# FYTN02, ht15

**General opinion**

**Give your opinion in the scale 1-5.**

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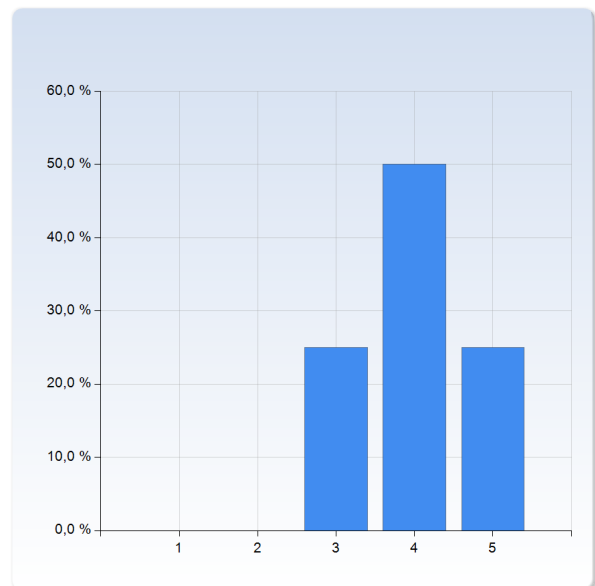**3 = neutral**
**4 = positive**
**5 = very positive**

***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.**

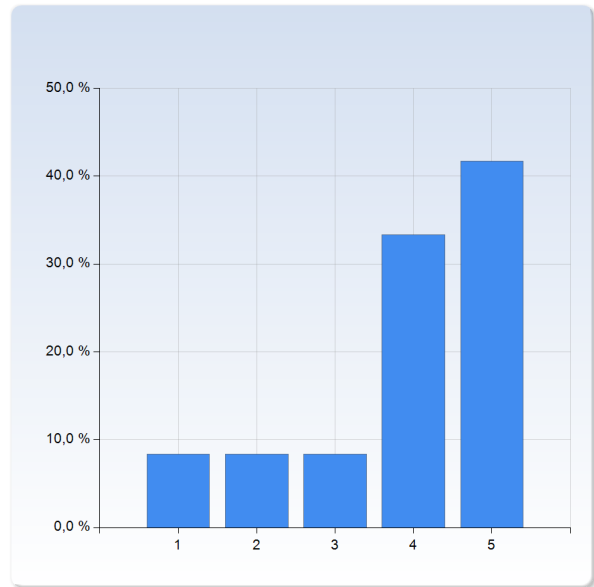**What is your general opinion of...**

**the course overall?**

| the course overall? | Number of Responses |
|---|---|
| 1 | 0 (0,0%) |
| 2 | 0 (0,0%) |
| 3 | 3 (25,0%) |
| 4 | 6 (50,0%) |
| 5 | 3 (25,0%) |
| Total | 12 (100,0%) |



| | Mean | Standard Deviation |
|---|---|---|
| the course overall? | 4,0 | 0,7 |

## the information about the course when it started?

| the information about the course when it started? | Number of Responses |
|---|---|
| 1 | 1 (8,3%) |
| 2 | 1 (8,3%) |
| 3 | 1 (8,3%) |
| 4 | 4 (33,3%) |
| 5 | 5 (41,7%) |
| Total | 12 (100,0%) |



| | Mean | Standard Deviation |
|---|---|---|
| the information about the course when it started? | 3,9 | 1,3 |

## the information about what was expected of you?

| the information about what was expected of you? | Number of Responses |
|---|---|
| 1 | 1 (8,3%) |
| 2 | 0 (0,0%) |
| 3 | 0 (0,0%) |
| 4 | 5 (41,7%) |
| 5 | 6 (50,0%) |
| Total | 12 (100,0%) |



| | Mean | Standard Deviation |
|---|---|---|
| the information about what was expected of you? | 4,3 | 1,1 |

| Comment (*help us interpret your grades!*) |
|---|
| The structure of the course was well planed and informed. |
| It wasn't mentioned how important it was to go to the lectures for getting a pass with distinction. A lot of the things that were covered in the lectures were not included in the literature. As someone who didn't go to the lectures and usually don't solve exercises I had to learn a lot the last two days when I decided to study with the other students. I don't think I had a fair chance of getting a pass with distinction. |
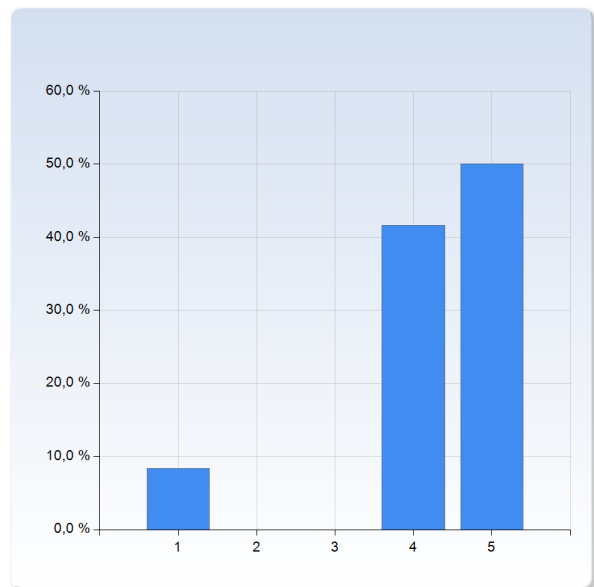
**Teaching and examination**

**Give your opinion in the scale 1-5.**
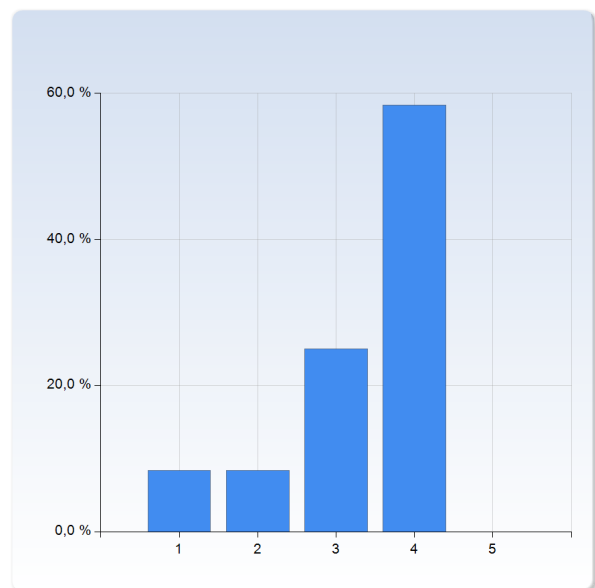
**1 = very negative**
**2 = negative**
**3 = neutral**
**4 = positive**
**5 = very positive**

**What is your general opinion of...**

**Chandler's book?**

| Chandler's book? | Number of Responses |
|---|---|
| 1 | 1 (8,3%) |
| 2 | 1 (8,3%) |
| 3 | 3 (25,0%) |
| 4 | 7 (58,3%) |
| 5 | 0 (0,0%) |
| Total | 12 (100,0%) |



| | Mean | Standard Deviation |
|---|---|---|
| Chandler's book? | 3,3 | 1,0 |

## the lectures?

| the lectures? | Number of Responses |
|---|---|
| 1 | 0 (0,0%) |
| 2 | 0 (0,0%) |
| 3 | 3 (27,3%) |
| 4 | 6 (54,5%) |
| 5 | 2 (18,2%) |
| Total | 11 (100,0%) |



| | Mean | Standard Deviation |
|---|---|---|
| the lectures? | 3,9 | 0,7 |
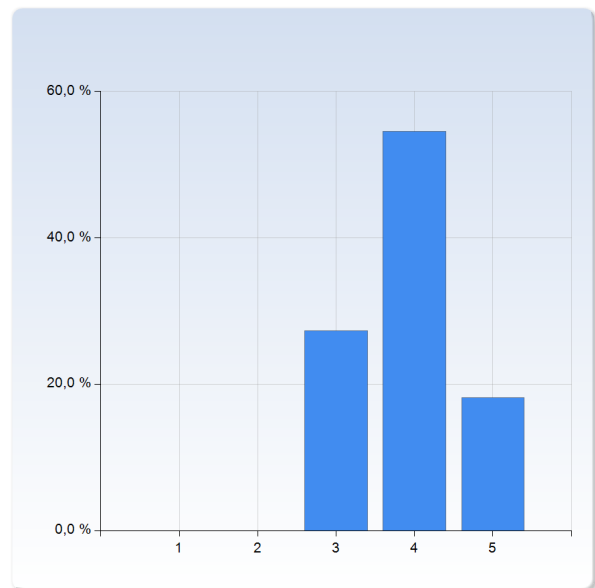
## the problem solving classes?

| the problem solving classes? | Number of Responses |
|---|---|
| 1 | 2 (20,0%) |
| 2 | 2 (20,0%) |
| 3 | 3 (30,0%) |
| 4 | 1 (10,0%) |
| 5 | 2 (20,0%) |
| Total | 10 (100,0%) |



| | Mean | Standard Deviation |
|---|---|---|
| the problem solving classes? | 2,9 | 1,4 |
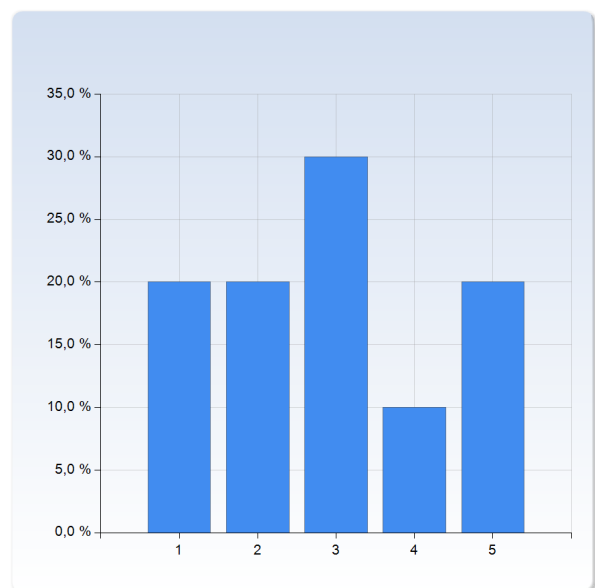
## the computer exercise (homework assignment 2)?

| the computer exercise (homework assignment 2)? | Number of Responses |
|---|---|
| 1 | 0 (0,0%) |
| 2 | 1 (8,3%) |
| 3 | 3 (25,0%) |
| 4 | 8 (66,7%) |
| 5 | 0 (0,0%) |
| Total | 12 (100,0%) |

| | Mean | Standard Deviation |
|---|---|---|
| the computer exercise (homework assignment 2)? | 3,6 | 0,7 |
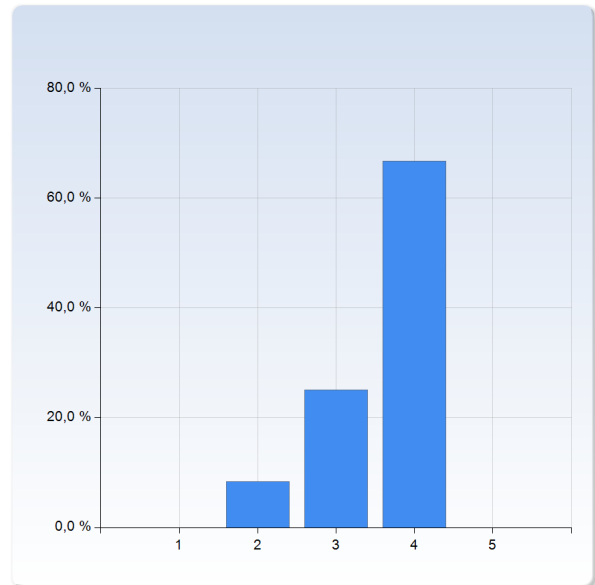
## the homework assignments 1 and 3?

| the homework assignments 1 and 3? | Number of Responses |
|---|---|
| 1 | 0 (0,0%) |
| 2 | 0 (0,0%) |
| 3 | 1 (8,3%) |
| 4 | 6 (50,0%) |
| 5 | 5 (41,7%) |
| Total | 12 (100,0%) |

| | Mean | Standard Deviation |
|---|---|---|
| the homework assignments 1 and 3? | 4,3 | 0,7 |
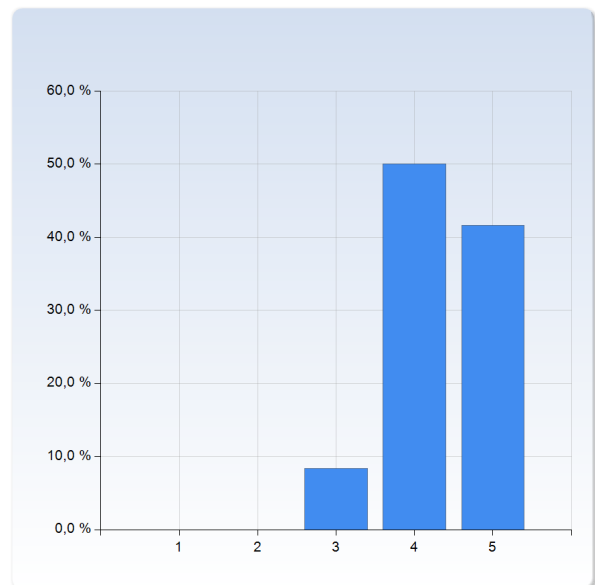
## the seminar presentation?

| the seminar presentation? | Number of Responses |
|---|---|
| 1 | 0 (0,0%) |
| 2 | 0 (0,0%) |
| 3 | 4 (33,3%) |
| 4 | 5 (41,7%) |
| 5 | 3 (25,0%) |
| Total | 12 (100,0%) |



| | Mean | Standard Deviation |
|---|---|---|
| the seminar presentation? | 3,9 | 0,8 |
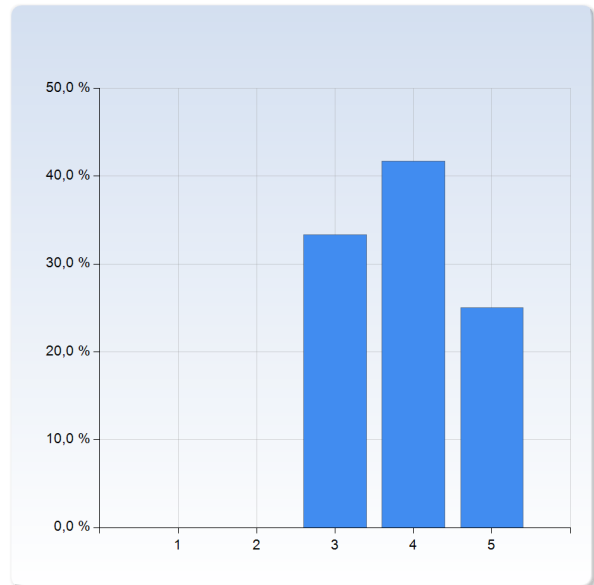
## the oral exam?

| the oral exam? | Number of Responses |
|---|---|
| 1 | 0 (0,0%) |
| 2 | 0 (0,0%) |
| 3 | 0 (0,0%) |
| 4 | 5 (41,7%) |
| 5 | 7 (58,3%) |
| Total | 12 (100,0%) |



| | Mean | Standard Deviation |
|---|---|---|
| the oral exam? | 4,6 | 0,5 |
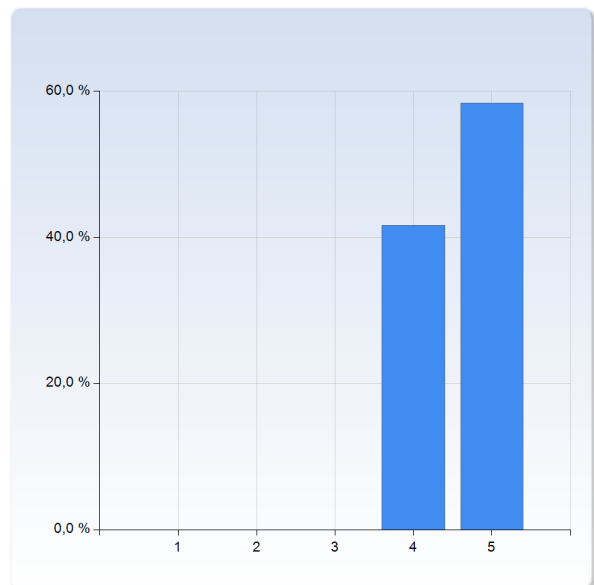
Comment (*help us interpret your grades!*)

I think the concept with the oral exam is really good. It truly tests your understanding of the course as you have to elaborate on how and why you solve a problem in a certain way. Anders is also an excellent examiner and is very pleasant to be around.

I didn't like Chandler's book at all. It felt outdated, and in many ways explained concepts in a very unintuitive way, such as when defining entropy using reversible processes, instead of just using the direct statistical approach. It also was so narrowly explained that Anders' lectures often didn't follow the literature, which definitely hampered those who didn't attend all the lectures.

It was good. The only thing I can think of that could be improved is that it could be clearer what and how much was expected from the seminar.

The book explained everything in an unnecessarily complicated way and I did not resonate with it at all. As a result I didn't read more than three to four pages and used the book exclusively for the exercises after that.

I also did not resonate well with the problem solving sessions. It is of course individual but I much prefer the set-up of the problem solving sessions in FYTA11 and FYTA12.
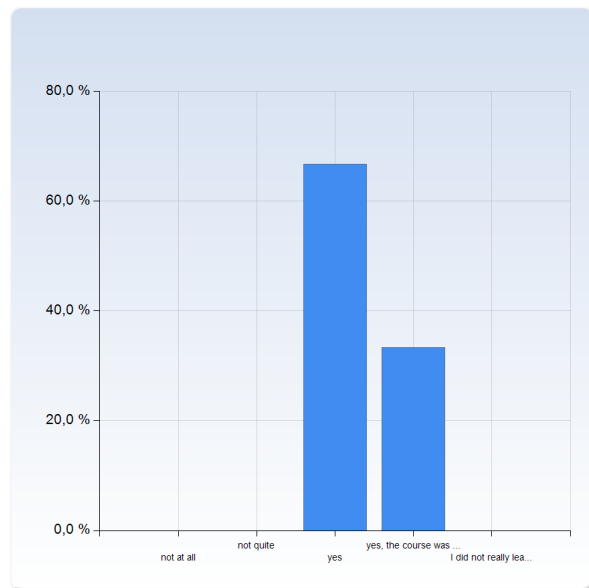
The computer exercise lacked structure. We fiddeled around with the program but none of the epeople I have spoken with saw what we were supposed to see.

Didn't go to the lectures or problem solving classes.

Chandler's book was ok. It was good that the lectures followed the book closely. I missed some kind of reading instructions or at least information about the part of the course that book did not cover. It was very hard to find that information on your own if you could not attend that lecture.

# 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 | 0 (0,0%) |
| yes | 8 (66,7%) |
| yes, the course was a bit easy | 4 (33,3%) |
| I did not really learn anything new | 0 (0,0%) |
| Total | 12 (100,0%) |



| | Mean | Standard Deviation |
|---|---|---|
| **Did you have enough prior knowledge for this course?** | 3,3 | 0,5 |

*If your prior knowledge was not fairly appropriate, please comment!*
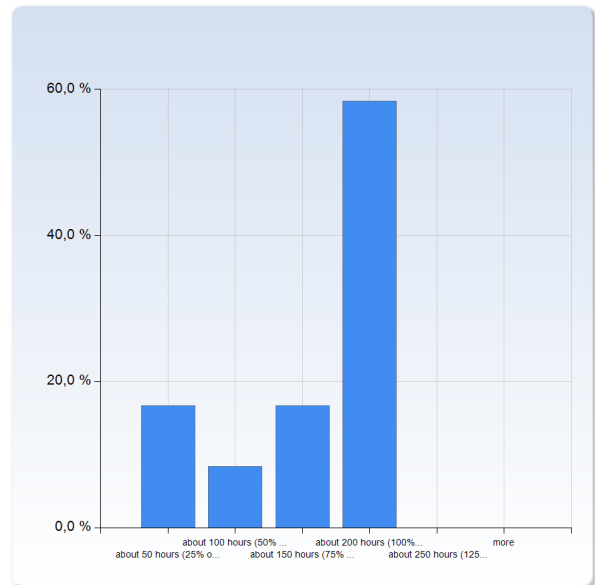What prior knowledge was missing/overlapping?
What is your background (year of higher education, relevant courses)?

Having taken FYTA11/FYTA12, the course contained lots of repetition.

I did have enough knowledge for the course but not as much as some of the other students, which resulted in me having to spend more time on understanding even the basic concepts.

## 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) | 2 (16,7%) |
| about 100 hours (50% of intended time) | 1 (8,3%) |
| about 150 hours (75% of intended time) | 2 (16,7%) |
| about 200 hours (100% of intended time) | 7 (58,3%) |
| about 250 hours (125% of intended time) | 0 (0,0%) |
| more | 0 (0,0%) |
| Total | 12 (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) | 3,2 | 1,2 |

## 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?**

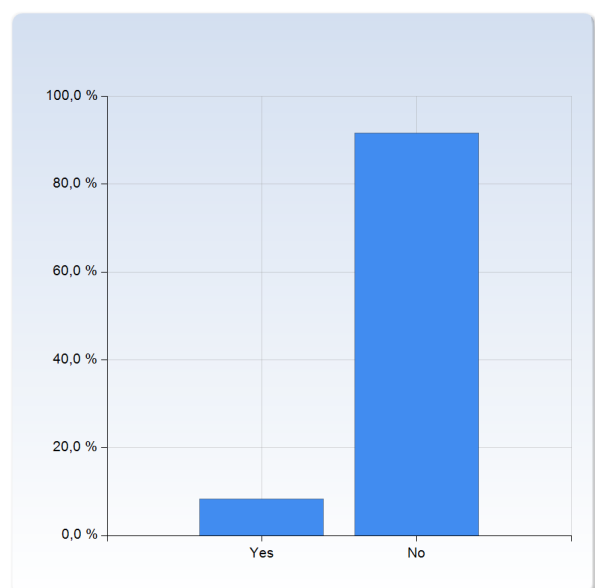**Gender equality and equal opportunities**

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 | 1 (8,3%) |
| No | 11 (91,7%) |
| Total | 12 (100,0%) |

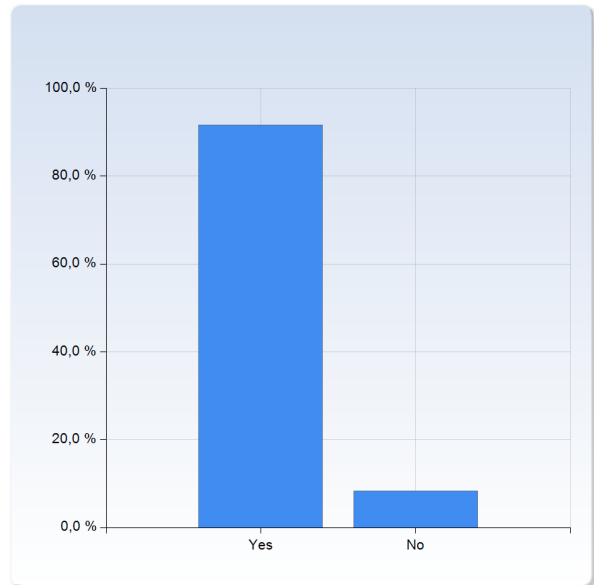| | Mean | Standard Deviation |
|---|---|---|
| **Gender equality and equal opportunities** | | |
| According to the Lund University *Policy for gender equality, equal treatment and diversity*, there is "zero tolerance of discrimination" and everyone has the right to be "treated with respect and consideration 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? | 1,9 | 0,3 |

## 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 | 11 (91,7%) |
| No | 1 (8,3%) |
| Total | 12 (100,0%) |



| | Mean | Standard Deviation |
|---|---|---|
| Do you think that everyone has had the same opportunity to benefit from the course? | 1,1 | 0,3 |

If not, do you have any suggestions on changes that could be made (for example regarding literature, pedagogics, course contents)?
Either it should be mentioned during the first lecture that there will be concepts covered in the lectures and not in the book, or lecture notes of these concepts should be handed out.

## What did you particularly like with the course?

| What did you particularly like with the course? |
|---|
| Anders is a very nice guy. The hand-ins were really good exercises. |
| The material learned was very general. The goals were clearly defined. |
| I thought this was a very good introductory course in statistical physics. |
| Does it say something about the course when the most fun part was the exam? |
| I took the course because I needed some thermodynamics, so that was good. Good to get some insight into renormalization group theory and mean field theory. |

## What in the course do you think could improve?

| What in the course do you think could improve? |
| --- |
| The course literature is outdated. The exercise presentations felt a bit stiff and would probably benefit from instead being supervised problem-solving sessions (with presentations?). |
| More on chapter 3 and 4, less on chapter 5. |
| It would be nice to get some examples of what the ising model, RG etc. can be used for in practice beyond the text book examples of the ising magnet. |
| Changing course litterature should be a top priority. |
| Information of what is required by you. |
| There were a lot of different mandatory parts of the course. Three hand-ins, projected a fairly extensive oral exam. It felt like a bit too much. |