View All Responses. **Alla deltagare**. Responses: **10**

Course Evauation, Algebra III, Spring 2012.

1. Gender:

Response	Average	Total
Female	30%	3
Male	70%	7
Total	100 %	10/10

2. Why have you taken this course?

Response	Average	Total
Interest in the subject	80 %	8
Required in my programme	20%	2

3. Was your previous knowledge of the subject enough for your studies?

Response	Average	Total
Yes	60%	6
Almost	30%	3
No	10%	1
Total	100 %	10/10

4. Do you think that the workload has been reasonable compared to the number of credits given?

Response	Average	Total
Too small	10%	1
Reasonable	60%	6
Too much	20%	2
Total	90%	9/10

5. What is your opinion of the ratio of theory to applications and examples?

Response	Average	Total
More time spent on theory is desired (to the cost of cutting down on examples/appl	10%	1

ications)		
More time spent on examples/applications is desired (to the cost of cutting down on theory)	30%	3
The ratio is pretty well-balanced as it is	60%	6
Total	100 %	10/10

6. How many of the classes have you attended?

Response	Average	Total
More than75%	60%	6
Between 25% och 75%	20%	2
Less than 25%	20%	2
Total	100 %	10/10

7. What do you think of your teachers presentation of the subject?

Response	Average	Total
Very good	30%	3
Good	30%	3
Acceptable	20%	2
Less than average	10%	1
Total	90 %	9/10

8. What do you think of your teachers presentation of the problem-solving elements?

Response	Average	Total
Very good	30%	3
Good	30%	3
Acceptable	10%	1

Less than average	20%	2
Total	90 %	9/10

9. Is there anything in particular you would like your teacher to do have done differently or better?

#	Response
1	How many of the classes have you attended; 0. Has followed the course on distance so impossible to judge teacher or presentations.
1	See #15
1	The home assignments could have been handled a little bit better. I suggest "official" solutions on the course page, an extra line in the problem statement referring to which definitions to use when they are not the same as in the book (In particular, the homomorphism problem in assignment 3. If f(1) =/= 1 in a ring homomorphism, what _is_ a ring homomorphism?), and a little bit faster grading (eg. get assignment 3 back before the exam). Also information about how the assignments will be graded, how many points they are worth and what to do to get said points etc. before the assignments are to be handed in. "1 point penalty for each day" doesn't say so much when we don't know how much a point is worth. It turned out that it was quite a lot. Otherwise it was a pretty good course, I probably learned more from it than from any other course at SU until now. Not only did it teach abstract algebra, it did also introduce proofs and problem solving in a way different from everything I've done at SU before. Yohannes and our course book did a good part of what I think a "proofs and problem solving" course should have done. I mean, we did not have to do other than very simple proofs before in other courses, just memorize theory and use it in calculational excersizes, and now we are required to do rather complicated proofs.

10. What do you think of the textbook used in this course?

Response	Average	Total
Very good	50%	5
Good	20%	2
Acceptable	20%	2
Less than average	10%	1
Total	100 %	10/10

11. Which of the alternatives below best match your experience of the webpage of this course?

Response	Average	Total
You have visited the page, and always found what	40%	4

you were looking for		
You have visited the page, and found sometimes, but not always, what you were looking for	60%	6
Total	100 %	10/10

12. Please add any other comments you may have on the course webpage

#	Response
1	Great!
1	See #15

13. Do you have any thoughts on the exam?

#	Response
1	I'm a little afraid that the exam will be extra difficult. The teacher may add some challenging exercises to make the exam is not too easy - in his opinion, without bads in mind. But we course members are not that used to the subject so it quickly too difficult for us to make the exam and at least to get godkänt.
1	A bit to many questions. You did not have time to do everything.
1	No; The union of homeworks, written and oral exam is good!
1	Very well balanced exam.

14. Do you have any comments about this questionare?

#	Response
1	No

15. Further comments and suggestions on this course

#	Response
1	My understanding of this course dynamic: Yohannes copied the roadmap of the previous course and initially followed it closely. As the course progressed, he had some own ideas of how the course should be run and on the course content and, in an ad-hoc approach, he gradually re-defines the course during the course. This poses a problem. In the language of the course: "Is the map lectures --> course homepage well defined?". The answer is no. Lectures contain stuff that is not in the roadmap on the homepage. Several chapters that are excluded in the roadmap play a central role in the lectures. Lectures elaborated on localization, that is not even mentioned in the text book. EDs that was explicitly excluded in the previous course are now included in the lectures, etc. The end result is that the students are left in a state of limbo: What are the actual course scope? What is important and what is not important? What exercises should I concentrate on? There is nothing wrong in re-defining a course, but if you do, you should do it in a structured way (preferably before the course start): The roadmap must be updated with what chapters of the text book that are part of the course, when course content is not in the textbook, supplemental material must be added to the homepage, e.g. Lecture Notes (remember that lectures are not compulsory, so a student might miss part of the course if this is not done), suggested exercises supporting the lectures should be updated in the roadmap. This is a very difficult course - the student has to absorb at lot of concepts, definitions, propositions, theorems, ... in a short time. It is important that the teacher recognizes this and is cautious with how the precious time is spent. Exercises in class has unfortunately been standing back in favor of (excess?) theory. It is crucial that the teacher pays much more attention to exercises by involving the students. This can easily be done in a number of ways, e.g. publish on the forum which exercises will be discussed in class in the next lecture, letting the students suggest which exercises should be discussed via the forum or simply letting the students suggest exercises on the board during the last break in each lecture. The approach with home works is very good. For some of the these exercises, one cannot seriously expect that the students will be able to solve them without searching the Internet. That is somewhat unfortunate; if some hints are added to the more difficult exercises, the value for the student will substantially increase. The text book in the course is generally quite good (although the quality between chapters differ; the suspicion is that the authors has divided the book between themselves?). There is however one serious deficiency: The exercises are mainly proofs, so there is no answer as the answer is contained in the question. The result is that the student does not know if his/her attempted proof is good or not. It seems that the authors have realized this, as they have published an addendum on the Internet with

some worked through exercises. Unfortunately this only goes half way as the exercises in the addendum is rather "exotic" - the "mainline" is already in the book. The institution should consider publishing a stencil with worked through proofs for typical, non-trivial exercises (e.g. from the text book); something like "Extra Övningar" in the basic courses.

1 See Q. 9

1 Very interesting course.
Extremely grateful that it is possible to follow the course on distance.

Moodle Docs för den här sidan.