

Kursrapport MM5022 VT22

Antal respondenter: 1
Antal svar: 1
Svarsfrekvens: 100,00 %

. Beskrivning av kursupplägget.

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The course covered the fundamental theorems of complex analysis, such as the notion of complex differentiability, the Cauchy theorem and integral formula, Möbius transformations on the Riemann sphere, relation to harmonic functions, computation of improper real integrals, ...

. Kursens fördelar, beakta studenternas uppfattning i kursutvärderingar.

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I think the flipped classroom structure of the course, with students watching a video in preparation for the lecture, is a good one. It also leaves room for more interaction during the lecture, even though this benefit was diminished by the course being online.

The students' evaluations demonstrate that they each benefited from different aspects of the course, some preferred the videos, some the bonus tasks, some the lectures and some the notes/books. In my opinion it is a positive to offer them many different sources for their learning.

. Kursens nackdelar, beakta studenternas uppfattning i kursutvärderingar.

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As mentioned above, I thought the course would have been better when given on-site as this would allow to make use of the course format more effectively. It was also my first course here at SU and therefore I learnt some of the organizational aspects (in particular using the webtool Athena) on the fly. Next time it will be more efficient.

One student expressed that they preferred kurssidor to Athena, which as I understand it they're less familiar with. Another one mentioned that it would have been better to have the lectures earlier in the day, leaving time to process them afterwards (which I think is a valid point).

. Slutsatser samt förslag till förbättringar.

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I think the flipped-classroom structure was well-received and is suitable for the course. This is true even more so once when held in the classroom rather than virtually. As a suggestion for improvement, I would simplify some of the exercise-structure: There were quizzes about each video, problem sets (for which the students had 2 weeks time to hand them in), exercises during the lecture, exercises during the exercise sessions and suggested exercises for further reading. In hindsight I think this is too much. I would instead focus on 2-3 important exercises for each class and make sure the students spend real time thinking about them.
