

FYTA14 vt17

Respondents: 35
Answer Count: 15
Answer Frequency: 42.86 %

General opinion

Give your opinion in the scale 1-5.

1 = very negative

2 = negative

3 = neutral

4 = positive

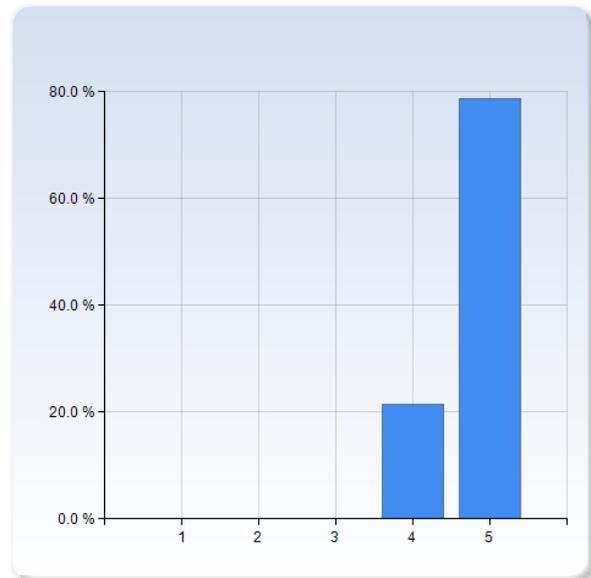
5 = very positive

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...

the course?

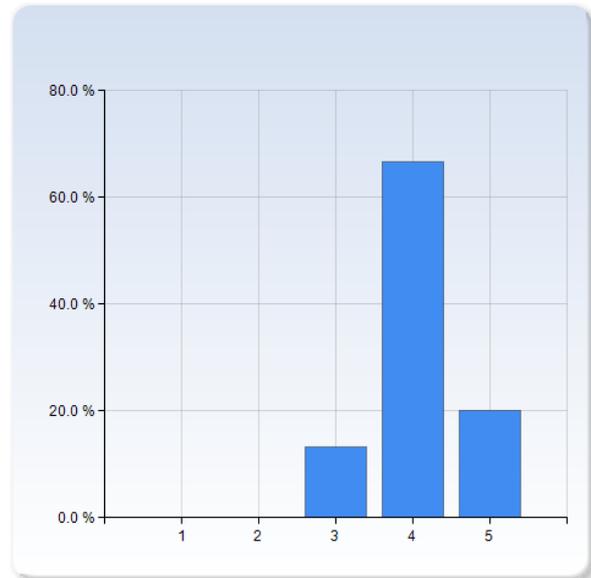
the course?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	3 (21.4%)
5	11 (78.6%)
Total	14 (100.0%)



	Mean	Standard Deviation
the course?	4.8	0.4

"Physics of Continuous Matter" by Lautrup?

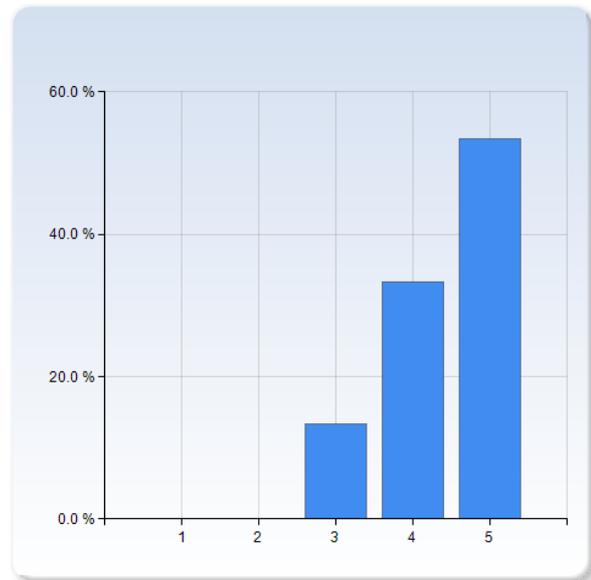
"Physics of Continuous Matter" by Lautrup?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	2 (13.3%)
4	10 (66.7%)
5	3 (20.0%)
Total	15 (100.0%)



	Mean	Standard Deviation
"Physics of Continuous Matter" by Lautrup?	4.1	0.6

the information about the course when it started?

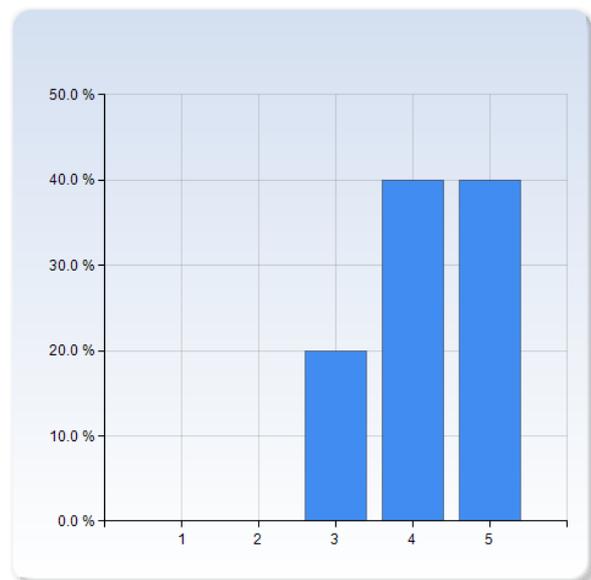
the information about the course when it started?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	2 (13.3%)
4	5 (33.3%)
5	8 (53.3%)
Total	15 (100.0%)



	Mean	Standard Deviation
the information about the course when it started?	4.4	0.7

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	3 (20.0%)
4	6 (40.0%)
5	6 (40.0%)
Total	15 (100.0%)



	Mean	Standard Deviation
the information about what was expected of you?	4.2	0.8

Comment (*help us interpret your grades!*)

The book was a bit large, so the whole book was not covered. But otherwise a good book and course

The perfect course to take alongside a degree project

Didn't use the book that much due to lack of time so don't really know how good it was.

Didn't use the book so much

Very clear learning goals and expectance.

I felt that the course was very good.

Lectures and problem solving sessions

Give your opinion in the scale 1-5.

1 = very negative

2 = negative

3 = neutral

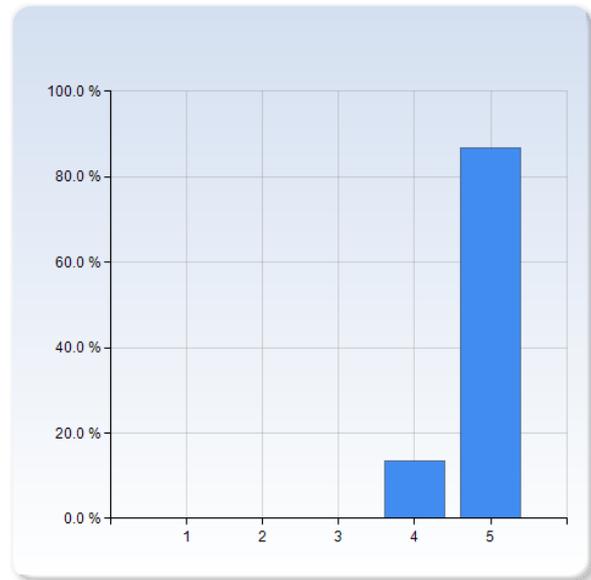
4 = positive

5 = very positive

What is your general opinion of...

the lectures with Patrik Edén?

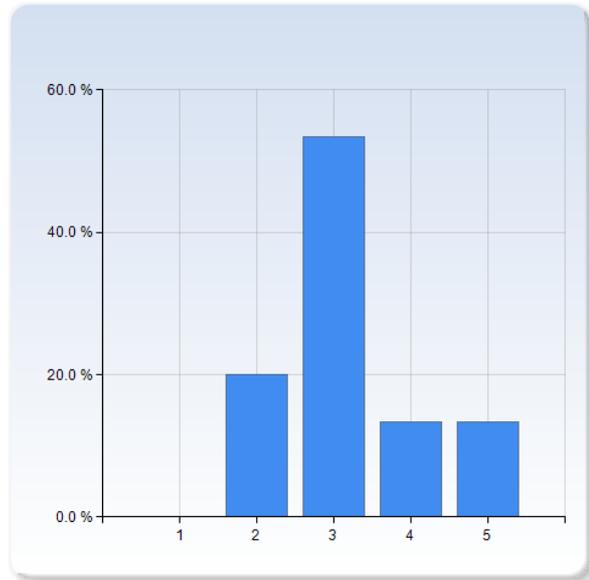
the lectures with Patrik Edén?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	2 (13.3%)
5	13 (86.7%)
Total	15 (100.0%)



the lectures with Patrik Edén?	Mean	Standard Deviation
	4.9	0.4

the problem solving sessions with Matthäus Schulik?

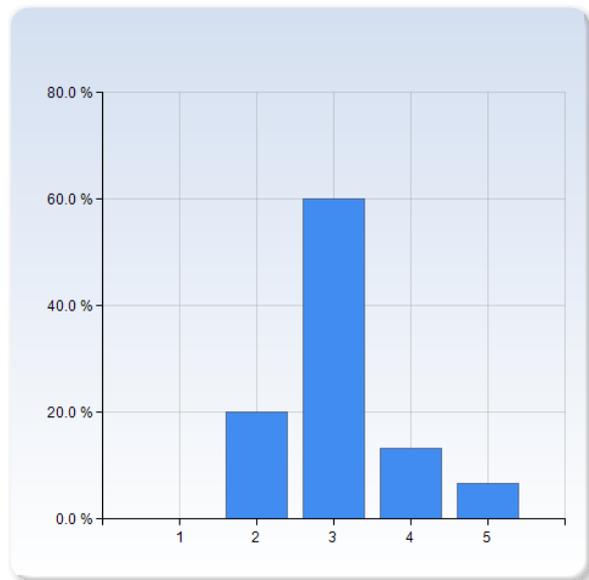
the problem solving sessions with Matthäus Schulik?	Number of Responses
1	0 (0.0%)
2	3 (20.0%)
3	8 (53.3%)
4	2 (13.3%)
5	2 (13.3%)
Total	15 (100.0%)



	Mean	Standard Deviation
the problem solving sessions with Matthäus Schulik?	3.2	0.9

the format of the problem solving sessions?

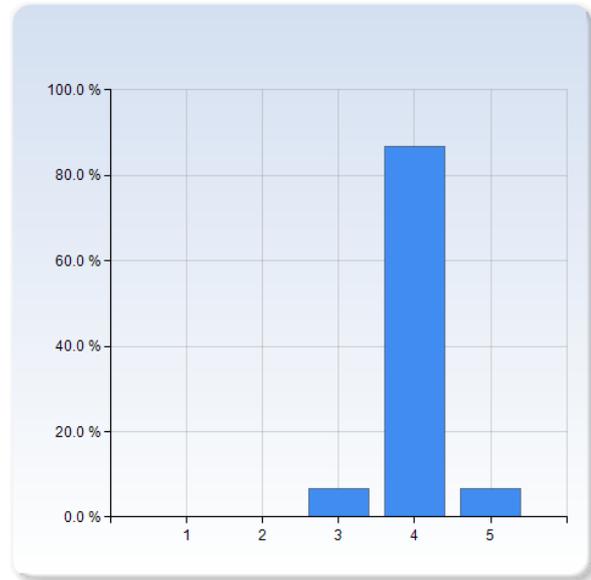
the format of the problem solving sessions?	Number of Responses
1	0 (0.0%)
2	3 (20.0%)
3	9 (60.0%)
4	2 (13.3%)
5	1 (6.7%)
Total	15 (100.0%)



	Mean	Standard Deviation
the format of the problem solving sessions?	3.1	0.8

the exercises at the problem solving sessions?

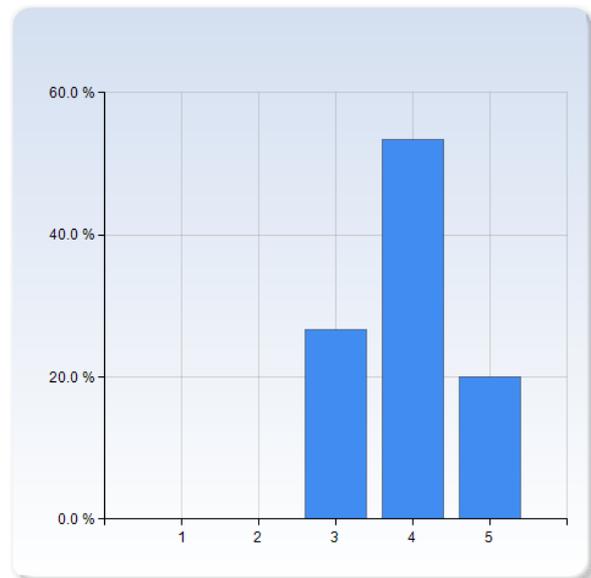
the exercises at the problem solving sessions?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	1 (6.7%)
4	13 (86.7%)
5	1 (6.7%)
Total	15 (100.0%)



	Mean	Standard Deviation
the exercises at the problem solving sessions?	4.0	0.4

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	4 (26.7%)
4	8 (53.3%)
5	3 (20.0%)
Total	15 (100.0%)



	Mean	Standard Deviation
the balance between lectures and problem-solving sessions?	3.9	0.7

Comment (help us interpret your grades!)

I think Matthäus did not explain the solution to the problems in a simple and understandable way. The exercises were quite nice otherwise, I would have liked more sessions. But that's just me maybe

Patrik was amazing as always. The problem-solving sessions were good, but I like when one gets to see more examples of how to solve exercises.

The classroom was small, didn't have much use of the solving sessions, but the help I got was good

The format of the problem-solving sessions included too little time to solve exercises for my taste. Nothing against Matthäus.

The problem-solving sessions weren't for me, so I did not go to them. One should, therefore, not trust my opinion on how they were.

Sometimes the solutions we got during the exercise class weren't that good/understandable. It would have been nice to get more solutions or at least answers to some more of the problems earlier on. It's nicer to work on exercises when you can check immediately if you got the right result.

Was only there at the first problem-solving session.

Felt like the help on the problem sessions was a bit messy, like he hadn't looked at the exercises thoroughly before.

Examination

Give your opinion on the scale 1-5.

1 = very negative

2 = negative

3 = neutral

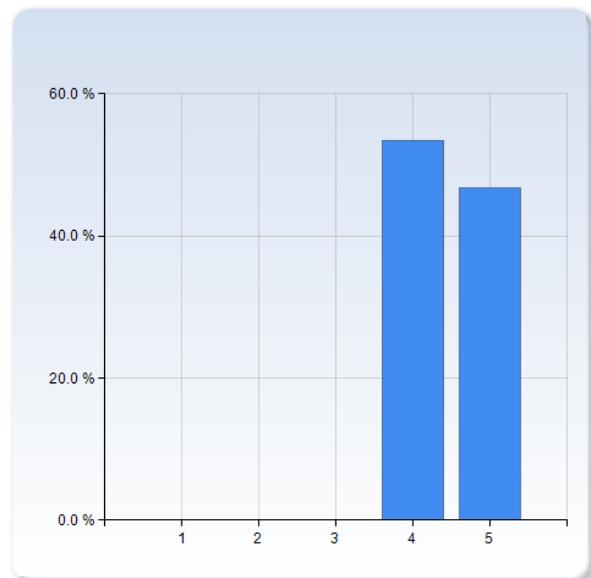
4 = positive

5 = very positive

What is your general opinion of...

the hand-in exercises?

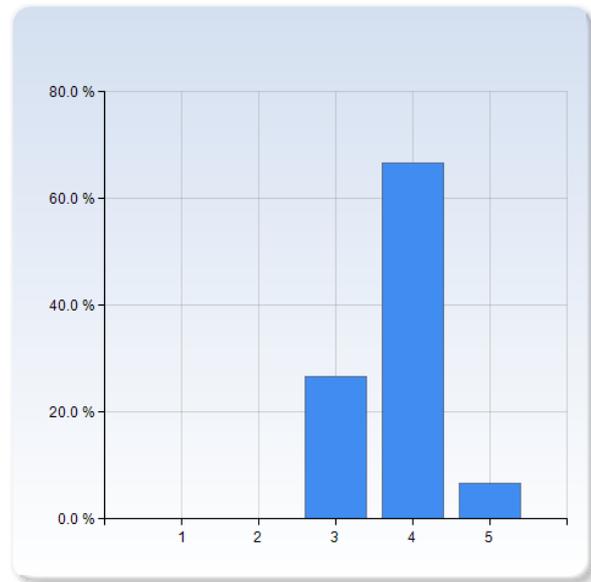
the hand-in exercises?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	8 (53.3%)
5	7 (46.7%)
Total	15 (100.0%)



the hand-in exercises?	Mean	Standard Deviation
	4.5	0.5

the written exam?

the written exam?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	4 (26.7%)
4	10 (66.7%)
5	1 (6.7%)
Total	15 (100.0%)



	Mean	Standard Deviation
the written exam?	3.8	0.6

Comment (*help us interpret your grades!*)

The written exam was much harder (for me) than the exercises. The hand ons were okay, would have liked one on barotropic things

The exam felt harder than the old exams but it went good so shouldn't complain.

Nice with bonus points. You correct almost too kindly on the exam

Hand-ins were pretty easy... I am impressed with the coverage of the course in the exam!

The hand-in excercises were generally good. The exam was good, but I felt it was not representative among the previous exams and therefore took some by surprise.

Felt like it was much harder than the previous exams

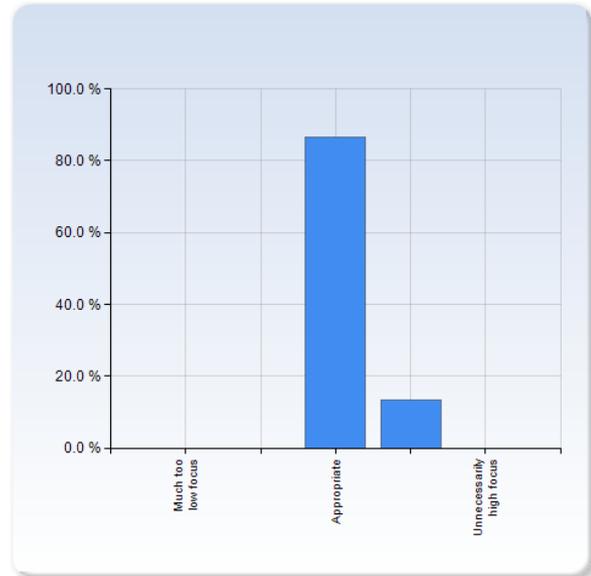
The focus of the course.

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 work with tools from vector calculus, and use basic integral relations

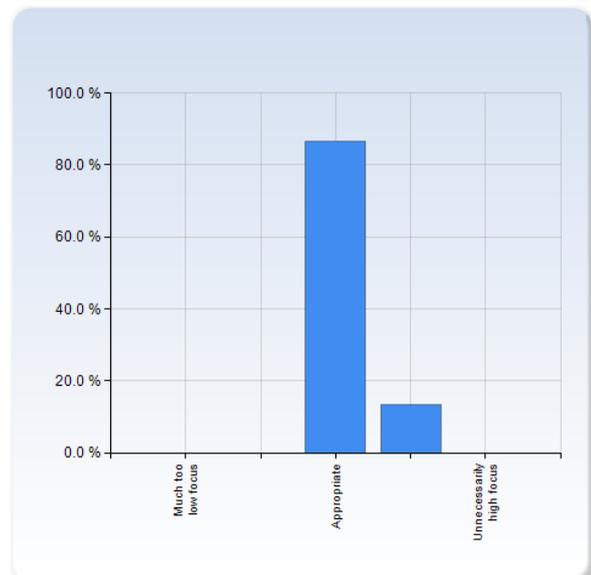
can work with tools from vector calculus, and use basic integral relations	Number of Responses
Much too low focus	0 (0.0%)
Appropriate	13 (86.7%)
Unnecessarily high focus	2 (13.3%)
Total	15 (100.0%)



	Mean	Standard Deviation
can work with tools from vector calculus, and use basic integral relations	3.1	0.4

can give conditions for, and describe properties of, hydrostatic equilibrium

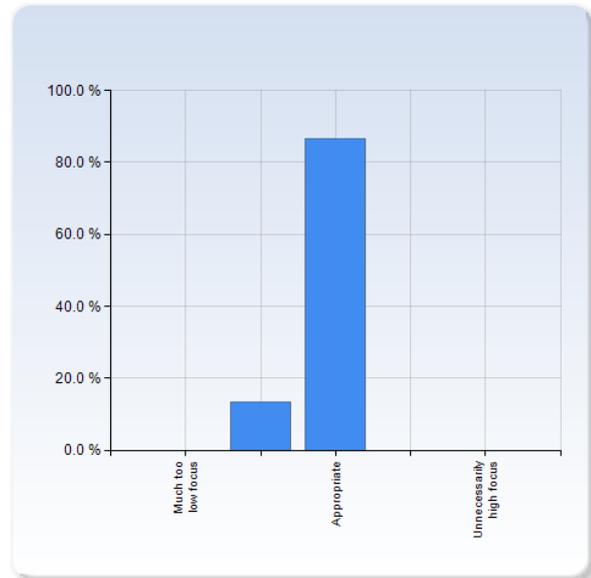
can give conditions for, and describe properties of, hydrostatic equilibrium	Number of Responses
Much too low focus	0 (0.0%)
Appropriate	13 (86.7%)
Unnecessarily high focus	2 (13.3%)
Total	15 (100.0%)



	Mean	Standard Deviation
can give conditions for, and describe properties of, hydrostatic equilibrium	3.1	0.4

can explain the meaning of the Reynolds number, and when viscosity is important

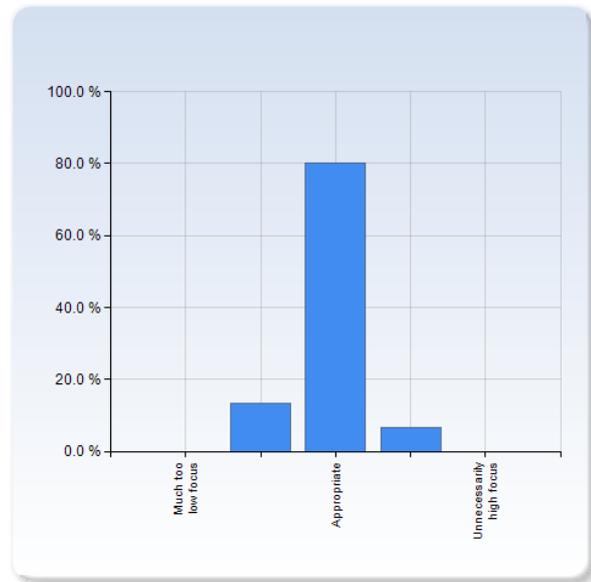
can explain the meaning of the Reynolds number, and when viscosity is important	Number of Responses
Much too low focus	0 (0.0%)
Appropriate	2 (13.3%)
Unnecessarily high focus	13 (86.7%)
Unnecessarily high focus	0 (0.0%)
Total	15 (100.0%)



	Mean	Standard Deviation
can explain the meaning of the Reynolds number, and when viscosity is important	2.9	0.4

can interpret the different terms in the Navier-Stokes equations

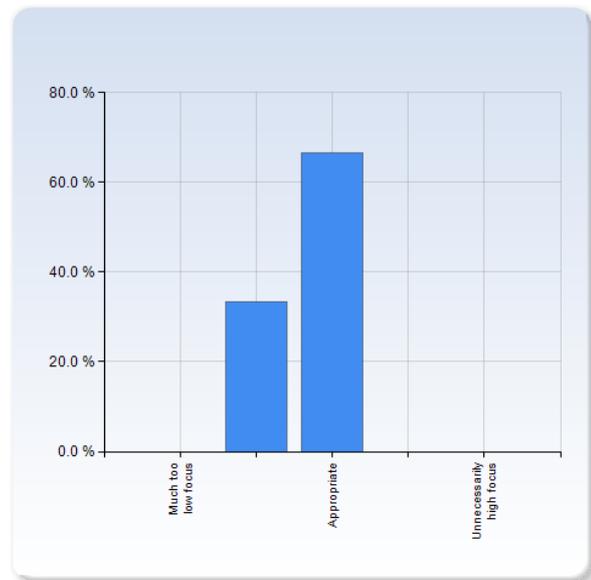
can interpret the different terms in the Navier-Stokes equations	Number of Responses
Much too low focus	0 (0.0%)
	2 (13.3%)
Appropriate	12 (80.0%)
	1 (6.7%)
Unnecessarily high focus	0 (0.0%)
Total	15 (100.0%)



can interpret the different terms in the Navier-Stokes equations	Mean	Standard Deviation
	2.9	0.5

can outline some basic properties of turbulence

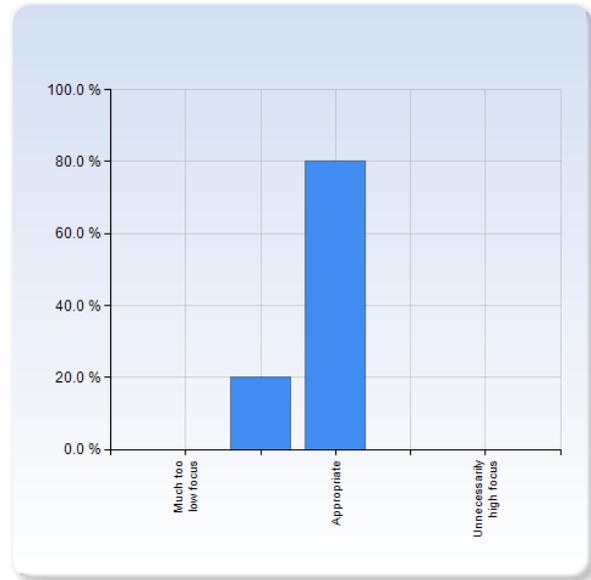
can outline some basic properties of turbulence	Number of Responses
Much too low focus	0 (0.0%)
	5 (33.3%)
Appropriate	10 (66.7%)
	0 (0.0%)
Unnecessarily high focus	0 (0.0%)
Total	15 (100.0%)



can outline some basic properties of turbulence	Mean	Standard Deviation
	2.7	0.5

can calculate equilibrium states for hydrostatic atmospheres

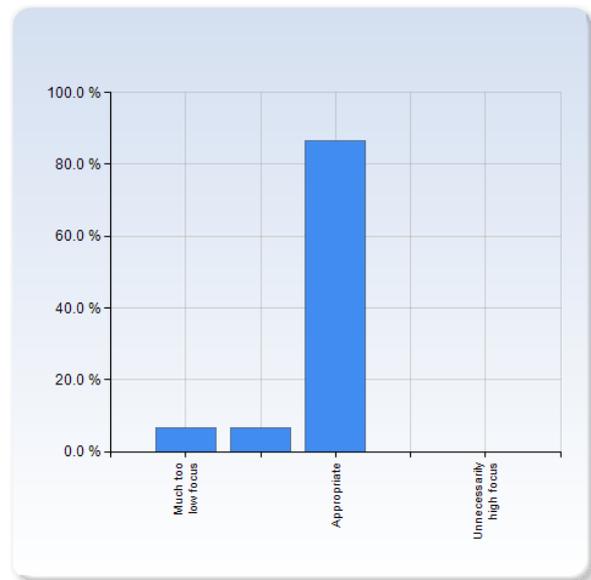
can calculate equilibrium states for hydrostatic atmospheres	Number of Responses
Much too low focus	0 (0.0%)
	3 (20.0%)
Appropriate	12 (80.0%)
	0 (0.0%)
Unnecessarily high focus	0 (0.0%)
Total	15 (100.0%)



can calculate equilibrium states for hydrostatic atmospheres	Mean	Standard Deviation
	2.8	0.4

can apply laws of mechanics on continuous systems and work with velocity fields

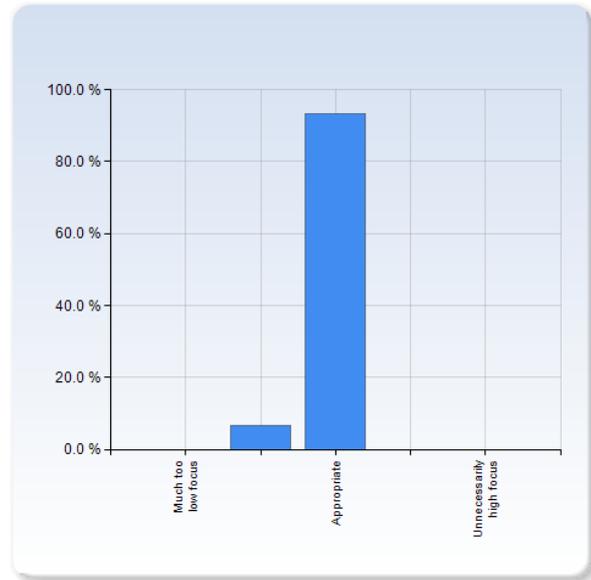
can apply laws of mechanics on continuous systems and work with velocity fields	Number of Responses
Much too low focus	1 (6.7%)
	1 (6.7%)
Appropriate	13 (86.7%)
	0 (0.0%)
Unnecessarily high focus	0 (0.0%)
Total	15 (100.0%)



can apply laws of mechanics on continuous systems and work with velocity fields	Mean	Standard Deviation
	2.8	0.6

can describe the origin of centrifugal- and Coriolis forces

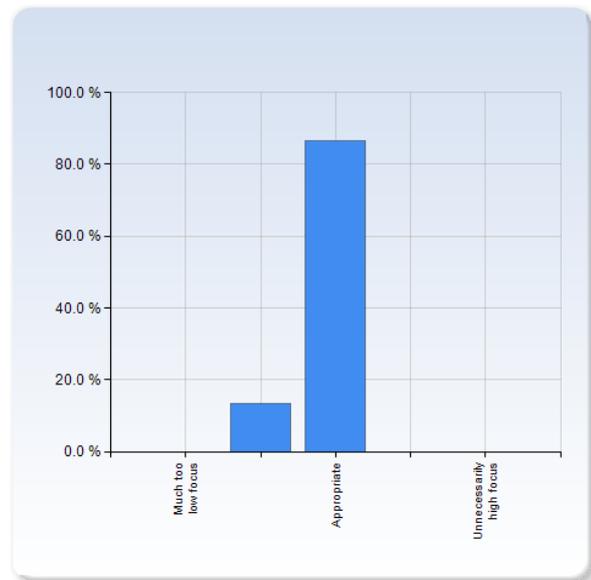
can describe the origin of centrifugal- and Coriolis forces	Number of Responses
Much too low focus	0 (0.0%)
	1 (6.7%)
Appropriate	14 (93.3%)
	0 (0.0%)
Unnecessarily high focus	0 (0.0%)
Total	15 (100.0%)



	Mean	Standard Deviation
can describe the origin of centrifugal- and Coriolis forces	2.9	0.3

can do applications of Coriolis forces on flows in rotating systems

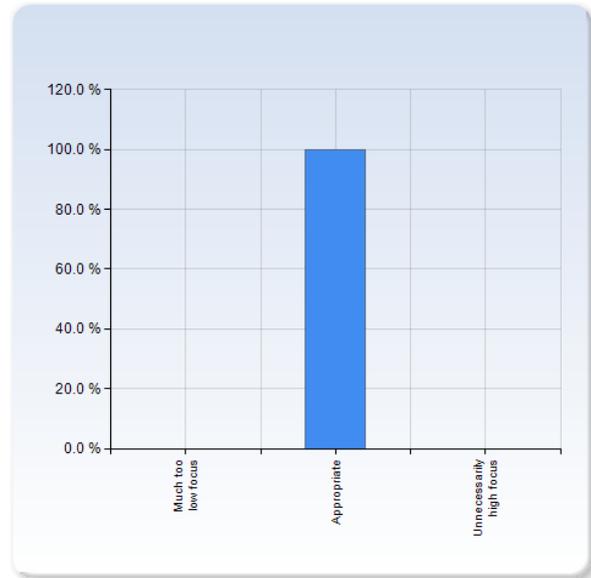
can do applications of Coriolis forces on flows in rotating systems	Number of Responses
Much too low focus	0 (0.0%)
	2 (13.3%)
Appropriate	13 (86.7%)
	0 (0.0%)
Unnecessarily high focus	0 (0.0%)
Total	15 (100.0%)



	Mean	Standard Deviation
can do applications of Coriolis forces on flows in rotating systems	2.9	0.4

can calculate geostrophic flow from a pressure field and evaluate under what assumptions this is a good approximation to the flow

can calculate geostrophic flow from a pressure field and evaluate under what assumptions this is a good approximation to the flow	Number of Responses
Much too low focus	0 (0.0%)
Appropriate	15 (100.0%)
Unnecessarily high focus	0 (0.0%)
Total	15 (100.0%)



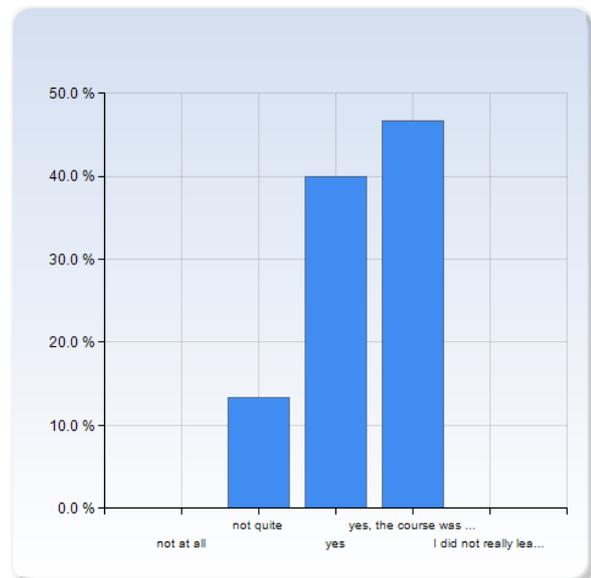
can calculate geostrophic flow from a pressure field and evaluate under what assumptions this is a good approximation to the flow	Mean	Standard Deviation
	3.0	0.0

Comment

The math I get, but to explain in physics is much harder and should be more focused on!

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	2 (13.3%)
yes	6 (40.0%)
yes, the course was a bit easy	7 (46.7%)
I did not really learn anything new	0 (0.0%)
Total	15 (100.0%)



Did you have enough prior knowledge for this course?	Mean	Standard Deviation
	3.3	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)?

As a third year student, I had seen much of it already, during Electromagnetism

I am a third year student of theoretical physics so I was familiar with all the math already.

-

I did not remember that much from the calculus course

I know, I am a third year student..

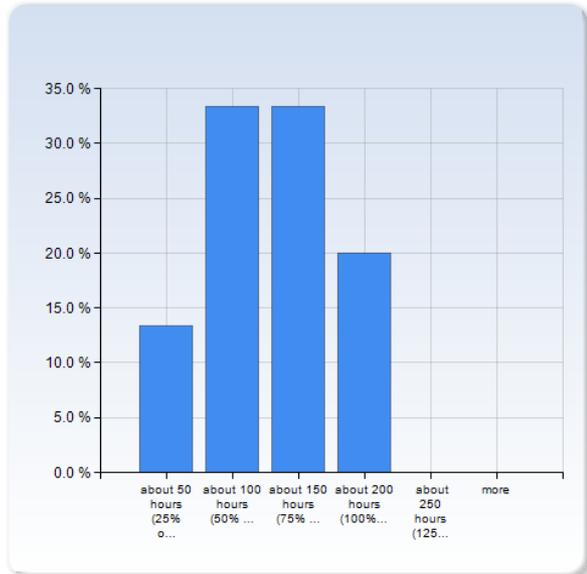
I had taken master courses before, especially vector calculus, and the course was therefore fairly easy for me. It was however appropriate for a bachelor course.

This is my sixth year, so my experience here is irrelevant.

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)

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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)	2 (13.3%)
about 100 hours (50% of intended time)	5 (33.3%)
about 150 hours (75% of intended time)	5 (33.3%)
about 200 hours (100% of intended time)	3 (20.0%)
about 250 hours (125% of intended time)	0 (0.0%)
more	0 (0.0%)
Total	15 (100.0%)



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)	Mean	Standard Deviation
	2.6	1.0

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 went to the lectures, attended the problem solving sessions and did the hand-ins bur not much more.

-

I did sadly miss some lectures, due to a hectic personal schedule.

Discrimination and harassment

According to the Lund University *Policy for gender equality, equal treatment and diversity*, there is "zero tolerance of discrimination"

Have you become aware of any cases of discrimination or harassment during the course? If so please indicate in what way?

Discrimination and harassment

According to the Lund University *Policy for gender equality, equal treatment and diversity*, there is "zero tolerance of discrimination"

Have you become aware of any cases of discrimination or harassment during the course? If so please indicate in what way?

No

No

No

No

No.

No.

no

No

Equal treatment

According to the Lund University *Policy for gender equality, equal treatment and diversity*, 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".

Do you think that everyone has been given equal opportunities during the course? If not, please specify in what way? Suggestions for improvements are also welcome.

Equal treatment

According to the Lund University *Policy for gender equality, equal treatment and diversity*, 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".

Do you think that everyone has been given equal opportunities during the course? If not, please specify in what way? Suggestions for improvements are also welcome.

Yes

Yes

Yes

Yes everyone has been given equal opportunities

Yes.

Yes.

Yes

Yes

What did you particularly like with the course?

What did you particularly like with the course?

Funny and easy to follow

The lectures

The teacher!

Learning the every-day applications. And of course listening to Patrik giving lectures.

You, you are a good lecturer

The lectures with Patrik Edén

The teacher's enthusiasm

The hand-waving physics is quite fascinating and the lectures were fun.

Patrik!

The teacher was a very great teacher. The amount of hand-ins and the time it took me to solve a hand-in was really appropriate.

Both content and the lectures where really good.

What in the course do you think could improve?

What in the course do you think could improve?

The exercises sessions

Can't think of anything right now.

Bigger classroom for so many students

Problem solving-session could take several approaches to suit the variety of people taking the course.

Getting some more solutions/answers to the pdf problems a bit earlier would be nice and helpful when studying.

Other comments (both positive and negative) on the course?

Other comments (both positive and negative) on the course?

Good course! Very useful in later studier I think!

It was good

We like Patrik's gadgets!

I recommend this course even if the course doesn't fit exactly your field of study, because you learn a lot of things that will be useful in other courses or fields in physics, I think.