Report - SF1689 - 2021-11-23

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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DESCRIPTION OF THE COURSE EVALUATION PROCESS

Describe the course evaluation process. Describe how all students have been given the possibility to give their opinions on the course. Describe how aspects regarding gender, and disabled students are investigated.

The students were given the opportunity to give their opinions during the course of the course with the help of the kursnämnd.
At the end of the course students had the possibility to fill in a course survey to present their opinions on the course.

DESCRIPTION OF MEETINGS WITH STUDENTS

Describe which meetings that has been arranged with students during the course and after its completion. (The outcomes of these meetings should be reported under 7, below.)

The students were given the opportunity to give their opinions during the course of the course with the help of the kursnämnd.
The teacher had a meeting with the kursnämnd during the course where students could give feedback on the course.

COURSE DESIGN

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

The course consisted of 16 lectures and 16 exercise sessions as well as three non mandatory hand in homework sets together with a final written exam.

THE STUDENTS' WORKLOAD

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

The students estimated their workload to be lower than the expected level. This can be due to the fact that the students have different background and that for some students a lot of material presented in the course was already known from high school.

STUDENTS´ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

The students liked the format with lectures and exercises. The students who have not taken math in high school or who have studied it a long time ago appreciated the content of the course, preparing them for their later studies.

The students did not like the format of the lectures: They would like a lot more examples and a lot less proofs and less definitions.

SUMMARY OF STUDENTS' OPINIONS

Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.

The students did not like the format of the lectures: They would like a lot more examples and a lot less proofs and less definitions.
The students appreciated the exercise sessions and the help they got via email and zoom (the course was given remotely).

OVERALL IMPRESSION

Summarize the teachers' overall impressions of the course offering in relation to students' results and their evaluation of the course, as well as in relation to the changes implemented since last course offering.

If the teacher would teach the course again they would change the lectures to include a lot more exercises. It seems that focusing on the main parts of the book with lots of examples would be a better approach than trying to go through all the material in the course book.
To be more precise one should focus on the topics which are listed in the "course content" and avoid any extramaterial if possible.

ANALYSIS

Is it possible to identify stronger and weaker areas in the learning environment based on the information you have gathered during the evaluation and analysis process? What can the reason for these be? Are there significant difference in experience between:
- students identifying as female and male?
- international and national students?
- students with or without disabilities?

No significant differences

PRIORITIZED COURSE DEVELOPMENT

What aspects of the course should be developed primaily? How can these aspects be developed in short and long term?

Content of the lectures: Do not present any material outside of the minimum requirement, avoid definitions if possible, avoid proofs if they do not help the understanding of the students, focus on examples