



Report - SF1689 - 2019-11-16

Respondents: 1
Answer Count: 1
Answer Frequency: 100.00 %

Please note that there is only one respondent to this form: the person that performs the course analysis.

Course analysis carried out by (name, e-mail):

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COURSE DESIGN

Briefly describe the course design (learning activities, examinations) and any changes that have been implemented since the last course offering.

The learning activities consisted of 16 lectures and 16 exercise sessions, while there was one mid-term exam and a final written examination.

THE STUDENT'S WORKLOAD

Does the students' workload correspond to the expected level (40 hours/1.5 credits)? If there is a significant deviation from the expected, what can be the reason?

The students' workload was 30.5 hours/1.5 credits. The deviation could come from the difficulty of self estimation, and the small amount of people replying to the course evaluation (17). Also the fact that the majority of the material is repetition from high school might have an impact.

THE STUDENTS' RESULTS

How well have the students succeeded on the course? If there are significant differences compared to previous course offerings, what can be the reason?

47 out of 65 (72.3 %) passed the ordinary examination, while 6 out of 16 (37.5 %) passed the resit.

OVERALL IMPRESSION OF THE LEARNING ENVIRONMENT

What is your overall impression of the learning environment in the polar diagrams, for example in terms of the students' experience of meaningfulness, comprehensibility and manageability? If there are significant differences between different groups of students, what can be the reason?

The learning environment seems to have been rather sound (average result out of 7):

- 1. I worked with interesting issues: 5.1
- 4. The course was challenging in a stimulating way: 5.6
- 15. I could practice and receive feedback without being graded: 5.8
- 16. The assessment on the course was fair and honest: 5.6
- 21. I was able to learn by collaborating and discussing with others: 5.4
- 22. I was able to get support if I needed it: 6.1

The difference between genders was small, and there were comments like the following:

"[I] don't feel that it mattered what gender one had in this course, all were treated equal"
"It was so neutral that I was puzzled by 'please comment the course from this perspective'"
"No discrimination and no prejudice"



ANALYSIS OF THE LEARNING ENVIRONMENT

Can you identify some stronger or weaker areas of the learning environment in the polar diagram - or in the response to each statement - respectively? Do they have an explanation?

The areas considering working environment, support and examination seem like a strong point, perhaps due to the small size of the course (ca 60 students). Hence the possibility of one person being able to plan everything from start to end.

The weak point would be point 1. above. This might be explained with the fact that most of the content was repetition, but I as a teacher could have provided more examples from real life and better have explained the purpose of the course.

ANSWERS TO OPEN QUESTIONS

What emerges in the students' answers to the open questions? Is there any good advice to future course participants that you want to pass on?

Being the first course in Mathematics, it is probably better to use a language that is more colloquial and slowly make it more formal (using terms such as 'norms' etc.). Another thing might be to start - or at least not end - with the new material: linear algebra.

PRIORITY COURSE DEVELOPMENT

What aspects of the course should primarily be developed? How could these aspects be developed in the short or long term?

Since this is the first course in Mathematics the students have, one should definitely focus on showing the students what "good" solutions look like, i.e., show examples of well motivated and self-contained, and give students problems for which a lot of feedback is given on the solutions (with or without grading).

OTHER INFORMATION

Is there anything else you would like to add?

I think the schedule of the course was very good, in the sense that each lecture was immediately followed by an exercise session.
