

ASTM13, ht15

Respondents: 11
Answer Count: 6
Answer Frequency: 54,55 %

General opinion

Give your opinion in the scale 1-5.

1 = very negative

2 = negative

3 = neutral

4 = positive

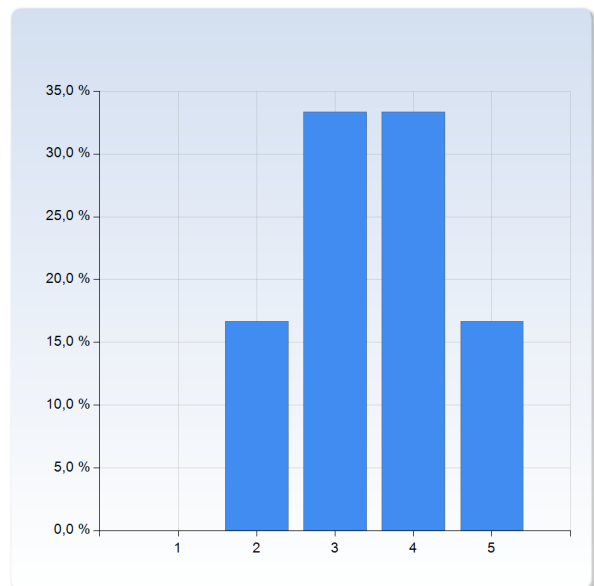
5 = very positive

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?

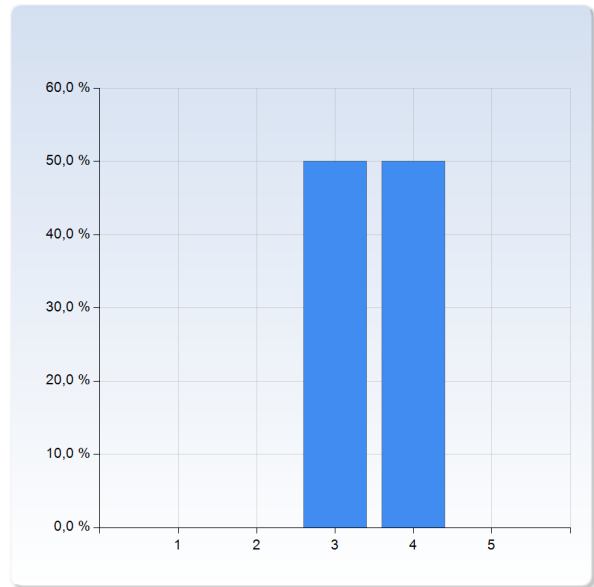
the course?	Number of Responses
1	0 (0,0%)
2	1 (16,7%)
3	2 (33,3%)
4	2 (33,3%)
5	1 (16,7%)
Total	6 (100,0%)



the course?	Mean	Standard Deviation
	3,5	1,0

the information about the course when it started?

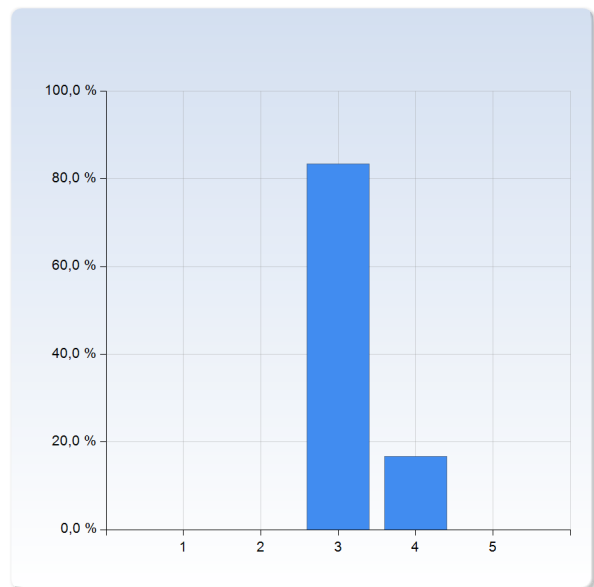
the information about the course when it started?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	3 (50,0%)
4	3 (50,0%)
5	0 (0,0%)
Total	6 (100,0%)



the information about the course when it started?	Mean	Standard Deviation
	3,5	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	5 (83,3%)
4	1 (16,7%)
5	0 (0,0%)
Total	6 (100,0%)



the information about what was expected of you?	Mean	Standard Deviation
	3,2	0,4

Comment (help us interpret your grades!)

The "what was expected of us" in the projects was not so clear at the beginning - how to write/what to write in the report. But the projects were much fun to do and the labs were helpful!

Teaching and examination

Give your opinion in the scale 1-5.

1 = very negative

2 = negative

3 = neutral

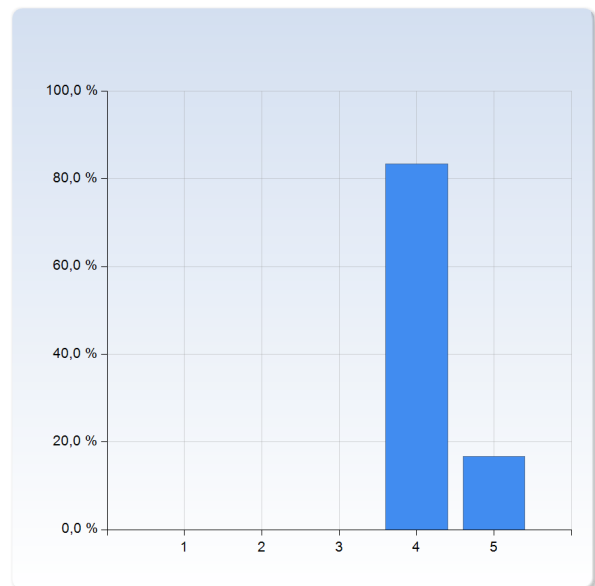
4 = positive

5 = very positive

What is your opinion of...

the course compendium by Lennart Lindegren

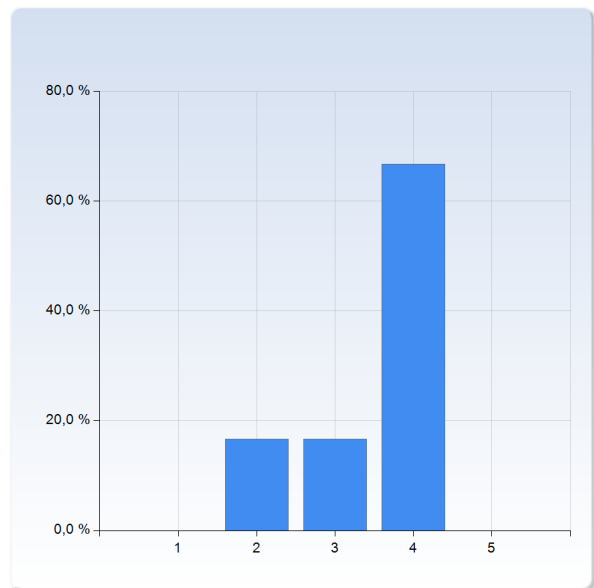
the course compendium by Lennart Lindegren	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	5 (83,3%)
5	1 (16,7%)
Total	6 (100,0%)



the course compendium by Lennart Lindegren	Mean	Standard Deviation
	4,2	0,4

the lectures with David Hobbs?

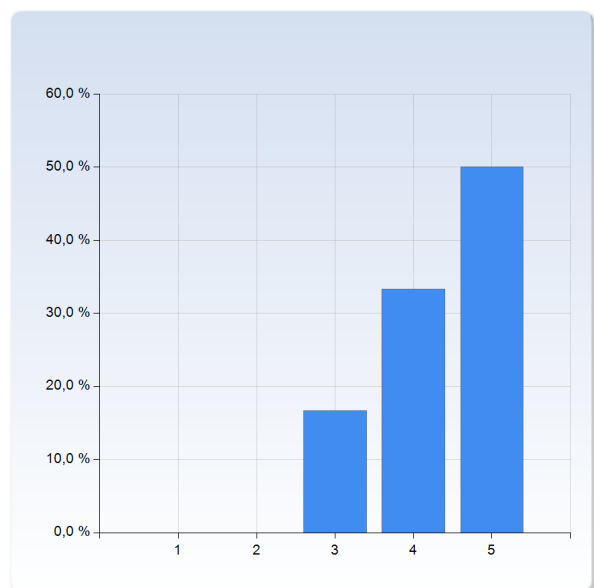
the lectures with David Hobbs?	Number of Responses
1	0 (0,0%)
2	1 (16,7%)
3	1 (16,7%)
4	4 (66,7%)
5	0 (0,0%)
Total	6 (100,0%)



the lectures with David Hobbs?	Mean	Standard Deviation
	3,5	0,8

the lectures with Alexander Mustill?

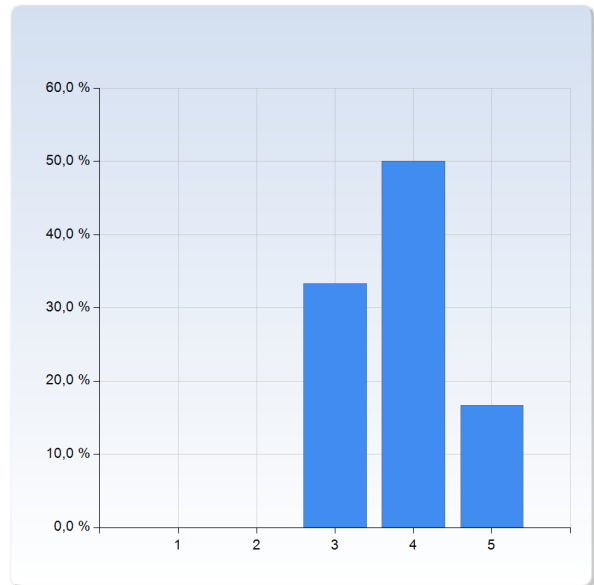
the lectures with Alexander Mustill?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (16,7%)
4	2 (33,3%)
5	3 (50,0%)
Total	6 (100,0%)



the lectures with Alexander Mustill?	Mean	Standard Deviation
	4,3	0,8

the speed of the course?

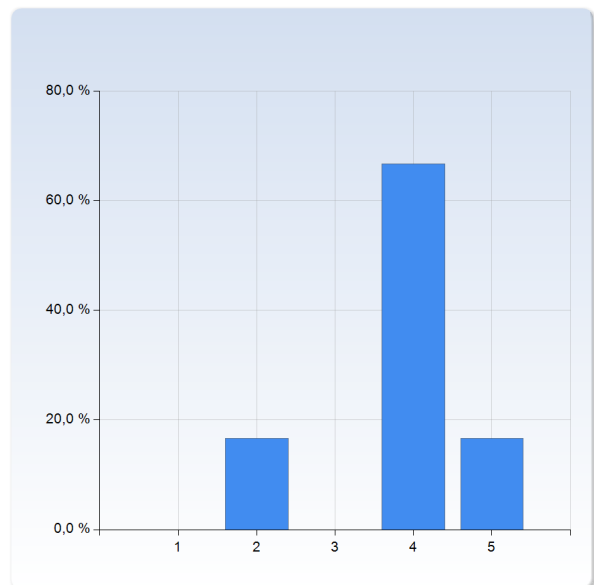
the speed of the course?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	2 (33,3%)
4	3 (50,0%)
5	1 (16,7%)
Total	6 (100,0%)



the speed of the course?	Mean	Standard Deviation
	3,8	0,8

the MATLAB lectures by Daniel Carrera?

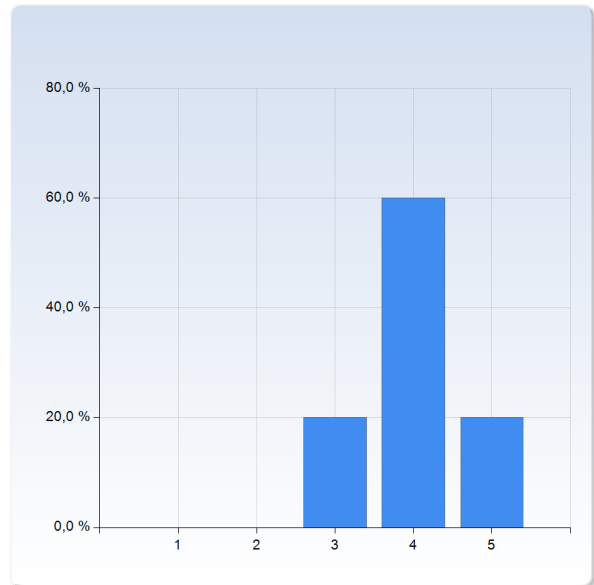
the MATLAB lectures by Daniel Carrera?	Number of Responses
1	0 (0,0%)
2	1 (16,7%)
3	0 (0,0%)
4	4 (66,7%)
5	1 (16,7%)
Total	6 (100,0%)



the MATLAB lectures by Daniel Carrera?	Mean	Standard Deviation
	3,8	1,0

the relevance of the MATLAB lectures to the course?

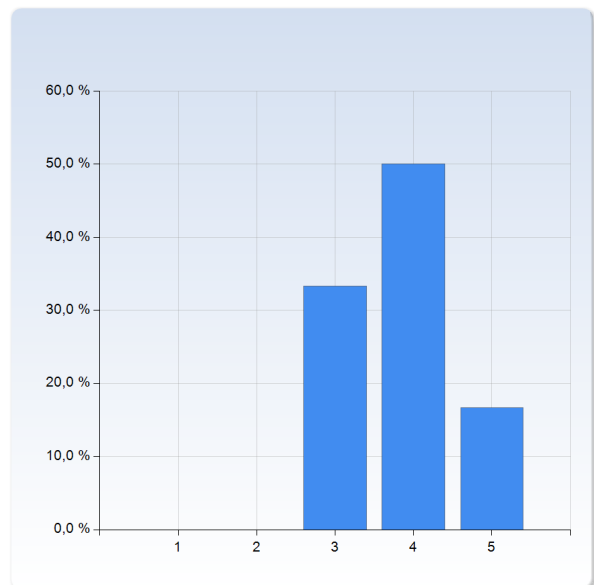
the relevance of the MATLAB lectures to the course?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (20,0%)
4	3 (60,0%)
5	1 (20,0%)
Total	5 (100,0%)



the relevance of the MATLAB lectures to the course?	Mean	Standard Deviation
	4,0	0,7

the project work sessions?

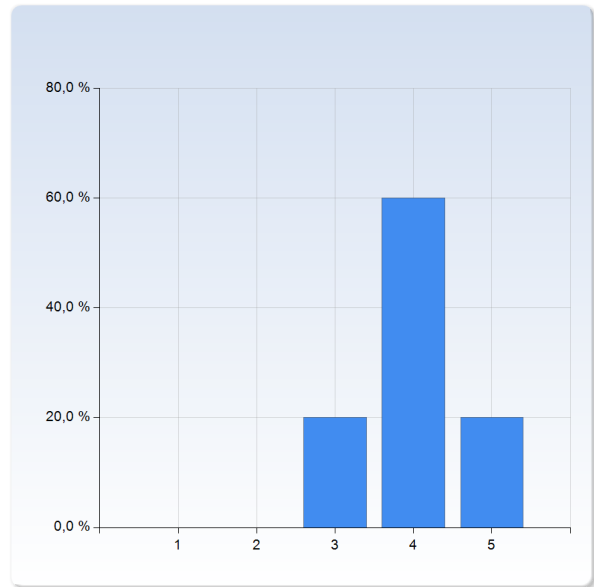
the project work sessions?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	2 (33,3%)
4	3 (50,0%)
5	1 (16,7%)
Total	6 (100,0%)



the project work sessions?	Mean	Standard Deviation
	3,8	0,8

the balance between lectures and project work sessions?

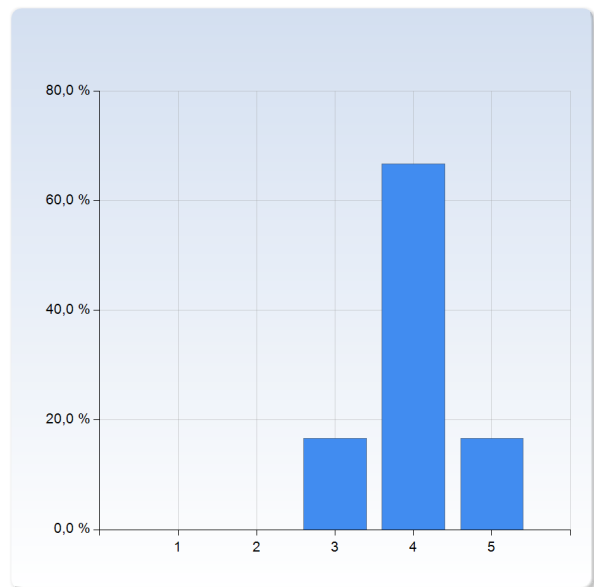
the balance between lectures and project work sessions?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (20,0%)
4	3 (60,0%)
5	1 (20,0%)
Total	5 (100,0%)



	Mean	Standard Deviation
the balance between lectures and project work sessions?	4,0	0,7

the take-home exam?

the take-home exam?	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (16,7%)
4	4 (66,7%)
5	1 (16,7%)
Total	6 (100,0%)



	Mean	Standard Deviation
the take-home exam?	4,0	0,6

Comment (*help us interpret your grades!*)

I would be happier if the compendium were free! Even if requires to make it less beautiful, or upload a printable version on the website would be welcome.

The take home exam was more secondary-school level physics and not using so much the learnt new knowledge..

Labs were helpful to do the projects!

Alexander Mustill lectures were thorough. But all-in all the lectures were one-to-one the compendium..

The compendium is fine however it is very condensed. The two books recommended are the exact opposite - far too detailed and therefore intimidating. There probably is no "just right" solution.

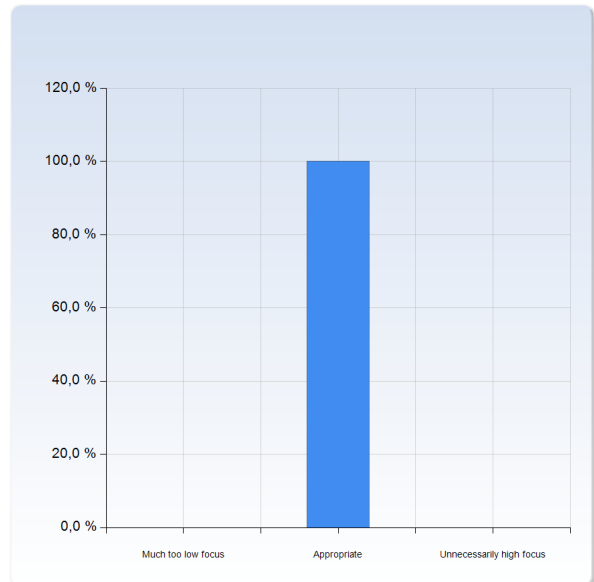
The focus of the course.

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

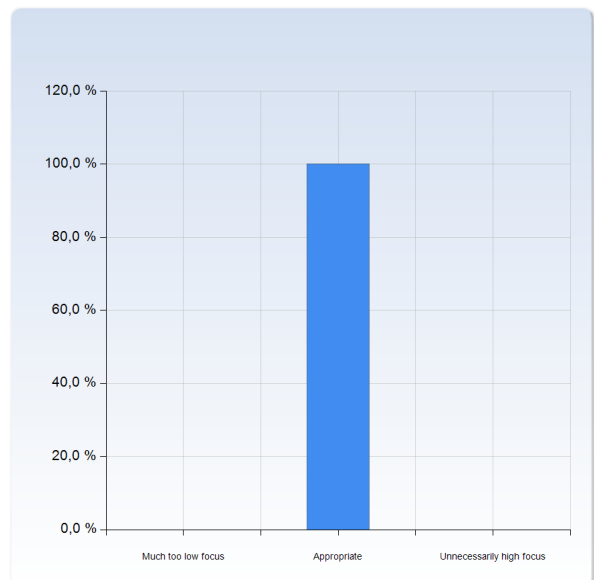
can use basic astrometric data and other observations to compute objects' three-dimensional positions and velocities	Number of Responses
Much too low focus	0 (0,0%)
Appropriate	6 (100,0%)
Unnecessarily high focus	0 (0,0%)
Total	6 (100,0%)



can use basic astrometric data and other observations to compute objects' three-dimensional positions and velocities	Mean	Standard Deviation
	3,0	0,0

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

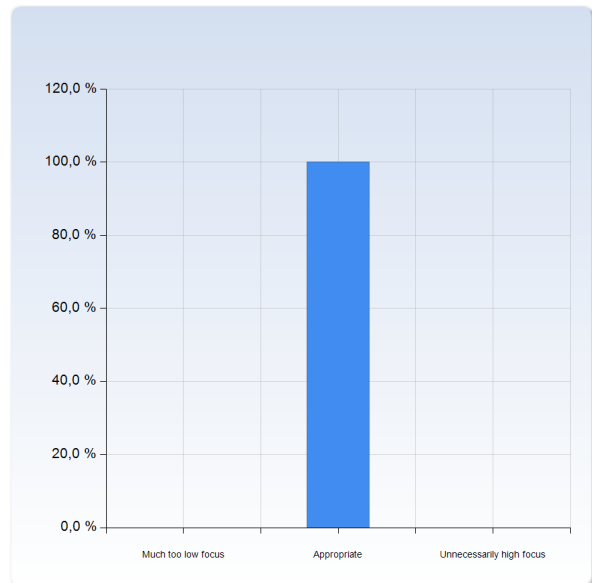
can calculate statistical kinematic quantities such as average speed and velocity dispersion	Number of Responses
Much too low focus	0 (0,0%)
Appropriate	6 (100,0%)
Unnecessarily high focus	0 (0,0%)
Total	6 (100,0%)



	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

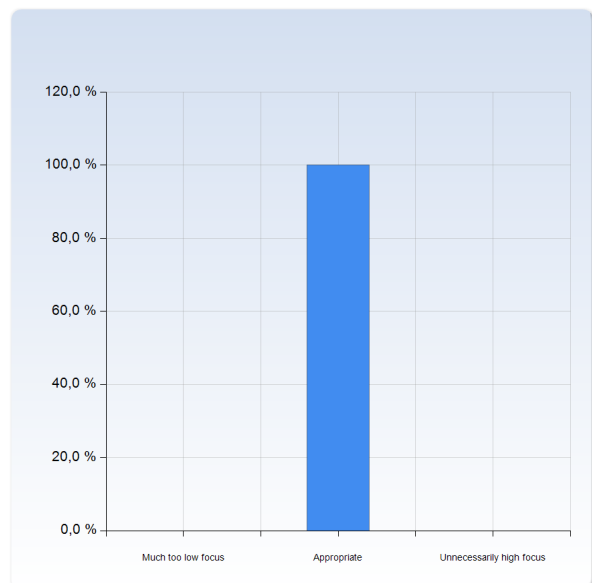
can describe the observed correlations between the statistical quantities and how these vary depending on the object's physical properties	Number of Responses
Much too low focus	0 (0,0%)
Appropriate	6 (100,0%)
Unnecessarily high focus	0 (0,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
can describe the observed correlations between the statistical quantities and how these vary depending on the object's physical properties	3,0	0,0

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

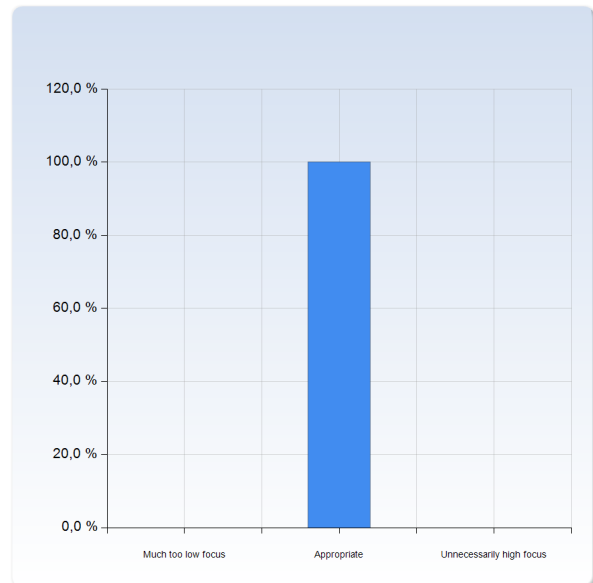
can explain and apply the principles of dynamic determination of mass or mass density in a dynamic system	Number of Responses
Much too low focus	0 (0,0%)
Appropriate	6 (100,0%)
Unnecessarily high focus	0 (0,0%)
Total	6 (100,0%)



can explain and apply the principles of dynamic determination of mass or mass density in a dynamic system	Mean 3,0	Standard Deviation 0,0
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can numerically calculate the paths of particles within a given potential

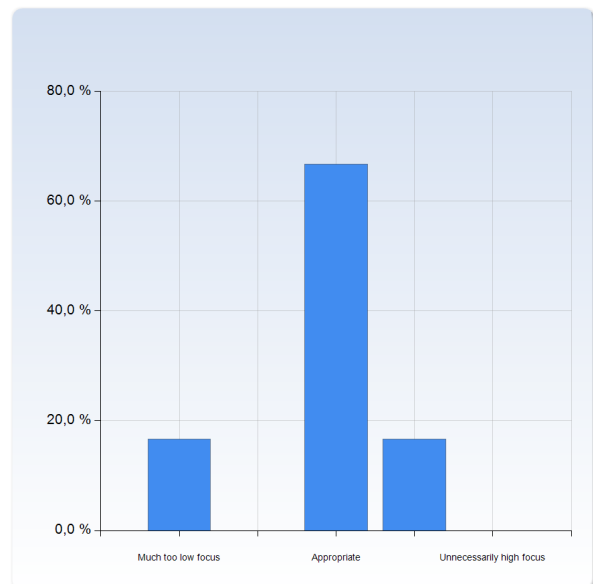
can numerically calculate the paths of particles within a given potential	Number of Responses
Much too low focus	0 (0,0%)
Appropriate	6 (100,0%)
Unnecessarily high focus	0 (0,0%)
Total	6 (100,0%)



can numerically calculate the paths of particles within a given potential	Mean 3,0	Standard Deviation 0,0
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has received training in use of Matlab

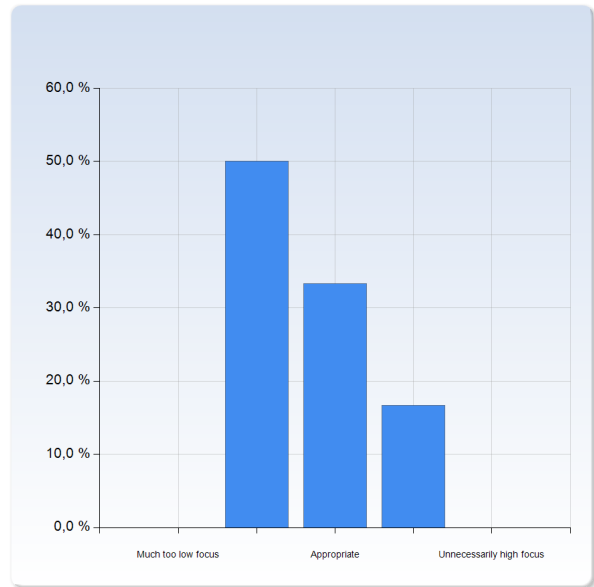
has received training in use of Matlab	Number of Responses
Much too low focus	1 (16,7%)
Appropriate	4 (66,7%)
Unnecessarily high focus	1 (16,7%)
Total	6 (100,0%)



has received training in use of Matlab	Mean 2,8	Standard Deviation 1,0
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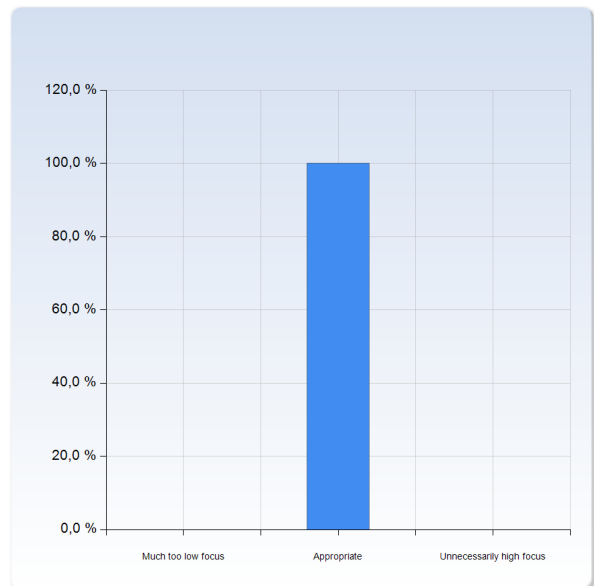
has received training in numerical integration of ordinary differential equations

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



has received training in numerical integration of ordinary differential equations	Mean	Standard Deviation
	2,7	0,8

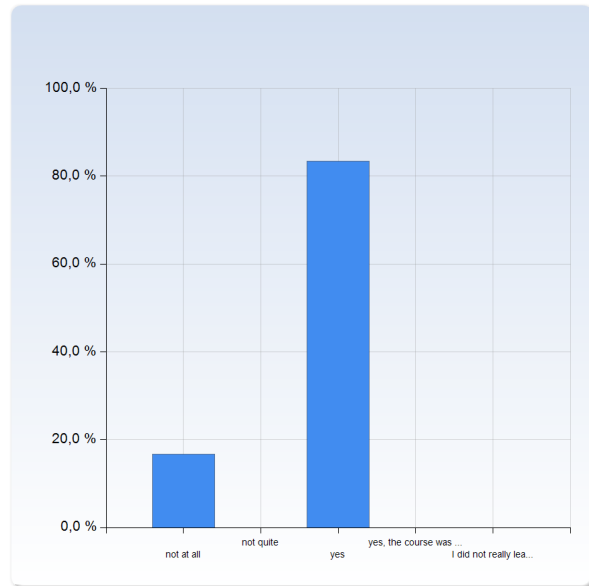
	Number of Responses
Much too low focus	0 (0,0%)
Appropriate	1 (100,0%)
Unnecessarily high focus	0 (0,0%)
Total	1 (100,0%)



	Mean	Standard Deviation
	3,0	0,0

Did you have enough prior knowledge for this course?

Did you have enough prior knowledge for this course?	Number of Responses
not at all	1 (16,7%)
not quite	0 (0,0%)
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?	2,7	0,8

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

What prior knowledge was missing/overlapping?

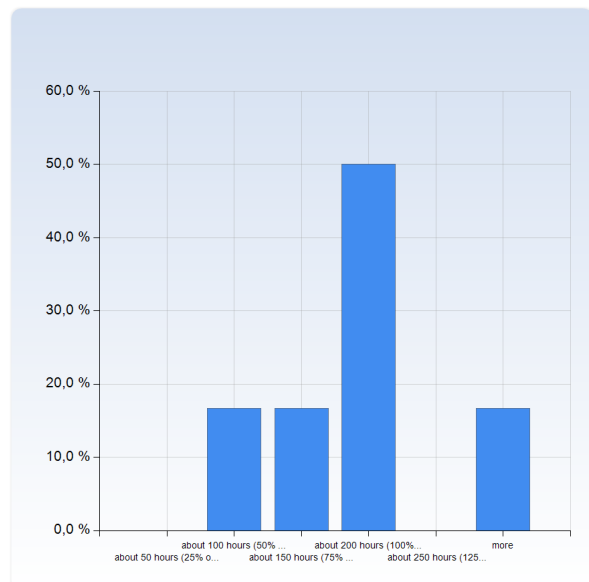
What is your background (year of higher education, relevant courses)?

Classical mechanics courses in undergraduate physics studies.

It was my first experience of Matlab. This was a serious problem. I found (eventually) an excellent (10 lectures !) course taught in an American university that goes through Matlab from the basics, defining fundamentals, and moving on to the complex. In my view such a course should be mandatory for every Astrophysics Masters student at the beginning of the whole course. Matlab is powerful and very mysterious to the beginner. It deserves to be treated with respect...

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)	1 (16,7%)
about 150 hours (75% of intended time)	1 (16,7%)
about 200 hours (100% of intended time)	3 (50,0%)
about 250 hours (125% of intended time)	0 (0,0%)
more	1 (16,7%)
Total	6 (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)	3,8	1,3

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 projects took most of the time

The course was too fast for me and I had to devote a lot of time to it (no bad thing, but I wasn't prepared for the effort that I was obliged to put in). At times I felt that I might not get through the whole thing.

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".

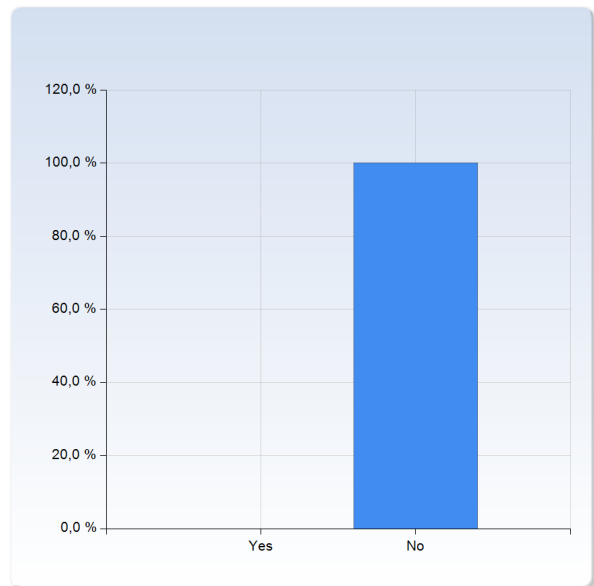
Have you become aware of any cases of discriminating behaviour or someone being treated disrespectfully during the course?

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?

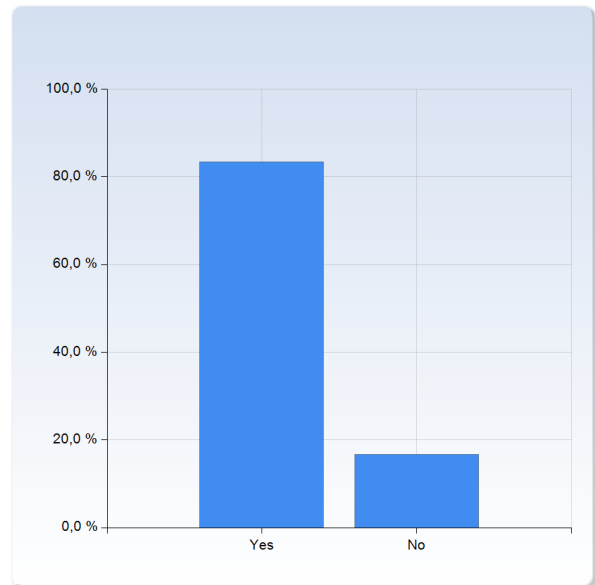
	Number of Responses
Yes	0 (0,0%)
No	6 (100,0%)
Total	6 (100,0%)



	Mean	Standard Deviation
Gender equality and equal opportunities		
According to the Lund University <i>Policy for gender equality, equal treatment and diversity</i> , 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	5 (83,3%)
No	1 (16,7%)
Total	6 (100,0%)



	Mean	Standard Deviation
Do you think that everyone has had the same opportunity to benefit from the course?	1,2	0,4

If not, do you have any suggestions on changes that could be made (for example regarding literature, pedagogics, course contents)?

One of us had never used matlab before and it was really hard for him. The matlab advices given by David Hobbs were suitable only for people who already knew matlab before. Perhaps some more explanation would be helpful in that case.

What did you particularly like with the course?

What did you particularly like with the course?

I liked that Alexander Mustill wrote the lecture, equations and drawings on the white board. The explanations of David Hobbs (who still made a lot of efforts), were just reading his notes and us reading our notes. It was very difficult to follow or keep my attention.

The projects!

I really enjoyed the "physics" of this course and gained a lot. In the end I felt that I had got to the foothills of Matlab. I interacted fine with the course lecturers and they were not rigid in their approach.

What in the course do you think could improve?

What in the course do you think could improve?

Perhaps show a little bit more enthusiasm during the lectures?

It is too concentrated in time if you have to get to grips with the tools that you need to do the work. Because of the time constraints we were doing things out of order. Personally I think it is a big mistake to run this course and the statistical astronomy course at the same time. They should be separated. Those of us who had to do both course were under severe pressure and this could have been avoided.

One would think they would be kind of equal, but P2 takes a lot more time than P0 and P1 -- the student could benefit from knowing this beforehand, so that enough time can be allotted for it. Other than P2 being a lot of work in and of itself, the lectures on the material useful for it came after the project was due, which contributes to the already long time it takes to complete it.

Alex Mustill could be a bit more organized on the white board (otherwise good lectures!).