

Course Analysis for NUMN32 Numerical Methods for Differential Equations, Autumn 2025

Course Information

Lecturer: Tony Stillfjord

Teaching assistants: Marvin Jans, Valentina Schüller, Teodor Åberg

Number of students:

39 registered students. (199 including LTH students)

Examination

Computer projects: 33 students passed.

Written examination: 21 students passed.

- Ordinary examination 2026-01-07: 30 students participated and 21 of them passed.
- First re-exam 2026-04-09: not yet held at the time of writing.

Final grades

In all, 21 students, have got their final grade.

13 passed with distinction.

8 passed.

Course Evaluation

Summary of student's answers:

The course is a shared course between NF and LTH where the majority of students come from LTH. The standardized LTH CEQ course evaluation was used for all the students. It was sent out on Jan. 17 and was open for two weeks. 28 students in total answered, out of which 17 were from the LTH programmes F and Pi. The remaining students 11 were likely all NF students or exchange students, but no more specific data exists. Overall, the students seem happy with the course. Some free text responses requested specific minor changes to the course, but no clear theme could be identified.

Changes from the previous course realization:

The computer project instructions were changed to be Python-oriented, due to a change in the basic programming course for the Pi and F programmes at LTH. As part of this process, they were also re-structured to be more object-oriented.

Teachers' comments: The course contains three lectures a week plus an extra lecture in the first week where the course content and some organizational aspects are explained. All teaching took place on campus.

The course contains three mandatory computer projects. In the projects, the students have to implement the introduced methods, apply them to simple problems and interpret the results. There are one to two exercise sessions every

week where the students can ask the teaching assistants for help with their code. These projects are then presented to a teaching assistant who provides some feedback and a pass/fail grade. In the case of a fail, they get the opportunity to update their project and hand in a revised version. This year, like most years, many students passed every project at the first opportunity and almost everyone had passed all the projects at the end of the course.

In contrast to previous years, no obvious source of general dissatisfaction could be identified. Both the survey responses and my own observations from conversations at the lectures and exercises indicate that the students seem to

- enjoy the course,
- think it is relevant to their studies,
- appreciate the focus on both theory and practice (programming),
- appreciate both the lecture notes and the study questions.

70% of the NF students who took the exam passed, which is consistent with last year. Judging from previous years, this will certainly increase after the first re-exam in April and is therefore no cause for concern. However, it is interesting that the first-time success rate among the NF students is lower than for the LTH students, which was about 83% this year. This discrepancy likely exists due to but the fact that the NF students have a much more varied background than the LTH students. With this said, out of those NF students who passed, the proportion who additionally passed with distinction changed from 38% last year to 62% this year. This is clearly very good news.

Overall, the course seems to work quite well at the moment.

Suggestions for the next course realisation:

- Some sort of “Python recap” will be instituted at the first exercise, with the aim of reminding the students of important Python syntax and structures that will be used very frequently in the computer projects.

Course evaluation report - CEQ, FMNN10

Basic facts

Course name	Numerical Methods for Differential Equations	
Course code	FMNN10	Study hours according the curricula
ECTS credits	8.0 hp	Lectures 48 h
Year	202526	Group work 0 h
Study period the course was finished	HT_LP2	Laboratories 0 h
Programme	all	Time with supervisor 3 h
Registrated students	199	Self study time 163 h
Number answers and response rate	28 / 14 %	
Number answers from males	15	
Number answers from females	8	

Summary of questionnaires

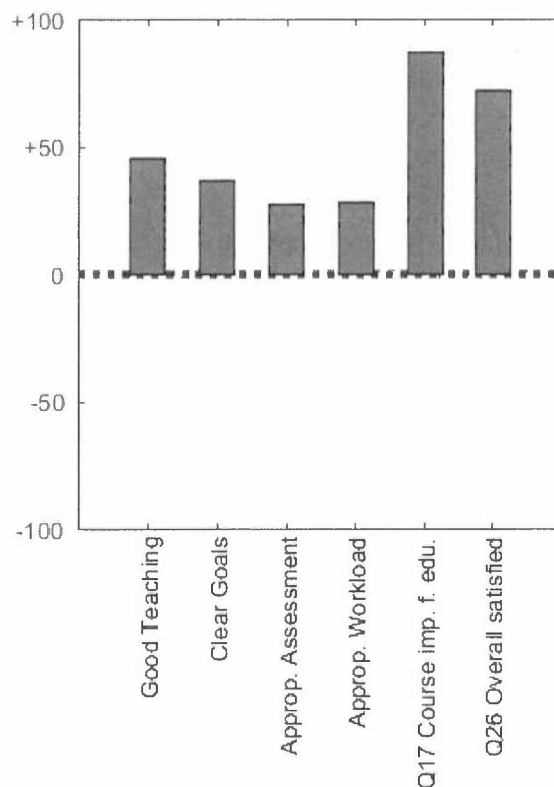
The CEQ-score span between -100 och +100, there -100 means that "I fully disagree to the statement" and +100 "I fully agree to the statement".

Presence at teaching

Part of teaching	Number	Share
0 %	2	7 %
20 %	5	18 %
40 %	3	11 %
60 %	1	4 %
80 %	7	25 %
100 %	10	36 %

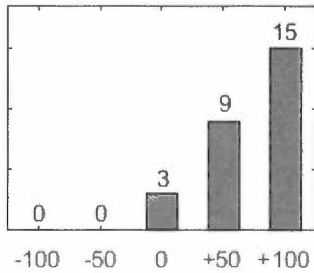
CEQ-scales & special questions

Scale	CEQ-score	StdDev
Good Teaching	+46	40
Clear Goals and Standards	+37	49
Appropriate Assessment	+27	57
Appropriate Workload	+28	44
Generic Skills	+39	33
Special questions		
The course seems important for my edu.	+87	33
Overall, I am satisfied with this course	+72	35



Distribution of the answers from question 26: "Overall, I am satisfied with this course"

Distribution of the answers from question 17: "The course seems important for my education"

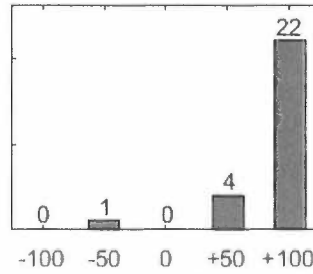


CEQ-score mark Number Share

Dissatisfied (<0)	0	0 %
Neutral (0)	3	11 %
Satisfied (>0)	24	86 %
No answer	1	4 %

Mean of CEQ-score	+72
Standard deviation (StdDev)	35

Males	+73
Females	+71



CEQ-score mark Number Share

-100	0	0 %
-50	1	4 %
+0	0	0 %
+50	4	14 %
+100	22	79 %

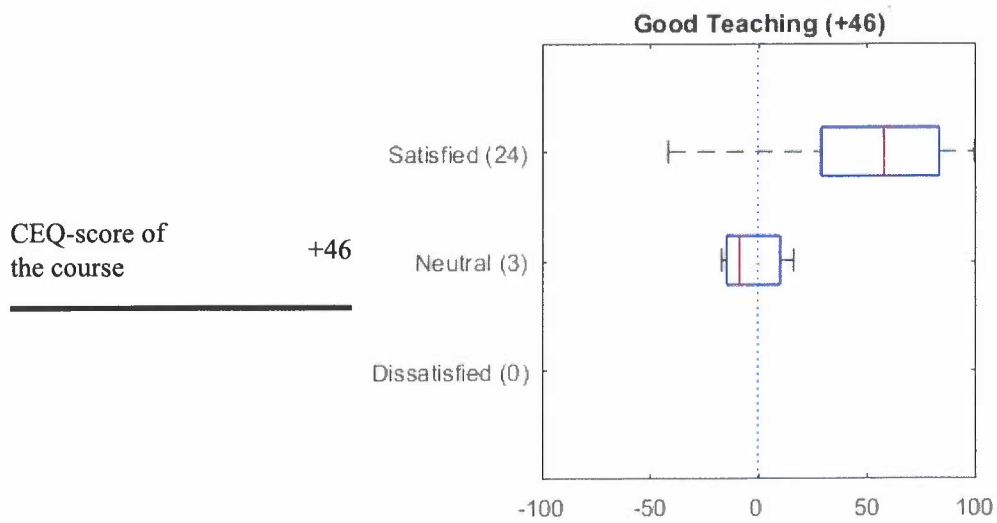
Mean of CEQ-score	+87
Standard deviation (StdDev)	33

Males	+87
Females	+93

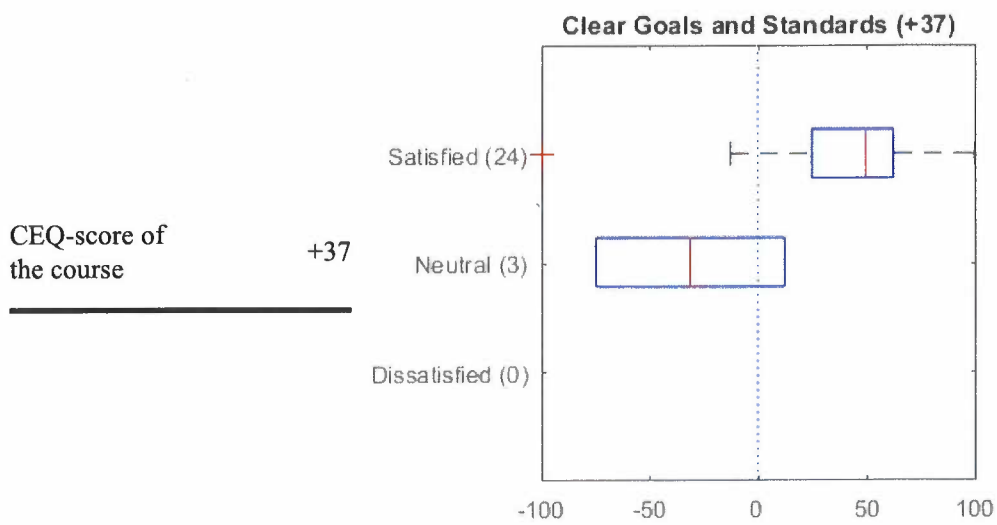
Summary scales divided on satisfaction

Statistical examination has not been done due to at least two groups consist of less than five students

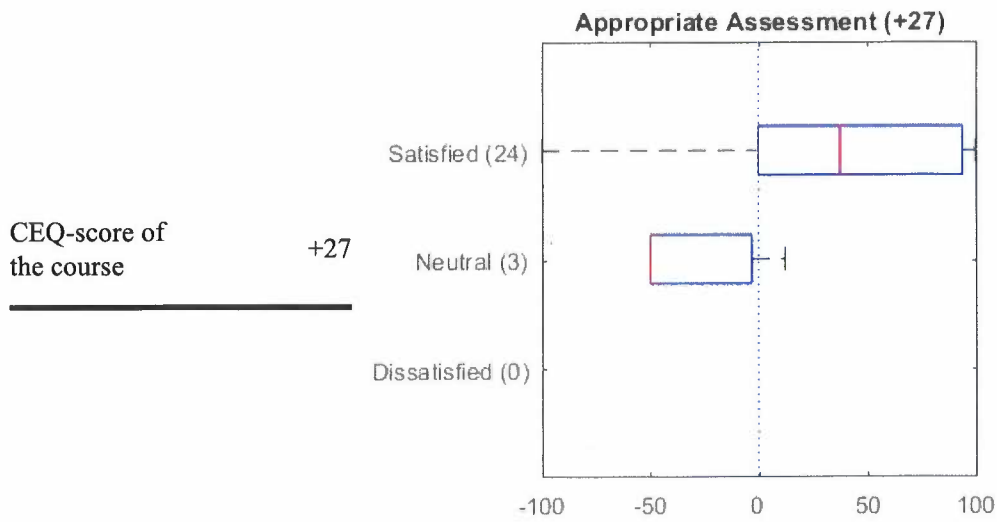
Good Teaching



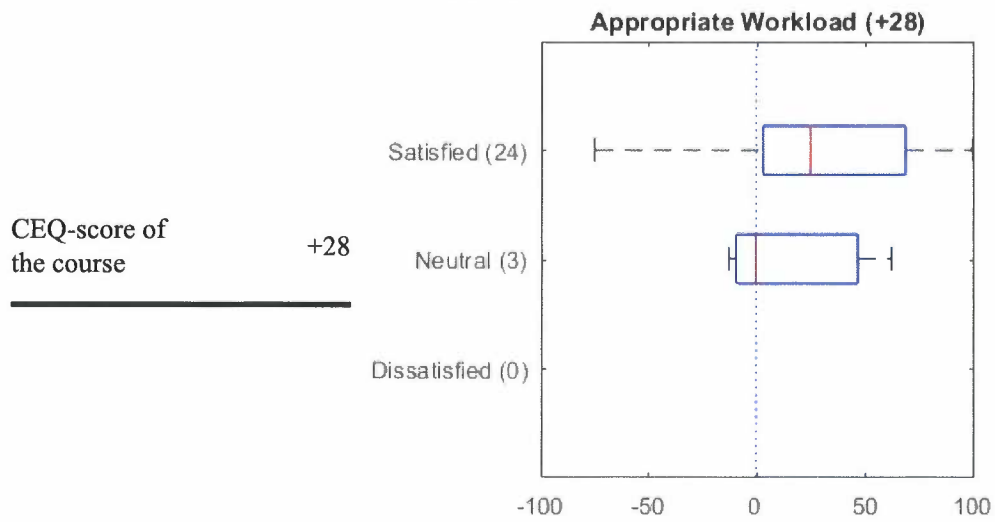
Clear Goals and Standards



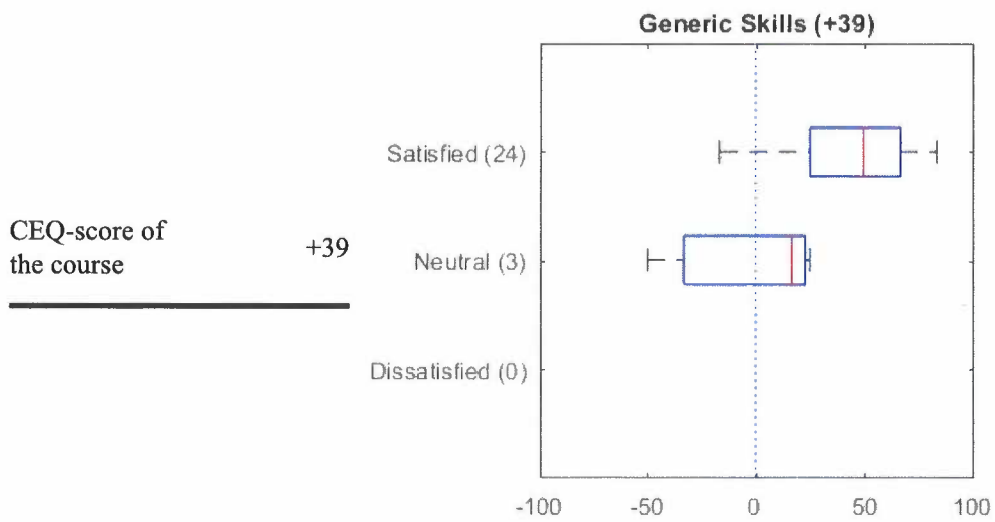
Appropriate Assessment



Appropriate Workload



Generic Skills

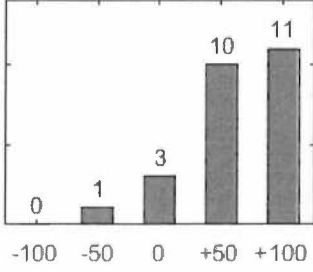
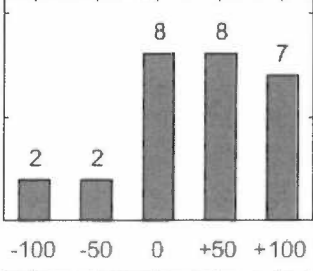
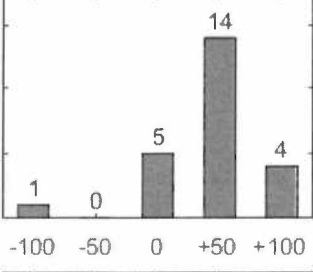
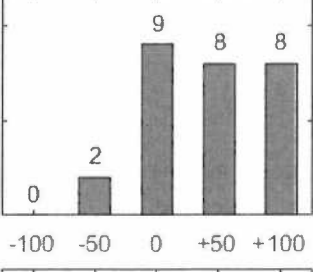
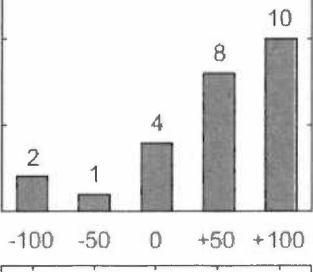
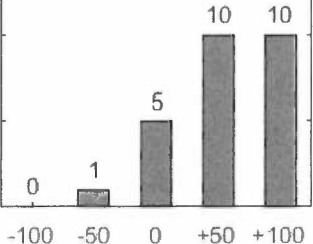


Answers to each question

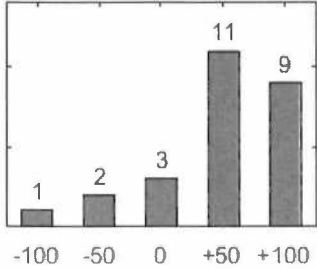
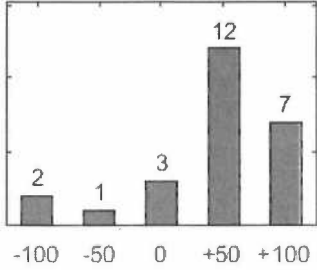
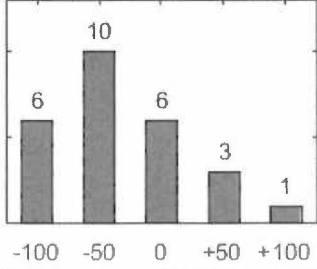
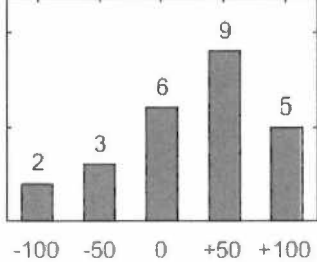
The questions in bold are reverse positive.

Statistical examination between dissatisfied and satisfied has not been done due to at least one of the groups consist of less than five students

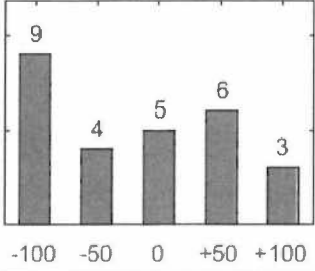
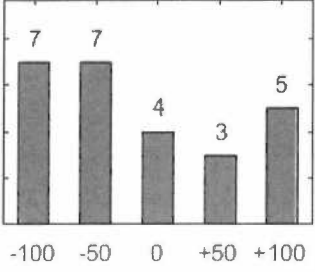
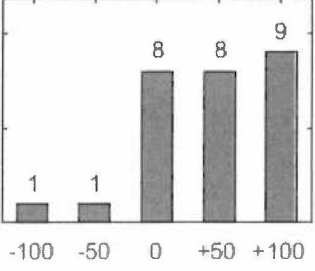
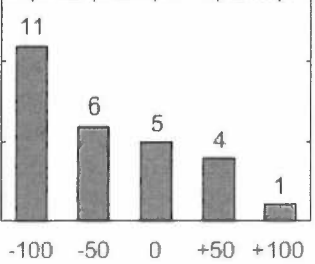
Good Teaching (+46)

Question	CEQ-score	Histogram												
3. The teaching has motivated me to do my best	+62	 <table border="1"> <caption>Data for Histogram 3</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>0</td></tr> <tr><td>-50</td><td>1</td></tr> <tr><td>0</td><td>3</td></tr> <tr><td>+50</td><td>10</td></tr> <tr><td>+100</td><td>11</td></tr> </tbody> </table>	Score	Frequency	-100	0	-50	1	0	3	+50	10	+100	11
Score	Frequency													
-100	0													
-50	1													
0	3													
+50	10													
+100	11													
7. During the course I have received many valuable comments on my achievements	+30	 <table border="1"> <caption>Data for Histogram 7</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>2</td></tr> <tr><td>-50</td><td>2</td></tr> <tr><td>0</td><td>8</td></tr> <tr><td>+50</td><td>8</td></tr> <tr><td>+100</td><td>7</td></tr> </tbody> </table>	Score	Frequency	-100	2	-50	2	0	8	+50	8	+100	7
Score	Frequency													
-100	2													
-50	2													
0	8													
+50	8													
+100	7													
15. The teachers made a real effort to understand the problems and difficulties one might be having in this course	+42	 <table border="1"> <caption>Data for Histogram 15</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>1</td></tr> <tr><td>-50</td><td>0</td></tr> <tr><td>0</td><td>5</td></tr> <tr><td>+50</td><td>14</td></tr> <tr><td>+100</td><td>4</td></tr> </tbody> </table>	Score	Frequency	-100	1	-50	0	0	5	+50	14	+100	4
Score	Frequency													
-100	1													
-50	0													
0	5													
+50	14													
+100	4													
18. The teaching staff normally gave me helpful feedback on the progress of my work	+41	 <table border="1"> <caption>Data for Histogram 18</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>0</td></tr> <tr><td>-50</td><td>2</td></tr> <tr><td>0</td><td>9</td></tr> <tr><td>+50</td><td>8</td></tr> <tr><td>+100</td><td>8</td></tr> </tbody> </table>	Score	Frequency	-100	0	-50	2	0	9	+50	8	+100	8
Score	Frequency													
-100	0													
-50	2													
0	9													
+50	8													
+100	8													
19. My lecturers were extremely good at explaining things	+46	 <table border="1"> <caption>Data for Histogram 19</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>2</td></tr> <tr><td>-50</td><td>1</td></tr> <tr><td>0</td><td>4</td></tr> <tr><td>+50</td><td>8</td></tr> <tr><td>+100</td><td>10</td></tr> </tbody> </table>	Score	Frequency	-100	2	-50	1	0	4	+50	8	+100	10
Score	Frequency													
-100	2													
-50	1													
0	4													
+50	8													
+100	10													
21. The teachers on the course worked hard to make the subject interesting	+56	 <table border="1"> <caption>Data for Histogram 21</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>0</td></tr> <tr><td>-50</td><td>1</td></tr> <tr><td>0</td><td>5</td></tr> <tr><td>+50</td><td>10</td></tr> <tr><td>+100</td><td>10</td></tr> </tbody> </table>	Score	Frequency	-100	0	-50	1	0	5	+50	10	+100	10
Score	Frequency													
-100	0													
-50	1													
0	5													
+50	10													
+100	10													

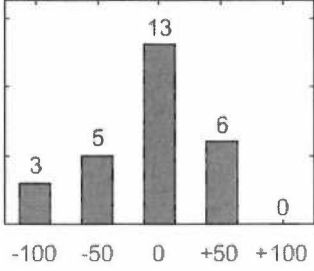
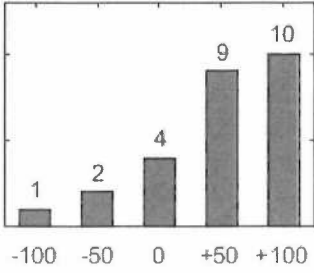
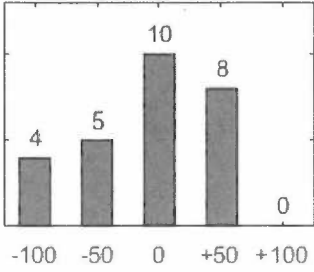
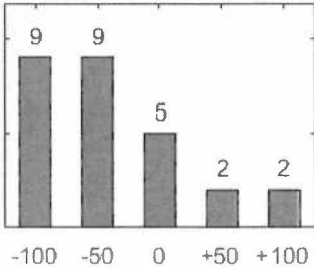
Clear Goals and Standards (+37)

Question	CEQ-score	Histogram												
1. It was easy to know the standard of work expected	+48	 <table border="1"> <caption>Histogram Data for Question 1</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>1</td> </tr> <tr> <td>-50</td> <td>2</td> </tr> <tr> <td>0</td> <td>3</td> </tr> <tr> <td>+50</td> <td>11</td> </tr> <tr> <td>+100</td> <td>9</td> </tr> </tbody> </table>	Score	Frequency	-100	1	-50	2	0	3	+50	11	+100	9
Score	Frequency													
-100	1													
-50	2													
0	3													
+50	11													
+100	9													
6. I usually had a clear idea of where I was going and what was expected of me in this course	+42	 <table border="1"> <caption>Histogram Data for Question 6</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>2</td> </tr> <tr> <td>-50</td> <td>1</td> </tr> <tr> <td>0</td> <td>3</td> </tr> <tr> <td>+50</td> <td>12</td> </tr> <tr> <td>+100</td> <td>7</td> </tr> </tbody> </table>	Score	Frequency	-100	2	-50	1	0	3	+50	12	+100	7
Score	Frequency													
-100	2													
-50	1													
0	3													
+50	12													
+100	7													
13. It was often hard to discover what was expected of me in this course	-33	 <table border="1"> <caption>Histogram Data for Question 13</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>6</td> </tr> <tr> <td>-50</td> <td>10</td> </tr> <tr> <td>0</td> <td>6</td> </tr> <tr> <td>+50</td> <td>3</td> </tr> <tr> <td>+100</td> <td>1</td> </tr> </tbody> </table>	Score	Frequency	-100	6	-50	10	0	6	+50	3	+100	1
Score	Frequency													
-100	6													
-50	10													
0	6													
+50	3													
+100	1													
25. The teachers made it clear right from the start what they expected from the students	+24	 <table border="1"> <caption>Histogram Data for Question 25</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>2</td> </tr> <tr> <td>-50</td> <td>3</td> </tr> <tr> <td>0</td> <td>6</td> </tr> <tr> <td>+50</td> <td>9</td> </tr> <tr> <td>+100</td> <td>5</td> </tr> </tbody> </table>	Score	Frequency	-100	2	-50	3	0	6	+50	9	+100	5
Score	Frequency													
-100	2													
-50	3													
0	6													
+50	9													
+100	5													

Appropriate Assessment (+27)

Question	CEQ-score	Histogram												
8. To do well in this course all you really needed was a good memory	-19	 <table border="1"> <caption>Histogram Data for Question 8</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>9</td> </tr> <tr> <td>-50</td> <td>4</td> </tr> <tr> <td>0</td> <td>5</td> </tr> <tr> <td>+50</td> <td>6</td> </tr> <tr> <td>+100</td> <td>3</td> </tr> </tbody> </table>	Score	Frequency	-100	9	-50	4	0	5	+50	6	+100	3
Score	Frequency													
-100	9													
-50	4													
0	5													
+50	6													
+100	3													
12. The teachers seemed more interested in testing what I had memorised than what I had understood	-15	 <table border="1"> <caption>Histogram Data for Question 12</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>7</td> </tr> <tr> <td>-50</td> <td>7</td> </tr> <tr> <td>0</td> <td>4</td> </tr> <tr> <td>+50</td> <td>3</td> </tr> <tr> <td>+100</td> <td>5</td> </tr> </tbody> </table>	Score	Frequency	-100	7	-50	7	0	4	+50	3	+100	5
Score	Frequency													
-100	7													
-50	7													
0	4													
+50	3													
+100	5													
16. The assessment methods employed in this course required an in-depth understanding of the course content	+43	 <table border="1"> <caption>Histogram Data for Question 16</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>1</td> </tr> <tr> <td>-50</td> <td>1</td> </tr> <tr> <td>0</td> <td>8</td> </tr> <tr> <td>+50</td> <td>8</td> </tr> <tr> <td>+100</td> <td>9</td> </tr> </tbody> </table>	Score	Frequency	-100	1	-50	1	0	8	+50	8	+100	9
Score	Frequency													
-100	1													
-50	1													
0	8													
+50	8													
+100	9													
20. Too much of the assessment was just about facts	-41	 <table border="1"> <caption>Histogram Data for Question 20</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>11</td> </tr> <tr> <td>-50</td> <td>6</td> </tr> <tr> <td>0</td> <td>5</td> </tr> <tr> <td>+50</td> <td>4</td> </tr> <tr> <td>+100</td> <td>1</td> </tr> </tbody> </table>	Score	Frequency	-100	11	-50	6	0	5	+50	4	+100	1
Score	Frequency													
-100	11													
-50	6													
0	5													
+50	4													
+100	1													

Appropriate Workload (+28)

Question	CEQ-score	Histogram												
4. The workload has been much too heavy	-9	 <table border="1"> <caption>Data for Histogram 4</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>3</td> </tr> <tr> <td>-50</td> <td>5</td> </tr> <tr> <td>0</td> <td>13</td> </tr> <tr> <td>+50</td> <td>6</td> </tr> <tr> <td>+100</td> <td>0</td> </tr> </tbody> </table>	Score	Frequency	-100	3	-50	5	0	13	+50	6	+100	0
Score	Frequency													
-100	3													
-50	5													
0	13													
+50	6													
+100	0													
14. I was generally given enough time to understand the things I had to learn	+48	 <table border="1"> <caption>Data for Histogram 14</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>1</td> </tr> <tr> <td>-50</td> <td>2</td> </tr> <tr> <td>0</td> <td>4</td> </tr> <tr> <td>+50</td> <td>9</td> </tr> <tr> <td>+100</td> <td>10</td> </tr> </tbody> </table>	Score	Frequency	-100	1	-50	2	0	4	+50	9	+100	10
Score	Frequency													
-100	1													
-50	2													
0	4													
+50	9													
+100	10													
22. There was a lot of pressure on me as a student in this course	-9	 <table border="1"> <caption>Data for Histogram 22</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>4</td> </tr> <tr> <td>-50</td> <td>5</td> </tr> <tr> <td>0</td> <td>10</td> </tr> <tr> <td>+50</td> <td>8</td> </tr> <tr> <td>+100</td> <td>0</td> </tr> </tbody> </table>	Score	Frequency	-100	4	-50	5	0	10	+50	8	+100	0
Score	Frequency													
-100	4													
-50	5													
0	10													
+50	8													
+100	0													
24. The sheer volume of work in this course made it impossible to comprehend everything thoroughly	-39	 <table border="1"> <caption>Data for Histogram 24</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>9</td> </tr> <tr> <td>-50</td> <td>9</td> </tr> <tr> <td>0</td> <td>5</td> </tr> <tr> <td>+50</td> <td>2</td> </tr> <tr> <td>+100</td> <td>2</td> </tr> </tbody> </table>	Score	Frequency	-100	9	-50	9	0	5	+50	2	+100	2
Score	Frequency													
-100	9													
-50	9													
0	5													
+50	2													
+100	2													

Generic Skills (+39)

Question	CEQ-score	Histogram												
2. The course has developed my problem-solving skills	+72	<table border="1"> <caption>Histogram Data for Question 2</caption> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>-100</td><td>0</td></tr> <tr><td>-50</td><td>1</td></tr> <tr><td>0</td><td>2</td></tr> <tr><td>+50</td><td>8</td></tr> <tr><td>+100</td><td>17</td></tr> </tbody> </table>	Score	Count	-100	0	-50	1	0	2	+50	8	+100	17
Score	Count													
-100	0													
-50	1													
0	2													
+50	8													
+100	17													
5. The course has sharpened my analytic skills	+62	<table border="1"> <caption>Histogram Data for Question 5</caption> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>-100</td><td>0</td></tr> <tr><td>-50</td><td>1</td></tr> <tr><td>0</td><td>2</td></tr> <tr><td>+50</td><td>13</td></tr> <tr><td>+100</td><td>10</td></tr> </tbody> </table>	Score	Count	-100	0	-50	1	0	2	+50	13	+100	10
Score	Count													
-100	0													
-50	1													
0	2													
+50	13													
+100	10													
9. The course helped me develop my ability to work in a group	+6	<table border="1"> <caption>Histogram Data for Question 9</caption> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>-100</td><td>5</td></tr> <tr><td>-50</td><td>3</td></tr> <tr><td>0</td><td>6</td></tr> <tr><td>+50</td><td>10</td></tr> <tr><td>+100</td><td>3</td></tr> </tbody> </table>	Score	Count	-100	5	-50	3	0	6	+50	10	+100	3
Score	Count													
-100	5													
-50	3													
0	6													
+50	10													
+100	3													
10. The course has made me feel more confident about tackling new and unfamiliar problems	+58	<table border="1"> <caption>Histogram Data for Question 10</caption> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>-100</td><td>0</td></tr> <tr><td>-50</td><td>1</td></tr> <tr><td>0</td><td>5</td></tr> <tr><td>+50</td><td>9</td></tr> <tr><td>+100</td><td>11</td></tr> </tbody> </table>	Score	Count	-100	0	-50	1	0	5	+50	9	+100	11
Score	Count													
-100	0													
-50	1													
0	5													
+50	9													
+100	11													
11. The course has improved my skills in written communication	-16	<table border="1"> <caption>Histogram Data for Question 11</caption> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>-100</td><td>5</td></tr> <tr><td>-50</td><td>5</td></tr> <tr><td>0</td><td>9</td></tr> <tr><td>+50</td><td>5</td></tr> <tr><td>+100</td><td>1</td></tr> </tbody> </table>	Score	Count	-100	5	-50	5	0	9	+50	5	+100	1
Score	Count													
-100	5													
-50	5													
0	9													
+50	5													
+100	1													
23. The course has helped me to develop the ability to plan my work	+31	<table border="1"> <caption>Histogram Data for Question 23</caption> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>-100</td><td>0</td></tr> <tr><td>-50</td><td>4</td></tr> <tr><td>0</td><td>8</td></tr> <tr><td>+50</td><td>8</td></tr> <tr><td>+100</td><td>6</td></tr> </tbody> </table>	Score	Count	-100	0	-50	4	0	8	+50	8	+100	6
Score	Count													
-100	0													
-50	4													
0	8													
+50	8													
+100	6													

Course Specific Questions

These questions/statements are specific for this course.

Question	CEQ-score	Histogram												
I used LLMs (such as ChatGPT or CoPilot) extensively in the computer projects.	-50	<table border="1"> <caption>Histogram Data for Question 1</caption> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>13</td> </tr> <tr> <td>-50</td> <td>7</td> </tr> <tr> <td>0</td> <td>5</td> </tr> <tr> <td>+50</td> <td>1</td> </tr> <tr> <td>+100</td> <td>2</td> </tr> </tbody> </table>	Score	Count	-100	13	-50	7	0	5	+50	1	+100	2
Score	Count													
-100	13													
-50	7													
0	5													
+50	1													
+100	2													
I used LLMs (such as ChatGPT or CoPilot) extensively for the presentations of the computer projects.	-95	<table border="1"> <caption>Histogram Data for Question 2</caption> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>26</td> </tr> <tr> <td>-50</td> <td>1</td> </tr> <tr> <td>0</td> <td>1</td> </tr> <tr> <td>+50</td> <td>0</td> </tr> <tr> <td>+100</td> <td>0</td> </tr> </tbody> </table>	Score	Count	-100	26	-50	1	0	1	+50	0	+100	0
Score	Count													
-100	26													
-50	1													
0	1													
+50	0													
+100	0													
The programming skills I acquired in previous courses were sufficient to follow the project instructions without any major issues.	+54	<table border="1"> <caption>Histogram Data for Question 3</caption> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>1</td> </tr> <tr> <td>-50</td> <td>3</td> </tr> <tr> <td>0</td> <td>4</td> </tr> <tr> <td>+50</td> <td>4</td> </tr> <tr> <td>+100</td> <td>15</td> </tr> </tbody> </table>	Score	Count	-100	1	-50	3	0	4	+50	4	+100	15
Score	Count													
-100	1													
-50	3													
0	4													
+50	4													
+100	15													

Free text answers

The free text answers are pre-reviewed by the students' representatives.

What were the best aspects of the course

*Only from students other than from compulsory programmes
and if no programme or whether the student was satisfied or not was submitted.*

Satisfied students

It covered most types of differential equations I am likely to encounter in the future, so I know how to model them appropriately.

Övergripande tycker jag att upplägget av kursen var väldigt bra. Indelningen av kursen i avsnitten IVP, BVP och PDE gav en klar röd tråd och det var tydligt hur ett avsnitt var en utökning av föregående avsnitt. Det gjorde kursen engagerande och det kändes som att allt vi gjorde var en naturlig följd av vad vi redan gjort. Varje avsnitt var också presenterat och förklarat på ett bra sätt under föreläsningarna.

Project instructions are super clear. Projects really taught me how to code, so later projects had less "how to" which was excellent for testing my abilities to learn what I did in projects 0 and 1. The course helped me to understand fem which I use for simulations in my bachelor's project now.

The projects were quite interesting to do, and, together with the study questions, really strengthened the understanding of the material.

it was interesting to apply the theory to the problems in reality. This course bridged the gap.

The lecture notes were great.

Neutral students

Programmerings projekten kändes väldigt viktiga då de var direkta implementationer av det vi lärde oss på lektionerna.

Dissatisfied students

What aspects of the course are most in need of improvement?

*Only from students other than from compulsory programmes
and if no programme or whether the student was satisfied or not was submitted.*

Satisfied students

Since the exam was right after Christmas break, it was basically mandatory to spend at least a week during the Christmas break on studying to get a good grade.

To much of the exam was just memorsing equations and their namnes. I would also have liked more on FEM

The size of the auditorium was too small for the number of people taking the course, some people had to sit on the stairs during the first two weeks of the course.

I want to learn more diverse problems which apply to the reality by using numerical analysis in this class.

Neutral students

Programmeringsprojekt 0 och 1, hade väldigt tydliga instruktioner som dessutom lärde eleven hur man skrev bättre kod och utvecklades som programmerare. För projekt 2 och 3 var instruktionerna mycket svåra att förstå och jag lärde mig inget mer om programmering. Dessutom, på tentan förväntas man memorera en hel massa saker från kursen, då vi inte får något formelblad. Men att veta vad man ska memorera från omkring 300 lecture notes är inte jättelätt. Jag känner att jag missade poäng på tentan eftersom jag hade missat att memorisera vissa specifika koncept vilket då bidrog till förlorade poäng på en hel fråga.

Dissatisfied students