

## **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. Lectures were provided in classroom, but pre-recorded material has been extensively used. 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**

75 students registered (71 first registrations and 4 re-registrations). 65 students passed the final exam. The success rate is in a similar range as the previous years.

### **Students' answers to open questions**

- Most of the students were satisfied with the online material. Pre-recorded lectures have been used since HT20. In addition to that, problem solving videos that were recorded during the last year were available for the students.
- Some students were disappointed with the Canvas quizzes. It was not about the quiz itself but about the way quizzes affect the final grade. Since the quiz points play a crucial role in the passing grade, the quizzes became pressure to the students.
- Responsive to the students' questions and requests is one of the key factors contributing to the students' satisfaction.

## Overall impression

- 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. Students also feel pressure about the requirements that they should receive good points from “all” three quizzes.
- Online material is certainly effective for students’ learning. However, it somehow discourages students from coming to classroom because they think they can obtain enough information and advice from the online material.

## Prioritized Course Development

Two directions have been identified as the prioritized course development.

- Quiz structure needs to be revised. On the one hand, it provides good motivation for students to work continuously during the course. On the other hand, students feel too much pressure during the course. We may consider more opportunities and less total points out of the quizzes.
- How to improve the attendance of the students to the in-class lecture sessions is one of the major challenges.