

# MCnet school 2021

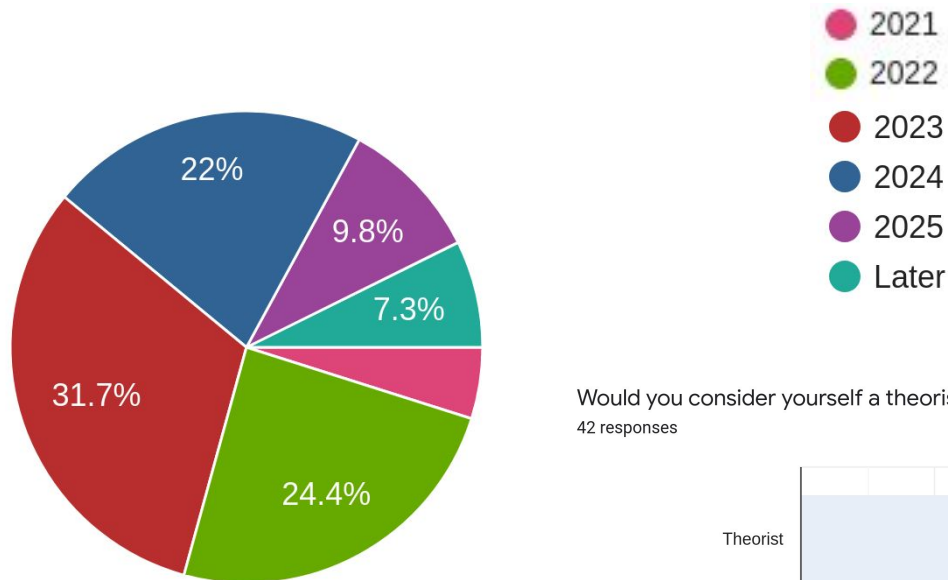
## Student feedback

- 127 registered participants
  - 33 only registered in the week before or during the school, probably to attend selected lectures
- Attendance for lectures (on Zoom) at maximum ~80 (highest in the first days)
  - lectures were recorded, so there might be some more students
  - up to now typically 20-100 views per video on Youtube
- Attendance in evening recitation sessions on Gather dropped from ~60 at start of school to ~20 towards end
- Tutorials attendance hard to judge
  - Zoom problems on first afternoon might have deterred participants
- We collected feedback in two rounds: early short feedback on recitation sessions and full feedback after the school

- ▶ Reasons for not joining in the first 2 evenings:
  - No time (2 x)
  - Hard to interact with people online spontaneously like in Gather (2 x)
  - Did not attend lectures/tutorials of the day
- ▶ Reasons for joining only one of the first 2 evenings:
  - Too long time to spend in front of a computer during the day (2 x)
  - Other plans in the evening (2 x)
- ▶ Comments from students who joined both
  - Great appreciation for effort from lecturers/tutors
  - Gather platform CPU heavy but good compared to other options
  - Size of rooms adequate or slightly too small

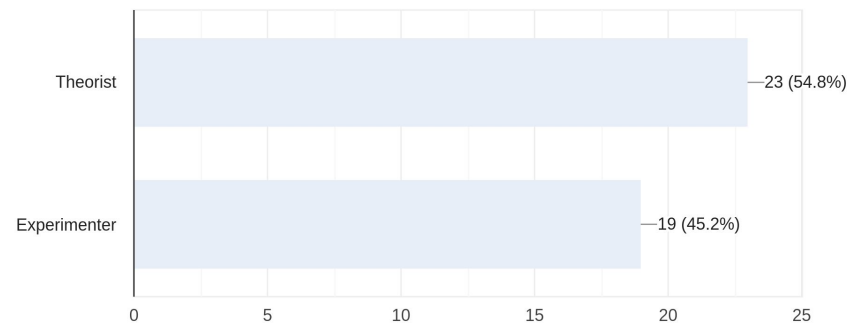
## In what year did/will you complete your PhD?

41 responses

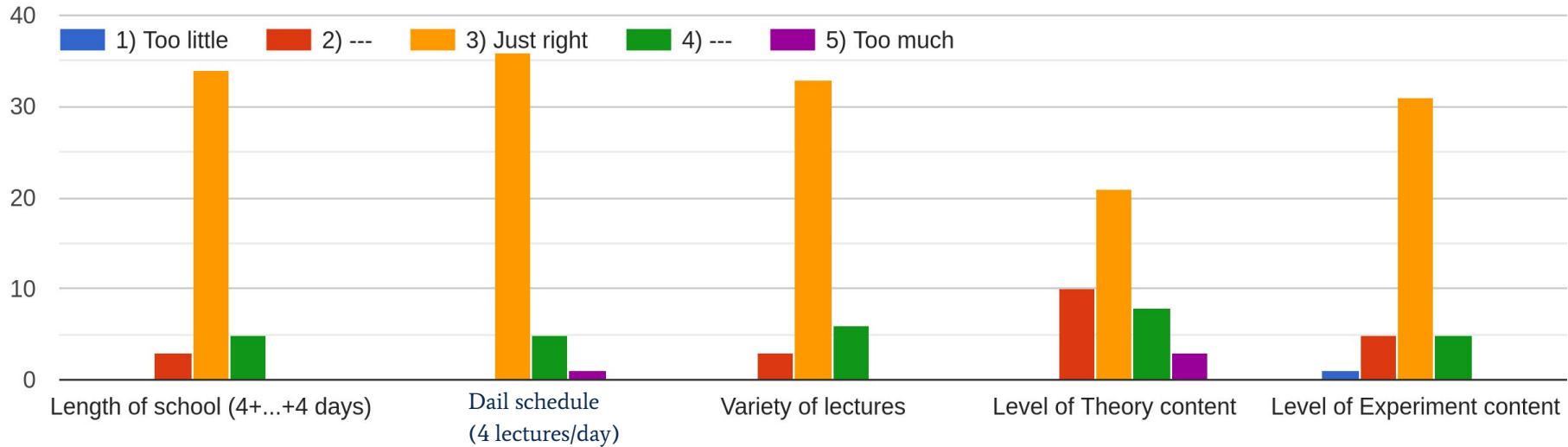


## Would you consider yourself a theorist or an experimenter? (or both)

42 responses



## Balance of School Components:



- All courses were at the right level.
- I know this is very difficult since we all have different levels, but i think i would have benefitted more from courses that are easier and slower, and where you dont have that much content but more time for it. So the lectures should be more like lectures, less like talks.
- Many great lecturers! Some lectures went a bit too fast, the QCD (Dave Soper) and Higgs/DY (Valerio Bertone) lectures I found very interesting, but I had to watch them again on YouTube to catch everything ;)
- I would have liked more theoretical lectures on the structure of a Monte Carlo generator, or regarding the parton shower. I know that the time was not so long, but I would have preferred to do these things in detail.
- For someone who's not working in the field of parton showers, sometimes the derivations were a bit fast and thus my understanding suffered at first.
- Although most of the lectures were comprehensible, some of them, I believe, were addressed more to the postdoctoral level participants. And there is nothing wrong with this, of course. I am sure that participants that were on that point of their academic path enjoyed them. In particular, I found Dr. Butterworth's lecture to be very inspiring.
- The given titles and contents of the lectures where very appropriate in my opinion and the level as such where never far off from what I desired. Given this, I can provide an observation that is true at least for myself: again, the level of the talks where very well chosen by the clearly experienced teachers. However, the lectures felt exactly like that: talks. Even though the content of individual sections or slides where appropriate, my impression is that the online format gave the lecturers an opportunity to switch from chalk/white board teaching to using slides. The consequence is that they most likely fit quite a lot more information into the allocated time than what would have been possible when lecturing from a board in a class room. The density of information within the hour was somewhat higher than I would expect under 'normal' circumstances and this made it a bit more difficult to absorb four hours (+ more) some of the days. On top of that, distractions at home in the form of other tasks where present and I can say that for my part, these things made it somewhat difficult to formulate relevant and insightful questions. At the end of lectures, I was generally still processing a lot of information.
- I think that most of the lectures were at the right level of complexity, keeping the contact with the most relevant physical aspects.

- I think the level of the lectures was adequate, of course some of the talks had parts that escaped a bit my understanding, while some others covered my research topic, so I could easily follow them, so I think overall it was really good. Maybe it would have been also good to mix some more sessions of theory and experimental parts (for example, the first week was mainly focused on theory, while the experimental lectures were basically the second week)
- I think the breadth of topics was good. As well as choosing a good breadth of topic, I think the content level of each lecture should have been managed globally, such that when advanced topics are introduced, all the necessary foundational knowledge is in place to understand it. I think this could begin before the school. For example, in a previous HEP school I attended there was an extensive set of problems to do before the school. This ensured that the participant was ready for the start of the school's content and would be able to understand it. The lectures of that school then began by going over material that was covered in those problems, to further ensure that everyone was ready to then move on to the new stuff. Here the theoretical lectures jumped quite quickly into advanced concepts that I wasn't able to grasp; bear in mind that as an experimentalist in the last year of their PhD I haven't done a calculation with a Dirac matrix since my first year! Later in the school there were then varying degrees of theoretical/mathematical difficulty from lecturer to lecturer, as opposed to starting easy and then building to higher difficulty as e.g. an undergraduate course(s) would do. In preparing a set of pre-school problems, both the speakers and the participants know exactly what level of difficulty and expertise the school should begin at. A set of pre-school problems perhaps poses its own issues (more work for lecturers and students perhaps at a critical time of their PhD, perhaps could give lecturers the assumption that everything in there was understood perfectly so they can start straight away from more advanced material), so perhaps it is not the solution. But to summarise and reiterate the problem: for me (an experimentalist) the level of required theoretical knowledge was generally too high and it varied wildly from lecturer to lecturer. This was a big problem for me as I was not able to therefore understand any of the new concepts in a non-superficial way. On the other hand, there seemed to be theoretical PhDs/postdocs here who were perhaps doing fine, so something needs to be done to make sure the school works for both groups.
- Almost all of them were at an appropriate level, perhaps a bit introductory and some of the content was repeated. In general they were very good!
- Some lectures were too fast for such deep theory that was included into the lecture.

- The classes contained a lot of new information for me, and after some of the lectures I listened to the records again and I still need to derive some parts of the lectures and homework to better understand the new material. This is a great opportunity for me to improve my knowledge.
- I liked the structure of course. Few of the topics like Matching and merging, DY resummation calculation, I could not follow. I was from an experimental background so few advanced topics were not easy to grasp in the amount of time. But still I got a nice overview, and so can follow more easily now.
- I really enjoyed many talks: as an experimental, I appreciated and found very useful all the experimental talks. Among the theory talks, I think most of them were at the right level. I have anyway struggled to fully follow the Parton shower and the matching/merging lectures and partially the heavy ions.
- I think the lectures were good placed in the sense that the first week was more theory and at the end it was more experimental. Some of the talks were at a very high level of theory with not so much explanations into the little important details but that of course it will depend on the researcher given the lecture, but in general they were fine considering that I am in my last year of Phd.
- I found some of the lectures hard to follow without a theory/MC background. I ended up mostly paying attention to the contextual parts of lectures and not worrying too much about the maths and derivations. Therefore, the lectures that had relevant examples were the most useful for me.



- I would have preferred more lectures on Heavy ion Physics and future aspects
- Personally, I would happily have opted for more hard QCD, parton shower, pheno content and discussion over the SMHI/HIMB etc lectures. I think the structure of the lectures could probably have been planned between the lecturers to avoid repetition and allow more elaboration on some of the delicate points, with the second week following on from the first rather than being (QCD + PS) in week 1 and (SMHI + exp) in week 2.
- Well, as a PhD student, I see the consistency of the lectures which handled several topics regarding MC. I only recommend increasing the number of tutorials, at least 3 times per week, in order to work, in small groups, on some projects.
- I found the school somehow too specific on some theoretical aspects, and too less on some experimental and phenomenological techniques. Courses on experimental results, jet procedures, Higgs and, most of all, some tutorials, should have received more space, with some more practical examples; other topics, mostly related to parton showering and QCD corrections, were repeated multiple times during different lectures.
- Great. I liked a lot some of the lecturers, who took time to explain concepts.
- I found the focus on deep inelastic scattering quite strange as it's something I haven't met since 3rd year undergrad and I find the language used is quite disjoint from the rest of particle physics. I found the heavy ion lectures had interesting introductions but I got bored and lost in the details. I enjoyed the lecture on model-independent measurements, but found the other experimental lectures were just a lot of flashing plots up and not explaining to theorists what is going on.
- I personally perceived the best lectures those which went slowly but thoroughly through the material. The best lectures were in particular those which were accompanied by a tutorial class and which had good stimulating questions for the evening sessions. Also, just about every lecturer had very good discussion points for the evening sessions! 2 lectures in a single day worked better than 4 lectures in a day. To be specific, on Wednesday and Thursday of the first week, it would have been more digestible (and friendlier for the evening sessions) to have DIS and Higgs/VBP on Thursday and then Parton Showers and Matching/Merging on Friday (as opposed to having all 4 on both days).

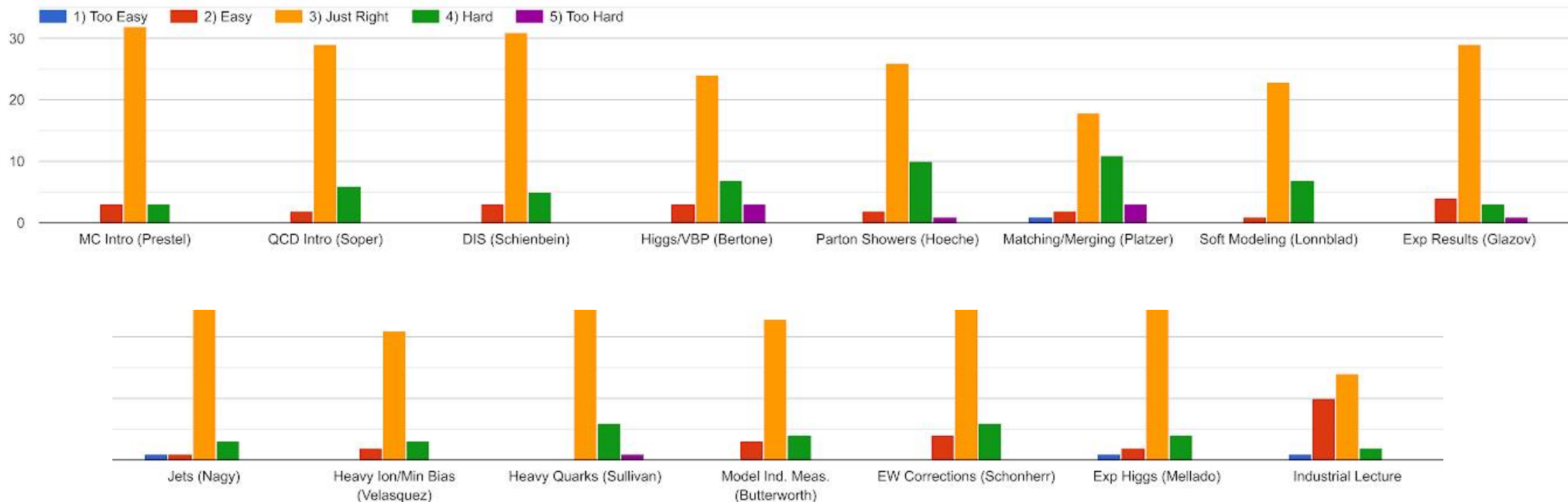
- ▶ MC: very good, especially the tutorial questions which were just right. Great slides. QCD: interesting but difficult to follow at times. PS: very good. The big semi-classical wave theory example could have been an exercise rather than a worked example, to free up time for other aspects. MM: good content but occasionally unclear. I think MM, PS and MC intro could ideally be combined into a single series of 6-8 lectures, perhaps spanning the length of the school (a big 'PS track'). They wouldn't have to be delivered by the same person, but at least with an integrated plan. I'd have liked a worked example of the different methods in addition to the general overview. MIM: really good lectures by Jon. EW: very nice lectures. HQ: one of the best lecturers, very clear and interesting.
- ▶ The MC intro was at the right level of complexity to understand the following.
- ▶ I believe the lectures from Stefan Prestel were personally the most helpful and clear. They explained things pedagogically and in a way that made it easy to understand without a lot of specific knowledge. The QCD intro lessons I believe were a bit sporadically arranged without clear pattern. The pattern only became clear as we had more lectures describing similar things but at first the terminology and technicality of the lectures made it hard for me to follow. The Matching/Merging lectures were very informative but the lecturer went very fast making it harder to follow for me personally. But re-watching them again on Youtube helped a lot! Other than that all the other lectures were really good, nothing to add from my side!
- ▶ I mostly liked "MC Core" by S. Prestel, "QCD Intro" by Soper, "Heavy Quarks" by Z. Sullivan for the clarity and the completeness. "Parton Showers" by S. Hoeche and "Model Independent Measurements" by J. Butterworth were also quite interesting and catching.
- ▶ The lectures were mostly very good. I found it difficult to follow the experimental lectures and the matching and merging lectures. I thought Dave Soper sounded quite tired when giving his lectures but that is very understandable given the time zone! Pre-recording such lectures may have been better.
- ▶ In my opinion, I found the lectures upon 'Soft Modeling', and 'Higgs/VBP' a bit confusing, but perhaps this was due on a lack of familiarity with the necessary formalisms.
- ▶ I think all the lectures were to the point, but the QCD one was outstanding
- ▶ I really, really liked Prestel's and Bertone's lectures. Unfortunately, being an experimentalist made some lectures quite hard to follow.

- › Maybe make sure there is not too much background noise.
- › A bit hard to follow everything on Zoom (some lectures are quite challenging and Zoom makes it even harder) but in the end the most important aspects were in different lectures. With this repetition I think the understanding is ensured (if we take time to run through the lectures by ourselves after)
- › On average I would say the lecturing was not very engaging. Everyone finds it difficult to remain concentrated for the duration of a 1 hr lecture (it is well established in pedagogical research that 15-20 minutes is about the average concentration span in lectures), and this becomes more difficult a) on zoom and b) when the speaker is e.g. speaking in a monotone voice, reading off slides, speaking without any great enthusiasm, not regularly reiterating the important points and regularly re-capping etc. However I think this is a broader problem in physics, and I do appreciate that as organisers of the school you have the lecturers you have, and you can't necessarily tell them to "be more engaging": they don't have the time or training to do that. The fact that the lectures were recorded is very useful in case you missed something, which inevitably happens. However, the fact that the days were very full meant that there was very little time to attempt the exercises or to digest/re-watch the lecture material before the recitations or before the following lecture. This also makes it difficult to properly construct knowledge from the lectures.

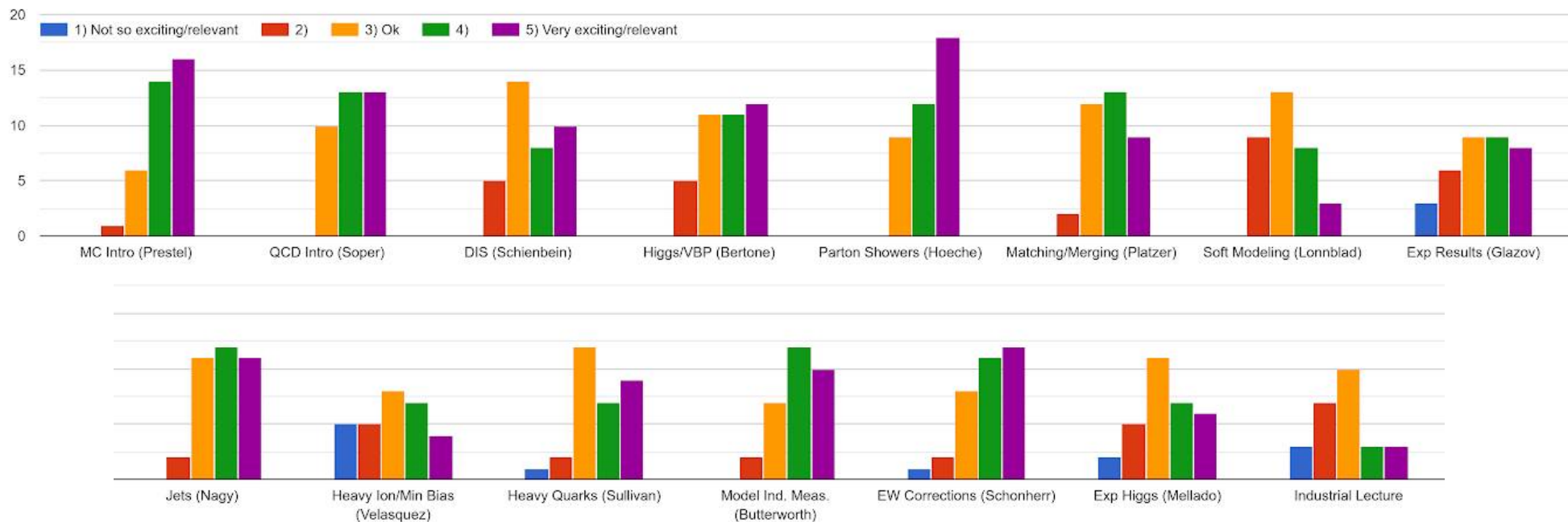
## Other

- › It is helpful to my research work
- › it was really good summer school.
- › The lectures were, overall, very informative. In my opinion all the lectures were at the right level. However, an in-person school would have definitely enhanced the experience which, I understand, was not possible this time. I would also like to humbly urge the organisers to try to increase the financial support in the future such that more participants could be accommodated who, otherwise, would not be able to attend the school.
- › good
- › it was very interesting lectures and it helps in my thesis
- › Lectures were really nice.
- › I attended theory lectures only and I find them very useful.
- › Frankly I couldn't listen all lectures. I live in Iran and for connecting and listening I need anti filer.

## ► Difficulty of lectures

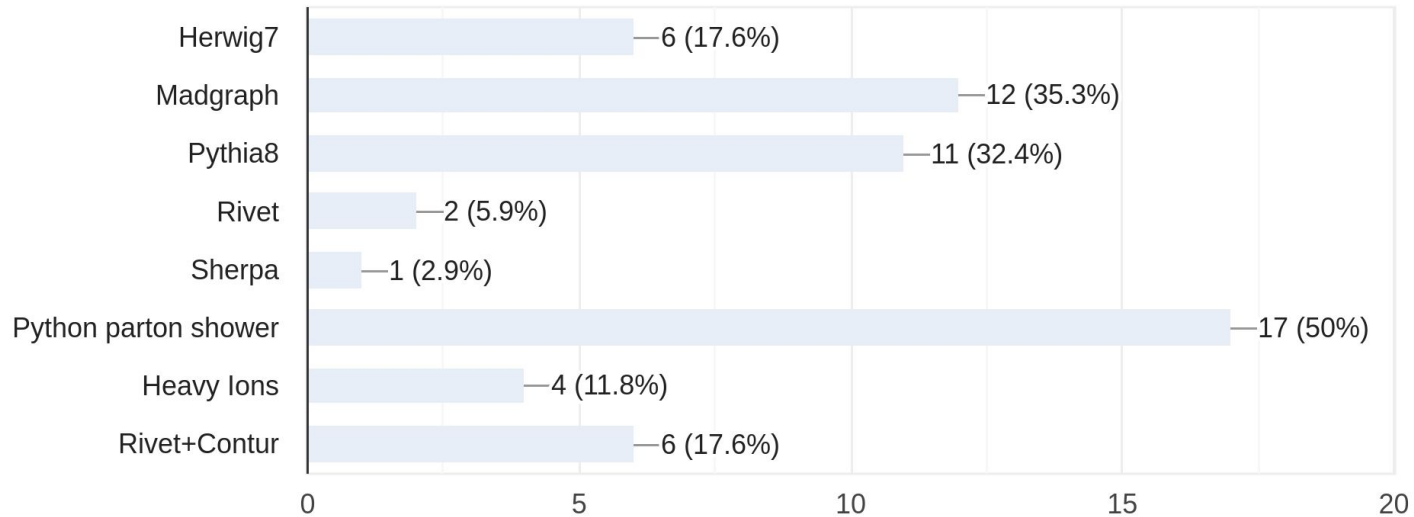


## ► Relevance of lectures



Which tutorial(s) did you participate in [Check all that apply]

34 responses



- › I participated in Madgraph and it was very good.
- › The Pythia8 tutorial should have had at least one more time slot dedicated, and more time for questions and discussions; indeed, I didn't find tutorial givers at the recitation session on the same evening. The Pythia parton shower tutorial has been useful to understand the theoretical concepts beyond the PS generators, but I found four hours too much time for it, since on the second day it turned into a theory lesson.
- › I enjoyed the Herwig tutorial but I'm not sure I learnt a lot from it as it ended up being mostly a copy and paste exercise - I think it would be very useful to look back at in the future if I needed it though!
- › This was one definitely one of the highlights of the summer school! I wish that there could be one or two extra sessions though. For the Python Parton Showers tutorial especially, due to the online nature of the school, the tutorial took on a lecture-like form where we discussed the details of the code in-depth. This was super helpful! The only issue was though that there wasn't enough time then to get through all the details, leaving me hungry for more.
- › Herwig: the tutorial session didn't really bring any benefits over working through the tutorial on the Herwig webpage in your own time, which I'd already done. It might have been good to learn a bit more about constructing your own runcard or generating your own processes. As it was, the tutorial time was dominated by runtime, even with parallel processing etc. While I understand the advantages of using docker for tutorials, anyone who used docker rather than a fresh install would have been left without an installation to use afterwards (maybe good to invite people to compile Herwig in advance?) Parton Showers: this is a great tutorial. Two sessions, 2 days apart, wasn't quite enough to do it justice and make much progress without investing time outside the tutorials - very few of us got any results at the end let alone moved onto the extension material. It would have been great to have spread it over the two weeks and perhaps include input coming from the other lectures (e.g. code an inverse sampling routine after the MC lecture, calculate and insert the hard matrix element after a QCD lecture, write a phase-space generation routine etc), with some unit tests to check the output. Similarly to the other tutorial, I understand the reasoning behind the use of Docker but everyone will have a python installation and it might be good to remove the Docker dependence (replacing it e.g. with conda, which makes it very easy to install a pypy environment that can then be used for other projects).
- › Being online if there was a group discussion which you don't want to participate in then it's difficult to go away from that and concentrate without feeling like you'll miss something. Otherwise was very good to play with these machines and have the ability to ask questions.
- › Its good



- The Contur tutorial was very well-written at the right level, speed and length for the session, and there was a good level of engagement. The Rivet tutorial was the opposite - we were left to get on with things rather than being talked through the processes. I struggled with the lack of introduction to docker - I saw the list of useful commands, but things like opening a bash shell in the container and copying between the host and container were things I had to figure out on my own. I also had to add 'sudo' to the start of pretty much every docker command given which could have tripped up a less experienced Linux user.
- The tutorials I preferred to follow at my own pace in my own setup as I have terrible experience with Docker and I tend to avoid it as much as I can. So I cannot provide comments, except that I would have preferred them without Docker.
- I was a bit disappointed by the tutorials (some technical issues, not just on the first session) but maybe because I expected to be more guided for the beginning (that's my fault)
- I had severe problems with the demand of 'sudo' access to run docker on my department issued machine (and I wish not to give such permission for tutorials, anyway). After 7 long hours, I managed to finish most of the first tutorial. For the next sessions, I had had time to contact our IT-responsible at the department and sort it out but it is fortunate that this person happens to be an IT-support person who answers quickly. I do not appreciate docker.
- Regarding the circumstances one missing point at least for me was the lack of previous instructions before initiate the tutorials, I mean there were some information but not enough. Things like beside to install the software you need to have some extras installations or things working properly in your computer, because if you don't have them after you lose the time trying to fix this technical problems and you miss the whole point of the tutorial.
- PYTHIA 8: It has been useful, and I really appreciated the presence of a well written handbook for the tutorial, with the necessary informations about the installation and the construction of a first simple code as well. Python parton shower: I could attend only the first part of this tutorial, that I actually found very useful and interesting. It also gave me the chance of familiarizing with Python (that I have not used very much so far). Furthermore I really appreciated the fact that the lecturer showed us how to construct the parton shower step by step.

- › Unfortunately I have not appreciated Madgraph tutorial as I would have liked to. No clear instruction on how to install it were provided, ending up in environment crashes and missing library, that did not allow to follow properly the tutorial's steps. The tutorial itself also assumed previous knowledge of the software which I had understood (maybe wrongly, my bad in that case) was not required. I found much more interesting and useful the pythia8 tutorial.
- › Both tutorials were helpful. Stefan was particularly involved with us so it was great to follow his tutorial even if it was a difficult topic (for me at least).
- › Madgraph tutorial was not properly organized.
- › I had the tutorial on Pythia8. Leif Lönnblad answered all of my questions and the materials posted online made the tutorial easier to follow. It would be great to have more classes on Matching/Merging. However, we had tutorial on Python Parton Shower, where Stefan Hoche commented the code using the Parton Showers and Matching lectures given earlier. It was very helpful. These lessons were useful to me, as they gave me not only practical knowledge about Pythia8, but also helped me to improve my knowledge of the theory of PS.
- › I enjoyed both tutorials, but I was really amazed by the Python Parton Shower tutorial. I could learn more about the theory while implementing everything on the code, by just understanding what was behind the code lines. And Stefan Höche helped a lot with his explanations and answering all our questions!
- › The one of Rivet+Contur has been really interesting. The one of pythia 8 a little bit less, we had to follow the pythia manual but I thought we would have done something more different. Anyway, it was useful!
- › This is very hard online. I didn't catch much of this unfortunately.
- › This effort is admirable. I think opportunities like should this be also arranged in future
- › A bit more detailed description and timing for tutorials would have been nice. Maybe different tutorials can be on different days so that there's no clash and students can attend more whichever they like.
- › I'm not fan of the online-tutorials, it's quite difficult to follow properly the teacher.
- › didn't attend

- › I liked a lot the Tutorial about parton shower. The lecturer used the opportunity to explain a lot of theoretical concepts directly related with the simulation. It would be great this methodology, rather than just following a procedure.
- › Tutorial session was nicely organized and was detailed and also covered all the basic and important stuffs.
- › Sherpa Tutorial was very useful for me, would be perfect to record also tutorials
- › The tutorial I followed were at the right level: well structured and documented.
- › very good
- › My impression here is ok, but not very good. In the Herwig tutorial we followed the instructions, but in this limited time i do not know what i really learned, since i just executed the commands and thats it. In the Rivet+Contur tutorial i had problems, following the screensharing and explanations while i also tried to do the tutorial. I however think that once i want to work myself with the software for my work, i can come back to the tutorials and that will be hopefully then more useful and much appreciated.

- ▶ Evening discussions are very good.
- ▶ I didn't like the virtual format on GatherTown, since it was more difficult to ask questions on specific topics, and find who was most suitable to answer them.
- ▶ I only attended the first one as they were at an awkward time in the evening. It was nice to meet other people and chat but I can't comment past this.
- ▶ I'd like to sincerely express how much I enjoyed these evening sessions. Making an online summer school feel like it is in person was near impossible I thought, but you've really done it well! Particularly, other summer schools that I've attended and that featured tools like GatherTown suffered from people not being incentivized to come at all, the discussions being in groups which were too big, the discussed problems being clunky, etc. You've fixed many of these issues in a natural way. It was amazing meeting others in the community and I'd like to say thanks to all the seniors who stuck around to chat with the students and play games until the evening hours! I believe that the ability to literally bump into a lecturer and spend the next half hour chatting to them about what you're curious is priceless. And it is a big reason why I enjoyed this summer school. I can't say anything specific in terms of improving, but some food for thought: Especially on a day with 4 lectures (each taking 1h), evenly dividing 1.5h into 4 parts just didn't work. Thus we weren't able to get through all the material & prepared questions. But perhaps this was for the better as it made it so we only discussed what was really interesting (better to be thorough than rushed!)
- ▶ Generally very good. The groups were a bit small and people were generally very quiet. Not sure how that could have been improved. The facilitators were uniformly excellent. Two possible improvements: - assigning people to groups based on general interests (not enough time to go over everything so this would allow a focus on one or two topics) - a different whiteboard - e.g. jamboard or Bitpaper. Ultimately I think this aspect of the school went really well considering all the limitations.
- ▶ I never had time to look at the questions beforehand (usually some residual work to do after the lectures and then dinner etc.). I was also getting online fatigue during the second week which didn't help. Otherwise there were some very interesting discussions. Having the lecturers go through the rooms was very good. Of course, this kind of format often relies on students speaking up so some nights and rooms were better than others. I think mixing the groups each night would be a good idea
- ▶ I think the discussion sessions worked very well, at least as well as it could be given that it was held remotely. The interactions with the experts, while being enlightening, were comfortable as well.

- The process for being split up by our registration numbers was not well communicated, as emails went into spam folders and it wasn't said in any of the lecture sessions as far as I know. However, the discussions themselves were interesting and I thought the seed questions (the conceptual ones not the calculational ones) were very helpful.
- The remote sessions were great, I had a lot of fun. I have no specific comments, but of course virtual has their limitations. After the first week, I felt less excited to attend for no particular reason than that they are virtual at a late time (I didn't want to stare at a screen after I have done that all day long). I imagine they would have been great to socialize and discuss had the school been in-person.
- Evening discussions were mostly very enjoyable and helpful. Sometimes hard to keep a sharp mind after a long day (especially for the first Wednesday) but I appreciated the little groups discussions (high density of lecturers/helpers)
- I think that GatherTown was a great platform to put on the types of sessions you wanted to have, and replicated quite well the tutorials that I've been in on previous summer schools. The lack of a whiteboard that was usable for everyone was a problem. However, I think you should perhaps question these types of sessions in general: online and in-person. I began attending these sessions, but then stopped after 2 or 3 days for a few reasons. Firstly, I found the silence excruciating. I think we have all sat in many of these open discussions now where the lecturer/chair asks open questions e.g. "So, what questions do you have" and is met with silence. This is particularly the case on Zoom and gets worse the more people you have in the session. These open questions to a room of students just do not work. Neither do "Let's go through this problem. Who's done it? Can someone get us started on it?". People do not like to get involved in this way. I get the same response when I teach undergraduates in person or online. A second reason I stopped attending was that I had not had time to go through the lectures and I had not had time to attempt the exercises (which varied wildly in terms of difficulty, amount of effort required and number of exercises. At times the amount of suggested exercises was completely unfeasible to anyone with the timetable we had). The time of day was difficult to do, as it is generally when I eat and I'm at home with my partner and have various other constraints on my evenings. The uncapped end time was also a problem in terms of planning. Also, if you're out of questions, just end the session. I think these sessions could've worked if a) the problems were consistently achievable, b) there was enough time set aside to achieve them, c) the session were then more structured around the problems, with a small amount of time for optional questions about the lecture content. The facilitator should then think about/research how to run a good tutorial in the online setting with 10 people: it is difficult but it can be done but requires more creativity and different methods of teaching.

- › Again, I am very grateful that all the lecturers took of their time to be present and actively pushing hard for questions and discussions. They spent a lot of time on laying out their answers and sometimes almost continue lecturing. I very much enjoyed their presence.
- › I couldn't be present into the evening discussions.
- › I found it a great idea to overcome the difficulties of attending a school from remote. Perhaps for the future it could be fine to use a tool also available on mobile devices, in order to share the screen while doing handmade computations. (I actually do not know whether a such tool exists, I just wanted to give a suggestion to improve an experience I found very useful and funny).
- › I couldn't attend the evening sessions as I had academic duties in parallel of the school so It was difficult to go home and continue working that late... If the school was in person it would have been different.
- › It is impossible to replace natural conversations with pre-scheduled recitation sessions.
- › During the evening Q+A sessions we had helpful homework discussions as well as the lecture summaries. I am also grateful to all the lecturers who encouraged us to ask questions. All this helped me to get more benefit from the school. Unfortunately, once I had some technical problems, I could not see the shared screen of the lecturer when I was connected to GatherTown from the laptop.
- › I couldn't join all the evening discussions, mainly because I was attending our research group retreat the first week, but I think it was nice to have such a platform. However, if one stayed the whole time in the rooms, I don't think it made much a difference with Zoom. In fact, using the whiteboard on GatherTown was sometimes a bit annoying, or sharing screen, so maybe that's the only negative part. Otherwise, I think that most of the time there were discussions going on in my group, so you could learn something. I really liked that the speakers were moving from room to room, instead of having just one assigned per day.
- › I'm sorry I never joined because I have so many off-work activities and social plans when I'm at home.
- › I joined the evening sessions 1 / 2 times because they were scheduled at an uncomfortable time for me.
- › I liked the evening discussions a lot. Sometimes the conversation were a bit dry, but this was also due to the fact that there weren't so many students attending.
- › With respect to discussion it was really nice, but it should be more interactive between other participants, that way it could be more relaxing and interactive.

- › I would add special session for the explanation or even solution of exercises
- › I appreciated the recitation sessions, even though I have joined only ~half of them. I enjoyed when the tutor were going through the questions one by one forcing the discussion among the students. The recitation at 8pm was a bit late for me in some evening, and I was too tired to join.
- › Unfortunately, I couldn't join the evening discussion sessions. However, I did appreciate the fact that you took time not only to lecture us, but also to try and engage us in discussions, even in a virtual environment.
- › it was good and helps me to discuss with different student and professors
- › That was a really nice part of the school, and the moderators usually really did a good job on keeping the discussion going, encouraging us to ask questions and so on. Really my thanks to all of them, and to you ( the organizers)
- ›