



Final report

HT2024_FYAD11_45508_Symmetri - matematiska strukturer och tillämpningar

First time registered students: 7

Answer Count: 5

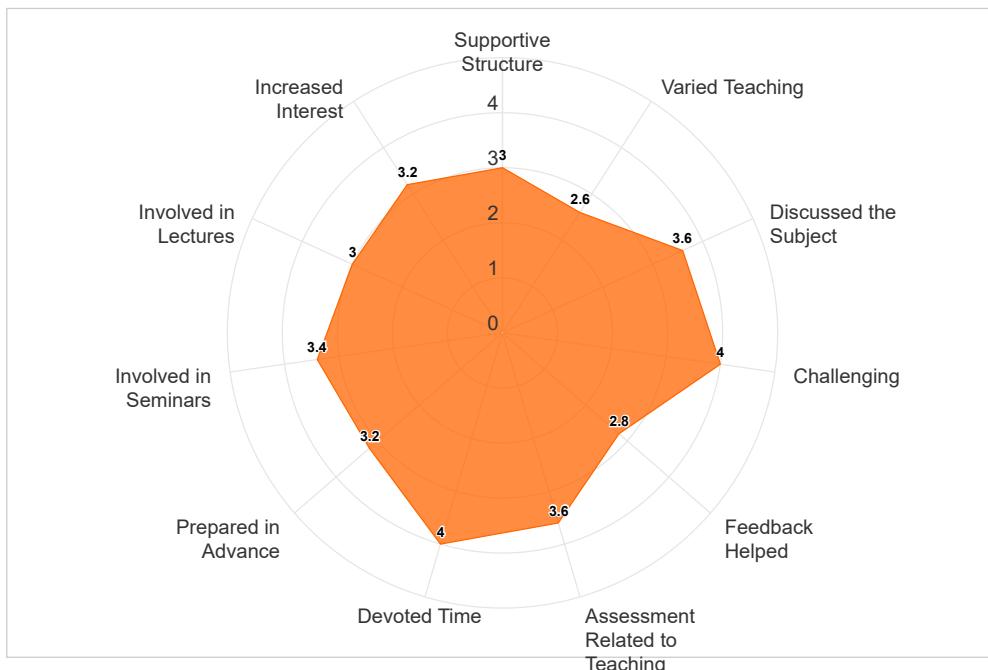
Answer Frequency: 71.43%

The course evaluation could be answered during the period:

18/01/2025 - 01/02/2025

When collaborative courses, several course codes are shown below:

FYAD11 Symmetri - matematiska strukturer och tillämpningar, End date: 2025-01-19





Mean value for each question. Highest value = 4.

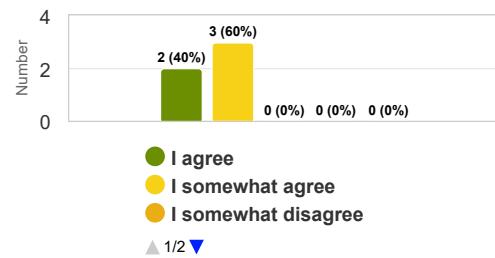
	Mean
Supportive Structure	3.0
Varied Teaching	2.6
Discussed the Subject	3.6
Challenging	4.0
Feedback Helped	2.8
Assessment Related to Teaching	3.6
Workload	2.6
Devoted Time	4.0
Prepared in Advance	3.2
Involved in Seminars	3.4
Involved in Lectures	3.0
Increased Interest	3.2

Results of learning

All in all, the course was valuable for me.

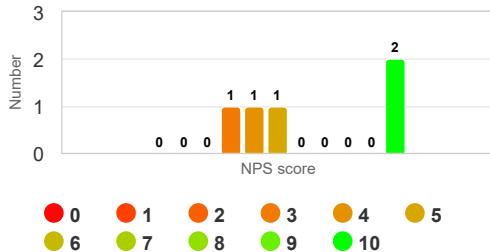
Courses that were considered valuable were related to personal development, acquisition of new knowledge and skills, understanding of something. Higher ratings can refer to students' perceived development (learned a lot, and it was useful). Lower ratings can refer to scanty development of knowledge and 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) = -20



Promoters = 2 (40%)

Passives = 0 (0%)

Detractors = 3 (60%)

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.



Comments

Course supervisor's comments

The course has been deliberately designed to be challenging and to cover a large range of topics without going into full detail for all of them. (This should be communicated still more explicitly to the students at the start of the course.)

Not unexpectedly, this setup was much appreciated by some of the students ("challenging but very interesting", "keep it as it is"), while other students complained that the contents was too extensive and the work load too high ("helt enkelt för mycket information", "arbetsbörden orimligt hög"). A comment by one of the students which in the supervisor's opinion is incorrect is that it seemed that the course assumes prior knowledge in group theory.

Presently it is unclear how these different attitudes can be reconciled.

Among the aspects that were appreciated, the students mentioned the individual project, the homework assignments and their quick grading and feedback, and the lecture notes on canvas.

Aspects that according to the students should be improved are to include examples that are directly related to earlier courses, more detailed information about what they have to expect in the oral exam, and a better organization of the canvas page.