

## FYTA14 vt18

Respondents: 29  
Answer Count: 19  
Answer Frequency: 65.52 %

### General opinion

Give your opinion in the scale 1-5.

1 = very negative

2 = negative

3 = neutral

4 = positive

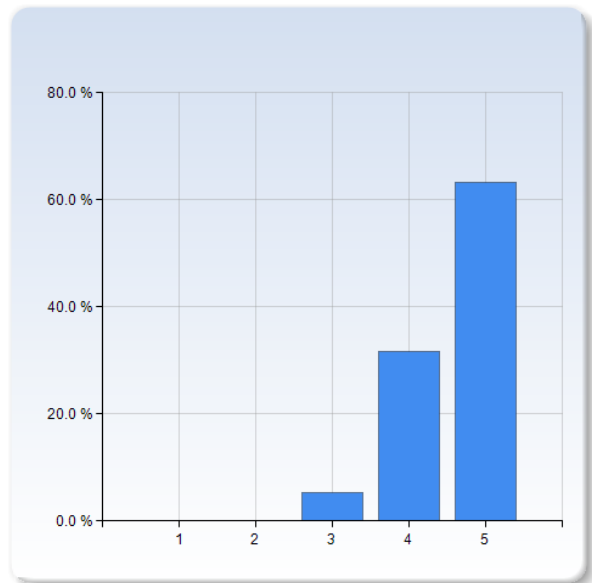
5 = very positive

***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?

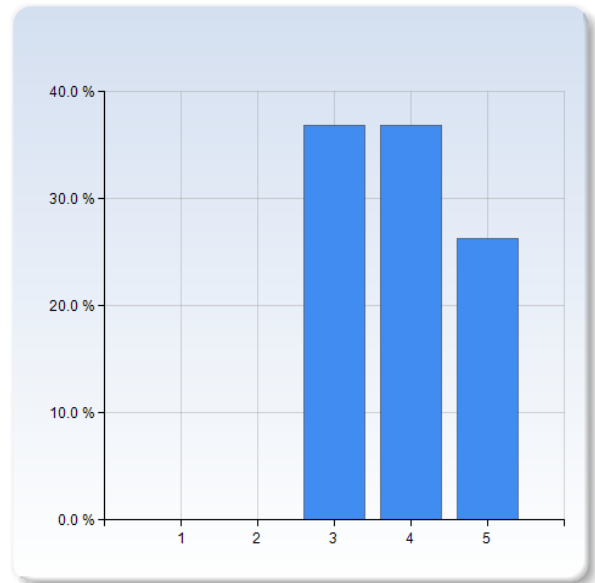
the course?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	1 (5.3%)
4	6 (31.6%)
5	12 (63.2%)
Total	19 (100.0%)



	Mean	Standard Deviation
the course?	4.6	0.6

### "Physics of Continuous Matter" by Lautrup?

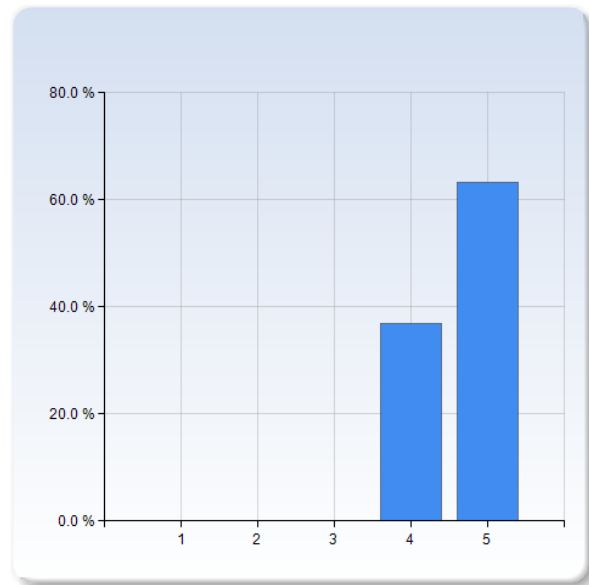
"Physics of Continuous Matter" by Lautrup?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	7 (36.8%)
4	7 (36.8%)
5	5 (26.3%)
Total	19 (100.0%)



	Mean	Standard Deviation
"Physics of Continuous Matter" by Lautrup?	3.9	0.8

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

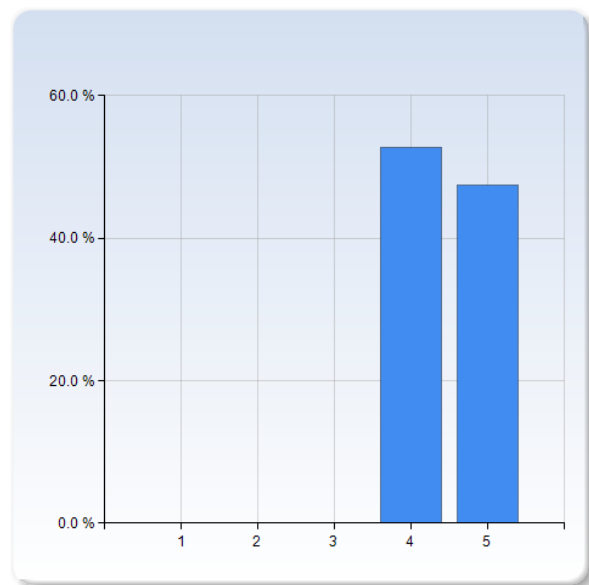
the information about the course when it started?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	7 (36.8%)
5	12 (63.2%)
Total	19 (100.0%)



	Mean	Standard Deviation
the information about the course when it started?	4.6	0.5

### 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	0 (0.0%)
4	10 (52.6%)
5	9 (47.4%)
Total	19 (100.0%)



	Mean	Standard Deviation
the information about what was expected of you?	4.5	0.5

Comment (*help us interpret your grades!*)

There was a clear schedule and good information at the start of the course, which is always really nice.

Over all good general feeling of the course! Well planned, and executed.

General information was good and it was very clear what was expected of us. While the content covered by the book was wide and the examples were good, I felt like some of the descriptions in the book were very poor (for example, the half page overview of what an ekman layer actually is was confusing, and was better summarised by Wikipedia in one sentence. =

I used the first edition of the book, luckily I found what I needed in case they referred to the second edition.

I honestly thought everything was very clear.

## Lectures and problem solving sessions

Give your opinion in the scale 1-5.

**1 = very negative**

**2 = negative**

**3 = neutral**

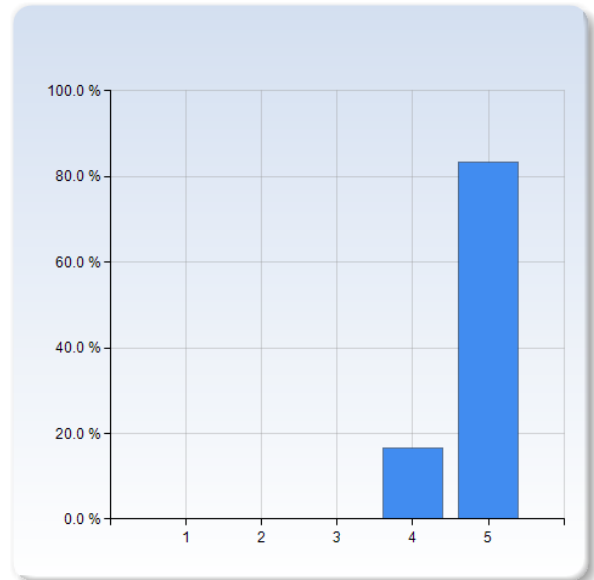
**4 = positive**

**5 = very positive**

What is your general opinion of...

the lectures with Patrik Edén?

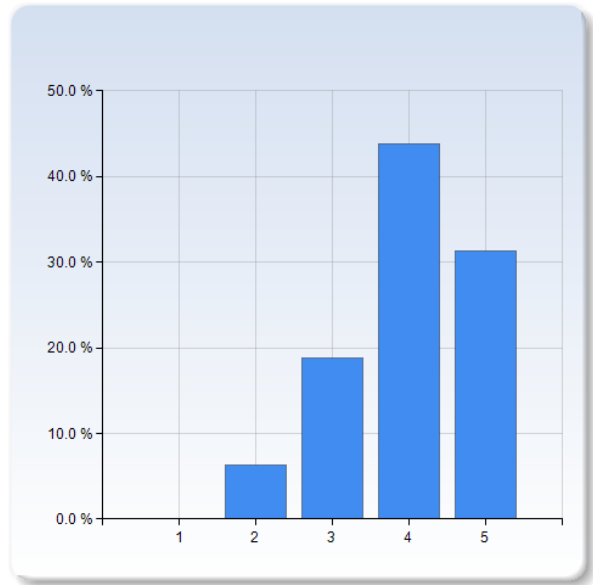
the lectures with Patrik Edén?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	3 (16.7%)
5	15 (83.3%)
Total	18 (100.0%)



the lectures with Patrik Edén?	Mean	Standard Deviation
	4.8	0.4

### the problem solving sessions with Matthäus Schulik?

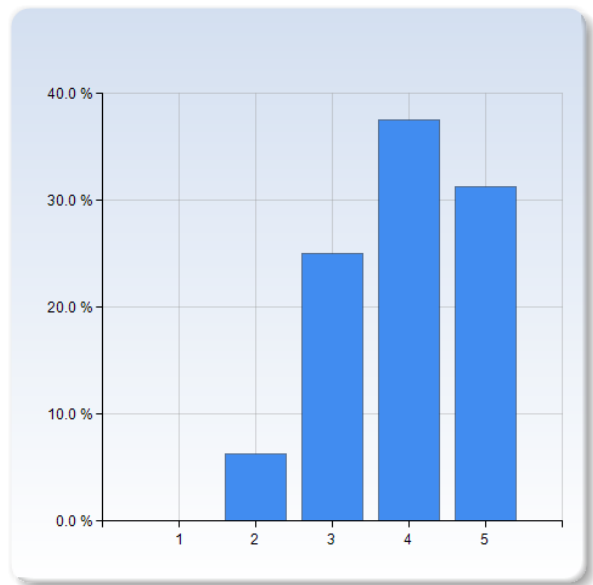
the problem solving sessions with Matthäus Schulik?	Number of Responses
1	0 (0.0%)
2	1 (6.3%)
3	3 (18.8%)
4	7 (43.8%)
5	5 (31.3%)
Total	16 (100.0%)



	Mean	Standard Deviation
the problem solving sessions with Matthäus Schulik?	4.0	0.9

### the format of the problem solving sessions?

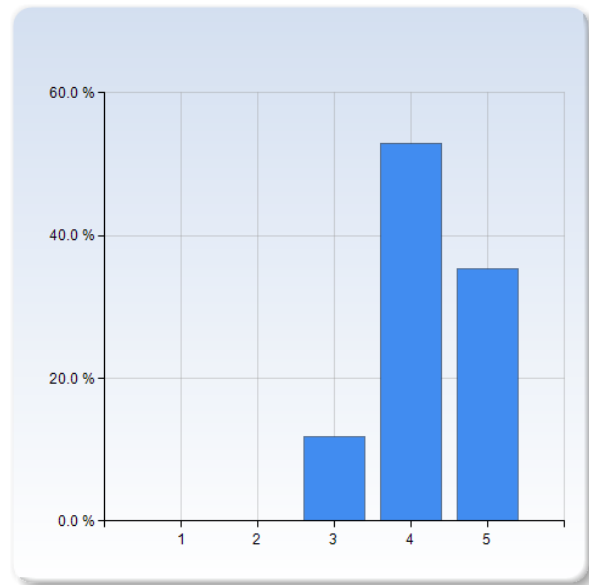
the format of the problem solving sessions?	Number of Responses
1	0 (0.0%)
2	1 (6.3%)
3	4 (25.0%)
4	6 (37.5%)
5	5 (31.3%)
Total	16 (100.0%)



	Mean	Standard Deviation
the format of the problem solving sessions?	3.9	0.9

### the exercises at the problem solving sessions?

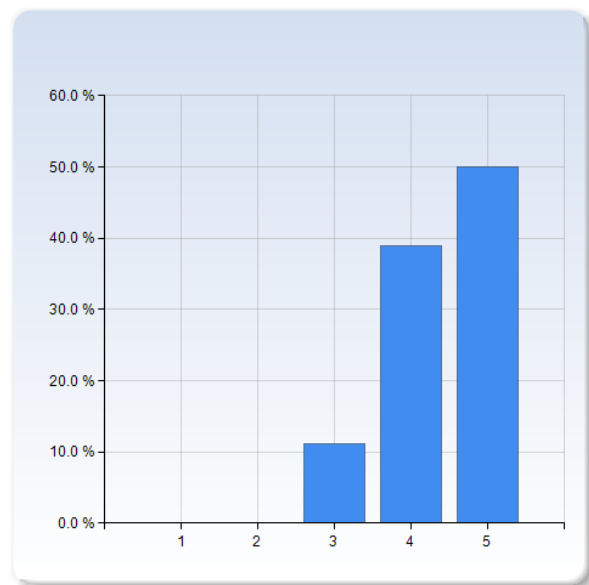
the exercises at the problem solving sessions?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	2 (11.8%)
4	9 (52.9%)
5	6 (35.3%)
Total	17 (100.0%)



the exercises at the problem solving sessions?	Mean	Standard Deviation
	4.2	0.7

### the balance between lectures and problem-solving sessions?

the balance between lectures and problem-solving sessions?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	2 (11.1%)
4	7 (38.9%)
5	9 (50.0%)
Total	18 (100.0%)



the balance between lectures and problem-solving sessions?	Mean	Standard Deviation
	4.4	0.7

Comment (*help us interpret your grades!*)

I thought the lectures were great. I didn't go to as many problem solving sessions as I would've liked, so I can't really say. I like this format of, go there and solve things, get help if needed, instead of some other formats where you should solve everything beforehand and you go there only to present it to each other. I don't particularly enjoy the part where solutions are shown at the end of the problem session, it felt weird, since I couldn't usually solve all the problems before the end, especially since we got the problems the same day. Might just be because I didn't study as much as I should have though.

Both Patrik and Matthäus were very kind and helpful. I especially appreciate the evident effort and passion Patrik put into the lectures and the course in general.

Would actually for once have liked to had one or two more problem sessions. They were very well planned and helped one to solve relevant problems!

Didn't attend the problem solving sessions

Lectures were excellent, I felt like there could have been more problem solving sessions, and I wish they could have been a little more structured.

I didn't go to most of the problem solving sessions.

Wasn't at exercise sessions

## Examination

Give your opinion in the scale 1-5.

**1 = very negative**

**2 = negative**

**3 = neutral**

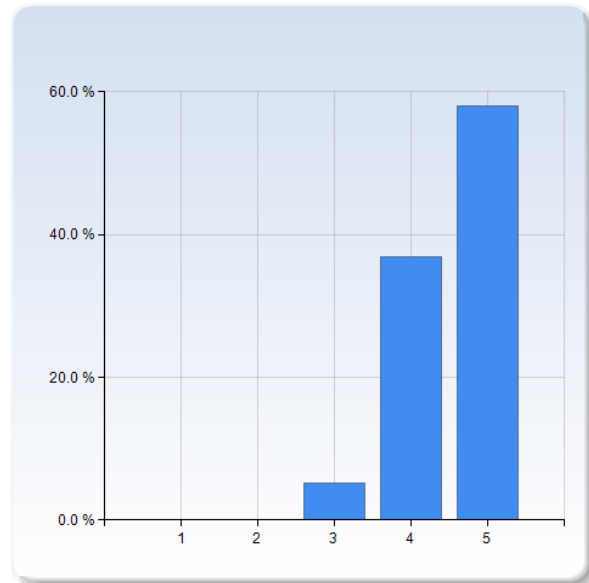
**4 = positive**

**5 = very positive**

What is your general opinion of...

the hand-in exercises?

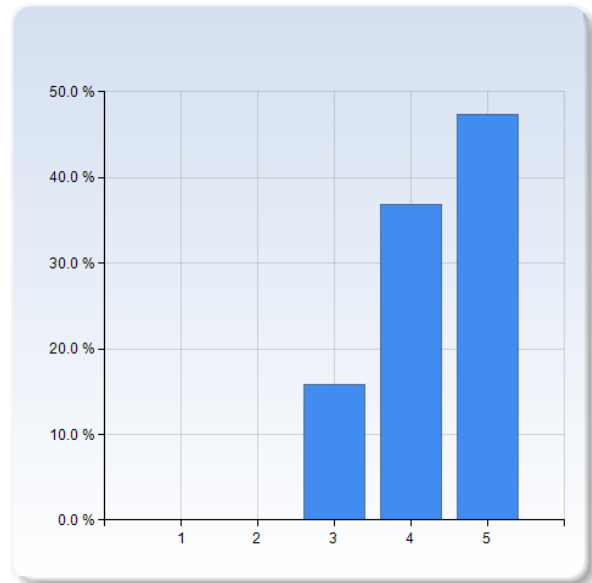
the hand-in exercises?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	1 (5.3%)
4	7 (36.8%)
5	11 (57.9%)
Total	19 (100.0%)



	Mean	Standard Deviation
the hand-in exercises?	4.5	0.6

### the written exam?

the written exam?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	3 (15.8%)
4	7 (36.8%)
5	9 (47.4%)
Total	19 (100.0%)



	Mean	Standard Deviation
the written exam?	4.3	0.7

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

I thought they were good in general, don't have very specific comments.

No comments on exam. Very nice hand-ins!

Exam was harder than handins, though this would be clear to anyone who had looked at the past papers so it wasn't an unfair case.

The exam represented the course content well. No questions with unnecessary confusing symmetries and a good balance between theory and derivations.

Nothing was surprising. We had gone through it all at the lectures and exercises



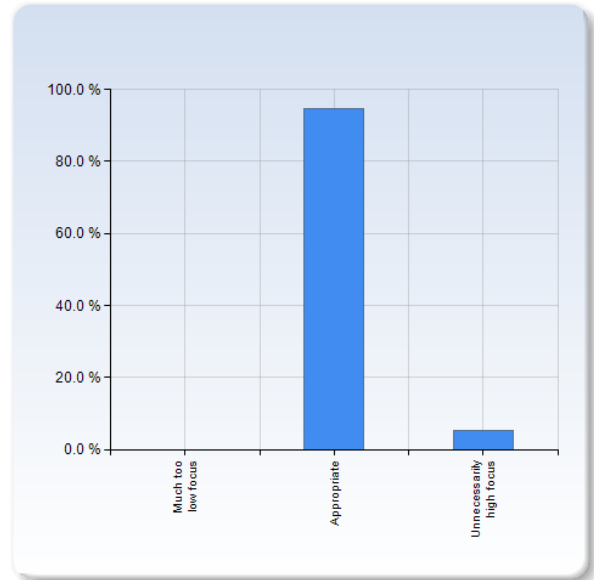
## The focus of the course.

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

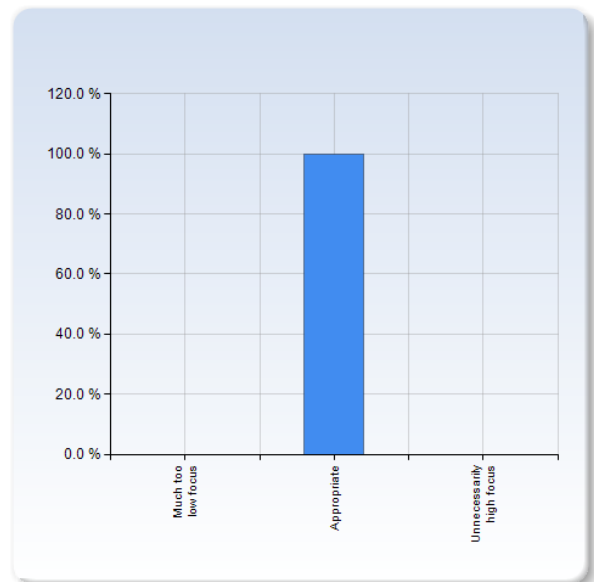
can work with tools from vector calculus, and use basic integral relations	Number of Responses
Much too low focus	0 (0.0%)
Appropriate	18 (94.7%)
Unnecessarily high focus	1 (5.3%)
Total	19 (100.0%)



can work with tools from vector calculus, and use basic integral relations	Mean	Standard Deviation
	3.1	0.5

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

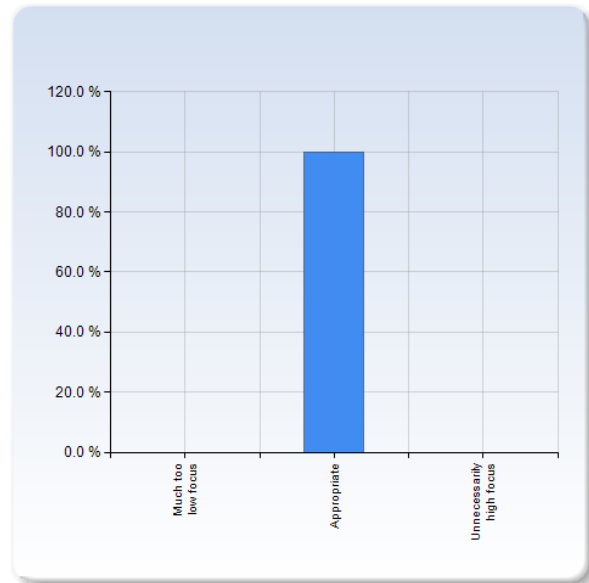
can give conditions for, and describe properties of, hydrostatic equilibrium	Number of Responses
Much too low focus	0 (0.0%)
Appropriate	19 (100.0%)
Unnecessarily high focus	0 (0.0%)
Total	19 (100.0%)



	Mean	Standard Deviation
can give conditions for, and describe properties of, hydrostatic equilibrium	3.0	0.0

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

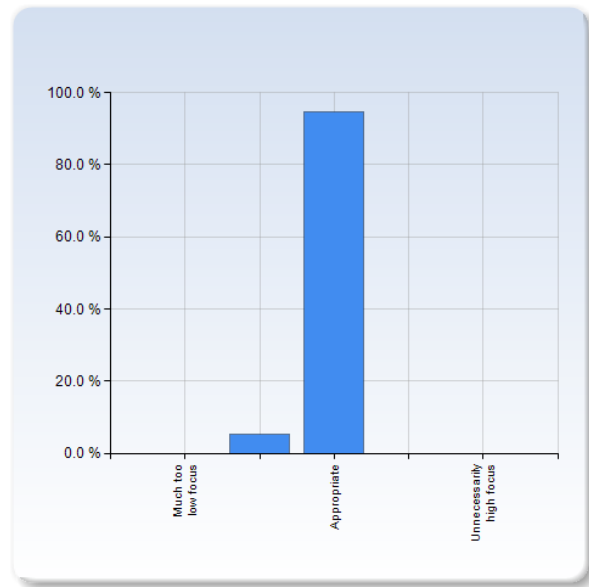
can explain the meaning of the Reynolds number, and when viscosity is important	Number of Responses
Much too low focus	0 (0.0%)
Appropriate	19 (100.0%)
Unnecessarily high focus	0 (0.0%)
Total	19 (100.0%)



	Mean	Standard Deviation
can explain the meaning of the Reynolds number, and when viscosity is important	3.0	0.0

### can interpret the different terms in the Navier-Stokes equations

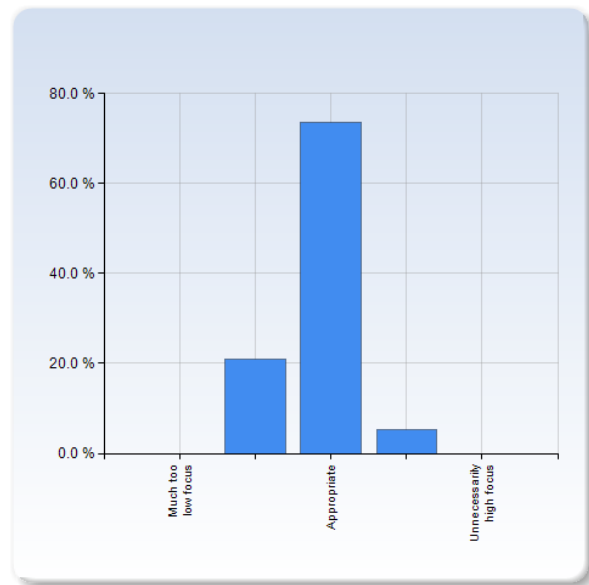
can interpret the different terms in the Navier-Stokes equations	Number of Responses
Much too low focus	0 (0.0%)
Appropriate	18 (94.7%)
Unnecessarily high focus	0 (0.0%)
Total	19 (100.0%)



can interpret the different terms in the Navier-Stokes equations	Mean	Standard Deviation
	2.9	0.2

### can outline some basic properties of turbulence

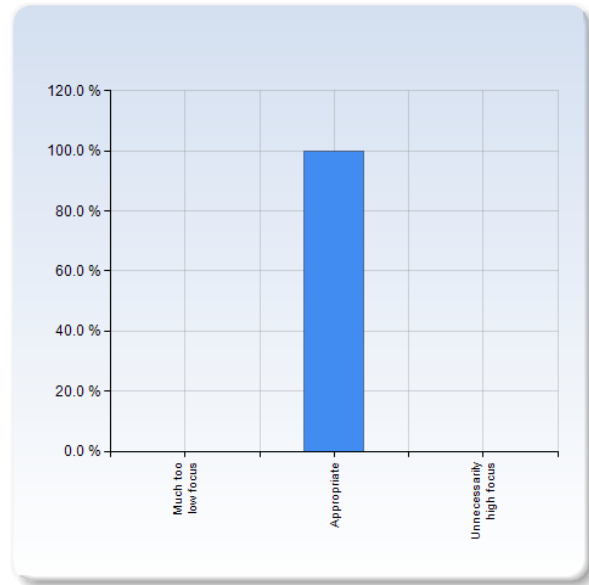
can outline some basic properties of turbulence	Number of Responses
Much too low focus	0 (0.0%)
Appropriate	14 (73.7%)
Unnecessarily high focus	1 (5.3%)
Total	19 (100.0%)



can outline some basic properties of turbulence	Mean	Standard Deviation
	2.8	0.5

### can calculate equilibrium states for hydrostatic atmospheres

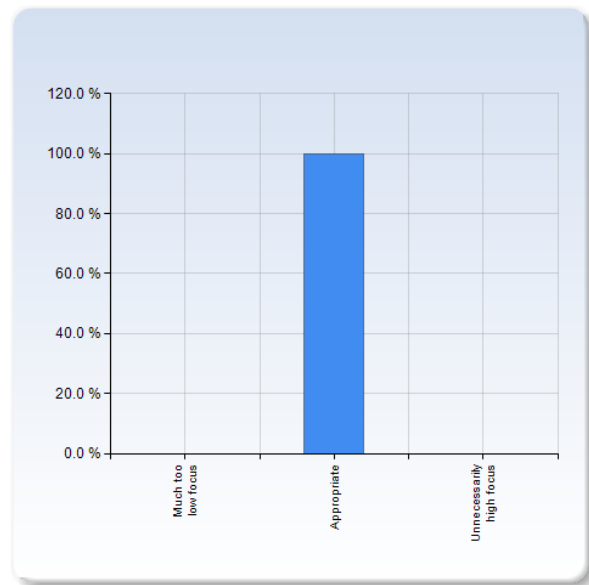
can calculate equilibrium states for hydrostatic atmospheres	Number of Responses
Much too low focus	0 (0.0%)
Appropriate	19 (100.0%)
Unnecessarily high focus	0 (0.0%)
Total	19 (100.0%)



	Mean	Standard Deviation
can calculate equilibrium states for hydrostatic atmospheres	3.0	0.0

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

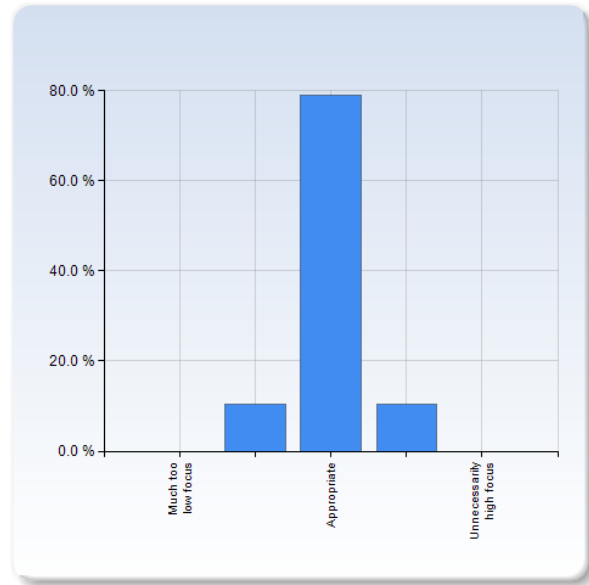
can apply laws of mechanics on continuous systems and work with velocity fields	Number of Responses
Much too low focus	0 (0.0%)
Appropriate	19 (100.0%)
Unnecessarily high focus	0 (0.0%)
Total	19 (100.0%)



	Mean	Standard Deviation
can apply laws of mechanics on continuous systems and work with velocity fields	3.0	0.0

### can describe the origin of centrifugal- and Coriolis forces

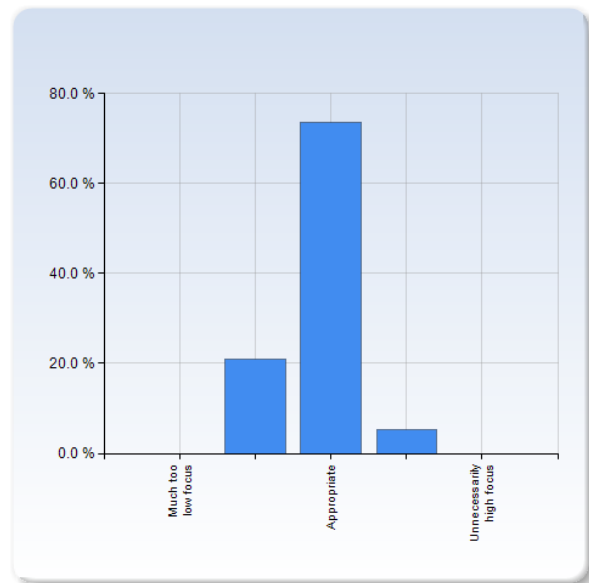
can describe the origin of centrifugal- and Coriolis forces	Number of Responses
Much too low focus	0 (0.0%)
	2 (10.5%)
Appropriate	15 (78.9%)
	2 (10.5%)
Unnecessarily high focus	0 (0.0%)
Total	19 (100.0%)



	Mean	Standard Deviation
can describe the origin of centrifugal- and Coriolis forces	3.0	0.5

### can do applications of Coriolis forces on flows in rotating systems

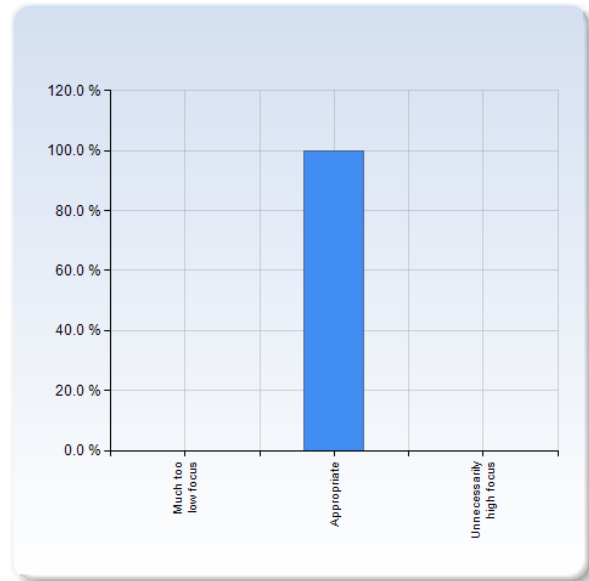
can do applications of Coriolis forces on flows in rotating systems	Number of Responses
Much too low focus	0 (0.0%)
	4 (21.1%)
Appropriate	14 (73.7%)
	1 (5.3%)
Unnecessarily high focus	0 (0.0%)
Total	19 (100.0%)



	Mean	Standard Deviation
can do applications of Coriolis forces on flows in rotating systems	2.8	0.5

## 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	19 (100.0%)
Unnecessarily high focus	0 (0.0%)
Total	19 (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

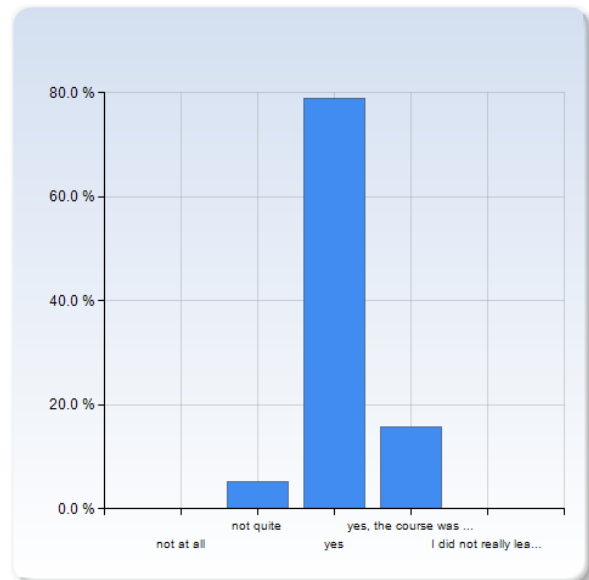
### Comment

This is hard to answer as well, since I missed some lectures, and I didn't study as much as I should've, but I felt like the general structure was good.

Very happy with what I learned in this course.

## 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	1 (5.3%)
yes	15 (78.9%)
yes, the course was a bit easy	3 (15.8%)
I did not really learn anything new	0 (0.0%)
Total	19 (100.0%)



	Mean	Standard Deviation
Did you have enough prior knowledge for this course?	3.1	0.5

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

What prior knowledge was missing/overlapping?

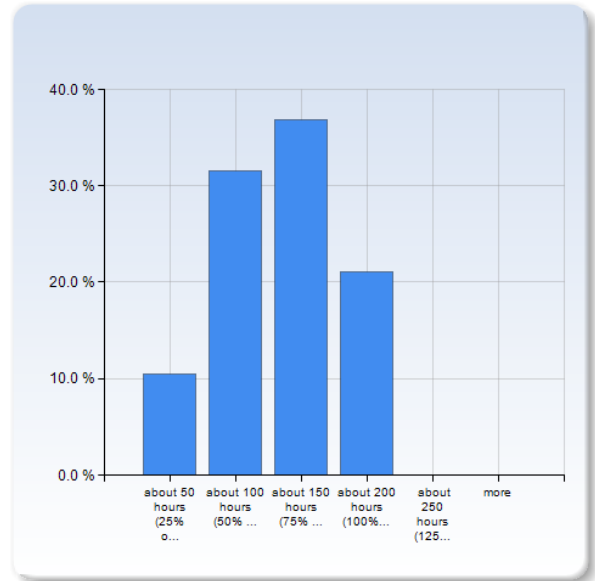
What is your background (year of higher education, relevant courses)?

Second year bachelor student. I think it would be appropriate to have some more knowledge of differential equations and dealing with waves mathematically. It would be nice with something like the "integrating gradients"-pdf, which was very good and useful, but for differential equations and waves.

Last year of bachelor degree. Electromagnetism course gave me a lot of preknowledge, however I find the course very good and should be made mandatory in the physics degree!

## 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)	2 (10.5%)
about 100 hours (50% of intended time)	6 (31.6%)
about 150 hours (75% of intended time)	7 (36.8%)
about 200 hours (100% of intended time)	4 (21.1%)
about 250 hours (125% of intended time)	0 (0.0%)
more	0 (0.0%)
Total	19 (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)	2.7	0.9

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)

Reasonable workload!

Probably more towards 75h. Not as much as I would've wanted (obviously), but there was a lot to do with my bachelors, which I put my focus on. I feel like I still learned a lot from mostly the lectures.

Given the fact that I wrote my Bachelor's thesis parallel to this course, the workload felt very appropriate.

I had it slightly easier at the beginning of the course since I had prior knowledge of vector calculus and integral theorems.

## 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

## 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

Yes

Yes



## What did you particularly like with the course?

What did you particularly like with the course?

The lectures were generally very clear. I did not feel stupid asking Patrick or Matthäus for clarifications or other questions.

Patrik's extra material and the effort he put into the lectures as well as Matthäus' assistance during the Problem Solving sessions. Overall I am very satisfied with the course.

I learned relevant things for my thesis work, and that Patrik was really engaged both in the subject and teaching the subject!

The topic, the lectures, and the hand-ins.

During some of the lectures when Patrik showed us physical observation of some phenomena we had discussed

I liked the course overall. The structure was very good and all the hand-ins as well as exercises allowed for a good understanding of the course content. The lectures were also very informative and well-structured.

Patrik and Matthäus were both really nice and helpful.

Patrik's enthusiasm with the lectures and excellent explanations - the lectures always seemed to go by very quickly!

The practical applications/stories towards the end of each lecture. Rotating bowl with water demonstration.

The connection between theory and every-day phenomena in nature

The lectures were fun!

The lecturer and that it was very well prepared in every aspect.

## What in the course do you think could improve?

What in the course do you think could improve?

Nothing i can think of

I would have liked more problem solving sessions.

Each time you make a  $= \dots =$  math step, tell in a sentence how to think when doing this.

More detailed solutions in the "answers to problem" document

Not much really. I loved the structure of the course.

Not much, it was a very balanced course, everything from the hand-ins to the lectures. Great course!

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

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

The course was awesome!

May Patrik teach this course as long as possible!

Great lecturer and very clear, super!