

FYTA11-ma1, ht15

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

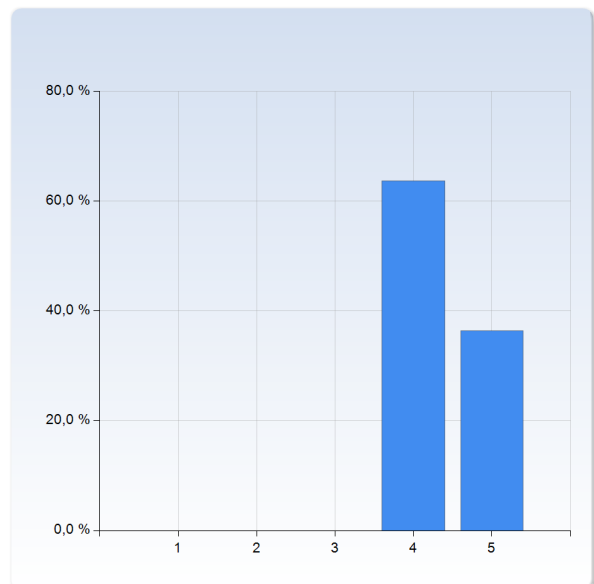
5 = very positive

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?

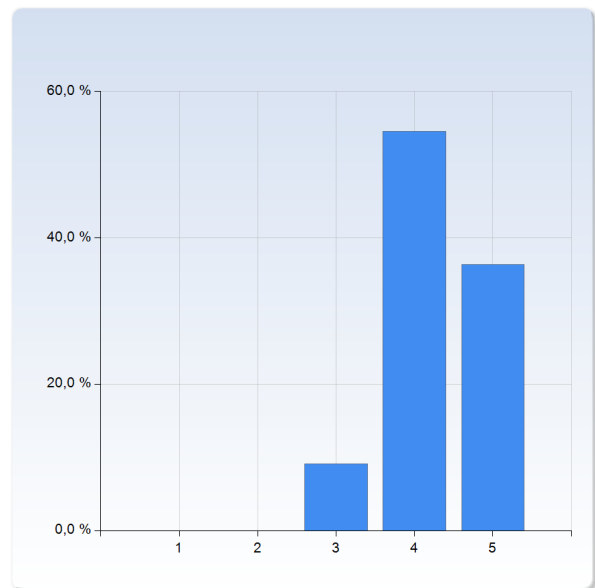
this part of the course?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	7 (63,6%)
5	4 (36,4%)
Total	11 (100,0%)



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

the information about the course when it started?

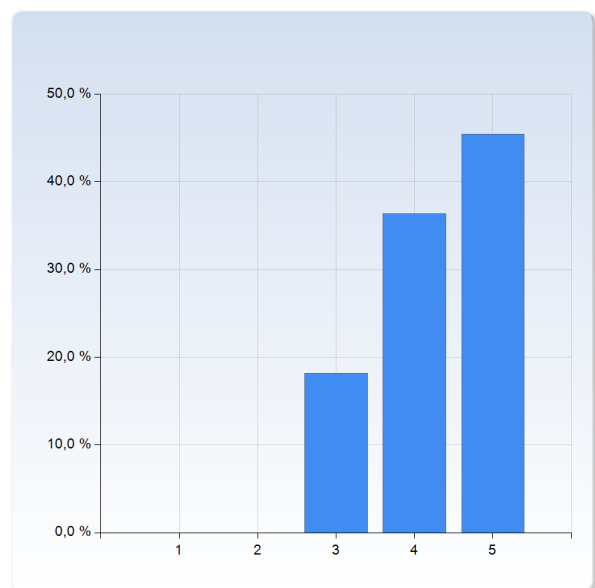
the information about the course when it started?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (9,1%)
4	6 (54,5%)
5	4 (36,4%)
Total	11 (100,0%)



	Mean	Standard Deviation
the information about the course when it started?	4,3	0,6

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	2 (18,2%)
4	4 (36,4%)
5	5 (45,5%)
Total	11 (100,0%)



	Mean	Standard Deviation
the information about what was expected of you?	4,3	0,8

Comment (*help us interpret your grades!*)

There really isn't much to say here. I'd give the course a 6 if one were available. And since it is being discontinued, this can in some regards be less of an evaluation than a funeral with full honours.

Literature

Give your opinion in the scale 1-5.

1 = very negative

2 = negative

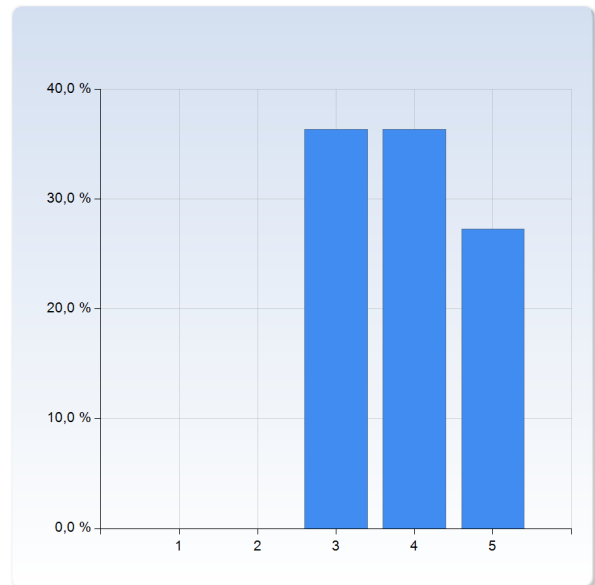
3 = neutral

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	0 (0,0%)
3	4 (36,4%)
4	4 (36,4%)
5	3 (27,3%)
Total	11 (100,0%)



	Mean	Standard Deviation
"Mathematical Methods for Physics and Engineering" by Riley, Hobson and Bence?	3,9	0,8

Comments

Well written descriptions and explanations but it was verk hard to follow an example or derivation because almost all of these refered back to earlier examples

Reasonably good at clarifying certain parts of the course

The expanations and worked examples were excellent, but the exercises in general (apart from some really good ones) lacked the interestingness of the handouts supplied by the lecturer. But any book of which several masters students have said "I still use it" deserves praise.

Lectures, SI, problem-solving sessions

Give your opinion in the scale 1-5.

1 = very negative

2 = negative

3 = neutral

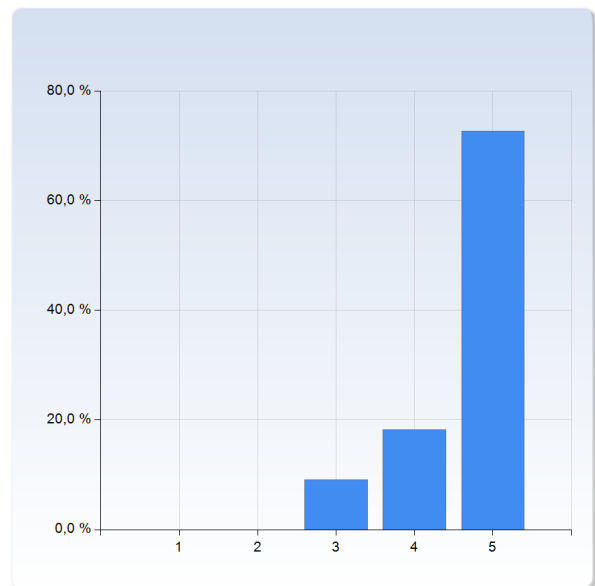
4 = positive

5 = very positive

What is your general opinion of...

the lectures with Patrik Edén?

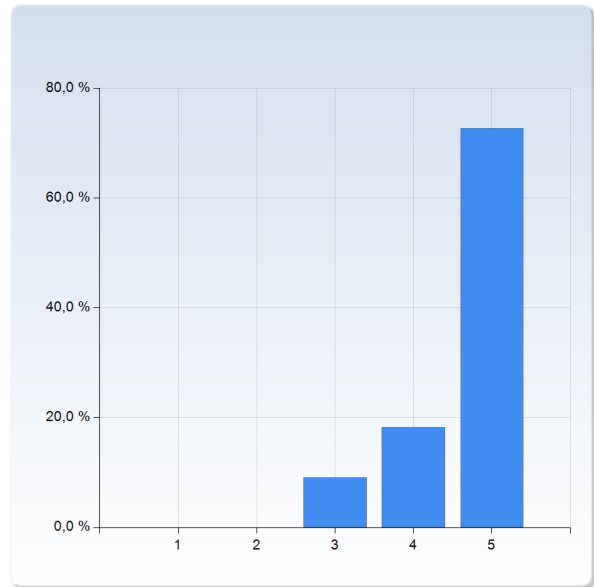
the lectures with Patrik Edén?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (9,1%)
4	2 (18,2%)
5	8 (72,7%)
Total	11 (100,0%)



the lectures with Patrik Edén?	Mean	Standard Deviation
	4,6	0,7

the SI sessions?

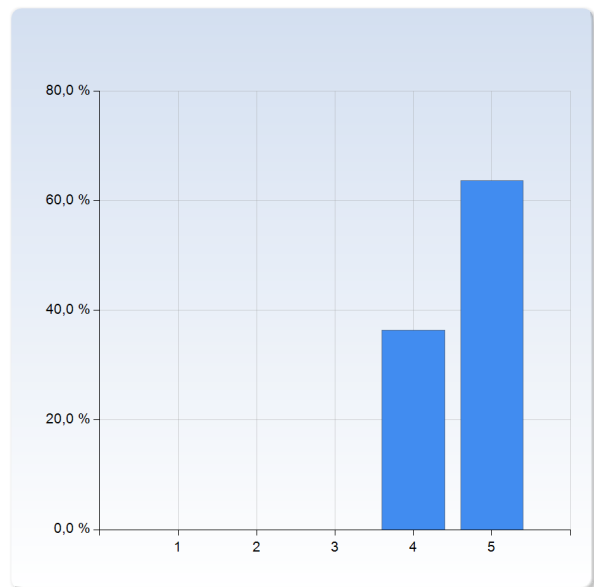
the SI sessions?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (9,1%)
4	2 (18,2%)
5	8 (72,7%)
Total	11 (100,0%)



the SI sessions?	Mean	Standard Deviation
	4,6	0,7

the format of the problem solving sessions?

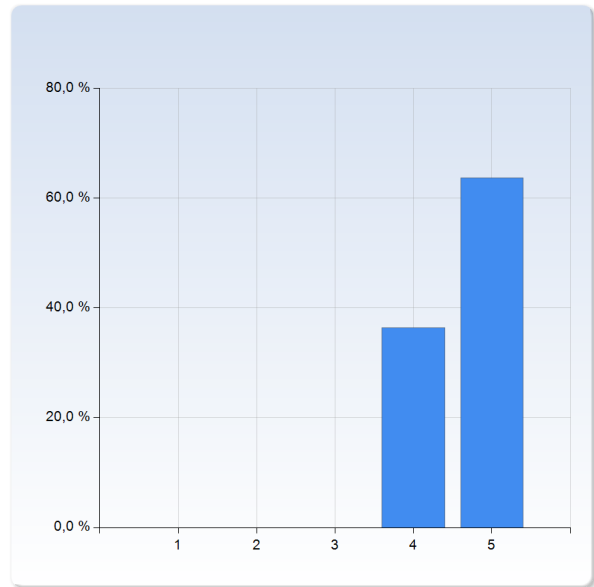
the format of the problem solving sessions?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	4 (36,4%)
5	7 (63,6%)
Total	11 (100,0%)



the format of the problem solving sessions?	Mean	Standard Deviation
	4,6	0,5

the exercises at the problem solving sessions?

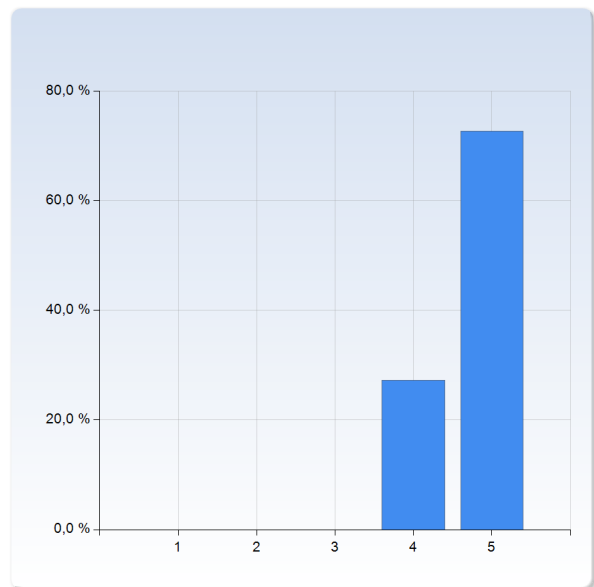
the exercises at the problem solving sessions?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	4 (36,4%)
5	7 (63,6%)
Total	11 (100,0%)



the exercises at the problem solving sessions?	Mean	Standard Deviation
	4,6	0,5

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	0 (0,0%)
4	3 (27,3%)
5	8 (72,7%)
Total	11 (100,0%)



the balance between lectures and problem-solving sessions?	Mean	Standard Deviation
	4,7	0,5

Comments

Patrik is a good and engaging lecturer.

The SI and Problem Solving sessions were an excellent way to take in an process the material and has greatly helped me make sense of the course.

I haven't been to a single SI session, I just didn't feel like I needed to.

Regarding the lectures, I'd give them a 6, reserving the 7 for the after-lecture student-lecturer chats. And I'm not talking about one or two interested students; I'm talking about half the damn class!

Patriks lectures, while interesting and informative, could at times go a bit too fast. More examples during the lectures could be good just to slow down the tempo and allow the information to sink in.

Examination

Give your opinion in the scale 1-5.

1 = very negative

2 = negative

3 = neutral

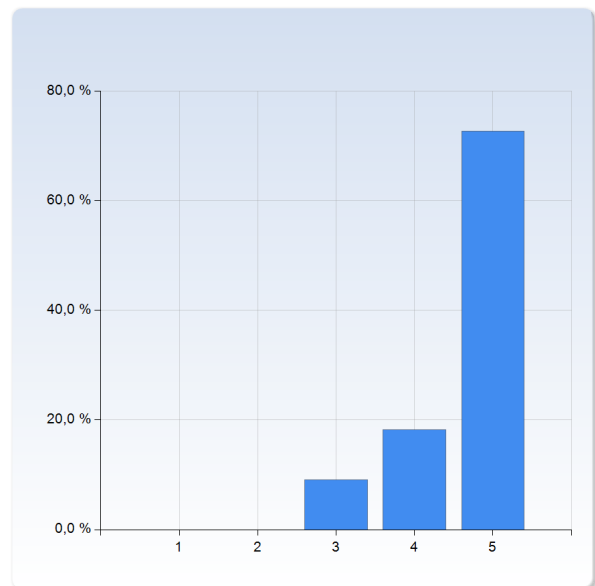
4 = positive

5 = very positive

What is your general opinion of...

the hand-in tasks?

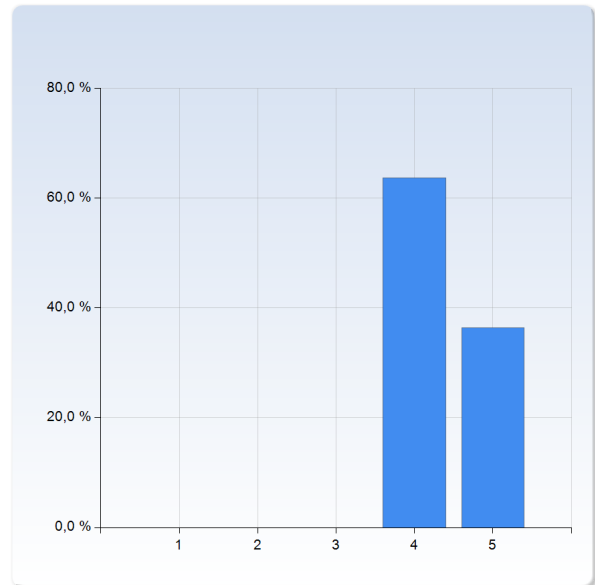
the hand-in tasks?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (9,1%)
4	2 (18,2%)
5	8 (72,7%)
Total	11 (100,0%)



the hand-in tasks?	Mean	Standard Deviation
	4,6	0,7

the written exam?

the written exam?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	7 (63,6%)
5	4 (36,4%)
Total	11 (100,0%)



the written exam?	Mean	Standard Deviation
	4,4	0,5

Comments

The hand in tasks were an excellent way to improve my understanding of the course material.

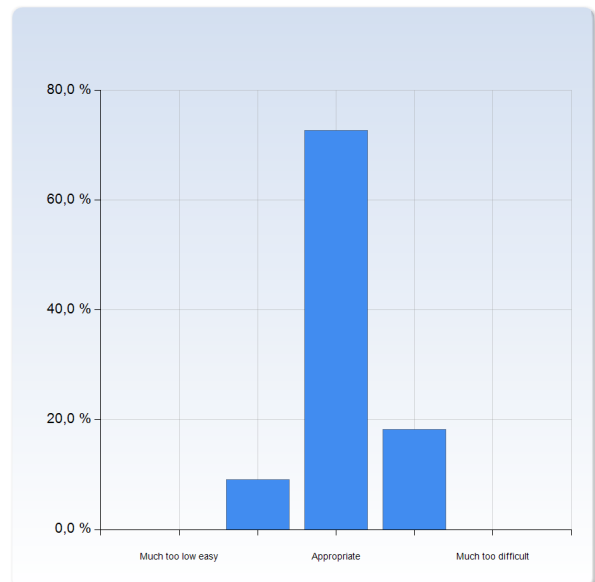
Any exam in which you are tasked to integrate a chanterelle is, per definition, a great exam. 'Nuff said.

The difficulty levels.

"How difficult..."

was this part of the course in general?

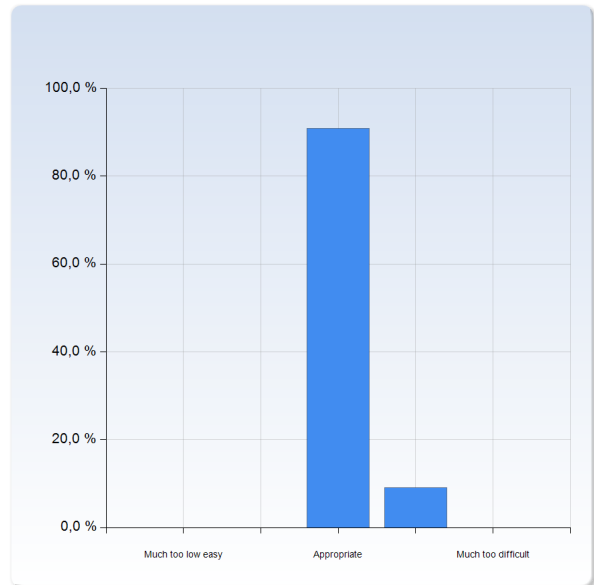
was this part of the course in general?	Number of Responses
Much too low easy	0 (0,0%)
	1 (9,1%)
Appropriate	8 (72,7%)
	2 (18,2%)
Much too difficult	0 (0,0%)
Total	11 (100,0%)



was this part of the course in general?	Mean	Standard Deviation
	3,1	0,5

were the lectures with Patrik Edén?

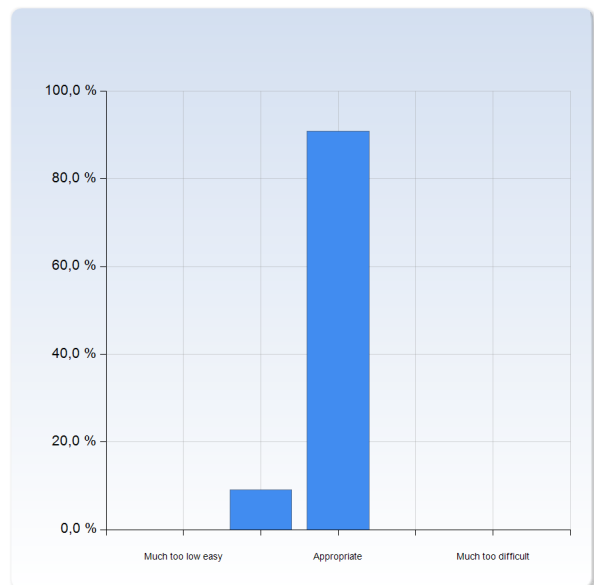
were the lectures with Patrik Edén?	Number of Responses
Much too low easy	0 (0,0%)
Appropriate	10 (90,9%)
Much too difficult	1 (9,1%)
Total	11 (100,0%)



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

were the SI sessions?

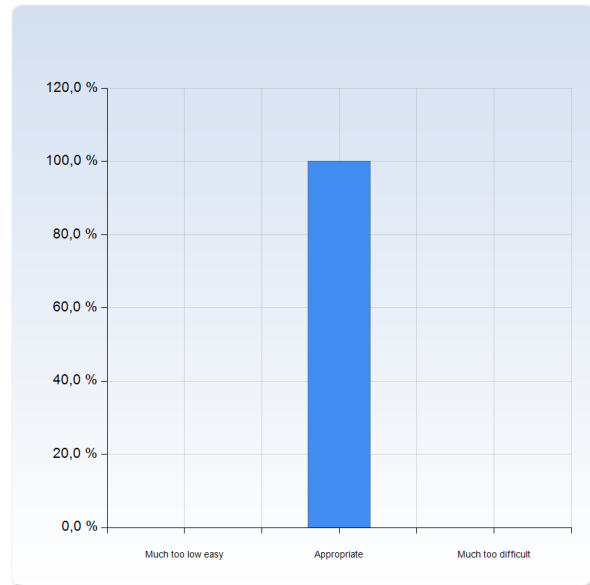
were the SI sessions?	Number of Responses
Much too low easy	0 (0,0%)
Appropriate	10 (90,9%)
Much too difficult	1 (9,1%)
Total	11 (100,0%)



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

were the exercises at the problem solving sessions?

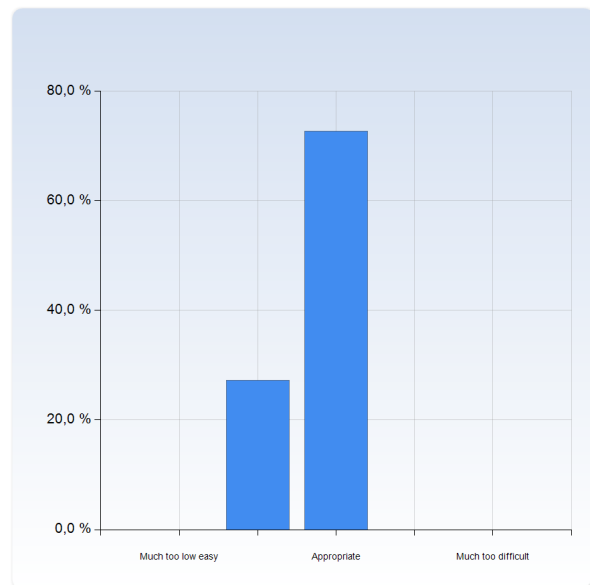
were the exercises at the problem solving sessions?	Number of Responses
Much too low easy	0 (0,0%)
Appropriate	11 (100,0%)
Much too difficult	0 (0,0%)
Total	11 (100,0%)



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

were the hand-in tasks?

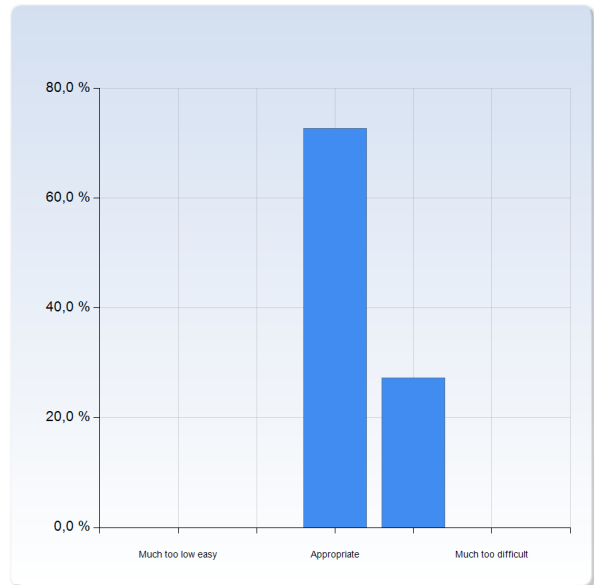
were the hand-in tasks?	Number of Responses
Much too low easy	0 (0,0%)
Appropriate	8 (72,7%)
Much too difficult	0 (0,0%)
Total	11 (100,0%)



were the hand-in tasks?	Mean	Standard Deviation
	2,7	0,5

was the written exam?

was the written exam?	Number of Responses
Much too low easy	0 (0,0%)
Appropriate	8 (72,7%)
Much too difficult	3 (27,3%)
Total	11 (100,0%)



was the written exam?	Mean	Standard Deviation
	3,3	0,5

Comment

It was not overwhelming, and it was challenging enough to be interesting.

I haven't been to a single SI session

As a very fast learner, I might have slightly suppressed my own opinion of difficulty for what is more objectively true.

Everything was challenging at an appropriate level. Some lectures/exercises were a bit too difficult or too easy, but at a good balance

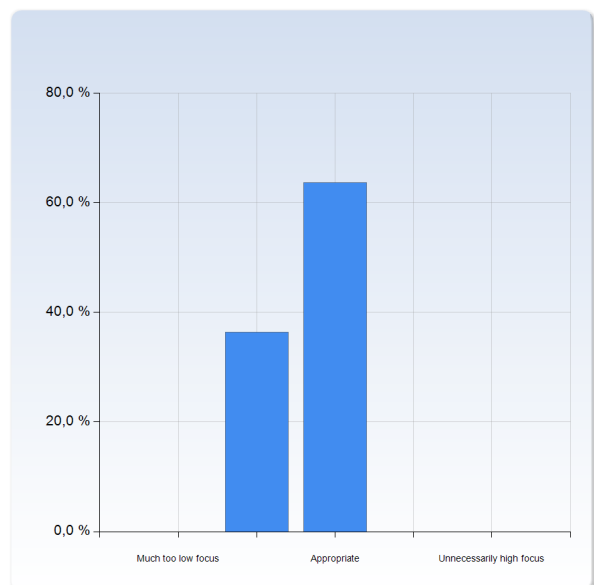
The focus of the course.

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

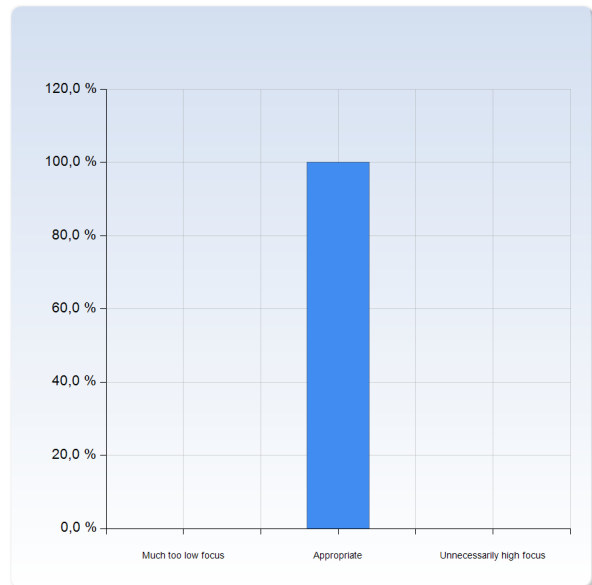
can formulate physical relations based on the dimensions of the involved variables and parameters	Number of Responses
Much too low focus	0 (0,0%)
Appropriate	4 (36,4%)
Unnecessarily high focus	7 (63,6%)
Total	11 (100,0%)



	Mean	Standard Deviation
can formulate physical relations based on the dimensions of the involved variables and parameters	2,6	0,5

can solve linear differential equations of first and second order

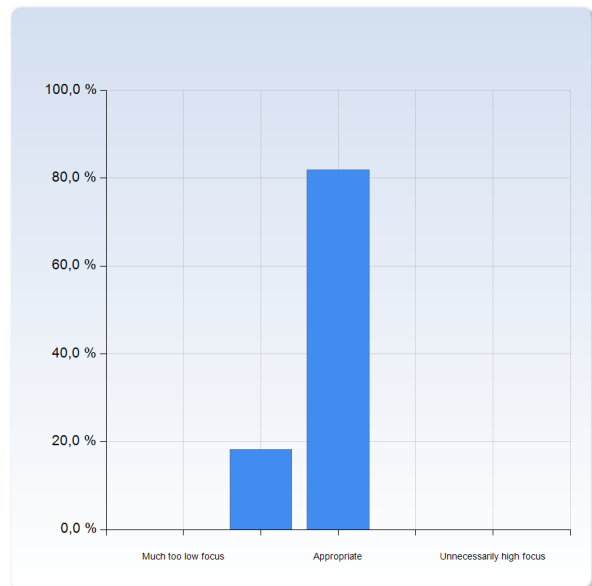
can solve linear differential equations of first and second order	Number of Responses
Much too low focus	0 (0,0%)
Appropriate	11 (100,0%)
Unnecessarily high focus	0 (0,0%)
Total	11 (100,0%)



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

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

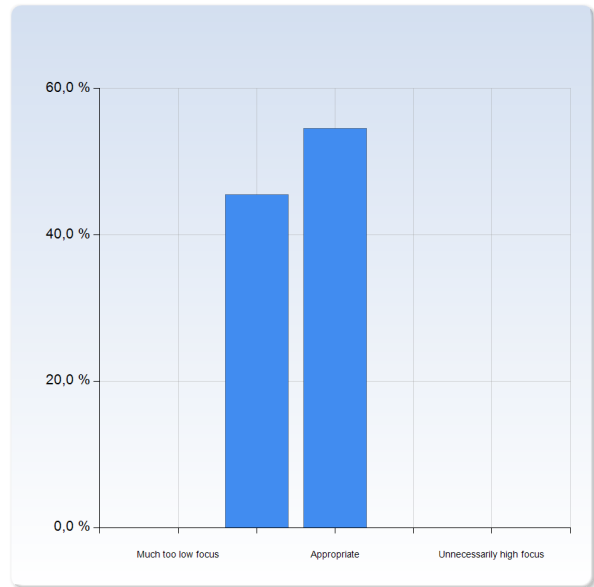
can use exponential functions to simplify linear differential equations and/or transform them into algebraic equations	Number of Responses
Much too low focus	0 (0,0%)
Appropriate	9 (81,8%)
Unnecessarily high focus	0 (0,0%)
Total	11 (100,0%)



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

can formulate problems with several degrees of freedom using matrices

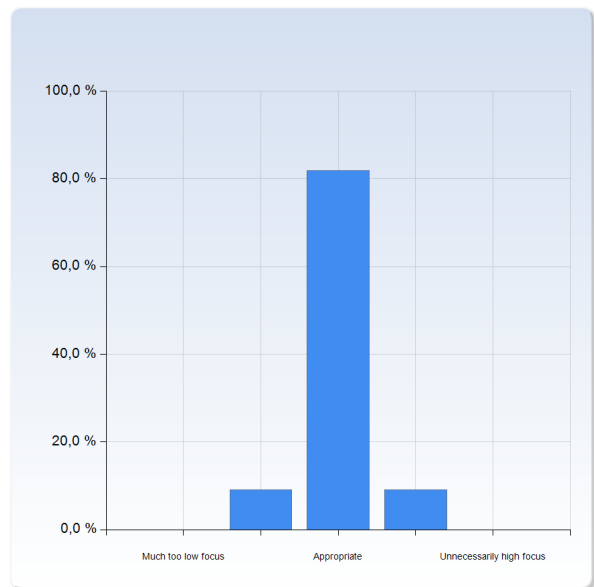
can formulate problems with several degrees of freedom using matrices	Number of Responses
Much too low focus	0 (0,0%)
Appropriate	6 (54,5%)
Unnecessarily high focus	0 (0,0%)
Total	11 (100,0%)



	Mean	Standard Deviation
can formulate problems with several degrees of freedom using matrices	2,5	0,5

can solve problems by finding and using eigenvalues of matrices

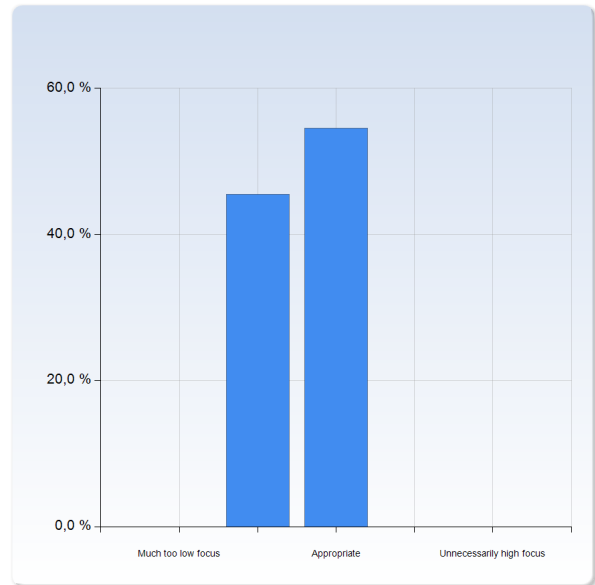
can solve problems by finding and using eigenvalues of matrices	Number of Responses
Much too low focus	0 (0,0%)
Appropriate	9 (81,8%)
Unnecessarily high focus	0 (0,0%)
Total	11 (100,0%)



	Mean	Standard Deviation
can solve problems by finding and using eigenvalues of matrices	3,0	0,4

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%)
Appropriate	5 (45,5%)
Unnecessarily high focus	6 (54,5%)
Total	11 (100,0%)



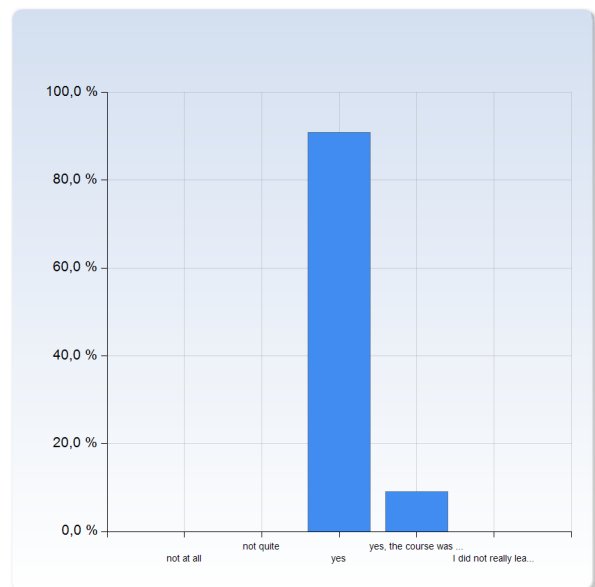
	Mean	Standard Deviation
can describe the universal model for a mass in a spring, and apply it to systems close to equilibrium	2,5	0,5

Comment

It all seemed right, but I might have more opinions when I come to the applications part of my education.

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	0 (0,0%)
yes	10 (90,9%)
yes, the course was a bit easy	1 (9,1%)
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?	3,1	0,3

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

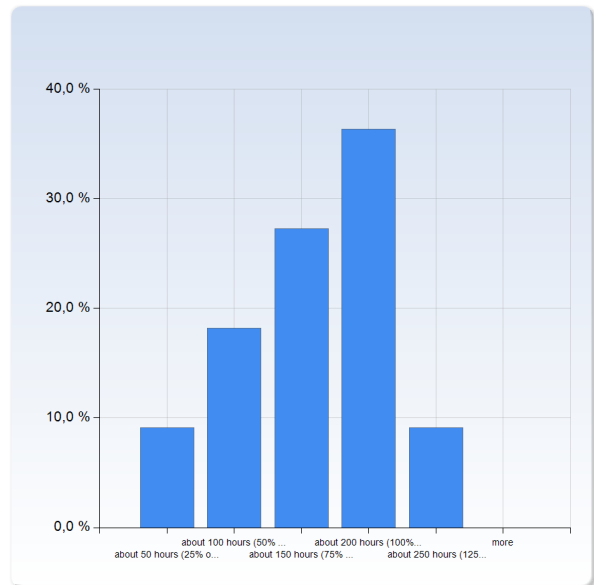
What prior knowledge was missing/overlapping?

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

As said above, most things are easy to me, even at this level. But just because the studying was smooth sailing doesn't mean I didn't learn a huge lot!

How much time have you spent on the 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 the course? (In total you are supposed to spend about 200 hours or 25 work-days on a 7.5 hp course)	Number of Responses
about 50 hours (25% of intended time)	1 (9,1%)
about 100 hours (50% of intended time)	2 (18,2%)
about 150 hours (75% of intended time)	3 (27,3%)
about 200 hours (100% of intended time)	4 (36,4%)
about 250 hours (125% of intended time)	1 (9,1%)
more	0 (0,0%)
Total	11 (100,0%)



	Mean	Standard Deviation
How much time have you spent on the course? (In total you are supposed to spend about 200 hours or 25 work-days on a 7.5 hp course)	3,2	1,2

Comments (for example on the distribution of the workload and whether you feel you have been able to perform at the level you wanted to)

I have no idea how much time I spent on the course.

I haven't really kept that much track of it

I went to 2 2-hour lectures per week and spent some time working on the weekly hand-in tasks. I only really studied a little bit right before the exam.

Scheduled time and hand-out exercises are enough for me without much additional studying.

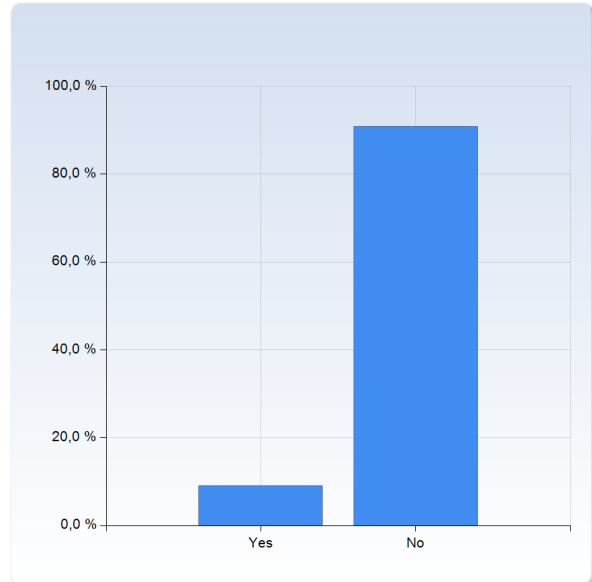
According to the discrimination and equal opportunities act, all students have to be treated equally and given the same opportunities.

Have you experienced that you, or any other student in the course, have not been treated equally by someone (positively or negatively, directly or indirectly)?

According to the discrimination and equal opportunities act, all students have to be treated equally and given the same opportunities.

Have you experienced that you, or any other student in the course, have not been treated equally by someone (positively or negatively, directly or indirectly)?

	Number of Responses
Yes	1 (9,1%)
No	10 (90,9%)
Total	11 (100,0%)

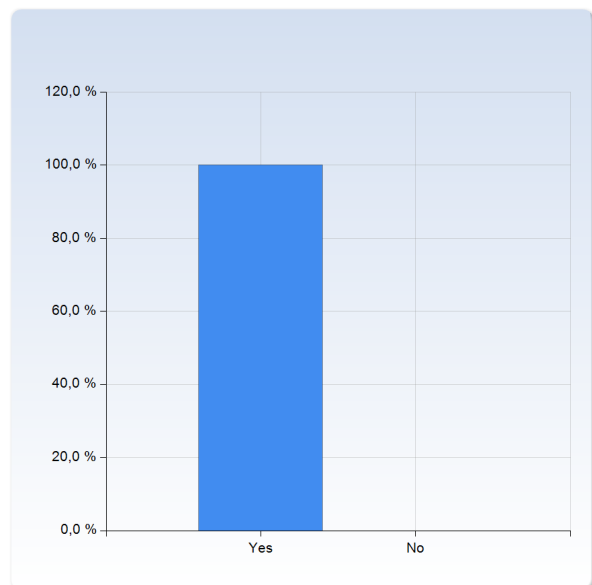


	Mean	Standard Deviation
According to the discrimination and equal opportunities act, all students have to be treated equally and given the same opportunities.		
Have you experienced that you, or any other student in the course, have not been treated equally by someone (positively or negatively, directly or indirectly)?	1,9	0,3

Do you think that everyone has had the same opportunity to benefit from the course?

Do you think that everyone has had the same opportunity to benefit from the course?

	Number of Responses
Yes	11 (100,0%)
No	0 (0,0%)
Total	11 (100,0%)



	Mean	Standard Deviation
Do you think that everyone has had the same opportunity to benefit from the course?	1,0	0,0

What did you particularly like with the course?

What did you particularly like with the course?

Alot of new knowledge gained in a short time.

Patrik Edén did a good job lecturing.

This whole concept of figuratively heaping math over us with that constant gleam of applications in the corner of the lecturer's eye. This mass of lagomly stringent pure theory with a hint of its intended applications seems like the perfect way to give a theoretical physicist a good foundation to stand on.

Also, Patrik! <3

Jacobideterminanter och multipelintegraler. Räkneövningarna kändes bra.

The content feels useful and the lecturer was great.

Föreläsningarna med Patrik.

What in the course do you think could improve?

What in the course do you think could improve?

I think more focus on intuitive explanations could improve the lectures.

Apart from it being near-perfect, the fact that it is being discontinued makes this whole improvement part kind of irrelevant. RIP FYTA11, and may your earthly remains forever enhance the new Physics 2!

Lite mer normalmoder och gränser för multipelintegraler.

Nothing comes to mind.