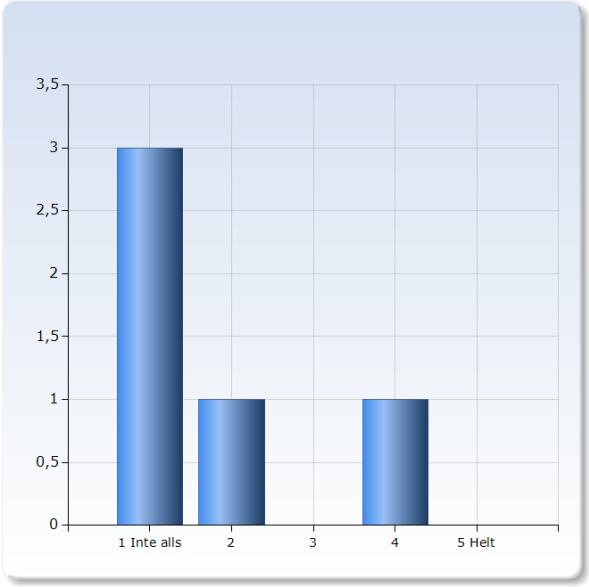
MO5001 HT19

Antal svar: 6

1. Generellt för hela kursen

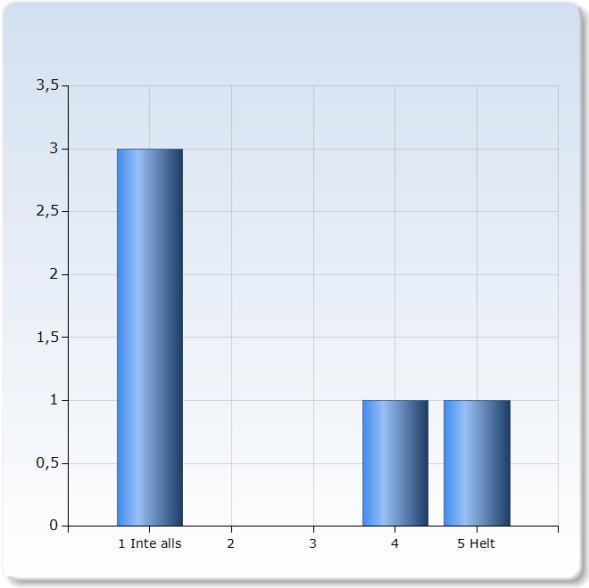
Överlag är jag nöjd med kursen

Överlag är jag nöjd med kursen	Antal svar
1 Inte alls	3 (60,0%)
2	1 (20,0%)
3	0 (0,0%)
4	1 (20,0%)
5 Helt	0 (0,0%)
Summa	5 (100,0%)



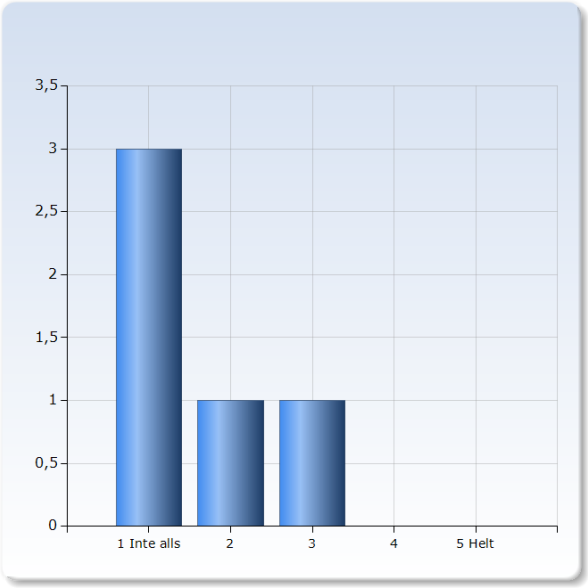
Kursens innehåll var relevant för att jag skulle uppnå de förväntade studieresultaten

Kursens innehåll var relevant för att jag skulle uppnå de förväntade studieresultaten	Antal svar
1 Inte alls	3 (60,0%)
2	0 (0,0%)
3	0 (0,0%)
4	1 (20,0%)
5 Helt	1 (20,0%)
Summa	5 (100,0%)



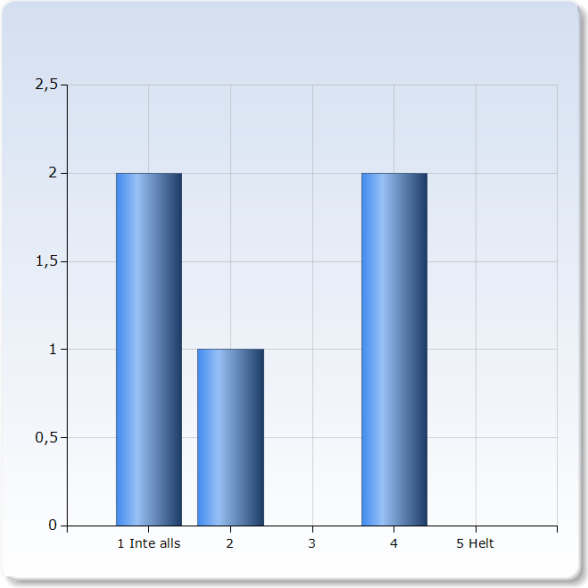
Undervisningen gav mig goda förutsättningar att uppnå de förväntade resultaten

Undervisningen gav mig goda förutsättningar att uppnå de förväntade resultaten	Antal svar
1 Inte alls	3 (60,0%)
2	1 (20,0%)
3	1 (20,0%)
4	0 (0,0%)
5 Helt	0 (0,0%)
Summa	5 (100,0%)



Examinationen testade hur väl jag uppfyllt de förväntade studieresultaten

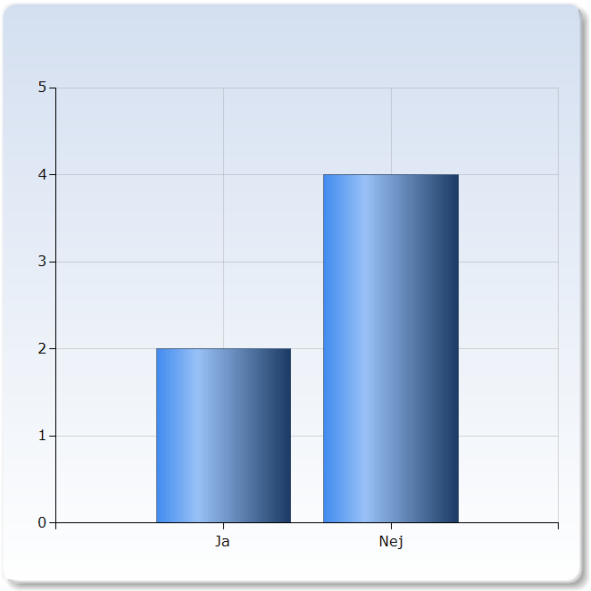
Examinationen testade hur väl jag uppfyllt de förväntade studieresultaten	Antal svar
1 Inte alls	2 (40,0%)
2	1 (20,0%)
3	0 (0,0%)
4	2 (40,0%)
5 Helt	0 (0,0%)
Summa	5 (100,0%)



I genomsnitt har jag per vecka lagt ner ungefär följande antal timmar på kursen
8
7
När jag följde kursen la jag ner minst 10 timmar per vecka

2. Fullföljde du kursen? Om inte, berätta gärna varför.

Fullföljde du kursen? Om inte, berätta gärna varför.	Antal svar
Ja	2 (33,3%)
Nej	4 (66,7%)
Summa	6 (100,0%)



Kommentar
My bachelor project went on for longer than expected and therefore I couldn't follow as the project collided with my other courses. It was assumed the students knew and were comfortable with vector calculus when that wasn't the case. Some students that were attending the course had only just started year 2, vector calculus is taught in the second half of year 2. A proper introduction to vector calculus should've been given such that, we the students, could've had a chance to follow the course. As this wasn't given it was difficult to follow from the start. All problems given to us while I attended were in some way part of an examination, i.e. hand-ins with bonus points and class room exams. No problems were given to us such that we could, in our own time, practice our problem solving skills.
There was a huge discrepancy between how advanced the course was described in the course information (i.e. a beginner's course suitable for those who just finished the 1st year of the bachelor program) and how advanced it was in reality (very difficult). Because of this the course was extremely time-consuming than what is warranted for a course with a 25% pace, and I did not want to spend that much time on it.
Det var alldeles för mycket material för en 25% kurs och det gick inte att hänga med i undervisningen
I'm in my second year of my bachelor's program in physics (which they recommended this course for) but I didn't know much about vector analysis and one extra math lesson would not have been enough for me to learn all about it. Therefore, I felt the course was to difficult to go on with. I think this should be recommended for either third year students and above or they should put it in the spring since I do know about vector analysis now.

3. Del 1 Klassisk strömingsmekanik: Vad var det bästa med delkursen?

Del 1 Klassisk strömingsmekanik: Vad var det bästa med delkursen?
The lectures were really good
The lectures were insightful and the lecturer made sure the explanations would give students the ability to instinctively understand the theory
Att vi gick igenom indexnotationen för vektorer ordentligt

4. Vilka förbättringar skulle du föreslå? (Klassisk strömningsmekanik)

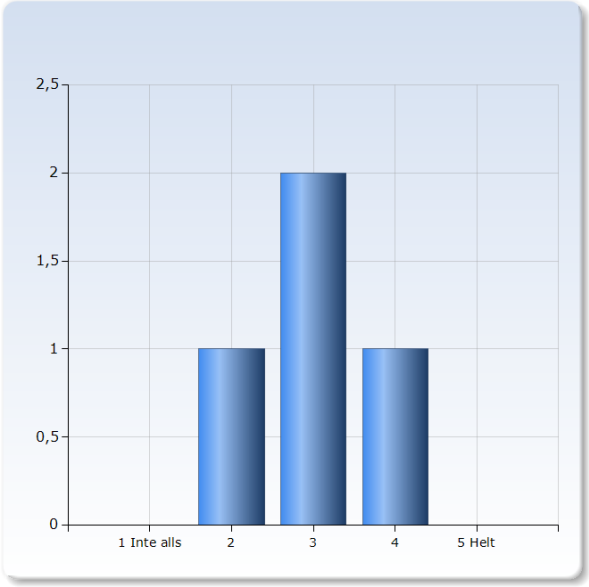
Vilka förbättringar skulle du föreslå? (Klassisk strömningsmekanik)
The homeassignments were long and difficult, so a possibility would be to give less obligatory exercises and do the others during the exercise sessions.
From the start of the course, give a clear and well structured introduction to vector analysis and how to apply it to problems. Give us recommended problems for us to practice our problem solving skills with, not making it into some sort of examination grading. I believe the way the course is taught has to change or needs restructuring in some way.
We weren't given examples of the application of the theory to problems nor sources to find them so doing the homework was really hard and time consuming. In the tutorials we would only go through the homework but not in depth since we were supposed to have solved it prior to the class. In reality, we weren't guided through the problems whatsoever because we were given the solutions (these wre uploaded to athena much later though, not after the tutorial). Since examples were hard to find in the first place, the problems were not thoroughly solved in clas and the solutions to homework were uploaded later, it was easy to fall behind and not know how to get back on track. In summary, it was hard to follow because of the lack of resources to understand the many things we woul cover in the lectures. Since problem solving is what we are asked to do in the exam, having solutions to exercises and examples is of key importance. I would suggest introducing examples of problems in lectures (so we have an idea on how to do it before having to do homework), give resources that can be consulted on how to do so as well, and use tutorials to solve other problems as well as the homework.
Make it much easier, the home exercises were very difficult and require a lot of time to finish
Mindre material i kursen, färre uppgifter per vecka och gör om uppgifterna så att de går att lösa utan att behöva lägga 6 timmar på dem. Det kändes som att föreläsningarna inte var kopplade till uppgifterna och de små videoklippen vi ibland skulle se på innan var också märkliga och kändes som att man inte lärde sig/förstod nånting.

5. Låg delkursens innehåll på en lämplig nivå? (Klassisk strömningsmekanik)

Låg delkursens innehåll på en lämplig nivå? (Klassisk strömningsmekanik)
It was difficult in the beginning since I was not used to the set of calculating and thinking, so there more help would have been good. Especially approaches to solve exercises.
The mathematical resources needed to understand this course are much greater than what is attained in the first two years of the bachelors degree. We were given an introduction to the math needed but the confidence whith which students use the math needed is not close to what is needed to follow the course comfortably. We talked to the teacher a couple of times about it. We said talked about the homework being hard and time consuming because of both, the lack of examples in lectures and the difficulty of the math we needed to use.
No!
För att vara riktad till åk 2 på kandidatnivå var den definitivt på helt fel nivå, de har inte ens gått igenom ordentlig vektoranalys än. För mig i åk 3 var nivån okej, det var bara tempot som var orimligt.

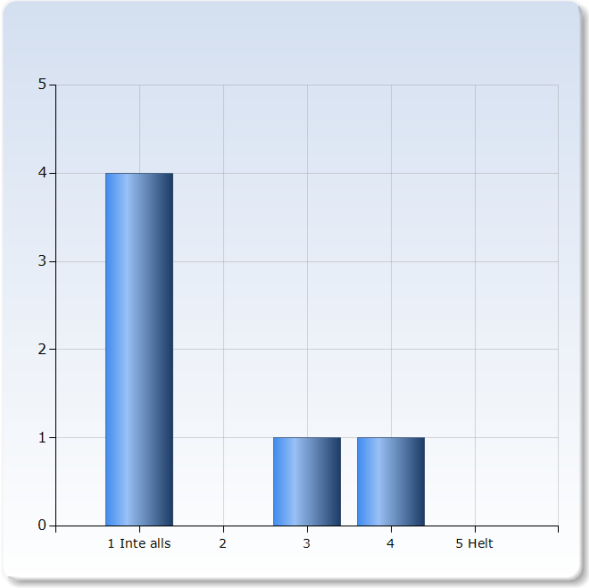
6. Delkursen var välstrukturerad (Klassisk strömningsmekanik)

	Antal svar
1 Inte alls	0 (0,0%)
2	1 (25,0%)
3	2 (50,0%)
4	1 (25,0%)
5 Helt	0 (0,0%)
Summa	4 (100,0%)



7. Kursens förkunskapskrav var tillräckliga för att följa delkursen (Klassisk strömningsmekanik)

	Antal svar
1 Inte alls	4 (66,7%)
2	0 (0,0%)
3	1 (16,7%)
4	1 (16,7%)
5 Helt	0 (0,0%)
Summa	6 (100,0%)

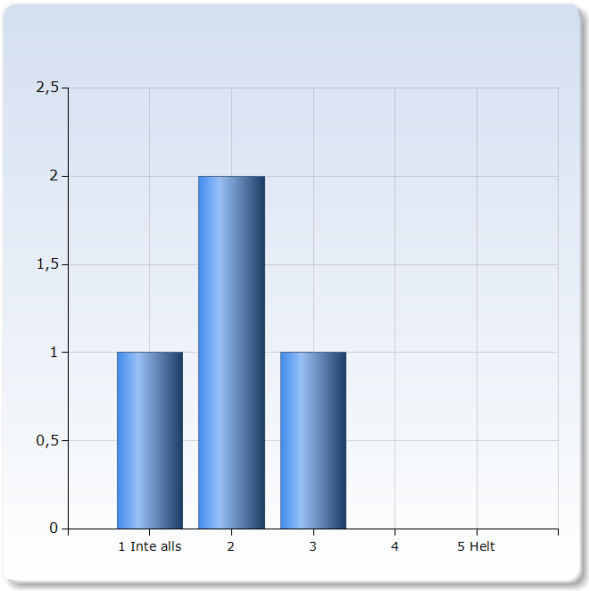


Kommentar

Man behöver både analys A och analys B

8. Kursmaterialet (litteratur, föreläsningsanteckningar, e-resurser etc) har hjälpt mig i mitt arbete med delkursen (Klassisk strömningsmekanik)

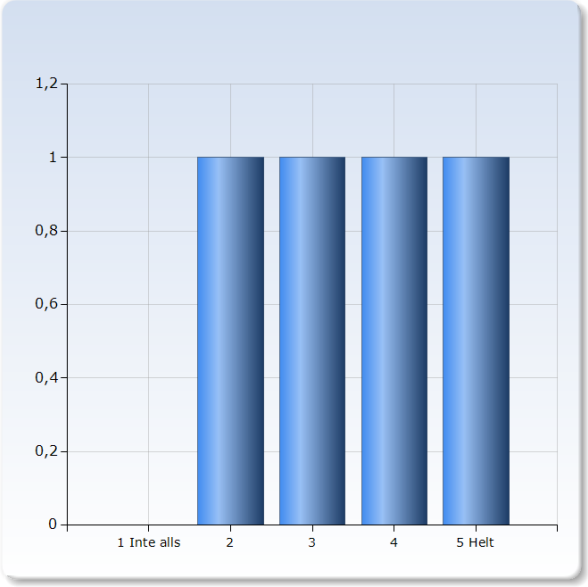
	Antal svar
1 Inte alls	1 (25,0%)
2	2 (50,0%)
3	1 (25,0%)
4	0 (0,0%)
5 Helt	0 (0,0%)
Summa	4 (100,0%)



Kommentar
Too much to read from too many different sources.
Fanns inget bra kursmaterial att följa eller legat information i, inga sidhänvisningar för var nånstans vi var i kursboken heller

9. Jag kunde få stöd när jag behövde det (Klassisk strömningsmekanik)

	Antal svar
1 Inte alls	0 (0,0%)
2	1 (25,0%)
3	1 (25,0%)
4	1 (25,0%)
5 Helt	1 (25,0%)
Summa	4 (100,0%)



10. Var föreläsningarna lätta att följa? Var de lärorika? Kommentera gärna specifika föreläsningar och kursmoment. (Klassisk strömningsmekanik)

Var föreläsningarna lätta att följa? Var de lärorika? Kommentera gärna specifika föreläsningar och kursmoment. (Klassisk strömningsmekanik)
They were a good base but it was not so easy trying to apply theory to pratical exercises
Unfortunately not, since the foundations required to follow were not given from the start.
The lectures were instructive but hard to follow as the level expected from students was much higher than what it was in reality
The lecturers were clearly very knowledgeable about the topic but they were very naive about how much we knew beforehand.
Föreläsarna kunde väldigt mycket om sitt ämne men hade ingen aning om våra förkunskaper och kunde vara lite nedlåtande, de sa ofta ”this is easy, right?” trots att ingen hängde med

11. Var räkneövningarna lätta att följa? Var de lärorika? Kommentera gärna specifika moment. (Klassisk strömningsmekanik)

Var räkneövningarna lätta att följa? Var de lärorika? Kommentera gärna specifika moment. (Klassisk strömningsmekanik)
In the beginning it went too fast and they felt quite difficult but that was imoproved during the coarse.
The exercises were a stressful experience since they were always graded in some way or were supposed to be handed in before a deadline. It would've been nice with some problems we could do unconditionally.
The exercises we did were basically what we did as homework so they got harder and harder to do as we didn't really solve them in class thoroughly, which would have helped the students gain confidence in solving them and insight in how to do so in the first place.
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Nej! Det var jättesvårt att följa med och övningsledaren förklarade inte tillräckligt

12. Var inlämningsuppgifterna lärorika? (Klassisk strömningsmekanik)

Var inlämningsuppgifterna lärorika? (Klassisk strömningsmekanik)
Yes, definitely
As in the films? Yes, they were useful conceptually.
They were useful because they were what showed us how to solve problems like the ones we would have to do in the exam
No! Very difficult and way too time consuming. It wasn't helped when the lecturer/tutor comment on how "easy" abd "obvious" things are when they are very clearly not, at least for someone that is a third-year (!) in the bachelor programme.
De var alldeles för svåra för att man skulle lära sig något, blev mest deprimerad och gav upp när jag försökte göra dem

13. Övriga kommentarer (Klassisk strömningsmekanik)

Övriga kommentarer (Klassisk strömningsmekanik)
I feel as if the coarse content was more than a 7.5 ECTS coarse.
It's an interesting topic with knowledgeable lecturers but there are a LOT of things that should be fixed. Either make it a more suitable level or rebrand it as a master course.
Dåligt, kursen borde göras om

14.
Del 2: Geofysisk strömningsmekanik
Vad var det bästa med delkursen?

Del 2: Geofysisk strömningsmekanik Vad var det bästa med delkursen?
Trying to connect theory to phenomena that happen in the oceans.
The tutorials in this part of the course were used to solve problems so that was helpful, as well as the solutions for them being uploaded too.
All comments made in the previous section apply.
Fina bilder

15. Vilka förbättringar skulle du föreslå? (Geofysisk strömningsmekanik)

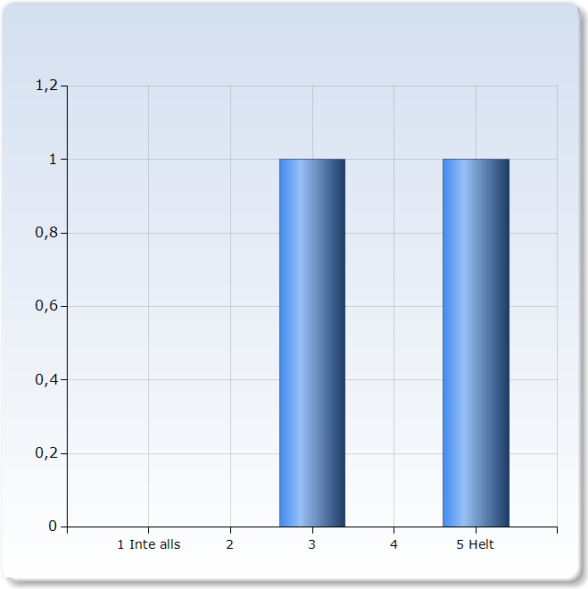
Vilka förbättringar skulle du föreslå? (Geofysisk strömningsmekanik)
Sometimes I felt as if it had been easier to start with the conceptual part and then do the calculations to better understand whats happening.
The lectures were insightful but we encountered the same problem with the level expected from students. It is the first time that we were seeing certain mathematical methods used and it was taken for granted not only that we knew them but also that we were comfortable enough with them to use them
Den borde inte ingå i den här kursen

16. Låg delkursens innehåll på en lämplig nivå? (Geofysisk strömningsmekanik)

Låg delkursens innehåll på en lämplig nivå? (Geofysisk strömningsmekanik)
yes
the level expecte for this part was also much higher than what we could offer. Many of the mathematical resources we used we weren't familiar enogh with to follow explanations easily.
Nej

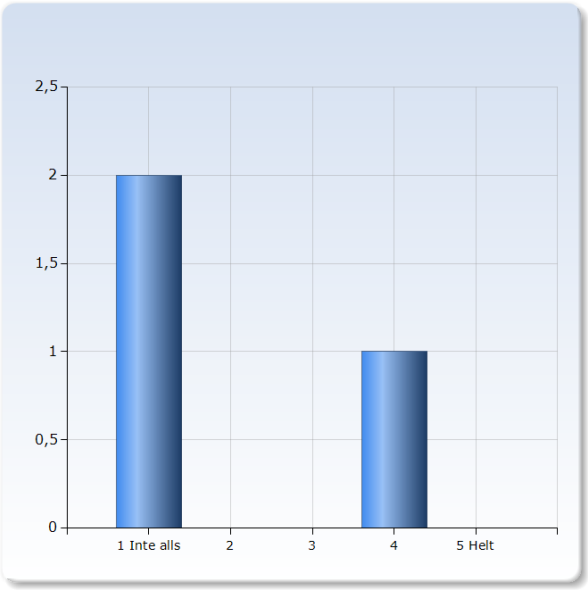
17. Delkursen var välstrukturerad (Geofysisk strömningsmekanik)

	Antal svar
1 Inte alls	0 (0,0%)
2	0 (0,0%)
3	1 (50,0%)
4	0 (0,0%)
5 Helt	1 (50,0%)
Summa	2 (100,0%)



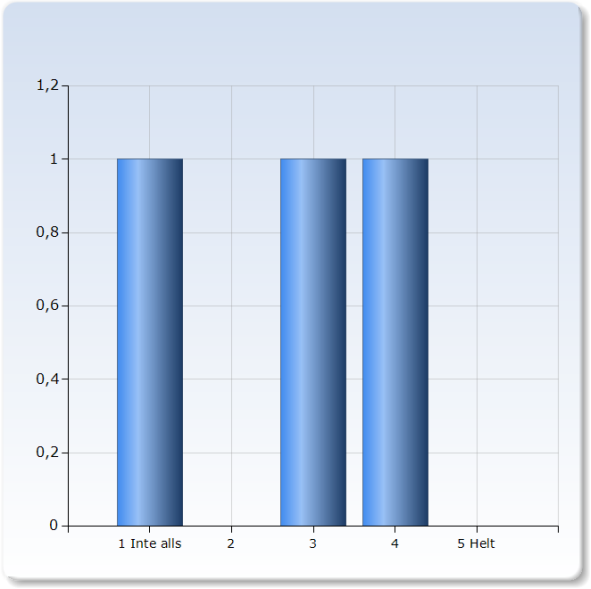
18. Kursens förkunskapskrav var tillräckliga för att följa delkursen (Geofysisk strömningsmekanik)

	Antal svar
1 Inte alls	2 (66,7%)
2	0 (0,0%)
3	0 (0,0%)
4	1 (33,3%)
5 Helt	0 (0,0%)
Summa	3 (100,0%)



19. Kursmaterialet (litteratur, föreläsningsanteckningar, e-resurser etc) har hjälpt mig i mitt arbete med delkursen (Geofysisk strömningsmekanik)

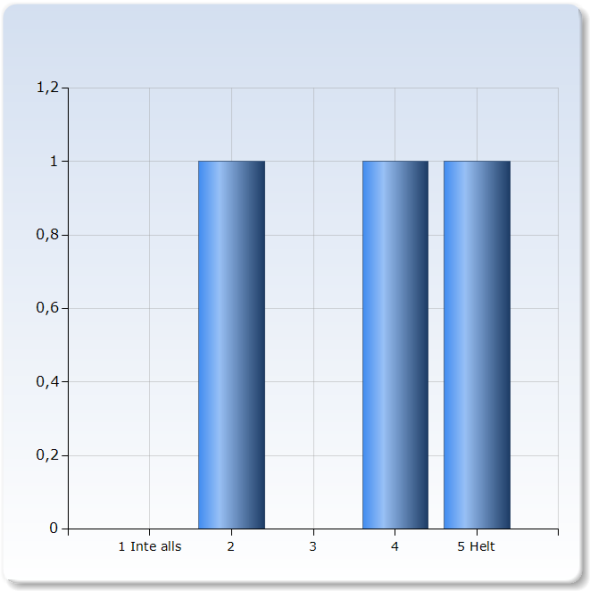
	Antal svar
1 Inte alls	1 (33,3%)
2	0 (0,0%)
3	1 (33,3%)
4	1 (33,3%)
5 Helt	0 (0,0%)
Summa	3 (100,0%)



Kommentar
Fanns återigen ingen bra kurslitteratur som man kunde följa

20. Jag kunde få stöd när jag behövde det (Geofysisk strömningsmekanik)

	Antal svar
1 Inte alls	0 (0,0%)
2	1 (33,3%)
3	0 (0,0%)
4	1 (33,3%)
5 Helt	1 (33,3%)
Summa	3 (100,0%)



21. Var föreläsningarna lätta att följa? Var de lärorika? Kommentera gärna specifika föreläsningar och kursmoment. (Geofysisk strömningsmekanik)

Var föreläsningarna lätta att följa? Var de lärorika? Kommentera gärna specifika föreläsningar och kursmoment. (Geofysisk strömningsmekanik)
Not always easy to follow, but that is probably based on the complexity of the topic. They were really instructive and also a good base for solving exercises afterwards.
Lectures were insightful but not that easy to follow because of the mathematical aspect in some cases.
Typ, gick bara på två st

22. Var räkneövningarna lätta att följa? Var de lärorika? Kommentera gärna specifika moment. (Geofysisk strömningsmekanik)

Var räkneövningarna lätta att följa? Var de lärorika? Kommentera gärna specifika moment. (Geofysisk strömningsmekanik)
Yes, appropriate speed and content
In the exercise session we ould learn how to solve problems like the ones we would be asked in the exam but they were hard to follow as we were not as familiar with the subject as expected
Nej, övningsledaren sa att han aldrig hade haft den här kursen tidigare och inte fått tillräckligt med tid till att förbereda sig så han var lika förvirrad som vi

23. Var laborationen lärorik och relevant? Kommentera gärna specifika moment (Geofysisk strömningsmekanik)

Var laborationen lärorik och relevant? Kommentera gärna specifika moment (Geofysisk strömningsmekanik)
It was really helpful for visualising the theory and understand the phenomena.
Yes, it helped develop physical intuition for some concepts
Did not do the lab.
Labben var rolig och lärorik!

24. Var inlämningsuppgifterna lärorika? (Geofysisk strömningsmekanik)

Var inlämningsuppgifterna lärorika? (Geofysisk strömningsmekanik)
Yes, they were relevant to the course outcome.
Yes
Ingen aning

25. Övriga kommentarer (Geofysisk strömningsmekanik)

Övriga kommentarer (Geofysisk strömningsmekanik)
I got the impression that this course part could have been a self-standing course itself due to its complexity and broad content.
Borde inte ingå i den här kursen på kandidatnivå