

FYTA14 vt16

Respondents: 17
Answer Count: 8
Answer Frequency: 47,06 %

General opinion

Give your opinion in the scale 1-5.

1 = very negative

2 = negative

3 = neutral

4 = positive

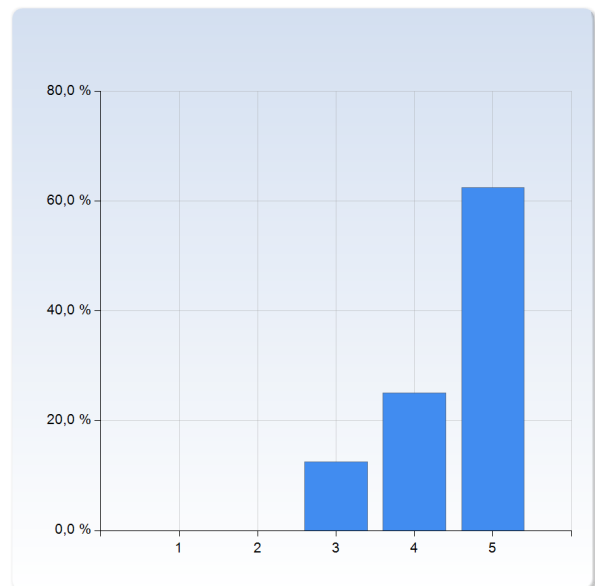
5 = very positive

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?

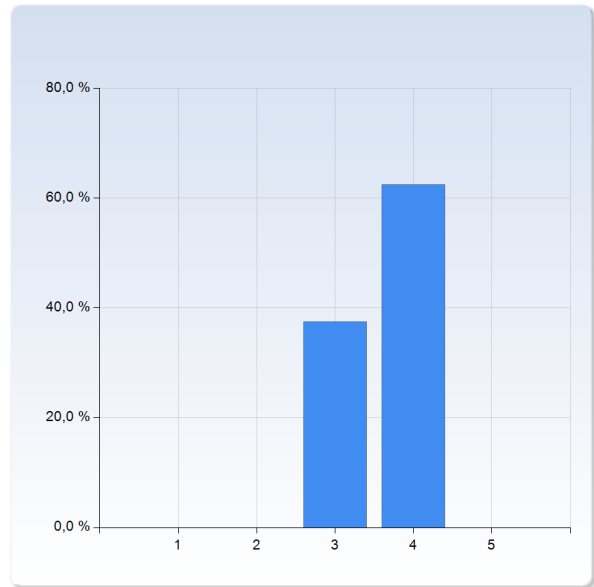
| the course? | Number of Responses |
|-------------|---------------------|
| 1 | 0 (0,0%) |
| 2 | 0 (0,0%) |
| 3 | 1 (12,5%) |
| 4 | 2 (25,0%) |
| 5 | 5 (62,5%) |
| Total | 8 (100,0%) |



| the course? | Mean | Standard Deviation |
|-------------|------|--------------------|
| | 4,5 | 0,8 |

"Physics of Continuous Matter" by Lautrup?

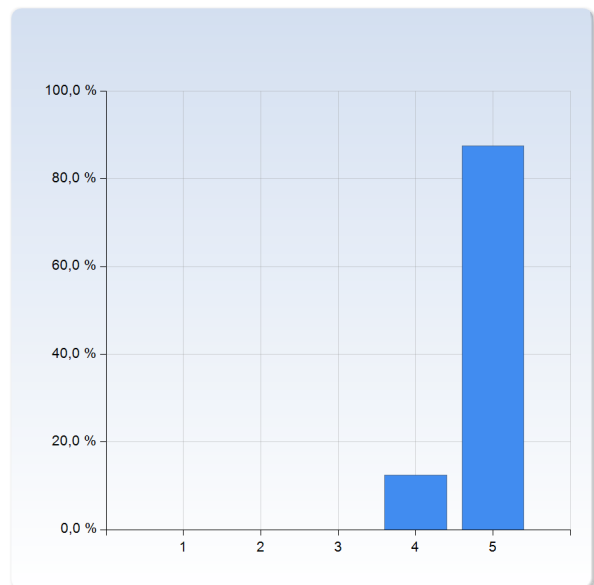
| "Physics of Continuous Matter" by Lautrup? | Number of Responses |
|--|---------------------|
| 1 | 0 (0,0%) |
| 2 | 0 (0,0%) |
| 3 | 3 (37,5%) |
| 4 | 5 (62,5%) |
| 5 | 0 (0,0%) |
| Total | 8 (100,0%) |



| "Physics of Continuous Matter" by Lautrup? | Mean | Standard Deviation |
|--|------|--------------------|
| | 3,6 | 0,5 |

the information about the course when it started?

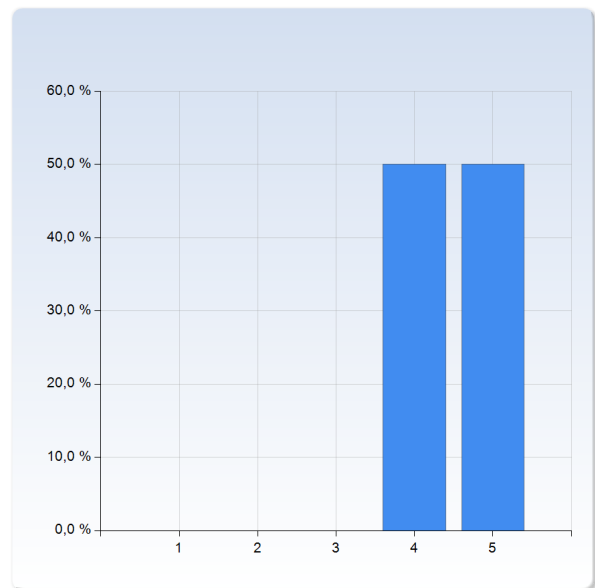
| the information about the course when it started? | Number of Responses |
|---|---------------------|
| 1 | 0 (0,0%) |
| 2 | 0 (0,0%) |
| 3 | 0 (0,0%) |
| 4 | 1 (12,5%) |
| 5 | 7 (87,5%) |
| Total | 8 (100,0%) |



| the information about the course when it started? | Mean | Standard Deviation |
|---|------|--------------------|
| | 4,9 | 0,4 |

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 | 4 (50,0%) |
| 5 | 4 (50,0%) |
| Total | 8 (100,0%) |



| | Mean | Standard Deviation |
|---|------|--------------------|
| the information about what was expected of you? | 4,5 | 0,5 |

Comment (*help us interpret your grades!*)

course: Overall good, more focus on creating a foundation for understanding on the lectures would make it better.

The structure of the course is very good.

Didn't use the book that much.

The book was a little too wordy at times, though at other times the detailed explanations were also helpful.

Very interesting course, i only used the book for the hand-ins at the library since I couldn't get book.

Nothing wrong with the book, but a course book always goes best with a course which doesn't jump around too much between chapters.

Lectures and problem solving sessions

Give your opinion in the scale 1-5.

1 = very negative

2 = negative

3 = neutral

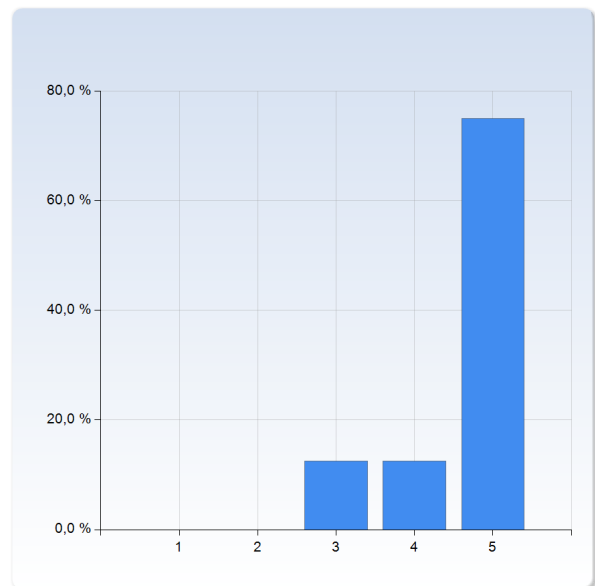
4 = positive

5 = very positive

What is your general opinion of...

the lectures with Patrik Edén?

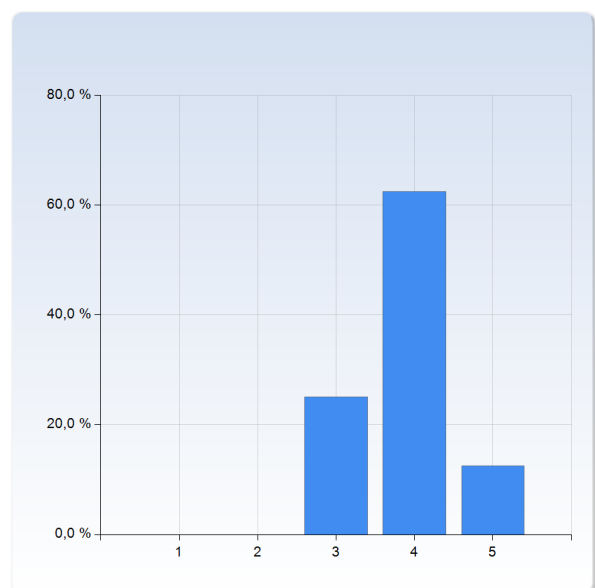
| the lectures with Patrik Edén? | Number of Responses |
|--------------------------------|---------------------|
| 1 | 0 (0,0%) |
| 2 | 0 (0,0%) |
| 3 | 1 (12,5%) |
| 4 | 1 (12,5%) |
| 5 | 6 (75,0%) |
| Total | 8 (100,0%) |



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

the format of the problem solving sessions?

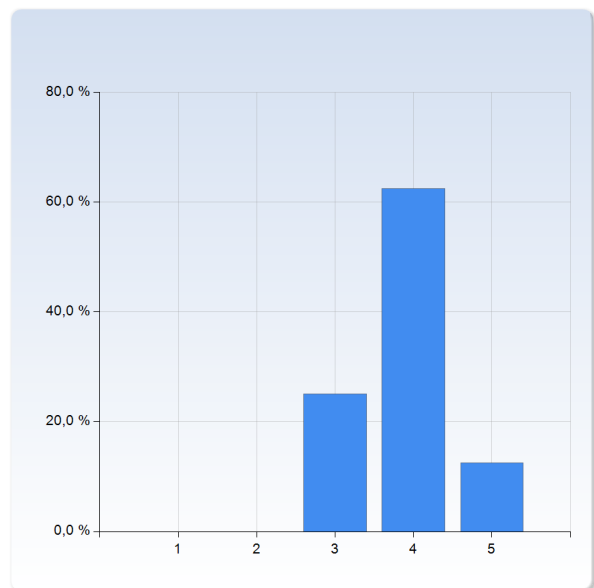
| the format of the problem solving sessions? | Number of Responses |
|---|---------------------|
| 1 | 0 (0,0%) |
| 2 | 0 (0,0%) |
| 3 | 2 (25,0%) |
| 4 | 5 (62,5%) |
| 5 | 1 (12,5%) |
| Total | 8 (100,0%) |



| | | |
|---|------|--------------------|
| | Mean | Standard Deviation |
| the format of the problem solving sessions? | 3,9 | 0,6 |

the exercises at the problem solving sessions?

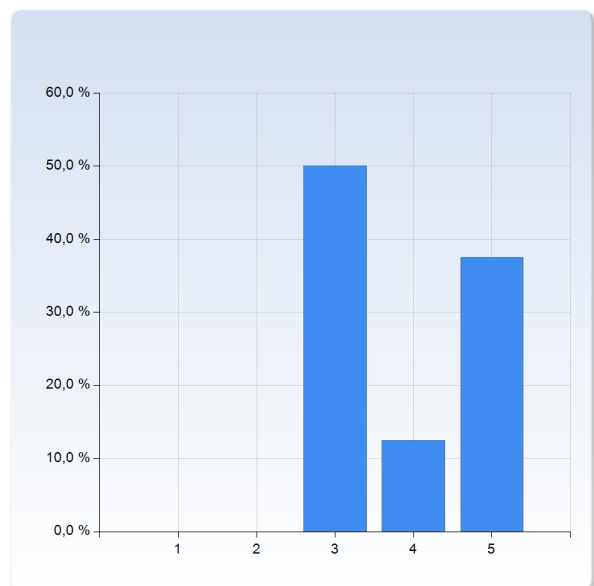
| the exercises at the problem solving sessions? | Number of Responses |
|--|---------------------|
| 1 | 0 (0,0%) |
| 2 | 0 (0,0%) |
| 3 | 2 (25,0%) |
| 4 | 5 (62,5%) |
| 5 | 1 (12,5%) |
| Total | 8 (100,0%) |



| | | |
|--|------|--------------------|
| | Mean | Standard Deviation |
| the exercises at the problem solving sessions? | 3,9 | 0,6 |

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 (50,0%) |
| 4 | 1 (12,5%) |
| 5 | 3 (37,5%) |
| Total | 8 (100,0%) |



| | | |
|--|------|--------------------|
| | Mean | Standard Deviation |
| the balance between lectures and problem-solving sessions? | 3,9 | 1,0 |

Comment (*help us interpret your grades!*)

more problem solving sessions would've been appreciated, although I don't think it necessarily has to be the course responsible who leads them.

Patrik is exceptional! Best course I have ever taken, amazing!

I do not enjoy group problem solving so much, but as they were not mandatory this was not a problem for me. The exercises were very well chosen.

I had some difficulties to understand the course sometimes (mainly because of my English) but I can't really say about the problem solving session as I attended only one. But I liked the idea of doing the exercises with a group

Patrik is a great lecturer: his passion for the subject and teaching in general combined with clear explanations makes lectures highly worthwhile. Instead of presenting solutions for another person in the problem solving sessions, I would have preferred the choice between that and presenting on the board.

Examination

Give your opinion in the scale 1-5.

1 = very negative

2 = negative

3 = neutral

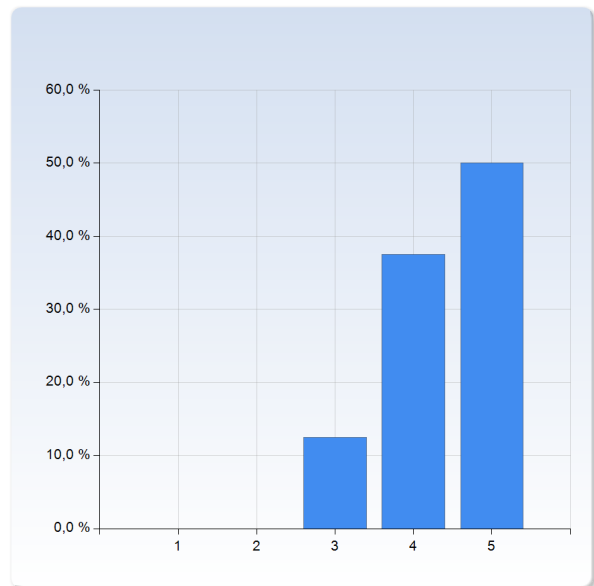
4 = positive

5 = very positive

What is your general opinion of...

the hand-in exercises?

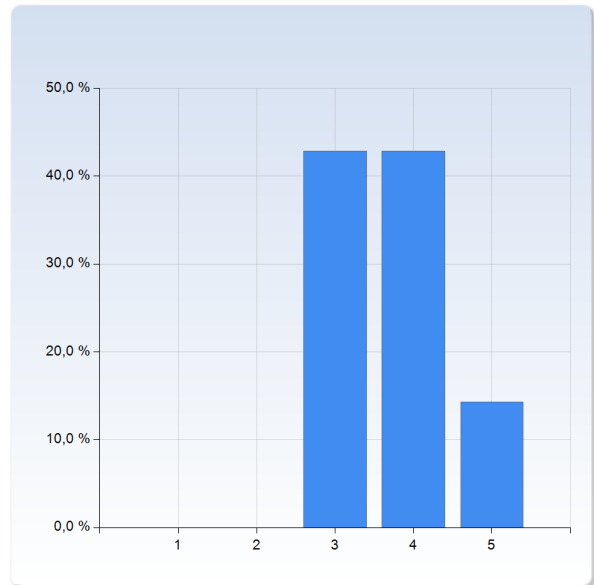
| the hand-in exercises? | Number of Responses |
|------------------------|---------------------|
| 1 | 0 (0,0%) |
| 2 | 0 (0,0%) |
| 3 | 1 (12,5%) |
| 4 | 3 (37,5%) |
| 5 | 4 (50,0%) |
| Total | 8 (100,0%) |



| the hand-in exercises? | Mean | Standard Deviation |
|------------------------|------|--------------------|
| | 4,4 | 0,7 |

the written exam?

| the written exam? | Number of Responses |
|-------------------|---------------------|
| 1 | 0 (0,0%) |
| 2 | 0 (0,0%) |
| 3 | 3 (42,9%) |
| 4 | 3 (42,9%) |
| 5 | 1 (14,3%) |
| Total | 7 (100,0%) |



| the written exam? | Mean | Standard Deviation |
|-------------------|------|--------------------|
| | 3,7 | 0,8 |

Comment (*help us interpret your grades!*)

Truthfully most hand-in exercises were easy. It felt like the written exam largely focused on things which were not focused on in the lectures.

I thought that the exam didn't capture the the big areas corresponding to the hand-ins.

did not do the exam yet. exercises taught me a lot.

The hand ins exercise was really good to know how to use a law.

I didn't have the time to work for the exam, so I can't judge on it.

The written exam represented the course content well. Some of the hand-ins could have been a bit more challenging: they were often a bit below the level of both lectures and exam problems.

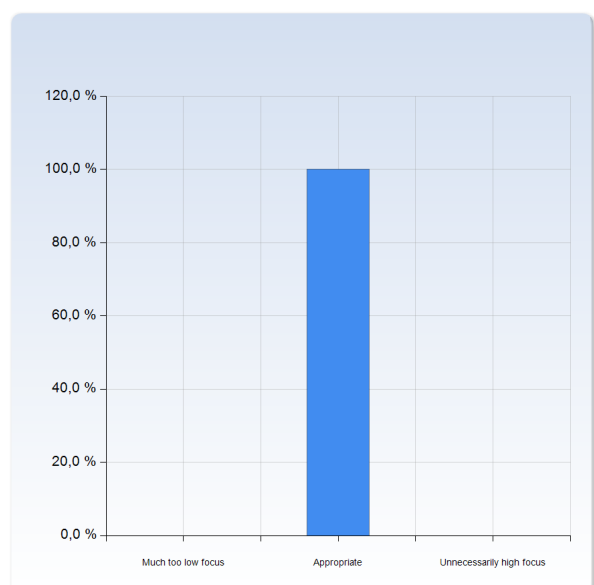
The focus of the course.

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

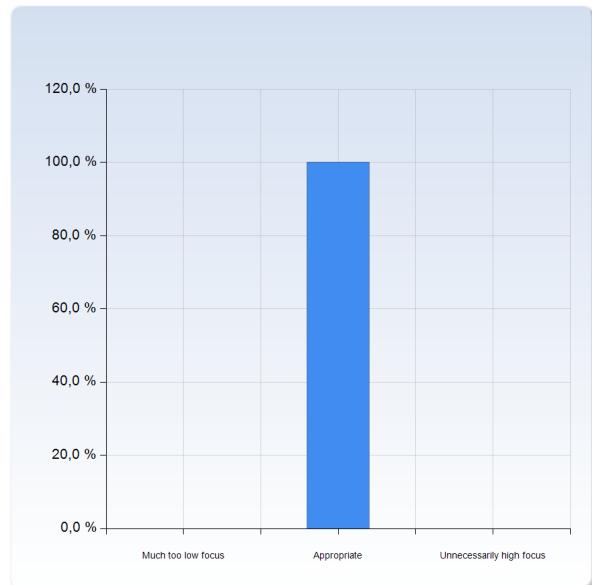
| can work with tools from vector calculus, and use basic integral relations | Number of Responses |
|--|---------------------|
| Much too low focus | 0 (0,0%) |
| Appropriate | 7 (100,0%) |
| Unnecessarily high focus | 0 (0,0%) |
| Total | 7 (100,0%) |



| | Mean | Standard Deviation |
|--|------|--------------------|
| can work with tools from vector calculus, and use basic integral relations | 3,0 | 0,0 |

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

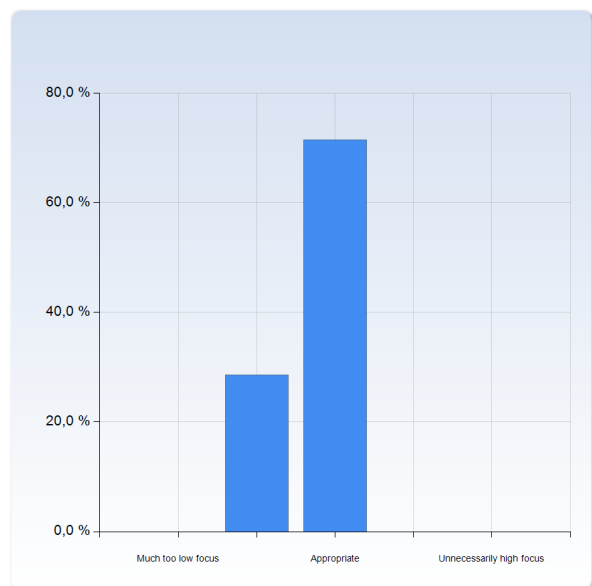
| can give conditions for, and describe properties of, hydrostatic equilibrium | Number of Responses |
|--|---------------------|
| Much too low focus | 0 (0,0%) |
| Appropriate | 7 (100,0%) |
| Unnecessarily high focus | 0 (0,0%) |
| Total | 7 (100,0%) |



| | 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

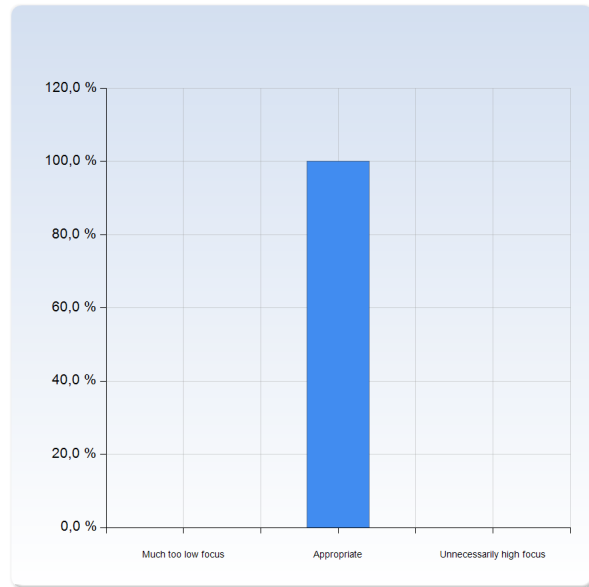
| can explain the meaning of the Reynolds number, and when viscosity is important | Number of Responses |
|---|---------------------|
| Much too low focus | 0 (0,0%) |
| Appropriate | 5 (71,4%) |
| Unnecessarily high focus | 0 (0,0%) |
| Total | 7 (100,0%) |



| | Mean | Standard Deviation |
|---|------|--------------------|
| can explain the meaning of the Reynolds number, and when viscosity is important | 2,7 | 0,5 |

can interpret the different terms in the Navier-Stokes equations

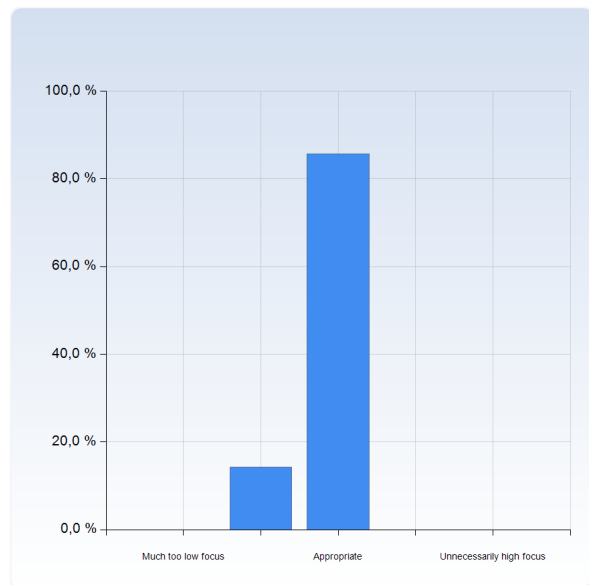
| can interpret the different terms in the Navier-Stokes equations | Number of Responses |
|--|---------------------|
| Much too low focus | 0 (0,0%) |
| Appropriate | 7 (100,0%) |
| Unnecessarily high focus | 0 (0,0%) |
| Total | 7 (100,0%) |



| | Mean | Standard Deviation |
|--|------|--------------------|
| can interpret the different terms in the Navier-Stokes equations | 3,0 | 0,0 |

can outline some basic properties of turbulence

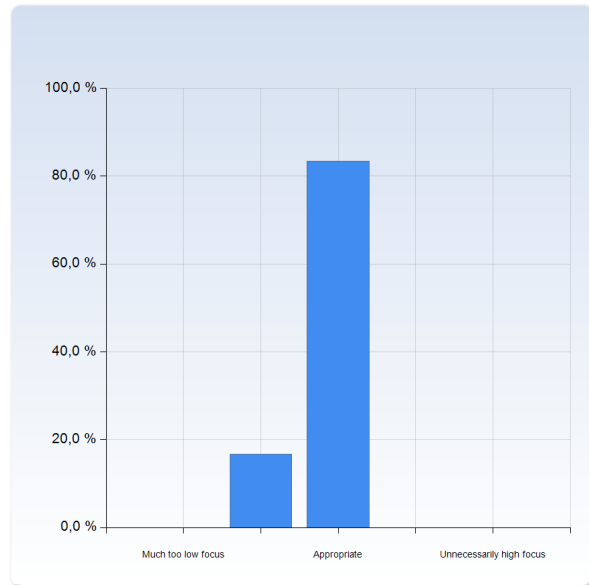
| can outline some basic properties of turbulence | Number of Responses |
|---|---------------------|
| Much too low focus | 0 (0,0%) |
| Appropriate | 6 (85,7%) |
| Unnecessarily high focus | 0 (0,0%) |
| Total | 7 (100,0%) |



| | Mean | Standard Deviation |
|---|------|--------------------|
| can outline some basic properties of turbulence | 2,9 | 0,4 |

can calculate equilibrium states for hydrostatic atmospheres

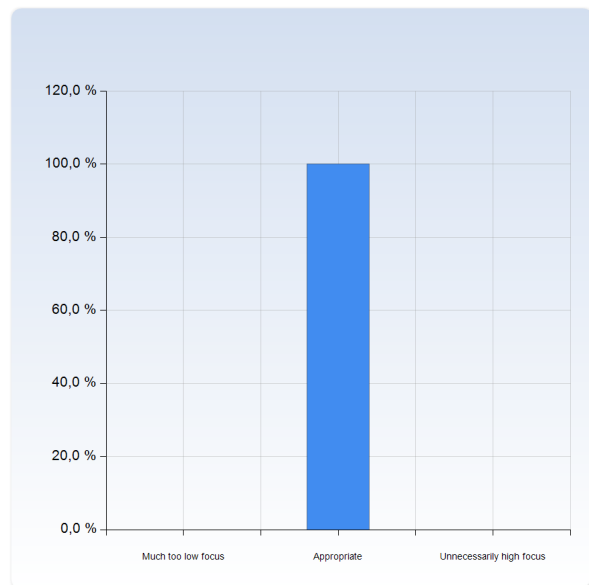
| can calculate equilibrium states for hydrostatic atmospheres | Number of Responses |
|--|---------------------|
| Much too low focus | 0 (0,0%) |
| Appropriate | 5 (83,3%) |
| Unnecessarily high focus | 0 (0,0%) |
| Total | 6 (100,0%) |



| | Mean | Standard Deviation |
|--|------|--------------------|
| can calculate equilibrium states for hydrostatic atmospheres | 2,8 | 0,4 |

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

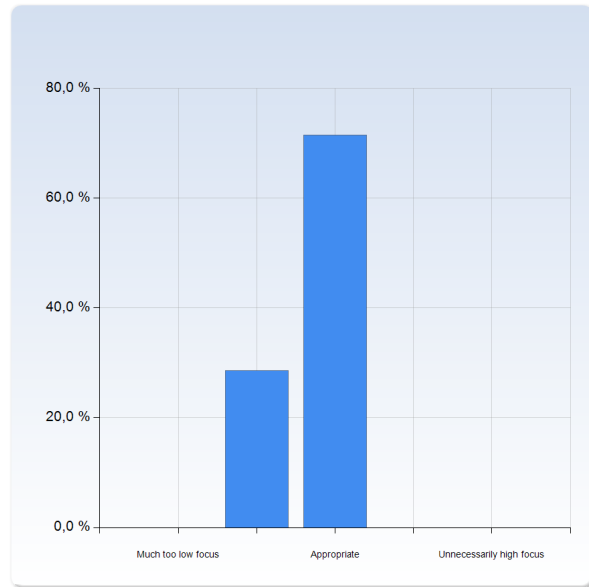
| can apply laws of mechanics on continuous systems and work with velocity fields | Number of Responses |
|---|---------------------|
| Much too low focus | 0 (0,0%) |
| Appropriate | 6 (100,0%) |
| Unnecessarily high focus | 0 (0,0%) |
| Total | 6 (100,0%) |



| | 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

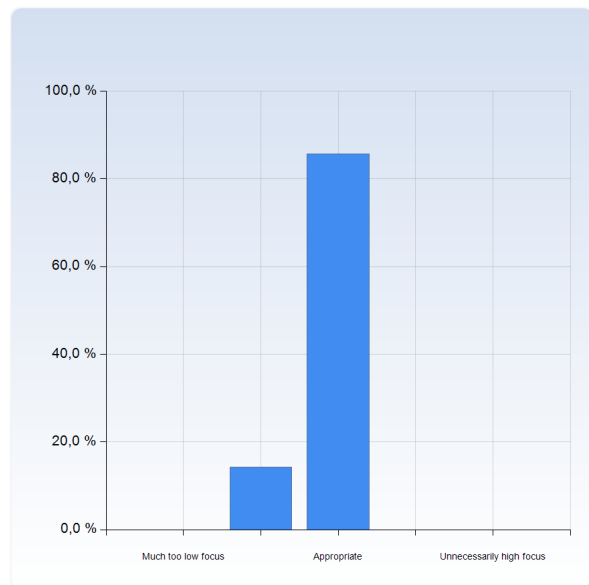
| can describe the origin of centrifugal- and Coriolis forces | Number of Responses |
|---|---------------------|
| Much too low focus | 0 (0,0%) |
| Appropriate | 2 (28,6%) |
| Unnecessarily high focus | 5 (71,4%) |
| Total | 7 (100,0%) |



| | Mean | Standard Deviation |
|---|------|--------------------|
| can describe the origin of centrifugal- and Coriolis forces | 2,7 | 0,5 |

can do applications of Coriolis forces on flows in rotating systems

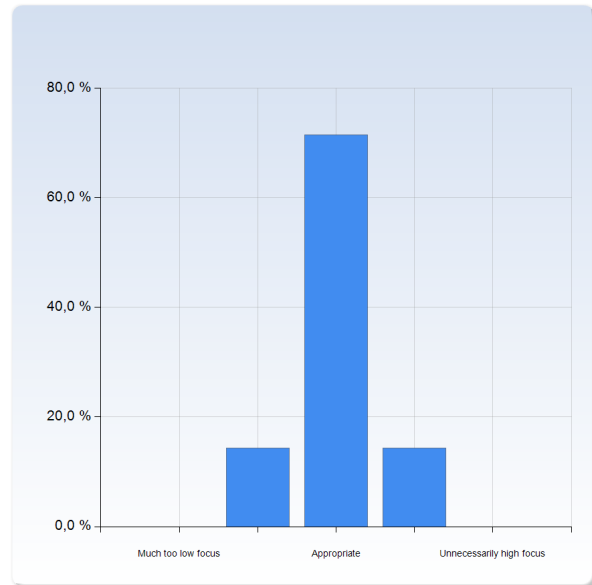
| can do applications of Coriolis forces on flows in rotating systems | Number of Responses |
|---|---------------------|
| Much too low focus | 0 (0,0%) |
| Appropriate | 1 (14,3%) |
| Unnecessarily high focus | 6 (85,7%) |
| Total | 7 (100,0%) |



| | 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%) |
| | 1 (14,3%) |
| Appropriate | 5 (71,4%) |
| | 1 (14,3%) |
| Unnecessarily high focus | 0 (0,0%) |
| Total | 7 (100,0%) |



| | Mean | Standard Deviation |
|---|------|--------------------|
| can calculate geostrophic flow from a pressure field and evaluate under what assumptions this is a good approximation to the flow | 3,0 | 0,6 |

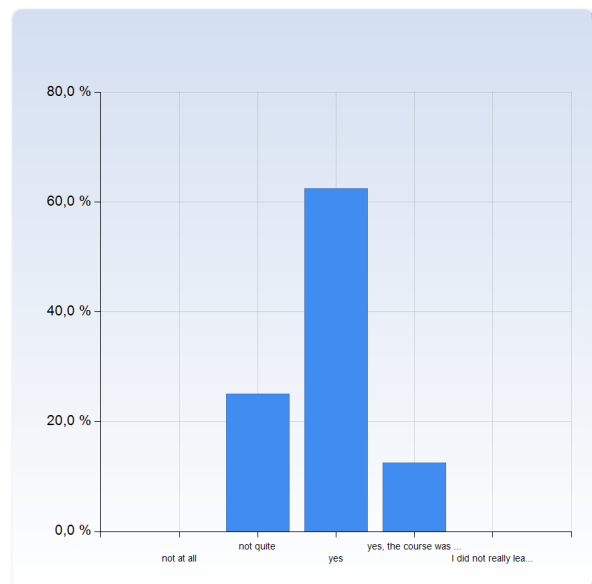
Comment

i was absent for lectures near the end due to other courses. i do not feel i can comment on this too much

The course plan is evidently kept well in mind considering the balance between the different parts of the 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 | 2 (25,0%) |
| yes | 5 (62,5%) |
| yes, the course was a bit easy | 1 (12,5%) |
| I did not really learn anything new | 0 (0,0%) |
| Total | 8 (100,0%) |



| | Mean | Standard Deviation |
|--|------|--------------------|
| Did you have enough prior knowledge for this course? | 2,9 | 0,6 |

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

What prior knowledge was missing/overlapping?

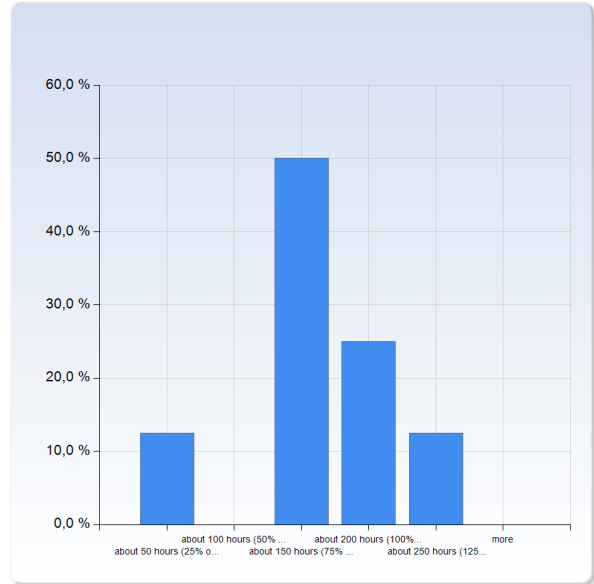
What is your background (year of higher education, relevant courses)?

I was missing some math knowledge. But with Patrik as a teacher, and the great structure of the course it did definitely work anyway.

I had some knowledge about continuous medium mechanics and fluid mechanics and just introduction about geostrophic flow and Coriolis. Knew vector calculus only from a previous course, so the first week was a very nice recap of that. However, Patrik explains it so well that students who never have seen/used "nabla" before should not be afraid to take the 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)

| 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 (12,5%) |
| about 100 hours (50% of intended time) | 0 (0,0%) |
| about 150 hours (75% of intended time) | 4 (50,0%) |
| about 200 hours (100% of intended time) | 2 (25,0%) |
| about 250 hours (125% of intended time) | 1 (12,5%) |
| more | 0 (0,0%) |
| Total | 8 (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 |
|---|------|--------------------|
| | 3,3 | 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)

good distribution of workload

I was pressed by external factors to neglect the course in the final month. For this reason I am doing the exam in august unstead of june

Discrimination and harassment

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

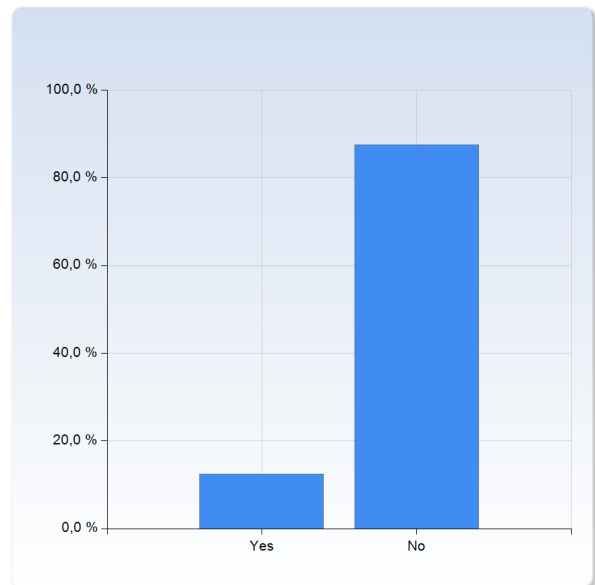
Have you become aware of any cases of discrimination or harassment during the course?

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?

| | Number of Responses |
|-------|---------------------|
| Yes | 1 (12,5%) |
| No | 7 (87,5%) |
| Total | 8 (100,0%) |



| | Mean | Standard Deviation |
|---|------|--------------------|
| Discrimination and harassment | | |
| According to the Lund University <i>Policy for gender equality, equal treatment and diversity</i> , there is "zero tolerance of discrimination" | | |
| Have you become aware of any cases of discrimination or harassment during the course? | 1,9 | 0,4 |

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".

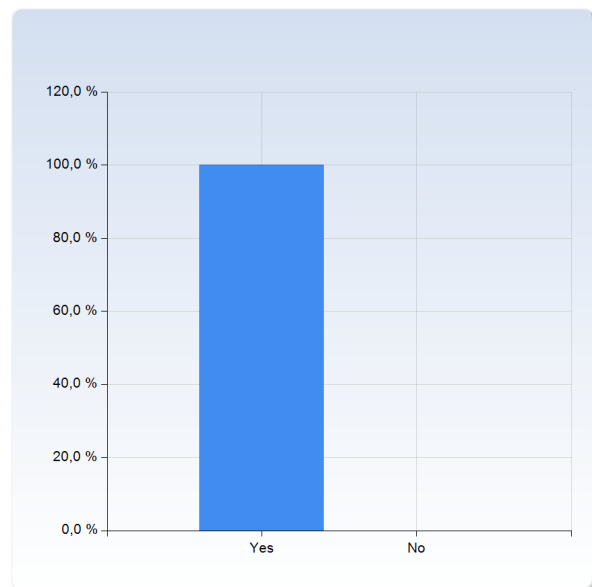
Do you think that everyone has been given equal opportunities during the course?

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?

| | Number of Responses |
|-------|---------------------|
| Yes | 8 (100,0%) |
| No | 0 (0,0%) |
| Total | 8 (100,0%) |



| | Mean | Standard Deviation |
|---|------|--------------------|
| Equal treatment | | |
| According to the Lund University <i>Policy for gender equality, equal treatment and diversity</i> , 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? | 1,0 | 0,0 |

What did you particularly like with the course?

What did you particularly like with the course?

the small experiments were nice, they made the reading easier because you had a mental picture of what was going on.

The structure

Patrik Eden

The lectures and the teacher were really good. Something I really liked about the lectures was the "last time we did this..." at the start of lecture and the summary at the end. I also liked that a few times the teacher gave information about which chapters and topics we had gone through and what was left in the course. It gave a good overview.

Patriks enthusiasm for the subject is contagious :)

Friendly available teacher

Interesting content

Reminder about the previous lecture

Patriks way of lecturing and the way you (at least I) feel about fluid dynamics after the course: after such a nice introduction I can read articles /web pages etc. about more advanced topics of interest and quickly understand the essentials.

What in the course do you think could improve?

What in the course do you think could improve?

see comment to first question

The problem solving sessions

Maybe I misunderstood this but I believed I got information that some chapters were more important than others. That some chapters were just mathematical and not that important but then that was pretty important on the exam.

Perhaps the hand-ins could be somewhat more challenging.

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