ASTM13, ht13

Respondents: 9
Answer Count: 6
Answer Frequency: 66,67 %

General opinion

Give your opinion in the scale 1-5.

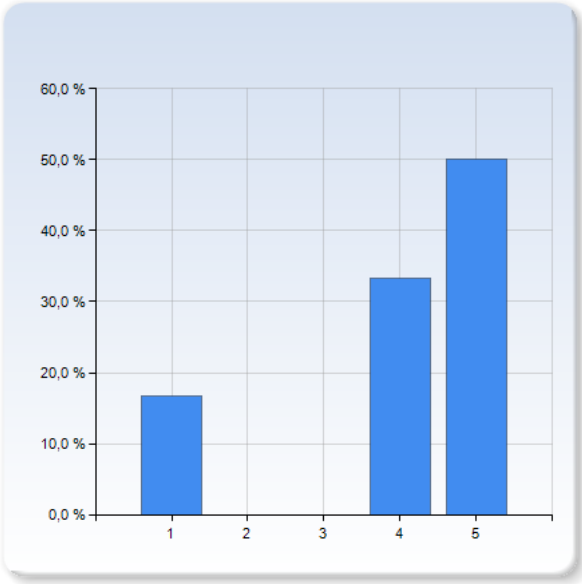
1 = very negative
2 = negative
3 = neutral
4 = positive
5 = very positive

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?

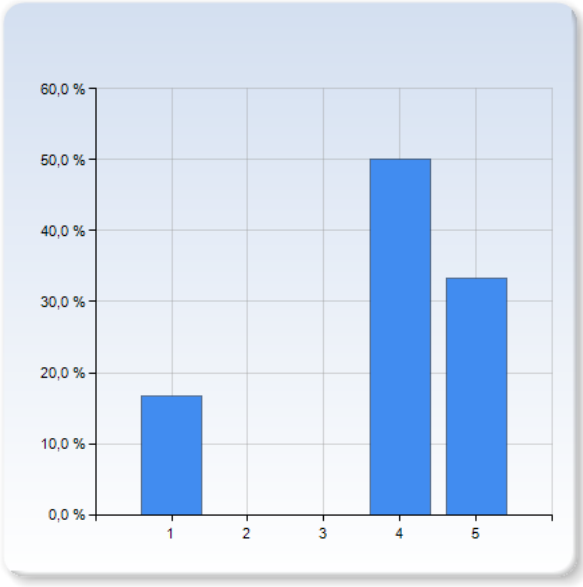
the course?	Number of Responses
1	1 (16,7%)
2	0 (0,0%)
3	0 (0,0%)
4	2 (33,3%)
5	3 (50,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
the course?	4,0	1,5

the course compendium by Lennart Lindegren

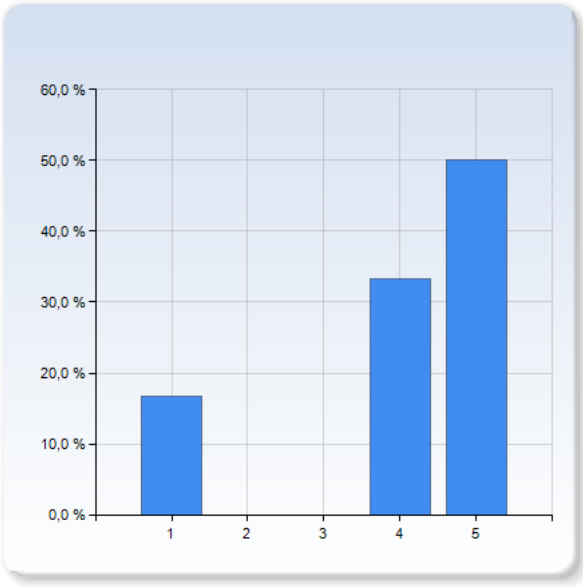
the course compendium by Lennart Lindegren	Number of Responses
1	1 (16,7%)
2	0 (0,0%)
3	0 (0,0%)
4	3 (50,0%)
5	2 (33,3%)
Total	6 (100,0%)



	Mean	Standard Deviation
the course compendium by Lennart Lindegren	3,8	1,5

the lectures with Melvyn B. Davies?

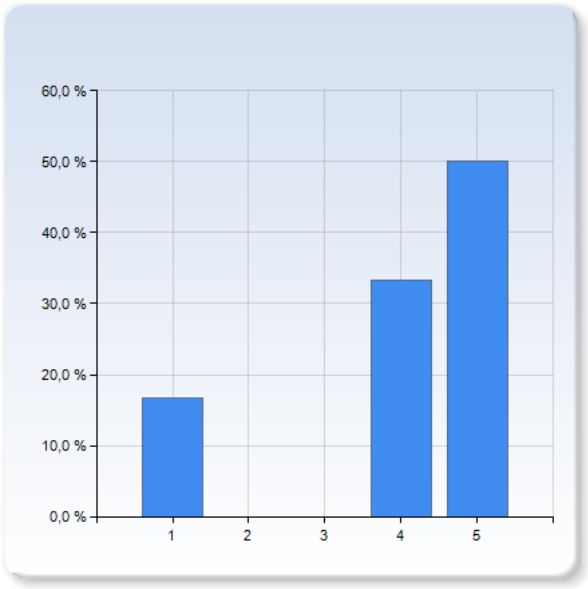
the lectures with Melvyn B. Davies?	Number of Responses
1	1 (16,7%)
2	0 (0,0%)
3	0 (0,0%)
4	2 (33,3%)
5	3 (50,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
the lectures with Melvyn B. Davies?	4,0	1,5

the lectures with Anders Johansen?

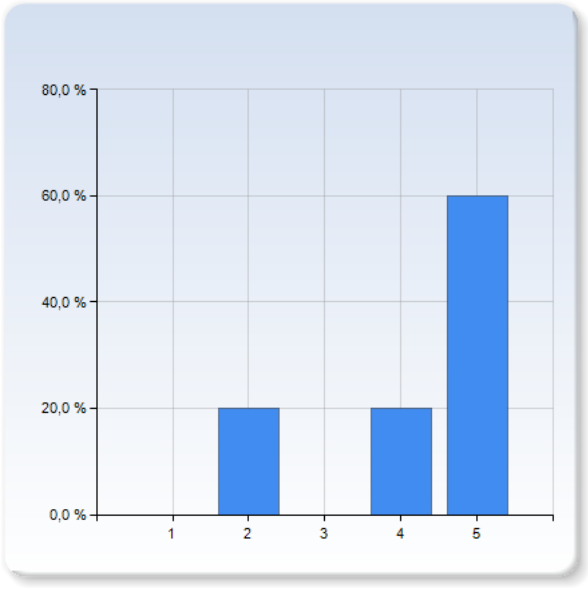
the lectures with Anders Johansen?	Number of Responses
1	1 (16,7%)
2	0 (0,0%)
3	0 (0,0%)
4	2 (33,3%)
5	3 (50,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
the lectures with Anders Johansen?	4,0	1,5

the lectures with David Hobbs?

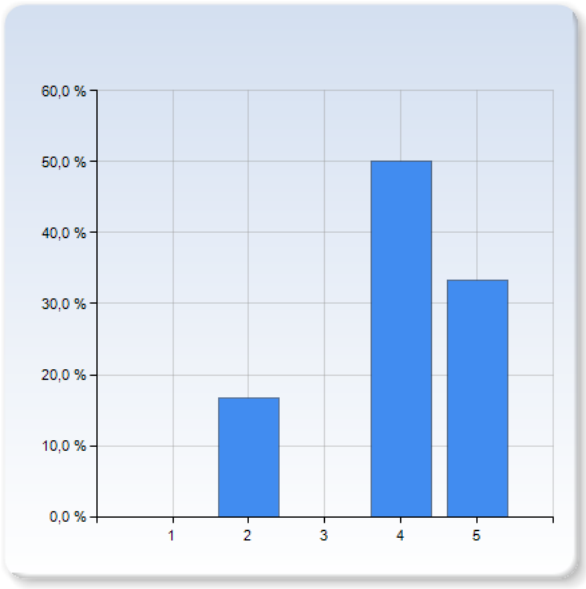
the lectures with David Hobbs?	Number of Responses
1	0 (0,0%)
2	1 (20,0%)
3	0 (0,0%)
4	1 (20,0%)
5	3 (60,0%)
Total	5 (100,0%)



	Mean	Standard Deviation
the lectures with David Hobbs?	4,2	1,3

the speed of the course?

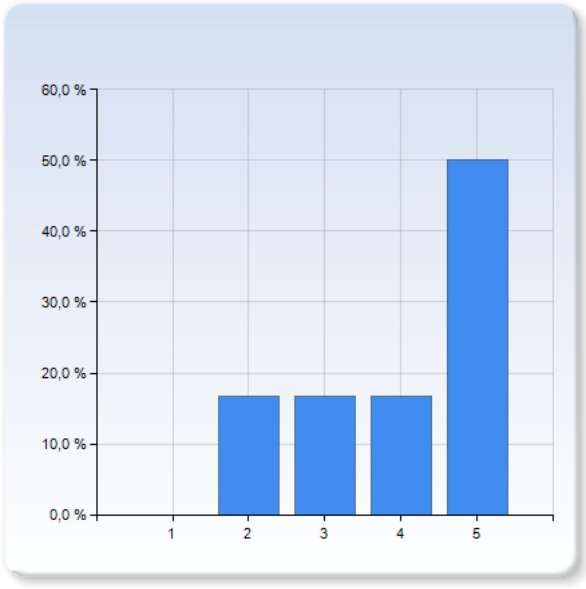
the speed of the course?	Number of Responses
1	0 (0,0%)
2	1 (16,7%)
3	0 (0,0%)
4	3 (50,0%)
5	2 (33,3%)
Total	6 (100,0%)



	Mean	Standard Deviation
the speed of the course?	4,0	1,1

the MATLAB lectures?

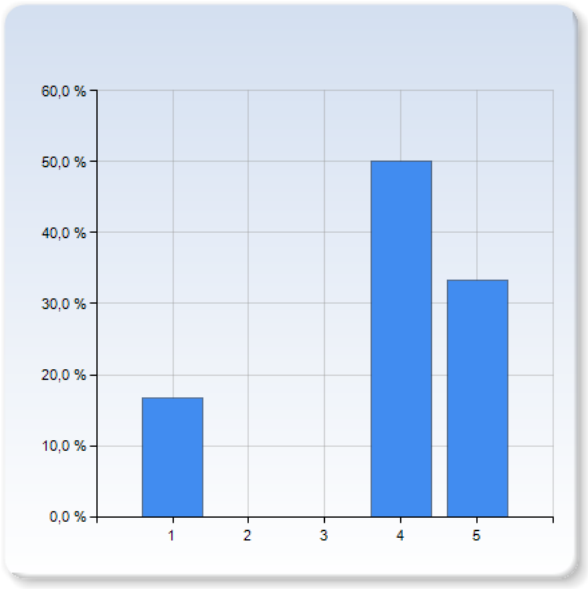
the MATLAB lectures?	Number of Responses
1	0 (0,0%)
2	1 (16,7%)
3	1 (16,7%)
4	1 (16,7%)
5	3 (50,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
the MATLAB lectures?	4,0	1,3

the relevance of the MATLAB lectures to the course?

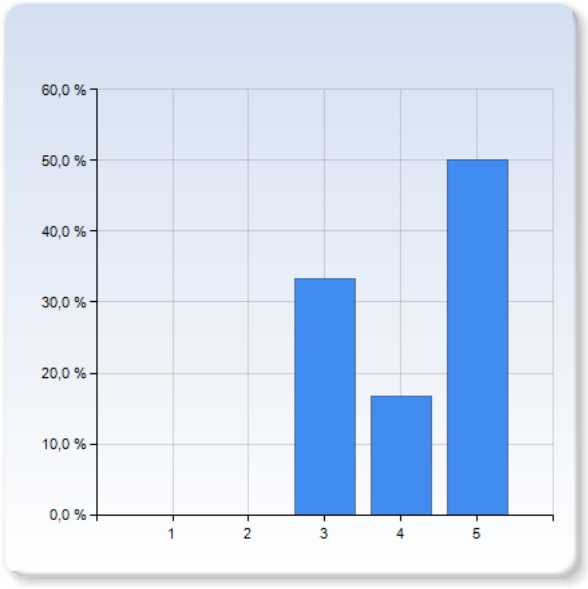
the relevance of the MATLAB lectures to the course?	Number of Responses
1	1 (16,7%)
2	0 (0,0%)
3	0 (0,0%)
4	3 (50,0%)
5	2 (33,3%)
Total	6 (100,0%)



	Mean	Standard Deviation
the relevance of the MATLAB lectures to the course?	3,8	1,5

the project work sessions?

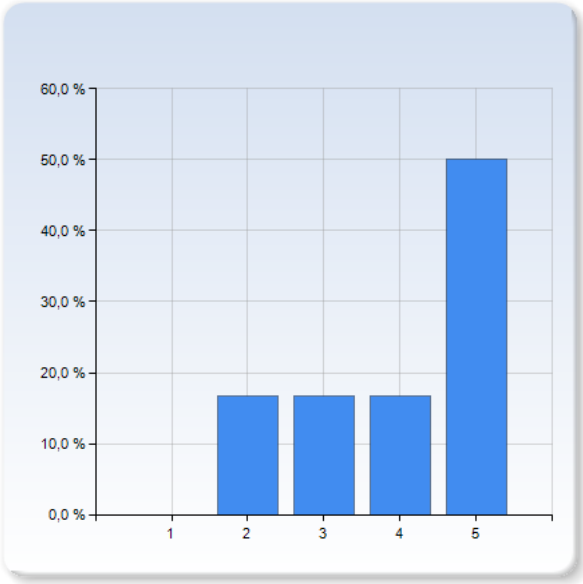
the project work sessions?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	2 (33,3%)
4	1 (16,7%)
5	3 (50,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
the project work sessions?	4,2	1,0

the balance between lectures and project work sessions?

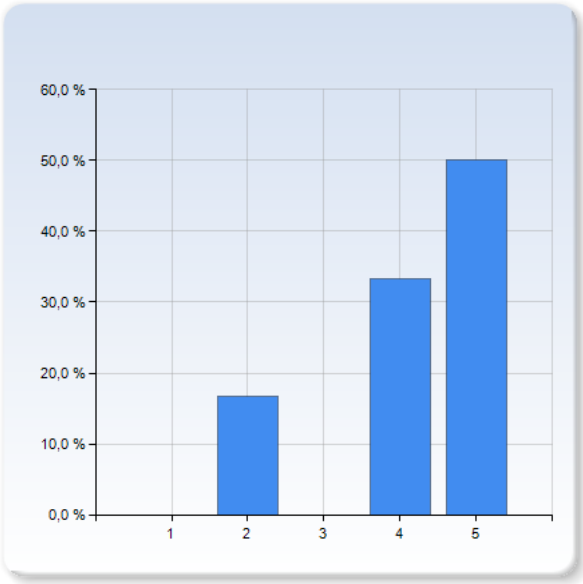
the balance between lectures and project work sessions?	Number of Responses
1	0 (0,0%)
2	1 (16,7%)
3	1 (16,7%)
4	1 (16,7%)
5	3 (50,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
the balance between lectures and project work sessions?	4,0	1,3

the take-home exam?

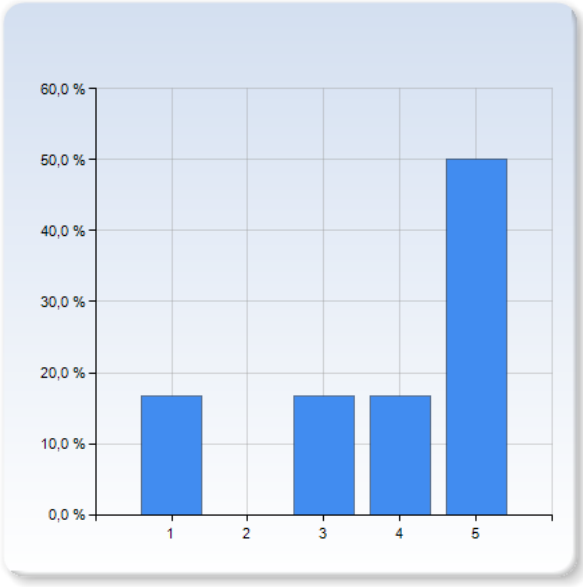
the take-home exam?	Number of Responses
1	0 (0,0%)
2	1 (16,7%)
3	0 (0,0%)
4	2 (33,3%)
5	3 (50,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
the take-home exam?	4,2	1,2

the information about the course when it started?

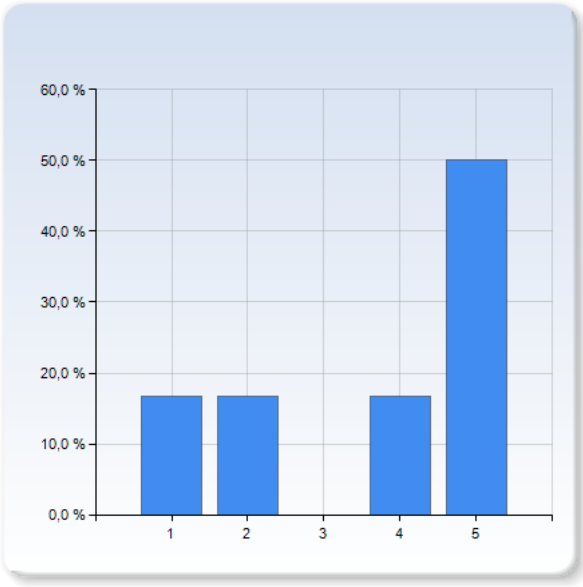
the information about the course when it started?	Number of Responses
1	1 (16,7%)
2	0 (0,0%)
3	1 (16,7%)
4	1 (16,7%)
5	3 (50,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
the information about the course when it started?	3,8	1,6

the information about what was expected of you?

the information about what was expected of you?	Number of Responses
1	1 (16,7%)
2	1 (16,7%)
3	0 (0,0%)
4	1 (16,7%)
5	3 (50,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
the information about what was expected of you?	3,7	1,8

Comment (*help us interpret your grades!*)
Some lectures came after they were needed by the projects.
Maybe sometimes too few hints on how to answer some questions or interpret some results in the projects. The coding part itself of the projects was actually time-consuming, it that really necessary ?
I really liked the project works. They helped me with the understanding. Sometimes it would be good to better know the number of points comes up. I didn't join the lecture of David since I was sick.

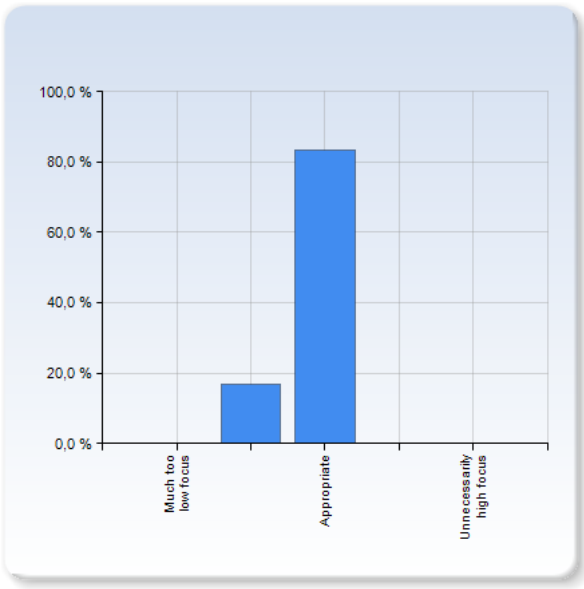
The focus of the course.

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 use basic astrometric data and other observations to compute objects' three-dimensional positions and velocities

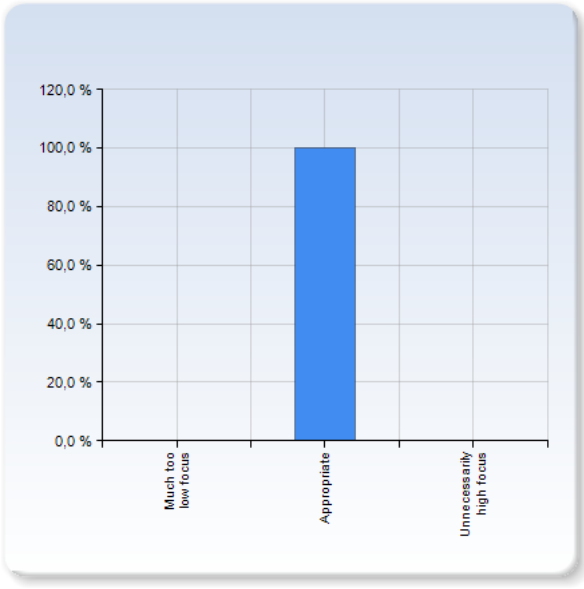
can use basic astrometric data and other observations to compute objects' three-dimensional positions and velocities	Number of Responses
Much too low focus	0 (0,0%)
	1 (16,7%)
Appropriate	5 (83,3%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
can use basic astrometric data and other observations to compute objects' three-dimensional positions and velocities	2,8	0,4

can calculate statistical kinematic quantities such as average speed and velocity dispersion

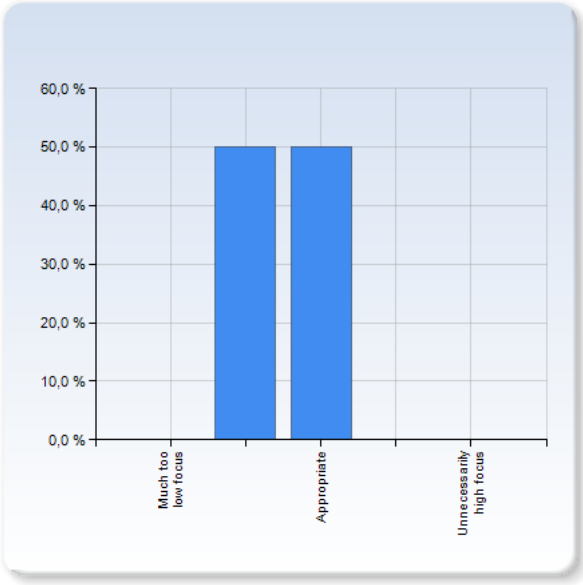
can calculate statistical kinematic quantities such as average speed and velocity dispersion	Number of Responses
Much too low focus	0 (0,0%)
	0 (0,0%)
Appropriate	6 (100,0%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
can calculate statistical kinematic quantities such as average speed and velocity dispersion	3,0	0,0

can describe the observed correlations between the statistical quantities and how these vary depending on the object's physical properties

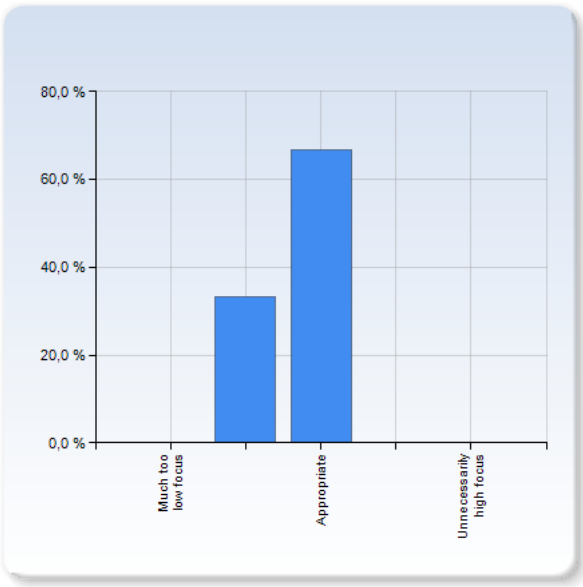
can describe the observed correlations between the statistical quantities and how these vary depending on the object's physical properties	Number of Responses
Much too low focus	0 (0,0%)
	3 (50,0%)
Appropriate	3 (50,0%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
can describe the observed correlations between the statistical quantities and how these vary depending on the object's physical properties	2,5	0,5

can explain and apply the principles of dynamic determination of mass or mass density in a dynamic system

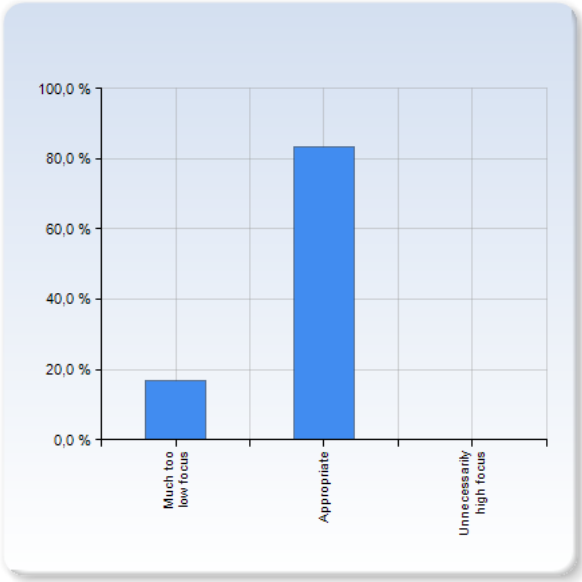
can explain and apply the principles of dynamic determination of mass or mass density in a dynamic system	Number of Responses
Much too low focus	0 (0,0%)
	2 (33,3%)
Appropriate	4 (66,7%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
can explain and apply the principles of dynamic determination of mass or mass density in a dynamic system	2,7	0,5

can numerically calculate the paths of particles within a given potential

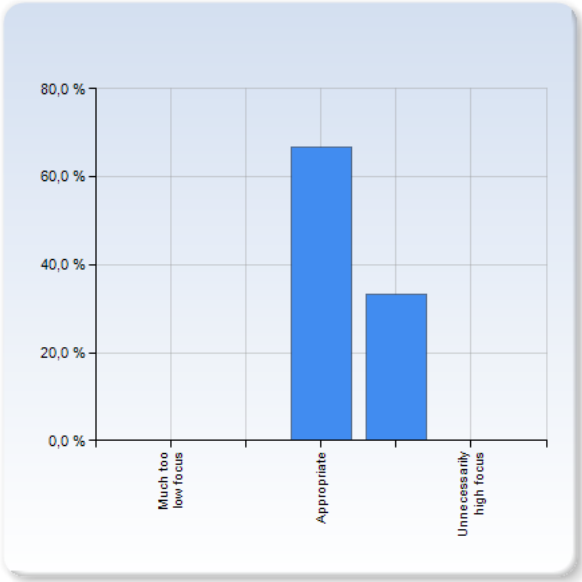
can numerically calculate the paths of particles within a given potential	Number of Responses
Much too low focus	1 (16,7%)
	0 (0,0%)
Appropriate	5 (83,3%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
can numerically calculate the paths of particles within a given potential	2,7	0,8

has received training in use of Matlab

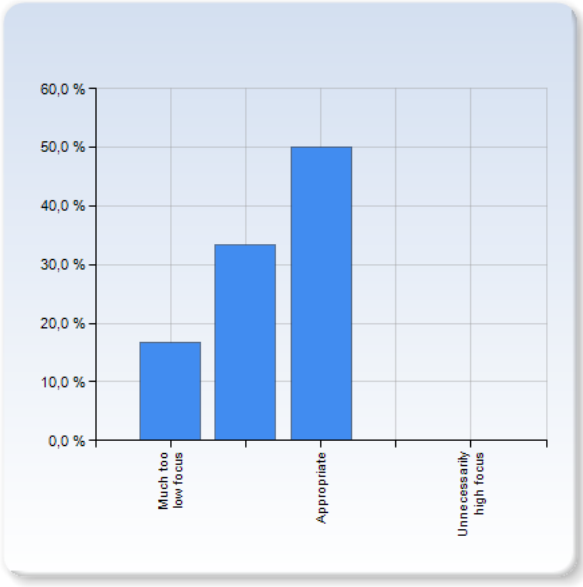
has received training in use of Matlab	Number of Responses
Much too low focus	0 (0,0%)
	0 (0,0%)
Appropriate	4 (66,7%)
	2 (33,3%)
Unnecessarily high focus	0 (0,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
has received training in use of Matlab	3,3	0,5

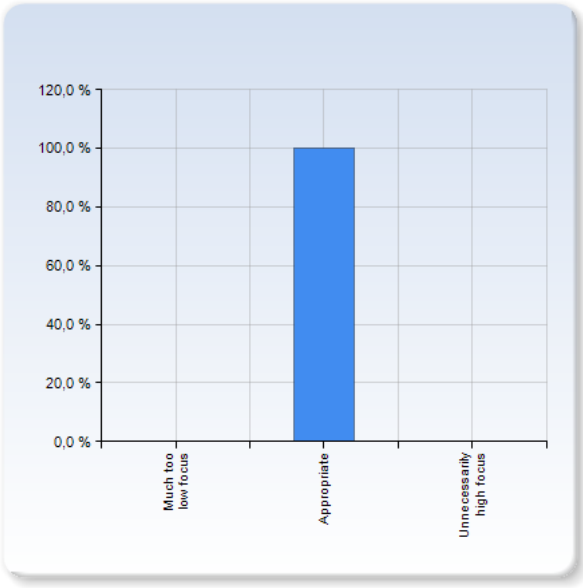
has received training in numerical integration of ordinary differential equations

has received training in numerical integration of ordinary differential equations	Number of Responses
Much too low focus	1 (16,7%)
	2 (33,3%)
Appropriate	3 (50,0%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
has received training in numerical integration of ordinary differential equations	2,3	0,8

	Number of Responses
Much too low focus	0 (0,0%)
	0 (0,0%)
Appropriate	2 (100,0%)
	0 (0,0%)
Unnecessarily high focus	0 (0,0%)
Total	2 (100,0%)

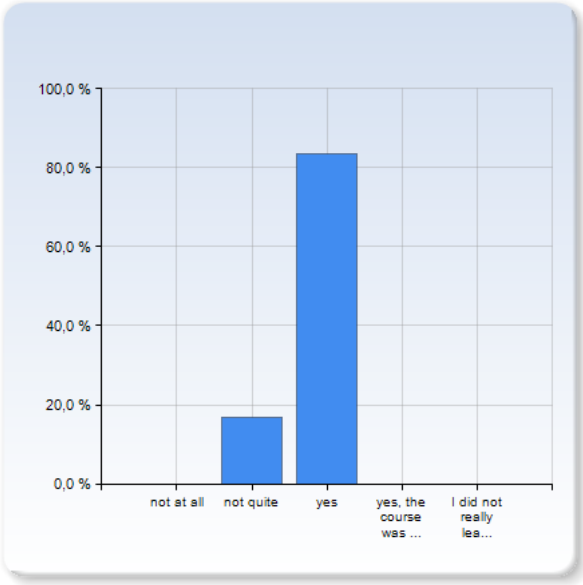


	Mean	Standard Deviation
	3,0	0,0

Comment
How much focus some of the goals got depends on the last project that the student did (P3 or P4). It would have been good to have two sessions presenting the results of P3 and P4 to the students who did P4 and P3 respectively in order to have a good focus on all the goals.

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 (16,7%)
yes	5 (83,3%)
yes, the course was a bit easy	0 (0,0%)
I did not really learn anything new	0 (0,0%)
Total	6 (100,0%)

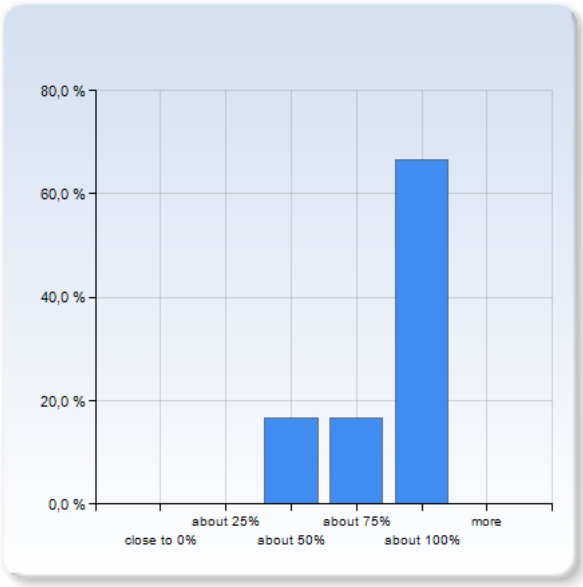


	Mean	Standard Deviation
Did you have enough prior knowledge for this course?	2,8	0,4

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 had only the ASTM14 course from the first period as a background in astrophysics, so I had some troubles to deal with some concepts or to interpret the physics behind some results but globally it was ok.
My only astronomical course was stellar structure and evolution before and this semester was my first of my master studies.

How much time have you spent on this course? (100% means 9-10 weeks, 20 hours per week, adding up to roughly 25 work-days)

How much time have you spent on this course? (100% means 9-10 weeks, 20 hours per week, adding up to roughly 25 work-days)	Number of Responses
close to 0%	0 (0,0%)
about 25%	0 (0,0%)
about 50%	1 (16,7%)
about 75%	1 (16,7%)
about 100%	4 (66,7%)
more	0 (0,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
How much time have you spent on this course? (100% means 9-10 weeks, 20 hours per week, adding up to roughly 25 work-days)	4,5	0,8

Comment
Maybe 75% or less in the beginning and 125% or more at the end.
No preparation for the lectures, but a lot of work for the projects.

The projects sometimes took a lot of time. But I think it depends on how much you do, of course. Most of the time I enjoyed them a lot.

What did you particularly like with the course?

What did you particularly like with the course?
I liked the project work pretty much. The lecutres were good. For me especially it was good to talk to other students during the project guidance sessions. This was very useful for me.
The project work.
The projects were really interesting and fun to do. The compendium well written. The matlab tutorial very good, but maybe it could be shorter.
The balance between the lectures and the project work was just right.
I liked it that there was a lot of logical stuff and not so much to learn by heart.

What in the course do you think could improve?

What in the course do you think could improve?
The guidance sessions should be shifted a bit more to the end. Especially in project 2 the first guidance was too early, as hardly anybody already got stared on the projects.
High workload at the end of the course, while not enough to do at the beginning of the course.
Feedback sessions for every project would be needed.
Maybe the assignment of P2. The explanation which stars to choose was a bit difficult to understand and confusing.