

FYTN02, Statistical Mechanics, Fall 11, Department of Astronomy and Theoretical Physics

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Summary

Total number of answers 15
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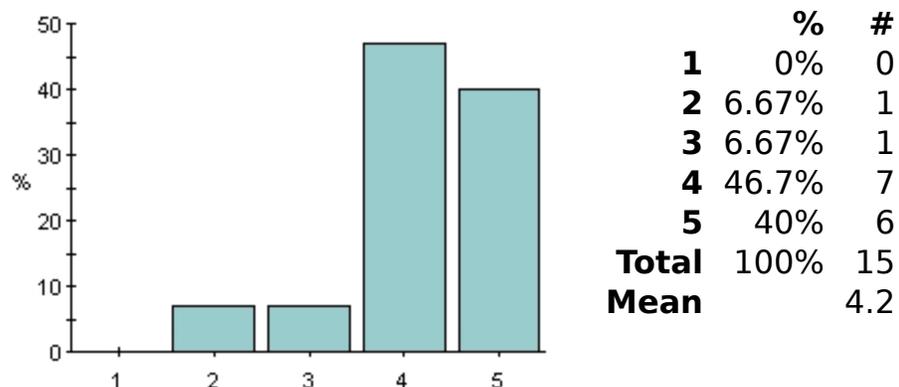
Give your opinion in the scale 1-5.

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

Personal comments will be appreciated!

A. General

What is your general opinion of the course?



Comment

4 have commented on this question

Grade = 3 (one comment)

— Lectures were boring, material was interesting. It's a shame we

covered a lot more of chapter 5 rather than chapter 4, which I think is at least as interesting as the one we actually studied.

Grade = 4 (one comment)

— Enjoyable material, especially towards the end.

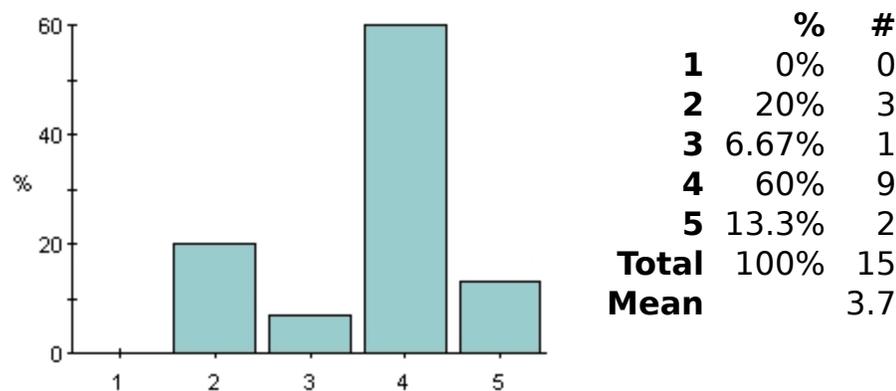
Grade = 5 (2 comments)

— "Real" theoretical physics easy to understand - a very nice course!

— A good introduction to the subject.

B. Literature

What is your general opinion of Chandler's book?



Comment

9 have commented on this question

Grade = 4 (8 comments)

— Good, but maybe a little bit too old.

— It is short, readable, understandable.

— Quite good, though it could have more solved exercises as an example.

— I like that it doesn't talk a lot before coming to the point of interest. Maybe some more explanations might have been helpful, but overall I found it was a good summary.

— I found Greiner's book of thermodynamics and statistical mechanics helpful to grasp the physics behind all the equations.

The discussion of mean field theory approximation techniques however is more elegantly presented in Chandler's

— Mostly good, sometimes a little bit too few steps are shown.

The length of the text is really nice though.

— Lacks examples and explanations of the consequences of results.

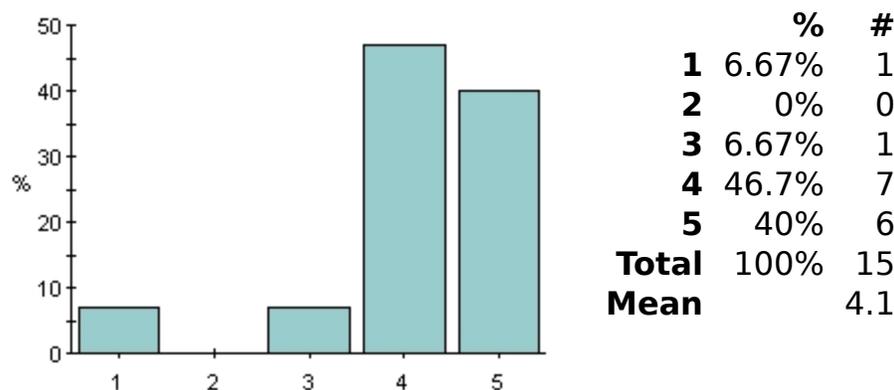
— I like that it is a very compact treatment of the field, but it thus also sometimes lacks a little too much in lively examples

Grade = 5 (one comment)

— It gives a nice introduction by examples.

C. Lectures

What is your general opinion of the lectures with Anders Irbäck?



Comment

8 have commented on this question

Grade = 3 (one comment)

— Not very enthusiastic. Sometimes the teacher lost trace of lecture, though it gave the impression that he really knew a lot about the subject.

Grade = 4 (4 comments)

— Maybe its more efficient if the teacher asks more questions during the lecture. Mr Anders is very helpful and definitely creates a positive atmosphere in the class, for those who dont know him just ask him and ull see.

— Overall good. But sometimes i think you should spend some more time explaining what it is we are examining before starting with derivations and calculations. Sometimes i felt a bit lost at what we were actually doing.

— Would be nice with a little more introduction at the start of each lecture. Now one appreciates the final point when we get there but the way there looks random sort of.

— Anders was very open and reachable, the amount of lectures perhaps didn't allow to cover all the desirable topics but that's not Anders's fault. His explanations were understadable and I liked

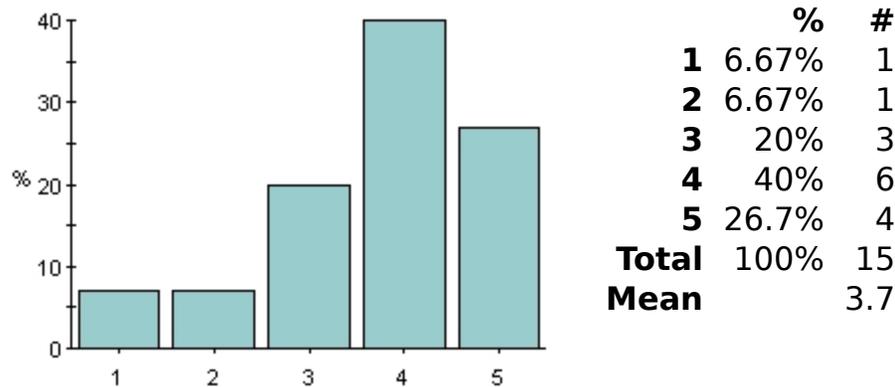
that he derived several results rather than just stated them as a fact.

Grade = 5 (3 comments)

- really good. one could always ask questions during or after class.
- He created a good atmosphere and explained very well. I liked that he talked slowly and reassured himself that the students have understood. He is definitely the best lecturer I had so far in theoretical physics. The lectures were comparatively easy to follow (except maybe for the part with the critical exponents) and I liked that Anders followed the book very closely.
- Very pedagogical.

D. Problem sessions

What is your general opinion of the problem sessions with Anders Irbäck?



Comment

5 have commented on this question

Grade = 2 (one comment)

- Boring. It would have been a lot better if the teacher would wander around the students explaining stuff and solving the main exercises in the board, rather than the students doing it.

Grade = 4 (3 comments)

- Quite helpful, but try to show the more difficult exercises by your own.
- More student student discussion could add a lot, I think
- It was quite helpful for the understanding to do the problems. I could however not always solve them and sometimes they were maybe a little bit unnecessary ("show that this expression is

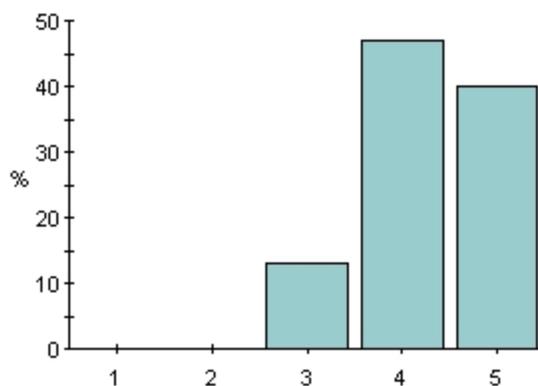
valid"). It is a good idea to have the students present their answers, but I would sometimes have preferred a little more interference from the teacher's side, when the derivations were done in a rather sloppy way.

Grade = 5 (one comment)

— you can ask questions anytime it's nice to have worked through most of the exercises in the book. it gives a good feeling!

E. Exam

What is your general opinion of the hand-in exercises?



	%	#
1	0%	0
2	0%	0
3	13.3%	2
4	46.7%	7
5	40%	6
Total	100%	15
Mean		4.3

Comment

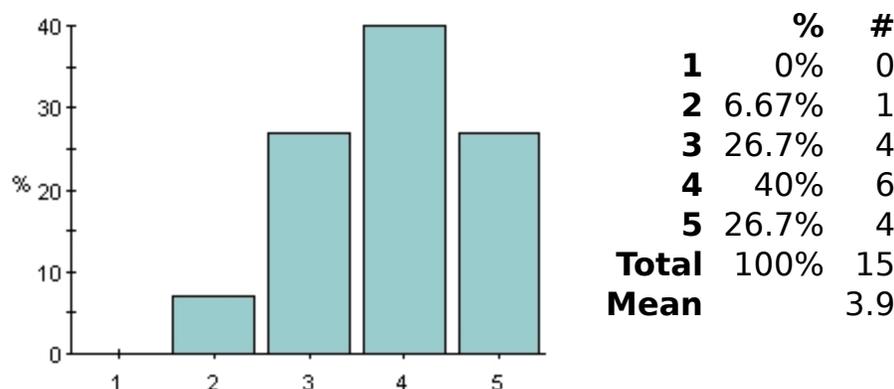
5 have commented on this question

Grade = 4 (4 comments)

- Perhaps a little bit too easy.
- Good way to learn the stuff in the course, although I think the last one was a bit to demanding.
- Some of the questions were interesting and made you think more deeper about the topic, but I think the first sheet was to easy and the second one too hard. Maybe the latter would have been ok at an earlier time, but right in the exam period when you hardly have any spare time it was rather annoying.
- They were quite hard, but at the same time they forced us to keep a high pace and maintain focused throughout the term.

Grade = 5 (one comment)

— the first hand-in exercises were much easier than the second one; perhaps this could be a little bit more balanced. on the other hand, we were given a lot of time for the second exercises.

What is your general opinion of the seminar presentation?

Comment

5 have commented on this question

Grade = 3 (2 comments)

— In principle I find it right to do presentations, but maybe the topics should have been a little bit more evenly distributed to achieve that all students have to put about the same effort into their presentation. Also, I find it should be clear beforehand what's expected (some students did detailed derivations whereas others only presented results). And I thought it was very tiring to listen for such a long time.

— i do not like seminar presentations in general which take more than 2 hours; it is hard to concentrate

Grade = 4 (one comment)

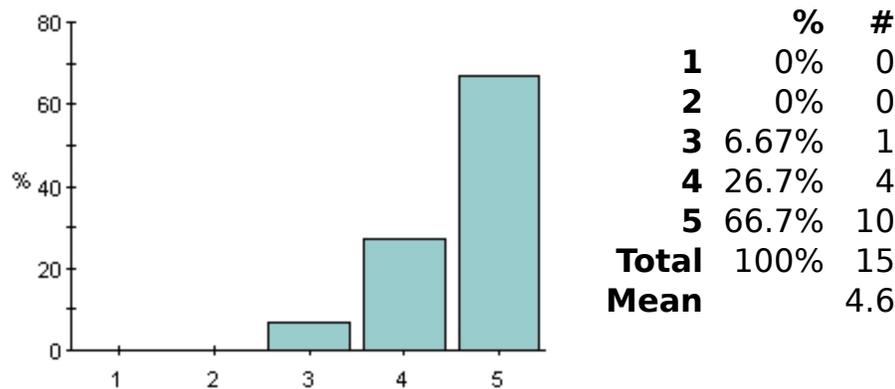
— It was a good session with a lot of important breaks in between presentations. I got bored, but simply because the themes weren't really to my appeal.

Grade = 5 (2 comments)

— Maybe you could give a more detailed feedback on everybody's presentation.

— It is very interesting to learn about a variety of subfields of statistical mechanics.

What is your general opinion of the oral exam?



Comment

5 have commented on this question

Grade = 4 (one comment)

— It was clear what was expected of us and the exam seemed to be fair and questioning important contents. Maybe the presentations and the second problem sheet could have been scheduled a little earlier so that the exam could have taken place before Christmas. I found it not easy to study with nobody around I could ask.

Grade = 5 (4 comments)

— Oral exam was great. It really was like an exam should be, testing your real understanding on the subject, and not asking you to solve meaningless problems or asking for definitions.

— very good atmosphere; fair mixture of practical questions and "spontaneous" questions

— Very nice. Would be good to have the questions earlier to encourage more continuous work on the theoretical part.

— General comments: Generally a very good and interesting course with an enthusiastic teacher! Sometimes a bit hard to follow both the book and the lectures but it is a difficult subject. Very difficult exercises each week and it would have been great to have a scheduled time with a help teacher (like a master or phd student) where we could have worked on them ourselves but had opportunity to ask (like the first and second year down in Rydbergs).

Thank you for your participation!

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Last modified: 14/03/12