In general, the responses were positive with the course scoring particularly well in organisation, feedback and teaching. The responses for support classes, eLearning materials and course materials were more equivocal. In particular, the question of how best to use the time in support classes remains open. One suggestion is to use the support classes to give full solutions to unseen problems, which is still passive rather than active on the part of the students. I will poll next year’s students to ask whether they would like genuine “examples classes”, i.e. we keep theory in the lectures and cover examples in the classes. It is important to make sure that there is still time for students to ask specific questions, however.

Students appreciated the content of the course and the fact that all equations and identities were derived from first principles. Generally, students remark that the course is difficult and it would be helpful to have more simple examples at the start of tutorial sheets. I have included a few more simple questions this year, but will include even more next year!

I hope that the comments about symbols not being explained and online notes using different notation to the lectures aren’t true. No specific examples are given, so it’s hard to rebut this. All symbols are defined in the online notes and the notation is consistent between lectures and notes. That said, at times I used different methods to prove specific results in the lectures and the notes in an attempt to minimise writing in the lectures, but still provide explicit detail in the online notes. I tried to signpost this clearly during the lectures, but will take even more care in future.

Unfortunately I cannot delay the introduction of core topics for a few weeks to help students who may be late arriving. The course is fairly dense and we need to get the core material mastered to make progress.