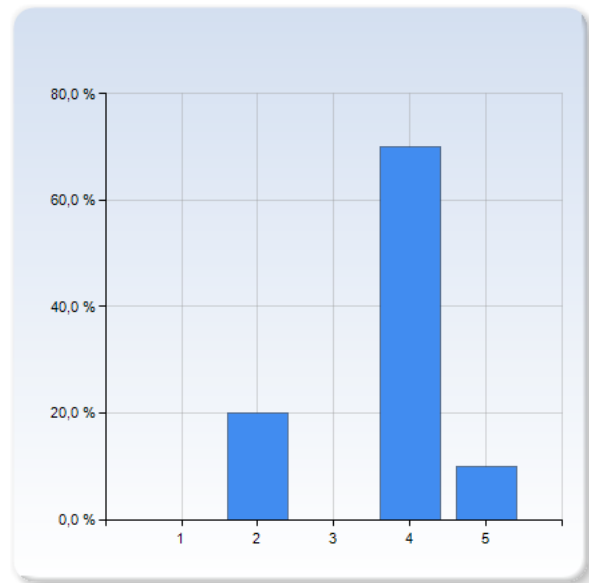
the supervision by André Larsson on S3. Earthquakes	Number of Responses
1	0 (0,0%)
2	2 (20,0%)
3	3 (30,0%)
4	3 (30,0%)
5	2 (20,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
the supervision by André Larsson on S3. Earthquakes	3,5	1,1

the theoretical part of S3. Earthquakes

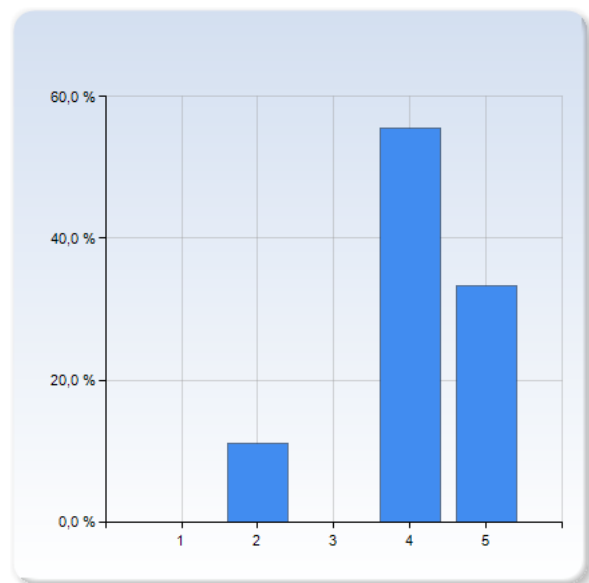
the theoretical part of S3. Earthquakes	Number of Responses
1	0 (0,0%)
2	2 (20,0%)
3	0 (0,0%)
4	7 (70,0%)
5	1 (10,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
the theoretical part of S3. Earthquakes	3,7	0,9

the programming part of S3. Earthquakes

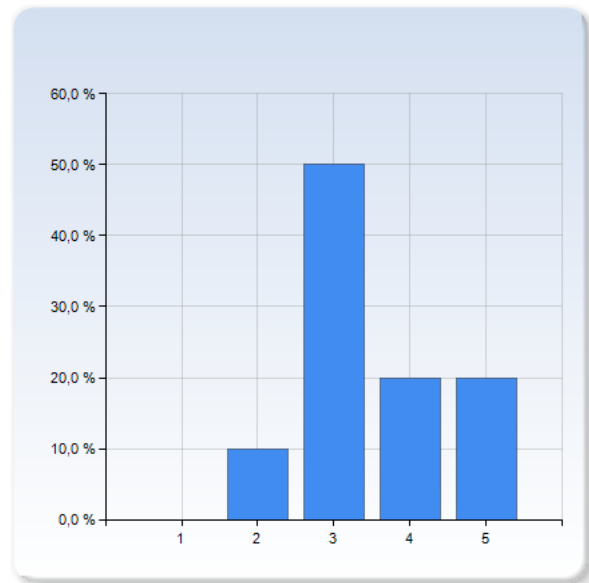
the programming part of S3. Earthquakes	Number of Responses
1	0 (0,0%)
2	1 (11,1%)
3	0 (0,0%)
4	5 (55,6%)
5	3 (33,3%)
Total	9 (100,0%)



	Mean	Standard Deviation
the programming part of S3. Earthquakes	4,1	0,9

the supervision by Christine Rasmussen on S4. The Hopfield Model

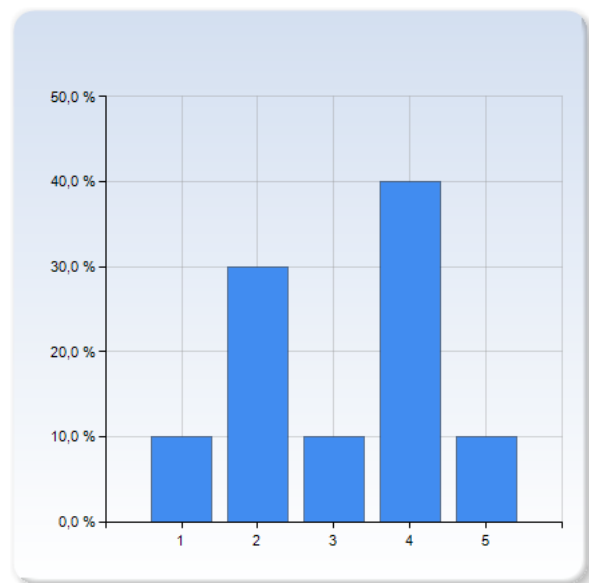
the supervision by Christine Rasmussen on S4. The Hopfield Model	Number of Responses
1	0 (0,0%)
2	1 (10,0%)
3	5 (50,0%)
4	2 (20,0%)
5	2 (20,0%)
Total	10 (100,0%)



the supervision by Christine Rasmussen on S4. The Hopfield Model	Mean	Standard Deviation
	3,5	1,0

the theoretical part of S4. The Hopfield Model

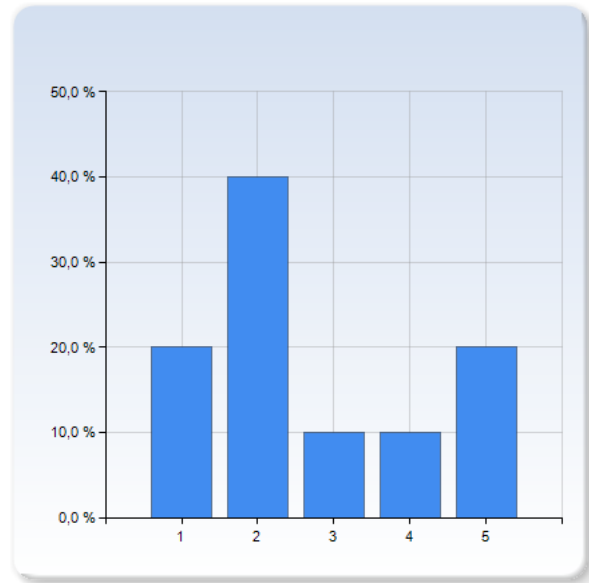
the theoretical part of S4. The Hopfield Model	Number of Responses
1	1 (10,0%)
2	3 (30,0%)
3	1 (10,0%)
4	4 (40,0%)
5	1 (10,0%)
Total	10 (100,0%)



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

the programming part of S4. The Hopfield Model

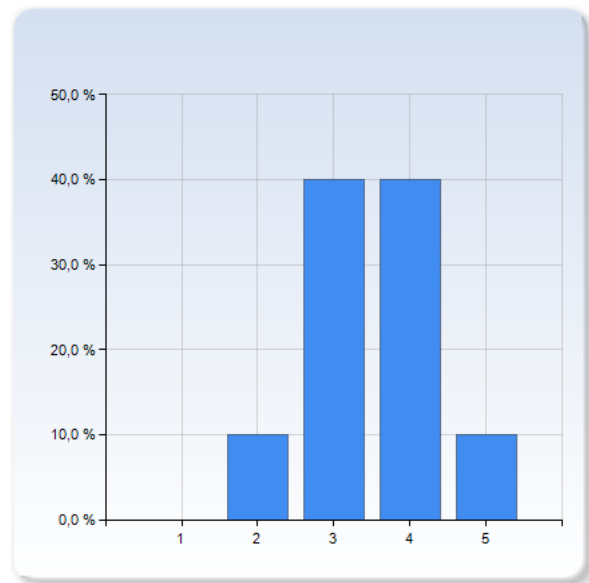
the programming part of S4. The Hopfield Model	Number of Responses
1	2 (20,0%)
2	4 (40,0%)
3	1 (10,0%)
4	1 (10,0%)
5	2 (20,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
the programming part of S4. The Hopfield Model	2,7	1,5

the supervision by Karl Fogelmark on S7. Population Dynamics

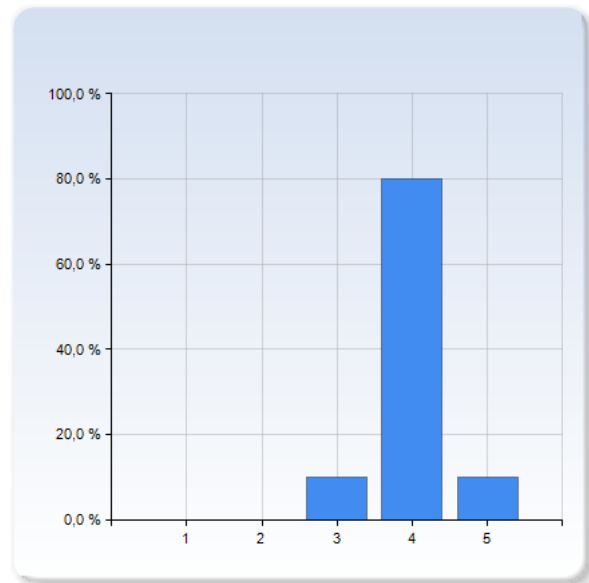
the supervision by Karl Fogelmark on S7. Population Dynamics	Number of Responses
1	0 (0,0%)
2	1 (10,0%)
3	4 (40,0%)
4	4 (40,0%)
5	1 (10,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
the supervision by Karl Fogelmark on S7. Population Dynamics	3,5	0,8

the theoretical part of S7. Population Dynamics

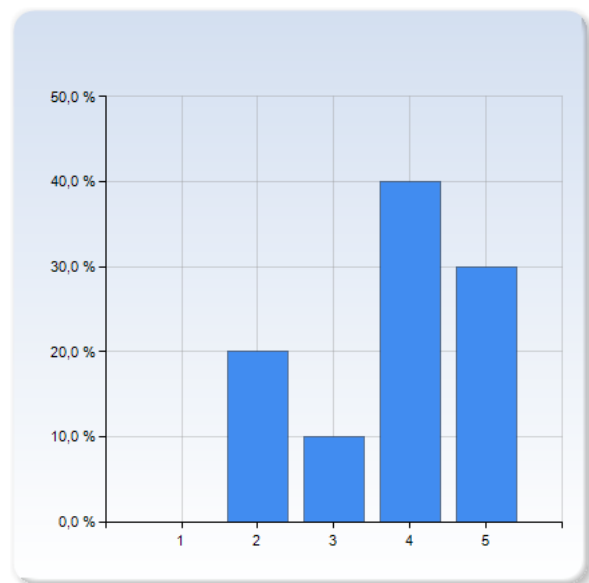
the theoretical part of S7. Population Dynamics	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (10,0%)
4	8 (80,0%)
5	1 (10,0%)
Total	10 (100,0%)



the theoretical part of S7. Population Dynamics	Mean	Standard Deviation
	4,0	0,5

the programming part of S7. Population Dynamics

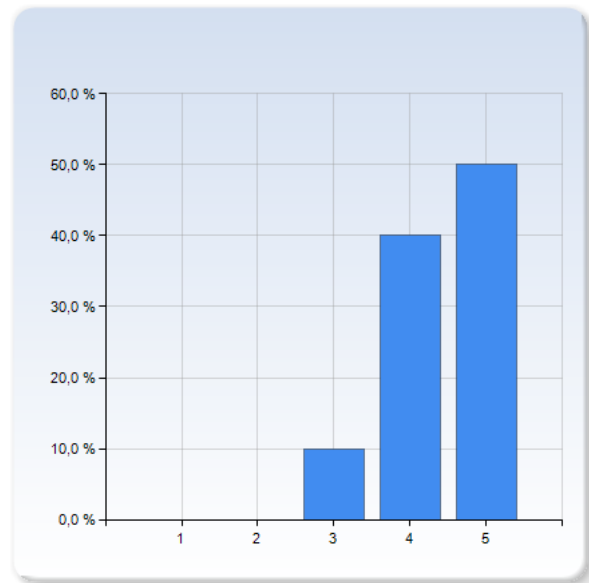
the programming part of S7. Population Dynamics	Number of Responses
1	0 (0,0%)
2	2 (20,0%)
3	1 (10,0%)
4	4 (40,0%)
5	3 (30,0%)
Total	10 (100,0%)



the programming part of S7. Population Dynamics	Mean	Standard Deviation
	3,8	1,1

the supervision by Christian Bierlich on S6. Falling Particles

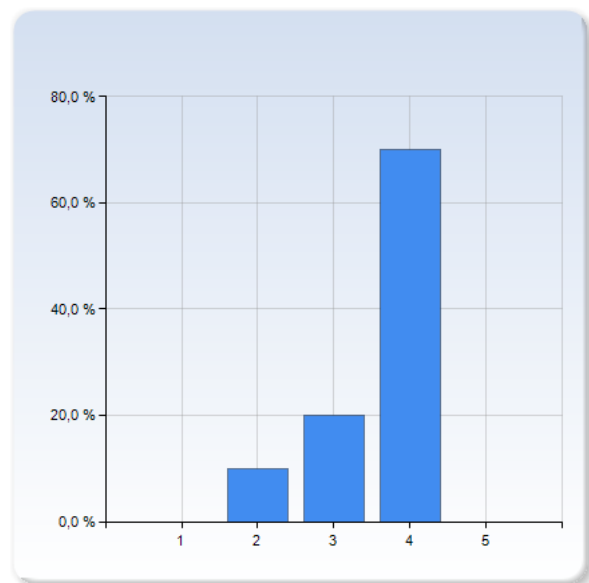
the supervision by Christian Bierlich on S6. Falling Particles	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (10,0%)
4	4 (40,0%)
5	5 (50,0%)
Total	10 (100,0%)



the supervision by Christian Bierlich on S6. Falling Particles	Mean	Standard Deviation
	4,4	0,7

the theoretical part of S6. Falling Particles

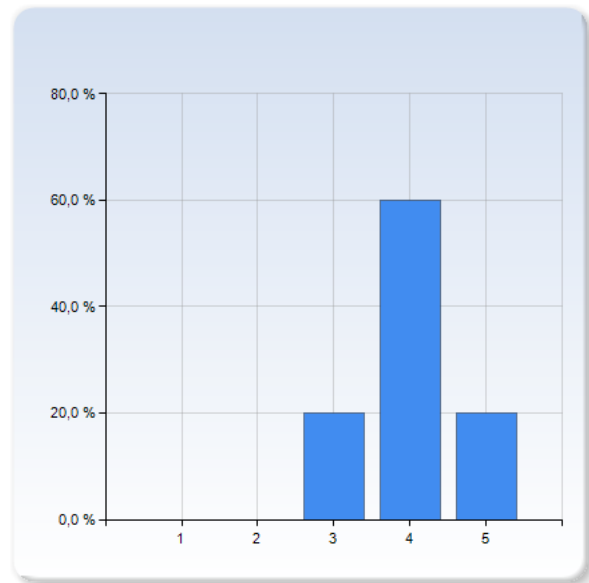
the theoretical part of S6. Falling Particles	Number of Responses
1	0 (0,0%)
2	1 (10,0%)
3	2 (20,0%)
4	7 (70,0%)
5	0 (0,0%)
Total	10 (100,0%)



the theoretical part of S6. Falling Particles	Mean	Standard Deviation
	3,6	0,7

the programming part of S6. Falling Particles

the programming part of S6. Falling Particles	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	2 (20,0%)
4	6 (60,0%)
5	2 (20,0%)
Total	10 (100,0%)



the programming part of S6. Falling Particles	Mean	Standard Deviation
	4,0	0,7

Comment (*help us interpret your grades!*)

Some of the introductions to the theoretical parts of the exercises were a bit too abstract. Some of the supervisors (Christian and André) talked about the concepts in broader strokes, which gave a fair boost for understanding the topics. Others seemed to be a bit snowed in on the details. Most supervisors didn't know Java all that well, which wasn't very helpful during laboratory exercises.

Alla handledare var bra. Dock förtjänar Christian ett extra omnämmande på grund av hur extremt väl hela simuleringen från den teoretiska bakgrunden till förklarandet och genomförandet av egentliga uppgiften. Alla uppgifter hade väldigt intressant teoretisk bakgrund och de var roliga att arbeta med. Att övning 1 får negativt betyg beror på att vår kunskap om statistik (trots extra föreläsning) vid denna tidpunkt inte var tillräcklig för att förstå teorin. Nu är det uppenbart men kanske borde statistik delen av matten flyttas fram. De övningar som fått dåligt betyg på programmeringen får det på grund av hur lite programmering som fanns i övningen. Hopfield innehöll en del men den svåra delen var att rota genom den existerande koden och förstå vad man skulle göra. Samma sak med Pop-dynamik men där var mängden kod vi skrev löjligt liten. Att skriva kod från början till skillnad från föregående år är en stor förbättring, fortsatt i den riktningen.

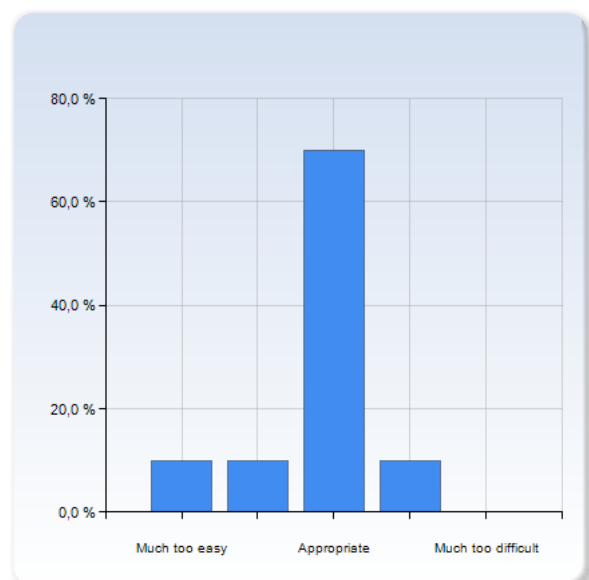
Theoretical part of simulations were often hard to grasp (particularly hopfield and the hausdorff part). The theoretical math problems felt too circumstantial and sometimes took longer than the whole simulations.

The level of difficulty.

"How difficult..."

was this part of the course in general?

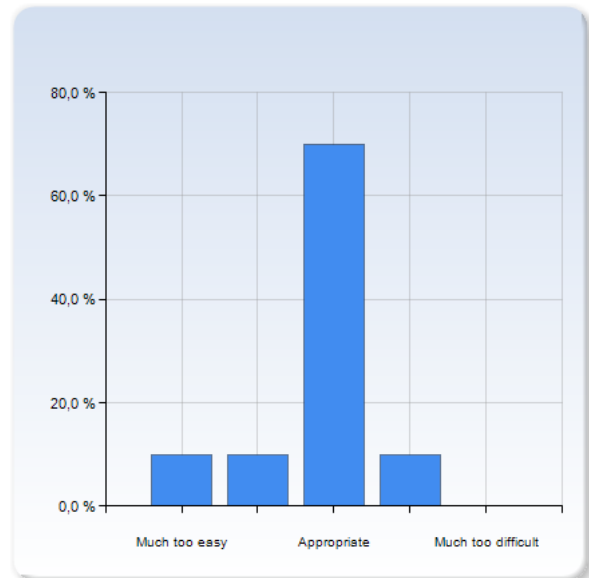
was this part of the course in general?	Number of Responses
Much too easy	1 (10,0%)
	1 (10,0%)
Appropriate	7 (70,0%)
	1 (10,0%)
Much too difficult	0 (0,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
was this part of the course in general?	2,8	0,8

were the lectures with Carl Troein?

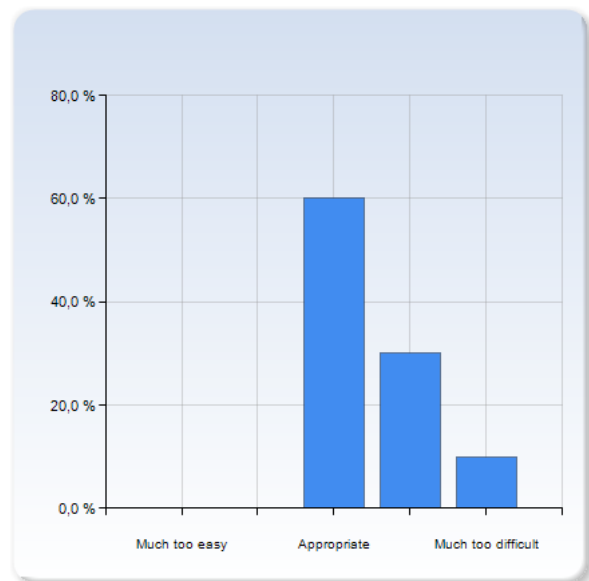
were the lectures with Carl Troein?	Number of Responses
Much too easy	1 (10,0%)
	1 (10,0%)
Appropriate	7 (70,0%)
	1 (10,0%)
Much too difficult	0 (0,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
were the lectures with Carl Troein?	2,8	0,8

were the theoretical parts of the simulation exercises?

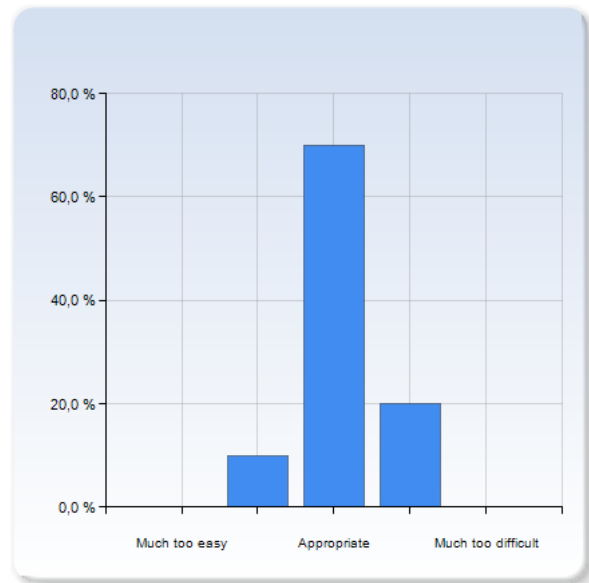
were the theoretical parts of the simulation exercises?	Number of Responses
Much too easy	0 (0,0%)
	0 (0,0%)
Appropriate	6 (60,0%)
	3 (30,0%)
Much too difficult	1 (10,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
were the theoretical parts of the simulation exercises?	3,5	0,7

were the programming parts of the simulation exercises?

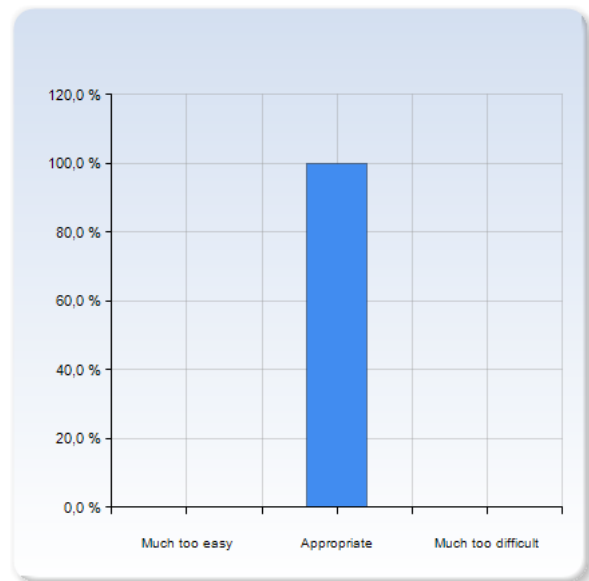
were the programming parts of the simulation exercises?	Number of Responses
Much too easy	0 (0,0%)
	1 (10,0%)
Appropriate	7 (70,0%)
	2 (20,0%)
Much too difficult	0 (0,0%)
Total	10 (100,0%)



were the programming parts of the simulation exercises?	Mean	Standard Deviation
	3,1	0,6

was the report writing for the simulation exercises?

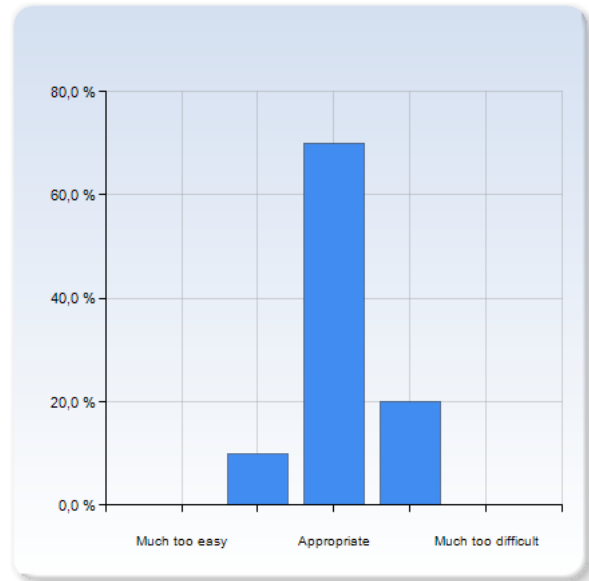
was the report writing for the simulation exercises?	Number of Responses
Much too easy	0 (0,0%)
	0 (0,0%)
Appropriate	10 (100,0%)
	0 (0,0%)
Much too difficult	0 (0,0%)
Total	10 (100,0%)



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

was the theoretical part of S1. Buffon's Needle

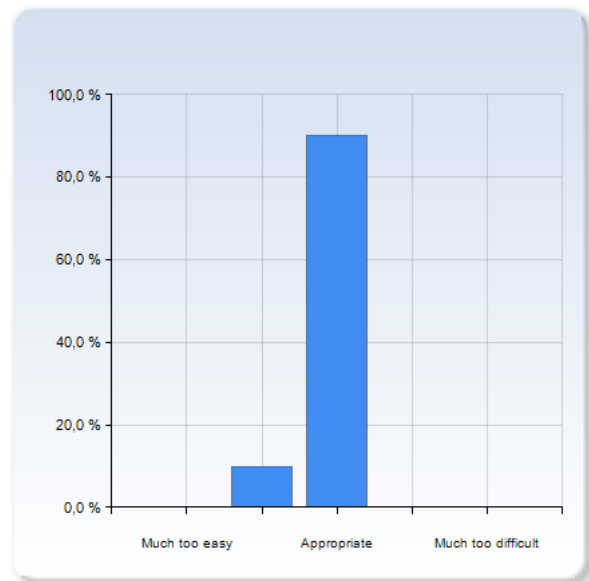
was the theoretical part of S1. Buffon's Needle	Number of Responses
Much too easy	0 (0,0%)
	1 (10,0%)
Appropriate	7 (70,0%)
	2 (20,0%)
Much too difficult	0 (0,0%)
Total	10 (100,0%)



was the theoretical part of S1. Buffon's Needle	Mean	Standard Deviation
	3,1	0,6

was the programming part of S1. Buffon's Needle

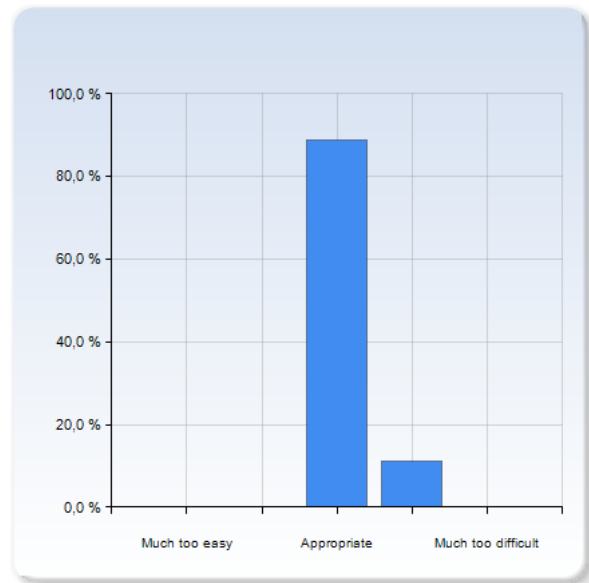
was the programming part of S1. Buffon's Needle	Number of Responses
Much too easy	0 (0,0%)
	1 (10,0%)
Appropriate	9 (90,0%)
	0 (0,0%)
Much too difficult	0 (0,0%)
Total	10 (100,0%)



was the programming part of S1. Buffon's Needle	Mean	Standard Deviation
	2,9	0,3

was the theoretical part of S2. Random Walk

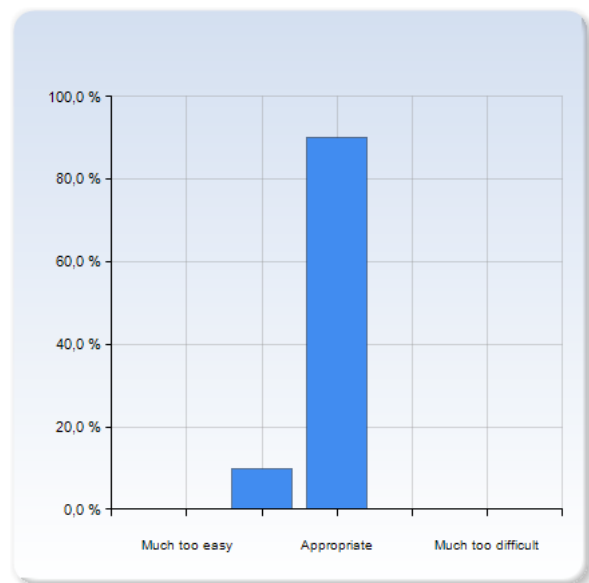
was the theoretical part of S2. Random Walk	Number of Responses
Much too easy	0 (0,0%)
Appropriate	8 (88,9%)
Much too difficult	1 (11,1%)
Total	9 (100,0%)



was the theoretical part of S2. Random Walk	Mean	Standard Deviation
	3,1	0,3

was the programming part of S2. Random Walk

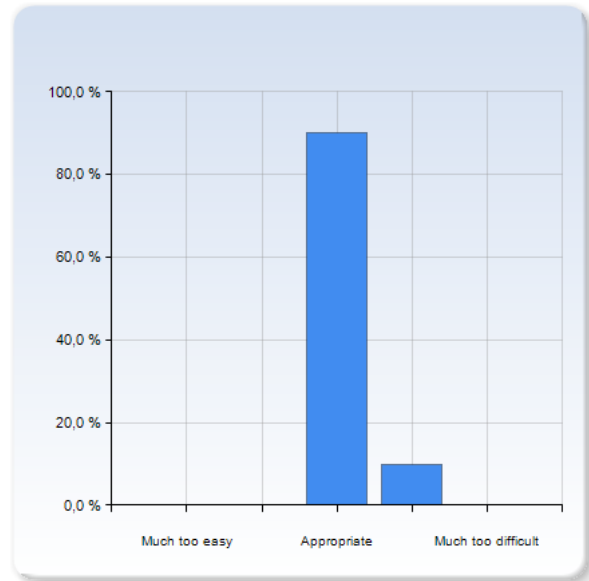
was the programming part of S2. Random Walk	Number of Responses
Much too easy	0 (0,0%)
Appropriate	9 (90,0%)
Much too difficult	1 (10,0%)
Total	10 (100,0%)



was the programming part of S2. Random Walk	Mean	Standard Deviation
	2,9	0,3

was the theoretical part of S3. Earthquakes

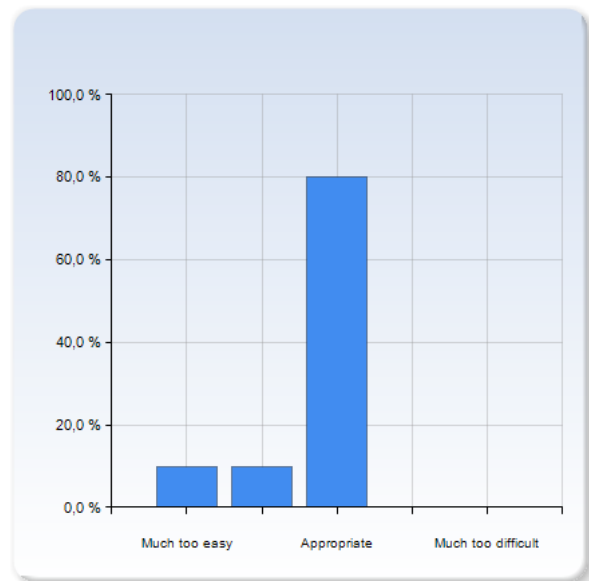
was the theoretical part of S3. Earthquakes	Number of Responses
Much too easy	0 (0,0%)
Appropriate	9 (90,0%)
Much too difficult	1 (10,0%)
Total	10 (100,0%)



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

was the programming part of S3. Earthquakes

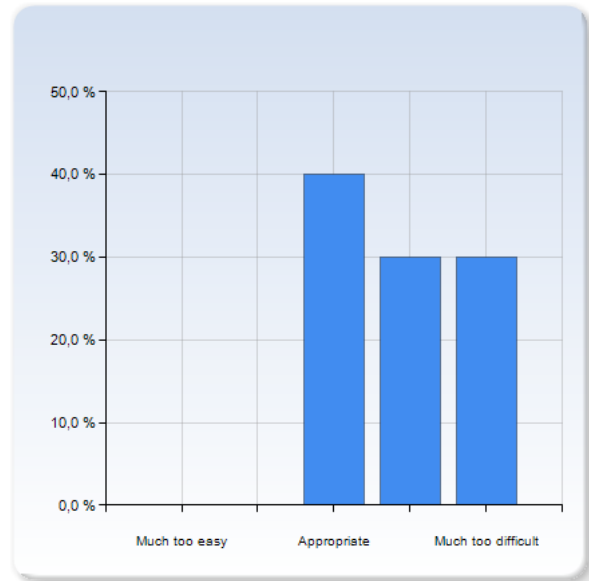
was the programming part of S3. Earthquakes	Number of Responses
Much too easy	1 (10,0%)
Appropriate	8 (80,0%)
Much too difficult	0 (0,0%)
Total	10 (100,0%)



was the programming part of S3. Earthquakes	Mean	Standard Deviation
	2,7	0,7

was the theoretical part of S4. The Hopfield Model

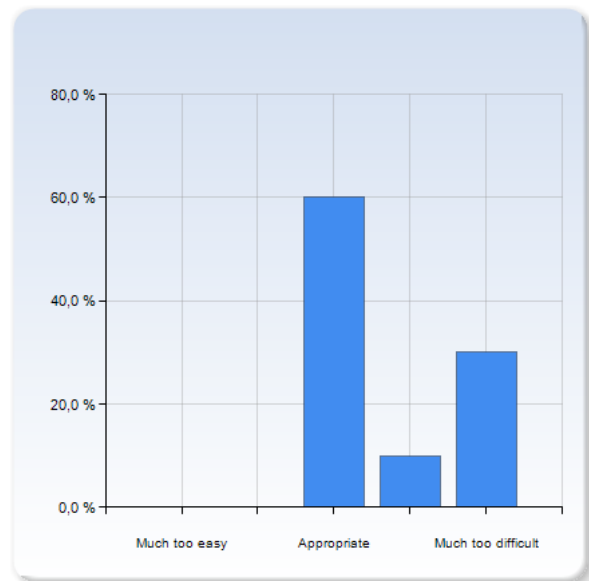
was the theoretical part of S4. The Hopfield Model	Number of Responses
Much too easy	0 (0,0%)
Appropriate	4 (40,0%)
Much too difficult	3 (30,0%)
Total	10 (100,0%)



was the theoretical part of S4. The Hopfield Model	Mean	Standard Deviation
	3,9	0,9

was the programming part of S4. The Hopfield Model

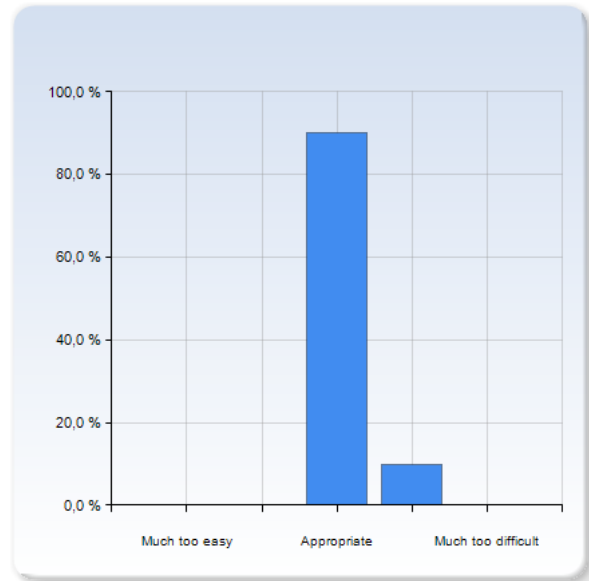
was the programming part of S4. The Hopfield Model	Number of Responses
Much too easy	0 (0,0%)
Appropriate	6 (60,0%)
Much too difficult	3 (30,0%)
Total	10 (100,0%)



was the programming part of S4. The Hopfield Model	Mean	Standard Deviation
	3,7	0,9

was the theoretical part of S7. Population Dynamics

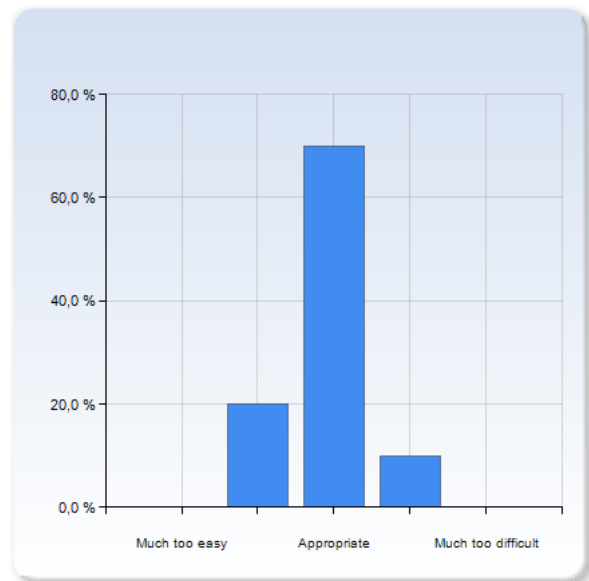
was the theoretical part of S7. Population Dynamics	Number of Responses
Much too easy	0 (0,0%)
Appropriate	9 (90,0%)
Much too difficult	1 (10,0%)
Total	10 (100,0%)



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

was the programming part of S7. Population Dynamics

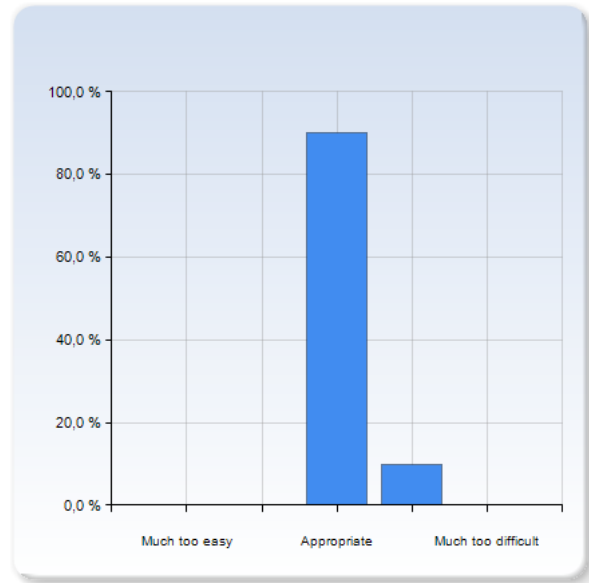
was the programming part of S7. Population Dynamics	Number of Responses
Much too easy	0 (0,0%)
Appropriate	7 (70,0%)
Much too difficult	1 (10,0%)
Total	10 (100,0%)



was the programming part of S7. Population Dynamics	Mean	Standard Deviation
	2,9	0,6

was the theoretical part of S6. Falling Particles

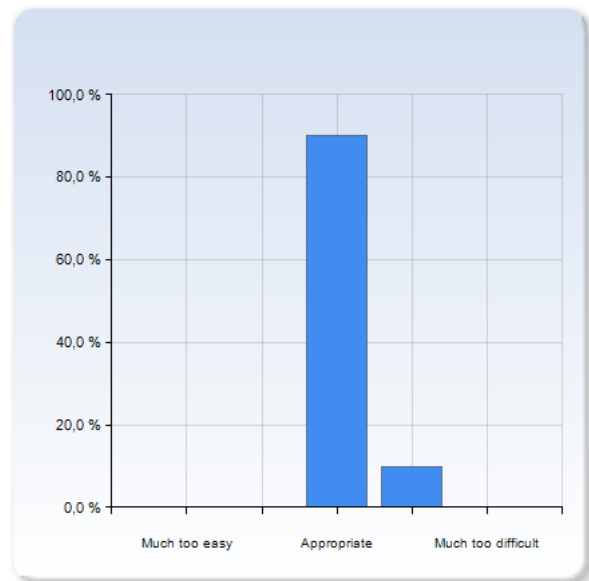
was the theoretical part of S6. Falling Particles	Number of Responses
Much too easy	0 (0,0%)
Appropriate	9 (90,0%)
Much too difficult	1 (10,0%)
Total	10 (100,0%)



was the theoretical part of S6. Falling Particles	Mean	Standard Deviation
	3,1	0,3

was the programming part of S6. Falling Particles

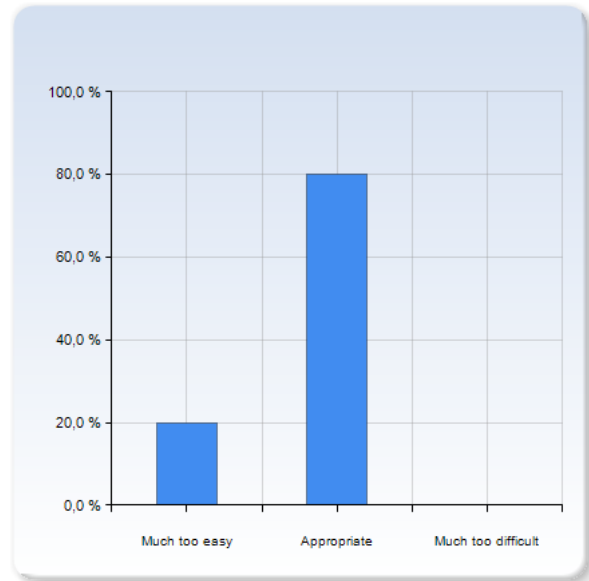
was the programming part of S6. Falling Particles	Number of Responses
Much too easy	0 (0,0%)
Appropriate	9 (90,0%)
Much too difficult	1 (10,0%)
Total	10 (100,0%)



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

was the programming project?

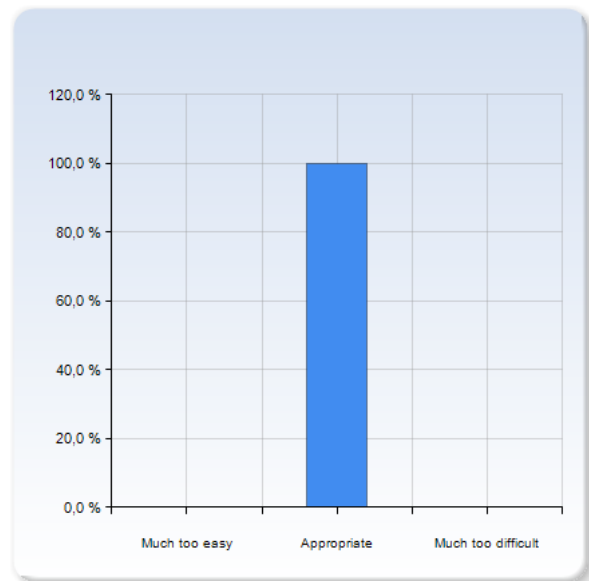
was the programming project?	Number of Responses
Much too easy	2 (20,0%)
	0 (0,0%)
Appropriate	8 (80,0%)
	0 (0,0%)
Much too difficult	0 (0,0%)
Total	10 (100,0%)



was the programming project?	Mean	Standard Deviation
	2,6	0,8

was the written exam?

was the written exam?	Number of Responses
Much too easy	0 (0,0%)
	0 (0,0%)
Appropriate	10 (100,0%)
	0 (0,0%)
Much too difficult	0 (0,0%)
Total	10 (100,0%)



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

Comment

Att föreläsningarna var svåra är inte lika sant som att de var svårförklarliga. Att teorin till övning 1 var svår beror som sagt på att vi inte hade matten som krävdes. Att pop-dyn var enkel beror på hur lite kod vi behövde skriva och hur lite vi behövde sätta oss in i hur resten fungerade.

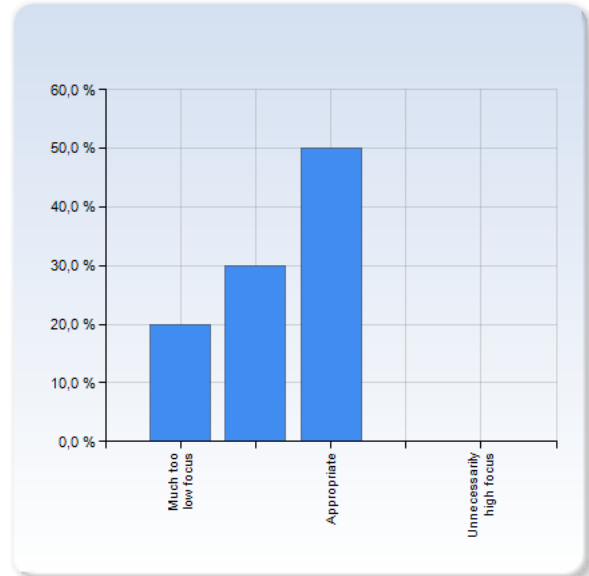
The focus of this part of the course.

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.

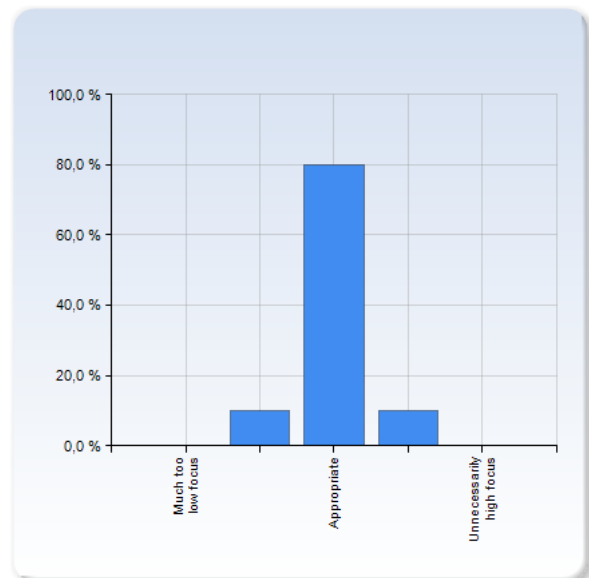
can explain the universal model of a mass on a spring and apply it to systems near equilibrium.	Number of Responses
Much too low focus	2 (20,0%)
	3 (30,0%)
Appropriate	5 (50,0%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
can explain the universal model of a mass on a spring and apply it to systems near equilibrium.	2,3	0,8

can formulate simple models of systems.

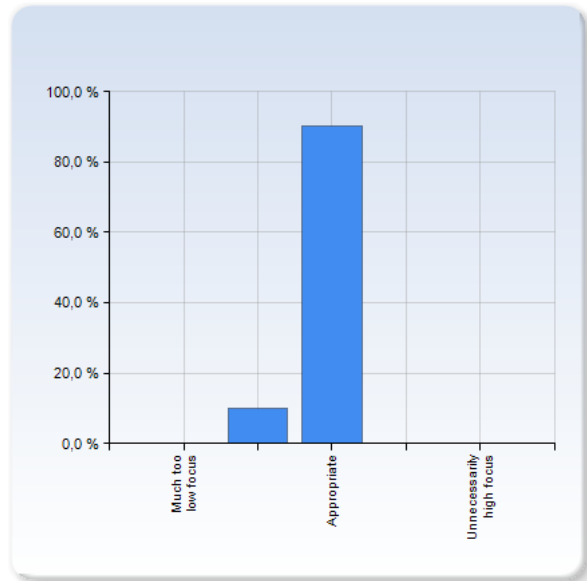
can formulate simple models of systems.	Number of Responses
Much too low focus	0 (0,0%)
	1 (10,0%)
Appropriate	8 (80,0%)
	1 (10,0%)
Unnecessarily high focus	0 (0,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
can formulate simple models of systems.	3,0	0,5

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

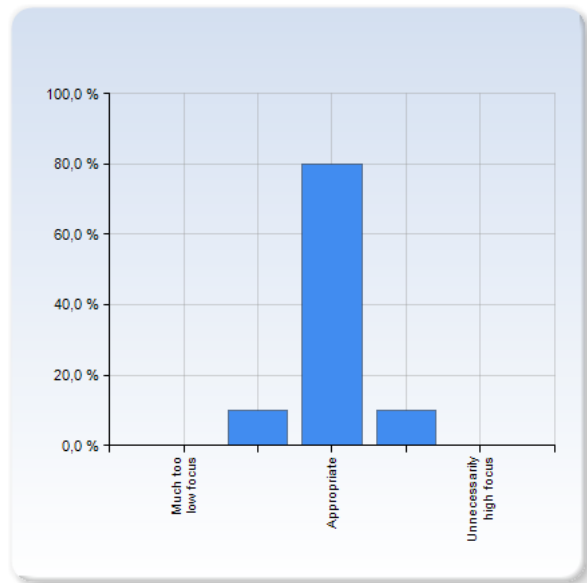
masters basic Java programming and can write basic programs for simulation and analysis.	Number of Responses
Much too low focus	0 (0,0%)
Appropriate	1 (10,0%)
Unnecessarily high focus	9 (90,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
masters basic Java programming and can write basic programs for simulation and analysis.	2,9	0,3

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

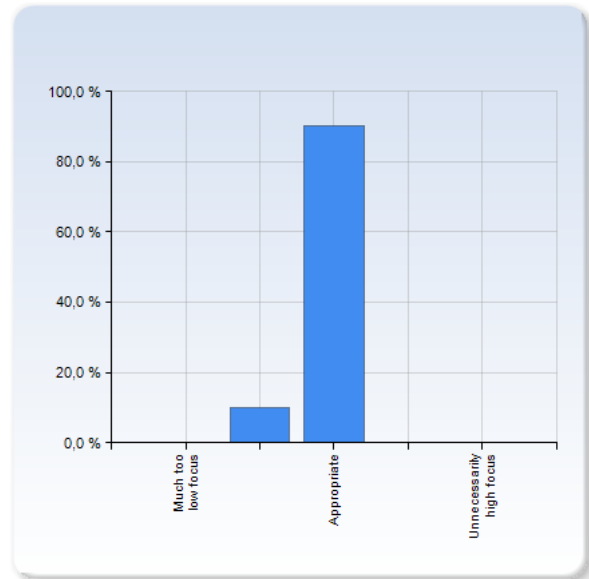
can, starting from a simplified system, formulate a model that describes the behaviour of the system.	Number of Responses
Much too low focus	0 (0,0%)
Appropriate	1 (10,0%)
Unnecessarily high focus	8 (80,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
can, starting from a simplified system, formulate a model that describes the behaviour of the system.	3,0	0,5

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.

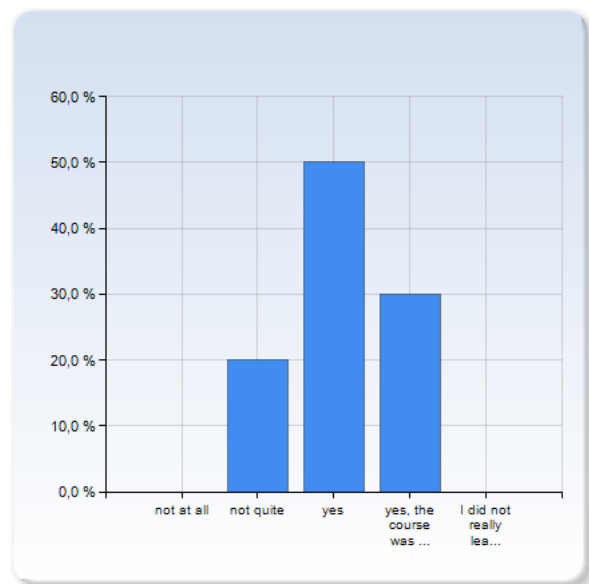
can, starting from a given model of a system, write a program that simulates the development of the system and extracts and presents relevant information.	Number of Responses
Much too low focus	0 (0,0%)
	1 (10,0%)
Appropriate	9 (90,0%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	10 (100,0%)



	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.	2,9	0,3

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	2 (20,0%)
yes	5 (50,0%)
yes, the course was a bit easy	3 (30,0%)
I did not really learn anything new	0 (0,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
Did you have enough prior knowledge for this part of the course?	3,1	0,7

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

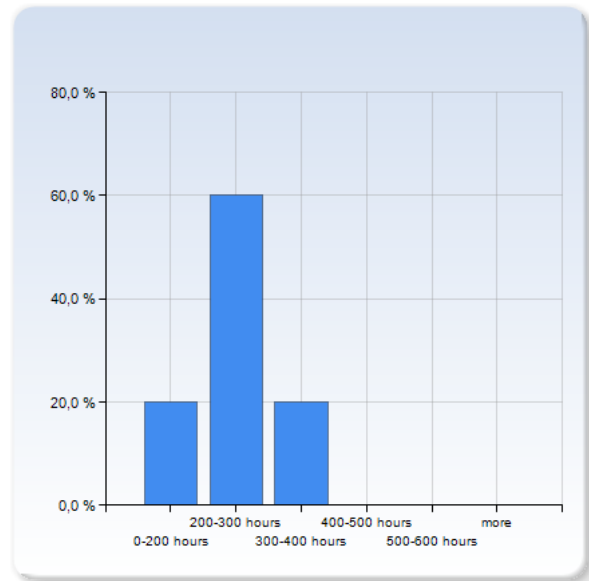
What prior knowledge was missing/overlapping?

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

Ingen tidigare erfarenhet av programmering bortsett från de allra enklaste programmen på Texas-miniräknare. Jag klarade mig bra men man såg skillnaden på de som sysslat med programmering tidigare.

How much time have you spent on this part of the course? (In total you are supposed to spend about 400 hours or 50 work-days)

How much time have you spent on this part of the course? (In total you are supposed to spend about 400 hours or 50 work-days)	Number of Responses
0-200 hours	2 (20,0%)
200-300 hours	6 (60,0%)
300-400 hours	2 (20,0%)
400-500 hours	0 (0,0%)
500-600 hours	0 (0,0%)
more	0 (0,0%)
Total	10 (100,0%)



How much time have you spent on this part of the course? (In total you are supposed to spend about 400 hours or 50 work-days)	Mean	Standard Deviation
	2,0	0,7

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

What did you particularly like with this part of the course?
The booklet containing the lecture notes.
Att skriva egna program från början till slut.
Simulations & project

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

What in this part of the course do you think could improve?
Föreläsningar och lektioner
Almost everything: lectures, exercises, simulations, supervision, course book.
Använd inte projektor/dator vid föreläsningar.
Hopfield simulation
The Lectures

Other comments on this part of the course?

Other comments on this part of the course?
No