

Kursanalys IX1501 – Matematisk statistik

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Course design

The course consists of 14 lectures (föreläsningar), 5 exercises (övningar), and 3 projects (projektuppgifter). Each lecture is composed of theory and problem-solving part. Due to the pandemic, the whole course was offered online. Theory lectures are pre-recorded and available at Canvas. Problem-solving and exercises are run online via Zoom. Project presentation is through the uploading of student video recordings.

To implement the continuous examination, three quizzes are introduced from HT21. The quizzes are based on Canvas, which are time-limited and require exact answers (no partial points). Then, the kontrollskrivning is removed from the course.

Grading is based on mandatory projects (P/F) and examination (three quizzes + final exam, A-Fx).

The students' workload

The LEQ indicates a varying workload from 9-30 hours/week. The majority of the students work 18-20 hours per week, which is expected.

The students' results

90 students registered (83 first registrations and 7 re-registrations). 72 students passed in the final exam and 1 student passed in the re-exam. The success rate is a little bit lower than the previous year, but in a similar range.

Students' answers to open questions

- Most of the students were satisfied with the pre-recorded theory lecture. Compared to the previous year, they were quite used to distance learning and felt comfortable with the format of the course.
- I tried to be responsive to the students' questions and requests throughout the course. The students appreciated it and mentioned it as one of the best aspects of the course. Newly introduced Canvas quiz was a negative part of the course. The students felt it too pressing. Also, they did not like the fact that on partial points are given to the quiz.

Overall impression

- The digital material (pre-recorded lectures) that was created in haste in the previous year was extremely useful for this year as well. I recorded all the problem-solving and exercise sessions that were live on Zoom in this semester. These can be utilized for further digitalization of the course in the coming years.
- Although the continuous examination is the way to go in the long run, it is a challenge to apply it to mathematical courses. While Canvas-based quiz is an efficient way of continuous examination, it is pressing and somehow punishing to students who are prone to small mistakes.

Prioritized Course Development

Two directions have been identified as the prioritized course development.

- The digitalization of the course and the combination of in-classroom sessions: online material has been accumulated in the last two years due to the pandemic. On the one hand, it is natural to utilize the accumulated material. Furthermore, the material should be continually improved. On the other hand, now that we can go back to in-classroom lectures, how to make the best combination of online and offline sessions is a challenge for HT22. We consider flipped classroom for exercise sessions.
- Canvas-based quiz needs an improvement. Currently, the quiz questions require exact solutions, which do not allow any small mistakes. Also, it is not possible to give any feedback to students.