

Course Analysis for MATB33 Analysis in One Variable, Spring 2025

Course information

Lecturer: Jan-Fredrik Olsen

Teaching assistants: Thomas Munn, Viktor Andersson.

Number of students:

57 newly registered and 0 re-registered.

10 students answered the course evaluation.

Examination

- **Project (2,5 ECTS):** 52 students passed.
- **Written examination (2,5 ECTS)**
 - o Ordinary exam (May): 32 out of 42 passed
 - o 1st re-sit (August): 4 out of 10 passed
 - o 2nd re-sit (November): 4 out of 8 passed
 - o **Total:** 40 passed.
- Oral examination (2,5 ECTS)
 - o Ordinary exam: 22 passed with distinction
 - o 1st re-sit (August): 1 passed with distinction
 - o 2nd re-sit (November): 0 pass with distinction
 - o Total: 23 passed with distinction.

Teacher's comments

- The course was given for the first time.
- Positives:
 - o The students seemed to appreciate the format of the seminars (attendance and feedback from students during the term was good).
 - o A master student (Viktor Andersson) was used as a teaching assistant. This worked very well.
 - o The students appreciated the AI integrated project work. Nearly all registered students took active part in the conference-like presentation day. For a pass, they both needed to actively present a part of the project work (groups of 3) and actively pose questions to another group.
- Negatives:
 - o The course material was a bit too ambitious and needs to be streamlined.
 - o The examination was a bit overwhelming, with both project presentations, a written exam and an oral exam. As such, the oral exam (which came last) was scaled down a bit, and consisted of them presenting and discussing one proof (that they were assigned ahead of time), and

answering questions corresponding to “weak points” from the written exam.

Course evaluation summary

The following summary is the exact response from the following sequence of prompts to ChatGPT-5.2 based on the responses data on the course evaluation:

1. Attached are two documents: One is the result of a course survey from Swedish first year university course called MATB33 Introduction to Higher Analysis, and the second is the course evaluation of a similar course called MATA31 Analysis in One Variable.
2. Provide a course evaluation for MATB33 in the same format as the example provided from MATA31.
3. The course evaluation text for MATB33 should be fairly minimal, and it should point out what seems to be working well, and what seems to be working less well.
4. Also include some highlights from the free text responses in the evaluation.
5. Please include mention on the impact of AI in the course, as this was a new phenomenon.

Course Evaluation Summary

- **General Satisfaction:** Students rated their overall satisfaction with the course at 4.2 out of 5, indicating a positive reception similar to previous terms.
- **Teaching Methods:** The organization and teaching methods of the course were well-received, earning a favorable rating of 4.2.
- **Lectures and Seminars:** Lectures were highly valued, scoring 4.4, while seminars also received strong positive feedback with a score of 4.3.
- **Self-study:** Self-directed study continued to be a crucial component, rated at 4.3.
- **Course Material:** Course materials were found to be valuable, reflected by a score of 4.0.

Highlights from Free Text Responses

- **Positive Feedback:**
 - Students praised the seminar's new format, noting it encouraged active problem-solving and enhanced their understanding of complex concepts.
 - Many respondents found the interactive nature of lectures beneficial, highlighting the lecturer's ability to engage and clarify difficult topics.
 - The accessibility and relevance of course materials were frequently mentioned, with students appreciating the practical applications presented.
- **Constructive Criticism:**
 - Some students expressed concerns regarding the alignment of the examinations with the course content, suggesting a need for better reflection of the lectures and seminars in the exams.

- A few respondents desired more opportunities for feedback on assignments and assessments to gauge their understanding throughout the course.

Key Observations

- **Strengths:** The structure of teaching and the new seminar format were significant strengths. Effective teaching methods and engaging course materials also contributed to high student satisfaction.
- **Areas for Improvement:** Examination content needs better alignment with course teachings, as highlighted by student feedback. More consistent and detailed feedback mechanisms could enhance learning outcomes.
- **Comparison with Previous Terms:** There's a noticeable improvement in the response rate and overall satisfaction. Innovations in seminar format and consistent quality in teaching are key improvements over previous terms.

Recommendations for Future Courses

- **Examination Review:** Consider revising examination questions to more closely mirror the content and skills emphasized in lectures and seminars.
- **Enhance Feedback Mechanisms:** Implement more robust feedback systems to provide students with timely and constructive responses to their work.

Impact of AI on Learning

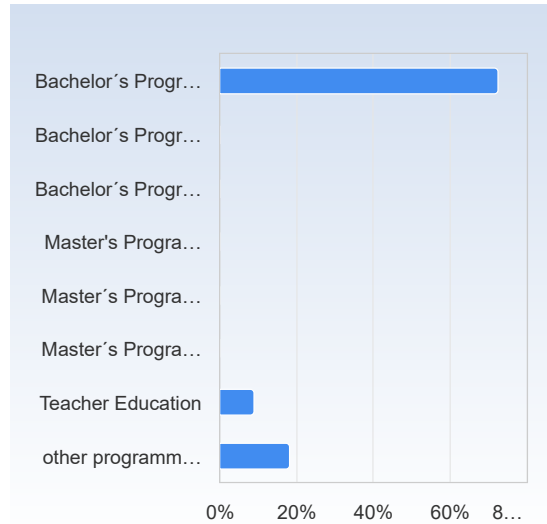
- **Integration and Usage:** This term marked the first integration of AI tools like ChatGPT into the course curriculum. Students actively used AI to assist with homework, generate practice problems, and gain deeper insights into course topics. The overall feedback on AI utilization was highly positive, with a notable score of 4.2 out of 5.
- **Student Feedback:** Students appreciated the AI's role in enhancing their understanding and providing instant feedback. The ability to interact with AI for clarifying concepts and exploring various mathematical approaches was particularly valued. However, some students noted challenges in relying on AI for deeper, theoretical insights, which sometimes led to discrepancies in problem-solving techniques discussed in class.
- **Recommendations:** Continued refinement of AI integration is recommended. It may be beneficial to provide specific guidelines on how to effectively use these tools to complement traditional learning methods and to address any gaps in understanding that may arise from AI interactions.

MATB33VT25 Introduction to Higher Analysis

Respondents: 66
Answer Count: 10
Answer Frequency: 15.15%

I have studied this course as part of

I have studied this course as part of	Number of responses
Bachelor's Programme in Mathematics	8 (80.0%)
Bachelor's Programme in Physics, Theoretical Physics, Astronomy	0 (0.0%)
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	1 (10.0%)
other programme or as stand alone course	2 (20.0%)
Total	11 (110.0%)

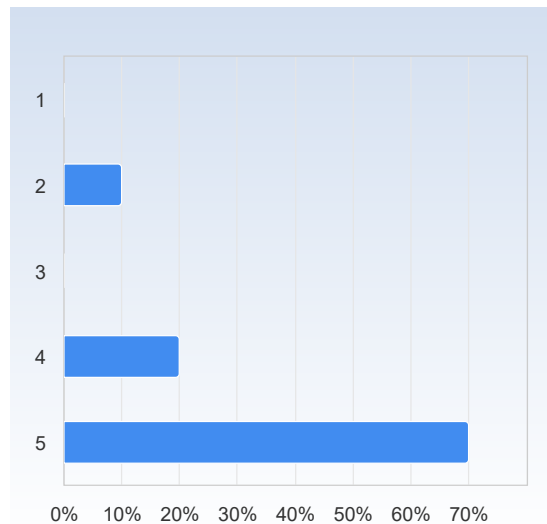


	Mean	Standard Deviation
I have studied this course as part of	2.8	3.1

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.

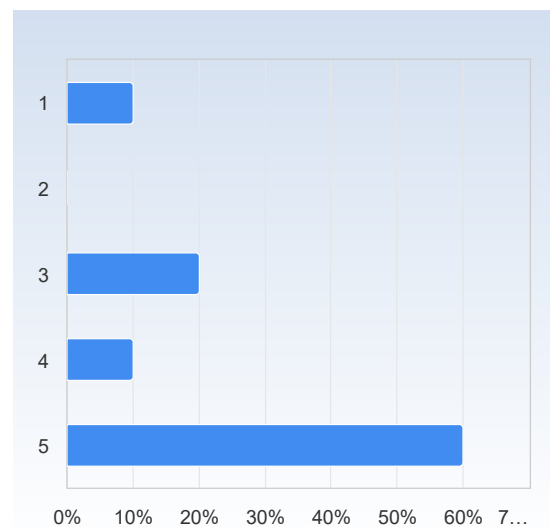
2. My prior knowledge has been sufficient to assimilate the contents of this course.	Number of responses
1	0 (0.0%)
2	1 (10.0%)
3	0 (0.0%)
4	2 (20.0%)
5	7 (70.0%)
Total	10 (100.0%)



	Mean	Standard Deviation
2. My prior knowledge has been sufficient to assimilate the contents of this course.	4.5	1.0

3. I have participated actively in the course.

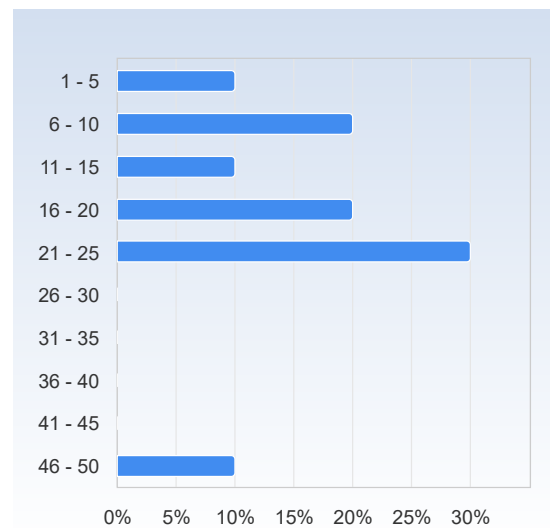
3. I have participated actively in the course.	Number of responses
1	1 (10.0%)
2	0 (0.0%)
3	2 (20.0%)
4	1 (10.0%)
5	6 (60.0%)
Total	10 (100.0%)



	Mean	Standard Deviation
3. I have participated actively in the course.	4.1	1.4

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
1 - 5	1 (10.0%)
6 - 10	2 (20.0%)
11 - 15	1 (10.0%)
16 - 20	2 (20.0%)
21 - 25	3 (30.0%)
26 - 30	0 (0.0%)
31 - 35	0 (0.0%)
36 - 40	0 (0.0%)
41 - 45	0 (0.0%)
46 - 50	1 (10.0%)
Total	10 (100.0%)



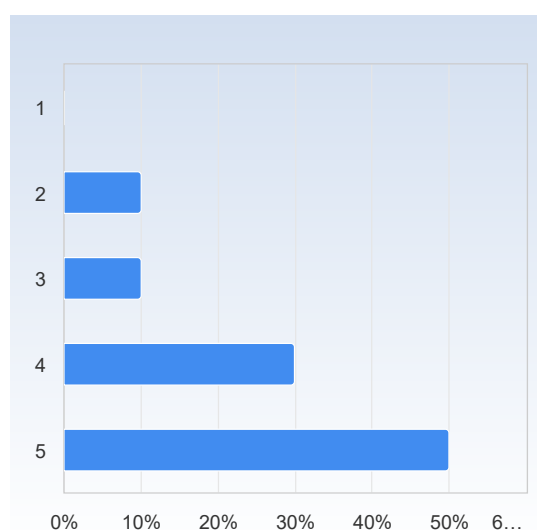
	Mean	Standard Deviation
Average number of hours spent in total on the course per week (including scheduled activities):	19.2	12.8

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.

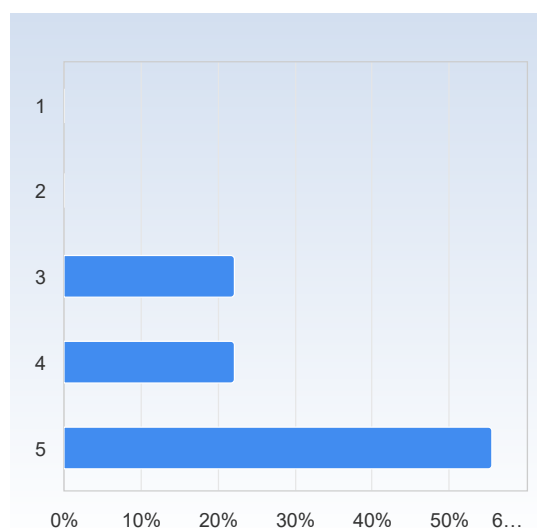
The way the course was taught and organised suited me.	Number of responses
1	0 (0.0%)
2	1 (10.0%)
3	1 (10.0%)
4	3 (30.0%)
5	5 (50.0%)
Total	10 (100.0%)



	Mean	Standard Deviation
The way the course was taught and organised suited me.	4.2	1.0

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

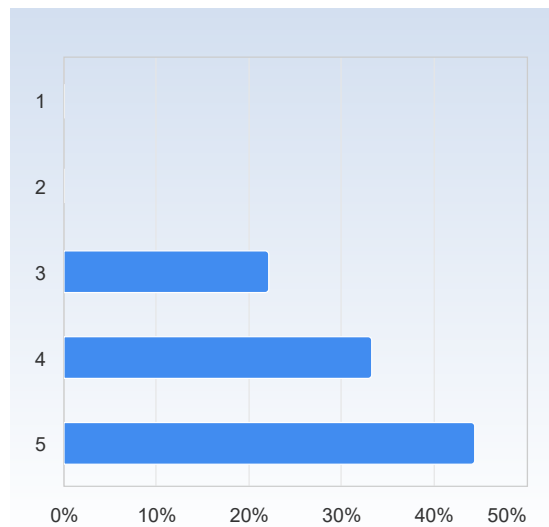
The number of teacher lead activities (lectures, seminars etc.) has been satisfactory.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	2 (22.2%)
4	2 (22.2%)
5	5 (55.6%)
Total	9 (100.0%)



	Mean	Standard Deviation
The number of teacher lead activities (lectures, seminars etc.) has been satisfactory.	4.3	0.9

The lectures were valuable for my learning.

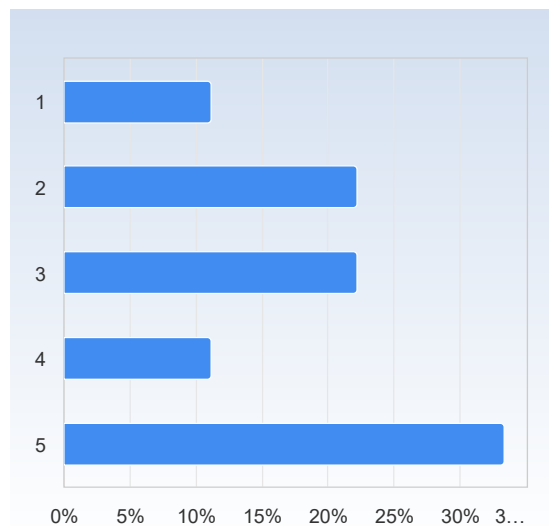
The lectures were valuable for my learning.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	2 (22.2%)
4	3 (33.3%)
5	4 (44.4%)
Total	9 (100.0%)



	Mean	Standard Deviation
The lectures were valuable for my learning.	4.2	0.8

The seminars were valuable for my learning.

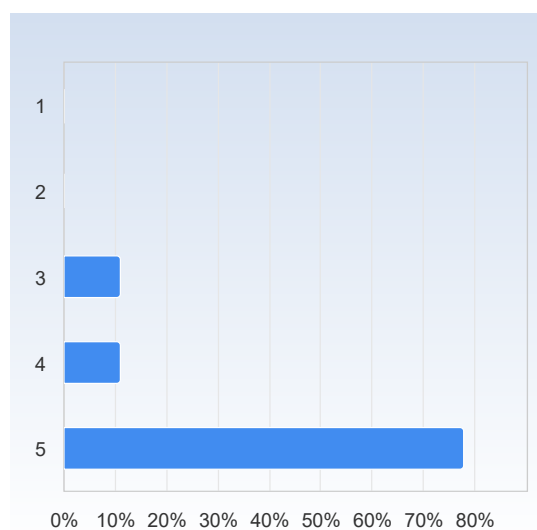
The seminars were valuable for my learning.	Number of responses
1	1 (11.1%)
2	2 (22.2%)
3	2 (22.2%)
4	1 (11.1%)
5	3 (33.3%)
Total	9 (100.0%)



	Mean	Standard Deviation
The seminars were valuable for my learning.	3.3	1.5

Studying on my own was valuable for my learning.

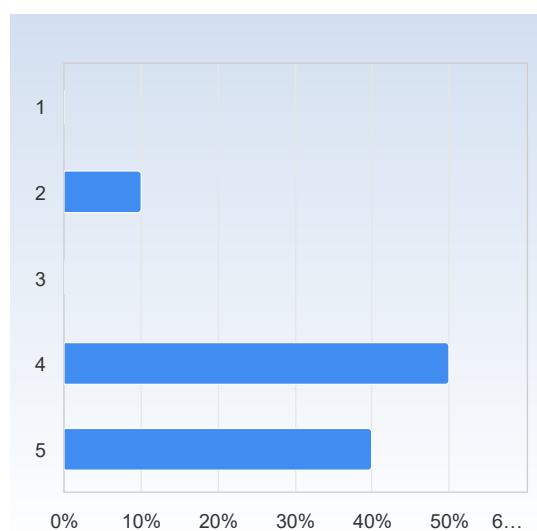
Studying on my own was valuable for my learning.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	1 (11.1%)
4	1 (11.1%)
5	7 (77.8%)
Total	9 (100.0%)



	Mean	Standard Deviation
Studying on my own was valuable for my learning.	4.7	0.7

The course literature/material was a valuable learning resource.

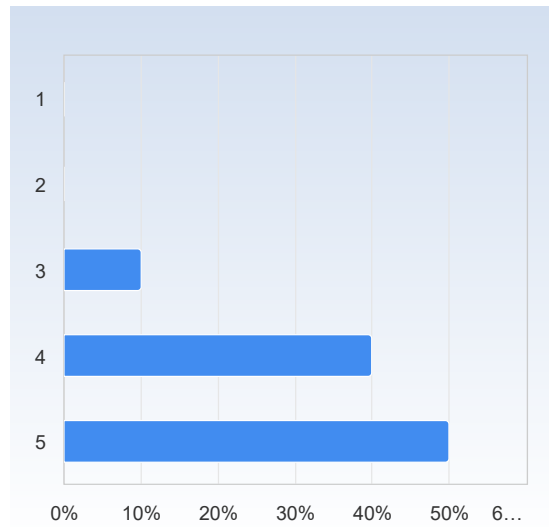
The course literature/material was a valuable learning resource.	Number of responses
1	0 (0.0%)
2	1 (10.0%)
3	0 (0.0%)
4	5 (50.0%)
5	4 (40.0%)
Total	10 (100.0%)



	Mean	Standard Deviation
The course literature/material was a valuable learning resource.	4.2	0.9

The information I received before the course start was satisfactory.

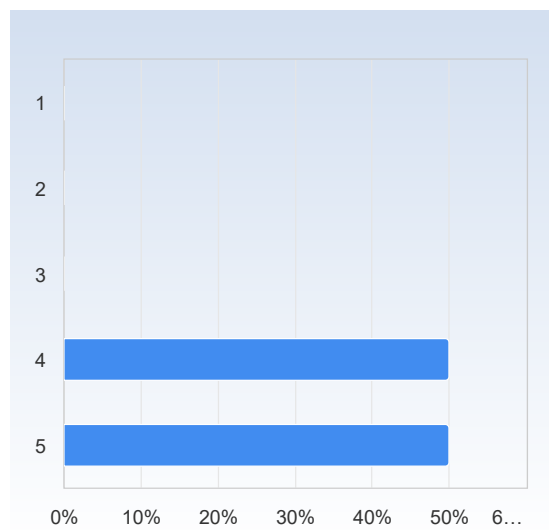
The information I received before the course start was satisfactory.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	1 (10.0%)
4	4 (40.0%)
5	5 (50.0%)
Total	10 (100.0%)



	Mean	Standard Deviation
The information I received before the course start was satisfactory.	4.4	0.7

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

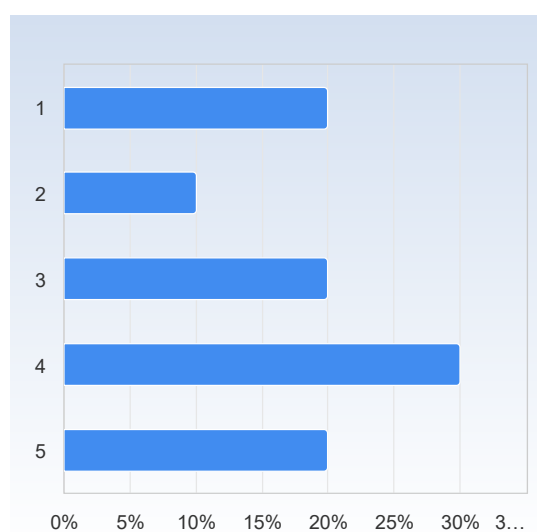
The communication with the teaching staff during the course was good.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	5 (50.0%)
5	5 (50.0%)
Total	10 (100.0%)



	Mean	Standard Deviation
The communication with the teaching staff during the course was good.	4.5	0.5

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

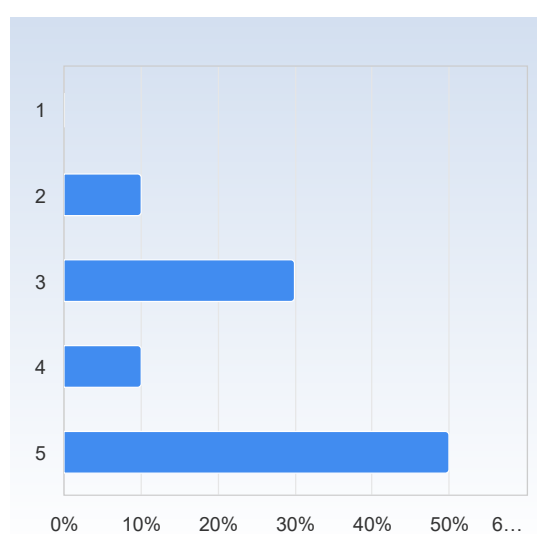
It was clear throughout the course what was expected of me.	Number of responses
1	2 (20.0%)
2	1 (10.0%)
3	2 (20.0%)
4	3 (30.0%)
5	2 (20.0%)
Total	10 (100.0%)



	Mean	Standard Deviation
It was clear throughout the course what was expected of me.	3.2	1.5

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

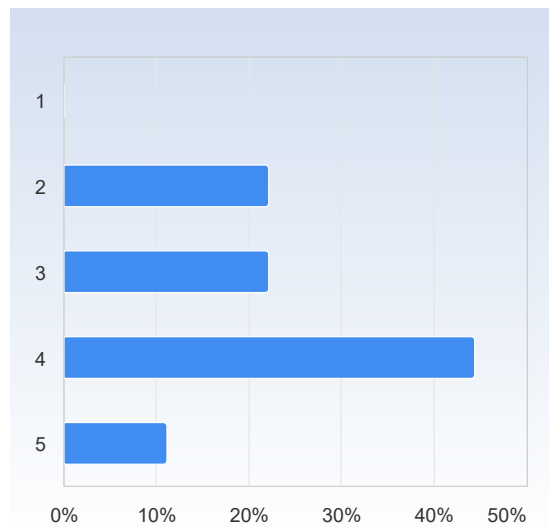
I have received valuable feedback from my teacher /teachers during the course.	Number of responses
1	0 (0.0%)
2	1 (10.0%)
3	3 (30.0%)
4	1 (10.0%)
5	5 (50.0%)
Total	10 (100.0%)



	Mean	Standard Deviation
I have received valuable feedback from my teacher/teachers during the course.	4.0	1.2

The course had a reasonable workload.

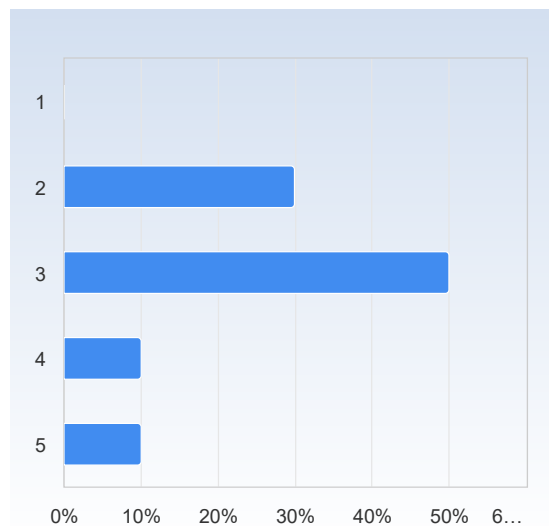
The course had a reasonable workload.	Number of responses
1	0 (0.0%)
2	2 (22.2%)
3	2 (22.2%)
4	4 (44.4%)
5	1 (11.1%)
Total	9 (100.0%)



	Mean	Standard Deviation
The course had a reasonable workload.	3.4	1.0

The workload was evenly distributed throughout the course.

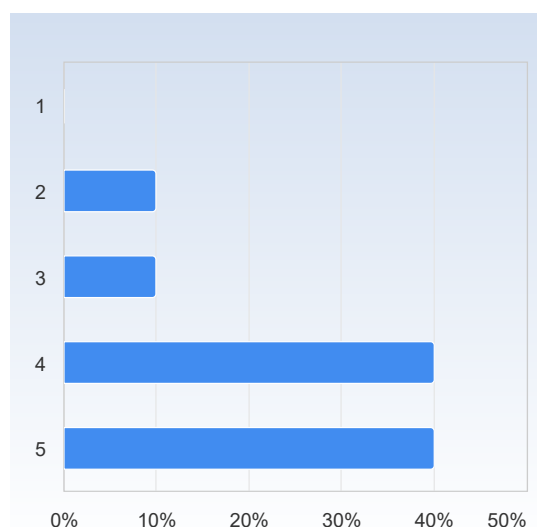
The workload was evenly distributed throughout the course.	Number of responses
1	0 (0.0%)
2	3 (30.0%)
3	5 (50.0%)
4	1 (10.0%)
5	1 (10.0%)
Total	10 (100.0%)



	Mean	Standard Deviation
The workload was evenly distributed throughout the course.	3.0	0.9

The examination matched the contents and level of the course.

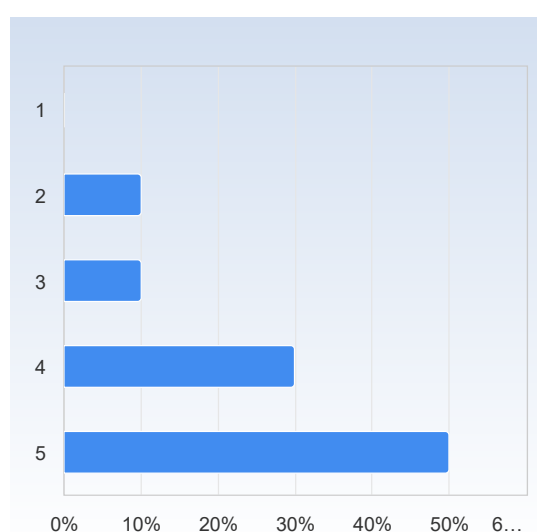
The examination matched the contents and level of the course.	Number of responses
1	0 (0.0%)
2	1 (10.0%)
3	1 (10.0%)
4	4 (40.0%)
5	4 (40.0%)
Total	10 (100.0%)



	Mean	Standard Deviation
The examination matched the contents and level of the course.	4.1	1.0

Overall, I am satisfied with the course.

Overall, I am satisfied with the course.	Number of responses
1	0 (0.0%)
2	1 (10.0%)
3	1 (10.0%)
4	3 (30.0%)
5	5 (50.0%)
Total	10 (100.0%)



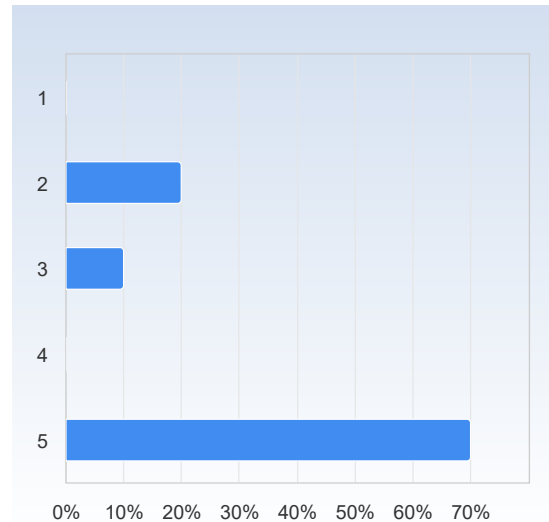
	Mean	Standard Deviation
Overall, I am satisfied with the course.	4.2	1.0

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.

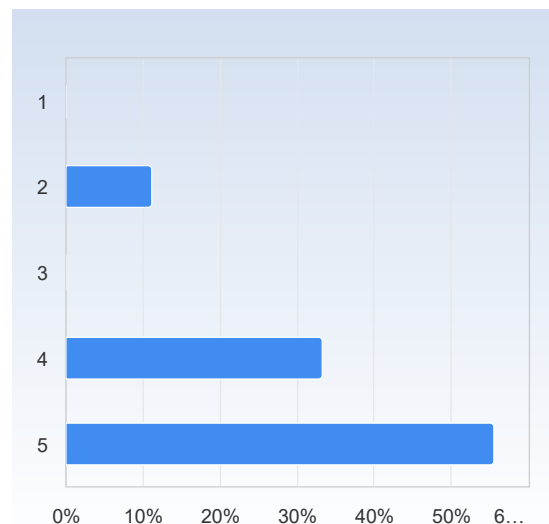
The course has increased my ability to read a mathematical text.	Number of responses
1	0 (0.0%)
2	2 (20.0%)
3	1 (10.0%)
4	0 (0.0%)
5	7 (70.0%)
Total	10 (100.0%)



	Mean	Standard Deviation
The course has increased my ability to read a mathematical text.	4.2	1.3

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

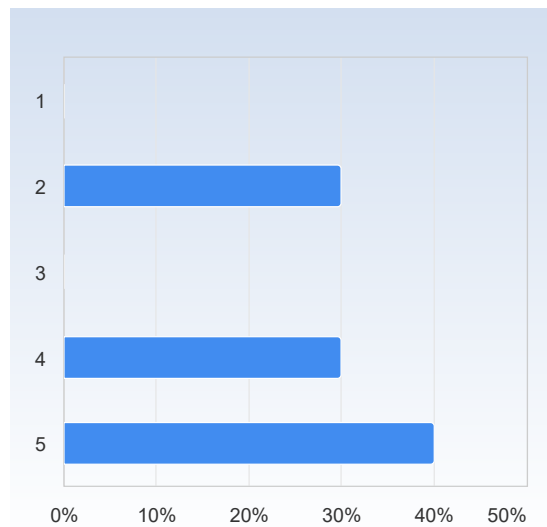
The course has increased my ability to communicate the subject in writing.	Number of responses
1	0 (0.0%)
2	1 (11.1%)
3	0 (0.0%)
4	3 (33.3%)
5	5 (55.6%)
Total	9 (100.0%)



	Mean	Standard Deviation
The course has increased my ability to communicate the subject in writing.	4.3	1.0

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

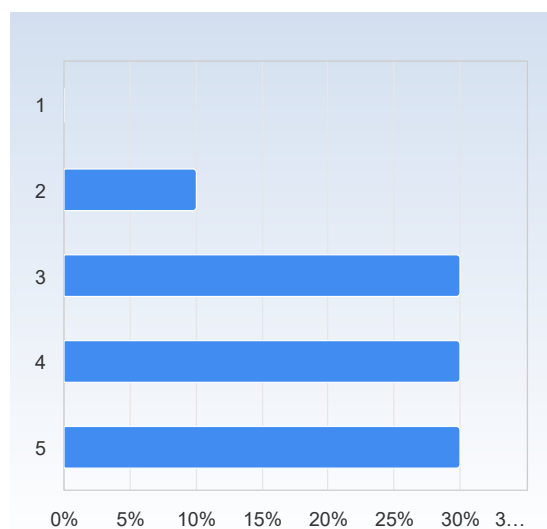
The course has increased my ability to communicate the subject orally.	Number of responses
1	0 (0.0%)
2	3 (30.0%)
3	0 (0.0%)
4	3 (30.0%)
5	4 (40.0%)
Total	10 (100.0%)



	Mean	Standard Deviation
The course has increased my ability to communicate the subject orally.	3.8	1.3

The course has increased my ability to cooperate.

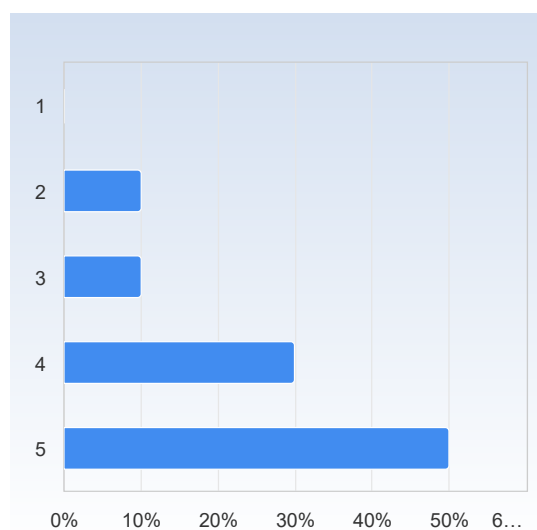
The course has increased my ability to cooperate.	Number of responses
1	0 (0.0%)
2	1 (10.0%)
3	3 (30.0%)
4	3 (30.0%)
5	3 (30.0%)
Total	10 (100.0%)



	Mean	Standard Deviation
The course has increased my ability to cooperate.	3.8	1.0

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

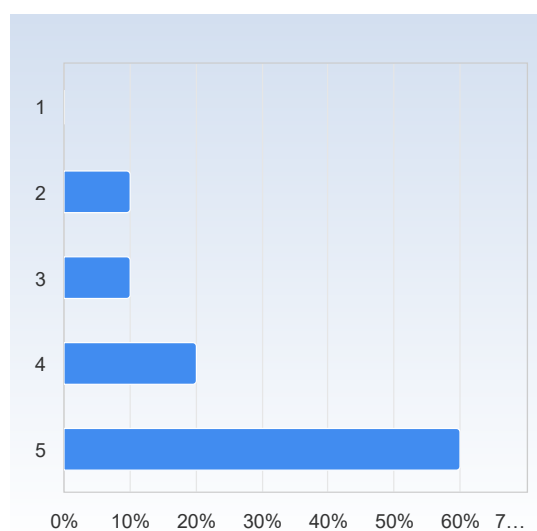
The course has increased my ability to search and process information.	Number of responses
1	0 (0.0%)
2	1 (10.0%)
3	1 (10.0%)
4	3 (30.0%)
5	5 (50.0%)
Total	10 (100.0%)



	Mean	Standard Deviation
The course has increased my ability to search and process information.	4.2	1.0

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

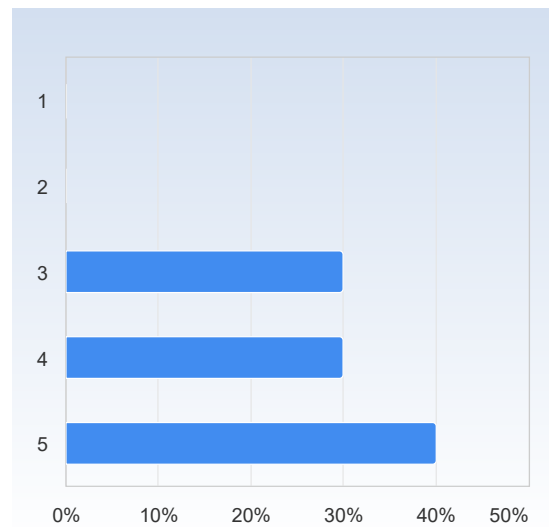
The course has increased my ability to analyze and solve problems.	Number of responses
1	0 (0.0%)
2	1 (10.0%)
3	1 (10.0%)
4	2 (20.0%)
5	6 (60.0%)
Total	10 (100.0%)



	Mean	Standard Deviation
The course has increased my ability to analyze and solve problems.	4.3	1.1

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	0 (0.0%)
2	0 (0.0%)
3	3 (30.0%)
4	3 (30.0%)
5	4 (40.0%)
Total	10 (100.0%)



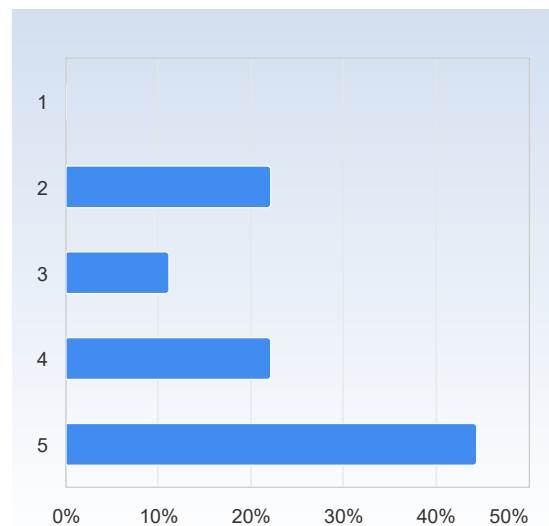
	Mean	Standard Deviation
As a result of this course, I feel confident about tackling unfamiliar problems.	4.1	0.9

Course specific questions

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

Working on the course project was valuable for my learning.

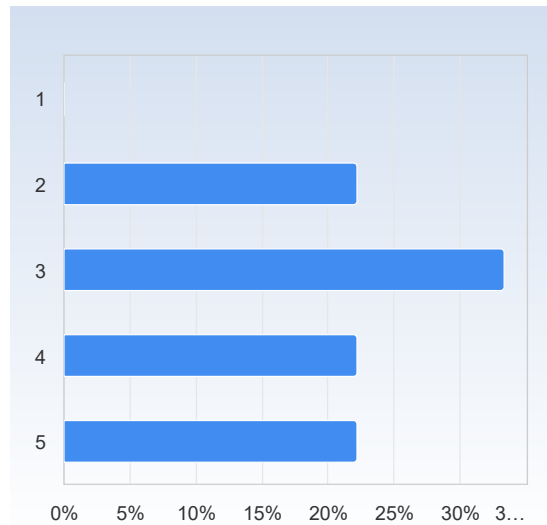
Working on the course project was valuable for my learning.	Number of responses
1	0 (0.0%)
2	2 (22.2%)
3	1 (11.1%)
4	2 (22.2%)
5	4 (44.4%)
Total	9 (100.0%)



	Mean	Standard Deviation
Working on the course project was valuable for my learning.	3.9	1.3

I found the workload required to work on the project to be appropriate.

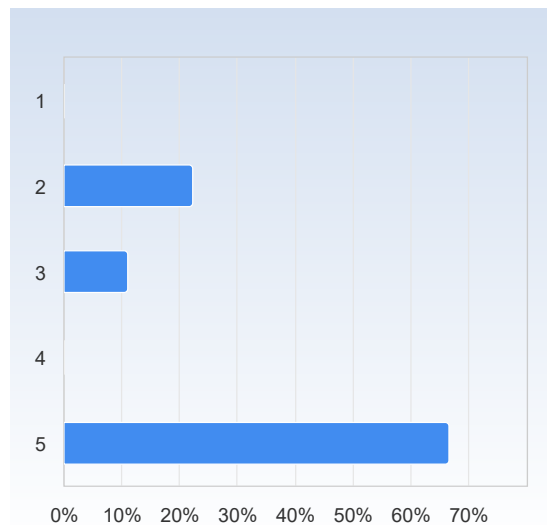
I found the workload required to work on the project to be appropriate.	Number of responses
1	0 (0.0%)
2	2 (22.2%)
3	3 (33.3%)
4	2 (22.2%)
5	2 (22.2%)
Total	9 (100.0%)



	Mean	Standard Deviation
I found the workload required to work on the project to be appropriate.	3.4	1.1

I found "presentation day" to be valuable for my learning.

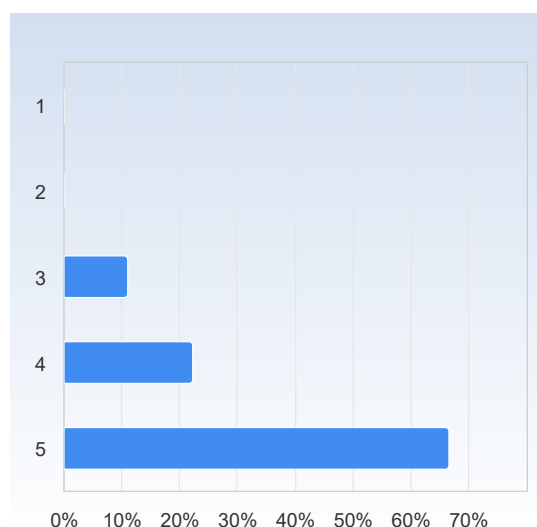
I found "presentation day" to be valuable for my learning.	Number of responses
1	0 (0.0%)
2	2 (22.2%)
3	1 (11.1%)
4	0 (0.0%)
5	6 (66.7%)
Total	9 (100.0%)



	Mean	Standard Deviation
I found "presentation day" to be valuable for my learning.	4.1	1.4

I found the workload needed to prepare for the oral exam to be appropriate.

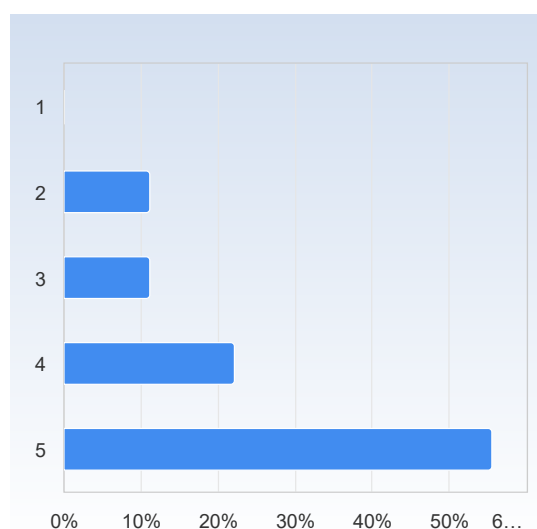
I found the workload needed to prepare for the oral exam to be appropriate.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	1 (11.1%)
4	2 (22.2%)
5	6 (66.7%)
Total	9 (100.0%)



	Mean	Standard Deviation
I found the workload needed to prepare for the oral exam to be appropriate.	4.6	0.7

I found the oral exam to be valuable for my learning.

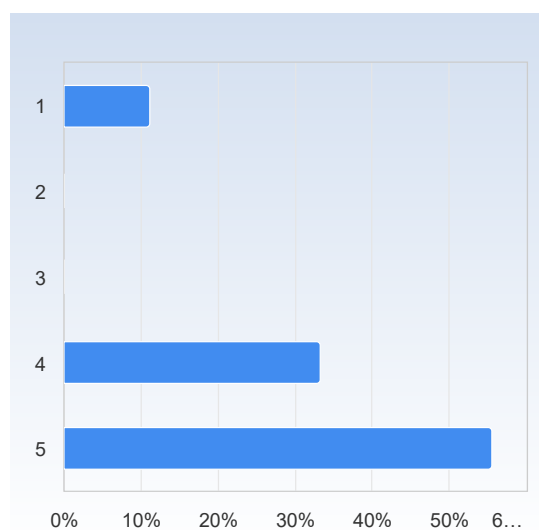
I found the oral exam to be valuable for my learning.	Number of responses
1	0 (0.0%)
2	1 (11.1%)
3	1 (11.1%)
4	2 (22.2%)
5	5 (55.6%)
Total	9 (100.0%)



	Mean	Standard Deviation
I found the oral exam to be valuable for my learning.	4.2	1.1

The course has stimulated my overall interest for mathematics.

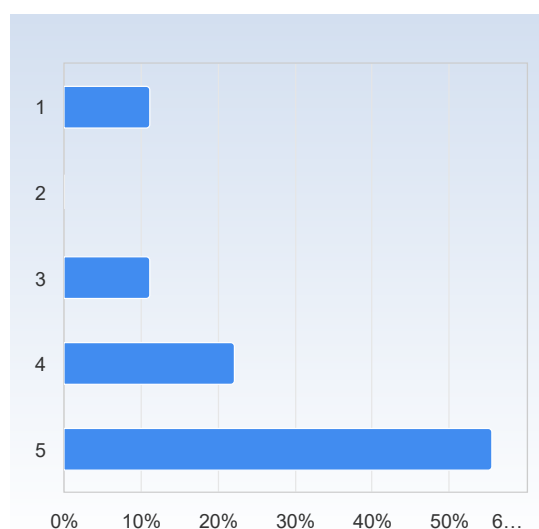
The course has stimulated my overall interest for mathematics.	Number of responses
1	1 (11.1%)
2	0 (0.0%)
3	0 (0.0%)
4	3 (33.3%)
5	5 (55.6%)
Total	9 (100.0%)



	Mean	Standard Deviation
The course has stimulated my overall interest for mathematics.	4.2	1.3

This course has helped me know which areas of mathematics I'd like to explore in future courses.

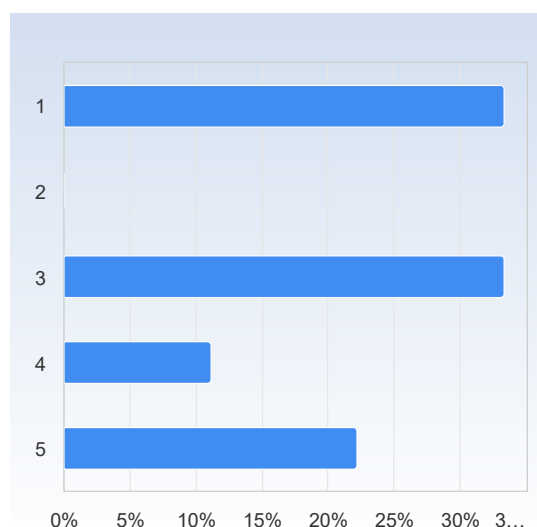
This course has helped me know which areas of mathematics I'd like to explore in future courses.	Number of responses
1	1 (11.1%)
2	0 (0.0%)
3	1 (11.1%)
4	2 (22.2%)
5	5 (55.6%)
Total	9 (100.0%)



	Mean	Standard Deviation
This course has helped me know which areas of mathematics I'd like to explore in future courses.	4.1	1.4

I have used generative AI (such as ChatGPT) actively as part of my learning.

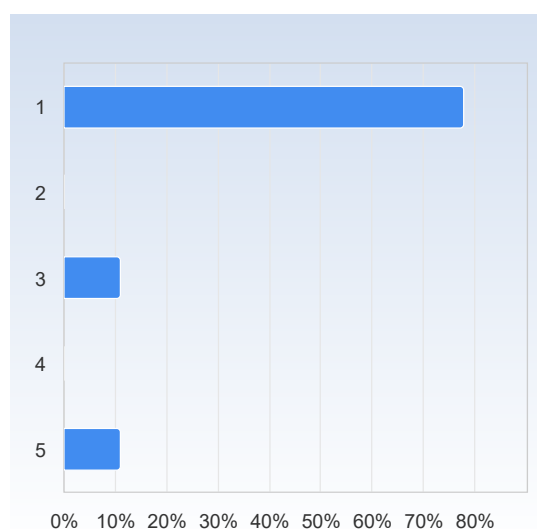
I have used generative AI (such as ChatGPT) actively as part of my learning.	Number of responses
1	3 (33.3%)
2	0 (0.0%)
3	3 (33.3%)
4	1 (11.1%)
5	2 (22.2%)
Total	9 (100.0%)



	Mean	Standard Deviation
I have used generative AI (such as ChatGPT) actively as part of my learning.	2.9	1.6

I have used generative AI to avoid having to learn parts of the course.

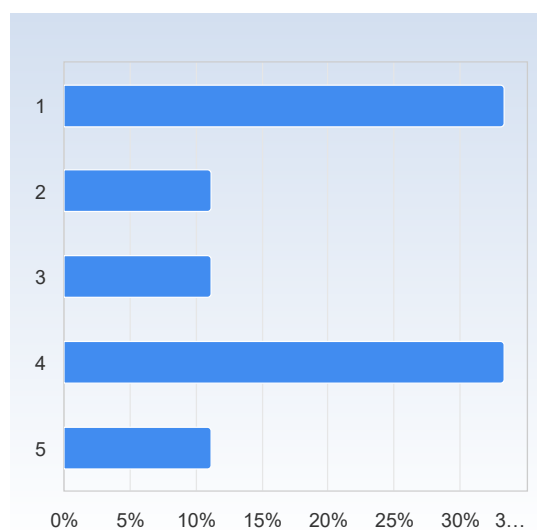
I have used generative AI to avoid having to learn parts of the course.	Number of responses
1	7 (77.8%)
2	0 (0.0%)
3	1 (11.1%)
4	0 (0.0%)
5	1 (11.1%)
Total	9 (100.0%)



	Mean	Standard Deviation
I have used generative AI to avoid having to learn parts of the course.	1.7	1.4

I have used generative AI to learn mathematics as part of this course that I otherwise would have struggled to learn.

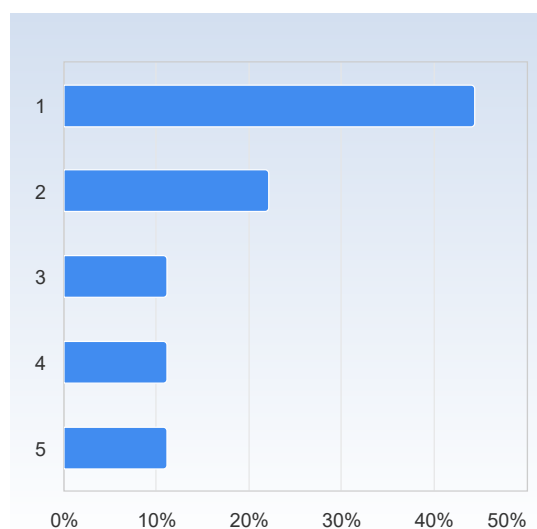
I have used generative AI to learn mathematics as part of this course that I otherwise would have struggled to learn.	Number of responses
1	3 (33.3%)
2	1 (11.1%)
3	1 (11.1%)
4	3 (33.3%)
5	1 (11.1%)
Total	9 (100.0%)



	Mean	Standard Deviation
I have used generative AI to learn mathematics as part of this course that I otherwise would have struggled to learn.	2.8	1.6

I find it difficult to know when and how I am allowed to use generative AI as part of this course.

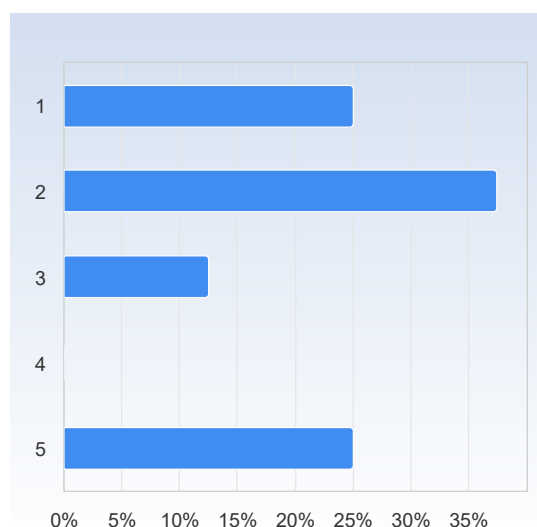
I find it difficult to know when and how I am allowed to use generative AI as part of this course.	Number of responses
1	4 (44.4%)
2	2 (22.2%)
3	1 (11.1%)
4	1 (11.1%)
5	1 (11.1%)
Total	9 (100.0%)



	Mean	Standard Deviation
I find it difficult to know when and how I am allowed to use generative AI as part of this course.	2.2	1.5

I find it difficult to know when and how I am allowed to use generative AI as part of other courses.

I find it difficult to know when and how I am allowed to use generative AI as part of other courses.	Number of responses
1	2 (25.0%)
2	3 (37.5%)
3	1 (12.5%)
4	0 (0.0%)
5	2 (25.0%)
Total	8 (100.0%)



	Mean	Standard Deviation
I find it difficult to know when and how I am allowed to use generative AI as part of other courses.	2.6	1.6

This term, the course has been developed in parallell with it being taught. Please discuss what challenges this has posed for you, and how you have been able to handle these (or not)

This term, the course has been developed in parallell with it being taught. Please discuss what challenges this has posed for you, and how you have been able to handle these (or not).

There were many mistakes and typos in the course literature as well as in the seminar materials. I contributed quite a lot in terms of finding these misprints. The lectures gave impression of being half-baked, so the lecture notes were a more valuable resource for structured learning.

Found it hard to read the course material knowing there were a ton of misprints etc. It was argued it was part of the learning experience, which I can somewhat buy, but as a newcomer to all these fields of mathematics It hindered my learning to not know if the material could be trusted. At the start I didnt have the ability to find mistakes and ended up learning "wrong" stuff/ becoming very confused at times.

It has actually been a positive experience overall. Inevitably, there will be errors in the course material when it is being developed as we go, but this has had the effect that I had to read extra careful and actually understand whatever is going on, and perhaps report if I found a mistake. I feel like it has trained my critical thinking a bit.

Between the unfinished lecture notes, lectures of the "i did this at 1 am last night" kind (even if you did, dont tell us that), seminars and lectures always running out of time; it felt very stressed. That made me feel stressed. I dont know if i handled it at all, I attended every lecture and just tried to push through.

A lot of announcements and emails, some more important than others.

The main challenge is not having all the material readily available to you beforehand. Some of the lecture notes were published very shortly before we covered the material in class which made it hard to prepare properly for the lectures. They also often contained errors at first, but they were usually corrected the same day so that was not a massive issue. Think the google document for feedback on the lecture notes contributed alot in this regard.

It hasn't posed that many challenges

I think the seminars really didn't match workload and difficulty. I would've perhaps preferred if it was like one variable where seminar prepares you for lecture rather than vice versa. But I think as more feedback is received, this won't be an issue.

I think it was great. I just didn't enjoy the format of the seminars. I would've preferred if they consisted of us presenting problems at least partially.

This term, you were encouraged to use AI tools (such as ChatGPT) to support your learning of the course material. Please describe briefly how you have, if at all, used AI tools in your learning process. Additionally, share whether you believe using AI has enhanced, hindered, or had no impact on your learning experience, and why.

This term, you were encouraged to use AI tools (such as ChatGPT) to support your learning of the course material. Please describe briefly how you have, if at all, used AI tools in your learning process. Additionally, share whether you believe using AI has enhanced, hindered, or had no impact on your learning experience, and why.

I didn't use AI that much

I used it for

- explaining things i did not understand from lectures/seminars (successfully)
- finishing proofs/ideas from the lectures that was left out due to time issues (somewhat successfully)
- as a tutor when prepping for exams and doing problems from the notes and seminars (mostly successfully)
- doing research for the project (somewhat successfully)

I frequently used it both as a superior search engine but also to guide me through problems.

No bot was present in my work

I've used it to make sense of the course material if I got stuck, or explain a proof I didn't quite understand.

I have used it to help process the lecture notes and material we covered in class. Don't think it made me learn more but helped me understand concepts faster so I could spend more time with problems instead of trying to understand what was going on.

AI has become a very good study partner.

It didn't really have much of an impact since there is very little computation in the course and that is mostly what I would use AI for usually.

What did you appreciate most with the course?

What did you appreciate most with the course?

It was really really fun.

I think the course literature was very fun and I enjoyed the lectures.

Lecture notes and the project presentation day, the seminars were sometimes quite good as well.

The enthusiasm from you and your TAs.

Th project was very fun and letting us pick something to study on our own was a really valuable experience which I think will make it easier for me to study math on my own in the future outside of a structured acadmic setting.

Insight into many fields of mathematics that are all very interesting.

The math

The lecture notes with all its exercises.

Positive energy and very interested and helpful teachers

What do you think should be improved?

What do you think should be improved?

Sit down and look at the course content.

Cut half of it away.

For the remaining half, inflate it by 20% by just going more in depth in those topics. You now have a course that is actually 7.5 credits.

Mock exam much earlier

The lectures should be more structured and "to the point" since sometimes the first quarter of the lecture was some very lateral monologue from Jan-Fredrik and the last quarter was rushed because of it.

In the One Variable course I felt like attending the seminars and trying to understand them (working on them afterwards) was very rewarding for both the mock exam and the midterm. I attended all lectures and seminars but did not feel the same for this course. Some of the seminars I found quite hard and outside of what seemed to be the core of the course (though the "core" seemed to only be defined in the last couple weeks of the course itself.) I only started reading the lecture notes once they had been "completed" (see above for reason why), next year students will not have this problem which is good.

Seminars for sure.

The workload was heavily concentrated towards the last month or so of the course with both the presentation day and written exam to prepare for. Think having the project as more of a main focus early on would be better to more evenly spread out the workload over the course.

I believe seminars could use some improvement. Often times it was unclear what was required in some problems. They also really varied in difficulty; I never knew whether we'd be doing something relatively simple or something super hard. Another thing I would add is that I believe it's much more beneficial to have seminars where the students present problems themselves.

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 not at all

Not at all.

No