

16 responses

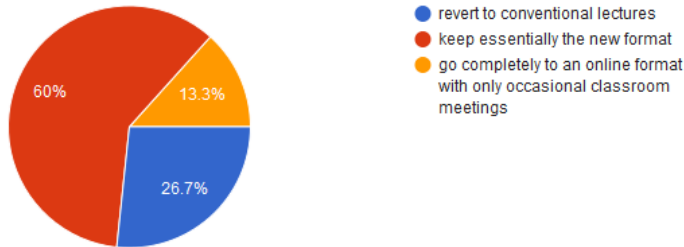


SUMMARY

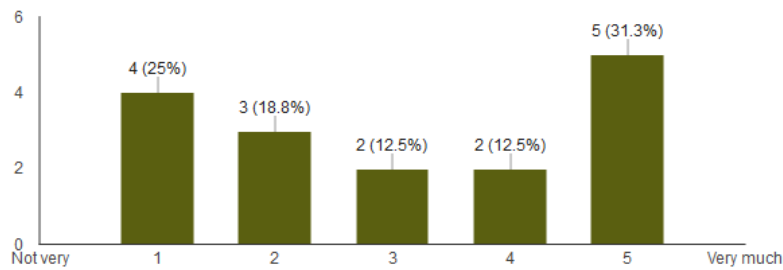
INDIVIDUAL

Accepting responses

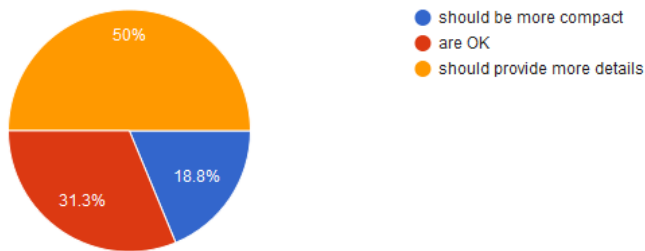
My general preference is to ... (15 responses)



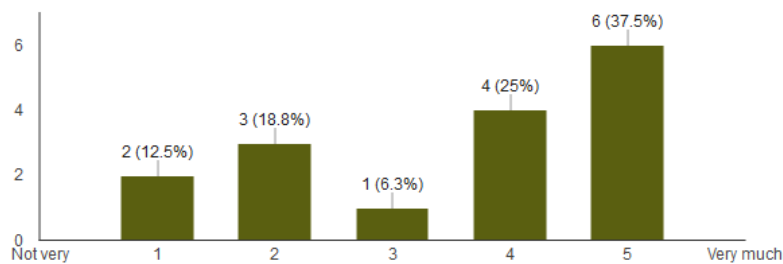
Overview lectures, are they useful? (16 responses)



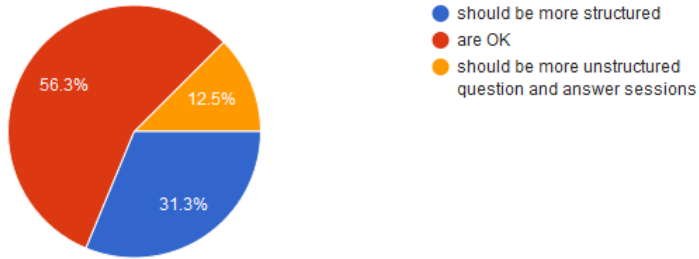
Overview lectures ... (16 responses)



Discussion sessions: Are they useful? (16 responses)

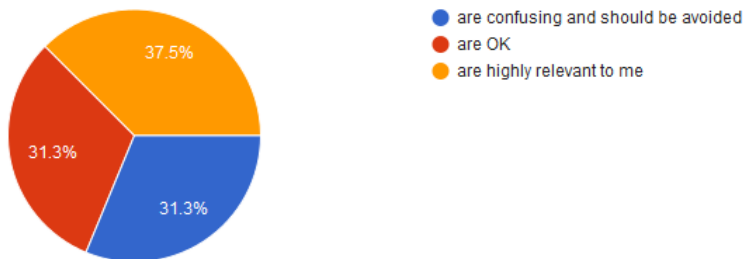


Discussion sessions ... (16 responses)



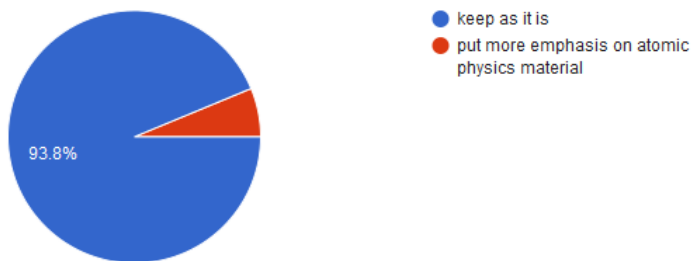
In the discussion sessions, some parts (sometimes triggered by student questions, sometimes additional comments by WK on current research) are rather advanced. Those parts ...

(16 responses)



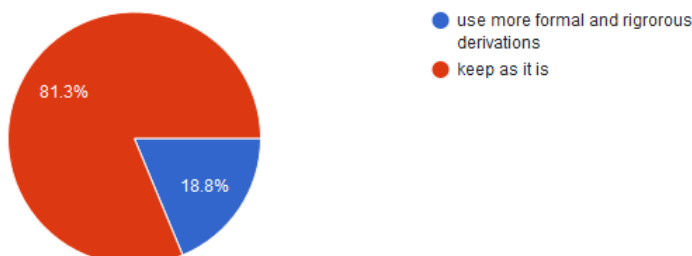
The discussion sessions often emphasize general questions of quantum mechanics and various interpretations of phenomena (classical, qm). My preference is to ...

(16 responses)

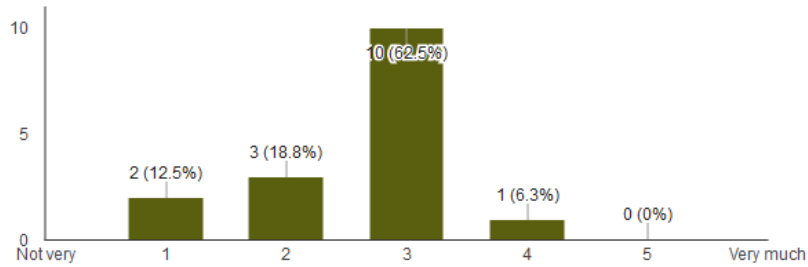


WK often uses approximate and intuitive explanations and interpretations. My preference is to ...

(16 responses)

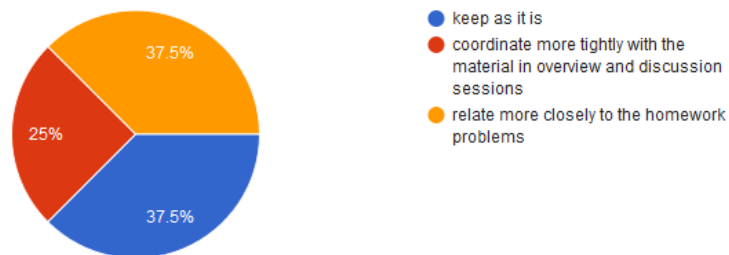


Recitation sessions, are they useful? (16 responses)



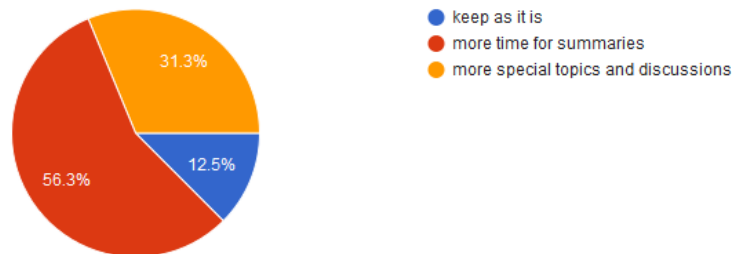
The recitation sessions are meant to be run almost independently by the TAs, providing help with homework, additional explanations and examples from research at the discretion of the TAs. My preference is to

(16 responses)



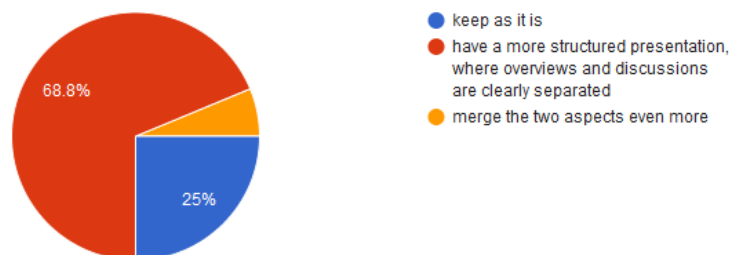
General balance of the course: Balance between overview lectures and discussions

(16 responses)



General balance of the course: Originally, WK was planning to have a clear alternation between overview lectures and discussion sessions. Eventually, there are still usually two passes over the material with different emphasis, but often discussion topics are mixed into the overview lectures and vice versa. My preference is

(16 responses)



Any additional feedback or comments (16 responses)

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The online homeworks are quite long, and I'd prefer there to be rather more written problems.

All classes should be taught like this.

I really think this is a fantastic course and I am definitely learning a lot from it. The main positive features for me, are: 1) the online format, which let me work on my own pace and offers a more guided approach to the subjects through the wikki notes (love them), 2) the homeworks, they are extremely well structured and didactic. They have the right balance between challenging questions and questions to "fix" the contents in our minds. 3) I love the emphasis in the physical intuition instead of rigorous math, it makes it easier to internalize the contents. The only drawback is that in many times we are assumed to know a lot of concepts and words that are specific of AMO. Since a lot of students are taking this course as a breadth requirement, we are not familiar with a lot of things. For instance, I would like to have a more detailed explanation of the quantization of the electric field. In the video lectures, it was said that the more detailed approach was done on 8.422.

During the discussion session, allow more time for Q&A instead of diving into specialized topics. Sometimes I feel that the foundation is too shaky to understand some more advanced materials.

I do biophysics, and I am taking the course to fulfill a breadth requirement. The class assumes a large amount of foundational knowledge and context that one probably acquires by working in an AMO lab. I have no idea what an atom trap is or how they work, or why one would even care about manipulating the spin of an atom. This makes it impossible to understand the discussion sections, which are usually focused on specific questions that I don't have the background to understand. I found the overview lectures for modules 1 and 2 to be useful, but I stopped going after that, because the class sessions that were supposed to be overview lectures were actually mostly discussion. In addition to this, the online homework system is awful. There are so many problems, it isn't possible to dedicate sufficient time to understand the details of each one, especially when we also have written problem sets. Instead, I end up doing just barely enough work to get close to the answer in the online problem set, and then guess solutions until I get it right. I don't feel like I've learned anything at all from the online problem sets, although at least the written homeworks are somewhat instructive. I will start attending classes again after the midterm, in case Wolfgang makes adjustments responding to this feedback; but even so, I think it's unreasonable to ask students to attend 3 class sections each week and also watch lectures online, especially when the course materials has nothing at all to do with my research.

Overall, I'm very satisfied with the current format!

Love discussions and like the video lectures, but there's a lot of time spent in class on things that you can get from the videos, which basically means coming to most lectures involves a large amount of time that is not effective - the same information is easily accessible online.

The discussion sections in this new course format are incredibly helpful and more interesting than the standard lecture format. Also, online lectures make it easier to stay focused and not get lost thanks to the play/pause buttons

The online lectures are essential to learn new material, but take an enormous amount of time to watch. If more material were covered rigorously in the classroom, the students could be more efficient.

Though the overviews are great for giving structure to the online lectures, having all the normal class meetings plus the video lectures means that the class takes at least twice as much time as a normal 12 unit class. I'm not sure what should be cut to make it take less time, but I do think that it's unfair to us to only give us 12 credits for what is nearly 24 credits of work.

Watching the online lectures and going to lecture with online and written psets is a bit much to do, so it might be better to just have regular lectures. Also, the online homework has some problems with not recognizing input. Overview lectures usually find me confused, they might be better as summary lectures. Also, you say "as you know" a lot but generally I don't know (e.g., Fermi's Golden Rule). Online lectures are better in the sense that I can pause and look up these things, but it would be great if you could give even a brief one- or two-sentence explanation in lecture.

When I listen to the lecture of what I haven't learned in the video lecture, sometimes it is fast and hard to understand.

none