

Kursrapport MM3001 HT22 helfart

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

Utvärdering av kursen

Studenternas synpunkter och erfarenheter enligt kursutvärderingar bör ingå som underlag i utvärderingen.

. Beskrivning av kursupplägget.

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The course content cover the standar material for a mathematics class aimed at Economy students. After a review of basic concept that should be known from highschool it delves int one variable differential and integral calculus, with great focus given to optimization problems. Then we cover geometric series, and differential calculus in many variables, with focus again on optimization problems, both constrained and unconstrained. The last topic is some elementary linear algebra, determinants, and solution of linear system via Gauss--Jordan elimination.

. Kursens fördelar, beakta studenternas uppfattning i kursutvärderingar.

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The students have found the topic relevant to their career choice. They have positve feeling about the newly introduced bonus point system.

. Kursens nackdelar, beakta studenternas uppfattning i kursutvärderingar.

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The student feel frustrated and not sufficiently prepared for the course. They claim that it is too much material for a 7.5 point course.

. Slutsatser samt förslag till förbättringar.

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First, it is difficult to draw conclusions about this course by the evaluations as only 13 students replied. Of these many claim to have followed all the lecture. Thus I deduce that they were the only students that followed all the lecture (at the end I had more or less 15 students attending while around 50 wrote the exam).

One might agree or disagree that the material covered is too much for a 7.5 points course. On the other side what we cover is the bare minimum to produce mathematically literate students with a finance inriktning. The syllabus is not different from other similar classes given around the world. In the US economics students (all of them, not just the one majoring in finance) have to pass calculus for economy (a 1-semester class) AND linear algebra (another 1-semester class). Without this class the students graduating from our programs will not be able to attend an MBA in most universities - we do not even cover all the material that is assumed known by prestigious schools like Imperial College.

Having said that, why is this class so hard for students, who have to spend many ours on it? I reckon that there are 2/3 motivations

1) The main difference between this course and simolar courses given at other universities is that usullay students take math as their first class so that in all the successive semesters one can use rigourous math in the courses. But here this is a class of the second semester of the second year. This means that, in the best case scenario, the students have seen their last math course 2 years priors the beginning of MM3001. It means that they have forgotten great part of their high school math.

2) The pace is true torture. If there is no space to give this class more points one should at least consider have this course running along the whole semester at 25%. So the students have time at the beginning to refresh their high school math. In addition, they will have the possibiltiy to study at their own pace, not with 2 lectures a week usually on complete diferent topic.

3) 7.5 credits are indeed a bit too few...

I find really positive that the students find the material relevant to their goal. It means the the new slides - created with the aim to give economic motivation to all the topics covered - work! Also the bonus point system is very appreciated so I think best to continue along this path.

I am wondering if we should make it easier to pass (and harder to get a good grade). I have spent sometime trying to create exams in the E/C/A format, but I struggle a little bit with this.