

Kursrapport MM1005 Mathematics for Economic and Statistical Analysis HT24 period AB

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

. Beskrivning av kursupplägget.

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The course covers elementary functions, derivatives, maximum and minimum problems, Taylor's formula and Taylor series, integrals, functions of several variables, optimisation problems with and without constraints, matrices and determinants.

The course is part of the Masters programmes SNEKO (60 students) and SSTAO (16), but also admits registration of freestanding students (40).

We have followed the structure of 2h lecture (with) + 1h Tutorial/Guidance + 1h Problem-solving session. The lectures were interlaced with small in-class 5 minutes exercises intended to practice/revise some particular topic, and help students reset their attention.

. Kursens fördelar, beakta studenternas uppfattning i kursutvärderingar.

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Despite the shortness and intensity of the course, we seemingly have managed to generally create a very strong in-class rapport with the students, that has helped to create a good learning environment for many, where students could achieve mastering the learning outcomes.

A big portion of students took the first exam (49 from SNEKO, 10 from SSTAO and 10 freestanding and 5 students from previous terms), many of which around (~75%) passed the exam (39 from SNEKO, 8 from SSTAO, and 8 from the freestanding group) with average (and median) grades of D. This may indicate that students find the exam "easy", and aligned to the course contents, despite the high pace indicated in the students opinions.

As it is reflected in the students answers, we don't intend to train students in solving the exam, but rather to evaluate the achievement of educational objectives within the framework of the bloom's taxonomy.

. Kursens nackdelar, beakta studenternas uppfattning i kursutvärderingar.

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Some students find the course highly fast-paced, while others perceive it as too slow, and some, likely international students from their answers, find the level of the content too low (comparable to the German secondary school), while others too high to cope with the pace. It really feels that the dispersion of the pre-knowledge of the students is very wide.

Any question in the course-forum has been promptly answered by the TA or the lecture. Unfortunately, we found students very much afraid of stating questions directly to the forum.

The time in between the last day of the class and the day of the exam was short. Nevertheless, the last day of the course was a revision day, and no new material was given.

Although information regarding administrative aspects of the course (e.g. exams registrations and periods) were published at the beginning of the course in the course-page, a number of students missed registering for the first exam in good time. Similarly, before the course starts (two weeks) it was sent information about the course in a welcome email, with indications about course-content and suggested material for revision. Unfortunately, some of the institutions involved register students in Ladok only a few days before the beginning of the course, and in consequence some students receive that information only within a couple of days before the course starts.

During the exam, students were placed in different lecture rooms around Södra huset, with some of the rooms lacking a good ventilation system, no clock in the rooms, or easily accessible restrooms. It was also not convenient for the examiner to have to move around to attend the students questions. The suboptimality of rooms had happen also the previous year.

The first day of the course, there were not enough chairs in the booked classroom for all of the students attending. Later during the course, the number of attendants fitted the rooms booked for the course.

. Slutsatser samt förslag till förbättringar.

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The discrepancy of prior knowledge in the students seems a difficult problem to tackle. Nevertheless, we have not observed in the results of the exam any trend in the results that would indicate students from one or other study to show a particular struggle with the course.

Regarding the issues mentioned with the seats in the classroom, we have been in contact with the student administration. During the course, we did several attendance list. We observed that the number of students attending lectures/tutorials stabilized around 50-57 students/session after the first week of the course (roughly 70% from SNEKO, 16% from SSTAO and 14% freestanding, corresponding to those registered on each category to 60%, 56% and 20%). It would be good to track attendance to be able to help schemagruppen to book right-sized rooms. I would try to use an "Attendance activity" plugin in moodle for keeping a more detailed record.

Talks with representatives of other institutions regarding the suiting the content to the target students are taking place.