

Centre for Mathematical Sciences Faculty of Science

# Course Analysis for MATB24 Linear Analysis, spring 2024

# **Course Information**

Lecturer: Eskil Rydhe Teaching assistants: Stefano Böhmer Number of students: 20 newly registered and 13 re-registered. 6 out of 33 students (18%) answered the course evaluation.

# Examination

- Ordinary examination 14 March, 2024: 22 students participated and 16 of them passed.
- Resit examination 13 April, 2024: 7 students participated and 2 of them passed.
- Second resit examination 23 August, 2024: 5 students participated and 4 of them passed.

# Final grades

22 students, including 3 re-registered students, have gotten their final grade. 4 students passed with distinction.

# **Course Evaluation**

# Summary of student's answers:

No single question received more than 5 answers. It would be precarious to draw any far reaching conclusions based on this material.

The level of general satisfaction was rated 2.4 on a 1-5 scale. 33% of respondents report they were 'very dissatisfied' with the course. Other questions have received seemingly positive responses. It's therefore difficult to say why the level of general satisfaction was low.

# Teachers' comments:

- The lectures and seminars took place on campus.
- A detailed planning was published and updated throughout the course, where the contents of lectures, seminars, and how to prepare (pages to be read, exercises to be attempted) was given.

## Changes from the previous course realisation:

- No large reforms were undertaken.

## Suggestions for the next course realisation:

The range of topics is rather wide, and many textbooks on the main subject of Fourier analysis
are too advanced for the level of the course. This makes it a challenge to find concise literature
at a suitable level. An ongoing revision of the course plan may alleviate this problem to some
extent.

# Linear Analysis, Spring 2024 Respondents: 35

Answer Count: 6

Answer Frequency: 17.14%

### How satisfied are you with the course overall?



To what degree did each course component below contribute to your learning during the course? Make your assessment on a scale of 1 to 5 where 1=to a very low degree and 5=to a very high degree.

2.4

#### Lectures

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



1.5

	Mean	Standard Deviation
Lectures	5.0	0.0

### Laboratory exercises

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



	Mean	Standard Deviation
Laboratory exercises	4.0	0.0

### **Required reading**

Required reading	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	1 (20.0%)
4	2 (40.0%)
5	2 (40.0%)
Total	5 (100.0%)



	Mean	Standard Deviation
Required reading	4.2	0.8

Space for comments: The lectures were very heavy on theory which I think was the right call given that there were quite a lot of worked examples in the book and I think the computations in the course are mostly time-consuming as opposed to conceptually difficult.



## How was your prior knowledge at the start of the course?

	Mean	Standard Deviation
How was your prior knowledge at the start of the		
course?	2.6	0.5

### How did you feel about the requirements on your work efforts during the course?



	Mean	Standard Deviation
How did you feel about the requirements on your		
work efforts during the course?	3.0	0.0

### If you have any further comments on the course, please write them here:

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I liked the teaching method, the way the lectures were structured and held. I really appreciated the way the material was presented to us, and overall I am more than satisfied with this course!

The requirements of the course were not clear.

I wish the planning had exercises split into recommended and optional (if one has the time) exercises. This is because one rarely has the time to do all of them as there were very many for most of the days. For example if exercises 1-12 are given but one usually only has time for 6 exercises in a seminar, maybe pointing out 6 of them as recommended and the rest as optional would be nice. This would also make it so that every student has likely tried the same 6 exercises on the seminar and can better discuss what different approaches they took. The optional ones can be used for the student who has the time or needs more practise.