

Report - SI2400 - 2022-06-20

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.

I created the LEQ questionnaire for the students soon after the completion of the course using the template provided by KTH. All aspects of gender, disabled students etc were included as per the template and full opportunity was provided to the students to obtain their feedback. The students were informed about the LEQ via the KTH portal and thereafter it was taken over by the web portal.

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.)

There were regular lectures and seminars as per schedule during the course. There were 15 scheduled lectures and 7 scheduled seminars. The students could meet any time during the lectures or ask questions via email as well.

COURSE DESIGN

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

There were regular lectures and seminars during the course. There were 15 scheduled lectures that were given. There were 7 scheduled seminars that were given. Student queries were also regularly addressed by emails and all efforts were made to clear their doubts. Especially, all queries regarding the homework problems and other grading related matters were attended to. The slides of the lectures were uploaded on canvas.

The evaluation/assessment was done via the following format. Three sets of homework assignment were handed out as part of INL1. The homeworks were graded according to grades A,B,C,D,E,F,Fx. In order to get passing grade (E or higher), students had to obtain at least 40% on each of the problem sets. There was an oral exam at the end of the course as a part of TEN1. The possible grades for the oral exam was pass or fail. The final grade for students who passed both INL1 and TEN1 was the overall grade obtained by the student in INL1.

The formats for the lectures and seminars were the same as that followed in the past years. The format of the examination was also the same as that followed in the past years.

THE STUDENTS' 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?

Yes, the students' workload approximately corresponds to the expected level.

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?

21 students took the course. 1 student has failed the course. 3 students have Fx in INL1. They have been given a completing task and hopefully they will get a passing grade after completing it. 4 students will reappear for oral exams in August and hopefully pass. This is very similar to how students have performed in the previous offerings of this course and no significant difference was seen.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

Only 5 out of 21 students submitted response. This does not reflect the majority of the class. However, some specific suggestions have been made. One suggestion is to improve the slides so that the students can use them to be able to pass the course, especially if they miss the lectures due to sickness and other reasons. They also have expressed some thoughts on the course literature. One student comments that it was not clear to him/her how to prepare for the oral exam. Oral exam did not require any "memorizing" was one comment.

SUMMARY OF STUDENTS' OPINIONS

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

Only 5 students submitted response. It is difficult to make any concrete assessment based on response of just 5 out of 21 students. Two books were recommended to the students. In the very first lecture, detailed list of what will be covered in each of the lectures was given. Against each lecture, not just the topic, but even the sections of the coursebook that would be covered in that lecture was clearly marked. Yet, a student has responded to the LEQ claiming they did not know what parts of the books they had to read, and what they were supposed to prepare for the lectures. They comment that since they had not attended the recommended courses earlier, it made it hard for them to follow this course. However, large parts of those earlier courses were reviewed again during this course, and even what they needed to self-read was told to them in the very first lecture. They were even told which books to read to develop an understanding of the recommended topics. They had to follow the recommendations. The lectures were very well attended, certainly much better than in the past and students during the lectures not only interacted with me, they also discussed and interacted amongst themselves. I had very positive response from students who came to the lectures, and I am somewhat surprised at the response to the LEQ.

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.

As the course instructor as well as the course examiner, I have an extremely positive opinion of the course. It was great to give the lectures in the classroom, which allowed me to use both the slides as well as the blackboard. It is a very difficult course and in general the students have performed very well. They have a very good understanding of the key concepts. So, in my opinion, the classroom time was a key factor in this year's course offering. Most (maybe even all) students who were regular in the class displayed good understanding of the subject. In light of the response of student(s) received in the LEQ, maybe things can be made easier for those not attending the lectures, by making the slides less crowded and maybe sending announcement with the list of topic and sections of the book to be covered before every lecture, even though of course this information already existed on canvas this year, and it seems some people still missed it. Regarding comments by students on the oral exam, maybe in the next offering of this course, I could explain to them better what kind of questions will be asked in the exam and what is expected of them. That the oral exams are for testing their understanding of key concepts and not testing their memorizing skills should be clarified to them.

PRIORITIZED COURSE DEVELOPMENT

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

One of the background knowledge needed for the course is a very good understanding of Lie groups and Lie algebras. The students on average had a rather poor understanding of group theory in general and Lie groups and Lie algebras in particular. This affected their understanding of key concepts and as teachers we had to spend more time since aspects of group theory had to be discussed during the course, while the course is not on group theory.
