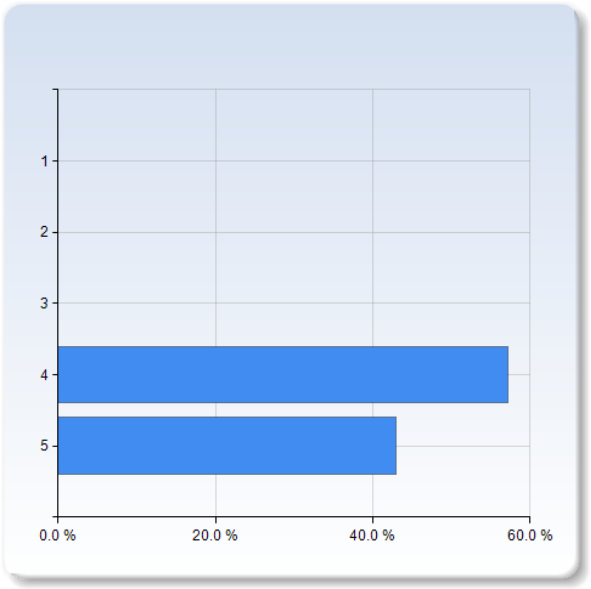
Course evaluation Colours/Flavours HT19/VT20

Respondents: 8
Answer Count: 7
Answer Frequency: 87.50%

What is your general opinion of...

the course?

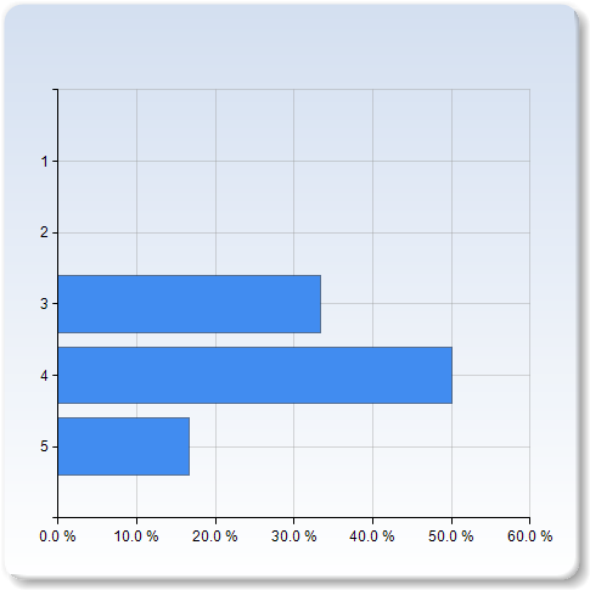
the course?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	4 (57.1%)
5	3 (42.9%)
Total	7 (100.0%)



	Mean	Standard Deviation
the course?	4.4	0.5

the book (Donoghue-Golowich-Holstein)?

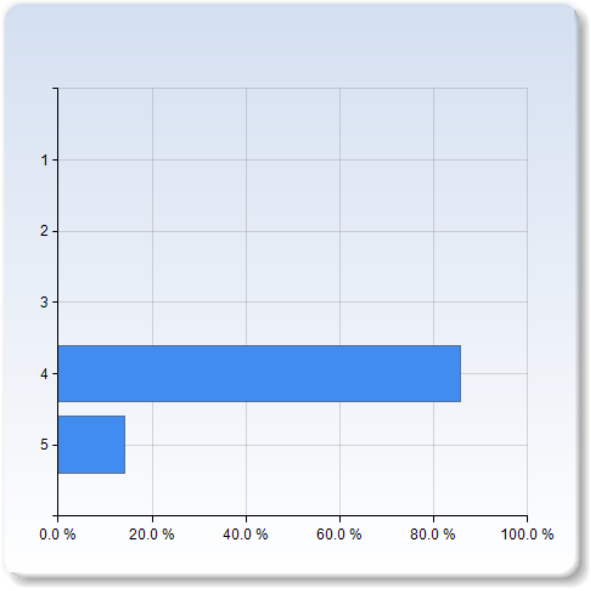
the book (Donoghue-Golowich-Holstein)?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	2 (33.3%)
4	3 (50.0%)
5	1 (16.7%)
Total	6 (100.0%)



	Mean	Standard Deviation
the book (Donoghue-Golowich-Holstein)?	3.8	0.8

the literature as provided via the homepage?

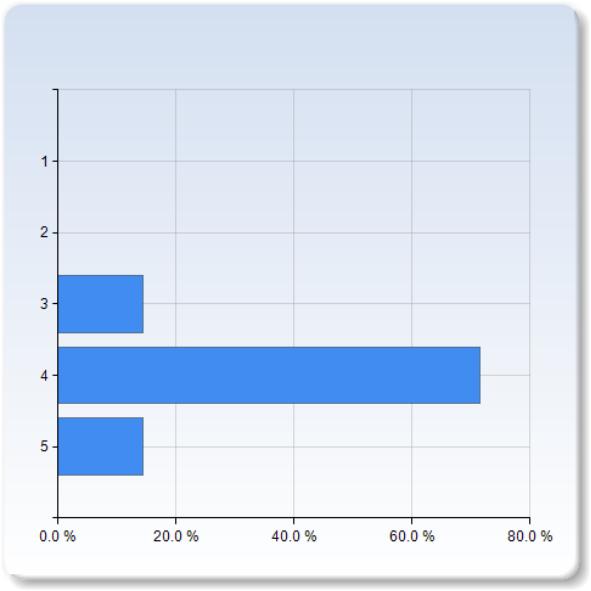
the literature as provided via the homepage?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	6 (85.7%)
5	1 (14.3%)
Total	7 (100.0%)



	Mean	Standard Deviation
the literature as provided via the homepage?	4.1	0.4

the lectures with Johan Bijnens?

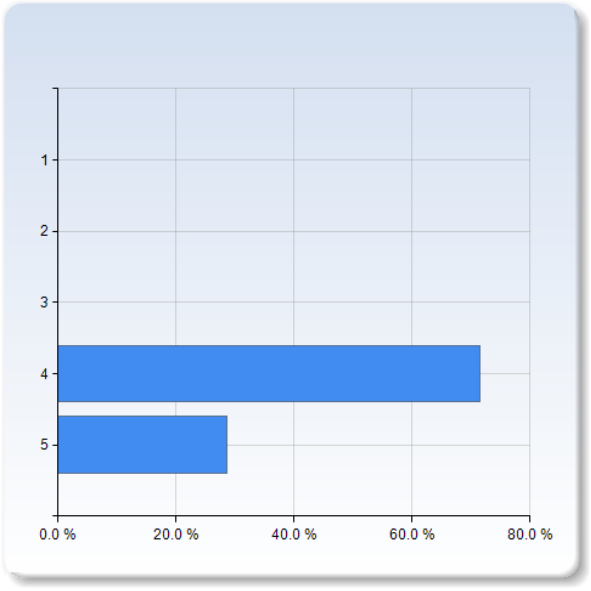
the lectures with Johan Bijnens?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	1 (14.3%)
4	5 (71.4%)
5	1 (14.3%)
Total	7 (100.0%)



	Mean	Standard Deviation
the lectures with Johan Bijnens?	4.0	0.6

the problem solving sessions?

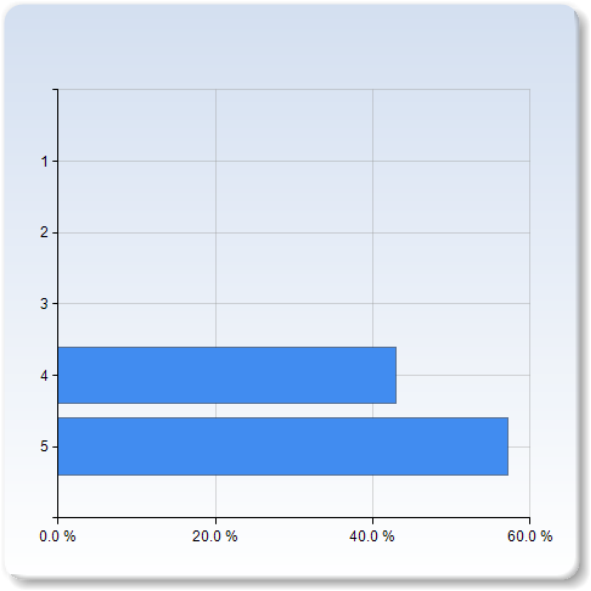
the problem solving sessions?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	5 (71.4%)
5	2 (28.6%)
Total	7 (100.0%)



	Mean	Standard Deviation
the problem solving sessions?	4.3	0.5

the balance between lectures and problem-solving sessions?

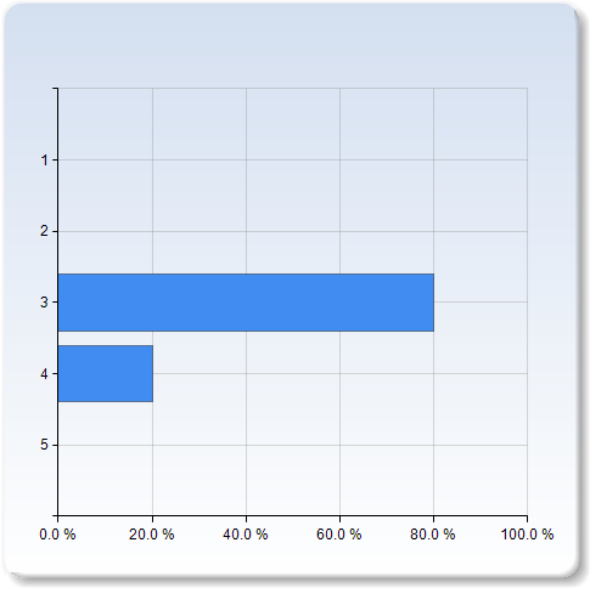
the balance between lectures and problem-solving sessions?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	3 (42.9%)
5	4 (57.1%)
Total	7 (100.0%)



	Mean	Standard Deviation
the balance between lectures and problem-solving sessions?	4.6	0.5

the oral exam?

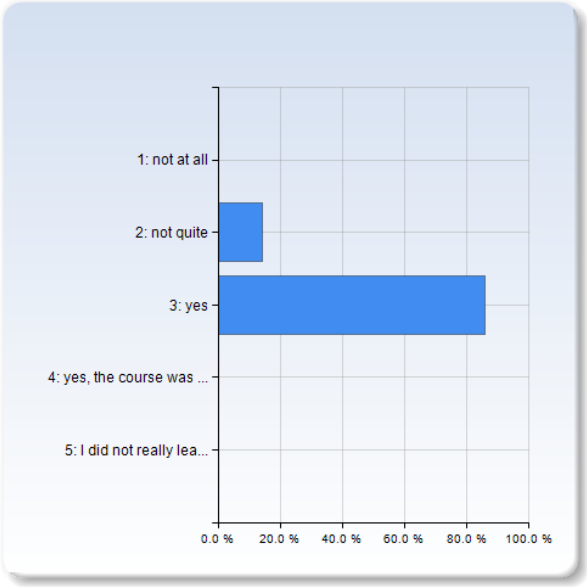
the oral exam?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	4 (80.0%)
4	1 (20.0%)
5	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation
the oral exam?	3.2	0.4

Did you have enough prior knowledge for this course?

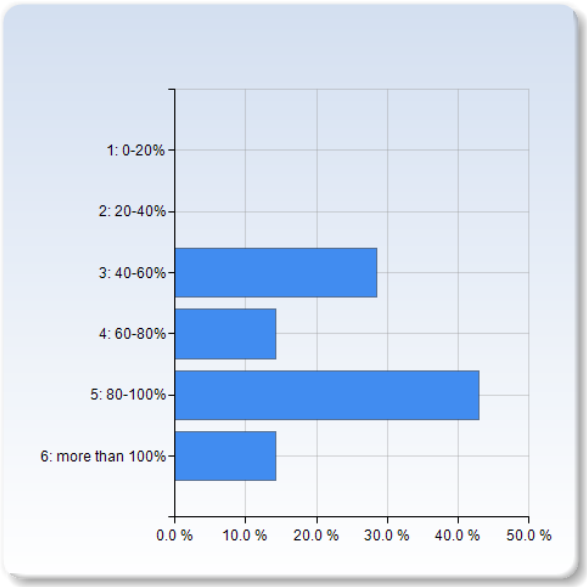
Did you have enough prior knowledge for this course?	Number of Responses
1: not at all	0 (0.0%)
2: not quite	1 (14.3%)
3: yes	6 (85.7%)
4: yes, the course was a bit easy	0 (0.0%)
5: I did not really learn anything new	0 (0.0%)
Total	7 (100.0%)



	Mean	Standard Deviation
Did you have enough prior knowledge for this course?	2.9	0.4

How much time have you spent on this course? (100% means 200 hours in total)

How much time have you spent on this course? (100% means 200 hours in total)	Number of Responses
1: 0-20%	0 (0.0%)
2: 20-40%	0 (0.0%)
3: 40-60%	2 (28.6%)
4: 60-80%	1 (14.3%)
5: 80-100%	3 (42.9%)
6: more than 100%	1 (14.3%)
Total	7 (100.0%)



	Mean	Standard Deviation
How much time have you spent on this course? (100% means 200 hours in total)	4.4	1.1

This was not a course with one book or well designed lecture notes, comments on whether the notes were sufficient and which improvements you would like to see are welcome. Comments about areas you think were not needed and which should be added are also useful.

This was not a course with one book or well designed lecture notes, comments on whether the notes were sufficient and which improvements you would like to see are welcome. Comments about areas you think were not needed and which should be added are also useful.
Notes and recommended literature were sufficient. More unified and up-to-date notes could make it easier to follow lectures and review content.
Better lecture notes is always better, but it's not like the course is a disaster for not having them right now. Still, it felt like you had to "reinvent your own wheel" quite often since the course is given so seldom that you don't recall everything from last time you gave it, so maybe it would be beneficial for both you and the students to make some solid notes and working alongside them. The Donoghue book was well-matched enough to get by on as main literature.
Literature and course lecture notes are a nice framework to get started. Further reading links provided are very helpful but can be improved.
The notes were sometimes hard to follow, as in, they were sometimes cut off in the middle of a calculation, without continuation at other places, or topics were spread out. They were good in the sense that they gave a feeling for the topics. What could be added is more exactly one needs to look more into things, and where the calculations are somewhat complete. It is a postgraduate course, so it is reasonable to demand students to take most of the initiative, but guidelines never hurt and structure helps information to stick better and to create a clearer picture in the head. I found the SUSY part very interesting and very useful, as to be able to understand the basics of the research driven in that direction. The sum rules part something which was difficult to grasp on a basic level from the lectures and from literature: maybe a few words on generally what they are would be good in the lectures.

Other comments (both positive and negative) on the course?

Other comments (both positive and negative) on the course?
* Fair distribution of the exercises among students. * Good content of SM intro lecture mentioning many important concepts in understandable context. * Lectures on QCD sum rules went slightly too quick for me. * Heavy quark theory well discussed in appropriate depth. * Well explained ChPT. I need to spend more time on it, still. * Good example of and well explained loop calculations and renormalisation. * Lectures on lattice theory where somewhat too hand wavy for my taste. * Much time spent on penguins which I still need to think more about. * Mixing was well explained with good exercises as complement. * SUSY lectures where nice with well balanced exercises.
The doodle planning worked out well, even though there was some occasional confusion about the scheduling.
It is a course with many interesting larger topics so it is of course difficult to put these together in a concise way. I would personally prefer also problems in the problem solving sessions which are easy to solve (can almost be done at place on whiteboard), besides the ones which are lengthier and take much time to prepare. The problem solving sessions were generally very good and useful, one grows understanding by doing. At times the lectures were hard to follow because they were meant as an overview, so if one was not in some way familiar with the topic, it was difficult to follow through.