

MA4030 (Discrete Mathematics, VT 2025, Halmstad, V3511, X3511)

Number of possible respondents: 8

Answers: 4

Response rate: 50,00 %

Study pace: 50 %

Examiner's course analysis

Based on the course evaluation result - which are the strengths of the course?

The students find the course nicely structured with clear instructions. They also appreciated the lecture atmosphere. The students liked the project assignment and wrote that it helped to better understand the learned concepts.

Based on the course evaluation result - which are the weaknesses of the course?

Similarly to the previous year, the students find the combinatorics and probability part a bit repetitive from the previous courses. They also wrote that they would appreciate a revision session about that was in the beginning of the course sometime closer to the examination time.

Comments about the collaboration with the course ambassadors

There was a very good cooperation with the course ambassador. He was always engaged and helped me coordinate the project assignments.

Conclusion and suggestions for course development or already made decisions

Because the first part (combinatorics and statistics) is somewhat repetitive, I decided to change the syllabus and remove as much as possible of the repetitive material. Therefore, there will be no elements of statistics in the course anymore, and instead there will be other topics. The new topics will include logic, number theory (mostly modular arithmetic) and recurrence relations. There is an idea to include some problem solving sessions to the course and maybe flipped classroom during the exercise sessions.

Other comments

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I am overall satisfied with the course.

	Number of responses	Distribution (%)	Index (%) I am overall satisfied with the course	100
0 = I definitely do not agree	0	0%		
1	0	0%		
2	0	0%		
3	0	0%		
4	0	0%		
5 = I definitely agree	4	100%		
No opinion	0	0%		
Total	4	100%		

How much time have you spent on the course in relation to the course's study pace?

	Number of responses	Distribution (%)
Less time than the course study pace	1	25%
Corresponding to the course study pace	3	75%
More time than the course study pace	0	0%
Total	4	100%

The design of the course (teaching methods, literature, pedagogy, etc.) has been well adjusted to help me achieve the learning outcomes in the syllabus.

	Number of responses	Distribution (%)	Index (%)	
0 = I definitely do not agree	0	0%	The design of the course (teaching methods, literature, pedagogy, etc.) has been well adjusted to help me achieve the learning outcomes in the syllabus.	100
1	0	0%		
2	0	0%		
3	0	0%		
4	0	0%		
5 = I definitely agree	4	100%		
No opinion	0	0%		
Total	4	100%		

During the course examinations, I have had the opportunity to show that I have achieved the learning outcomes in the syllabus.

	Number of responses	Distribution (%)	Index (%)	
0 = I definitely do not agree	0	0%	During the course examinations, I have had the opportunity to show that I have achieved the learning outcomes in the syllabus.	90
1	0	0%		
2	0	0%		
3	0	0%		
4	2	50%		
5 = I definitely agree	2	50%		
No opinion	0	0%		
Total	4	100%		

I have experienced the social study environment as good during the course.

	Number of responses	Distribution (%)	Index (%) I have experienced the social study environment as good during the course.	
0 = I definitely do not agree	0	0%		
1	0	0%		
2	0	0%		
3	0	0%		
4	0	0%		
5 = I definitely agree	4	100%		
No opinion	0	0%		
Total	4	100%		100

Course satisfaction index

Satisfaction index % (summary of all statements)	98
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Did you find the project assignment interesting and helpful?

Which lecture or exercise remember you the most? Why, was it a challenging or easy content, your learning process, the atmosphere or maybe something else?

What other resources have you used during the course, e.g. Youtube, ChatGPT, Internet forums?

Did you have a chance to study with your peers (at the campus /outside/online - which?), or did you study during the whole course only by yourself?

**Which other form of teaching could be suitable for this course?
E.g. flipped classrooms, problem solving sessions, studying in
a small groups, mini-project every week.**