# Final report

## HT2025_FYAD11_47637_Symmetri - matematiska strukturer och tillämpningar

**First time registred students: 3**
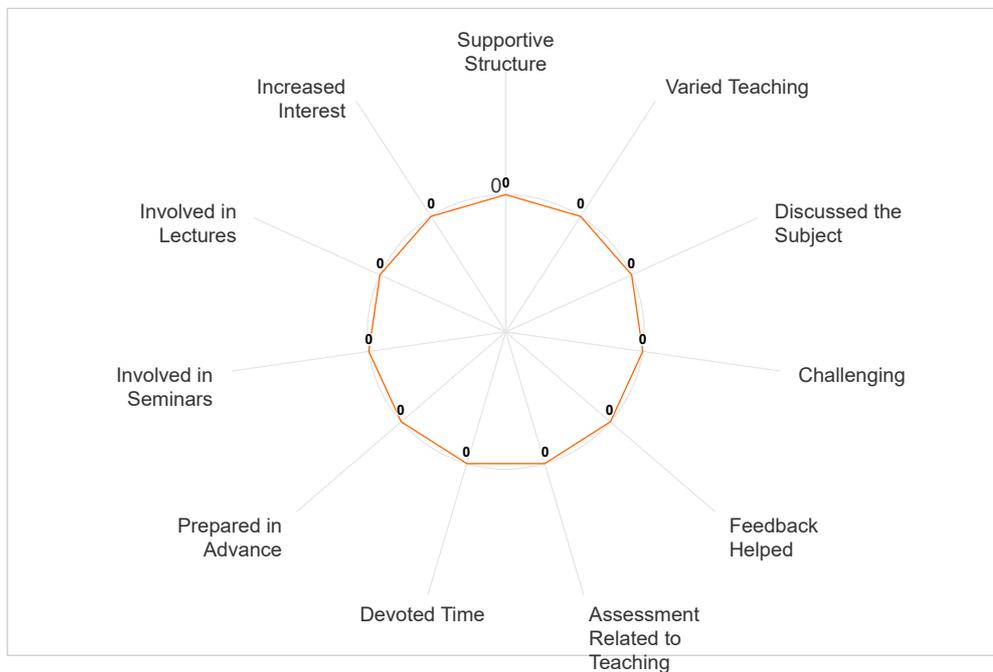**Answer Count: 0**
**Answer Frequency: 0.00%**

**The course evaluation could be answered during the period:**

**17/01/2026 - 31/01/2026**

When collaborative courses, several course codes are shown below:

**FYAD11 Symmetri - matematiska strukturer och tillämpningar, End date: 2026-01-18**

Mean value for each question. Highest value = 4.

| | Mean |
|---|---|
| Supportive Structure | 0.0 |
| Varied Teaching | 0.0 |
| Discussed the Subject | 0.0 |
| Challenging | 0.0 |
| Feedback Helped | 0.0 |
| Assessment Related to Teaching | 0.0 |
| Workload | 0.0 |
| Devoted Time | 0.0 |
| Prepared in Advance | 0.0 |
| Involved in Seminars | 0.0 |
| Involved in Lectures | 0.0 |
| 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 | 0 |

(%)   (%)   (%)   (%)   (%)

Number   0
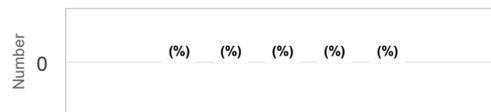
● I agree
● I somewhat agree
● I somewhat disagree

▲ 1/2 ▼

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

Number   0
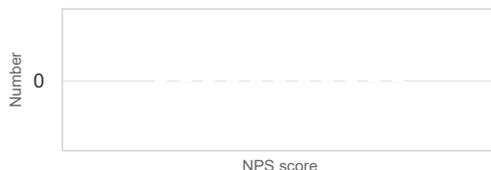
NPS score

● 0  ● 1  ● 2  ● 3  ● 4  ● 5
● 6  ● 7  ● 8  ● 9  ● 10

**Net Promoter Score (NPS) = NaN**

Promoters = 0 (NaN%)

Passives = 0 (NaN%)

Detractors = 0 (NaN%)

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

None of the students answered the electronic questionnaire.  The considerations below are therefore solely based on the oral evaluation, which took place on 26-01-10 at 16:30 and in which two of the three registered participants participated.

The general setup and various aspects of the course, and in particular the summary files that were made available on canvas in advance, were appreciated by the students.

The following suggestions for changes implement the students' comments; all of them should be considered seriously:
1) Have the possibility to do the project in pairs.
2) Include in the schedule a separate session at which the students report on the progress they are making in their project.
3) Make clear that the grading of the projects is largely independent of the amount of help requested by the students.
4) Include some more elementary problems in the homework.
5) Use a larger portion of the exercise sessions for taking up questions by the students.

There is an ongoing discussion among the teachers involved in the course concerning a possible reduction of the number of topics treated. One concrete possibility is to treat roots and weight diagrams of simple Lie algebras directly only for the basic examples sl(2) and sl(3) and take up the case of general simple Lie algebras only in a supplement file. The latter could then also be used as the basis for a student project.