



Kursanalys - KTH

Formulär för kursansvarig.

Kursanalysen utförs under kursens gång.

Nomenklatur: F - föreläsning, Ö - övning, R - räknestuga, L - laboration, S - seminarium)

KURSDATA Obligatorisk del

Kursens namn	Kursnummer
History of Mathematics	SF2719 and SF2725
Kurspoäng och poäng fördelat på exam-former	När kursen genomfördes
6 hp (SF2719); 7.5 hp (SF2725)	Period 1, 2018
Kursansvarig och övriga lärare	Undervisningstimmar, fördelat på F, Ö, R, L, S
Tilman Bauer	Lektion 14 x 2h

Antal registrerade studenter 49 (SF2719) + 5 (SF2725)

Prestationsgrad efter 1:a examenstillfället, i % 41(SF2719)+4(SF2725)=85%

Examinationsgrad efter 1:a examenstillfället, i % 41(SF2719)+4(SF2725)=85%

MÅL

The aim of the course is to give students the knowledge and skills to analyze and contextualize historical mathematical texts with respect to the development of mathematics through history, the mutual influences between mathematics and society, and to draw conclusions about the role and relevance of mathematics today.

After completion of the course, a student will be able to:

- express analyses and arguments around original mathematical texts orally and in written form in a structured and scientific way
- ask relevant and creative historical questions
- express own thoughts about societal aspects of mathematics such as the structure of society, politics, and gender, both in the past and the present
- sketch the development through history of several mathematical ideas, mathematical subjects, and frameworks in which mathematics was done
- sketch important contributions, biographies and the social context of several prominent historical mathematicians.

Ange hur kursen är utformad för att uppfylla målen

The course consists of lectures mixed with group work, discussions, and reading. Four homework essays are used to train the first 4 objectives. Four short quizzes during the lectures test the last objective.

Eventuellt deltagande i länkmöte före kursstart

n/a

Kursens pedagogiska utveckling I

The course has been redesigned completely. Until two years ago, the course focused only on descriptive aspects of the history of mathematics (who did what when where, what was the development of our current mathematical concepts throughout history?) While this has to be part of any course on history in mathematics, we decided that a more historical approach is more suitable and more rewarding and that this can be realized by putting original texts and their analysis front and center and focus on writing analyses in the form of essays. 2017 was a transitional period where purely descriptive parts were mixed with more analytical ones, and students wrote one larger essay (project) with individual supervision. This was an improvement, but without prior training in essay writing, this large project was perceived as daunting and with unclear expectations. In 2017, six lecturers were involved with this course to take care of the supervision, but that was not a sustainable setup. With one teacher and one assistant in 2018, I decided that a series of smaller essays would give the students more scaffolding, being at the same time more reasonable to handle by the staff available.

Kontakt med studenterna under kursens gång

Studenter i årets kurs-nämnd:

Namn

E-post (lämnas blank vid webbpublicering)

Alexandra Jevring
Camilla Björn
Elisabeth Lökvist

**Resultat av formativ
mittkursenkät**

n/a

Resultat av kursmöten

In a meeting with the course representatives in course week 3, the following points were highlighted:

- The bonus system with tests and essays was appreciated.
- More explicitness about the learning objectives was desired, and why we do some things
- It should be pointed out more clearly that it's about ideas and not about facts being right or wrong.
- It was sometimes considered stressful to take notes during the lectures
- Be more explicit about how the students should learn for this course.

Kontakt med övriga lärare under kursens gång

Kommentarer

Regular meetings with the assistant Kristian Moi (who helped with the grading).

Kursenkät; teknologernas synpunkter Obligatorisk del

Att komma ihåg:

- 1) Uppmana, mha kursnämnden, till ifyllande av kursenkät i anslutning till / just efter slutexaminationen
- 2) Delge kursnämnden enkäten
- 3) Publicera enkäten under en kortare tid

Period, då enkäten var aktiv

The survey was done in-class in the last lecture (after-lecture online surveys such as LEQ tend to have a far too low response rate to be statistically meaningful)

**Frågor, som adderades till
standardfrågorna**

- LEQ was not used. Questions:
1. How many hours a week did you spend on this course on average?
 2. What was the most challenging aspect of this course?
 3. Which aspects of the course did you find least meaningful?
 4. What, in your opinion, was the main goal / were the main goals of this course?
For each goal, indicate on a scale of 1-5 (5=best) how well you think you have reached it.
 5. What did you like best about the course?
 6. What did you dislike most?
 7. Name one thing that would make this course better for you.

Svarsfrekvens	21 responses out of ca. 40 active students
Förändringar sedan förra genomförandet	n/a
Helhetsintryck	Both the lecturer and the vast majority of students considered the course a success – it was challenging, interesting, and with reasonable requirements.
Relevanta webb-länkar	Course home page: https://kth.instructure.com/courses/6955

Kursansvarigs tolkning av enkät

Positiva synpunkter	essay-writing, requirements for continuous work/bonus points, the variety of examination, lectures/lecturer
Negativa synpunkter	in-class reading was challenging, uncertainty how to learn for the quizzes
Var kursen relevant i förhållande till kursmålen?	<p>Most students thought that the aim of getting an understanding of the development of math was a main goal of the course and attained well (4.2/5)</p> <p>Students also identified the analysis of historical texts as a goal, which was attained reasonably well (3.5/5)</p> <p>Other goals that were achieved in the course were given as essay-writing (3.7/5), critical thinking/change of perspective (4.5/5), finding source texts (4.5/5), and using the history of math in school teaching (4/5)</p>
Syn på förkunskaperna	In some (few) parts of the course, the mathematics was a bit too high-level for some students. Some students struggled with reading historical English texts
Syn på undervisningsformen	The structure was generally seen as very positive.
Syn på kurslitt/kursmaterial	A few students missed a clear course book (but such a book does not exist). The students appreciated when I started sharing the slides I used in class.
Syn på examinationen	Generally very positive, with the exception that some felt uncertain about what would be asked in the quizzes and thought that the essay questions were too vague. (They were intentionally vague so that the students could focus on an aspect they thought was particularly interesting to them.)
Speciellt intressanta kommentarer	Many students expressed the wish for preparatory work before class.

Synpunkter från övriga lärare efter avslutad kurs

Vad fungerade bra

Vad fungerade mindre bra

Resultat av kursnämndsmöte efter examination

Studenternas sammanfattn. The course was by and large seen as a success - interesting and relevant.

Förslag till förändringar

The student representatives suggested that a second version of essays could be turned in after receiving feedback instead of a rebuttal because it may feel frustrating not to be able to improve the essay after getting good feedback. I pointed out that then the first version will more often be unfinished, and that the final grade on the essay in part will be dependent on the quality of the peer review.

The students requested that the in-class texts should be made available before the classes. This should indeed be done. It should be made more explicit and clear what the quizzes are about, possibly with sample questions.

The course design should not be too focused on the participants' future career as teachers but also take into account those planning for a career in engineering.

Some students expressed the wish to talk about more female mathematicians in the course. It is worth thinking about how to do this in a meaningful way (especially in pre-20th century history, we do not have many documents on woman mathematicians).

Länk till kursnämndsprot. n/a

Kursansvarigs sammanfattande berättelse

Helhetsintryck The course was a lot of fun and it was generally seen as meaningful and challenging. I will stick to this rough concept for the next few years at least.

Positiva synpunkter The essays worked really well - I could see a marked improvement in almost all students from essay 1 to essay 4. The in-class discussions were lively.

Negativa synpunkter The quizzes took some of the free-flowing energy away. The work load for the teacher was, for the course of this size, a bit on the high side.

Syn på förkunskaperna Fine.

Syn på undervisningsformen The mixed lecturers/discussions/group work worked well.

Syn på kurslitt/ kursmaterial	Altogether, the students got acquainted with a wide variety of types of historical texts, and this should be kept. Maybe the number of different texts used in class could be reduced somewhat.
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Syn på examinationen	The variety of examination worked really well and took both the stress out of the final exam as well as taught them incrementally how to improve. Peer review and rebuttals were meaningful. One could think about changing the quizzes in some way that de-emphasizes them while still providing security with bonus points.
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Kursens pedagogiska utveckling II Obligatorisk del

Hur förändringarna till denna kursomgång fungerade	As a completely re-designed course, it worked really well and I am happy with it.
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Förändringar som bör göras inför nästa kursomgång	Provide pre-class reading assignments. Reconsider the quizzes. Make some time for activities such as role play.
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Övrigt

The course questionnaire responses are attached.

Course questionnaire

SF2719/SF2725 The history of mathematics, T. Bauer

1. How many hours a week did you spend on this course on average?

10-12

2. What was the most challenging aspect of this course?

The essays.

3. Which aspects of the course did you find least meaningful?

Rebuttals

4. What, in your opinion, was the main goal / were the main goals of this course?

For each goal, indicate on a scale of 1-5 (5=best) how well you think you have reached it.

To get a general grasp of important historical aspects of mathematics. I'd say 2/5, since the essays were very specific

5. What did you like best about the course?

Tilman's lectures, Good structure and power points

6. What did you dislike most?

The grading does not reflect the task we do. I mean

7. Name one thing that would make this course better for you.

Instructions for the essays need to be much clearer if you are to grade so tough. I feel like you think like grading math when grading essays, many have felt confused.

Also, maybe make essays more focused on a bigger picture of a longer timespan. After all, that is more comprehensive than specific events.

Course questionnaire

SF2719/SF2725 The history of mathematics, T. Bauer

1. How many hours a week did you spend on this course on average?

15 timmar utöver lektionstid.

2. What was the most challenging aspect of this course?

Essay 4, att gräva upp primära källor. Mycket intressant, kul och givande uppgift, men det är oväntligt att bara ge en vecka för att skriva den. Att hitta källor tog mycket tid.

3. Which aspects of the course did you find least meaningful?

~~I found even~~ jag tyckte allt var meningsfullt.
~~Intressant diskussion~~

4. What, in your opinion, was the main goal / were the main goals of this course?
For each goal, indicate on a scale of 1-5 (5=best) how well you think you have reached it.

lära mig om matematikers historia (5)
lära mig hitta primära källor (5)
lära mig hur olika matematiska upptäckters betydelse i nutiden (4)

5. What did you like best about the course?

Jag gillar upplägget! Bonus systemet är mycket bra och gör att vi arbetar med kursen kontinuerligt. Jag gillar att du delar ut papper och vi får diskutera med andra.

6. What did you dislike most?

När du sa "detta ~~kom~~ behöver ni inte veta i detalj" men det kom ändå på quiz. Men du slutade med att göra det efteråt så det är en bra förändring.

7. Name one thing that would make this course better for you.

Tydligare kriterier för ~~hur~~ vad den vill ska vara med i essay.

Stort engagemang har du på föreläsningen och du ställer intressanta frågor. Se nedan för förbättringar

Course questionnaire och vad som ej fungerat optimalt

SF2719/SF2725 The history of mathematics, T. Bauer

1. How many hours a week did you spend on this course on average?

1. 20-30 hours or even more

2. What was the most challenging aspect of this course?

att förstå vad som förväntas av mig. T.ex. var det otydligt att du ville ha en översättning av beviset

3. Which aspects of the course did you find least meaningful?

egentligen inte så mycket,

kan inte matematikers fulla historia.

bolistiskt talat. Jag funderade på de 2 frågorna efter.

4. What, in your opinion, was the main goal / were the main goals of this course?

For each goal, indicate on a scale of 1-5 (5=best) how well you think you have reached it.

1. använda primära och sekundära källor, 5

2. Analysera matematiska texter, 4

3. bakgrund och

5. What did you like best about the course?

Intressant att höra om
kvinor kring matematik!
Viktigt!

idéer om matematik - quiz, 5

6. What did you dislike most?

bedömningen var orättvis, svårt att tolka
instruktioner till essays.

7. Name one thing that would make this course better for you.

Tydligare information för quiz och essays.

kjog inte för studenter och säg att t.ex.

konflikten inte kommer osv... Förmodade, då den kom.

Det vore bra om återkopplingen kom tidigare på essays så att jag kan använda den inför nästa essay. Det är orättvist att vissa får feedback en vecka före mig (essay 2).

Bedömningsmatrisen borde vara lika så att både läraren och assistenten förstår och kan tillämpa den, på quiz & essays.

Course questionnaire

SF2719/SF2725 The history of mathematics, T. Bauer

1. How many hours a week did you spend on this course on average?

apart from the lectures, around 10-15

2. What was the most challenging aspect of this course?

guess what is important to know for the quiz and also find the information about what is suppose to be in the essay

3. Which aspects of the course did you find least meaningful?

4. What, in your opinion, was the main goal / were the main goals of this course?

For each goal, indicate on a scale of 1-5 (5=best) how well you think you have reached it.

to get a knowledge about development of math history 5

5. What did you like best about the course?

essays (well when you manage to find criteria)
It was really interesting.

6. What did you dislike most?

The missing information about quizzes and essays. It was impossible to find since some important information was only presented in class. So if you couldn't attend lectures

7. Name one thing that would make this course better for you.

upload all important information on canvas.

* What is suppose to be in the essay

* Texts, so that we can look at them in advance, some of us cant read fast enough to go through them during the clas.

other wise the course was really interesting and meaningful!

Course questionnaire

SF2719/SF2725 The history of mathematics, T. Bauer

1. How many hours a week did you spend on this course on average?

Outside of the classes (which I tried to always attend) I spent around 1-2 hours weeks we didn't have essays and 4-8 on weeks with essays.

2. What was the most challenging aspect of this course?

Finding original sources that I could use, often language or the level of mathematics were barriers.

3. Which aspects of the course did you find least meaningful?

/

4. What, in your opinion, was the main goal / were the main goals of this course?
For each goal, indicate on a scale of 1-5 (5=best) how well you think you have reached it.

analyze historical texts 4

understand the development of math throughout history 5

acquaintance about historical events (regarding math) 3

finding relevant sources 4 (although not always finding them)

5. What did you like best about the course?

The descriptive parts

6. What did you dislike most?

/

7. Name one thing that would make this course better for you.

/

Course questionnaire

SF2719/SF2725 The history of mathematics, T. Bauer

1. How many hours a week did you spend on this course on average?

10

2. What was the most challenging aspect of this course?

Interpreting what you should write about in the essays (especially Essay 2)

3. Which aspects of the course did you find least meaningful?

The rebuttal of Essay 2, but that was because I didn't get much to work with from the peer-review.

4. What, in your opinion, was the main goal / were the main goals of this course?

For each goal, indicate on a scale of 1-5 (5=best) how well you think you have reached it.

Learn about the development of mathematics 4

See that a lot of what we take for granted today was not always like that 4

Learn how to handle historical texts 4

5. What did you like best about the course?

I liked the essays, they gave an opportunity to get heavily involved in the course material. And also the system to have a passing grade before the exam

6. What did you dislike most?

Not really having one coursebook that you could read beforehand and feeling that it was worth the time.

7. Name one thing that would make this course better for you.

Faster response on the essays. It can be very good to get the feedback of Essay n-1 before Essay n is to be handed in, in case there was something important for you to change in your style.

Course questionnaire

SF2719/SF2725 The history of mathematics, T. Bauer

1. How many hours a week did you spend on this course on average?

Alla föreläsningar, ca 8h per essay, 1h per peer review (2st),
1h per rebuttal inlämning, ca 1,5h per inlämning

2. What was the most challenging aspect of this course?

Att förstå litteraturen / texterna

3. Which aspects of the course did you find least meaningful?

Att analysera texterna blev inte alltid så meningsfullt, med detta
pga att man inte alltid hann med eller förstod. (Idén är bra i sig)

4. What, in your opinion, was the main goal / were the main goals of this course?

For each goal, indicate on a scale of 1-5 (5=best) how well you think you have reached it.

Få en övergripande inblick hur matematiken har utvecklats,
varför och av vilka. (4)

5. What did you like best about the course?

Man lärde sig mest av att skriva "Essaysen", och det var
intressant att få djupdyka i några historiska händelser
inom matematikhistorien.

6. What did you dislike most?

Poängsystemet skapar en hel del stress. Hellre låta uppsatserna
mötsvara pass/fail och låt det finnas möjlighet att komplettera.

7. Name one thing that would make this course better for you.

Du får gärna förklara texterna mer innan vi disskuterar/
analyserar dem, det skulle göra det momentet mer meningsfullt.

(Med texterna menar jag dina "hand outs".

Sen, se punkt 6.

Annars en trevlig kurs, lite omväxlande! Kreativa föreläsningar,
bra föreläsare. (11/10)

Course questionnaire

SF2719/SF2725 The history of mathematics, T. Bauer

1. How many hours a week did you spend on this course on average?

8 hours.

2. What was the most challenging aspect of this course?

Analysing mathematical texts from different ages.

3. Which aspects of the course did you find least meaningful?

Feedback and rebuttals (easily ~~earned~~ earned points, good) but they couldn't be used to make the text better.

4. What, in your opinion, was the main goal / were the main goals of this course?
For each goal, indicate on a scale of 1-5 (5=best) how well you think you have reached it.

- To understand the evolution of mathematics, 3/5
- Analysing mathematical/historical texts, 3/5 • Writing good essays 4/5

5. What did you like best about the course?

The essays, feedback and rebuttal, fun and challenging assignments. Also involving some advanced math, good!

6. What did you dislike most?

Lack of clarity when studying for quizzes. I would have like ~~to~~ more clear-cut instructions for these.

7. Name one thing that would make this course better for you.

That the essays would be graded after feedback, to give chance for improving the essay with the feedback.

Course questionnaire

SF2719/SF2725 The history of mathematics, T. Bauer

1. How many hours a week did you spend on this course on average?

20-25

2. What was the most challenging aspect of this course?

Essay 4 kändes alldeles för stor & komplex
svårt att hitta något om man inte känner till en dispyt
från början. Hade kanske varit bra med några alternativ att välja mellan.

3. Which aspects of the course did you find least meaningful?

Alla delar kändes meningsfulla & man lärde sig
mycket av att skriva essays.

4. What, in your opinion, was the main goal / were the main goals of this course?
For each goal, indicate on a scale of 1-5 (5=best) how well you think you have reached it.

5. What did you like best about the course?

Föreläsningarna.

6. What did you dislike most?

Stressen över quizen.

Lösa alla texter vi gjorde under lektionerna. Hade varit bra om
vi tillsammans i klassen hade gått igenom vad texterna handlade om

7. Name one thing that would make this course better for you.



Course questionnaire

SF2719/SF2725 The history of mathematics, T. Bauer

1. How many hours a week did you spend on this course on average?

LECTURES : 4h

ADDITIONAL: 2-5h 2 if quiz
5 if essay week.

2. What was the most challenging aspect of this course?

Understanding what was sought after in the essays.

3. Which aspects of the course did you find least meaningful?

The readings during the lectures.
we were given ~~some~~ too little time to get a grip of what they were saying

4. What, in your opinion, was the main goal / were the main goals of this course?

For each goal, indicate on a scale of 1-5 (5=best) how well you think you have reached it.

Putting historical text in context:

5. What did you like best about the course?

Being "forced" to do work ~~along~~ during the course. It helped with the progress instead of just doing an exam.

6. What did you dislike most?

The same as Q3: the readings

7. Name one thing that would make this course better for you.

During essay 4 it was really difficult to know what was sufficient for a "dispute".

Course questionnaire

SF2719/SF2725 The history of mathematics, T. Bauer

1. How many hours a week did you spend on this course on average?

Ca 15 h.

2. What was the most challenging aspect of this course?

~~Understanding the history of mathematics~~

Understand the Förstå vad det var du sökte i uppgiftsbeskrivningarna till essay:sen.

3. Which aspects of the course did you find least meaningful?

Läsa så många olika texter.

Vi la väldigt mycket tid på ~~ett~~ ex "Hur gör man en bra peer review?"

4. What, in your opinion, was the main goal / were the main goals of this course?

For each goal, indicate on a scale of 1-5 (5=best) how well you think you have reached it.

Målet var att få en uppfattning om matematikers utveckling. 4
Läsa originaltexter 3.

5. What did you like best about the course?

Gillar upplägget. med essays. Jag har lärt mig mycket.

6. What did you dislike most?

Kanske minska antalet texter, för jag upplevde att vi la lite för mycket tid på att läsa.

7. Name one thing that would make this course better for you.

Course questionnaire

SF2719/SF2725 The history of mathematics, T. Bauer

1. How many hours a week did you spend on this course on average?

Outside lectures: 10

2. What was the most challenging aspect of this course?

Knowing exactly what was examinable

3. Which aspects of the course did you find least meaningful?

Sometimes the texts were too complex e.g. maths + occultism, so spent too long trying to understand them

4. What, in your opinion, was the main goal / were the main goals of this course?
For each goal, indicate on a scale of 1-5 (5=best) how well you think you have reached it.

Gain further insight into broad overview of how mathematics has developed - 5

5. What did you like best about the course?

Informal, more discussion based lectures, friendly, intelligent lecturer
My favourite course!

6. What did you dislike most?

Not being clear on a syllabus

7. Name one thing that would make this course better for you.

Slightly more defined structure and linkage from one lecture to the next
- often seemed to cover completely different topics in different lectures.

Course questionnaire

SF2719/SF2725 The history of mathematics, T. Bauer

1. How many hours a week did you spend on this course on average?

9

2. What was the most challenging aspect of this course?

Writing essays

Analyzing texts in class

3. Which aspects of the course did you find least meaningful?

grading criteria for essays - It was hard when we hadn't written or read essays like these before
maybe have an example or two?
essay

4. What, in your opinion, was the main goal / were the main goals of this course?

For each goal, indicate on a scale of 1-5 (5=best) how well you think you have reached it.

analyzing historical mathematical texts (3)

understanding broad strokes of mathematical history and how we got where we are today (4)

writing essays about mathematics (4)

5. What did you like best about the course?

Writing essays / peer review / rebuttal process! Learned a lot

6. What did you dislike most?

"Trick" texts, when it turned out that they were wrong
(I understand the point of this, I just didn't like it)

7. Name one thing that would make this course better for you.

having preparation work before lectures (eg. being able to read texts to analyze in class in beforehand)

Course questionnaire

SF2719/SF2725 The history of mathematics, T. Bauer

1. How many hours a week did you spend on this course on average?

12

2. What was the most challenging aspect of this course?

Read hard English texts

3. Which aspects of the course did you find least meaningful?

Guessing what should be contained in the essays

4. What, in your opinion, was the main goal / were the main goals of this course?

For each goal, indicate on a scale of 1-5 (5=best) how well you think you have reached it.

Write good essays : 3

Learn about historical mathematicians : 3

Har matematiken varit ändrats och på vilket sätt de arbetade med vetenskap

5. What did you like best about the course?

Er : 3

Learn about interesting math and famous mathematicians

6. What did you dislike most?

The quizzes

7. Name one thing that would make this course better for you.

Att det inte var lika stora nackdelar att inte gå på föreläsningarna. Att det fanns möjlighet att tex göra quizzen hemma via canvas och att allt som gick igenom på föreläsningar även enkelt gick att hitta på hemman.

Course questionnaire

SF2719/SF2725 The history of mathematics, T. Bauer

1. How many hours a week did you spend on this course on average?

including lectures: 10-20 (usually around 15-17)

2. What was the most challenging aspect of this course?

Essay 4! Finding sources has been quite challenging. I feel like I would have needed much more time to find texts and analyse them...

3. Which aspects of the course did you find least meaningful?

Sometimes the maths has been a bit deeper than the maths we have studied, which made it hard to follow. Reading texts in class hasn't given me much since I can't focus reading unless it's completely quiet.

4. What, in your opinion, was the main goal / were the main goals of this course?

For each goal, indicate on a scale of 1-5 (5=best) how well you think you have reached it.

view of history of maths: 5

read maths texts: 3

need to read the texts in advance in order to get anything from it...

5. What did you like best about the course?

The overview of maths! Cool to see some original texts as well

6. What did you dislike most?

Reading in class

7. Name one thing that would make this course better for you.

Publish lecture content on canvas before lecture. I want to be able to read in advance, since I can't do it in class...

Course questionnaire

SF2719/SF2725 The history of mathematics, T. Bauer

1. How many hours a week did you spend on this course on average?

8

2. What was the most challenging aspect of this course?

Knowing what you expect from the essays from the start. Easier from 3rd.

3. Which aspects of the course did you find least meaningful?

The aspects around the basic facts. Meaning of texts. Material from lectures

4. What, in your opinion, was the main goal / were the main goals of this course?
For each goal, indicate on a scale of 1-5 (5=best) how well you think you have reached it.

Get a better view on the history of math and a way to view it critically. 5.

5. What did you like best about the course?

The split focus of raw facts and how to ~~interpe~~ view it.

6. What did you dislike most?

that you got the feedback too late.

7. Name one thing that would make this course better for you.

have a clear lecture on what you expect from ^{the} essays.

Course questionnaire

SF2719/SF2725 The history of mathematics, T. Bauer

1. How many hours a week did you spend on this course on average?

Studying for quizzes: 1-2 h
Essays: ~5 hours

2. What was the most challenging aspect of this course?

Understanding old texts

3. Which aspects of the course did you find least meaningful?

Essay 4 felt excessive as we had already talked quite a bit about disputes and needing to spend quite a bit of time to find sources felt unnecessary.

4. What, in your opinion, was the main goal / were the main goals of this course?

For each goal, indicate on a scale of 1-5 (5=best) how well you think you have reached it.

Learn about historical mathematicians
Learn about the development of mathematics

5. What did you like best about the course?

It felt comprehensive and the teacher had good knowledge and passion about the subject.

6. What did you dislike most?

See Q3

7. Name one thing that would make this course better for you.

More evenly points distribution on the essays.
We got different amount of points for the peer reviews and essay 3 only gave 2p.

Course questionnaire

SF2719/SF2725 The history of mathematics, T. Bauer

1. How many hours a week did you spend on this course on average?

hmm... around 20 h / week.

2. What was the most challenging aspect of this course?

To be able to write the essays, they were diffe fault but I learned alot.

3. Which aspects of the course did you find least meaningful?

—

4. What, in your opinion, was the main goal / were the main goals of this course?

For each goal, indicate on a scale of 1-5 (5=best) how well you think you have reached it.

- Learn how math developed 4

- Learn about important mathematicians 4

- Learn about the society and math 4

5. What did you like best about the course?

That you needed to be updated and study during the course, ~~to~~

6. What did you dislike most?

~~A lot of~~ That it was just 2 women mathematicians on the slide for the lecture about women. MORE PLZ!

7. Name one thing that would make this course better for you.

More women in math, there are more than Germain and Noether.

Course questionnaire

SF2719/SF2725 The history of mathematics, T. Bauer

1. How many hours a week did you spend on this course on average?

8-10 h (exkl. lektioner)

2. What was the most challenging aspect of this course?

Förstå vad som är mer/mindre viktigt i matematikhistorian, speciellt när det kom till quizen.

3. Which aspects of the course did you find least meaningful?

Vet inte

4. What, in your opinion, was the main goal / were the main goals of this course?

For each goal, indicate on a scale of 1-5 (5=best) how well you think you have reached it.

Klara kursen och ta examen: 3

Kunna använda matematikhistoria inom läraryrket: 4

5. What did you like best about the course?

Att kunna göra delmoment under kursens gång för att kunna billgodoräkna sig på tentan, vilket gör att jag kämpar mer med kursen (på ett positivt sätt).

6. What did you dislike most?

Obydigheten av quizen, en superbra tanke men som sagt, svårt att veta vad som var relevant.

7. Name one thing that would make this course better for you.

Typuppgifter som baseras på fakta, speciellt inför quizen och tentamen, dvs exempel på frågor som är liknade till de uppgifter man kommer bedömas på.

Course questionnaire

SF2719/SF2725 The history of mathematics, T. Bauer

1. How many hours a week did you spend on this course on average?

7-8 h/w outside of lectures

2. What was the most challenging aspect of this course?

knowing what to write on the essays, i.e. what should we focus on?

3. Which aspects of the course did you find least meaningful?

The times during lectures when a "hard" mathematical theory is explained, hard to follow as a student.

4. What, in your opinion, was the main goal / were the main goals of this course?
For each goal, indicate on a scale of 1-5 (5=best) how well you think you have reached it.

4 • General knowledge about the history of math

4 • Analyzing history and old texts

5. What did you like best about the course?

- interesting to get some perspective

- interesting lectures

6. What did you dislike most?

some texts which we read in class didn't feel like it gave anything useful for 99% of the class

7. Name one thing that would make this course better for you.

explain the contents of the texts we read in class.

Course questionnaire

SF2719/SF2725 The history of mathematics, T. Bauer

1. How many hours a week did you spend on this course on average?

~ 15 h

2. What was the most challenging aspect of this course?

The essays were more challenging than I initially thought they would be. However, as they are both voluntary & a good learning opportunity, I don't think they should be altered in coming course rounds.

3. Which aspects of the course did you find least meaningful?

The latter portions of the material (rigor, logic, etc.) is important content but was somewhat rushed. One or two more lectures on it would have been good.

4. What, in your opinion, was the main goal / were the main goals of this course?

For each goal, indicate on a scale of 1-5 (5=best) how well you think you have reached it.

Understanding the development of mathematics, perspectives on it and its role in society. 4/5

5. What did you like best about the course?

The variety of examination.

6. What did you dislike most?

Some quiz questions were sort of arbitrary.

7. Name one thing that would make this course better for you.

The in-class group work was interesting but took up a lot of lecture time. I think having students read and reflect on reading prior to lectures would help in both increasing lecture time as well as deepen the in-class discussions.