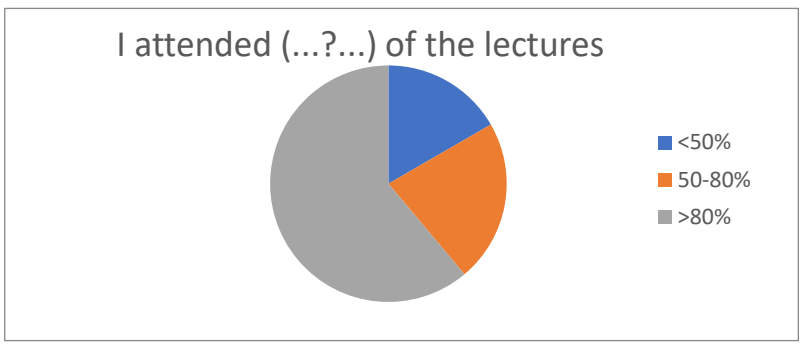
Survey Summary

PX276 Feedback 2022	
No. of Participants	18
Total no. of students	86
Survey Started	11 Feb 2022 11:11:12 GMT
Survey Ended	

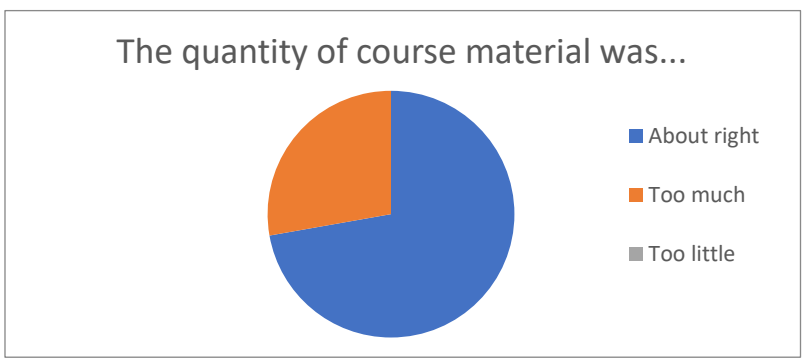
I attended (...?...) of the lectures

Description	Responses		%
<50%		3	16.67
50-80%		4	22.22
>80%		11	61.11
Total		18	



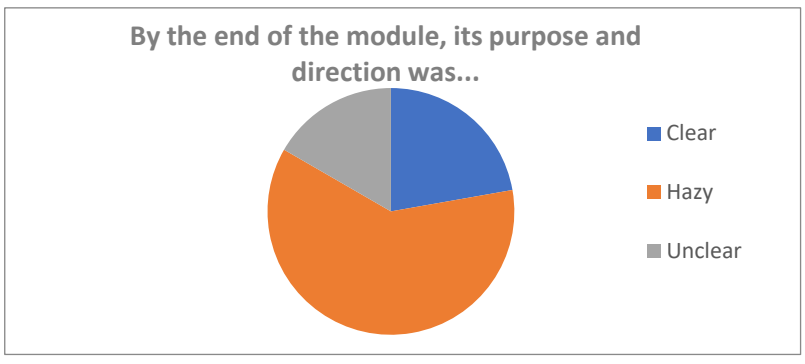
The quantity of course material was...

Description	Responses		%
About right		13	72.22
Too much		5	27.78
Too little		0	0.00
Total		18	



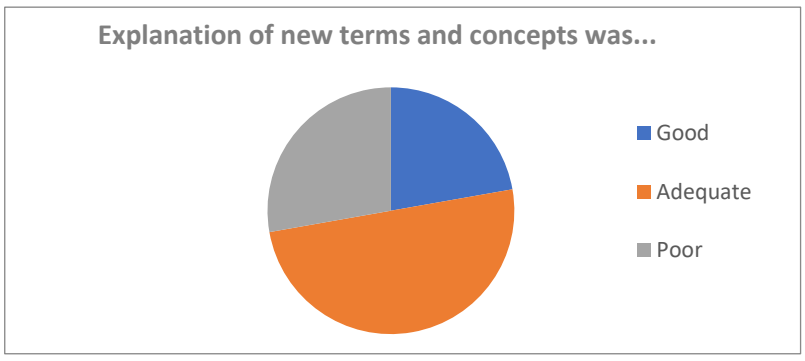
By the end of the module, its purpose and direction was...

Description	Responses		%
Clear		4	22.22
Hazy		11	61.11
Unclear		3	16.67
Total		18	



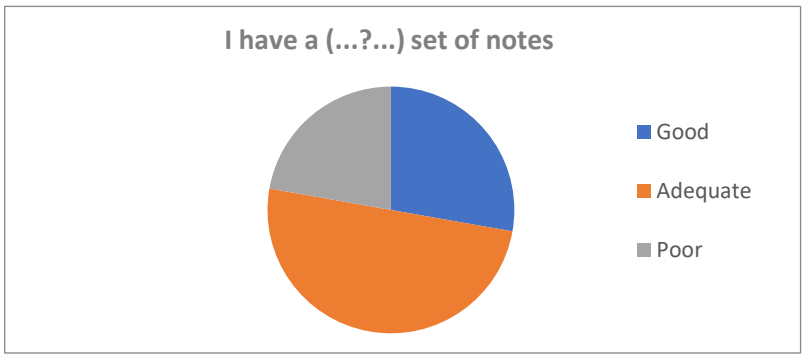
Explanation of new terms and concepts was...

Description	Responses		%
Good		4	22.22
Adequate		9	50.00
Poor		5	27.78
Total		18	



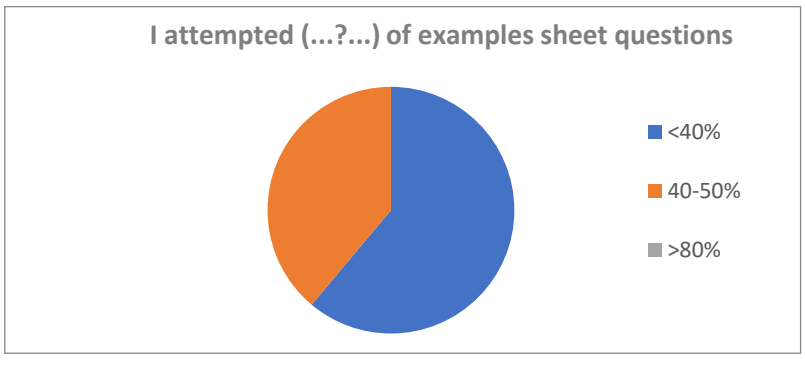
I have a (...?...) set of notes

Description	Responses		%
Good		5	27.78
Adequate		9	50.00
Poor		4	22.22
Total		18	



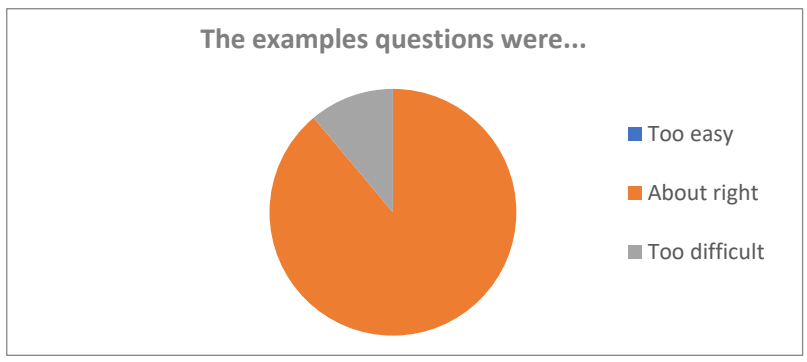
I attempted (...?...) of examples sheet questions

Description	Responses		%
<40%		11	61.11
40-50%		7	38.89
>80%		0	0.00
Total		18	



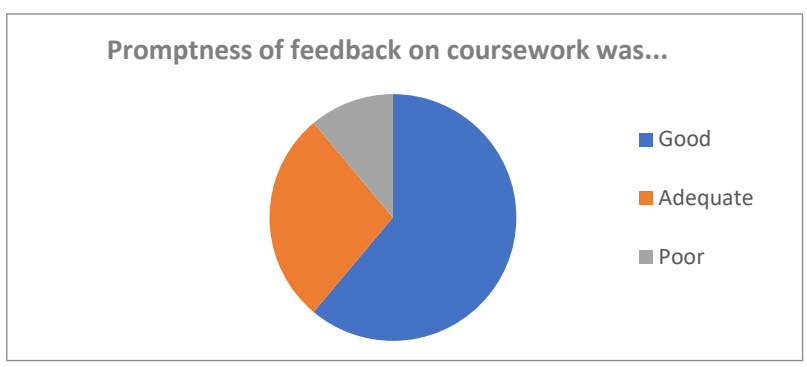
The examples questions were...

Description	Responses		%
Too easy		0	0.00
About right		16	88.89
Too difficult		2	11.11
Total		18	



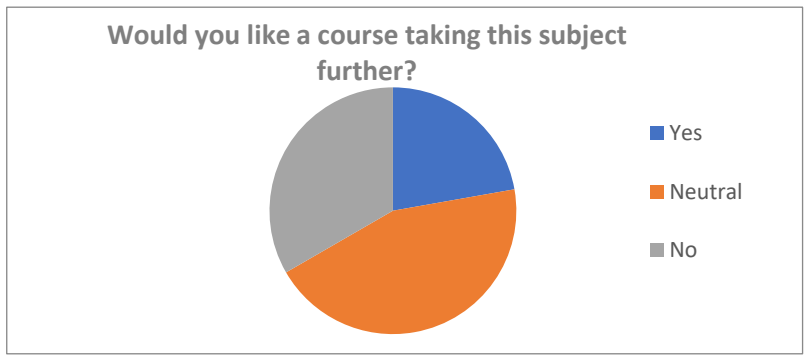
Promptness of feedback on coursework was...

Description	Responses		%
Good		11	61.11
Adequate		5	27.78
Poor		2	11.11
Total		18	



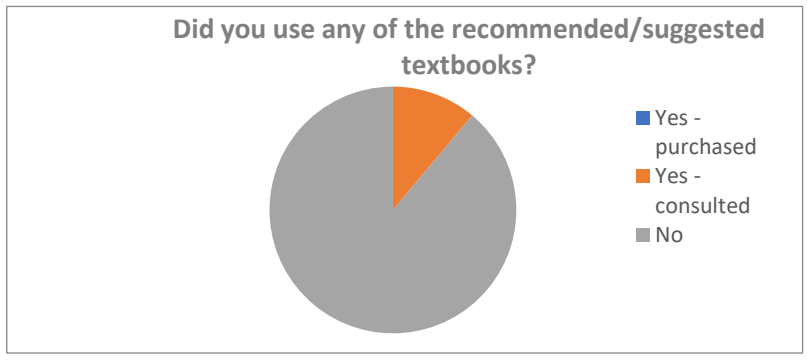
Would you like a course taking this subject further?

Description	Responses		%
Yes		4	22.22
Neutral		8	44.44
No		6	33.33
Total		18	



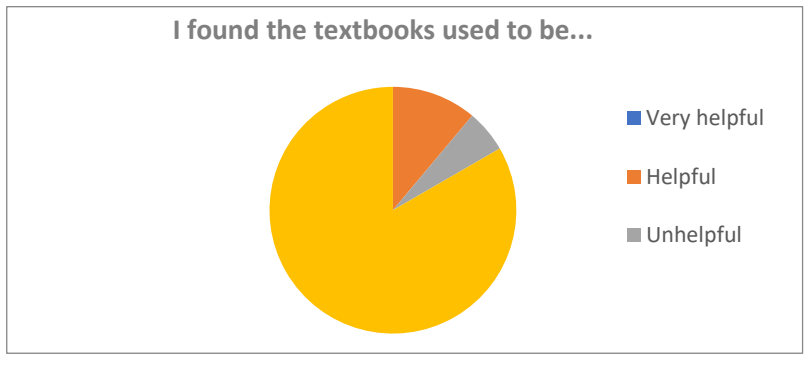
Did you use any of the recommended/suggested textbooks

Description	Responses		%
Yes - purchased		0	0.00
Yes - consulted		2	11.11
No		16	88.89
Total		18	



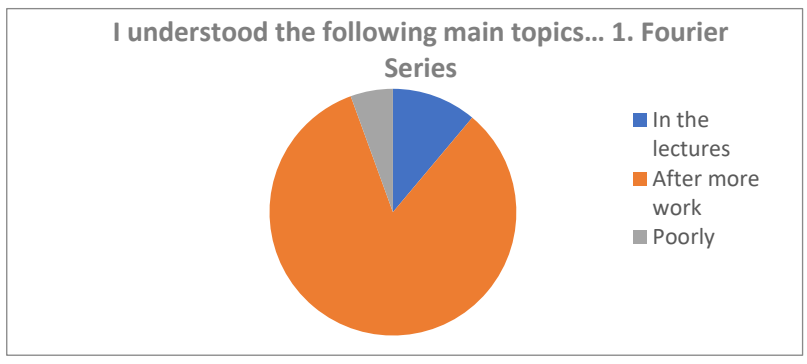
I found the textbooks used to be...

Description	Responses		%
Very helpful		0	0.00
Helpful		2	11.11
Unhelpful		1	5.56
I did not use a textbook		15	83.33
Total		18	



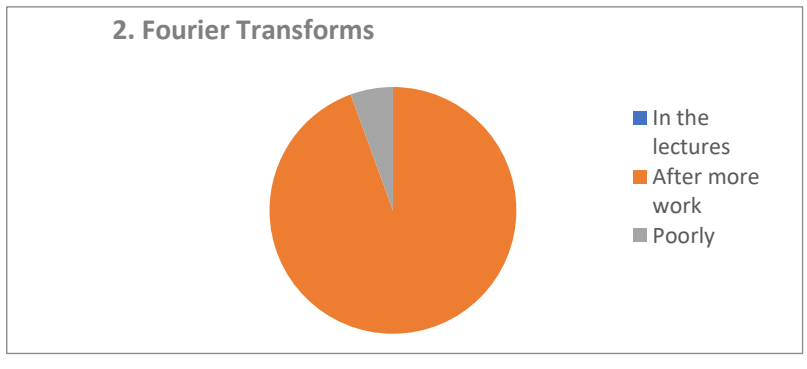
I understood the following main topics...1. Fourier Series

Description	Responses		%
In the lectures		2	11.11
After more work		15	83.33
Poorly		1	5.56
Total		18	



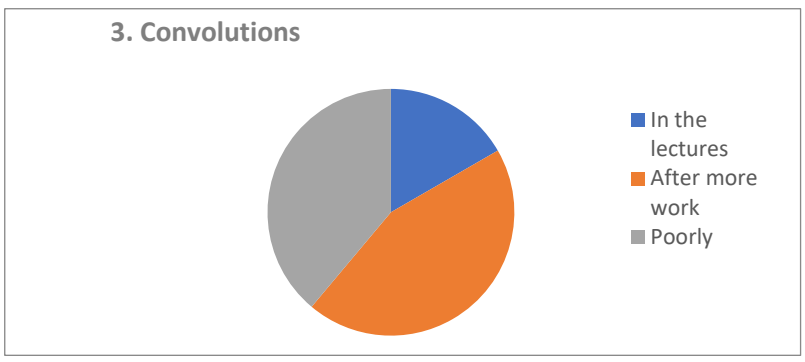
2. Fourier Transforms

Description	Responses		%
In the lectures		0	0.00
After more work		17	94.44
Poorly		1	5.56
Total		18	



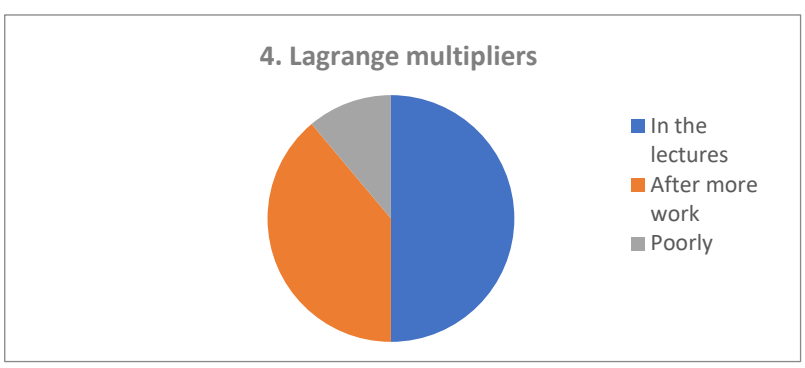
3. Convolutions

Description	Responses		%
In the lectures		3	16.67
After more work		8	44.44
Poorly		7	38.89
Total		18	



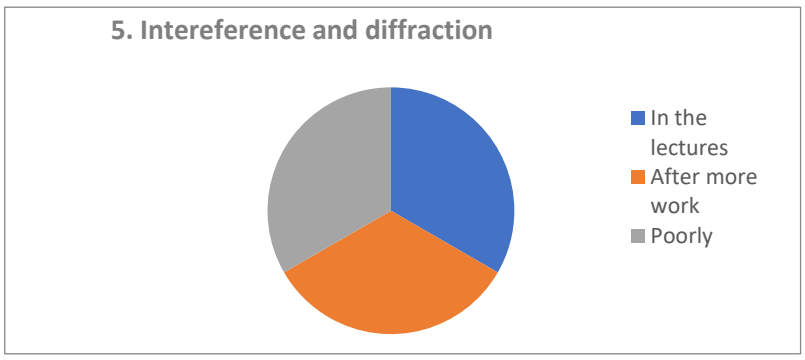
4. Lagrange multipliers

Description	Responses		%
In the lectures		9	50.00
After more work		7	38.89
Poorly		2	11.11
Total		18	



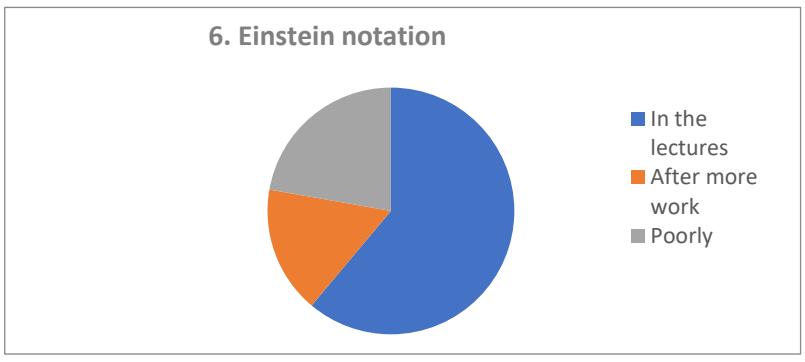
5. Interference and diffraction

Description	Responses		%
In the lectures		6	33.33
After more work		6	33.33
Poorly		6	33.33
Total		18	



6. Einstein notation

Description	Responses		%
In the lectures		11	61.11
After more work		3	16.67
Poorly		4	22.22
Total		18	



The best features of this module were:

Participants: 10

Comments:

Examples class.

Examples classes in person with students going up and doing the problems themselves, with lecturer input where necessary. Answers to problems given at the time was useful as it allowed us to fill the gaps whilst also pushing us towards the answer.

The in person lectures were good.

The problem classes

The example classes in which students could go to the front and present their solutions to the problems are great. Small quizzes are very useful to learn faster.

The in person lectures were very good. Even though I hadn't attempted many of the problems, the examples classes were useful to back up the knowledge from the lectures

The PDF notes

interactive live and support classes, humorous lecturer

Example classes were quite unique in style and helpful. Also appreciate the amount of examples and exercises included in the lecture notes.

I wish I could say something but there's nothing about the module that I enjoyed. I self taught it for about half and the in person teaching was lackluster so I just decided to skip it in the later weeks of term 2. I guess the notes were good?

Any particular aspects/items needing improvement (and suggestions how):

Participants: 10

Comments:

Lecture capture, actual lectures in first term

Self teaching half in first term was not that good, problem classes were attended poorly and the notes weren't particularly clear. More examples were needed to get a feel for what the content does and is useful for (eg. using fourier transforms for integrating sin^2k/k^2) as well as
ɔ problems would be useful.

I did not like the structure of the module in the first term, as I found that teaching myself using only a set of notes was quite difficult. The course became a lot easier after we had teaching alongside the notes.

Maybe less topics, with more time spent on each, although that's probably not possible

Start the module by stating what the exam will be like and what we are working towards by taking past exam papers and analysing questions and saying how they relate to each topic that will be taught.

Having the first half of the module with no lectures was not great to say the least. I still feel like I need to consolidate the content from the first 5 weeks so definitely should have everything lectured in future.

A good place to start would be to give us a lecturer who actually cared about teaching. Rudo was the bottom of the barrel when it came to

teaching. Every day I ask myself how can a module get even worse with in person teaching? In fact, I spent most nights wondering this instead of learning the material. It was clear that Rudo didn't care, his rushed teaching, his poor explanations and the fact that he couldn't be bothered to teach us in term 1. But another glaring issue with the module is that it has no direction. The module is called Methods of Mathematical Physics. So why is the second half of the module dedicated to diffraction? This would have been spent maybe learning calculus but who knows, I'm just a fool who pays for this level of teaching. So in summary: 1) Replace Rudo with someone who cares 2) Give the course better and more relevant structure

handwriting a little difficult to differentiate. between r and v for example. lack of live lectures in term 1 was not great :(

Sorry but personally, this is the worst module taken so far. Do appreciate the helpful example sheets and exercises in the notes, but the whole module seems to be directionless and getting nowhere other than being a collection of random topics. The insufficient lectures going through the notes is also alarming, we are basically left to read the notes ourselves, which honestly is not of the best quality as well.

I think providing absolutely no lectures in the first half of the module was a stupid move. Just horrible module altogether. How can you go from no teaching to in person teaching and then assume everyone is familiar with the topics at hand? I genuinely don't understand how a University can think just not teaching something is acceptable? What about the people that prefer some guidance? Not everyone can learn by reading a set of notes over and over again. I can only hope the exam is proportional to the teaching, considering I have learnt nothing in 10 weeks of this module I am considering just not showing up to the exam like nobody showed up to lecture in term 1.

Any other comments:

Participants: 8

Comments:

In person approach was much better than online approach. Notes and lectures didnt seem to follow eachother, I think more work needs putting into the notes to follow the lectures as well as more examples need to be put into relevant spaces in the notes. Examples help clarify content for me so the lack of examples did not help my understanding of trickier topics like Einstein summation.

Practice quizzes I believe should be on par in terms of content and difficulty to actual quizzes, however most notably the 1st practice quiz was no help and did not adequately prepare me for the assessed quiz.

Much preferred in person to online and understood a lot more in person

I really liked the lectures better thatn the online stuff

The module, especially towards the end, uses quite abit of “assumed” physics knowledge which students from the maths department don’t have. This wasnt made clear on the module webpage.

With some of the teaching we had last year, my bar of expectations was low. But somehow Rudo has managed to go below this bar, and I didn't know that this was possible.

awesome lecturer

Please record the lectures for future years, I've been sick for a week and could not really catch up as lectures were not recorded, asking students to read through the notes themselves only work when the notes can explain concepts clearly with rigorous proofs, especially such a mathematically-inclined module. Overall an unpleasant experience.

Actually teach the module the whole way or don't teach it at all.

MODULE CODE PX276 **YEAR** 2

Please ensure that you hand this form back to the lecturer at the end of the lecture or bring the form back to the Student Office, Room P522 (within 2 working days). Thank you.

Thank you for filling in the online survey. If you was not able to complete the survey during today's lecture please visit the module's moodle page where you will find a link to the survey. The survey will stay open for a further week after the module ends.

We would appreciate your further written comments below.

The best features of this module were:

The in-person example ~~classes~~ classes.

Any particular aspects/items needing improvement (and suggestions how):

Any other comments: Very useful and enjoyable module, thanks!