

## FYTN02, ht17

Respondents: 24  
Answer Count: 11  
Answer Frequency: 45.83 %

### General opinion

Give your opinion in the scale 1-5.

1 = very negative

2 = negative

3 = neutral

4 = positive

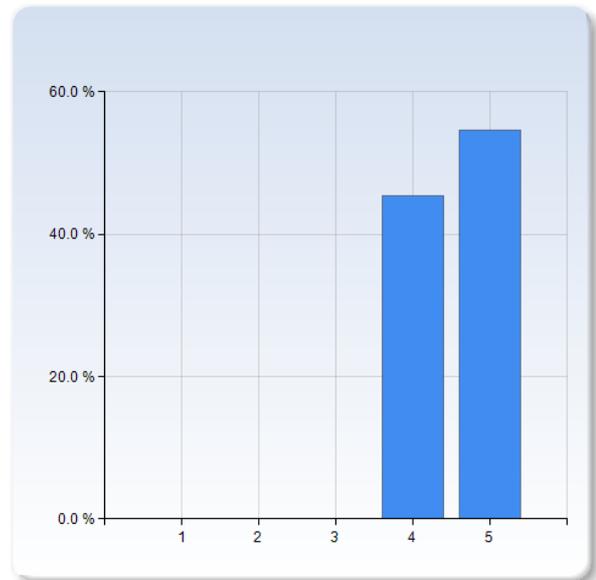
5 = very positive

***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?

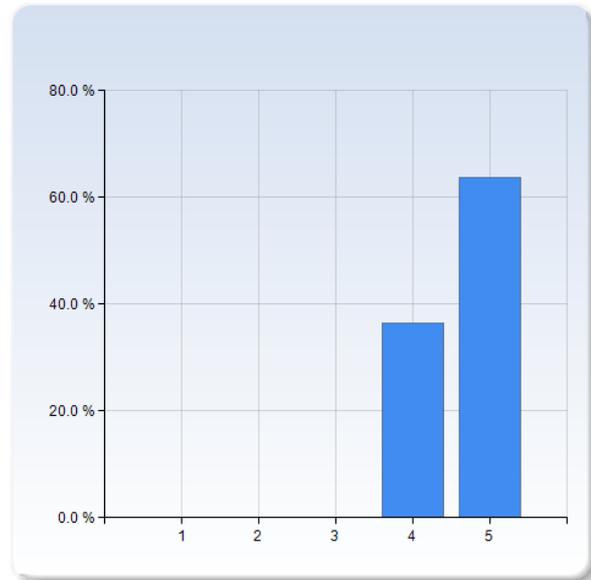
the course overall?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	5 (45.5%)
5	6 (54.5%)
Total	11 (100.0%)



	Mean	Standard Deviation
the course overall?	4.5	0.5

### the information about the course when it started?

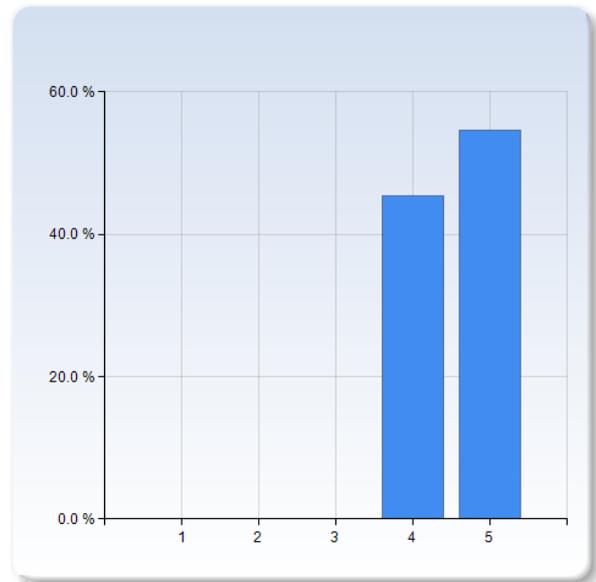
the information about the course when it started?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	4 (36.4%)
5	7 (63.6%)
Total	11 (100.0%)



	Mean	Standard Deviation
the information about the course when it started?	4.6	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	0 (0.0%)
4	5 (45.5%)
5	6 (54.5%)
Total	11 (100.0%)



	Mean	Standard Deviation
the information about what was expected of you?	4.5	0.5

### Comment (*help us interpret your grades!*)

This was by far the best course I have done so far. Excellent course design, and excellent teaching!

Overall a really good course! I believe the homepage could include some more information about reading instructions.

I have never understood the information questions. You need a schedule and an overview of the examination, that's all! Also, the prerequisites kind of give away the expectations.

I was a bit unsure about the structure of the oral exam, but I may have perhaps missed that information, but otherwise everything was fine.

I thought that this was a great course!

## Teaching and examination

Give your opinion in the scale 1-5.

1 = very negative

2 = negative

3 = neutral

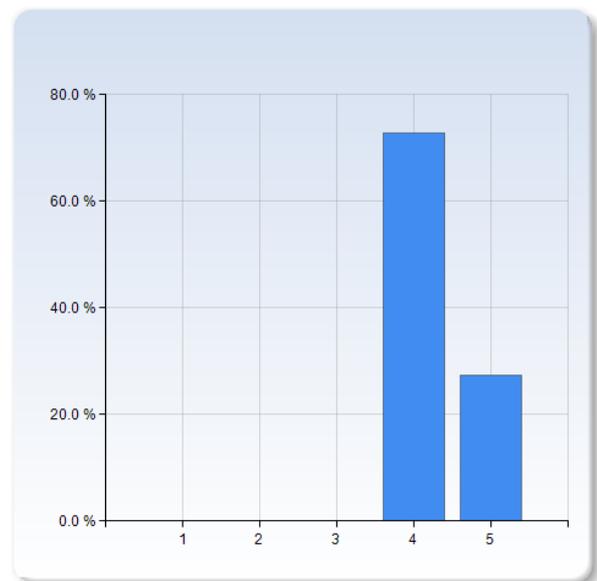
4 = positive

5 = very positive

What is your general opinion of...

Chandler's book?

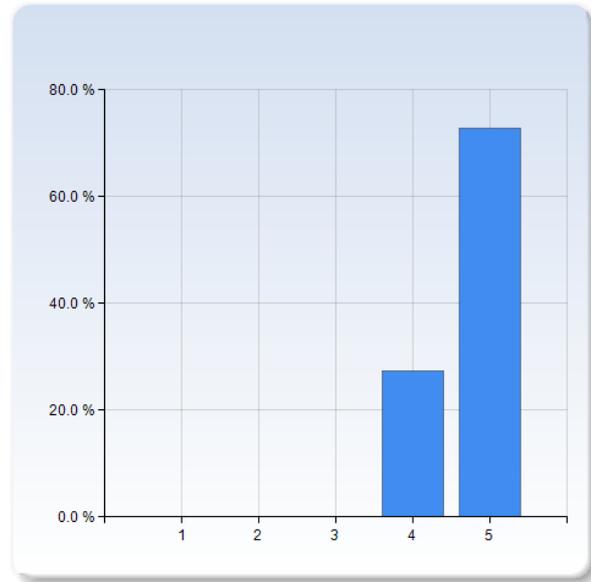
Chandler's book?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	8 (72.7%)
5	3 (27.3%)
Total	11 (100.0%)



	Mean	Standard Deviation
Chandler's book?	4.3	0.5

### the lectures?

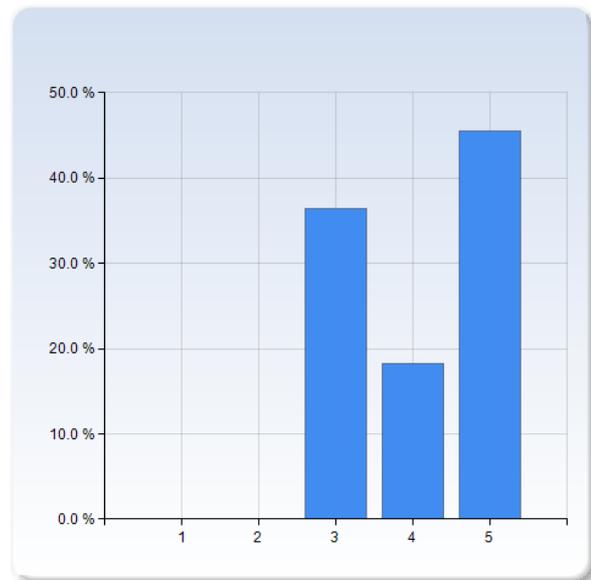
the lectures?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	3 (27.3%)
5	8 (72.7%)
Total	11 (100.0%)



the lectures?	Mean	Standard Deviation
	4.7	0.5

### the problem solving classes?

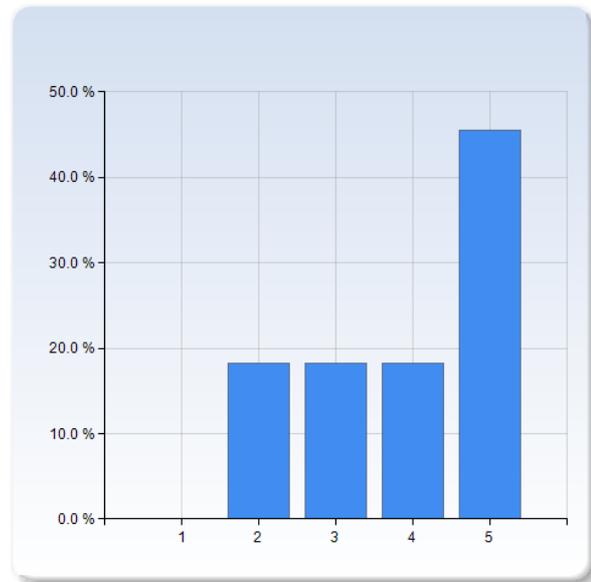
the problem solving classes?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	4 (36.4%)
4	2 (18.2%)
5	5 (45.5%)
Total	11 (100.0%)



the problem solving classes?	Mean	Standard Deviation
	4.1	0.9

### the computer exercise (homework assignment 2)?

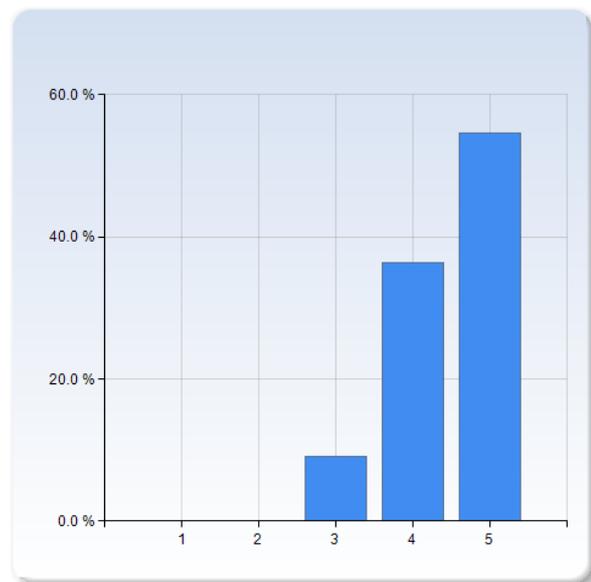
the computer exercise (homework assignment 2)?	Number of Responses
1	0 (0.0%)
2	2 (18.2%)
3	2 (18.2%)
4	2 (18.2%)
5	5 (45.5%)
Total	11 (100.0%)



	Mean	Standard Deviation
the computer exercise (homework assignment 2)?	3.9	1.2

### the homework assignments 1 and 3?

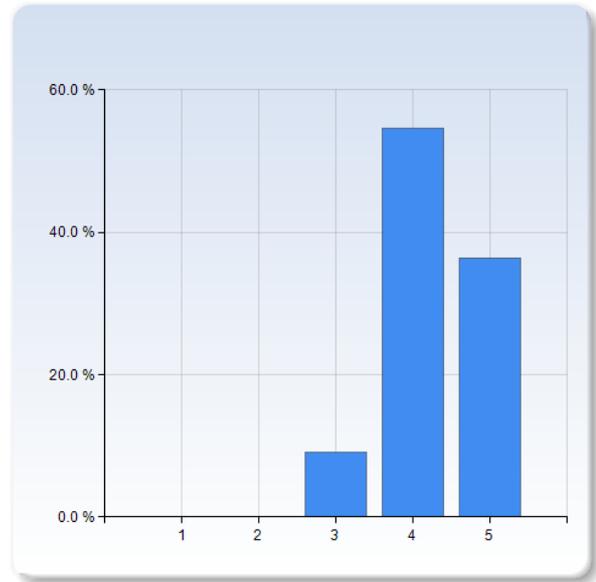
the homework assignments 1 and 3?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	1 (9.1%)
4	4 (36.4%)
5	6 (54.5%)
Total	11 (100.0%)



	Mean	Standard Deviation
the homework assignments 1 and 3?	4.5	0.7

### the seminar presentation?

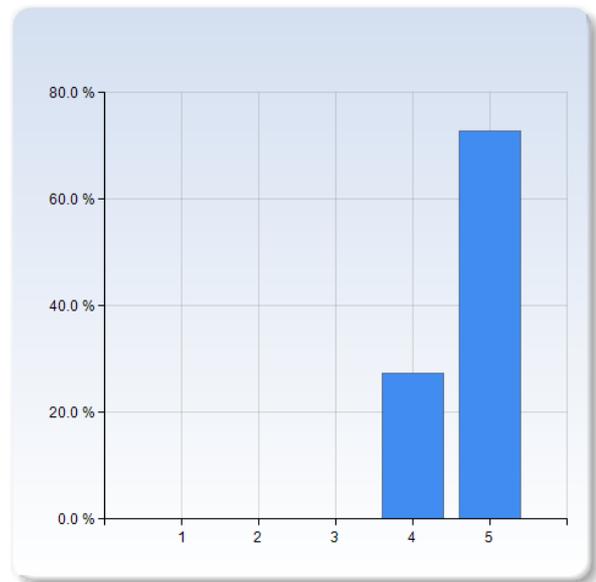
the seminar presentation?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	1 (9.1%)
4	6 (54.5%)
5	4 (36.4%)
Total	11 (100.0%)



	Mean	Standard Deviation
the seminar presentation?	4.3	0.6

### the oral exam?

the oral exam?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	3 (27.3%)
5	8 (72.7%)
Total	11 (100.0%)



	Mean	Standard Deviation
the oral exam?	4.7	0.5

Comment (help us interpret your grades!)

In retrospect, I think Chandler's book was good, albeit terse and a lot of hard work. I doubt I would have managed to get much out of it without the lectures by Anders. The terseness could be seen as a redeeming feature too, since it was easy to re-read the bulk of the book in a week before the oral exam.

Chandler's book is good, the only negative thing about it are the exercises in the text, they are sometimes very hard. The lectures were good, the lecture notes helped much when reading the book! The computer exercise was overall good but the instructions were a bit unclear, I think it would be better to have some sort of detailed list of how to run the program. The other homework assignments made me understand the course content better.

Chandler's book was very nice and clear, but a bit brief. For some chapters, the lectures covered more material than the book, although the purpose is for it to be the other way around. Beautifully obsolete computer programs provided a comedic touch.

Nothing to complain about with the lectures. The problem solving classes were a bit dull and half-hearted, though.

If you want a computer exercise, make it a big, proper one with a real report, not just some tinkering with a shoddily GUI-equipped little blackbox. The homeworks, on the other hand, were very nice, although number 1 was a tad simple.

The seminars were a nice way to include "extracurricular" material, but you should enforce the time limit more strictly. No names mentioned, but one marvellously boring presentation dragged on for so long that people felt like either escaping the room or silencing the presenter with a well-aimed chair.

The Irbäck-Söderberg approach to oral exams holds the position of probably the best there is at the faculty. The right speed, room for discussion, and a good ear for what needs to be tested.

The book was great, short and concise. The lectures were good as they were well structured, and they didn't just follow the book, but went further than the book into some subject or introduced some which weren't in the book. I think all of the homework assignments were good, nothing big to comment on except that the homework assignment 2 was quite different and thus gave some variation in the course, which is good. Nothing bad about the problem solving classes or seminar presentations, but they felt more like something extra/bonus to the course. The oral exam was good!

Some parts of the course were not covered by the book. It did a good job, however, at covering the parts that were covered. I've never been as non-panicked at an oral exam before.

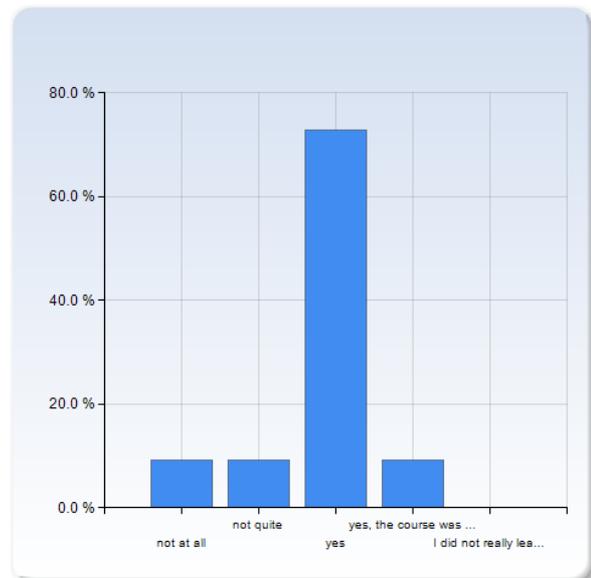
The computer exercise was cool, and gave a good insight into the Ising model.

The course goes a bit beyond what is in the book. There was a bit about for instance phase transitions where we went into more details, while the book did not. Otherwise I really liked the book.

The computer exercise was a bit bland. I would have liked for it to be a bit more to do with it, since the topic is very interesting.

## 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 (9.1%)
not quite	1 (9.1%)
yes	8 (72.7%)
yes, the course was a bit easy	1 (9.1%)
I did not really learn anything new	0 (0.0%)
Total	11 (100.0%)



	Mean	Standard Deviation
Did you have enough prior knowledge for this course?	2.8	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)?

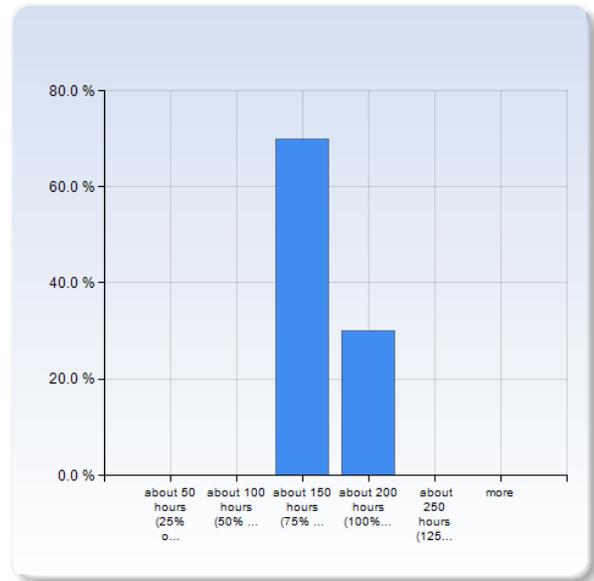
I had no background in statistical mechanics or thermodynamics, so the first part on thermodynamics was a bit of struggle.

I think definitions of a few mathematical concepts could be clearer, such as differentials etc. It would be good, in the beginning of the course, if we just stated all mathematical tools on the board so everybody are on the same page.

This is my fourth year, the only prior knowledge was the statistical mechanics parts of FYSA21.

## 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)	0 (0.0%)
about 150 hours (75% of intended time)	7 (70.0%)
about 200 hours (100% of intended time)	3 (30.0%)
about 250 hours (125% of intended time)	0 (0.0%)
more	0 (0.0%)
Total	10 (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)	3.3	0.5

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)

Finally a well-balanced course workload-wise (in stark contrast to some other theoretical physics courses tend to cover a whole book of 400-800 pages in the span of 7 weeks, which is always a struggle for me).

The distribution of assignments was good.

Other courses stole attention from this one.

I worked more than 150 hours, but I do believe I put less time than 100%. I think I performed well, but of course my performance wasn't perfect and there are parts which in hindsight I would have wanted to perform better.

I have spent significantly less time than I should have, but only because my other course took up an unreasonable amount of time.

The workload was very evenly distributed, but as I said above: there could have been more to do in the computer exercise.

## Equal treatment

**According to the Lund University *Policy for gender equality, equal treatment and diversity*, 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".**

**Do you think that everyone has been given equal opportunities during the course? If not, please specify in what way? Suggestions for improvements are also welcome.**

### Equal treatment

According to the Lund University *Policy for gender equality, equal treatment and diversity*, 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".

Do you think that everyone has been given equal opportunities during the course? If not, please specify in what way? Suggestions for improvements are also welcome.

---

Yes

Nope, although the gender distribution had the characteristic skewness of a theoretical physics course.

I have not noticed when someone has been treated unfairly.

Yes.

---

Yes.

## Discrimination and harassment

**According to the Lund University *Policy for gender equality, equal treatment and diversity*, there is "zero tolerance of discrimination"**

**Have you become aware of any cases of discrimination or harassment during the course? If so please indicate in what way?**

### Discrimination and harassment

According to the Lund University *Policy for gender equality, equal treatment and diversity*, there is "zero tolerance of discrimination"

Have you become aware of any cases of discrimination or harassment during the course? If so please indicate in what way?

---

No

Nope!

I am not aware.

No.

---

No.

## What did you particularly like with the course?

What did you particularly like with the course?

I enjoyed the treatment of the Ising model very much, since it was satisfying to see different reasonable ways of approaching the Ising model giving the same results. Also the combination of 'simplicity' with ingenuity behind the various methods was awe-inspiring.

The lectures were good, Anders is a nice lecturer!

As mentioned above, all oral exams should be like these, and homework 3 was very nice.

I particularly enjoyed the more theoretical parts of the course, what would correspond to chapter 3, with different definitions of canonical ensembles.

Anders is a great lecturer.

The problem solving exercises were better than in most other courses.

I really liked the lectures with Anders and oral exam. I felt that the oral exam was very well put together and fair.

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

What in the course do you think could improve?

Nothing! It is perfect as it is! Thanks for the wonderful teaching.

Some more information about the course on the homepage would be good!

You might want to begin looking for a new book that can provide the same clarity as the current one, but with a bit more meat (and less BASIC) on the bones. Also, find a happy masters or PhD student to handle your exercise sessions for you.

A big focus is in chapter 5, where we discuss the Ising model, but I think the more general discussion was missing from that part of the course, relating what we observed for the Ising model in a broader context.

Not all parts of the course are covered in the book.

This could pose a problem if you miss a lecture, or if your lecture notes are less than adequate.

This mainly concerns the parts about correlation length, and the transfer matrix method.

Correlation length was only briefly covered in the book, and it does not cover how to calculate it, or estimate it. This was also not thoroughly covered in the lectures either.

The transfer matrix method was not covered at all in the book.

One solution would be to perhaps have additional material on the parts not covered in the book.

There could have been a bit more to do in the computer exercise/it could have been more challenging.