

## MATH35001 2017-18: Feedback on feedback <sup>1</sup>

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.

Nevertheless, there were some suggestions for improvement and I'll go through these in the order in which they appear while skipping repeats (or close repeats).

- NOTHING REALLY, IT IS A GREAT COURSE TO HAVE CHOSEN, IF ANYTHING PROFESSOR HEIL COULD TRY AND REPEAT LESS SO HE CAN SPEAK A BIT SLOWER BUT IT'S NOT A SERIOUS ISSUE AND SEEMS TO JUST BE THE WAY HE TALKS. IT WOULD BE GOOD IF HE COULD SORT OUT THE CHAPTER LABELLING/ORGANISATION BUT IT'S MOSTLY OKAY.

I know I speak fast (because I get very excited!) and, as you suggest, to a large extent this is "just the way it is". However I think I was always grateful when people interrupted to ask for clarification (usually about the handwriting, but...).

- A BETTER ROOM FOR THE LECTURE, THAT ONE IN COUPLAND WAS RUBBISH.  
Agreed! Nothing I can do, I'm afraid – I did plead with our timetabling people but, as you could see, without success.
- HANDWRITING , BUT ITS NOT A BIG ISSUE.  
Ha! Agree, on both counts. Probably/hopefully not dissimilar to the "fast talking" issue.
- PROF HEILS HANDWRITING ISNT EXACTLY GREAT BUT TO BE FAIR IT HAS IMPROVED SLIGHTLY SINCE HE TAUGHT ME IN MY FIRST YEAR.  
I'm afraid the first statement is probably true while the second one is an outright lie!

- I UNDERSTAND THAT IT IS NOT THE POINT OF THE COURSE BUT PERHAPS ONE (NON-EXAMINABLE) LECTURE ON HOW NUMERICAL SOLUTIONS TO THE NAVIER-STOKES EQUATIONS ARE OBTAINED WHEN NO ANALYTIC SOLUTION IS POSSIBLE WOULD BE INTERESTING/ILLUSTRATIVE.

Would love to, but it's not trivial and certainly not something that could be done in one or two lectures. Do a project with me if you want to find out more!

- SOME OF THE EXAMPLE SHEET QUESTIONS SEEMED UNNECESSARILY DIFFICULT  
How do you know they were "**unnecessarily** difficult"? They were exactly as difficult as I wanted them to be.

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<sup>1</sup>Any feedback on the feedback on the feedback to: *M.Heil@maths.manchester.ac.uk*

- DIFFERENTIATION BETWEEN U AND v!!!!

See handwriting, though I can't resist quoting another comment:

THE HANDWRITING WAS ACTUALLY OKAY, DO THEY NOT SEE THE DOWNSTROKE?

Ha – I rest my case!

- IT TOOK A WHILE TO GET USED TO THE STYLE OF ANSWERING QUESTIONS IN THIS MODULE, PARTICULARLY HOW TO START QUESTIONS. PERHAPS SOME OF THE EARLIER EXAMPLE CLASSES COULD BE LEAD FROM THE FRONT WITH PROMPTS AND HINTS FOR THE QUESTIONS RATHER THAN LETTING THE STUDENTS STRUGGLE ALONE.

I'm confused: Isn't that what I did?

- MORE JOKES

I think you'll find that by German standards we're doing quite well!

- [...] SOME EXAMPLE SHEETS REQUIRED TRICKS/TECHNIQUES THAT HADN'T BEEN USED IN THE LECTURES, WHICH MAKES IT MORE DIFFICULT TO HAVE A PROPER GO AT IT BEFORE THE CLASS.

C'est la vie (as we don't say in German). Most mathematical problems require the odd special trick.

- LECTURER SEEMS TO EXPECT STUDENTS TO BE AT A VERY HIGH LEVEL AND ALTHOUGH I UNDERSTAND THIS (SINCE WE'RE 3RD YEAR MATHS (OR PHYSICS) STUDENTS AT UOM) , I SOMETIMES FOUND THIS QUITE INTIMIDATING AND IF I DIDN'T QUITE GRASP AN IDEA STRAIGHTAWAY, MADE ME FEEL LIKE A BIT OF AN IDIOT. BUT, THIS ISN'T A VERY STRONG OPINION AND OVERALL I FOUND MATTHIAS' PERSONALITY TO BE BRILLIANT.

This is a very important one. I do indeed assume that you're good at maths, for the reasons you mentioned. Particularly since I (and all my colleagues!) have told you from day 1 how important it is to properly understand the material in the "lower" years because courses in subsequent years rely on it. However, I think you'll find that after every rant in which I told you that you should know how to solve a certain ODE (say), I quietly moved on and actually showed/reminded you how to do it anyway. I actually skip VERY few steps in the algebra and would, in fact, get through a lot more material if I genuinely assumed that you know everything that we have taught you before.

However, I seriously hope that I did not actively make anybody "feel like a bit of an idiot" and apologise if I ever gave that impression! Generating a slightly bad conscience along the lines of "Oh, damn it, I should have paid attention when he taught me that in the first year" is all I want!

- HE GIVES A LOT OF EXAMPLES BUT DID NOT REALISE UNTIL LATER THAT EACH EXAMPLE TEACHES A NEW TECHNIQUE OR PERSPECTIVE TO MODELLING SO THEY ARE NOT NECESSARILY EXAMPLES BUT METHODS FOR SPECIFIC CIRCUMSTANCES.

Slightly confused. Should this be “...but [Insert: I] did not realise...”? If so, I agree with your interpretation of how the examples are organised/intended.