FYTN09 ht15

Respondents: 13
Answer Count: 7
Answer Frequency: 53,85 %

General Opinion

Give your opinion in the scale 1-5.

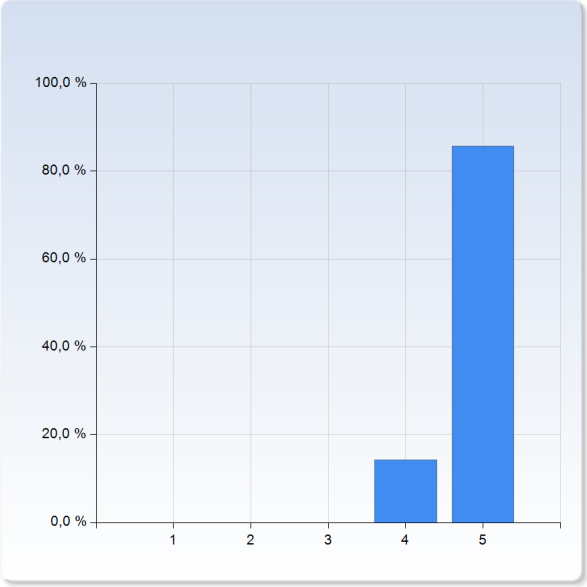
1 = very negative
2 = negative
3 = neutral
4 = positive
5 = very positive

Personal comments will be appreciated!

What is your general opinion of...

the course?

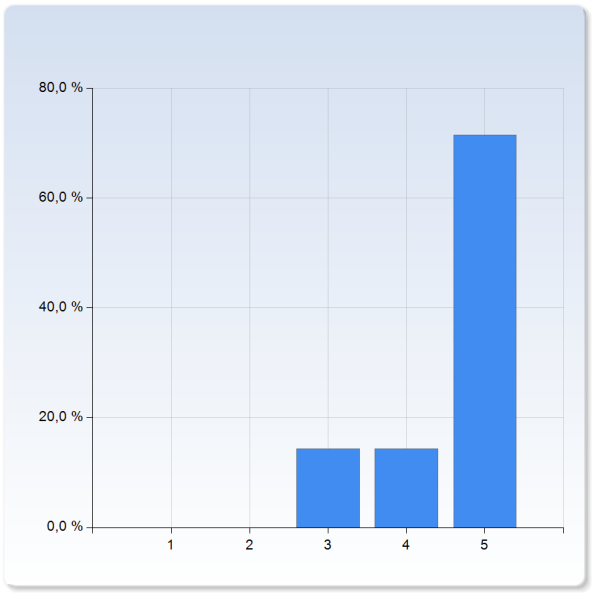
the course?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	1 (14,3%)
5	6 (85,7%)
Total	7 (100,0%)



	Mean	Standard Deviation
the course?	4,9	0,4

the information about the course when it started?

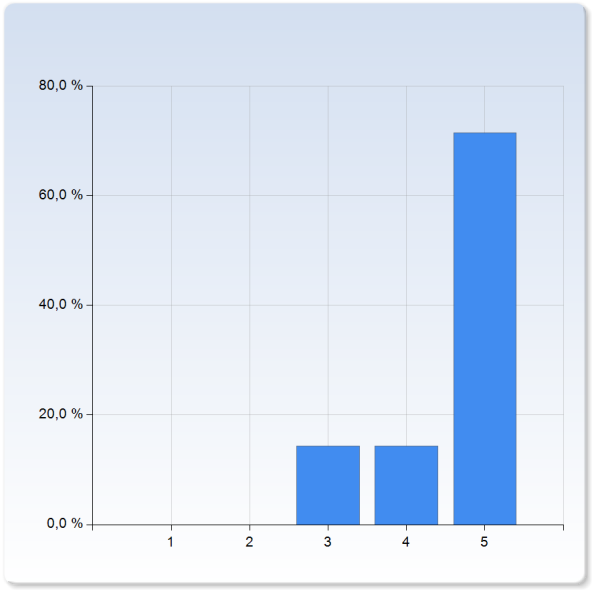
the information about the course when it started?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (14,3%)
4	1 (14,3%)
5	5 (71,4%)
Total	7 (100,0%)



	Mean	Standard Deviation
the information about the course when it started?	4,6	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	1 (14,3%)
5	5 (71,4%)
Total	7 (100,0%)



	Mean	Standard Deviation
the information about what was expected of you?	4,6	0,8

Comments
Very nice and useful course.
The course provides a very good overview of classical mechanics and several interesting topics are studied in detail.

Literature

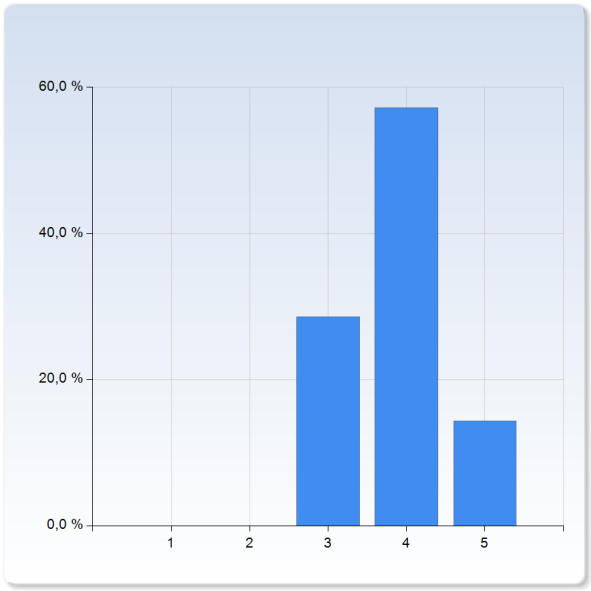
Give your opinion in the scale 1-5.

1 = very negative
2 = negative
3 = neutral
4 = positive
5 = very positive

Personal comments will be appreciated!

What is your general opinion of...

What is your general opinion of Goldstein's book?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	2 (28,6%)
4	4 (57,1%)
5	1 (14,3%)
Total	7 (100,0%)



	Mean	Standard Deviation
What is your general opinion of Goldstein's book?	3,9	0,7

Comments
One could use David Tong lecture notes as a recommended compliment to Goldstein, it improved my understanding of several topics.
All the important topics are present in Goldstein's book but I personally did not like this book.
In general easy to understand. A bit too many typos, and a few sections were a bit confusing.

Lectures and problem solving sessions

Give your opinion in the scale 1-5.

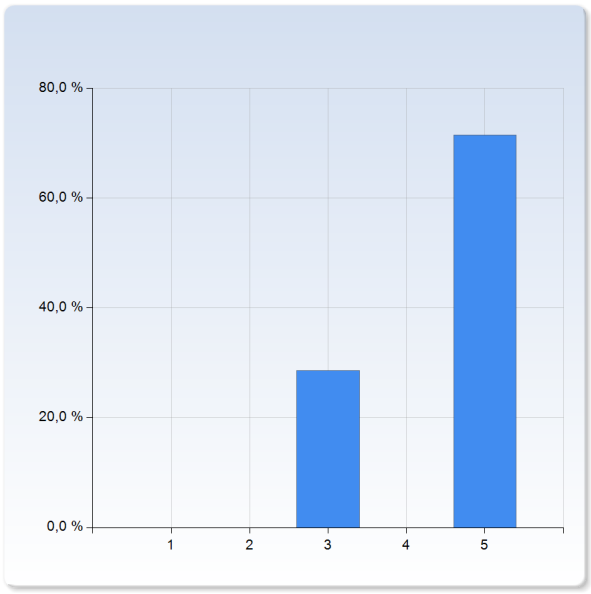
1 = very negative
2 = negative
3 = neutral
4 = positive
5 = very positive

Personal comments will be appreciated!

What is your general opinion of...

the lectures with Roman Pasechnik?

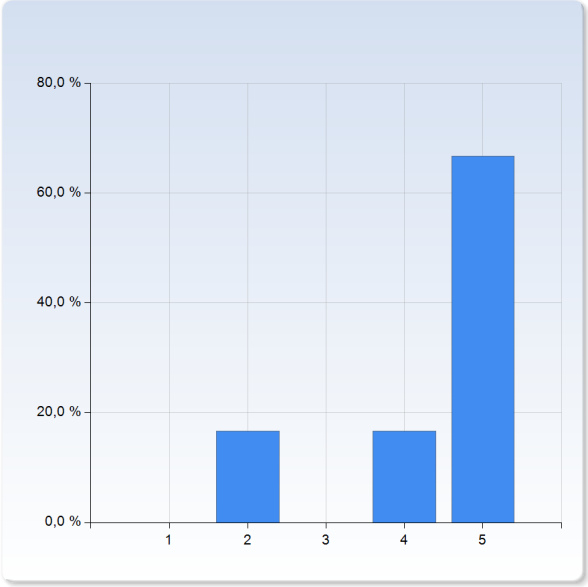
the lectures with Roman Pasechnik?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	2 (28,6%)
4	0 (0,0%)
5	5 (71,4%)
Total	7 (100,0%)



	Mean	Standard Deviation
the lectures with Roman Pasechnik?	4,4	1,0

the problem solving sessions?

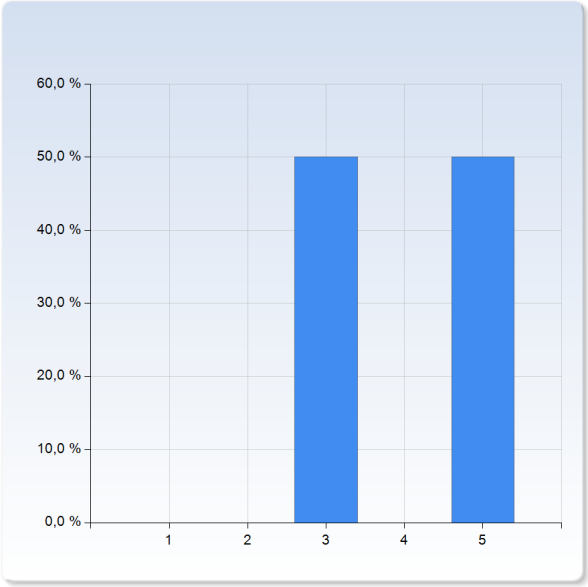
the problem solving sessions?	Number of Responses
1	0 (0,0%)
2	1 (16,7%)
3	0 (0,0%)
4	1 (16,7%)
5	4 (66,7%)
Total	6 (100,0%)



	Mean	Standard Deviation
the problem solving sessions?	4,3	1,2

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	3 (50,0%)
4	0 (0,0%)
5	3 (50,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
the balance between lectures and problem solving sessions?	4,0	1,1

Comments
The lectures and the lecturer were very good and problem solving sessions were very important to check our understanding of the course. The possibility to add solving sessions was greatly appreciated.
I think a few more problem solving sessions would be nice. They were very few and far between.

Examination

Give your opinion in the scale 1-5.

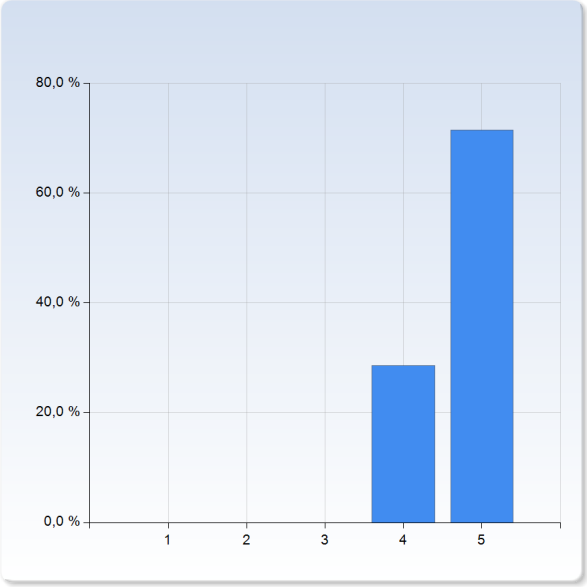
1 = very negative
2 = negative
3 = neutral
4 = positive
5 = very positive

Personal comments will be appreciated!

What is your general opinion of...

the hand-in exercises?

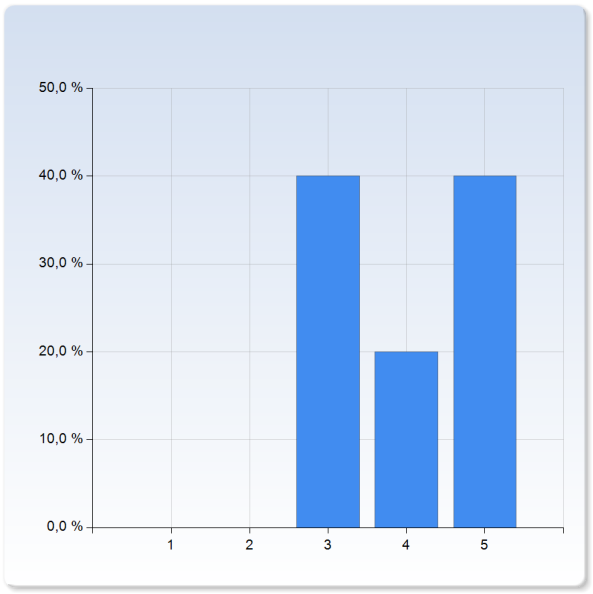
the hand-in exercises?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	2 (28,6%)
5	5 (71,4%)
Total	7 (100,0%)



	Mean	Standard Deviation
the hand-in exercises?	4,7	0,5

the seminar assignment?

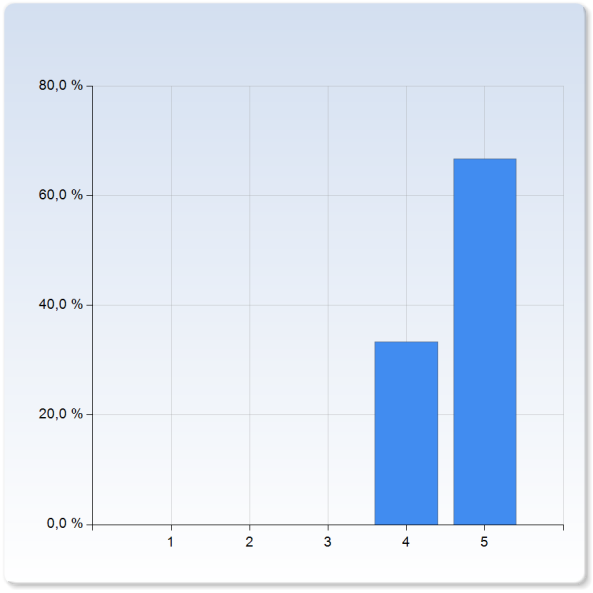
the seminar assignment?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	2 (40,0%)
4	1 (20,0%)
5	2 (40,0%)
Total	5 (100,0%)



	Mean	Standard Deviation
the seminar assignment?	4,0	1,0

the oral exam?

the oral exam?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	2 (33,3%)
5	4 (66,7%)
Total	6 (100,0%)



	Mean	Standard Deviation
the oral exam?	4,7	0,5

Comments
What was the seminar assignment?

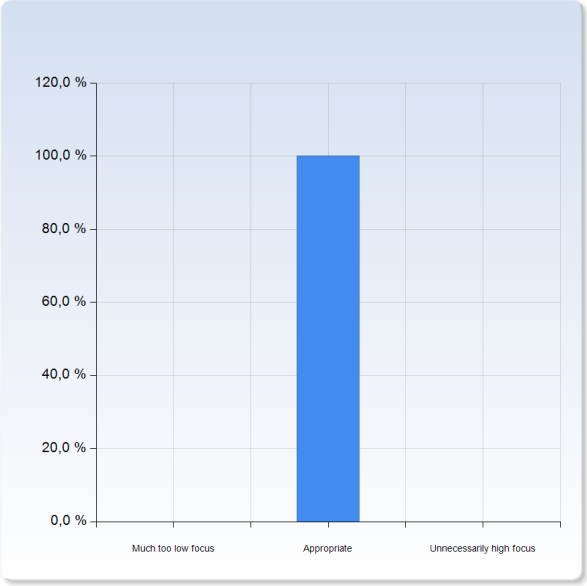
The focus of the course.

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.

After completion of the course, the student...

can explain the D'Alembert and Hamilton principles and derive the Lagrange equations.

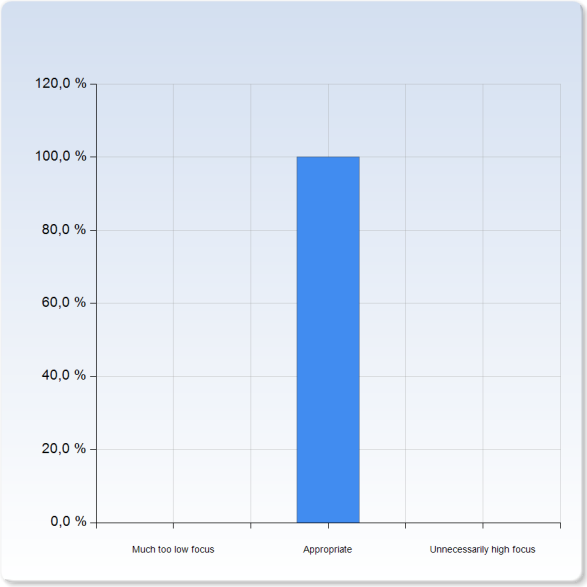
can explain the D'Alembert and Hamilton principles and derive the Lagrange equations.	Number of Responses
Much too low focus	0 (0,0%)
	0 (0,0%)
Appropriate	7 (100,0%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
can explain the D'Alembert and Hamilton principles and derive the Lagrange equations.	3,0	0,0

can describe the reduction to the equivalent one-body problem, derive the equations of motion, obtain their solutions and apply the formalism to the Kepler motion problem.

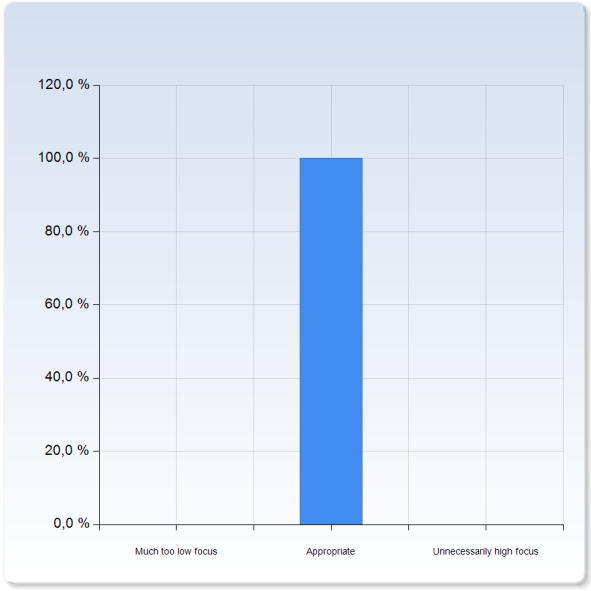
can describe the reduction to the equivalent one-body problem, derive the equations of motion, obtain their solutions and apply the formalism to the Kepler motion problem.	Number of Responses
Much too low focus	0 (0,0%)
	0 (0,0%)
Appropriate	7 (100,0%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
can describe the reduction to the equivalent one-body problem, derive the equations of motion, obtain their solutions and apply the formalism to the Kepler motion problem.	3,0	0,0

can describe the rigid body motion and how it obtain the Euler equations of motion.

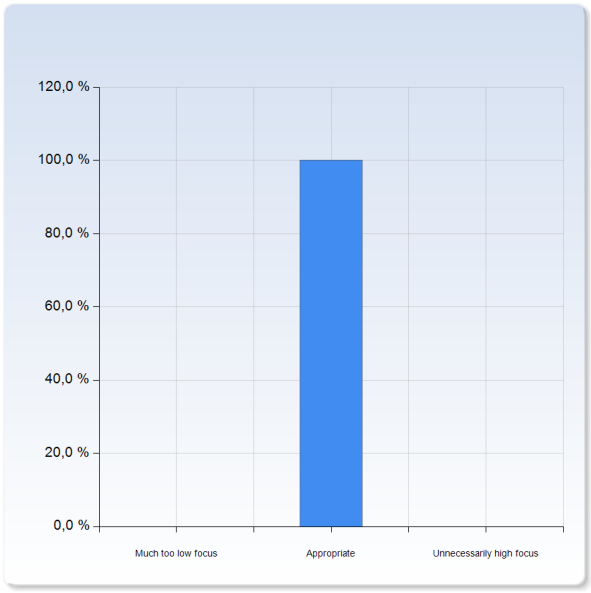
can describe the rigid body motion and how it obtain the Euler equations of motion.	Number of Responses
Much too low focus	0 (0,0%)
	0 (0,0%)
Appropriate	7 (100,0%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
can describe the rigid body motion and how it obtain the Euler equations of motion.	3,0	0,0

can explain the principles behind the small oscillations around an equilibrium state and describe the principal axes transformation.

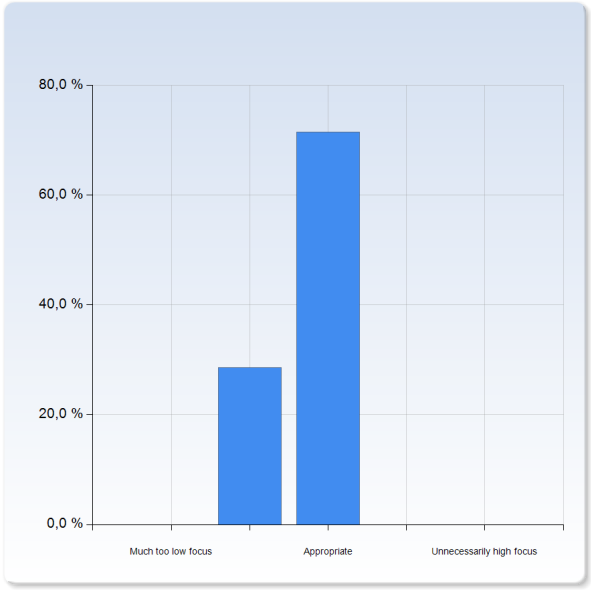
can explain the principles behind the small oscillations around an equilibrium state and describe the principal axes transformation.	Number of Responses
Much too low focus	0 (0,0%)
	0 (0,0%)
Appropriate	7 (100,0%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
can explain the principles behind the small oscillations around an equilibrium state and describe the principal axes transformation.	3,0	0,0

can explain the Lagrange formulation for a particle in a relativistic case.

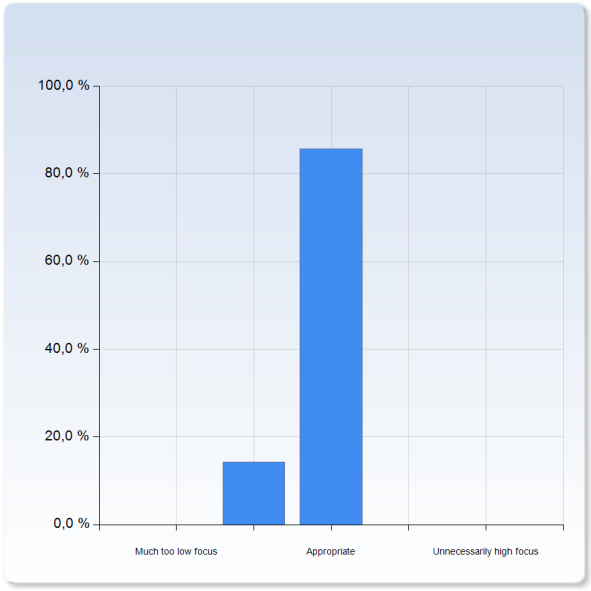
can explain the Lagrange formulation for a particle in a relativistic case.	Number of Responses
Much too low focus	0 (0,0%)
	2 (28,6%)
Appropriate	5 (71,4%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
can explain the Lagrange formulation for a particle in a relativistic case.	2,7	0,5

can explain the derivation of the principle of least action and its physical meaning.

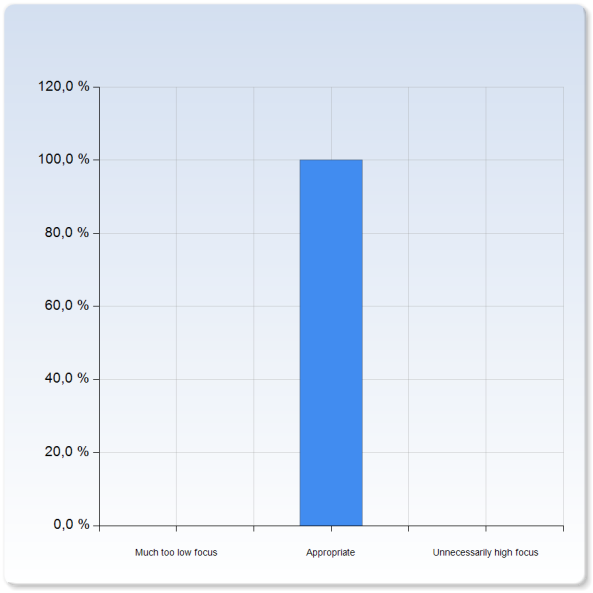
can explain the derivation of the principle of least action and its physical meaning.	Number of Responses
Much too low focus	0 (0,0%)
	1 (14,3%)
Appropriate	6 (85,7%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
can explain the derivation of the principle of least action and its physical meaning.	2,9	0,4

can describe the principle behind canonical transformations and how it leads to the Hamilton-Jacobi equation and to the action-angle variables formalism.

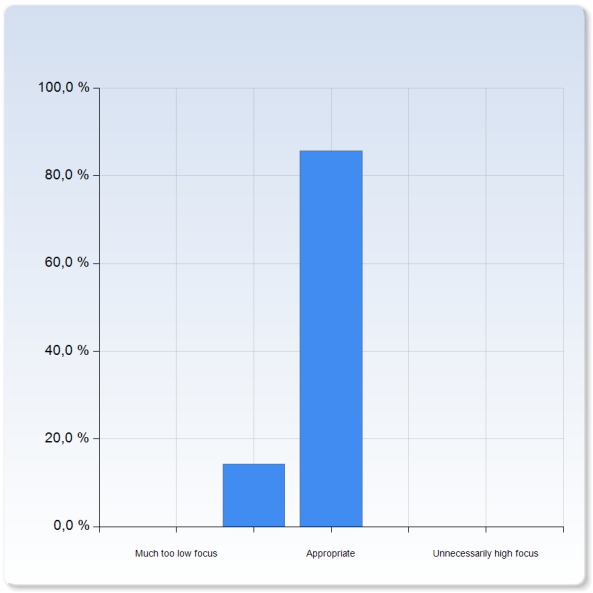
can describe the principle behind canonical transformations and how it leads to the Hamilton-Jacobi equation and to the action-angle variables formalism.	Number of Responses
Much too low focus	0 (0,0%)
	0 (0,0%)
Appropriate	7 (100,0%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
can describe the principle behind canonical transformations and how it leads to the Hamilton-Jacobi equation and to the action-angle variables formalism.	3,0	0,0

can explain the principles behind the time-dependent and time-independent perturbation theories.

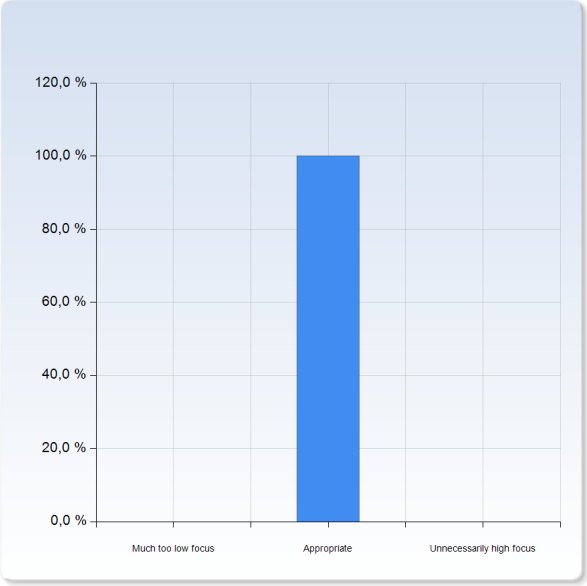
can explain the principles behind the time-dependent and time-independent perturbation theories.	Number of Responses
Much too low focus	0 (0,0%)
	1 (14,3%)
Appropriate	6 (85,7%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
can explain the principles behind the time-dependent and time-independent perturbation theories.	2,9	0,4

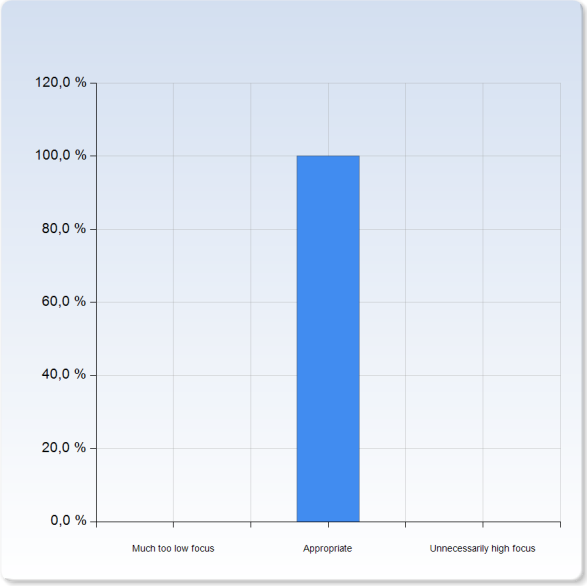
.can demonstrate the basic knowledge and Lagrange/Hamilton formulation of classical mechanics for continuous systems.

.can demonstrate the basic knowledge and Lagrange /Hamilton formulation of classical mechanics for continuous systems.	Number of Responses
Much too low focus	0 (0,0%)
	0 (0,0%)
Appropriate	7 (100,0%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
.can demonstrate the basic knowledge and Lagrange/Hamilton formulation of classical mechanics for continuous systems.	3,0	0,0

	Number of Responses
Much too low focus	0 (0,0%)
	0 (0,0%)
Appropriate	4 (100,0%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	4 (100,0%)

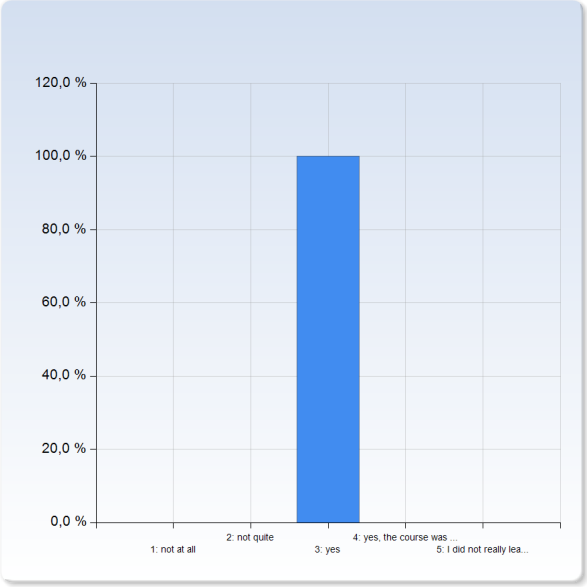


	Mean	Standard Deviation
	3,0	0,0

Comments
The course was well-balanced.
It may be useful to add some examples/applications of Noether's theorem and least action principle.
For some of these the time spent on different subtopics were a bit uneven.

Did you have enough prior knowledge for this course?

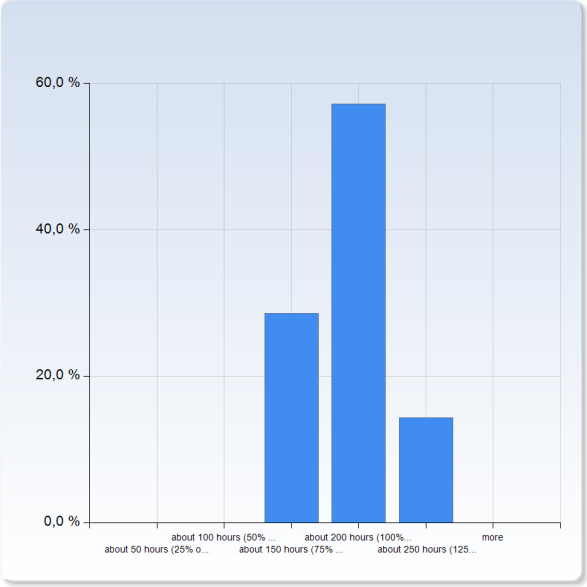
Did you have enough prior knowledge for this course?	Number of Responses
1: not at all	0 (0,0%)
2: not quite	0 (0,0%)
3: yes	7 (100,0%)
4: yes, the course was a bit easy	0 (0,0%)
5: I did not really learn anything new	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
Did you have enough prior knowledge for this course?	3,0	0,0

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)

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)	0 (0,0%)
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)	1 (14,3%)
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)	3,9	0,7

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)

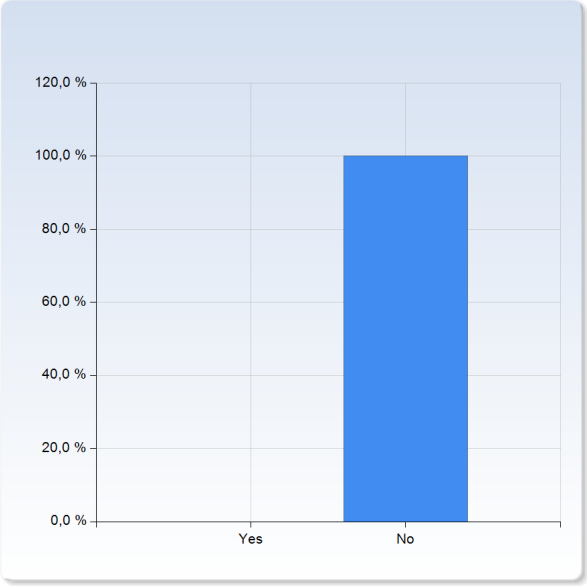
The workload and the schedule are correct.

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?

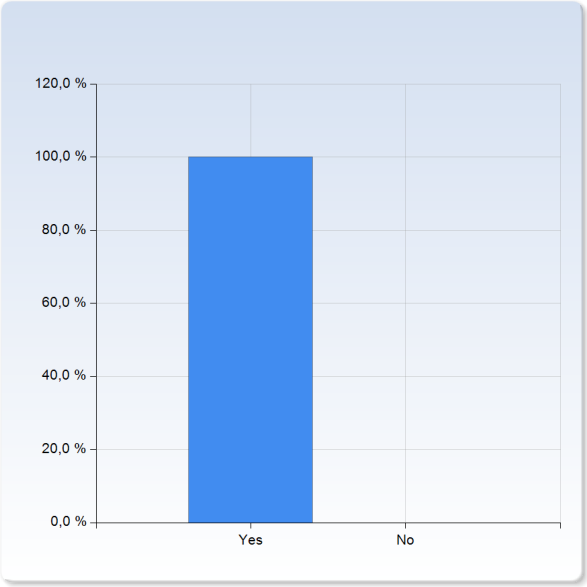
Gender equality and equal opportunities According to the Lund University *Policy for gender equality, equal treatment and diversity*, there is ”zero tolerance of discrimination” and everyone has the right to be "treated with respect and consideration and being given the opportunity to develop on the 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
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?	2,0	0,0

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	7 (100,0%)
No	0 (0,0%)
Total	7 (100,0%)



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

What did you particularly like with the course?

What did you particularly like with the course?
The lectures and the book
The format of the oral exam - that there is a known set of questions and that you get to prepare each question before you present it, makes it a lot less nerve wrecking than some other oral exams.
The lectures were good the lecturer was very available. The additionnal problem solving sessions were very helpful.
A very interesting subject! The exercises (both for hand-ins and exercise sessions) were good for getting an understanding of the subjects.

What in the course do you think could improve?

What in the course do you think could improve?
Nothing special.
Some examples/applications may be added.
Some of the lectures were a little confusing, and some topics were only touched upon very briefly near the end of lectures.
Sometimes, important steps of a derivation were skipped during the lectures which made it hard to follow.

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