

Course evaluation

Course : Statistical Modelling of Extreme Values:MASM15

Evaluated on LTH: Yes

Lecturer: Nader Tajvidi

Number of students: 15

Grades 2 VG, 4 G, 9 U

Summary:

There were some issues regarding the examination of the course due to distance education otherwise the course works well.

Comments:

The issues related to distance education will be resolved the next time the course is given.

Course evaluation report - CEQ, FMSN55

Basic facts

Course name	Statistical Modelling of Extreme Values		
Course code	FMSN55		Study hours according to the curricula
ECTS credits	7.5 hp	Lectures	28 h
Year	201920	Group work	14 h
Study period the course was finished	VT_LP2	Laboratories	9 h
Programme	all	Time with supervisor	1 h
Registrated students	28	Self study time	120 h
Number answers and response rate	13 / 46 %		
Number answers from males	10		
Number answers from females	2		

Since less than 20 students have answered the questionnaire no statistical significance tests have been made.

Summary of questionnaires

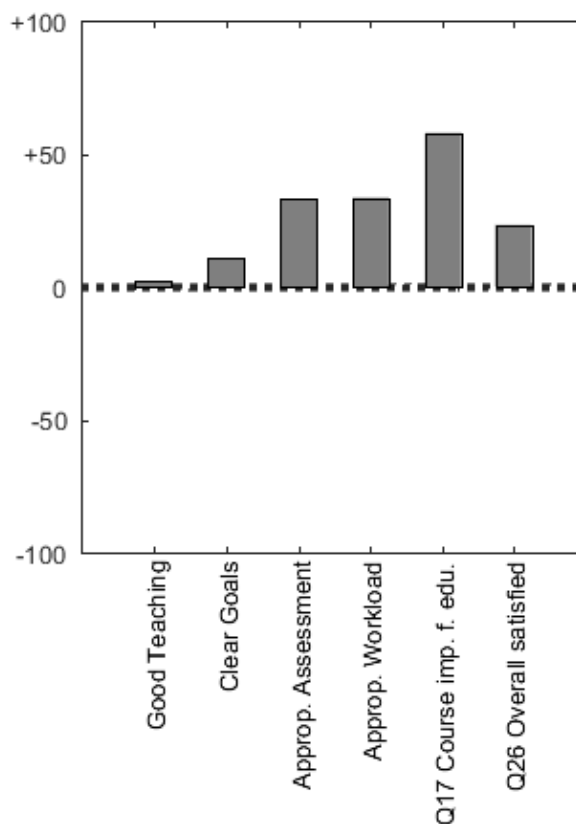
The CEQ-score span between -100 och +100, there -100 means that "I fully disagree to the statement" and +100 "I fully agree to the statement".

Presence at teaching

Part of teaching	Number	Share
0 %	0	0 %
20 %	0	0 %
40 %	2	15 %
60 %	1	8 %
80 %	2	15 %
100 %	7	54 %

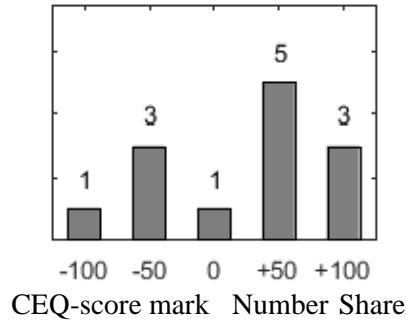
CEQ-scales & special questions

Scale	CEQ-score	StdDev
Good Teaching	+2	48
Clear Goals and Standards	+11	62
Appropriate Assessment	+33	51
Appropriate Workload	+33	43
Generic Skills	+17	37
Special questions		
The course seems important for my edu.	+58	49
Overall, I am satisfied with this course	+23	67



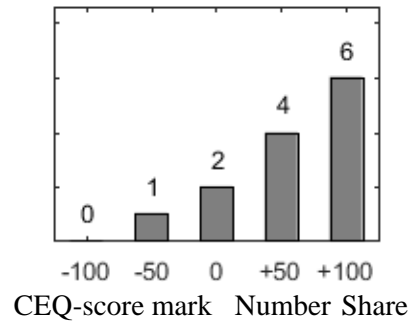
Distribution of the answers from question 26: "Overall, I am satisfied with this course"

Distribution of the answers from question 17: "The course seems important for my education"



CEQ-score mark	Number	Share
Dissatisfied (<0)	4	31 %
Neutral (0)	1	8 %
Satisfied (>0)	8	62 %
No answer	0	0 %

Mean of CEQ-score	+23
Standard deviation (StdDev)	67



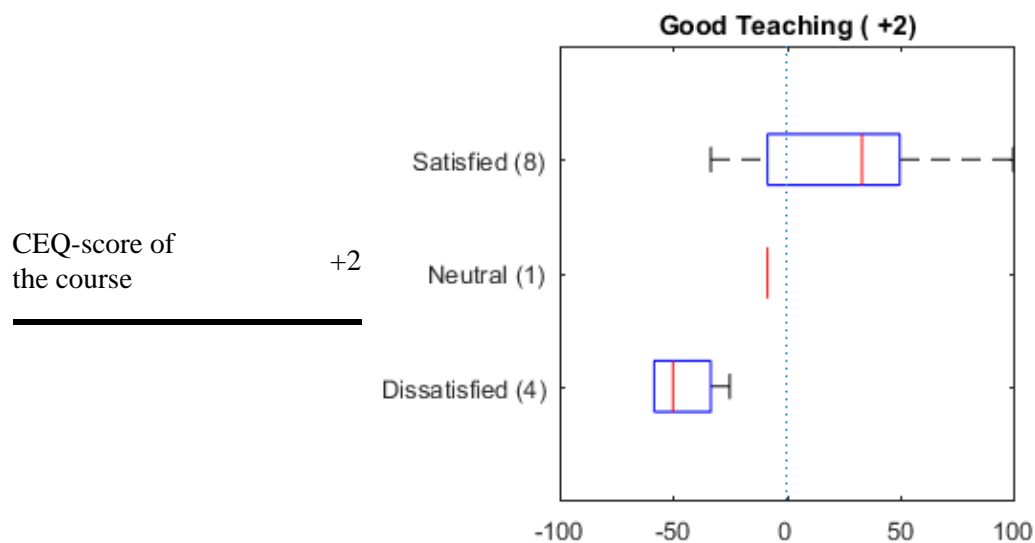
CEQ-score mark	Number	Share
-100	0	0 %
-50	1	8 %
+0	2	15 %
+50	4	31 %
+100	6	46 %

Mean of CEQ-score	+58
Standard deviation (StdDev)	49

Summary scales divided on satisfaction

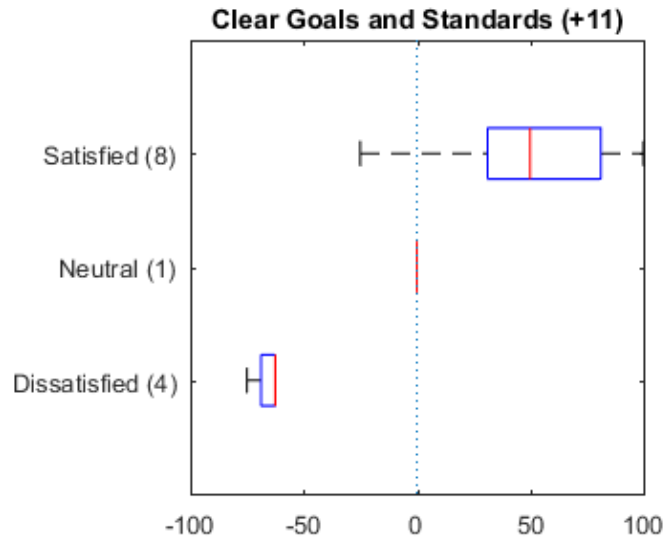
Statistical examination has not been done due to at least two groups consist of less than five students

Good Teaching



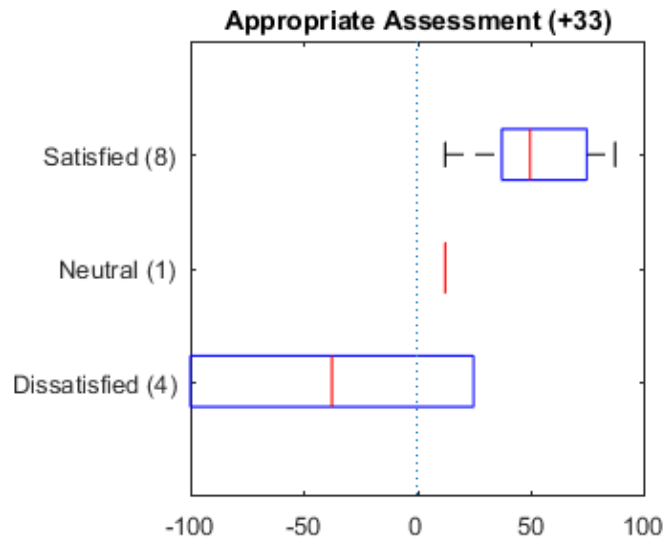
Clear Goals and Standards

CEQ-score of the course +11



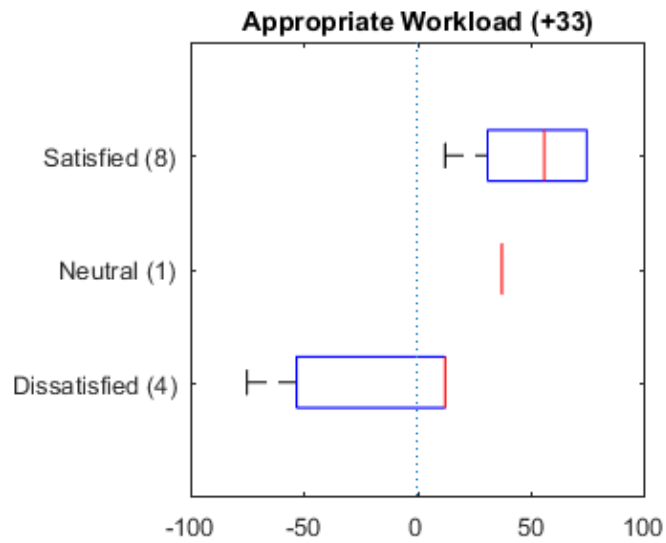
Appropriate Assessment

CEQ-score of the course +33

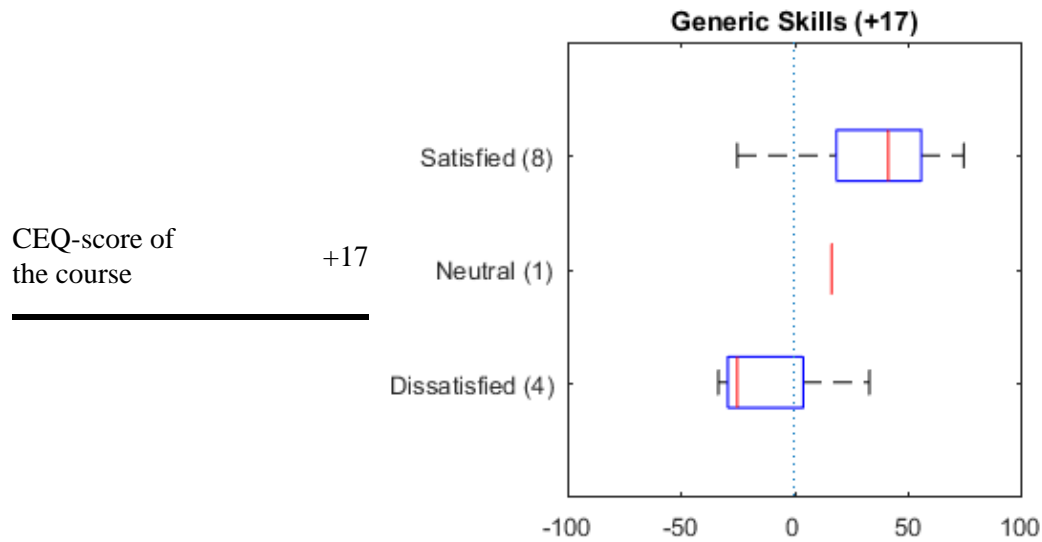


Appropriate Workload

CEQ-score of the course +33



Generic Skills



Answers to each question

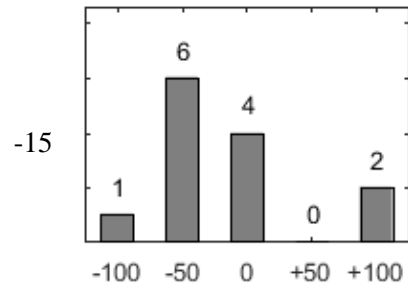
The questions in bold are reverse positive.

Statistical examination between dissatisfied and satisfied has not been done due to at least one of the groups consist of less than five students

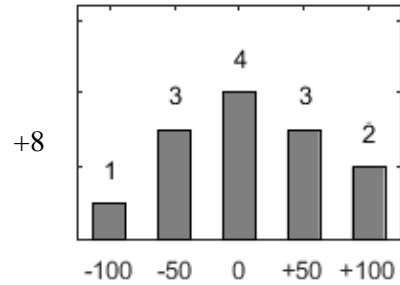
Good Teaching (+2)

Question	CEQ-score	Histogram												
3. The teaching has motivated me to do my best	+12	<table border="1"> <tr><th>Score</th><td>-100</td><td>-50</td><td>0</td><td>+50</td><td>+100</td></tr> <tr><th>Frequency</th><td>1</td><td>4</td><td>1</td><td>5</td><td>2</td></tr> </table>	Score	-100	-50	0	+50	+100	Frequency	1	4	1	5	2
Score	-100	-50	0	+50	+100									
Frequency	1	4	1	5	2									
7. During the course I have received many valuable comments on my achievements	-8	<table border="1"> <tr><th>Score</th><td>-100</td><td>-50</td><td>0</td><td>+50</td><td>+100</td></tr> <tr><th>Frequency</th><td>2</td><td>4</td><td>4</td><td>0</td><td>3</td></tr> </table>	Score	-100	-50	0	+50	+100	Frequency	2	4	4	0	3
Score	-100	-50	0	+50	+100									
Frequency	2	4	4	0	3									
15. The teachers made a real effort to understand the problems and difficulties one might be having in this course	-4	<table border="1"> <tr><th>Score</th><td>-100</td><td>-50</td><td>0</td><td>+50</td><td>+100</td></tr> <tr><th>Frequency</th><td>2</td><td>4</td><td>2</td><td>3</td><td>2</td></tr> </table>	Score	-100	-50	0	+50	+100	Frequency	2	4	2	3	2
Score	-100	-50	0	+50	+100									
Frequency	2	4	2	3	2									

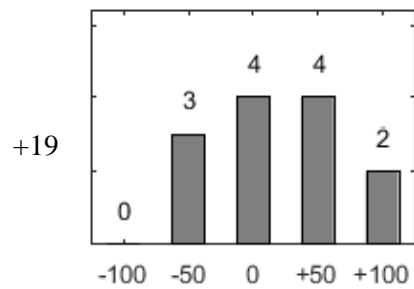
18. The teaching staff normally gave me helpful feedback on the progress of my work



19. My lecturers were extremely good at explaining things



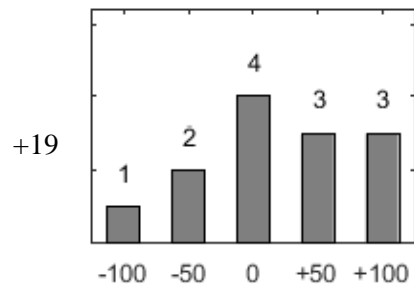
21. The teachers on the course worked hard to make the subject interesting



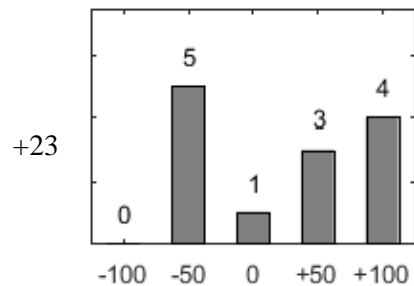
Clear Goals and Standards (+11)

Question	CEQ-score	Histogram
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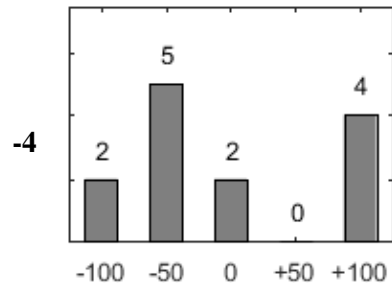
1. It was easy to know the standard of work expected



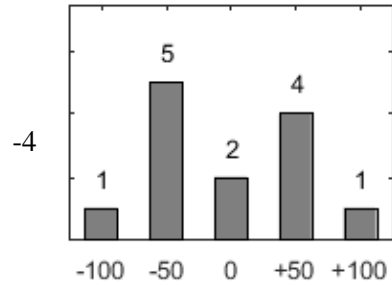
6. I usually had a clear idea of where I was going and what was expected of me in this course



13. It was often hard to discover what was expected of me in this course



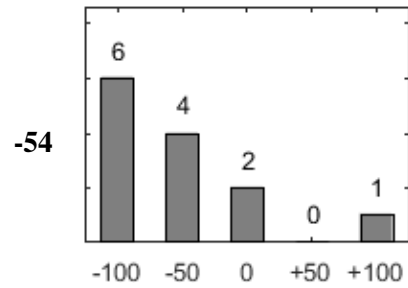
25. The teachers made it clear right from the start what they expected from the students



Appropriate Assessment (+33)

Question	CEQ-score	Histogram												
8. To do well in this course all you really needed was a good memory	-23	<table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>1</td> </tr> <tr> <td>-50</td> <td>6</td> </tr> <tr> <td>0</td> <td>5</td> </tr> <tr> <td>+50</td> <td>0</td> </tr> <tr> <td>+100</td> <td>1</td> </tr> </tbody> </table>	Score	Count	-100	1	-50	6	0	5	+50	0	+100	1
Score	Count													
-100	1													
-50	6													
0	5													
+50	0													
+100	1													
12. The teachers seemed more interested in testing what I had memorised than what I had understood	-18	<table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>2</td> </tr> <tr> <td>-50</td> <td>4</td> </tr> <tr> <td>0</td> <td>2</td> </tr> <tr> <td>+50</td> <td>2</td> </tr> <tr> <td>+100</td> <td>1</td> </tr> </tbody> </table>	Score	Count	-100	2	-50	4	0	2	+50	2	+100	1
Score	Count													
-100	2													
-50	4													
0	2													
+50	2													
+100	1													
16. The assessment methods employed in this course required an in-depth understanding of the course content	+31	<table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>1</td> </tr> <tr> <td>-50</td> <td>1</td> </tr> <tr> <td>0</td> <td>3</td> </tr> <tr> <td>+50</td> <td>5</td> </tr> <tr> <td>+100</td> <td>3</td> </tr> </tbody> </table>	Score	Count	-100	1	-50	1	0	3	+50	5	+100	3
Score	Count													
-100	1													
-50	1													
0	3													
+50	5													
+100	3													

20. Too much of the assessment was just about facts



Appropriate Workload (+33)

Question	CEQ-score	Histogram												
4. The workload has been much too heavy	-35	<table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>1</td> </tr> <tr> <td>-50</td> <td>7</td> </tr> <tr> <td>0</td> <td>5</td> </tr> <tr> <td>+50</td> <td>0</td> </tr> <tr> <td>+100</td> <td>0</td> </tr> </tbody> </table>	Score	Count	-100	1	-50	7	0	5	+50	0	+100	0
Score	Count													
-100	1													
-50	7													
0	5													
+50	0													
+100	0													
14. I was generally given enough time to understand the things I had to learn	+19	<table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>2</td> </tr> <tr> <td>-50</td> <td>0</td> </tr> <tr> <td>0</td> <td>4</td> </tr> <tr> <td>+50</td> <td>5</td> </tr> <tr> <td>+100</td> <td>2</td> </tr> </tbody> </table>	Score	Count	-100	2	-50	0	0	4	+50	5	+100	2
Score	Count													
-100	2													
-50	0													
0	4													
+50	5													
+100	2													
22. There was a lot of pressure on me as a student in this course	-35	<table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>3</td> </tr> <tr> <td>-50</td> <td>5</td> </tr> <tr> <td>0</td> <td>4</td> </tr> <tr> <td>+50</td> <td>0</td> </tr> <tr> <td>+100</td> <td>1</td> </tr> </tbody> </table>	Score	Count	-100	3	-50	5	0	4	+50	0	+100	1
Score	Count													
-100	3													
-50	5													
0	4													
+50	0													
+100	1													
24. The sheer volume of work in this course made it impossible to comprehend everything thoroughly	-42	<table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>5</td> </tr> <tr> <td>-50</td> <td>4</td> </tr> <tr> <td>0</td> <td>0</td> </tr> <tr> <td>+50</td> <td>2</td> </tr> <tr> <td>+100</td> <td>1</td> </tr> </tbody> </table>	Score	Count	-100	5	-50	4	0	0	+50	2	+100	1
Score	Count													
-100	5													
-50	4													
0	0													
+50	2													
+100	1													

Generic Skills (+17)

Question	CEQ-score	Histogram												
2. The course has developed my problem-solving skills	+58	<table border="1"> <caption>Histogram Data for Question 2</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>0</td></tr> <tr><td>-50</td><td>0</td></tr> <tr><td>0</td><td>3</td></tr> <tr><td>+50</td><td>5</td></tr> <tr><td>+100</td><td>5</td></tr> </tbody> </table>	Score	Frequency	-100	0	-50	0	0	3	+50	5	+100	5
Score	Frequency													
-100	0													
-50	0													
0	3													
+50	5													
+100	5													
5. The course has sharpened my analytic skills	+35	<table border="1"> <caption>Histogram Data for Question 5</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>0</td></tr> <tr><td>-50</td><td>2</td></tr> <tr><td>0</td><td>4</td></tr> <tr><td>+50</td><td>3</td></tr> <tr><td>+100</td><td>4</td></tr> </tbody> </table>	Score	Frequency	-100	0	-50	2	0	4	+50	3	+100	4
Score	Frequency													
-100	0													
-50	2													
0	4													
+50	3													
+100	4													
9. The course helped me develop my ability to work in a group	-38	<table border="1"> <caption>Histogram Data for Question 9</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>4</td></tr> <tr><td>-50</td><td>3</td></tr> <tr><td>0</td><td>3</td></tr> <tr><td>+50</td><td>2</td></tr> <tr><td>+100</td><td>0</td></tr> </tbody> </table>	Score	Frequency	-100	4	-50	3	0	3	+50	2	+100	0
Score	Frequency													
-100	4													
-50	3													
0	3													
+50	2													
+100	0													
10. The course has made me feel more confident about tackling new and unfamiliar problems	+54	<table border="1"> <caption>Histogram Data for Question 10</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>0</td></tr> <tr><td>-50</td><td>0</td></tr> <tr><td>0</td><td>4</td></tr> <tr><td>+50</td><td>4</td></tr> <tr><td>+100</td><td>5</td></tr> </tbody> </table>	Score	Frequency	-100	0	-50	0	0	4	+50	4	+100	5
Score	Frequency													
-100	0													
-50	0													
0	4													
+50	4													
+100	5													
11. The course has improved my skills in written communication	+4	<table border="1"> <caption>Histogram Data for Question 11</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>2</td></tr> <tr><td>-50</td><td>2</td></tr> <tr><td>0</td><td>4</td></tr> <tr><td>+50</td><td>3</td></tr> <tr><td>+100</td><td>2</td></tr> </tbody> </table>	Score	Frequency	-100	2	-50	2	0	4	+50	3	+100	2
Score	Frequency													
-100	2													
-50	2													
0	4													
+50	3													
+100	2													
23. The course has helped me to develop the ability to plan my work	+4	<table border="1"> <caption>Histogram Data for Question 23</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>1</td></tr> <tr><td>-50</td><td>0</td></tr> <tr><td>0</td><td>10</td></tr> <tr><td>+50</td><td>1</td></tr> <tr><td>+100</td><td>1</td></tr> </tbody> </table>	Score	Frequency	-100	1	-50	0	0	10	+50	1	+100	1
Score	Frequency													
-100	1													
-50	0													
0	10													
+50	1													
+100	1													

Free text answers

The free text answers are pre-reviewed by the students' representatives.

What were the best aspects of the course

Satisfied students

Bra kurs, framförallt bra praktiska exempel på hur teorin kan tillämpas.

Intressant och relevant ämne.

Nader and Per Waaler did a great job, all remaining questions from the lectures I resolved with Per!

Neutral students

Per-Niklas var en toppen övningsledare och hjälpte väldigt mycket.

Dissatisfied students

Kursboken är bra, laborationerna var också bra även om de kanske inte tillförde så mycket eftersom det redan stod facit i boken. Bra med R.

Övningarna var väldigt bra.

- 1) Lecturer has a very good presentation in Lecture and teaching.
- 2) The lab assignments is very good to trains student how to code with R
- 3) But the lab tutor provides less helpful and non-constructive comments. This seems the lab tutor does not understand the course academic knowledge very well.
- 4) Pass or Final of lab assignment is subjected to biased and prejudiced by the lab tutor.
- 5) For example the lab assignment 2: only 2 questions are not correct out of 20 questions can pass the lab assignment 02, do you think is there any personal bias from lab tutor ???

What aspects of the course are most in need of improvement?

Satisfied students

-

Planeringen skulle behövas förbättras. Konstigt att lägga tre labbar de tre sista veckorna.

Neutral students

Hur examination gått till var väldigt krånglig pga distansutbildningen.

Dissatisfied students

Föreläsningarna var överlag inte särskilt givande, kanske pågrund av att de var på distans. Övningsuppgifterna har inga lösningar utan endast facit vilket är ett problem eftersom det finns begränsat med resurser online och

inte särskilt många exempel i boken (böckerna). Tentamen upplevde jag som svår, särskilt eftersom den var på distans med ett program som inte funkade särskilt bra.

Tentan var inte ett rättvist test på vad man lärt sig i kursen. Den testade mer teoretiska aspekter än det mer praktiska (med siffror) vilket var det intryck man hade av kursen. Det kändes som att tentan var svårare pga corona och hemtentan vilket inte är rättvist mot studenterna.

6) suggestion: For a International well-known Lund University, I expect that for master level of this course should be graded with Research term paper by Course Professors directly, to replace the written exam and lab assignment (passed / fail). Comparing to other country , U of Helsinki, U of Oslo, U of London, or Universities in UK or USA, Master level course are more focus on research term paper, instead of written exam to memory formula.

7) Master Level course in Sweden seems not encourage students to write research term paper.

8) grading should be based on research term paper and replace written exam