



LUND UNIVERSITY  
Faculty of Science

Centre for Mathematical Sciences  
Division of Mathematics and Numerical Analysis

## Course Analysis for MATA31/ÄMAA01 Analysis in One Variable, Autumn 2025

### Course Information

**Lecturer:** Malin Christersson

**Teaching assistants:** Erik Troedsson, Akash Arjun, Darin Karkawatli, Máté Borisz Orobej, William Skoglund, Hans Slang, Nancy Truong

**Number of students:**

82 newly registered and 13 re-registered.

24 students answered the course evaluation, 12 of them are enrolled on Bachelor's Programme in Mathematics, 6 in Bachelor's Programme in Physics and 6 in Teacher Education Programme.

### Examination

**Written assignment:** 62 students passed.

**Oral presentation:** 72 students passed.

**Computer-based tests:** 55 students passed.

**Mid-term examination:** 66 students passed.

**Final examination:** 70 students passed.

The written assignment and the oral presentation are not included in the ÄMAA01-version of the course.

- Ordinary examination 13/1 2026: 52 students participated and 50 of them passed.

- Resit examination 31/1 2026: 18 students participated and 5 of them passed.

**Final grades:**

In all, 43 students, including 0 re-registered students, have got their final grade.

23 passed with distinction.

20 passed.

### Course Evaluation

**Teachers' comments:**

The teaching of the course consisted of lectures and exercise classes, and in addition to these so-called seminars. For the seminars, special seminar problems were used that were published at the start of each seminar, to put the students in an exam-like situation.

Only 24 students answered the course evaluation. From their answers they mostly approved of the organization of the course. Furthermore, they approved of the lectures, the seminars and the course material.

From the free text answers, the students appreciated all the teachers, the course literature, and the seminars. Some students pointed out that although the course literature was good, it would have

been more convenient to have all proofs printed out in the book when they studied for the written and the oral examination.

**Changes from the previous course realisation:**

The structure of the course followed the structure used a year ago, during the autumn term. This structure, with the seminars, was new to the lecturer, as it was not used prior to the previous autumn term.

**Suggestions for the next course realisation:**

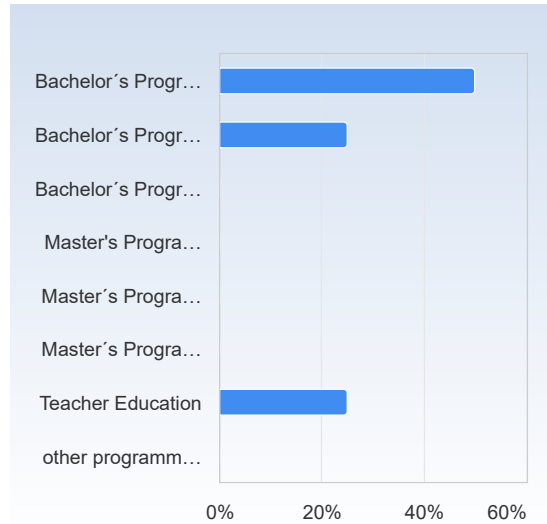
That seminars were appreciated by the students, was seen in the course evaluations, and apart from that, it was also expressed orally by many students during the lectures. This structure is recommended for future course realisations.

## MATA31HT25 Analysis in One Variable

Respondents: 144  
 Answer Count: 24  
 Answer Frequency: 16.67%

### I have studied this course as part of

I have studied this course as part of	Number of responses
Bachelor's Programme in Mathematics	12 (50.0%)
Bachelor's Programme in Physics, Theoretical Physics, Astronomy	6 (25.0%)
Bachelor's Programme, other specialization	0 (0.0%)
Master's Programme in Mathematics	0 (0.0%)
Master's Programme in Mathematical Statistics	0 (0.0%)
Master's Programme, other specialization	0 (0.0%)
Teacher Education	6 (25.0%)
other programme or as stand alone course	0 (0.0%)
<b>Total</b>	<b>24 (100.0%)</b>

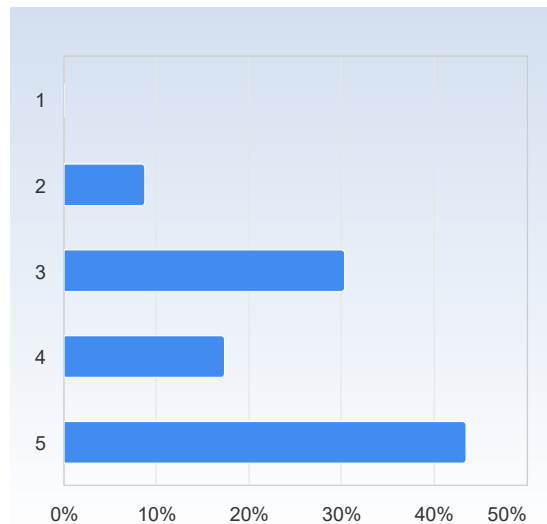


	Mean	Standard Deviation
I have studied this course as part of	2.8	2.5

On the scale 1-5 select the option that best matches your opinion: 1= disagree completely → 3= partly agree → 5= agree completely

### 2. My prior knowledge has been sufficient to assimilate the contents of this course.

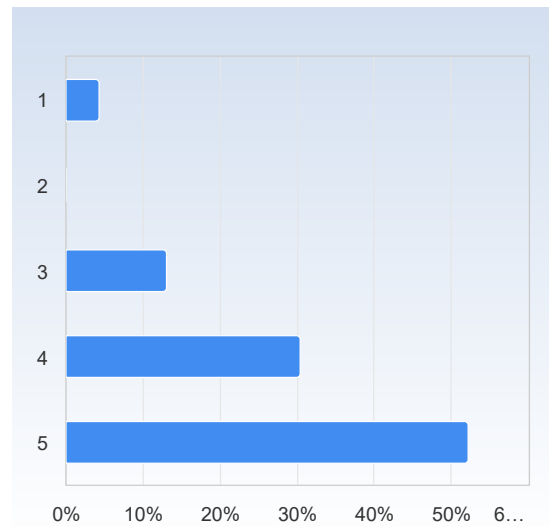
2. My prior knowledge has been sufficient to assimilate the contents of this course.	Number of responses
1	0 (0.0%)
2	2 (8.7%)
3	7 (30.4%)
4	4 (17.4%)
5	10 (43.5%)
<b>Total</b>	<b>23 (100.0%)</b>



	Mean	Standard Deviation
2. My prior knowledge has been sufficient to assimilate the contents of this course.	4.0	1.1

### 3. I have participated actively in the course.

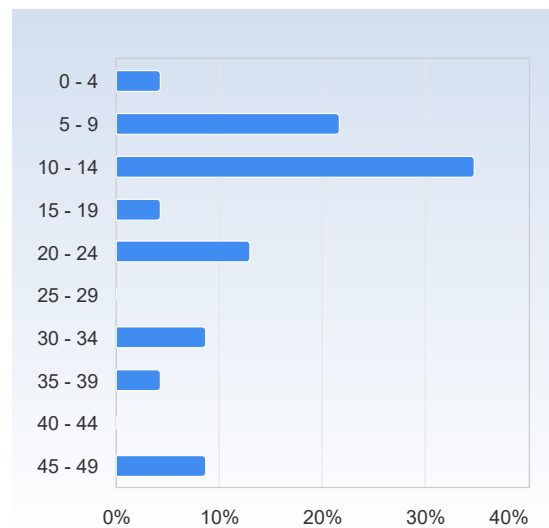
3. I have participated actively in the course.	Number of responses
1	1 (4.3%)
2	0 (0.0%)
3	3 (13.0%)
4	7 (30.4%)
5	12 (52.2%)
Total	23 (100.0%)



	Mean	Standard Deviation
3. I have participated actively in the course.	4.3	1.0

### Average number of hours spent in total on the course per week (including scheduled activities):

Average number of hours spent in total on the course per week (including scheduled activities):	Number of responses
0 - 4	1 (4.3%)
5 - 9	5 (21.7%)
10 - 14	8 (34.8%)
15 - 19	1 (4.3%)
20 - 24	3 (13.0%)
25 - 29	0 (0.0%)
30 - 34	2 (8.7%)
35 - 39	1 (4.3%)
40 - 44	0 (0.0%)
45 - 49	2 (8.7%)
Total	23 (100.0%)



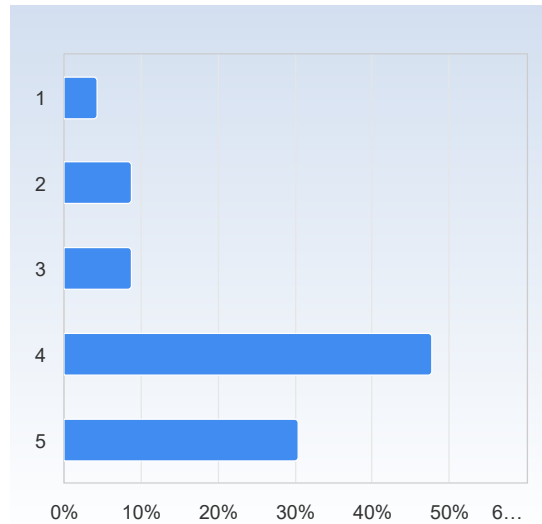
	Mean	Standard Deviation
Average number of hours spent in total on the course per week (including scheduled activities):	17.1	12.2

## The course in general

On the scale 1-5 select the option that best matches your opinion: 1= disagree completely → 3= partly agree → 5= agree completely

The way the course was taught and organised suited me.

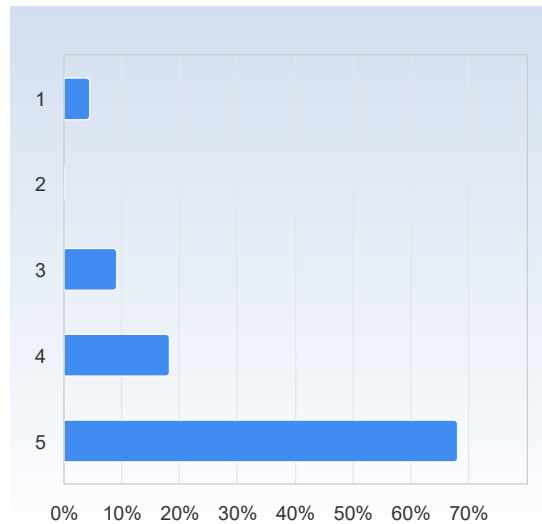
The way the course was taught and organised suited me.	Number of responses
1	1 (4.3%)
2	2 (8.7%)
3	2 (8.7%)
4	11 (47.8%)
5	7 (30.4%)
Total	23 (100.0%)



	Mean	Standard Deviation
The way the course was taught and organised suited me.	3.9	1.1

The number of teacher lead activities (lectures, seminars etc.) has been satisfactory.

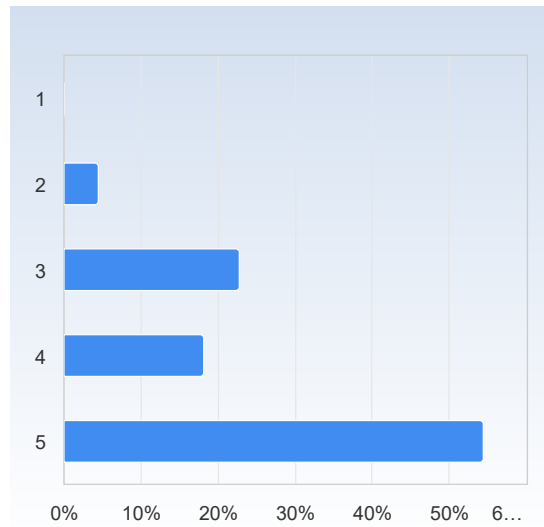
The number of teacher lead activities (lectures, seminars etc.) has been satisfactory.	Number of responses
1	1 (4.5%)
2	0 (0.0%)
3	2 (9.1%)
4	4 (18.2%)
5	15 (68.2%)
Total	22 (100.0%)



	Mean	Standard Deviation
The number of teacher lead activities (lectures, seminars etc.) has been satisfactory.	4.5	1.0

**The lectures were valuable for my learning.**

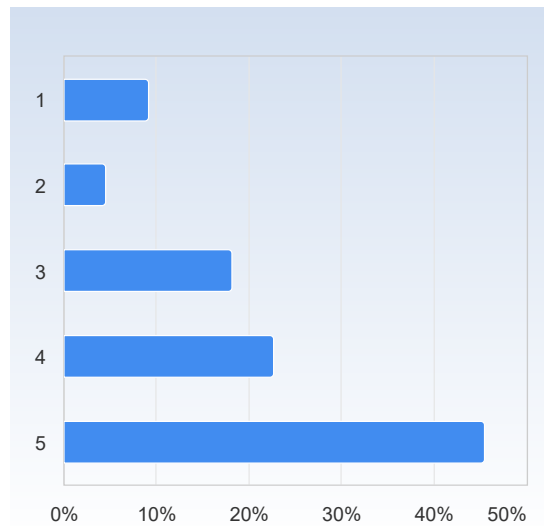
The lectures were valuable for my learning.	Number of responses
1	0 (0.0%)
2	1 (4.5%)
3	5 (22.7%)
4	4 (18.2%)
5	12 (54.5%)
Total	22 (100.0%)



	Mean	Standard Deviation
The lectures were valuable for my learning.	4.2	1.0

**The seminars were valuable for my learning.**

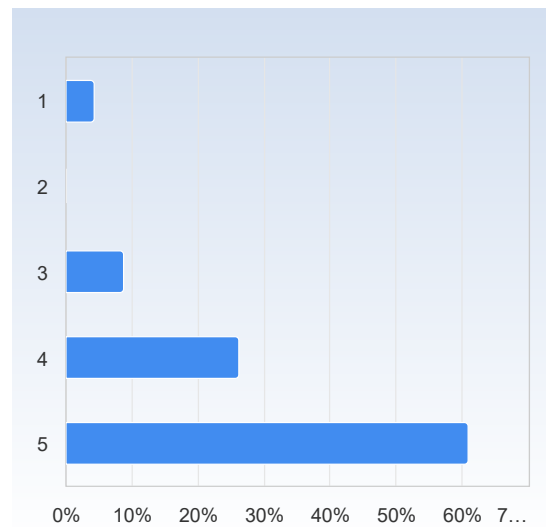
The seminars were valuable for my learning.	Number of responses
1	2 (9.1%)
2	1 (4.5%)
3	4 (18.2%)
4	5 (22.7%)
5	10 (45.5%)
Total	22 (100.0%)



	Mean	Standard Deviation
The seminars were valuable for my learning.	3.9	1.3

**Studying on my own was valuable for my learning.**

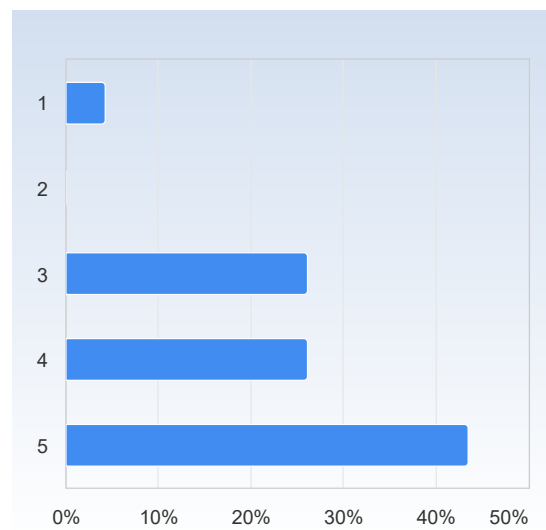
Studying on my own was valuable for my learning.	Number of responses
1	1 (4.3%)
2	0 (0.0%)
3	2 (8.7%)
4	6 (26.1%)
5	14 (60.9%)
Total	23 (100.0%)



	Mean	Standard Deviation
Studying on my own was valuable for my learning.	4.4	1.0

**The course literature/material was a valuable learning resource.**

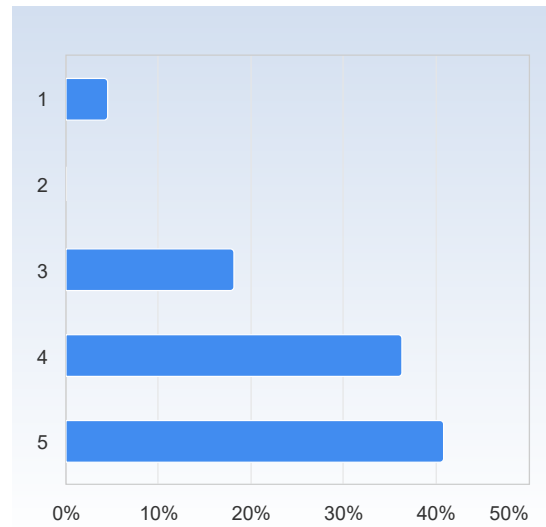
The course literature/material was a valuable learning resource.	Number of responses
1	1 (4.3%)
2	0 (0.0%)
3	6 (26.1%)
4	6 (26.1%)
5	10 (43.5%)
Total	23 (100.0%)



	Mean	Standard Deviation
The course literature/material was a valuable learning resource.	4.0	1.1

**The information I received before the course start was satisfactory.**

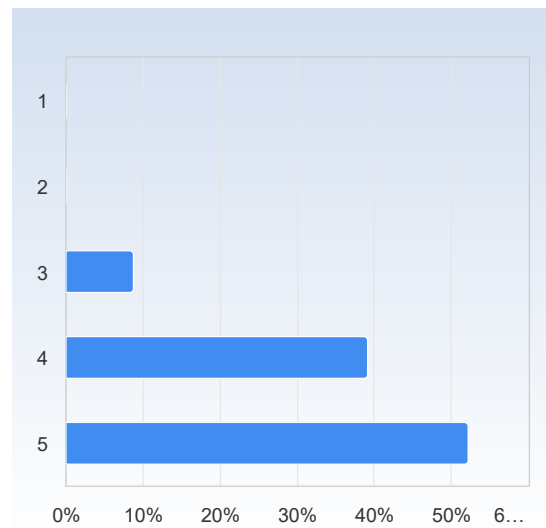
The information I received before the course start was satisfactory.	Number of responses
1	1 (4.5%)
2	0 (0.0%)
3	4 (18.2%)
4	8 (36.4%)
5	9 (40.9%)
Total	22 (100.0%)



	Mean	Standard Deviation
The information I received before the course start was satisfactory.	4.1	1.0

**The communication with the teaching staff during the course was good.**

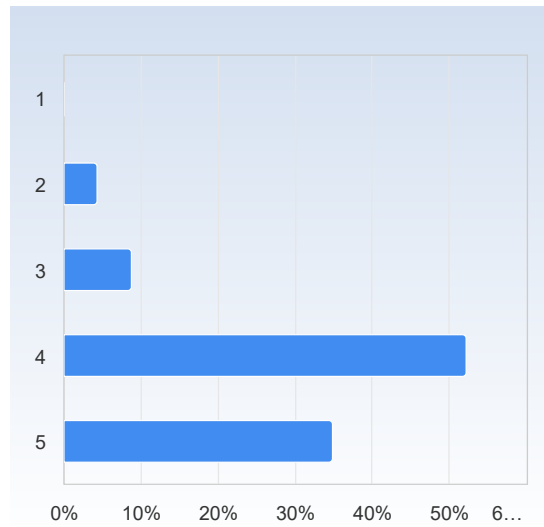
The communication with the teaching staff during the course was good.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	2 (8.7%)
4	9 (39.1%)
5	12 (52.2%)
Total	23 (100.0%)



	Mean	Standard Deviation
The communication with the teaching staff during the course was good.	4.4	0.7

**It was clear throughout the course what was expected of me.**

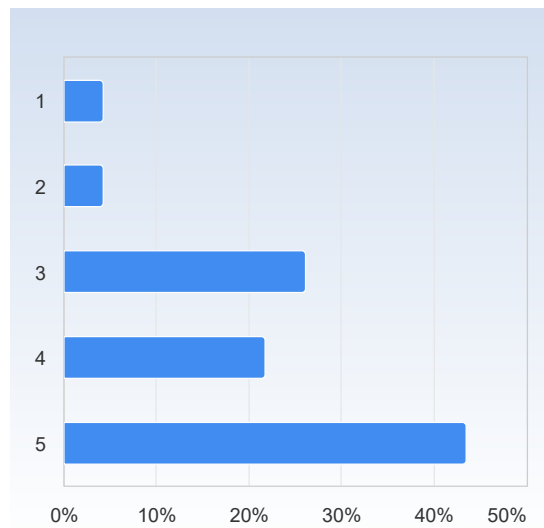
It was clear throughout the course what was expected of me.	Number of responses
1	0 (0.0%)
2	1 (4.3%)
3	2 (8.7%)
4	12 (52.2%)
5	8 (34.8%)
Total	23 (100.0%)



	Mean	Standard Deviation
It was clear throughout the course what was expected of me.	4.2	0.8

**I have received valuable feedback from my teacher/teachers during the course.**

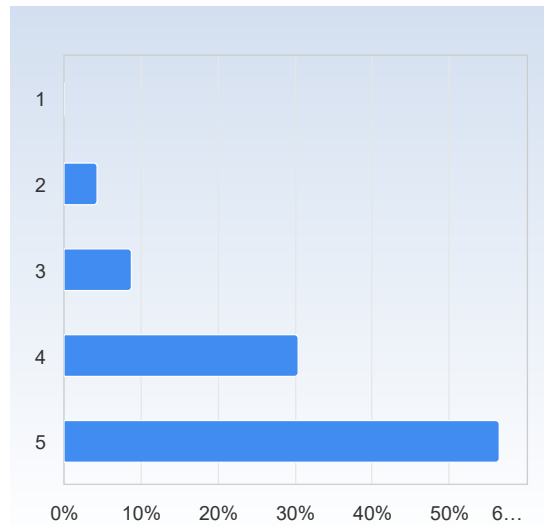
I have received valuable feedback from my teacher /teachers during the course.	Number of responses
1	1 (4.3%)
2	1 (4.3%)
3	6 (26.1%)
4	5 (21.7%)
5	10 (43.5%)
Total	23 (100.0%)



	Mean	Standard Deviation
I have received valuable feedback from my teacher/teachers during the course.	4.0	1.1

**The course had a reasonable workload.**

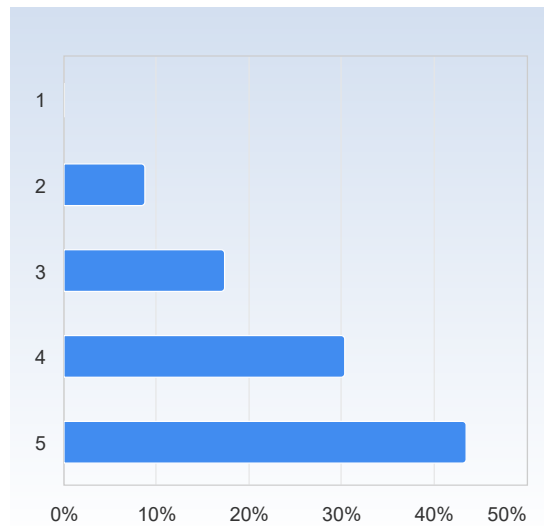
The course had a reasonable workload.	Number of responses
1	0 (0.0%)
2	1 (4.3%)
3	2 (8.7%)
4	7 (30.4%)
5	13 (56.5%)
Total	23 (100.0%)



	Mean	Standard Deviation
The course had a reasonable workload.	4.4	0.8

**The workload was evenly distributed throughout the course.**

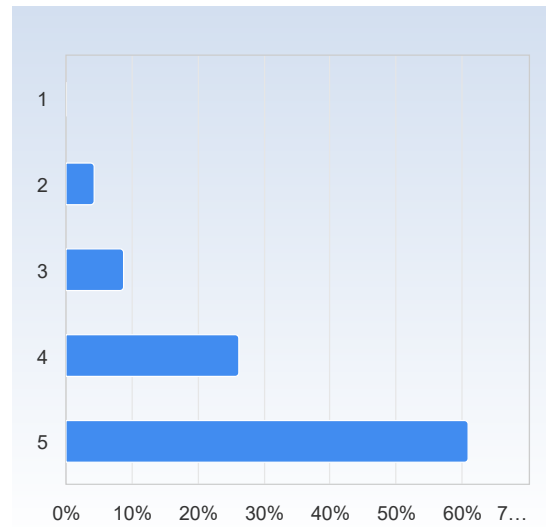
The workload was evenly distributed throughout the course.	Number of responses
1	0 (0.0%)
2	2 (8.7%)
3	4 (17.4%)
4	7 (30.4%)
5	10 (43.5%)
Total	23 (100.0%)



	Mean	Standard Deviation
The workload was evenly distributed throughout the course.	4.1	1.0

**The examination matched the contents and level of the course.**

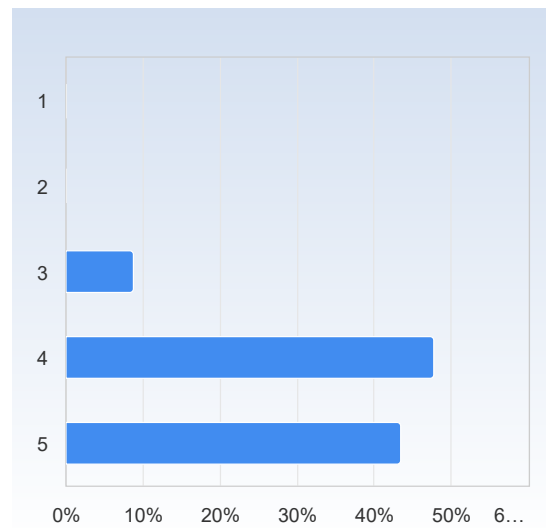
The examination matched the contents and level of the course.	Number of responses
1	0 (0.0%)
2	1 (4.3%)
3	2 (8.7%)
4	6 (26.1%)
5	14 (60.9%)
Total	23 (100.0%)



	Mean	Standard Deviation
The examination matched the contents and level of the course.	4.4	0.8

**Overall, I am satisfied with the course.**

Overall, I am satisfied with the course.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	2 (8.7%)
4	11 (47.8%)
5	10 (43.5%)
Total	23 (100.0%)



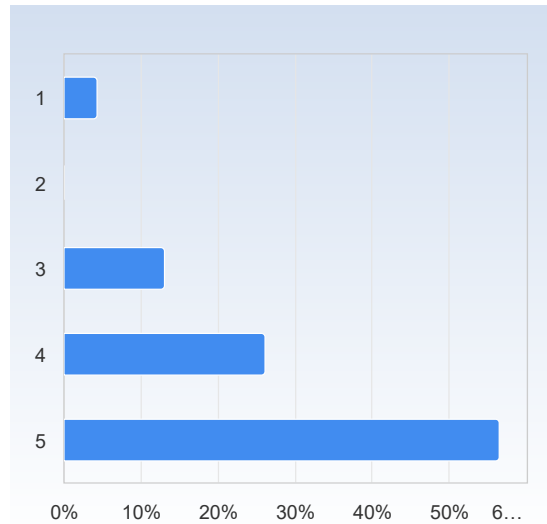
	Mean	Standard Deviation
Overall, I am satisfied with the course.	4.3	0.6

## On the development of generic skills

On a scale 1-5 select the option that best matches your opinion: 1= disagree completely → 3= partly agree → 5= agree completely

The course has increased my ability to read a mathematical text.

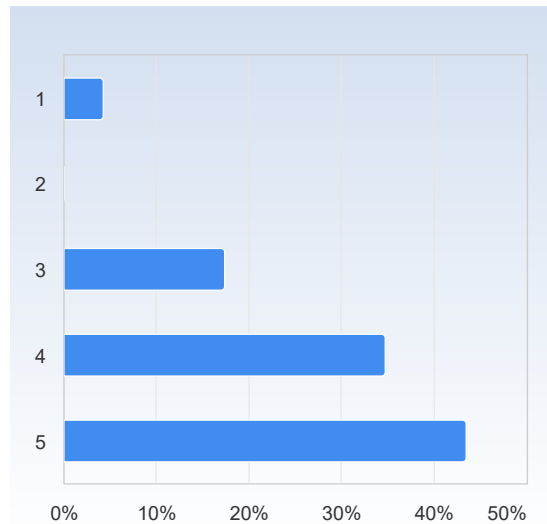
The course has increased my ability to read a mathematical text.	Number of responses
1	1 (4.3%)
2	0 (0.0%)
3	3 (13.0%)
4	6 (26.1%)
5	13 (56.5%)
Total	23 (100.0%)



	Mean	Standard Deviation
The course has increased my ability to read a mathematical text.	4.3	1.0

The course has increased my ability to communicate the subject in writing.

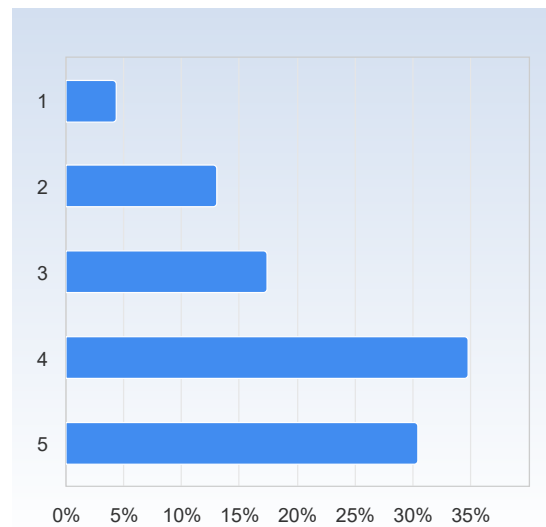
The course has increased my ability to communicate the subject in writing.	Number of responses
1	1 (4.3%)
2	0 (0.0%)
3	4 (17.4%)
4	8 (34.8%)
5	10 (43.5%)
Total	23 (100.0%)



	Mean	Standard Deviation
The course has increased my ability to communicate the subject in writing.	4.1	1.0

**The course has increased my ability to communicate the subject orally.**

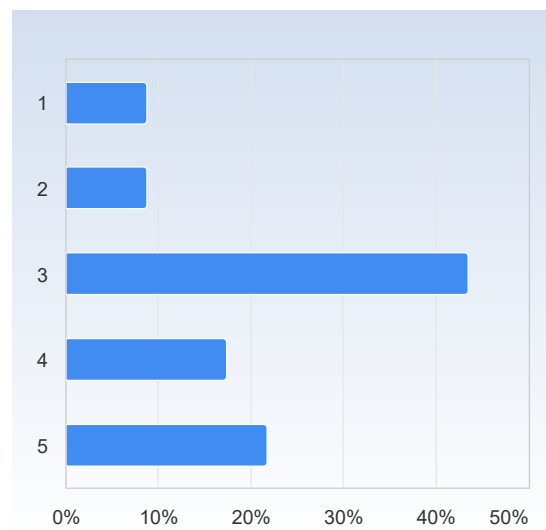
The course has increased my ability to communicate the subject orally.	Number of responses
1	1 (4.3%)
2	3 (13.0%)
3	4 (17.4%)
4	8 (34.8%)
5	7 (30.4%)
Total	23 (100.0%)



	Mean	Standard Deviation
The course has increased my ability to communicate the subject orally.	3.7	1.2

**The course has increased my ability to cooperate.**

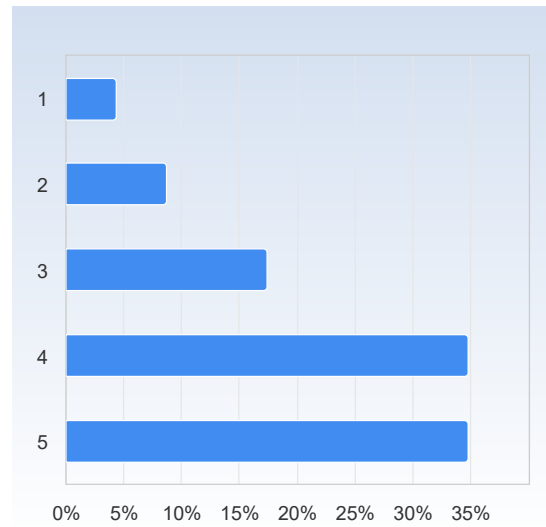
The course has increased my ability to cooperate.	Number of responses
1	2 (8.7%)
2	2 (8.7%)
3	10 (43.5%)
4	4 (17.4%)
5	5 (21.7%)
Total	23 (100.0%)



	Mean	Standard Deviation
The course has increased my ability to cooperate.	3.3	1.2

**The course has increased my ability to search and process information.**

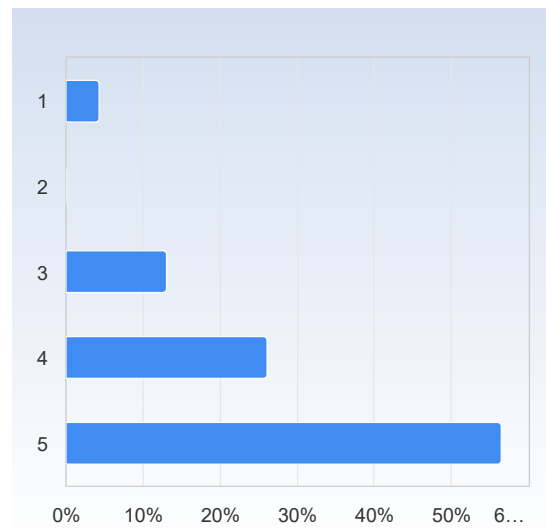
The course has increased my ability to search and process information.	Number of responses
1	1 (4.3%)
2	2 (8.7%)
3	4 (17.4%)
4	8 (34.8%)
5	8 (34.8%)
Total	23 (100.0%)



	Mean	Standard Deviation
The course has increased my ability to search and process information.	3.9	1.1

**The course has increased my ability to analyze and solve problems.**

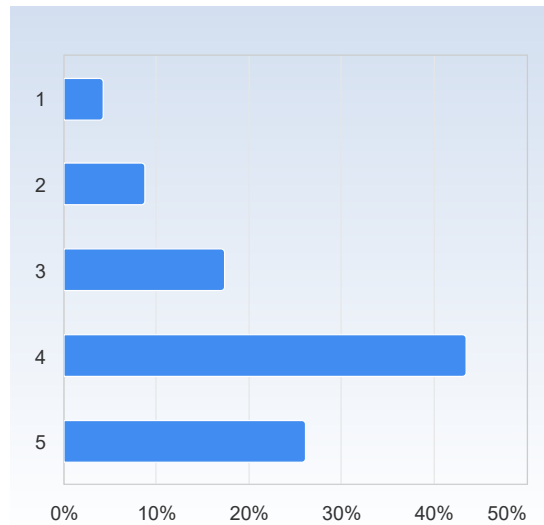
The course has increased my ability to analyze and solve problems.	Number of responses
1	1 (4.3%)
2	0 (0.0%)
3	3 (13.0%)
4	6 (26.1%)
5	13 (56.5%)
Total	23 (100.0%)



	Mean	Standard Deviation
The course has increased my ability to analyze and solve problems.	4.3	1.0

**As a result of this course, I feel confident about tackling unfamiliar problems.**

As a result of this course, I feel confident about tackling unfamiliar problems.	Number of responses
1	1 (4.3%)
2	2 (8.7%)
3	4 (17.4%)
4	10 (43.5%)
5	6 (26.1%)
Total	23 (100.0%)



	Mean	Standard Deviation
As a result of this course, I feel confident about tackling unfamiliar problems.	3.8	1.1

**What did you appreciate most with the course?**

- What did you appreciate most with the course?
- that the exam is related to what has been taught in class and i was prepared with the help of the mentor [TA] and the teacher
- The book, dont panic, the seminars where very valuable, and I loved malins lectures
- The very fleshed out seminars and studying alternatives.
- The lectures was good, good seminars where you could prosses the new information, and very good liteature!
- The professor and the way she taught, the seminar teachers and the way they helped.
- The overall effort of the teachers to create a good work environment with the students and just in general very understanding
- There were sufficient questions to practice and test my knowledge with such as in the textbook and seminar sheets
- The maths itself.
- Well structured and great course literature
- Det faktum att man får en djupare förståelse för gymnasimatten och hur den fungerar. Mycket intressant och verkligen bra kunskap för en blivande mattelärare! Exempelvis bevisen av vissa deriveringsregler och differentialekvationer, har varit kul att få "djupdyka" lite i. :)
- I really appreciated the lectures and the seminars. They gave multiple perspectives on the material and were very well rounded, as well as entertaining. The contact with the teacher was good and I felt like I could ask questions and talk about potential problems with her.
- Seminars
- Despite not attending many of them, I did like how the seminars were structured with some more outside-the-box-y problems.
- The variety of material in seminars
- The seminars
- Malin as a lecturer and the course book was really good. Also our seminar teacher was really good and the seminar sheets was also very great for understanding the concepts.
- I appreciated the effort that was put into the course and the ability to do a mid-term that served as a "check" for my progress. Most of all though, I appreciate that this course helped facilitate my development of a more effective study method, and Malin's recommendation of Terence Tao's books, which I otherwise might not have found at this level of my studies.
- I liked all the examples Malin did in class and I liked that the book and the lectures cooperated.

## What do you think should be improved?

What do you think should be improved?

More lectures. It felt like we rushed many parts and were behind schedule all semester. More time of the lectures should be spent on practical examples as well, not only the proofs of concept

I think the course literature should be changed, or, even better, have a complementary compendium/lecture notes that is more straight forward than the literature we used. I really appreciated the intuitive approach and the visualizations in "Don't Panic!"; to get a deep understanding of the material, it is a very good and entertaining book. However, when time was limited or when I wanted a summary/list of everything we had done in the course to study for exams, the book became unpractical. When studying for the oral exam on proofs, it was at times impossible to find them and to justify them since I did not only have to write some the proofs myself, but many proofs that were in the book relied on exercises I might not have done. I understand the point of this and I think that the author has a very good idea when trying to make students write their own proofs and fill in the gaps themselves, but it creates an all-or-nothing situation where you either have to understand everything and spend many many hours with the material, maybe more than your life and other courses allow at the moment, or not understand at all. I had the feeling that I was not in charge of my own learning and had to learn in a very set way, that may not suit me at all times. A complementary compendium with all the proofs and theory in the course would have been very useful. With that being said, "Don't Panic!" is an excellent book that gives a different and necessary perspective on mathematics, I just think that you need something else too, as a first year student.

Don't know.

the proofs in the course should be in the book

More programming

For me, the seminars started too early in the morning which led to me either going and being tired or not going at all

The amount of feedback from teachers

Sometimes the pages to read before lectures didn't cover what was taught in that lecture, they were a bit off sometimes.

Möjligen att någon mer föreläsning hade varit skönt att ha för mig åtminstone. Det går ganska snabbt på föreläsningarna med informationen. Sen hade jag önskat att bevisen skulle bli antingen lite förenklade, eller att man utesluter några ur kursen. Personligen har jag haft svårt att fatta bevisen generellt då de känns ganska komplicerade.

It's fine as is.

I don't know.

nothing

.

The amount of exams there are to train with for the final exam

The textbook is a great source for exercises but, because of it, half of the theorems are to be proven. Consequently, it is not very convenient to use when studying the theory and the proofs. Luckily, a seminar teacher suggested us other analysis in 1 variable textbooks, which become very useful for proofs.

Some theoretical heavy contents could be explained more thoroughly for better understanding

Nothing inparticular

I would appreciate answers to the seminar problems being posted for those who missed the events.

## Have you during this course experienced course literature, staff or teaching methods to be discriminatory in any way (gender, ethnicity, etc.)?

Have you during this course experienced course literature, staff or teaching methods to be discriminatory in any way (gender, ethnicity, etc.)?

no

No.

No

No

No.

No

no

Not at all

No!

No

no

No never

No, not at all.

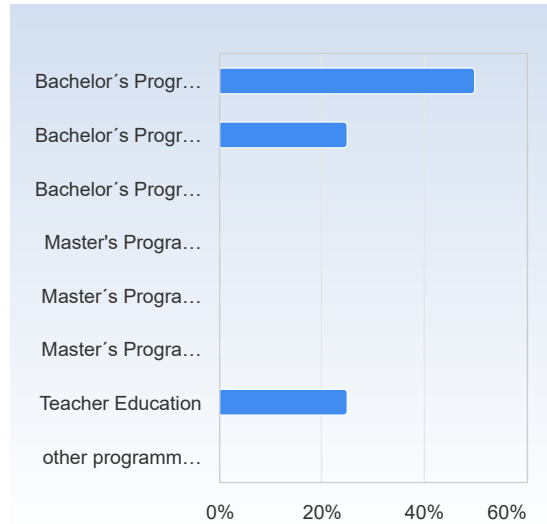
No.

## MATA31HT25 Analysis in One Variable

Respondents: 144  
 Answer Count: 24  
 Answer Frequency: 16.67%

### I have studied this course as part of

I have studied this course as part of	Number of responses
Bachelor's Programme in Mathematics	12 (50.0%)
Bachelor's Programme in Physics, Theoretical Physics, Astronomy	6 (25.0%)
Bachelor's Programme, other specialization	0 (0.0%)
Master's Programme in Mathematics	0 (0.0%)
Master's Programme in Mathematical Statistics	0 (0.0%)
Master's Programme, other specialization	0 (0.0%)
Teacher Education	6 (25.0%)
other programme or as stand alone course	0 (0.0%)
<b>Total</b>	<b>24 (100.0%)</b>

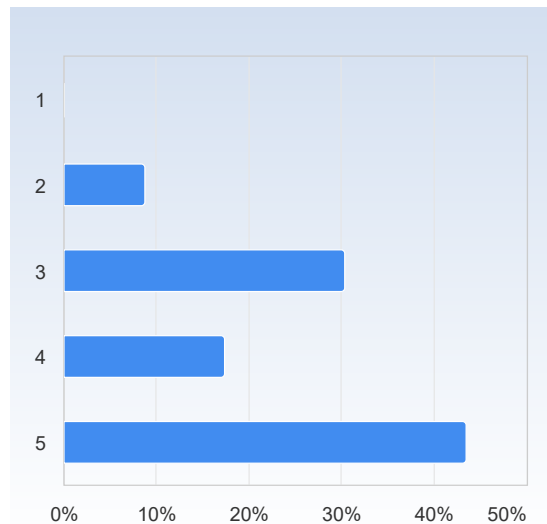


	Mean	Standard Deviation
I have studied this course as part of	2.8	2.5

On the scale 1-5 select the option that best matches your opinion: 1= disagree completely → 3= partly agree → 5= agree completely

### 2. My prior knowledge has been sufficient to assimilate the contents of this course.

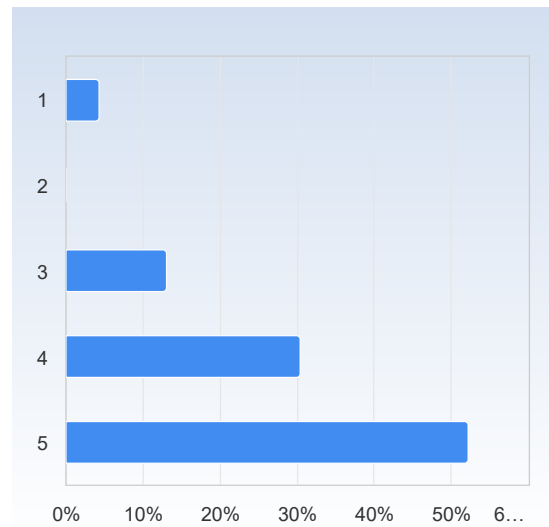
2. My prior knowledge has been sufficient to assimilate the contents of this course.	Number of responses
1	0 (0.0%)
2	2 (8.7%)
3	7 (30.4%)
4	4 (17.4%)
5	10 (43.5%)
<b>Total</b>	<b>23 (100.0%)</b>



	Mean	Standard Deviation
2. My prior knowledge has been sufficient to assimilate the contents of this course.	4.0	1.1

### 3. I have participated actively in the course.

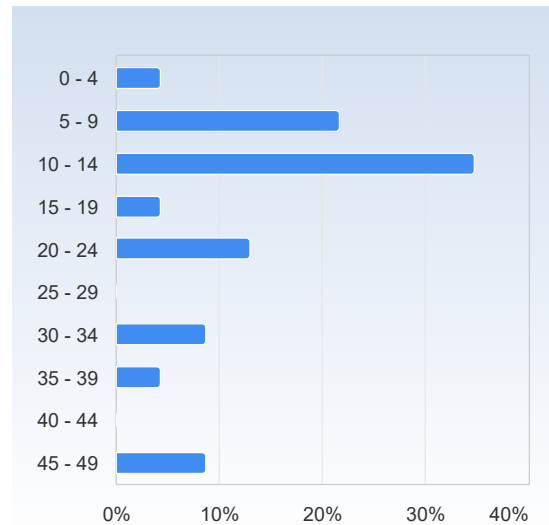
3. I have participated actively in the course.	Number of responses
1	1 (4.3%)
2	0 (0.0%)
3	3 (13.0%)
4	7 (30.4%)
5	12 (52.2%)
Total	23 (100.0%)



	Mean	Standard Deviation
3. I have participated actively in the course.	4.3	1.0

### Average number of hours spent in total on the course per week (including scheduled activities):

Average number of hours spent in total on the course per week (including scheduled activities):	Number of responses
0 - 4	1 (4.3%)
5 - 9	5 (21.7%)
10 - 14	8 (34.8%)
15 - 19	1 (4.3%)
20 - 24	3 (13.0%)
25 - 29	0 (0.0%)
30 - 34	2 (8.7%)
35 - 39	1 (4.3%)
40 - 44	0 (0.0%)
45 - 49	2 (8.7%)
Total	23 (100.0%)



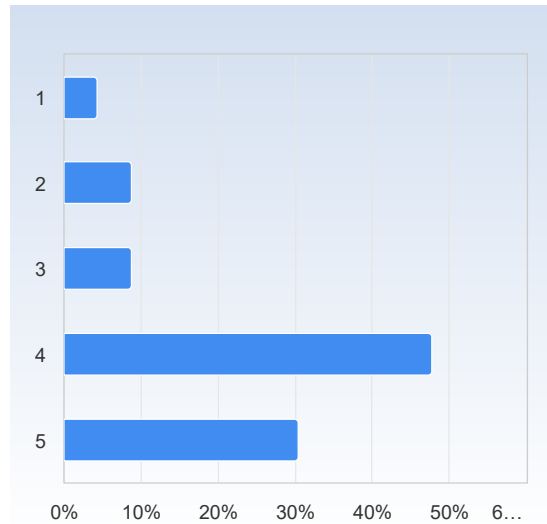
	Mean	Standard Deviation
Average number of hours spent in total on the course per week (including scheduled activities):	17.1	12.2

## The course in general

On the scale 1-5 select the option that best matches your opinion: 1= disagree completely → 3= partly agree → 5= agree completely

The way the course was taught and organised suited me.

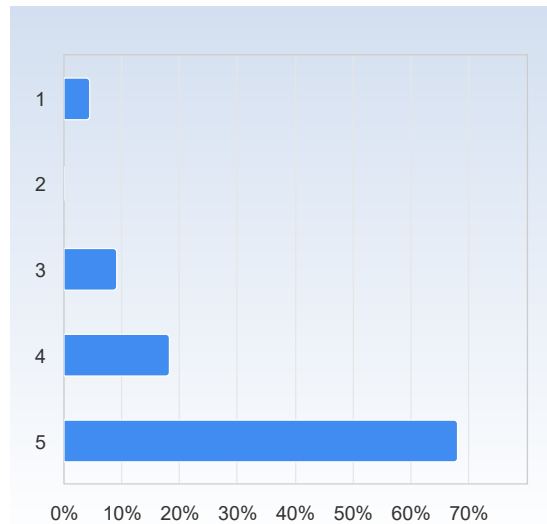
The way the course was taught and organised suited me.	Number of responses
1	1 (4.3%)
2	2 (8.7%)
3	2 (8.7%)
4	11 (47.8%)
5	7 (30.4%)
Total	23 (100.0%)



	Mean	Standard Deviation
The way the course was taught and organised suited me.	3.9	1.1

The number of teacher lead activities (lectures, seminars etc.) has been satisfactory.

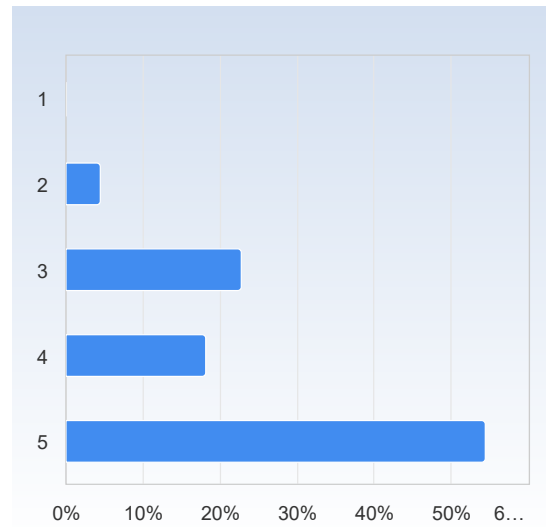
The number of teacher lead activities (lectures, seminars etc.) has been satisfactory.	Number of responses
1	1 (4.5%)
2	0 (0.0%)
3	2 (9.1%)
4	4 (18.2%)
5	15 (68.2%)
Total	22 (100.0%)



	Mean	Standard Deviation
The number of teacher lead activities (lectures, seminars etc.) has been satisfactory.	4.5	1.0

**The lectures were valuable for my learning.**

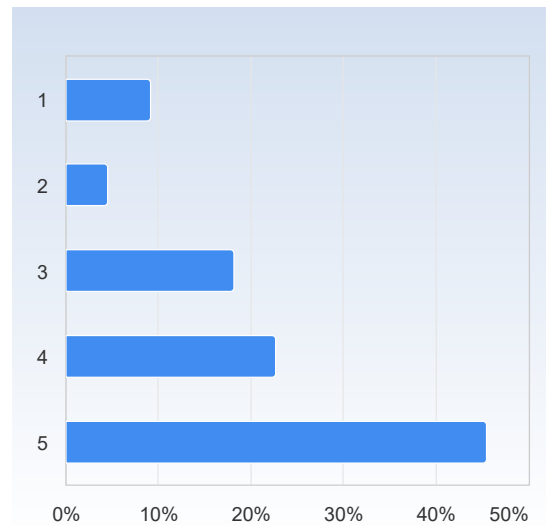
The lectures were valuable for my learning.	Number of responses
1	0 (0.0%)
2	1 (4.5%)
3	5 (22.7%)
4	4 (18.2%)
5	12 (54.5%)
Total	22 (100.0%)



	Mean	Standard Deviation
The lectures were valuable for my learning.	4.2	1.0

**The seminars were valuable for my learning.**

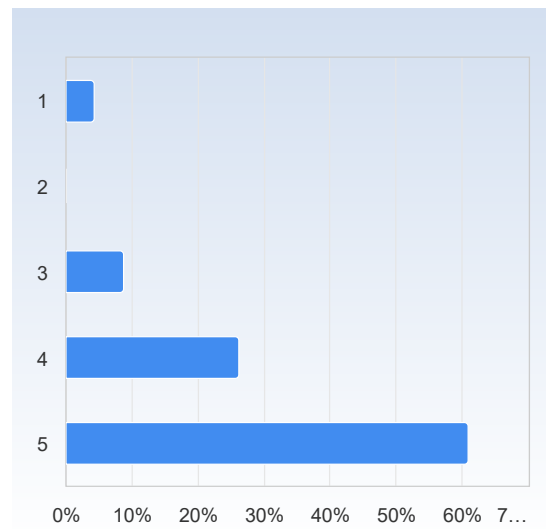
The seminars were valuable for my learning.	Number of responses
1	2 (9.1%)
2	1 (4.5%)
3	4 (18.2%)
4	5 (22.7%)
5	10 (45.5%)
Total	22 (100.0%)



	Mean	Standard Deviation
The seminars were valuable for my learning.	3.9	1.3

**Studying on my own was valuable for my learning.**

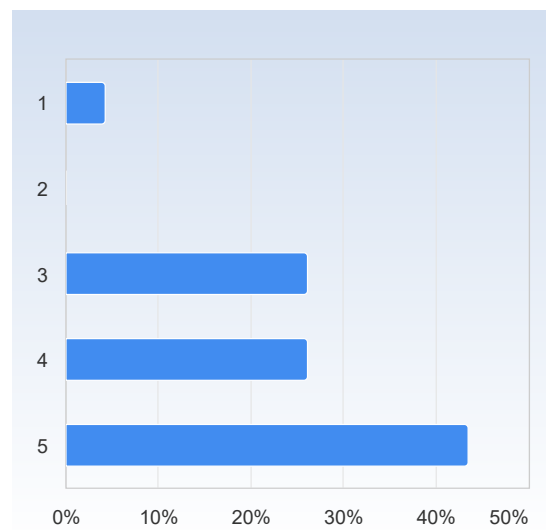
Studying on my own was valuable for my learning.	Number of responses
1	1 (4.3%)
2	0 (0.0%)
3	2 (8.7%)
4	6 (26.1%)
5	14 (60.9%)
Total	23 (100.0%)



	Mean	Standard Deviation
Studying on my own was valuable for my learning.	4.4	1.0

**The course literature/material was a valuable learning resource.**

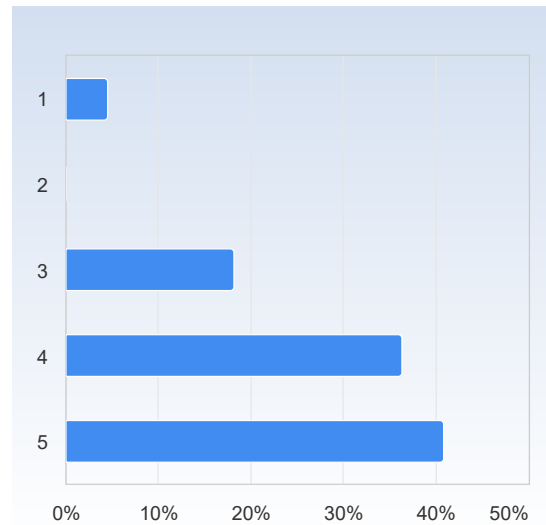
The course literature/material was a valuable learning resource.	Number of responses
1	1 (4.3%)
2	0 (0.0%)
3	6 (26.1%)
4	6 (26.1%)
5	10 (43.5%)
Total	23 (100.0%)



	Mean	Standard Deviation
The course literature/material was a valuable learning resource.	4.0	1.1

**The information I received before the course start was satisfactory.**

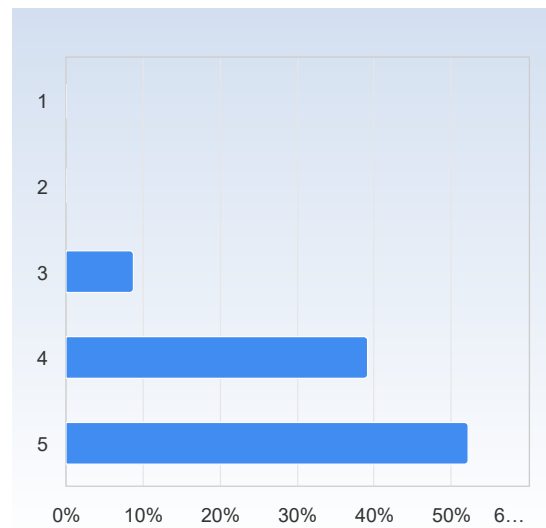
The information I received before the course start was satisfactory.	Number of responses
1	1 (4.5%)
2	0 (0.0%)
3	4 (18.2%)
4	8 (36.4%)
5	9 (40.9%)
Total	22 (100.0%)



	Mean	Standard Deviation
The information I received before the course start was satisfactory.	4.1	1.0

**The communication with the teaching staff during the course was good.**

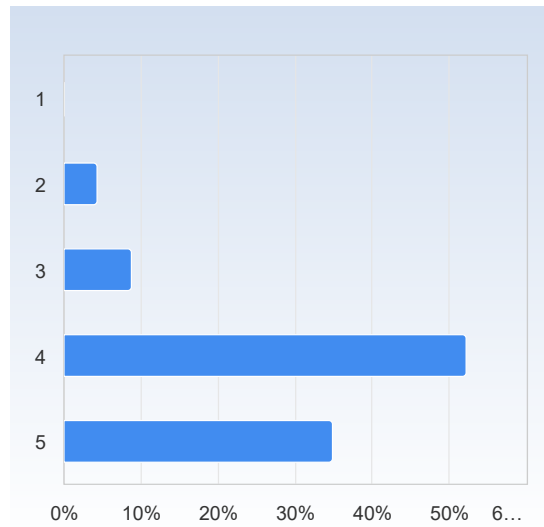
The communication with the teaching staff during the course was good.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	2 (8.7%)
4	9 (39.1%)
5	12 (52.2%)
Total	23 (100.0%)



	Mean	Standard Deviation
The communication with the teaching staff during the course was good.	4.4	0.7

**It was clear throughout the course what was expected of me.**

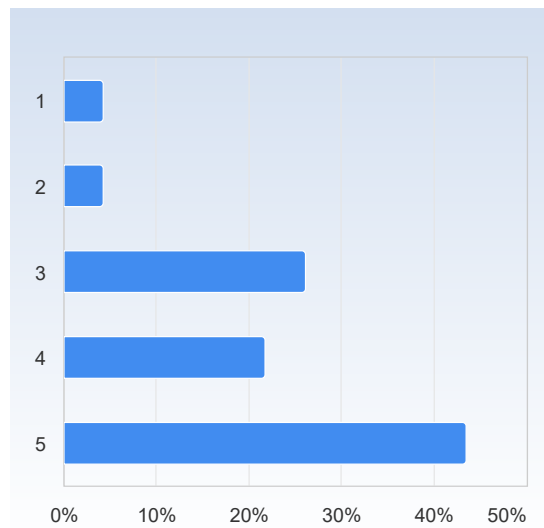
It was clear throughout the course what was expected of me.	Number of responses
1	0 (0.0%)
2	1 (4.3%)
3	2 (8.7%)
4	12 (52.2%)
5	8 (34.8%)
Total	23 (100.0%)



	Mean	Standard Deviation
It was clear throughout the course what was expected of me.	4.2	0.8

**I have received valuable feedback from my teacher/teachers during the course.**

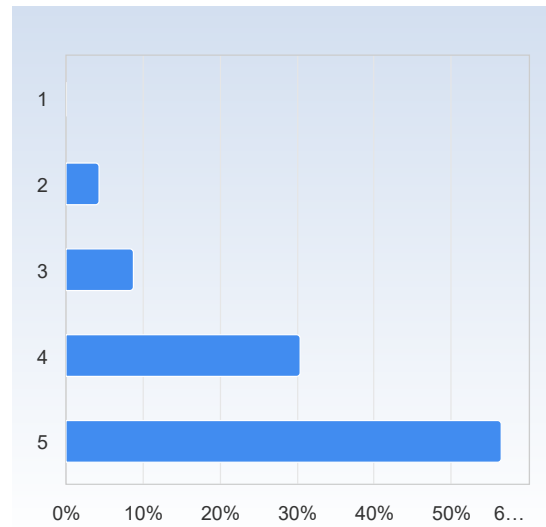
I have received valuable feedback from my teacher /teachers during the course.	Number of responses
1	1 (4.3%)
2	1 (4.3%)
3	6 (26.1%)
4	5 (21.7%)
5	10 (43.5%)
Total	23 (100.0%)



	Mean	Standard Deviation
I have received valuable feedback from my teacher/teachers during the course.	4.0	1.1

**The course had a reasonable workload.**

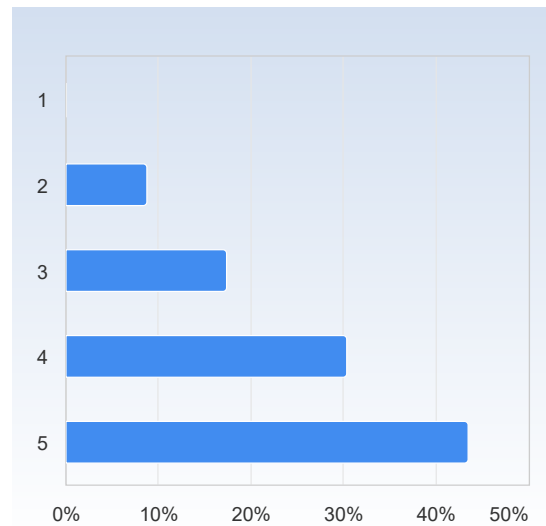
The course had a reasonable workload.	Number of responses
1	0 (0.0%)
2	1 (4.3%)
3	2 (8.7%)
4	7 (30.4%)
5	13 (56.5%)
Total	23 (100.0%)



	Mean	Standard Deviation
The course had a reasonable workload.	4.4	0.8

**The workload was evenly distributed throughout the course.**

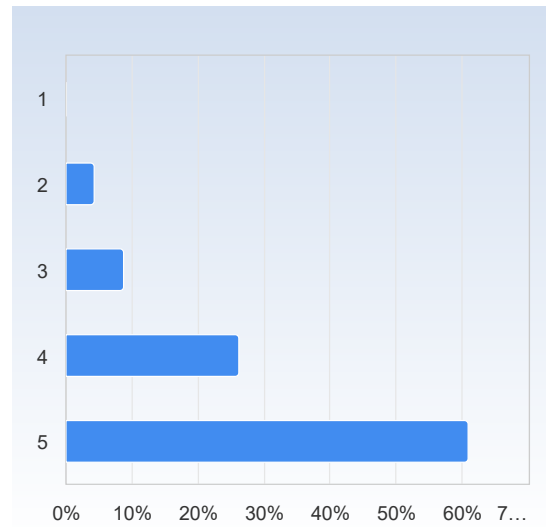
The workload was evenly distributed throughout the course.	Number of responses
1	0 (0.0%)
2	2 (8.7%)
3	4 (17.4%)
4	7 (30.4%)
5	10 (43.5%)
Total	23 (100.0%)



	Mean	Standard Deviation
The workload was evenly distributed throughout the course.	4.1	1.0

**The examination matched the contents and level of the course.**

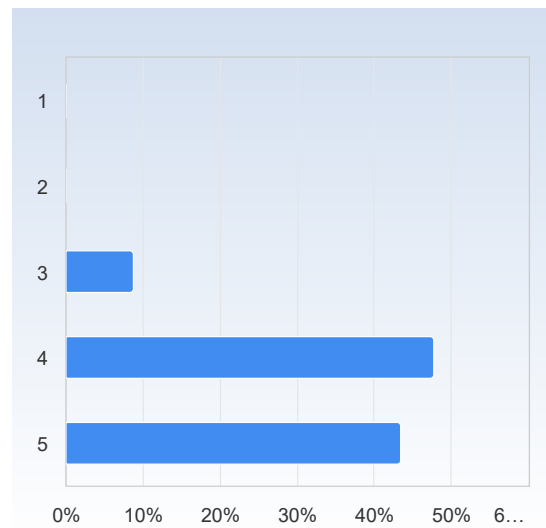
The examination matched the contents and level of the course.	Number of responses
1	0 (0.0%)
2	1 (4.3%)
3	2 (8.7%)
4	6 (26.1%)
5	14 (60.9%)
Total	23 (100.0%)



	Mean	Standard Deviation
The examination matched the contents and level of the course.	4.4	0.8

**Overall, I am satisfied with the course.**

Overall, I am satisfied with the course.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	2 (8.7%)
4	11 (47.8%)
5	10 (43.5%)
Total	23 (100.0%)



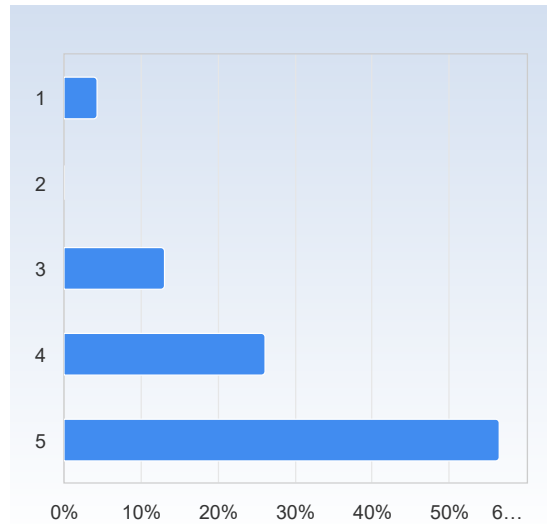
	Mean	Standard Deviation
Overall, I am satisfied with the course.	4.3	0.6

## On the development of generic skills

On a scale 1-5 select the option that best matches your opinion: 1= disagree completely → 3= partly agree → 5= agree completely

The course has increased my ability to read a mathematical text.

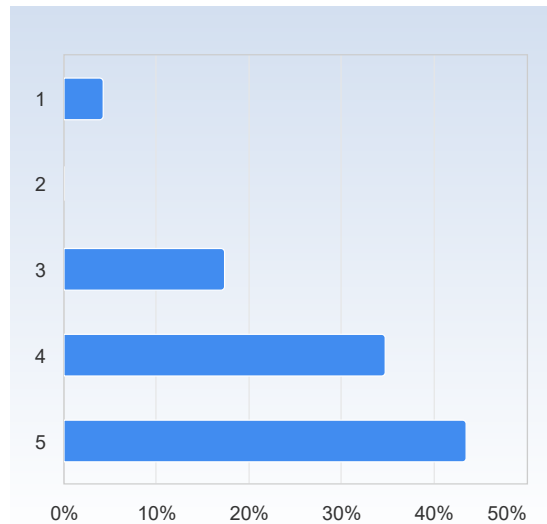
The course has increased my ability to read a mathematical text.	Number of responses
1	1 (4.3%)
2	0 (0.0%)
3	3 (13.0%)
4	6 (26.1%)
5	13 (56.5%)
Total	23 (100.0%)



	Mean	Standard Deviation
The course has increased my ability to read a mathematical text.	4.3	1.0

The course has increased my ability to communicate the subject in writing.

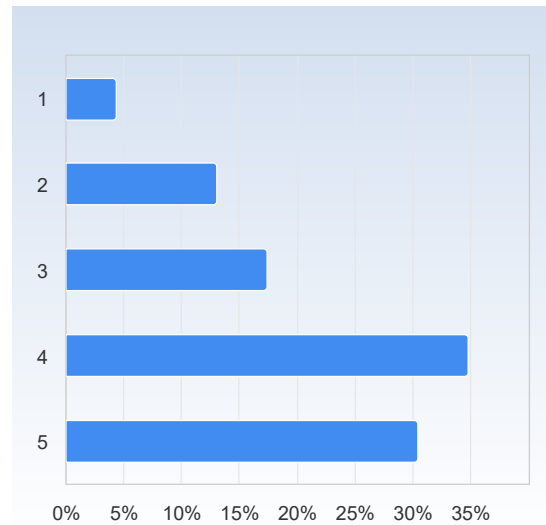
The course has increased my ability to communicate the subject in writing.	Number of responses
1	1 (4.3%)
2	0 (0.0%)
3	4 (17.4%)
4	8 (34.8%)
5	10 (43.5%)
Total	23 (100.0%)



	Mean	Standard Deviation
The course has increased my ability to communicate the subject in writing.	4.1	1.0

**The course has increased my ability to communicate the subject orally.**

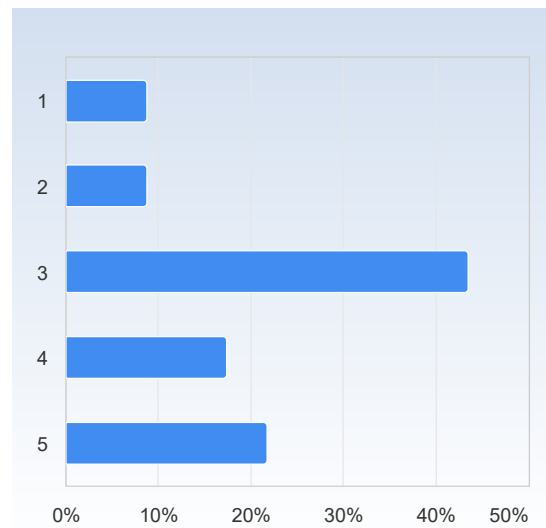
The course has increased my ability to communicate the subject orally.	Number of responses
1	1 (4.3%)
2	3 (13.0%)
3	4 (17.4%)
4	8 (34.8%)
5	7 (30.4%)
Total	23 (100.0%)



	Mean	Standard Deviation
The course has increased my ability to communicate the subject orally.	3.7	1.2

**The course has increased my ability to cooperate.**

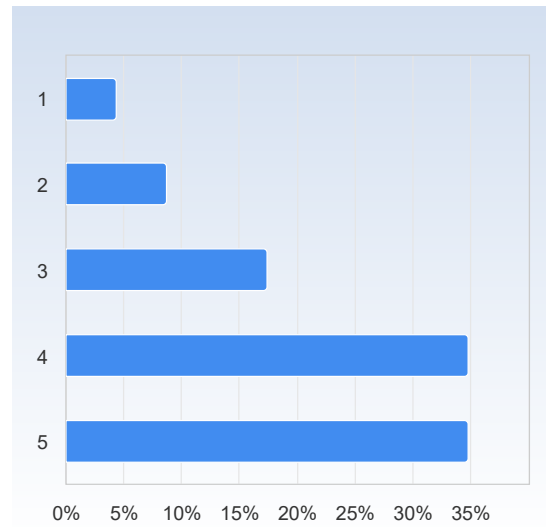
The course has increased my ability to cooperate.	Number of responses
1	2 (8.7%)
2	2 (8.7%)
3	10 (43.5%)
4	4 (17.4%)
5	5 (21.7%)
Total	23 (100.0%)



	Mean	Standard Deviation
The course has increased my ability to cooperate.	3.3	1.2

**The course has increased my ability to search and process information.**

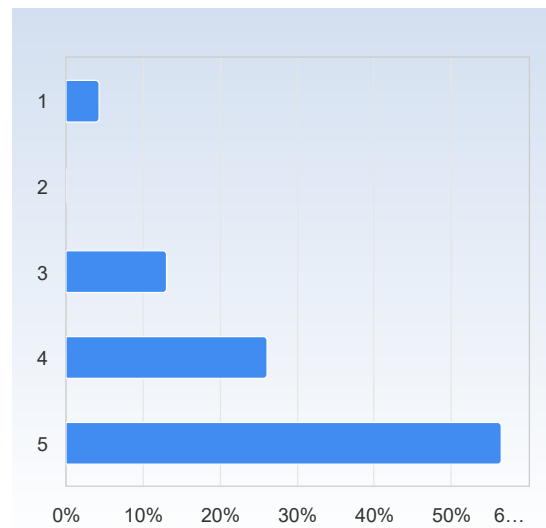
The course has increased my ability to search and process information.	Number of responses
1	1 (4.3%)
2	2 (8.7%)
3	4 (17.4%)
4	8 (34.8%)
5	8 (34.8%)
Total	23 (100.0%)



	Mean	Standard Deviation
The course has increased my ability to search and process information.	3.9	1.1

**The course has increased my ability to analyze and solve problems.**

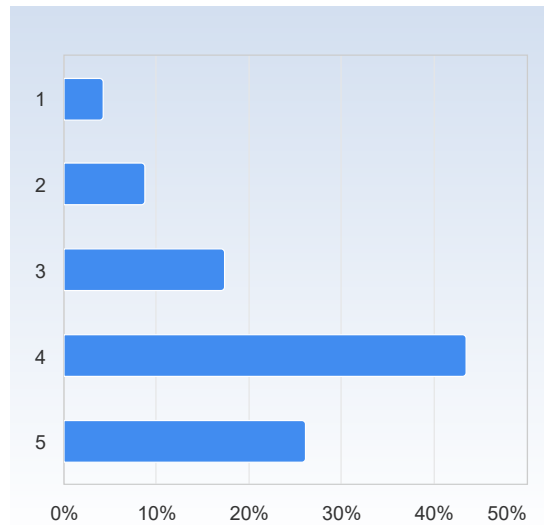
The course has increased my ability to analyze and solve problems.	Number of responses
1	1 (4.3%)
2	0 (0.0%)
3	3 (13.0%)
4	6 (26.1%)
5	13 (56.5%)
Total	23 (100.0%)



	Mean	Standard Deviation
The course has increased my ability to analyze and solve problems.	4.3	1.0

**As a result of this course, I feel confident about tackling unfamiliar problems.**

As a result of this course, I feel confident about tackling unfamiliar problems.	Number of responses
1	1 (4.3%)
2	2 (8.7%)
3	4 (17.4%)
4	10 (43.5%)
5	6 (26.1%)
Total	23 (100.0%)



	Mean	Standard Deviation
As a result of this course, I feel confident about tackling unfamiliar problems.	3.8	1.1

**What did you appreciate most with the course?**

- What did you appreciate most with the course?
- that the exam is related to what has been taught in class and i was prepared with the help of the mentor [TA] and the teacher
- The book, dont panic, the seminars where very valuable, and I loved malins lectures
- The very fleshed out seminars and studying alternatives.
- The lectures was good, good seminars where you could prosses the new information, and very good liteature!
- The professor and the way she taught, the seminar teachers and the way they helped.
- The overall effort of the teachers to create a good work environment with the students and just in general very understanding
- There were sufficient questions to practice and test my knowledge with such as in the textbook and seminar sheets
- The maths itself.
- Well structured and great course literature
- Det faktum att man får en djupare förståelse för gymnasimatten och hur den fungerar. Mycket intressant och verkligen bra kunskap för en blivande mattelärare! Exempelvis bevisen av vissa deriveringsregler och differentialekvationer, har varit kul att få "djupdyka" lite i. :)
- I really appreciated the lectures and the seminars. They gave multiple perspectives on the material and were very well rounded, as well as entertaining. The contact with the teacher was good and I felt like I could ask questions and talk about potential problems with her.
- Seminars
- Despite not attending many of them, I did like how the seminars were structured with some more outside-the-box-y problems.
- The variety of material in seminars
- The seminars
- Malin as a lecturer and the course book was really good. Also our seminar teacher was really good and the seminar sheets was also very great for understanding the concepts.
- I appreciated the effort that was put into the course and the ability to do a mid-term that served as a "check" for my progress. Most of all though, I appreciate that this course helped facilitate my development of a more effective study method, and Malin's recommendation of Terence Tao's books, which I otherwise might not have found at this level of my studies.
- I liked all the examples Malin did in class and I liked that the book and the lectures cooperated.

## What do you think should be improved?

What do you think should be improved?

More lectures. It felt like we rushed many parts and were behind schedule all semester. More time of the lectures should be spent on practical examples as well, not only the proofs of concept

I think the course literature should be changed, or, even better, have a complementary compendium/lecture notes that is more straight forward than the literature we used. I really appreciated the intuitive approach and the visualizations in "Don't Panic!"; to get a deep understanding of the material, it is a very good and entertaining book. However, when time was limited or when I wanted a summary/list of everything we had done in the course to study for exams, the book became unpractical. When studying for the oral exam on proofs, it was at times impossible to find them and to justify them since I did not only have to write some the proofs myself, but many proofs that were in the book relied on exercises I might not have done. I understand the point of this and I think that the author has a very good idea when trying to make students write their own proofs and fill in the gaps themselves, but it creates an all-or-nothing situation where you either have to understand everything and spend many many hours with the material, maybe more than your life and other courses allow at the moment, or not understand at all. I had the feeling that I was not in charge of my own learning and had to learn in a very set way, that may not suit me at all times. A complementary compendium with all the proofs and theory in the course would have been very useful. With that being said, "Don't Panic!" is an excellent book that gives a different and necessary perspective on mathematics, I just think that you need something else too, as a first year student.

Don't know.

the proofs in the course should be in the book

More programming

For me, the seminars started too early in the morning which led to me either going and being tired or not going at all

The amount of feedback from teachers

Sometimes the pages to read before lectures didn't cover what was taught in that lecture, they were a bit off sometimes.

Möjligen att någon mer föreläsning hade varit skönt att ha för mig åtminstone. Det går ganska snabbt på föreläsningarna med informationen. Sen hade jag önskat att bevisen skulle bli antingen lite förenklade, eller att man utesluter några ur kursen. Personligen har jag haft svårt att fatta bevisen generellt då de känns ganska komplicerade.

It's fine as is.

I don't know.

nothing

.

The amount of exams there are to train with for the final exam

The textbook is a great source for exercises but, because of it, half of the theorems are to be proven. Consequently, it is not very convenient to use when studying the theory and the proofs. Luckily, a seminar teacher suggested us other analysis in 1 variable textbooks, which become very useful for proofs.

Some theoretical heavy contents could be explained more thoroughly for better understanding

Nothing inparticular

I would appreciate answers to the seminar problems being posted for those who missed the events.

## Have you during this course experienced course literature, staff or teaching methods to be discriminatory in any way (gender, ethnicity, etc.)?

Have you during this course experienced course literature, staff or teaching methods to be discriminatory in any way (gender, ethnicity, etc.)?

no

No.

No

No

No.

No

no

Not at all

No!

No

no

No never

No, not at all.

No.