



Course Analysis for MATB25 Discrete Mathematics, Autumn 2022

Course Information

Lecturer: Anitha Thillaisundaram

Teaching assistants: Anna Torstensson and Jan Thomm

Number of students:

18 newly registered and 9 re-registered.

13 students answered the course evaluation, 9 of them are enrolled on programme name.

Examination

Project: 23 students passed.

Oral examination: 17 students passed.

Written examination: 17 students passed.

- Ordinary examination 16/12 2022: 18 students participated and 9 of them passed.

- Resit examination 11/01 2023: 9 students participated and 8 of them passed.

Final grades:

In all, 27 students, including 9 re-registered students, have got their final grade.

10 passed with distinction.

7 passed.

Course Evaluation

Summary of student's answers:

See above

Teachers' comments:

This course was given jointly for science students, teacher students and engineering students with respective course codes MATB25, ÄMAD04 and FMAB75 (though this survey was only sent to MATB25 and ÄMAD04 students, as FMAB75 students received a separate CEQ survey). The lectures and seminars were held on campus. The lecture notes were uploaded on Canvas. For each seminar, a given list of exercises were to be discussed. The participation in the lectures and seminars were good. The examination was carried out on campus.

Changes from the previous course realisation:

No significant changes were made.

Suggestions for the next course realisation:

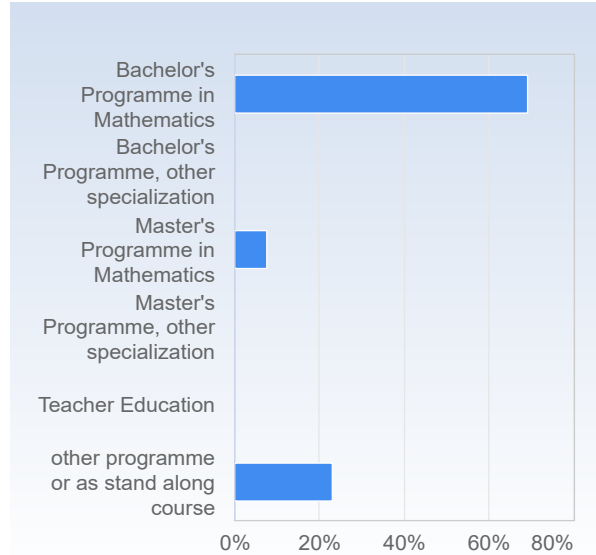
One could try to reduce the amount of material covered during the lectures. The programming assignment could be issued later to allow for more significant material to be tested.

Discrete Mathematics Autumn 2022

Answer Count: 13

I have studied this course as part of

I have studied this course as part of	Number of responses
Bachelor's Programme in Mathematics	9 (69.2%)
Bachelor's Programme, other specialization	0 (0.0%)
Master's Programme in Mathematics	1 (7.7%)
Master's Programme, other specialization	0 (0.0%)
Teacher Education	0 (0.0%)
other programme or as stand along course	3 (23.1%)
Total	13 (100.0%)



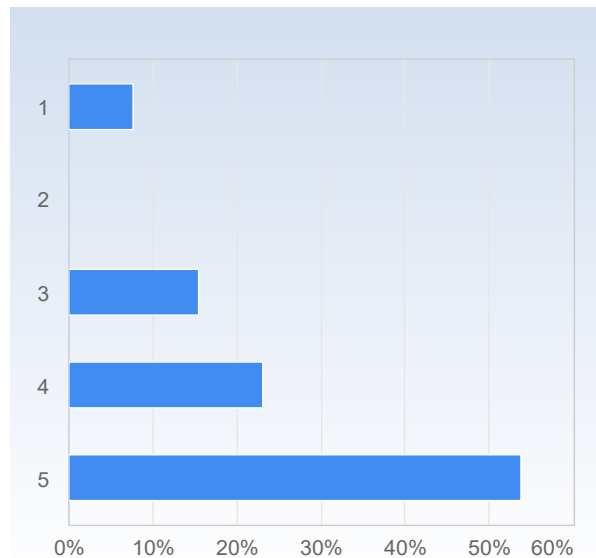
I have studied this course as part of	Mean	Standard Deviation
	2.3	2.2

The course in general

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

My prior knowledge has been sufficient to assimilate the contents of this course.

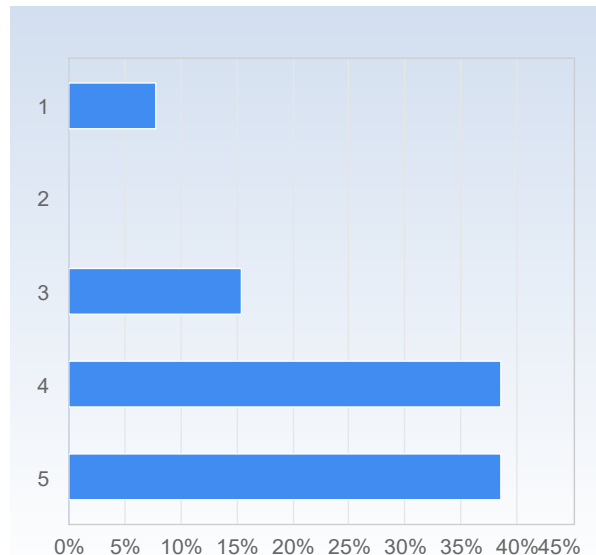
My prior knowledge has been sufficient to assimilate the contents of this course.	Number of responses
1	1 (7.7%)
2	0 (0.0%)
3	2 (15.4%)
4	3 (23.1%)
5	7 (53.8%)
Total	13 (100.0%)



	Mean	Standard Deviation
My prior knowledge has been sufficient to assimilate the contents of this course.	4.2	1.2

The way the course was taught and organised suited me.

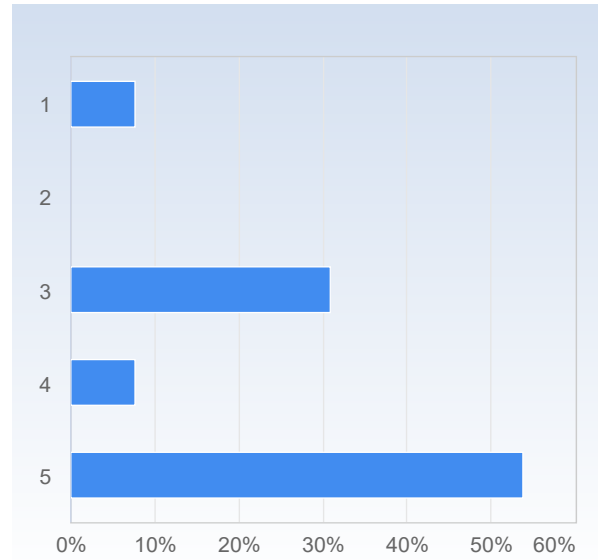
The way the course was taught and organised suited me.	Number of responses
1	1 (7.7%)
2	0 (0.0%)
3	2 (15.4%)
4	5 (38.5%)
5	5 (38.5%)
Total	13 (100.0%)



	Mean	Standard Deviation
The way the course was taught and organised suited me.	4.0	1.2

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

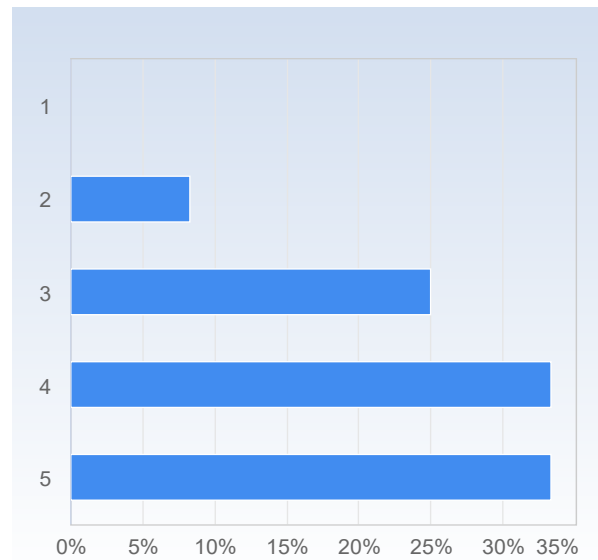
The number of teacher lead activities (lectures, seminars etc.) has been satisfactory.	Number of responses
1	1 (7.7%)
2	0 (0.0%)
3	4 (30.8%)
4	1 (7.7%)
5	7 (53.8%)
Total	13 (100.0%)



	Mean	Standard Deviation
The number of teacher lead activities (lectures, seminars etc.) has been satisfactory.	4.0	1.3

The lectures were valuable for my learning.

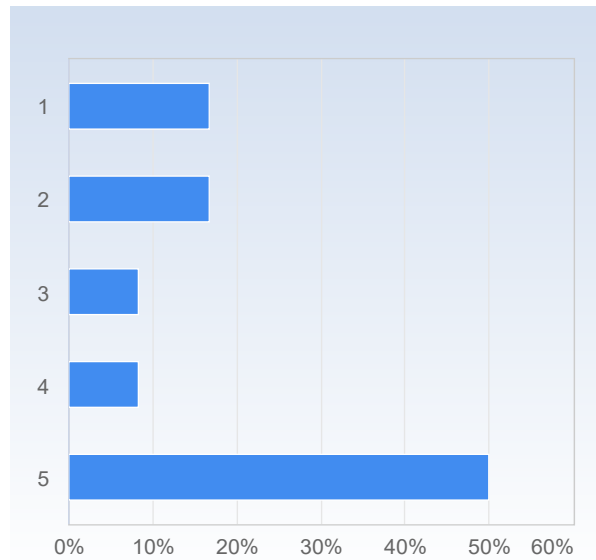
The lectures were valuable for my learning.	Number of responses
1	0 (0.0%)
2	1 (8.3%)
3	3 (25.0%)
4	4 (33.3%)
5	4 (33.3%)
Total	12 (100.0%)



	Mean	Standard Deviation
The lectures were valuable for my learning.	3.9	1.0

The seminars were valuable for my learning.

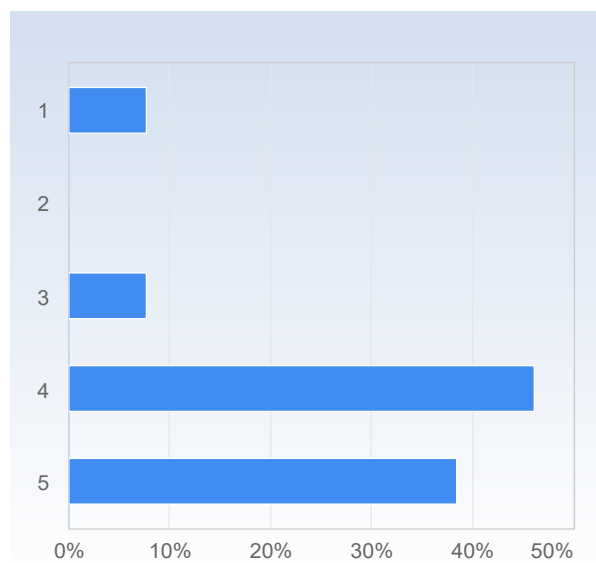
The seminars were valuable for my learning.	Number of responses
1	2 (16.7%)
2	2 (16.7%)
3	1 (8.3%)
4	1 (8.3%)
5	6 (50.0%)
Total	12 (100.0%)



	Mean	Standard Deviation
The seminars were valuable for my learning.	3.6	1.7

Studying on my own was valuable for my learning.

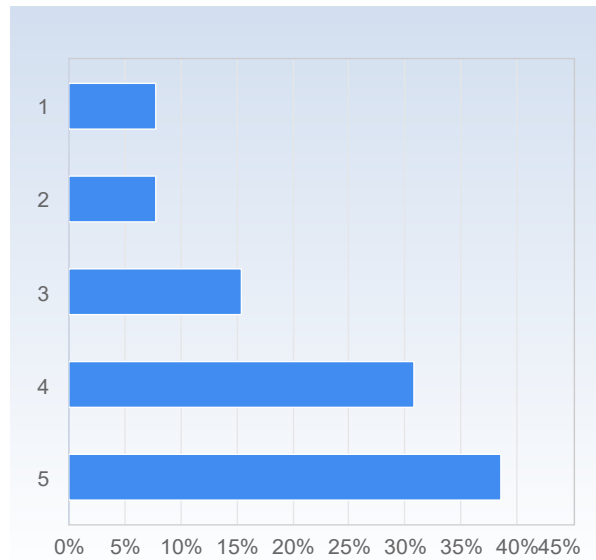
Studying on my own was valuable for my learning.	Number of responses
1	1 (7.7%)
2	0 (0.0%)
3	1 (7.7%)
4	6 (46.2%)
5	5 (38.5%)
Total	13 (100.0%)



	Mean	Standard Deviation
Studying on my own was valuable for my learning.	4.1	1.1

The course literature/material was a valuable learning resource.

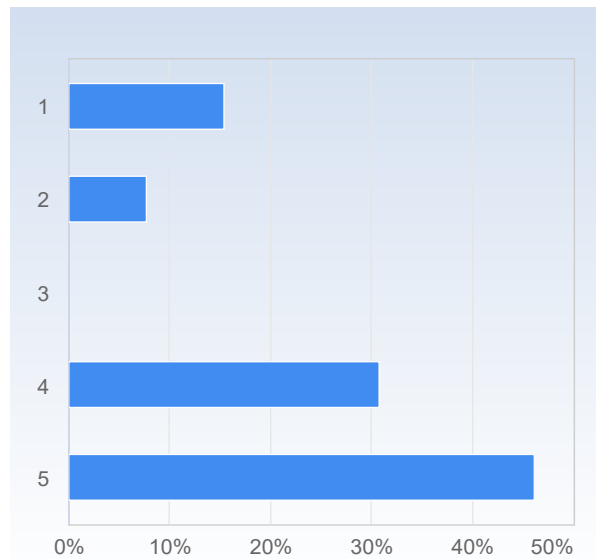
The course literature/material was a valuable learning resource.	Number of responses
1	1 (7.7%)
2	1 (7.7%)
3	2 (15.4%)
4	4 (30.8%)
5	5 (38.5%)
Total	13 (100.0%)



The course literature/material was a valuable learning resource.	Mean	Standard Deviation
	3.8	1.3

The information I received before the course start was satisfactory.

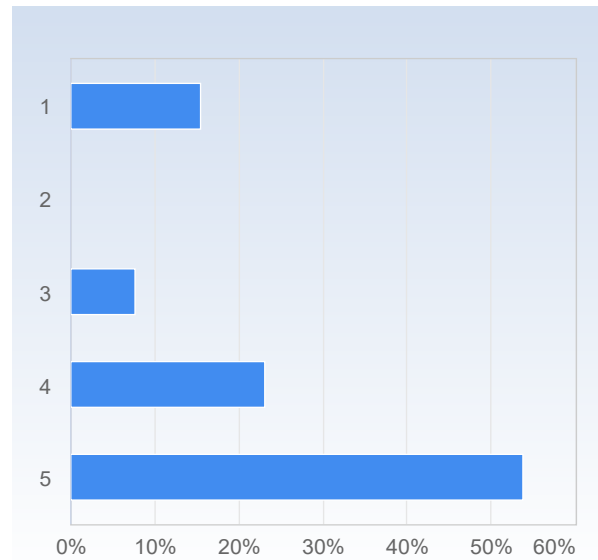
The information I received before the course start was satisfactory.	Number of responses
1	2 (15.4%)
2	1 (7.7%)
3	0 (0.0%)
4	4 (30.8%)
5	6 (46.2%)
Total	13 (100.0%)



The information I received before the course start was satisfactory.	Mean	Standard Deviation
	3.8	1.5

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

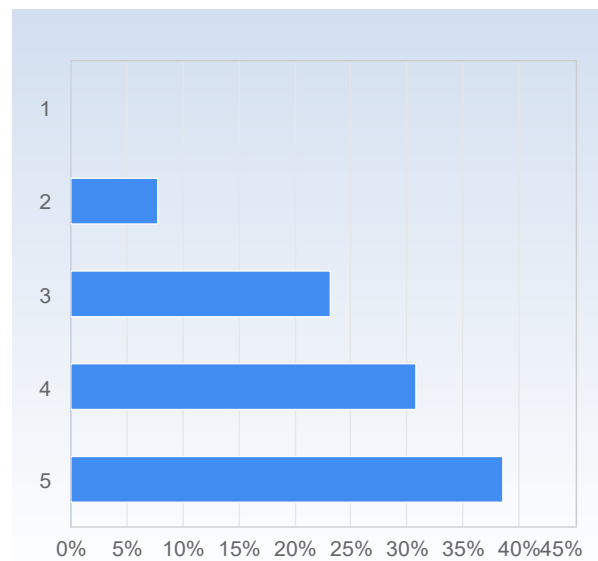
The communication with the teaching staff during the course was good.	Number of responses
1	2 (15.4%)
2	0 (0.0%)
3	1 (7.7%)
4	3 (23.1%)
5	7 (53.8%)
Total	13 (100.0%)



	Mean	Standard Deviation
The communication with the teaching staff during the course was good.	4.0	1.5

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

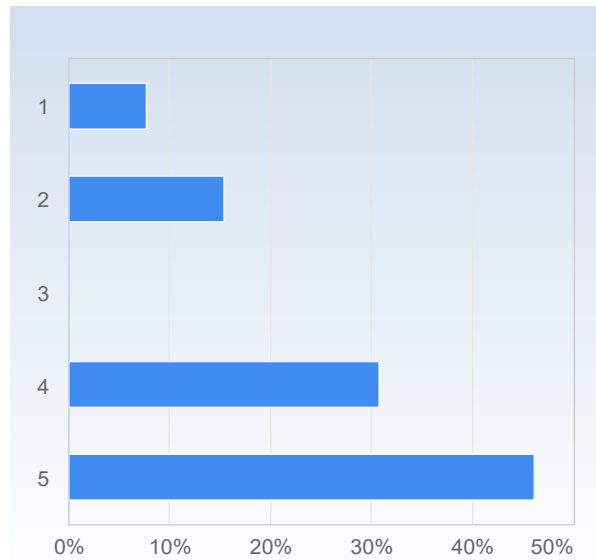
It was clear throughout the course what was expected of me.	Number of responses
1	0 (0.0%)
2	1 (7.7%)
3	3 (23.1%)
4	4 (30.8%)
5	5 (38.5%)
Total	13 (100.0%)



	Mean	Standard Deviation
It was clear throughout the course what was expected of me.	4.0	1.0

The course had a reasonable workload.

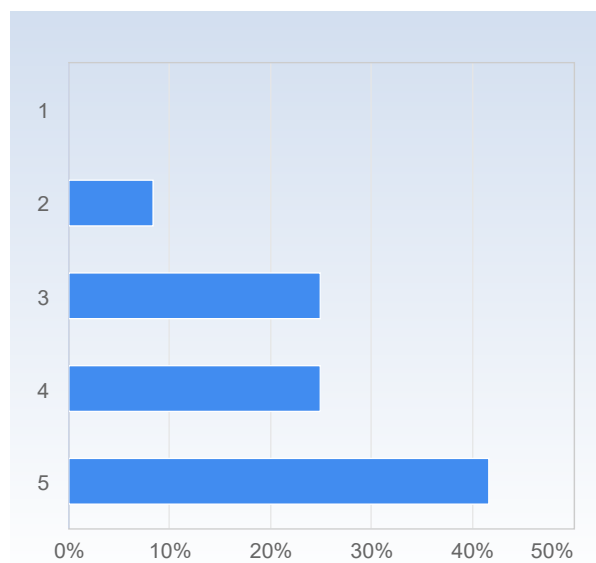
The course had a reasonable workload.	Number of responses
1	1 (7.7%)
2	2 (15.4%)
3	0 (0.0%)
4	4 (30.8%)
5	6 (46.2%)
Total	13 (100.0%)



	Mean	Standard Deviation
The course had a reasonable workload.	3.9	1.4

The workload was evenly distributed throughout the course.

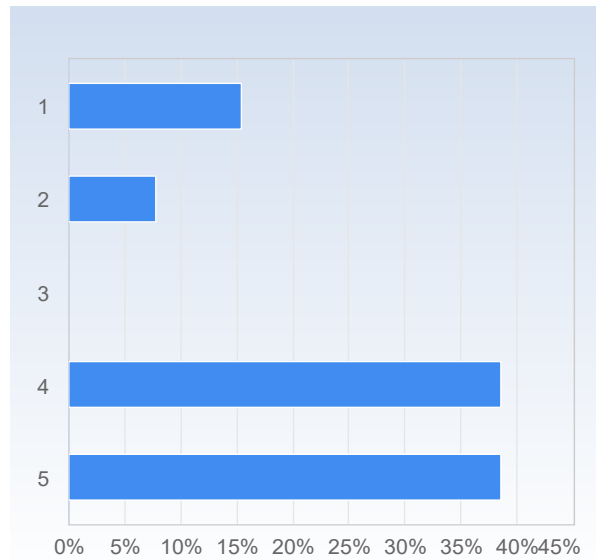
The workload was evenly distributed throughout the course.	Number of responses
1	0 (0.0%)
2	1 (8.3%)
3	3 (25.0%)
4	3 (25.0%)
5	5 (41.7%)
Total	12 (100.0%)



	Mean	Standard Deviation
The workload was evenly distributed throughout the course.	4.0	1.0

The examination matched the contents and level of the course.

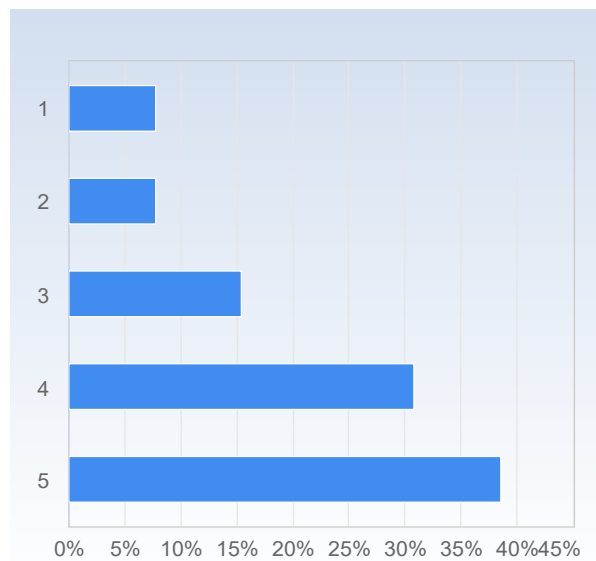
The examination matched the contents and level of the course.	Number of responses
1	2 (15.4%)
2	1 (7.7%)
3	0 (0.0%)
4	5 (38.5%)
5	5 (38.5%)
Total	13 (100.0%)



The examination matched the contents and level of the course.	Mean	Standard Deviation
	3.8	1.5

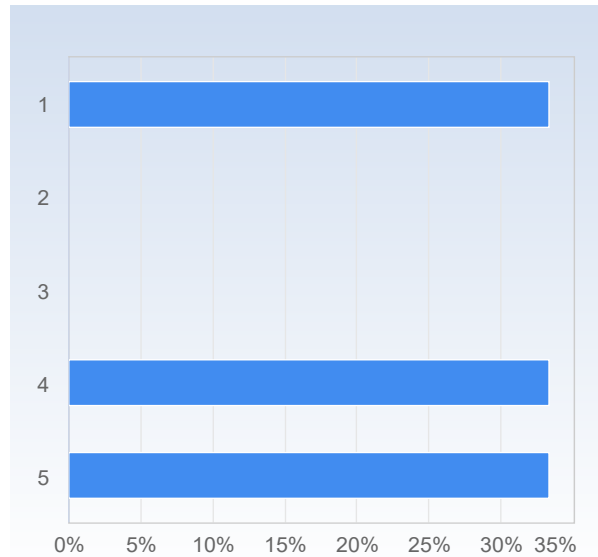
Overall, I am satisfied with the course.

Overall, I am satisfied with the course.	Number of responses
1	1 (7.7%)
2	1 (7.7%)
3	2 (15.4%)
4	4 (30.8%)
5	5 (38.5%)
Total	13 (100.0%)



Overall, I am satisfied with the course.	Mean	Standard Deviation
	3.8	1.3

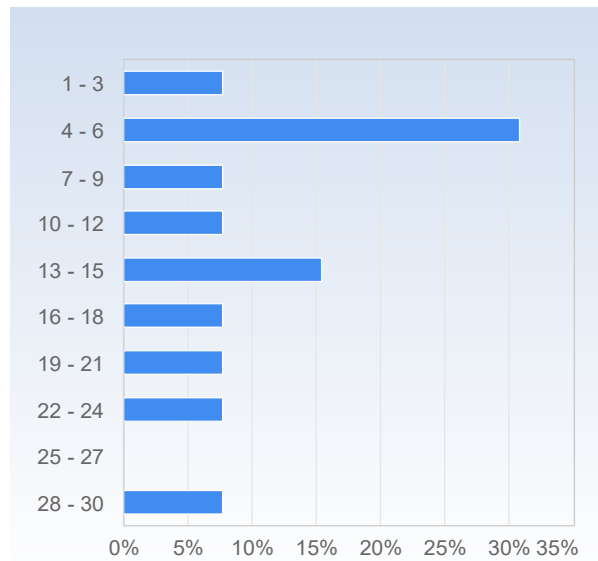
	Number of responses
1	1 (33.3%)
2	0 (0.0%)
3	0 (0.0%)
4	1 (33.3%)
5	1 (33.3%)
Total	3 (100.0%)



	Mean	Standard Deviation
	3.3	2.1

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 - 3	1 (7.7%)
4 - 6	4 (30.8%)
7 - 9	1 (7.7%)
10 - 12	1 (7.7%)
13 - 15	2 (15.4%)
16 - 18	1 (7.7%)
19 - 21	1 (7.7%)
22 - 24	1 (7.7%)
25 - 27	0 (0.0%)
28 - 30	1 (7.7%)
Total	13 (100.0%)



	Mean	Standard Deviation
Average number of hours spent in total on the course per week (including scheduled activities):	12.5	8.7

What did you appreciate most with the course?

What did you appreciate most with the course?

- Generating funktions
- Coding theory and generating functions!
- Lecture notes
- The lectures were probably the best I have ever attended. Truly outstanding. Clear, consise, easy to follow and extremely well structured. The lecture notes were also excellent, and all the useful extra material available for the course, too. The seminars were also very very good.
- Generating functions and the introduction to rings and fields
- I appreciated how the lectures were organised and that we had lectures notes on canvas.
- Nothing. Absolutely nothing. Everything I learned, I learned on my own, and lectures were mostly a waste of time.
- The fact that the teacher uploaded lecture notes on Canvas was the best feature of this course.
- The teacher. Anitha held well-planned lecture and had both the best lecture notes I've seen so far and the fastest time to correct exams I've ever seen.
- I thought the part on rings and finite fields was interesting
- The availability of the (well-written) lecture notes on canvas for quick access when studying on your own.
- That the professor was lively and approachable, which made the lectures have a nice atmosphere, and that the lecture notes were published on Canvas after every lecture.

What do you think should be improved?

What do you think should be improved?

- Examination was very different from the previous ones so I believe that should have been mentioned in some way before the exam. It's not a problem that the examination was different however we believed that we prepared for one thing and got a different thing on the exam.
- Cannot think of a single thing.
- I feel like the course tries to cover too much content and as such it often feels like we are just about to get to the interesting details about a subject before we move on to the next thing. Oftentimes the obvious followup questions are answered with "we'll do that in the next course on topic X".
- E.g. classification of finite fields feels like it was close to being done this course but was eventually left to algebraic structures. It felt (note I do not know if this is actually feasible) like one or two lectures on codes could be exchanged for that and it'd feel much less like we were leaving the finite fields just as we were starting to understand how they worked!
- I also felt like the first few lectures on basic combinatorics were things one can mostly assume people already know (and maybe provide some handout to those few who are confused?), but I'm not representative of the population in my comfort with those things going into the course.
- The course contains a lot of program for a such short period. We did too much in a short period of time. Also the first part of the program it seems somehow different or not well connected to the last part. While the first part (as combinatorics) it seems more for engineering the last part is more for math courses, as we deal with fields, rings, congruences. The workload is maybe too much for an undergraduate course compared to others, as we have also an oral exam, while it is very difficult to find another undergraduate course with a mandatory oral exam.
- Thought the lectures were well done, I think that we were going too fast, as we missed some important examples that are in the book and were useful in order to understand the subject.
- I have very little faith that the lecturer would care about what students write in this survey. However, the final examination has a terrible level of difficulty compared to what's been taught throughout the course. Neither the regular nor the retake exams had anything in common with past papers. The lecturer tends to focus on testing the level of creativity of students and fully ignores standard exam questions. Honestly, this has been one of my worst experiences at Lund University since the start of my studies. I will be cautious not to take any other course taught by this particular lecturer.
- The difficulty of exams is at a horrible level. Unlike the available past papers, there are no "standard questions" and most of the questions require creativity. I have nothing against new ideas and creativity when it comes to Discrete Math, however the teacher has no tendency towards standard questions.
- I think the lab came a bit too early and contained a bit too little substance, though it got better when the added question came.
- I think the course should go more in depth on fewer topics instead of covering many topics superficially
- The pace could be a lot quicker to allow for more in-depth discussion of the material in the latter half of the course (especially the rings and fields chapter).
- This is just a small technical thing, but maybe the Canvas calendar function could be used by the lecturer to publish available oral exam slots for students to reserve by clicking on them. That way we skip sending emails to arrange orals entirely and it is simpler for the lecturer to keep track of the filled slots (no work required from their side). It has worked well in some other courses already!
- It would also have been helpful to use the last lecture to solve a whole previous exam together (instead of just solving the exercises people have questions about), it is always good to see how the lecturer themself approaches problems in detail (during the course, we mainly solve the problems alone and during seminars with TAs).

Have you during this course experienced course literature, staff or teaching methods to be discriminatory in any way (gender, ethnicity, etc.)?

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- Not at all!
- No
- No.
- no
- No
- No.
- Not at all.
- No
- No, I haven't.