

Kursrapport MM7028 Optimization HT25

Antal respondenter: 2
Antal svar: 1
Svarsfrekvens: 50,00 %

. Beskrivning av kursupplägget.

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The main focus of the course is convex analysis and a rather modern treatment of optimization problems. It covers basic convex analysis and Lagrange duality theory with their applications in linear and nonlinear programming problems with and without constraints and a touch to modern convex optimization theory. It also provides links to other specific optimization problems such as matrix game, integer programming and dynamic programming.

The contents of the course may be applied in modelling and computation nearly everywhere when mathematical models or computations can not be made exact. In particular, it provides a solid theoretic background and skill for understanding nature and mathematical structure of different problems so that practical problems can be tackled successfully. An apparent example of such is understanding (big) data to make optimization algorithms work for example in machine learning.

. Kursens fördelar, beakta studenternas uppfattning i kursutvärderingar.

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The students seem to be satisfied with the course.

The students appreciated the layout of the in-class activities, which gave bonus points towards the final exam, and have experienced those as positive towards their learning.

. Kursens nackdelar, beakta studenternas uppfattning i kursutvärderingar.

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They would like to have received the physical copies of those hand-in, after the activity. During this course, these were kept as evaluation material, while feedback was given right after each activity.

One of the major cons I have experienced is the large number of students that, despite being registered in the course, never participated in any of the lectures or in the final exam.

. Slutsatser samt förslag till förbättringar.

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I think that a selection process should be in place for ranking who can be admitted in a course, at least at advanced level as freestanding course, to reduce the number of ghosts registrations. I would suggest considering reducing the number admitted students (creating a guarantee of placing for program and Erasmus students), and creating a ranking system where, besides the minimum requirements to read a course, any mathematics course taken, beyond the 60 ECTS required, would correspond to a number of plus points, and those courses for which the applicant has been registered, but has not passed would correspond to a penalty in the ranking. So, in the long run, empty registrations would be discouraged.

At our end, if we want to continue teaching in campus premises, I think that we shall move towards a model where active participation in classroom activities may be required for passing a course, or at least encourage that participation, with in-class bonus points, to justify the use of the premises. The answers on this student survey, is an indication that those active, appreciate those.
