KARLSTAD UNIVERSITY

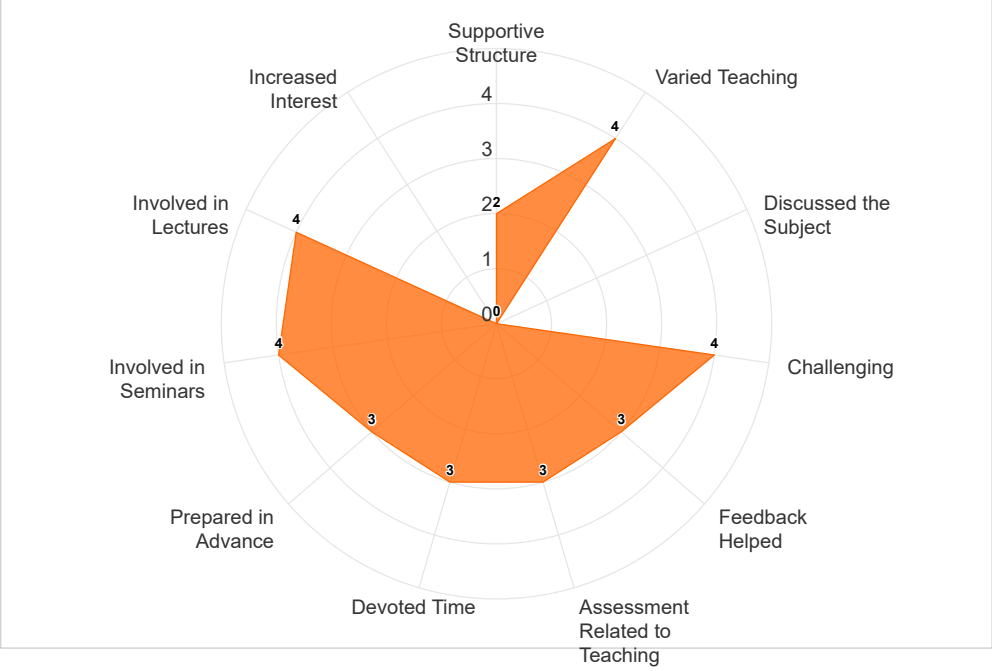
Final report HT2023_FYAD11_41213_Symmetri - matematiska strukturer och tillämpningar

First time registred students: 3
Answer Count: 1
Answer Frequency: 33.33%

The course evaluation could be answered during the period:

13/01/2024 - 27/01/2024

FYAD11 Symmetri - matematiska strukturer och tillämpningar, End date: 2024-01-14



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Mean value for each question. Highest value = 4.

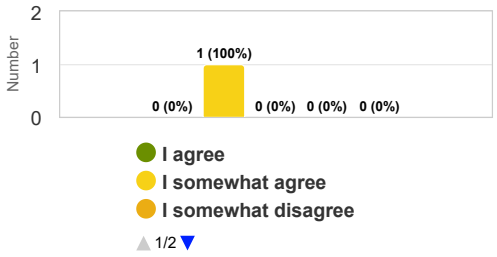
	Mean
Supportive Structure	2.0
Varied Teaching	4.0
Discussed the Subject	0.0
Challenging	4.0
Feedback Helped	3.0
Assessment Related to Teaching	3.0
Workload	0.0
Devoted Time	3.0
Prepared in Advance	3.0
Involved in Seminars	4.0
Involved in Lectures	4.0
Increased Interest	0.0

Results of learning

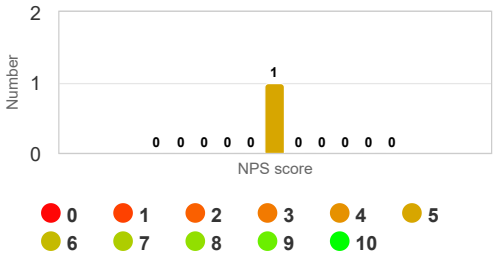
All in all, the course was valuable for me.

Courses that were considered valuable were related to personal development, acquisition of new knowledge and skills, understanding of something. Higher ratings can refer to students' perceived development (learned a lot, and it was useful). Lower ratings can refer to scanty development of knowledge and skills or not understanding certain themes or their parts, not understanding the necessity and significance of the course, problems in the learning environment.

	Mean
All in all, the course was valuable for me	3



How likely would you be to recommend this course to a friend or colleague?



Net Promoter Score (NPS) = -100

Promoters = 0 (0%)

Passives = 0 (0%)

Detractors = 1 (100%)

The Net Promoter Score (NPS) is a metric that measures student experience and predicts the effectiveness of a course. It calculates an NPS score based on a key question using a 0-10 scale, asking how likely students would recommend the course to others. Respondents are grouped into Promoters, Passives, or Detractors based on their score, and the NPS is calculated by subtracting the percentage of Detractors from the percentage of Promoters. The NPS is a core metric for course evaluation programs and is trusted by educational institutions to engage their students and improve their learning experience performance.

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Comments

Course supervisor's comments

This course was given for the first time. There were 3 registered students, but one of them actually never showed up. One student completed the written course evaluation.

Based on the results of the Work report and on an oral evaluation, my conclusion is that the course works in principle quite well. However, still more effort has to go into the explanation of the graphical calculus and of the notion of a Hopf algebra.
One way to achieve this is to present at an early stage additional applications and examples, like the graphical description of matrix calculus and the Hopf algebra of rooted trees.

On the other hand I find it hard to see how the main applications in quantum mechanics and spectroscopy can be presented much earlier, since they assume a considerable amount of representation theory.

Similarly, the concrete suggestion by one of the students to treat the application of Lie theory to differential equations in more detail is problematic. Even with a substantial amount of additional theory building, which would require at least one full lecture, only rather simple types of equations could be treated as applications.

In addition to the issues brought up by the students, I see the following need for changes:
- The notational conventions for crystallographic groups and their irreducible representations should be taken up in more detail.
- The role of basis functions in the study of representations and character tables should be explained more systematically.