MATH10222/11222 2016-17: Feedback on feedback [1]

I'm supposed to give you feedback on your UEQ Responses because our management believes that this makes you happy. Having looked through what you said, you seem to be pretty happy already (I've attached the report so you can check!), and I am too. Thanks for the many, very positive comments!

Nevertheless, there were suggestions for improvement, some of which I agree with and will even do something about. Some of the comments I violently disagree with and will tell you (below) why. (Note that some of the issues were mentioned several times, in which case I only quote one of the comments).

- **"Ordering sections logically by using sections e.g. 2.3.":**

  Note really sure why this makes a difference (and note that the typed-up notes have properly numbered sections), but I had similar comments in other courses I teach so will do this next year.

- **"...all the stuff we need to know clearly specified, with the stuff we don't need to know marked as such..."**

  Are you kidding me? Do you seriously think that I teach you "stuff" that you didn't need to know (i.e. "stuff" that knowing about doesn't make you a better person)? *Everything* I teach is important and you need to know it! Note that this statement is unrelated to the concession that some of the material (as I prefer to call it) covered in my lecture may be non-examinable. The distinction between the two categories has something to do with the difference between "getting an education" (which is what you're here for) and "cramming stuff to pass the exam" (which I have things to say about, though it would involve so many swearwords that I'd get into trouble).

- **"Content is very confusing at the beginning of the course"**

  It's not supposed to be, but I do (deliberately) spend the first couple of lectures "messing around", trying to explore the various issues that one comes across when thinking about ODEs, rather than launching straight into recipes for how to solve specific ones. This approach may be unusual but is intended.

- **"Supervisor was a [b]it rude sometimes"**

  This is not acceptable and (as I said in the lecture) I'd appreciate specifics *during* the semester so I can sort this out. Bit delicate, of course, but unless I'm given names there's little I can do. Please accept my apologies anyway!

- **"Maybe a small information sheet could be made to summarise really basis mechanics for those that haven't studied it before to read through prior to the start of the course"**

  Didn't I do this? Not before the start of the course but in great detail in the actual lecture via whole set of printed sheets called "Everything you always wanted to

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[1] Any feedback on the feedback on the feedback to: *M.Heil@maths.manchester.ac.uk*

know about mechanical oscillators but were afraid to ask". These introduced the very basics of Newtonian mechanics specifically for those who had never seen any of this before.

- **"Having not done further maths or mechanics before I struggled a bit with the basics of this unit..."**

  Well, if you haven't seen any of this material before (which from year two onwards will the default for all lectures!) you will obviously feel that you "struggle" more than those who have, but in a sense that doesn't matter. Learning new maths is always a struggle (honest – I still do it every day and it is bloody hard work, but great fun too!).

  I disagree with your follow-up concession where you say that covering this material in more detail

  "...could be quite frustrating for those who have done this kind of content before..."

  I always teach (or try to teach!) everything as if students hadn't seen it before. If they have then I'm happy for them to enjoy the ride, but this will become increasingly rare as you progress through your course. I'm not aware of (m)any people who were bored by my lectures and certainly nobody complained explicitly that they'd seen most of the ODE material at A-level (where it's not taught properly anyway!).

- **"Can [yo]u put the past paper answers on blackboard b[e]c[au]s[e] i need to know what i[']ve done right or wrong"**

  Take the "candidate solution" and stick it back into the ODE. Does it solve the equation? If so, you have the right answer. There are many worked examples in the lecture and on the example sheets for which detailed typed solutions are provided. If this doesn't suffice the library is full of books on ODEs. On the course webpage, I recommend the one from Schaum's Outline Series, but there are hundreds of others that will do too. The web is a good resource too. (I occasionally find exam questions via such sources so I know it works!)

University of Manchester
2016-17 Semester 2 Mathematics (UG & PG)

Course: I3034-MATH-11222-1161-2SE-022973: MATH11222 Calculus and Applications A (Physics) 2016-17 2nd Semester

Instructor: Matthias Heil *

1 - Overall, I would rate this unit as being excellent

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Agree	(5)	9	100%		5.00 / 4.39
Mostly Agree	(4)	0	0%		
Neither Agree Nor Disagree	(3)	0	0%		
Mostly Disagree	(2)	0	0%		
Disagree	(1)	0	0%		

							0 25 50 75 100	Instructor	School BM Data

Return Rate	Mean	STD	Median	School BM Data	Mean	STD	Median
9/28 (32.14%)	5.00	0.00	5.00	3,284	4.39	0.86	5.00

2 - The feedback that I received on my work was helpful

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Agree	(5)	8	88.89%		4.78 / 4.35
Mostly Agree	(4)	0	0%		
Neither Agree Nor Disagree	(3)	1	11.11%		
Mostly Disagree	(2)	0	0%		
Disagree	(1)	0	0%		

							0 25 50 75 100	Instructor	School BM Data

Return Rate	Mean	STD	Median	School BM Data	Mean	STD	Median
9/28 (32.14%)	4.78	0.67	5.00	3,284	4.35	0.92	5.00

3 - This unit was well organised

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Agree	(5)	7	77.78%		4.44 / 4.49
Mostly Agree	(4)	0	0%		
Neither Agree Nor Disagree	(3)	1	11.11%		
Mostly Disagree	(2)	1	11.11%		
Disagree	(1)	0	0%		

							0 25 50 75 100	Instructor	School BM Data

Return Rate	Mean	STD	Median	School BM Data	Mean	STD	Median
9/28 (32.14%)	4.44	1.13	5.00	3,284	4.49	0.80	5.00

4 - The course materials were helpful

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Agree	(5)	8	88.89%		4.78 / 4.52
Mostly Agree	(4)	0	0%		
Neither Agree Nor Disagree	(3)	1	11.11%		
Mostly Disagree	(2)	0	0%		
Disagree	(1)	0	0%		

							0 25 50 75 100	Instructor	School BM Data

Return Rate	Mean	STD	Median	School BM Data	Mean	STD	Median
9/28 (32.14%)	4.78	0.67	5.00	3,284	4.52	0.80	5.00

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Instructor: Matthias Heil *

5 - The support classes were helpful

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Agree	(5)	8	88.89%		4.78 / 4.33
Mostly Agree	(4)	0	0%		
Neither Agree Nor Disagree	(3)	1	11.11%		
Mostly Disagree	(2)	0	0%		
Disagree	(1)	0	0%		

Return Rate	Mean	STD	Median	School BM Data	Mean	STD	Median
9/28 (32.14%)	4.78	0.67	5.00	3,284	4.33	0.98	5.00

6 - The eLearning resources provided in this unit were helpful

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Agree	(5)	6	66.67%		4.22 / 4.40
Mostly Agree	(4)	1	11.11%		
Neither Agree nor Disagree	(3)	1	11.11%		
Mostly Disagree	(2)	0	0%		
Disagree	(1)	1	11.11%		

Return Rate	Mean	STD	Median	School BM Data	Mean	STD	Median
9/28 (32.14%)	4.22	1.39	5.00	3,284	4.40	0.87	5.00

7 - Prof/Dr. Matthias Heil's teaching was excellent

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Agree	(5)	9	100%		5.00 / 4.45
Mostly Agree	(4)	0	0%		
Neither Agree nor Disagree	(3)	0	0%		
Mostly Disagree	(2)	0	0%		
Disagree	(1)	0	0%		
I have not been taught by this lecturer	(0)	0	0%		

Return Rate	Mean	STD	Median	School BM Data	Mean	STD	Median
9/28 (32.14%)	5.00	0.00	5.00	3,640	4.45	0.88	5.00

8 - What aspect of Prof. /Dr. Matthias Heil's approach to teaching best helped your learning?

• Funny

• the pace that he went at

• Matthias is brilliant, amazing course

• He did a lot of examples which were really helpful as it showed us how to apply the theory. Matthias was very good at explaining what he was doing and made it fun to learn as well as he liked to joke sometimes.

9 - Please provide details of what you valued about this unit

• Teaching

• having the solutions up soon after the sheets have been done

• This was just an excellent class, fantastically taught, notes were detailed and helpful, examples were very useful. Challenging concept/material taught very very well.

10 - Please provide details of what you think could be improved on this unit

• Online resources and organisation

• The supervisions were not helpful at all, felt like I was wasting an hour each week as my supervisor didn't give me good feedback neither did he explain things very well.

University of Manchester
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Course: I3034-MATH-10222-1161-2SE-009208: MATH10222 Calculus and Applications A 2016-17 2nd Semester

Instructor: Matthias Heil * ,Richard Hewitt

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1 - Overall, I would rate this unit as being excellent

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Agree	(5)	64	58.72%		4.48 4.39
Mostly Agree	(4)	34	31.19%		
Neither Agree Nor Disagree	(3)	10	9.17%		
Mostly Disagree	(2)	1	0.92%		
Disagree	(1)	0	0%	0 25 50 75 100	Instructor School BM Data

Return Rate	Mean	STD	Median	School BM Data	Mean	STD	Median
109/227 (48.02%)	4.48	0.70	5.00	3,284	4.39	0.86	5.00

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2 - The feedback that I received on my work was helpful

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Agree	(5)	65	59.63%		4.47 4.35
Mostly Agree	(4)	31	28.44%		
Neither Agree Nor Disagree	(3)	12	11.01%		
Mostly Disagree	(2)	1	0.92%		
Disagree	(1)	0	0%	0 25 50 75 100	Instructor School BM Data

Return Rate	Mean	STD	Median	School BM Data	Mean	STD	Median
109/227 (48.02%)	4.47	0.73	5.00	3,284	4.35	0.92	5.00

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3 - This unit was well organised

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Agree	(5)	68	62.39%		4.55 4.49
Mostly Agree	(4)	34	31.19%		
Neither Agree Nor Disagree	(3)	6	5.5%		
Mostly Disagree	(2)	1	0.92%		
Disagree	(1)	0	0%	0 25 50 75 100	Instructor School BM Data

Return Rate	Mean	STD	Median	School BM Data	Mean	STD	Median
109/227 (48.02%)	4.55	0.65	5.00	3,284	4.49	0.80	5.00

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4 - The course materials were helpful

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Agree	(5)	65	59.63%		4.47 4.52
Mostly Agree	(4)	32	29.36%		
Neither Agree Nor Disagree	(3)	10	9.17%		
Mostly Disagree	(2)	2	1.83%		
Disagree	(1)	0	0%	0 25 50 75 100	Instructor School BM Data

Return Rate	Mean	STD	Median	School BM Data	Mean	STD	Median
109/227 (48.02%)	4.47	0.74	5.00	3,284	4.52	0.80	5.00

University of Manchester
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Course: I3034-MATH-10222-1161-2SE-009208: MATH10222 Calculus and Applications A 2016-17 2nd Semester

Instructor: Matthias Heil * ,Richard Hewitt

5 - The support classes were helpful

Response Option	Weight	Frequency	Percent
Agree	(5)	69	63.3%
Mostly Agree	(4)	22	20.18%
Neither Agree Nor Disagree	(3)	12	11.01%
Mostly Disagree	(2)	6	5.5%
Disagree	(1)	0	0%

Means: Instructor 4.41, School BM Data 4.33

Return Rate	Mean	STD	Median	School BM Data	Mean	STD	Median
109/227 (48.02%)	4.41	0.89	5.00	3,284	4.33	0.98	5.00

6 - The eLearning resources provided in this unit were helpful

Response Option	Weight	Frequency	Percent
Agree	(5)	52	47.71%
Mostly Agree	(4)	35	32.11%
Neither Agree nor Disagree	(3)	21	19.27%
Mostly Disagree	(2)	0	0%
Disagree	(1)	1	0.92%

Means: Instructor 4.26, School BM Data 4.40

Return Rate	Mean	STD	Median	School BM Data	Mean	STD	Median
109/227 (48.02%)	4.26	0.83	4.00	3,284	4.40	0.87	5.00

7 - Prof/Dr. Matthias Heil's teaching was excellent

Response Option	Weight	Frequency	Percent
Agree	(5)	66	60.55%
Mostly Agree	(4)	34	31.19%
Neither Agree nor Disagree	(3)	8	7.34%
Mostly Disagree	(2)	0	0%
Disagree	(1)	1	0.92%
I have not been taught by this lecturer	(0)	0	0%

Means: Instructor 4.50, School BM Data 4.45

Return Rate	Mean	STD	Median	School BM Data	Mean	STD	Median
109/227 (48.02%)	4.50	0.72	5.00	3,640	4.45	0.88	5.00

Course: I3034-MATH-10222-1161-2SE-009208: MATH10222 Calculus and Applications A 2016-17 2nd Semester

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8 - What aspect of Prof. /Dr. Matthias Heil's approach to teaching best helped your learning?

• It helps me improves my logical thinking.

• Engaging approach and always gives context to the problems

• Matthias used very concrete examples to illustrate his methods, and made it very interesting

• He clearly is an expert on the subject

• He uploads all the written notes he makes in lecture which is useful for going back over while completing example sheets and more notes. He also speaks very clearly and speaks out to us which is nice because it breaks up the lectures just briefly to keep us going in the 2 hour lectures.

• No nonsense, makes things very clear and precise

• Lots of examples which helped a lot as it's a very practical unit. Matthias kept us engaged in the lecture by asking questions and on the whole taught the unit with enthusiasm. ANSATZ! The lecture notes did get a little messy at times though.

• Clear, engaging and humourous delivery.

• Matthias is a very funny guy who incorporates this humour into his lectures - this is really engaging as a student. He also provides a good mix of the methods of solving ODEs and applications in mechanics.

• excellently delivered well organised interesting lecturer.

• Good online notes.

• Beside materials from the notes, he explains them more in the lectures and that helps me have better understanding.

• Overall a funny lecturer which kept me engaged with the content, especially since lectures were very long a lot of the time.

• Engaging and kept you interested. Notes were clear and easy to follow. Sometimes a bit quick.

• His funny jokes and clear explanation of all the new material made me love mechanics. I am filling this questionnaire only because of him asking to do so.

• Very funny and engaging, lots of examples and was mostly paced

• Very funny & engages with the content passionately.

• Very engaging.

• He was engaging so kept my attention.

• He is very thorough and was very nice about people that perhaps haven't done mechanics before- or simply don't like it. I was a bit nervous that the course would overwhelm me because I haven't studied mechanics properly before but I have been pleasantly surprised that I have kept up- due to Mattias' covering the basics very thoroughly. He is funny too, and keeps lectures informal and entertaining. Organised and structured. Typed up course notes might be beneficial.

• humor in lectures!

• Good explanations

• Matthias made the lecturers engaging while still quickly delivering all of the content. He explained it so that it was very easy to understand and seemed genuinely enthusiastic about the topic; which was infectious.

• He gave us excellent foundational knowledge of where everything came from. Nothing was pulled out of thin air, we went from basic in everything very rigorously which leaves me feeling very satisfied about what I have learnt.

• Great!

• His fun and entertaining approach to the lectures made he content all the more engaging. His teaching style also helped me to understand what was going on behind the numbers.

• Enthusiastic and good notes.

• Using the visualiser, lots of diagrams etc

• Matthias was very engaging and funny, I learnt a lot from his lectures. His notes were also very organised

• I really enjoyed the way he delivered the lectures and found his written notes during the lectures extremely helpful!

• He kept the lectures interesting which helped me keep concentrated.

• Matthias is a very engaging lecturer, which really made learning ODEs more enjoyl, as well as being very good a teaching the topic. Overall one of my favourite lectures.

• Very good lecturer, only complaint is that the examples usually shown were so specific to each case that when there was then something different on the sheet it was harder to apply the knowledge I had gained from the examples.

• Using lots of examples in lectures helps a lot with the example sheets

• Matthias is a very good at explaining the content of this course. His example sheets were very helpful.

• There were plenty of examples in lectures.

• - Good explanations - Many examples - Humour to keep mood less dull

• He is an enjoyable lecturer, which is very helpful, but in hindsight, and though it's still only the hindsight of a first year, it feels like his part of the course was taught as if it is more complicated than it is. Everything seemed a bit jumbled. I appreciate that it is important to have a good understanding of why the methods for solving ODEs work and how you get to them, but the way it was done on this course made the whole thing quite confusing.

• Clear ways to do problems. Fun and casual style to engage people

• Matthias is funny and engaging in his lectures. He keeps the content fun and is very blunt, which is entertaining! The content that he teaches is easy to follow and his approach that students need to put in the hard work is true, and highlighted in bright yellow on his webpage. Great lecturer.

• Structured, interesting lectures. Using own webpage instead of blackboard.

• Went into insane, unnecessary but absolutely appreciated detail in the lectures.

• The amount of examples he did in lectures meant I could easily grasp the methods use for each problem.

• He was very clear in his teaching method and gave lots of examples in lectures which mean when doing the weekly supervision sheets it was easy to follow the correct methods and achieve the correct answers.

• He was laid back and humorous whilst also delivering good lectures. He was insistent that we learn the content rather than merely answering exam questions which helped to enhance my understanding.

• It was clear but I felt a bit rushed in the first half of the course and wished it was a bit longer because there isn't a lot of content in the second half.

• Enthusiasm

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Instructor: Matthias Heil * ,Richard Hewitt

9 - Please provide details of what you valued about this unit

- It helps me improves my logical thinking.
- Interesting, but different
- Seeing how the maths applied to real world problems
- Showing how I might apply some earlier concepts.
- The way that you gradually build up to the harder concepts
- This has greatly helped my knowledge and understanding of calculus which was a bit weak from last semester so I feel more confident in doing examples now.
- Examples Diagrams Interaction with the audience Enthusiasm in teaching Both lecturers have a well laid out web page
- It really went back to basics in the mechanics part and didn't involve any suvat or similar that I really disliked. It made the maths look powerful and applicable.
- Methods for solving ODEs is the highlight of this unit - a fundamental skill we will need for our entire degree and the degree to which they are covered is excellent.
- well taught. kept interesting.
- This unit is good.
- I appreciated learning about the derivations of methods for solving ODE's (like integrating factor method) because we were only ever taught the methods at college. The mechanics part in Rich's part of the course was also managable.
- Good lecturers and very useful supervisions to clear up issues.
- Everything was good in general.
- I found it interesting to see how the maths applies to real world problems in mechanics.
- Problem sheets, midterms, small tutorial classes with marked feedback, typed lecture notes.
- Challenged my ability to understand a subject.
- Teaching is really excellent and overall the course is interesting and well organised. I like how both lecturers often relate the work to the real world, which definitely keeps me interested.
- Slower pace, more examples
- Rich's ethos for the course of teaching us the understanding and not getting us to memorise formulae (as there were a lot of different derivations and tricks that would have been annoying to learn) was lovely. You really felt he was wanting us to really understand everything and why everything works together rather than just get us a good mark on a memory test.
- This unit really helped me to understand the meaning of mechanics and opened my eyes to how it is everywhere.
- Good notes.
- It was interesting and more challenging for me than the other units
- The support classes are extremely helpful and well run
- Despite not enjoying calculus too much I still was able to follow the content.
- Again good topics to know as they are very relevant to the outside world, which also made me more passionate about understanding the content.
- Great insight into applied mathematics at degree level that we hadn't had a chance to see yet
- The coursework tests were useful in helping me to understand which topics I need to focus on for the exam
- The supervisions and midterm tests counting for 20% of this course was very helpful. It gave you a confident head start before going into your exam.
- I liked the clear distinction between the two topics so we could apply the ODE content being taught to mechanic questions.
- In depth examples, clear explanations and good organisation.
- Show how real world problems can be modeled with maths
- Interesting and useful.
- A lot of the concepts were explained in a really interesting and helpful way.
- Just felt really 'new' compared to what I'm used to.
- Prof. Heil's lecture notes.
- I thought it was interesting and a lot of the first half was completely new to me.
- getting Mechanics equations using calculus.

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10 - Please provide details of what you think could be improved on this unit

• Nothing

• The first half of the course was all very the same, especially if you'd done further maths so hard to concentrate and therefore ended up missing things.

• Mathias Heil - Clearer, typed up notes for all chapters. Each chapter numbered, and all the stuff we need to know clearly specified, with the stuff we don't need to know marked as such.

• Very good all round

• Better notes for the first half of the course. "Chalk and Talk" is ok to a point, but quickly becomes a problem to follow if you're struggling.

• Dr Heil could make his notes more organised by a) Ordering sections logically by using sections e.g. 2.3. It also wasn't clear which parts of his notes were examples/remarks/definitions

• The notes for the second part of the course could be split into more chapters. Chapter 2 in particular is very long

• Lecture notes became a bit messy Also, more questions needed on the problem sheets! Especially on Richards side of the course.

• Organise your webpage better please Matthias!

• n/a

• Content is very confusing at the beginning of the course, slower pace would be useful.

• I didn't like the amount of work that we did with Matthias on content that wouldn't be tested in the exam, like mechanics-based examples which only required ODE knowledge at the end. It would have been better to do this content after all content required for exams is over, because the perturbation methods came after this.

• Sometimes confusing in the lectures as lots of the vectors have similar names and notation- these bits could be slightly slower to clear them up. Supervisor was a it rude sometimes saying the work was easy even though we had all struggled.

• I do think that there should be more examples on the exercise sheet - homework should take much more time.

• Perhaps Rich could slow the pace down from time to time, but overall excellent.

• First half problem sheets need a better balance: majority were too easy, one was incredibly difficult.

• Some notes seemed over-complicated.

• Midterms-Heils part Multiple tests are part of midterms and I understand the point of view from the Lecturer side that guessing/cheating could take place. You had numerous tests which stopped the cheating, think that's great. However what I don't agree with is the negative marking aspect. Mathematics at university isn't about absolutes, why have the negative marking in the first place. All it does is deter, or even worse, punish a fair attempt made at a question. We're told so many times that maths isn't about being right all the time and it's about making fair attempts yet you make a test that goes against that principal.

• Maybe a small information sheet could be made to summarise really basis mechanics for those that haven't studied it before to read through prior to the start of the course. Although the lecturers never presumed we had it, I feel I could have understood more quickly in lectures if I had a basic understand before.

• I think this course was done excellently, both lectures had fantastic character and taught the content beautifully. I did find the end of Matthias' content with dead cat questions very hard but that is the only bad thing I could say about this course (and that's not really really bad, it just wasn't as fun because I struggled with it!)

• For me, this unit was outstanding.

• More questions, or more example questions on blackboard which will help with the homework.

• Having not done further maths or mechanics before I struggled a bit with the basics of this unit - maybe a support class for those of us in that position or just a little bit more time taken to explain the initial concepts (though I understand this could be quite frustrating for those who have done this kind of content before)

• I feel Matthias' half of the course could have better online notes to help with revision. As I attended all the lecturers sometimes it can be difficult to write concise notes when not fully understanding to content. This is in comparison to Richard's half of the course as in all the exercise sheets he gives reference to where that particular topic was in the notes which helped greatly and allowed me to understand the content better.

• Be tought by one lecturer

• 2 hours of mechanics twice a week was quite stressful, maybe splitting on of the lecture to two 1 hour sessions would of been more beneficial. Also for the mechanics side of the module, it would be beneficial if all the online notes were released at the beginning because keeping up with uploads onto the page was an added strain, also going through the notes before hand sometimes helps with understanding certain topics.

• should go through and explain more difficult examples

• Timetabling made it hard to concentrate throughout the whole of the two hour lectures but I understand that it is out of the hands of the lecturers

• I've found the mechanics half of the course really difficult because of how fast paced it i, I don't feel things are explained thoroughly or clearly enough so I have had to teach myself most of it because I haven't really understood what we've been taught in lectures

• for sure more examples- also worked examples online like the ones that louis walker does online would be really helpful especially for mechanics its a lot of bits of mechanics like they were trying to lightly cover a lot of topics of mechanics but not go to in depth into any of it, partially felt as though this was as to not benefit the students who have done a level mechanics

• At the start of the ODE course more emphasis on basic concepts because at the start for someone who hadn't done it, it was may be a little confusing.

• Can u put the past paper answers on blackboard bcs i need to know what ive done right or wrong

• na

• Prof. Hewitt does good summaries at the end of each section - I think Prof. Heil's material might be easier to understand with this as an addition.

• The first half of the unit become too complicated at the end, as I felt the things being taught was more physics based and less maths based

• Rich tends to use sophisticated language and physics terms that many who have not studied mechanics have never heard of, which is confusing. He explains a concept well and shows us what it means mathematically and when it comes to an example, the wording is so complicated that I cannot even begin to apply what I have learned. I understand that this needs to be done as exam questions will be in this form, yet it would be helpful if Rich went through what the question actually meant. I will add that I really did enjoy Rich's part of the course, I just found it very difficult.

• I think the level of challenge could've been greater, and I don't think we needed to do a week of mechanics in the first half.

• Could do with maybe a consolidated overview of all the methods and when to apply them, but beyond that, not much.

• can we have the complete solution of past paper of each year !?????

• The level of mechanics applications we reached at the end of the course was too hard for the amount of time we'd been studying it for.

• Supervision leader confuses me when going through the weekly sheets. He often goes off topic onto things beyond our level of teaching and understanding. I think its unfair to some students who get supervisors who do not help as it will impact their exams.

• More time dedicated to the first half.

• Perturbations and Resonance seem to be at odd place