

## FYTA11-ma2, ht15

Respondents: 14  
Answer Count: 7  
Answer Frequency: 50,00 %

### General opinion

Give your opinion in the scale 1-5.

1 = very negative

2 = negative

3 = neutral

4 = positive

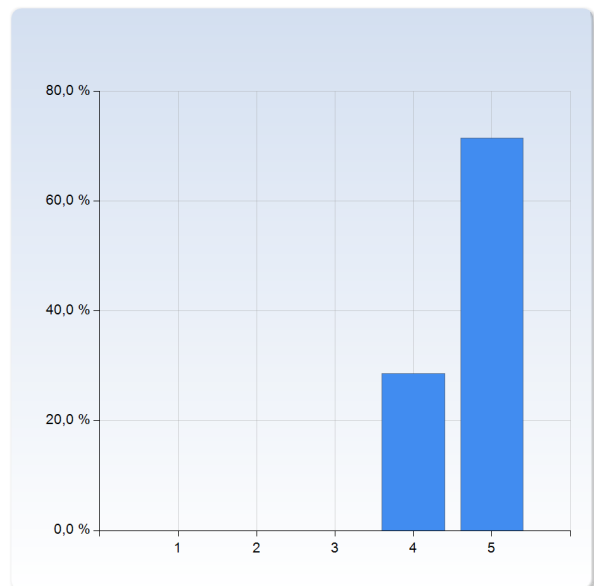
5 = very positive

***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?

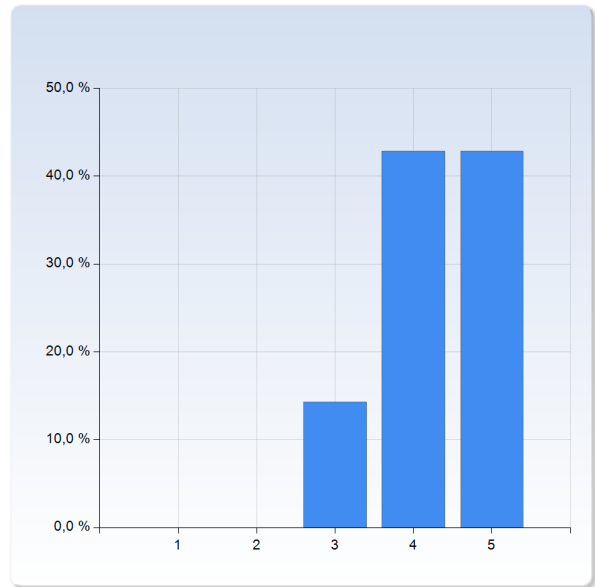
| this part of the course? | Number of Responses |
|--------------------------|---------------------|
| 1                        | 0 (0,0%)            |
| 2                        | 0 (0,0%)            |
| 3                        | 0 (0,0%)            |
| 4                        | 2 (28,6%)           |
| 5                        | 5 (71,4%)           |
| Total                    | 7 (100,0%)          |



| this part of the course? | Mean | Standard Deviation |
|--------------------------|------|--------------------|
|                          | 4,7  | 0,5                |

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

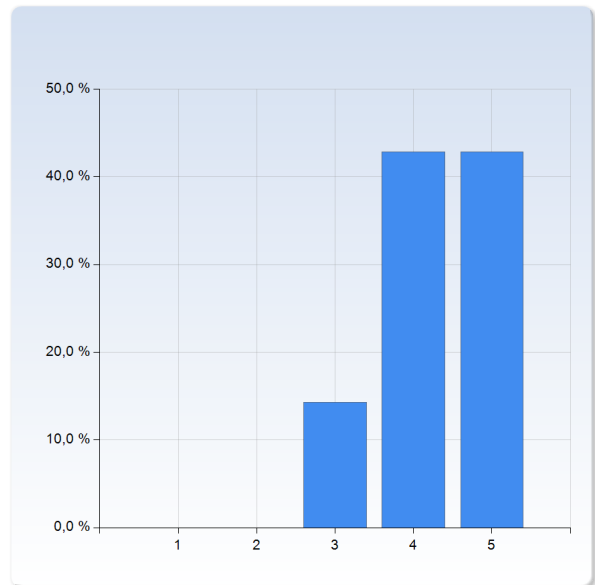
| the information about the course when it started? | Number of Responses |
|---|---------------------|
| 1   | 0 (0,0%)            |
| 2   | 0 (0,0%)            |
| 3   | 1 (14,3%)           |
| 4   | 3 (42,9%)           |
| 5   | 3 (42,9%)           |
| Total   | 7 (100,0%)          |



|   | Mean | Standard Deviation |
|---|------|--------------------|
| the information about the course when it started? | 4,3  | 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   | 0 (0,0%)            |
| 3   | 1 (14,3%)           |
| 4   | 3 (42,9%)           |
| 5   | 3 (42,9%)           |
| Total   | 7 (100,0%)          |



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

*Comment (help us interpret your grades!)*

What can I say? FYTA11 rules.

## Litterature

Give your opinion in the scale 1-5.

1 = very negative

2 = negative

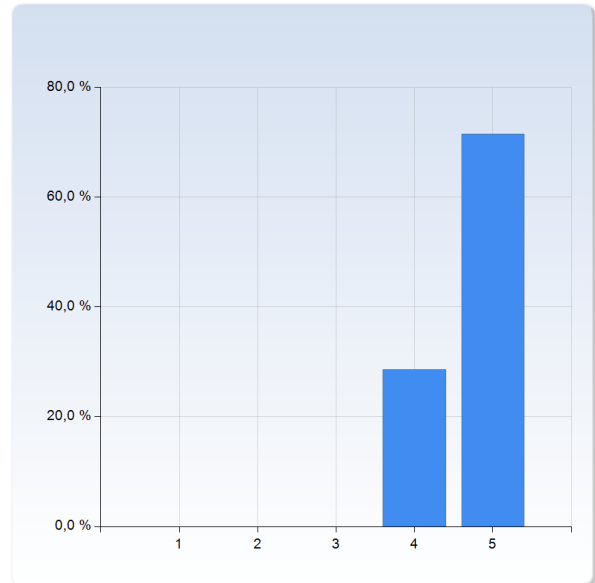
3 = neutral

4 = positive

5 = very positive

What is your general opinion of...

| "Mathematical Methods for Physics and Engineering" by Riley, Hobson and Bence? | Number of Responses |
|--|---------------------|
| 1  | 0 (0,0%)            |
| 2  | 0 (0,0%)            |
| 3  | 0 (0,0%)            |
| 4  | 2 (28,6%)           |
| 5  | 5 (71,4%)           |
| Total  | 7 (100,0%)          |



|  | Mean | Standard Deviation |
|--|------|--------------------|
| "Mathematical Methods for Physics and Engineering" by Riley, Hobson and Bence? | 4,7  | 0,5                |

Comment (*help us interpret your grades!*)

The all mighty book which contains everything!

This book is still occasionally used by some Masters students I know. I think that speaks for itself.

## Lectures, SI, and problems solving sessions

Give your opinion in the scale 1-5.

1 = very negative

2 = negative

3 = neutral

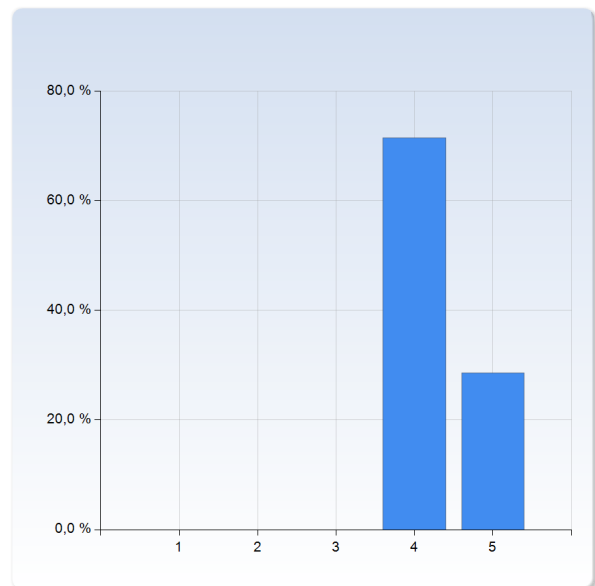
4 = positive

5 = very positive

What is your general opinion of...

the lectures with Bo Söderberg?

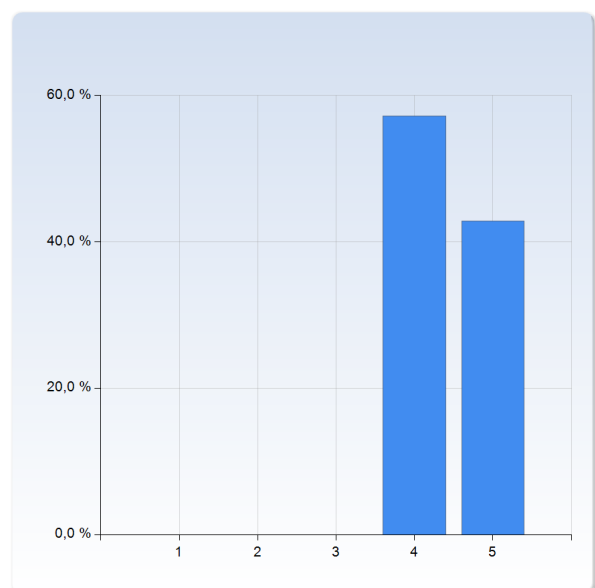
| the lectures with Bo Söderberg? | Number of Responses |
|---------------------------------|---------------------|
| 1                               | 0 (0,0%)            |
| 2                               | 0 (0,0%)            |
| 3                               | 0 (0,0%)            |
| 4                               | 5 (71,4%)           |
| 5                               | 2 (28,6%)           |
| Total                           | 7 (100,0%)          |



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

the SI sessions?

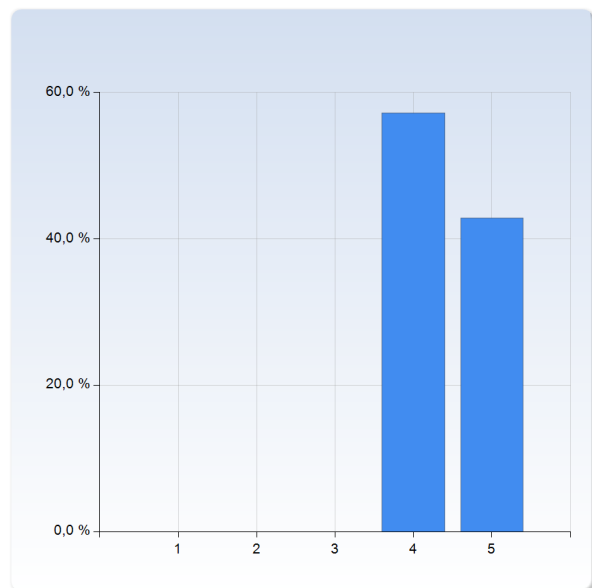
| the SI sessions? | Number of Responses |
|------------------|---------------------|
| 1                | 0 (0,0%)            |
| 2                | 0 (0,0%)            |
| 3                | 0 (0,0%)            |
| 4                | 4 (57,1%)           |
| 5                | 3 (42,9%)           |
| Total            | 7 (100,0%)          |



|                  |      |                    |
|------------------|------|--------------------|
|                  | Mean | Standard Deviation |
| the SI sessions? | 4,4  | 0,5                |

### the format of the problem solving sessions?

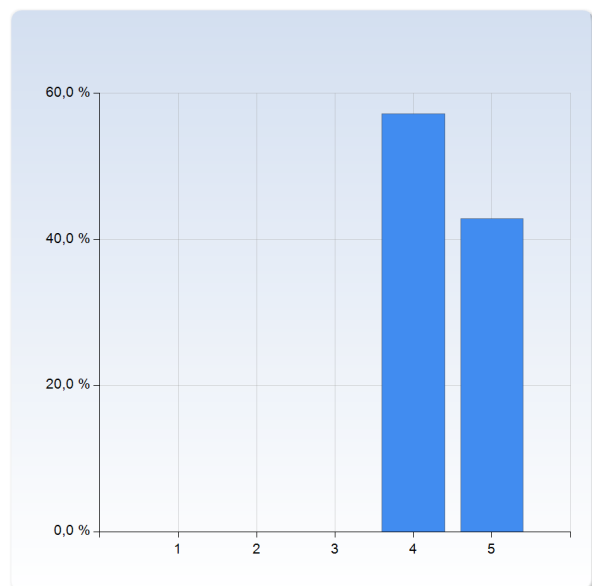
| the format of the problem solving sessions? | Number of Responses |
|---|---------------------|
| 1   | 0 (0,0%)            |
| 2   | 0 (0,0%)            |
| 3   | 0 (0,0%)            |
| 4   | 4 (57,1%)           |
| 5   | 3 (42,9%)           |
| Total                                       | 7 (100,0%)          |



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

### the exercises at the problem solving sessions?

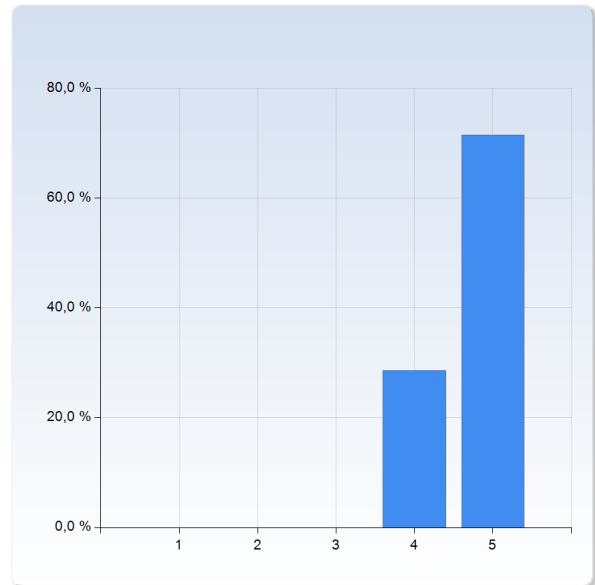
| the exercises at the problem solving sessions? | Number of Responses |
|--|---------------------|
| 1  | 0 (0,0%)            |
| 2  | 0 (0,0%)            |
| 3  | 0 (0,0%)            |
| 4  | 4 (57,1%)           |
| 5  | 3 (42,9%)           |
| Total  | 7 (100,0%)          |



|  |      |                    |
|--|------|--------------------|
|  | Mean | Standard Deviation |
| the exercises at the problem solving sessions? | 4,4  | 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  | 2 (28,6%)           |
| 5  | 5 (71,4%)           |
| Total  | 7 (100,0%)          |



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

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

The lectures were great but some of the new stuff( for ex *bessel-func.*) could leave one hanging. More explaining

Bo's lectures are a bit chaotic... wait, I mean exciting! He has a ridiculously good grip on what he teaches, and brings it forward with unequalled energy. The SI/problem solving sessions consisted of well-portioned rounds of problem-chugging on the students' terms, just how we like it.

## Examination

Give your opinion in the scale 1-5.

1 = very negative

2 = negative

3 = neutral

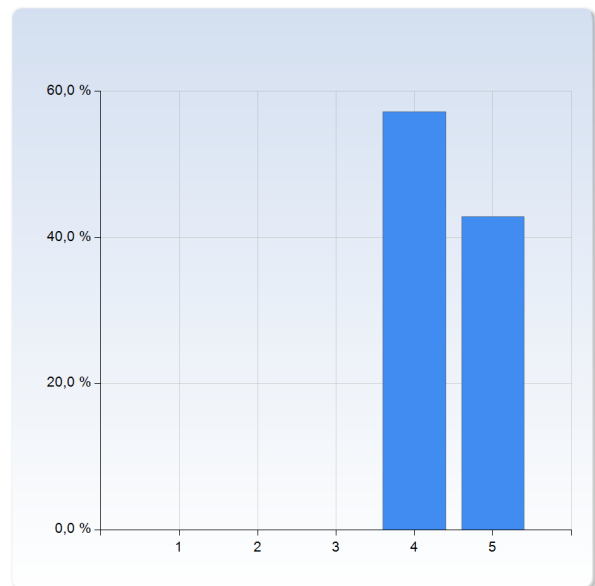
4 = positive

5 = very positive

What is your general opinion of...

the hand-in tasks?

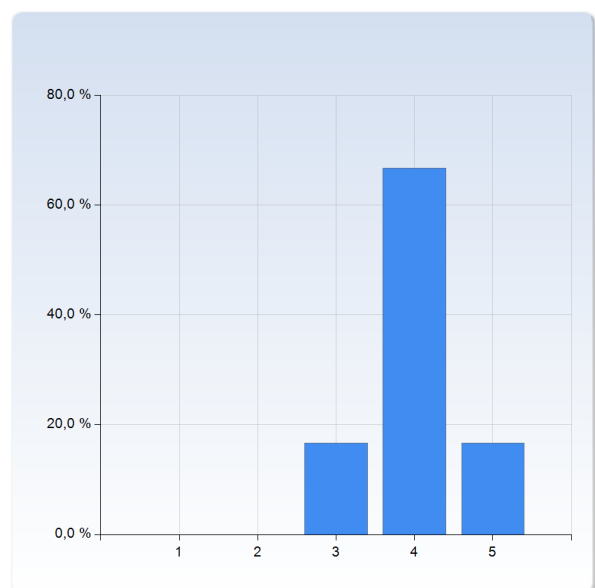
| the hand-in tasks? | Number of Responses |
|--------------------|---------------------|
| 1                  | 0 (0,0%)            |
| 2                  | 0 (0,0%)            |
| 3                  | 0 (0,0%)            |
| 4                  | 4 (57,1%)           |
| 5                  | 3 (42,9%)           |
| Total              | 7 (100,0%)          |



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

the written exam?

| the written exam? | Number of Responses |
|-------------------|---------------------|
| 1                 | 0 (0,0%)            |
| 2                 | 0 (0,0%)            |
| 3                 | 1 (16,7%)           |
| 4                 | 4 (66,7%)           |
| 5                 | 1 (16,7%)           |
| Total             | 6 (100,0%)          |



|                   | Mean | Standard Deviation |
|-------------------|------|--------------------|
| the written exam? | 4,0  | 0,6                |

*Comment (help us interpret your grades!)*

The exam was appropriate. Liked the eye for detail when correcting the hand-in tasks

The hand-in exercises were on a very good level. Not very hard so the problem was too hard for us to solve but rather we could focus on more detailed technicalities of certain situations. The exam was really good and the exam questions was extremely balanced to the content of the course. Well done!

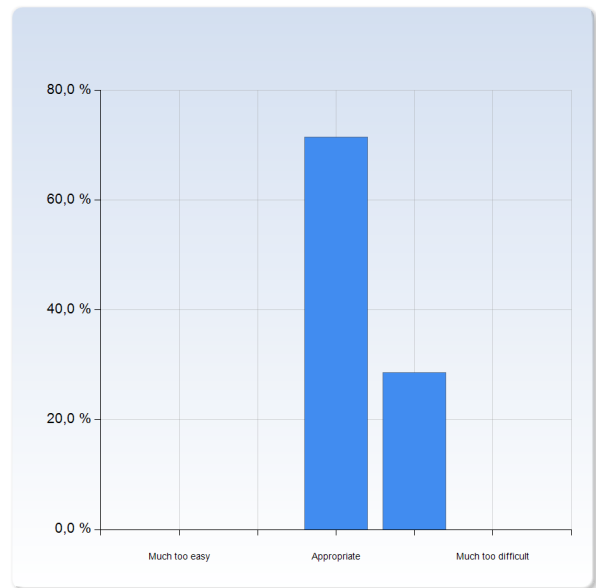
I has not yet written the exam, and it has quite a lot to live up to with Patrik's masterpiece of an exam in mind.

## The level of difficulty.

### "How difficult..."

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

| was this part of the course in general? | Number of Responses |
|---|---------------------|
| Much too easy                           | 0 (0,0%)            |
|   | 0 (0,0%)            |
| Appropriate                             | 5 (71,4%)           |
|   | 2 (28,6%)           |
| Much too difficult                      | 0 (0,0%)            |
| Total                                   | 7 (100,0%)          |

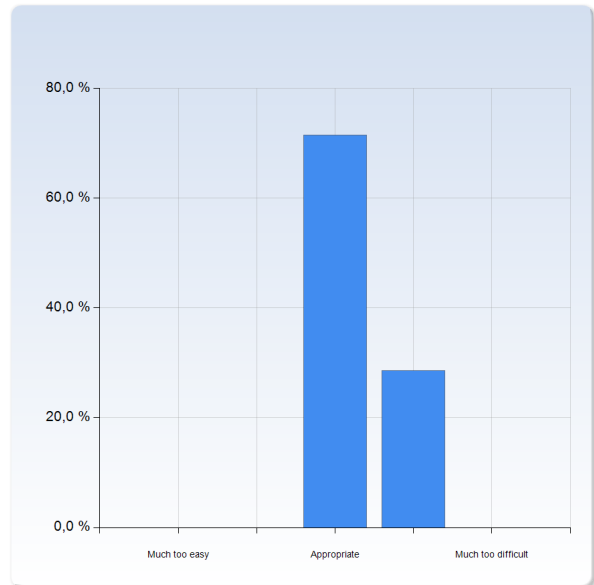


|   | Mean | Standard Deviation |
|---|------|--------------------|
| was this part of the course in general? | 3,3  | 0,5                |



### were the lectures with Bo Söderberg?

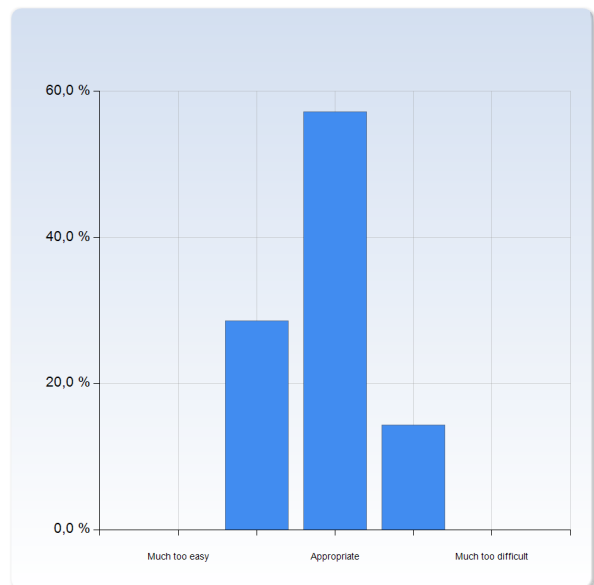
| were the lectures with Bo Söderberg? | Number of Responses |
|--------------------------------------|---------------------|
| Much too easy                        | 0 (0,0%)            |
| Appropriate                          | 5 (71,4%)           |
| Much too difficult                   | 2 (28,6%)           |
| Total                                | 7 (100,0%)          |



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

### were the SI sessions?

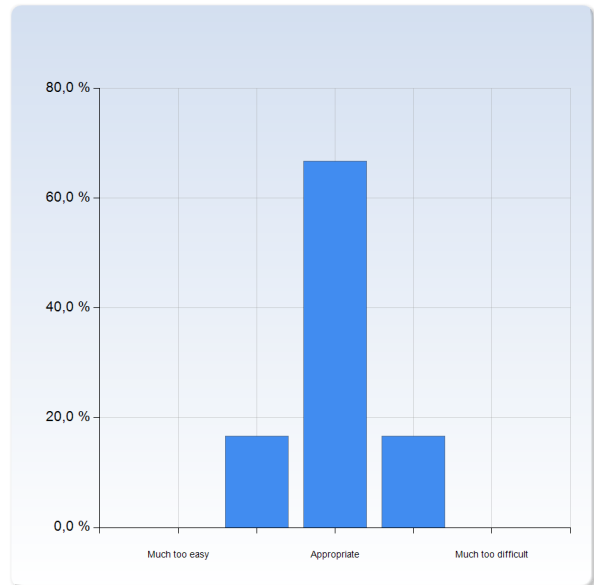
| were the SI sessions? | Number of Responses |
|-----------------------|---------------------|
| Much too easy         | 0 (0,0%)            |
| Appropriate           | 4 (57,1%)           |
| Much too difficult    | 1 (14,3%)           |
| Total                 | 7 (100,0%)          |



| were the SI sessions? | Mean | Standard Deviation |
|-----------------------|------|--------------------|
|                       | 2,9  | 0,7                |

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

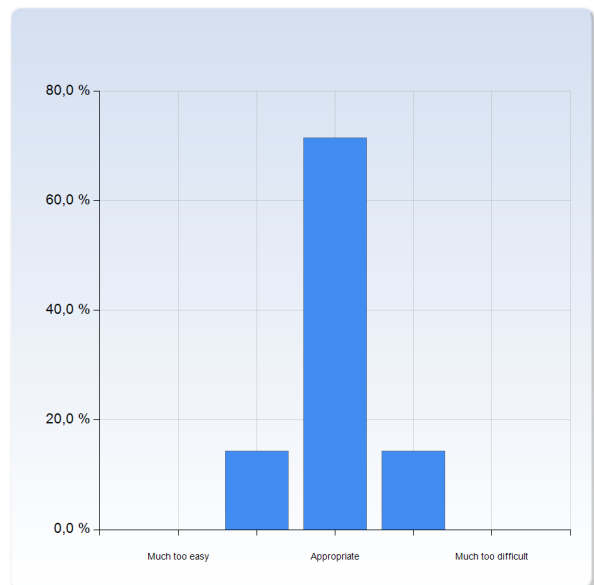
| were the exercises at the problem solving sessions? | Number of Responses |
|---|---------------------|
| Much too easy                                       | 0 (0,0%)            |
|   | 1 (16,7%)           |
| Appropriate   | 4 (66,7%)           |
|   | 1 (16,7%)           |
| Much too difficult                                  | 0 (0,0%)            |
| Total   | 6 (100,0%)          |



| were the exercises at the problem solving sessions? | Mean | Standard Deviation |
|---|------|--------------------|
|   | 3,0  | 0,6                |

### were the hand-in tasks?

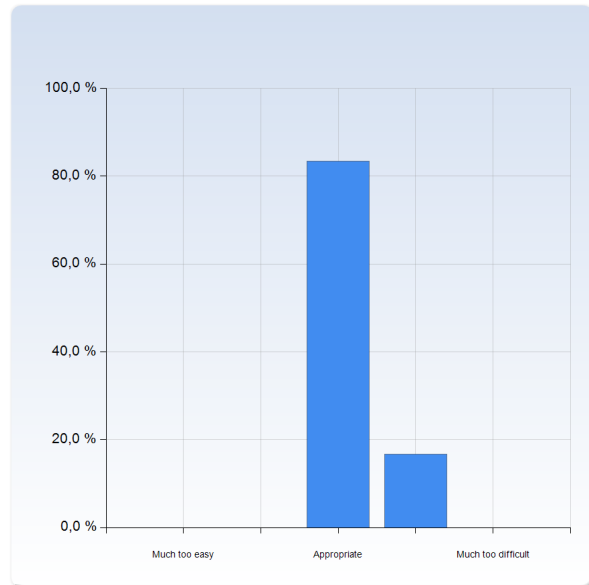
| were the hand-in tasks? | Number of Responses |
|-------------------------|---------------------|
| Much too easy           | 0 (0,0%)            |
|                         | 1 (14,3%)           |
| Appropriate             | 5 (71,4%)           |
|                         | 1 (14,3%)           |
| Much too difficult      | 0 (0,0%)            |
| Total                   | 7 (100,0%)          |



| were the hand-in tasks? | Mean | Standard Deviation |
|-------------------------|------|--------------------|
|                         | 3,0  | 0,6                |

### was the written exam?

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



| was the written exam? | Mean | Standard Deviation |
|-----------------------|------|--------------------|
|                       | 3,2  | 0,4                |

#### Comment

You could not take this easy, you really need to follow the course. But that is some stimuli too, it didn't bother me too much. Finding difficult things is hard, which is why I like statistics. That stuff wrecks your brain, in a very good way.

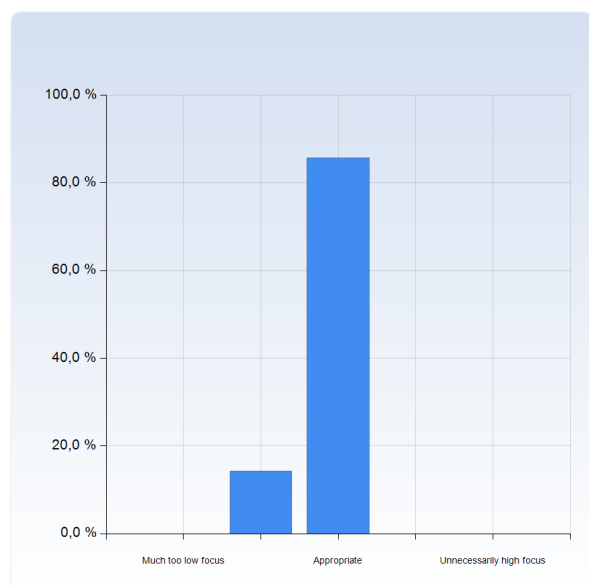
### The focus of this part of the course.

Below are learning goals from the course plan. Mark how much focus these goals got during the course, compared to what you feel would be needed.

#### "The student..."

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

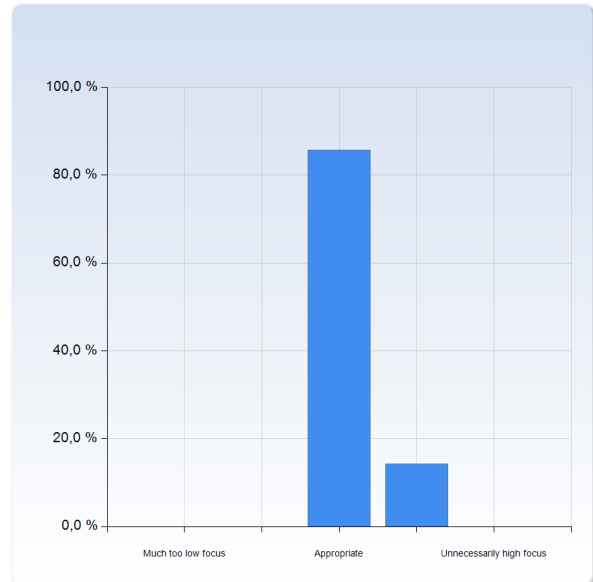
| masters basic differential operations, knows how to interpret them, and can apply basic integral theorems | Number of Responses |
|---|---------------------|
| Much too low focus  | 0 (0,0%)            |
| Appropriate   | 6 (85,7%)           |
| Unnecessarily high focus  | 1 (14,3%)           |
| Total   | 7 (100,0%)          |



|   | Mean | Standard Deviation |
|---|------|--------------------|
| masters basic differential operations, knows how to interpret them, and can apply basic integral theorems | 2,9  | 0,4                |

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

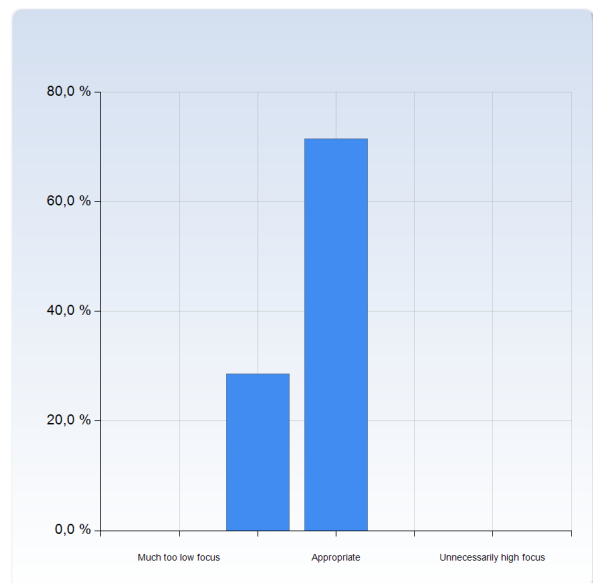
| is familiar with the most common partial differential equations with relevance for physics and their origins: the continuity equation, the diffusion equation, the wave equation, and can solve them by separation of variables | Number of Responses |
|---|---------------------|
| Much too low focus  | 0 (0,0%)            |
| Appropriate   | 6 (85,7%)           |
| Unnecessarily high focus  | 1 (14,3%)           |
| Total   | 7 (100,0%)          |



|   | Mean | Standard Deviation |
|---|------|--------------------|
| is familiar with the most common partial differential equations with relevance for physics and their origins: the continuity equation, the diffusion equation, the wave equation, and can solve them by separation of variables | 3,1  | 0,4                |

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

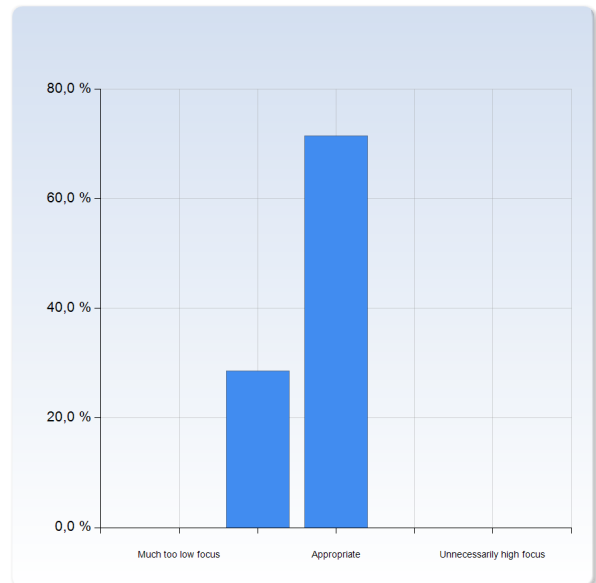
| masters basic Fourier analysis and can use Fourier series and transforms | Number of Responses |
|--|---------------------|
| Much too low focus   | 0 (0,0%)            |
| Appropriate  | 5 (71,4%)           |
| Unnecessarily high focus   | 0 (0,0%)            |
| Total  | 7 (100,0%)          |



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

**masters the fundamantal concepts of expectation value and variance, can use the binomial, Poisson, and normal distrubutions, and can account for their mutual relations**

| masters the fundamantal concepts of expectation value and variance, can use the binomial, Poisson, and normal distrubutions, and can account for their mutual relations | Number of Responses |
|---|---------------------|
| Much too low focus  | 0 (0,0%)            |
| Appropriate   | 5 (71,4%)           |
| Unnecessarily high focus  | 0 (0,0%)            |
| Total   | 7 (100,0%)          |



|   | Mean | Standard Deviation |
|---|------|--------------------|
| masters the fundamantal concepts of expectation value and variance, can use the binomial, Poisson, and normal distrubutions, and can account for their mutual relations | 2,7  | 0,5                |

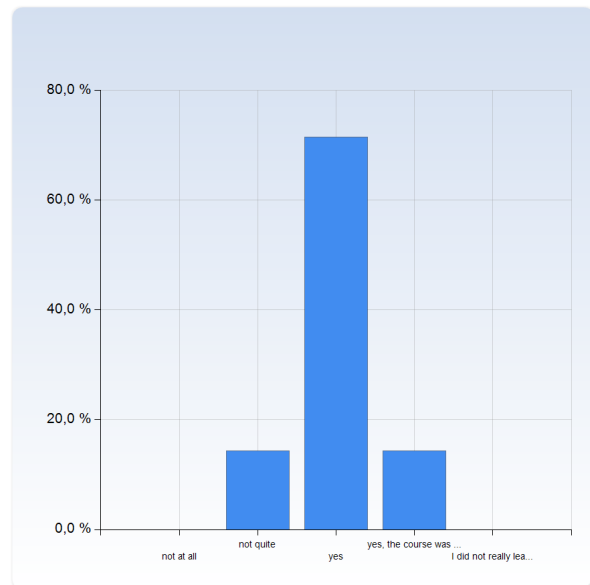
**Comment**

A bit weird to go through 100 pages of reading material last week before the exam but it wasn't to hard.

The weight put on solving the Laplace equation in every thinkable setting could've been used to give a proper run on Fourier transforms.

## 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  | 1 (14,3%)           |
| yes  | 5 (71,4%)           |
| yes, the course was a bit easy                                   | 1 (14,3%)           |
| 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? | 3,0  | 0,6                |

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

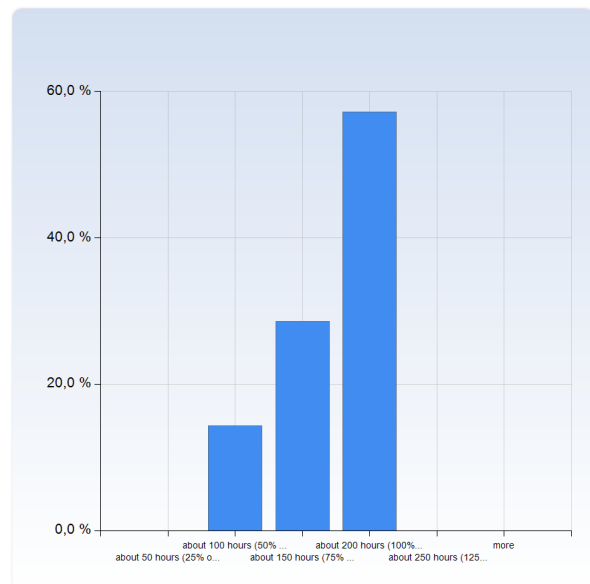
What prior knowledge was missing/overlapping?

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

Getting lost on Wikipedia and similar while trying to solve overly difficult problems you've come up with yourself during the basic courses really gives you some spoilers for the courses that provide you the proper tools to tackle them.

## 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)   | 0 (0,0%)            |
| about 100 hours (50% of intended time)  | 1 (14,3%)           |
| about 150 hours (75% of intended time)  | 2 (28,6%)           |
| about 200 hours (100% of intended time)   | 4 (57,1%)           |
| about 250 hours (125% of intended time)   | 0 (0,0%)            |
| more  | 0 (0,0%)            |
| Total   | 7 (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) | 3,4  | 0,8                |

## Gender equality and equal opportunities

According to the Lund University *Policy for gender equality, equal treatment and diversity*, there is "zero tolerance of discrimination" and everyone has the right to be "treated with respect and consideration and being given the opportunity to develop on the basis of his or her personal circumstances".

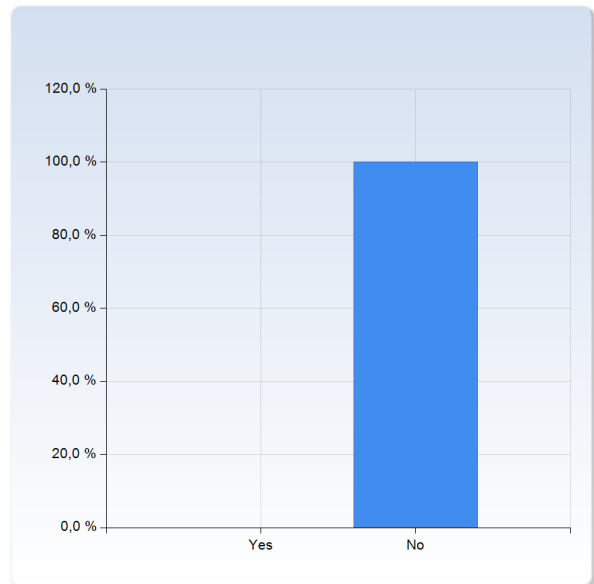
Have you become aware of any cases of discriminating behaviour or someone being treated disrespectfully during the course?

### Gender equality and equal opportunities

According to the Lund University *Policy for gender equality, equal treatment and diversity*, there is "zero tolerance of discrimination" and everyone has the right to be "treated with respect and consideration and being given the opportunity to develop on the basis of his or her personal circumstances".

Have you become aware of any cases of discriminating behaviour or someone being treated disrespectfully during the course?

|       | Number of Responses |
|-------|---------------------|
| Yes   | 0 (0,0%)            |
| No    | 7 (100,0%)          |
| Total | 7 (100,0%)          |



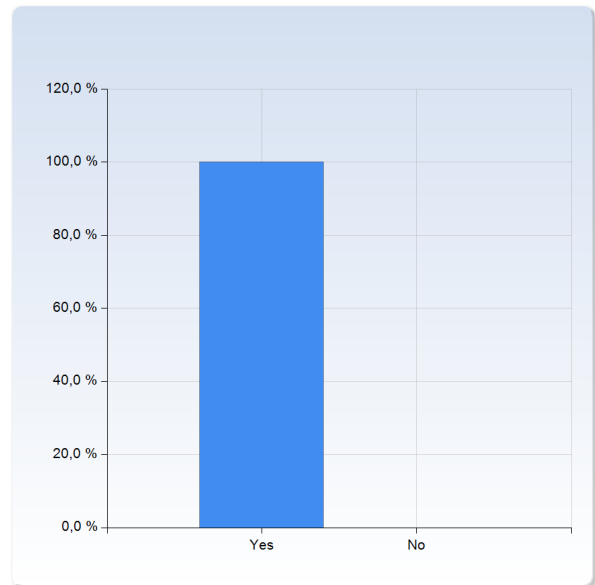
|   | Mean | Standard Deviation |
|---|------|--------------------|
| <b>Gender equality and equal opportunities</b>  |      |                    |
| According to the Lund University <i>Policy for gender equality, equal treatment and diversity</i> , there is "zero tolerance of discrimination" and everyone has the right to be "treated with respect and consideration and being given the opportunity to develop on the basis of his or her personal circumstances". |      |                    |
| Have you become aware of any cases of discriminating behaviour or someone being treated disrespectfully during the course?  | 2,0  | 0,0                |

If so, in what way?

In an all-male class, with no women applying for the course, gender equality is N/A.

## 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   | 6 (100,0%)          |
| No  | 0 (0,0%)            |
| Total   | 6 (100,0%)          |



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

If not, do you have any suggestions on changes that could be made (for example regarding literature, pedagogics, course contents)?  
 Apart from the varying ability of deciphering Bo's handwriting, of course.

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

What did you particularly like with this part of the course?  
 Lectures  
 Bosse.  
 The lectures and the hand-in tasks were things that helped me a lot. Also, Nils is a good SI leader.  
 As mentioned above, being tortured (in a good way!) with statistics. Also, Bo.

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

What in this part of the course do you think could improve?  
 The Bessel functions and Lagrange polynomials needs a bit more explanation if we are supposed to be able to use them. They are very beautiful solutions of Laplaces' equation in polar coordinates but I did not quite get it yet. I understand that the solutions will have a particular form but how to arrive at that conclusion is still a bit of magic. Even after I tried to read chpt. 18.  
 Definitely not Bo's handwriting or board layout! It would simply not be the same experience.

## Other comments on this part of the course?