

Course evaluation report - CEQ, FMSF05

Basic facts

Course name	Probability Theory		
Course code	FMSF05		
ECTS credits	7.5 hp	Study hours according the curricula	
Year	202324	Lectures	26 h
Study period the course was finished	VT_LP1	Group work	14 h
Programme	all	Laboratories	0 h
Registrated students	55	Time with supervisor	0 h
Number answers and response rate	6 / 11 %	Self study time	160 h
Number answers from males	3		
Number answers from females	1		

Since less than 20 students have answered the questionnaire no statistical significance tests have been made.

Summary of questionnaires

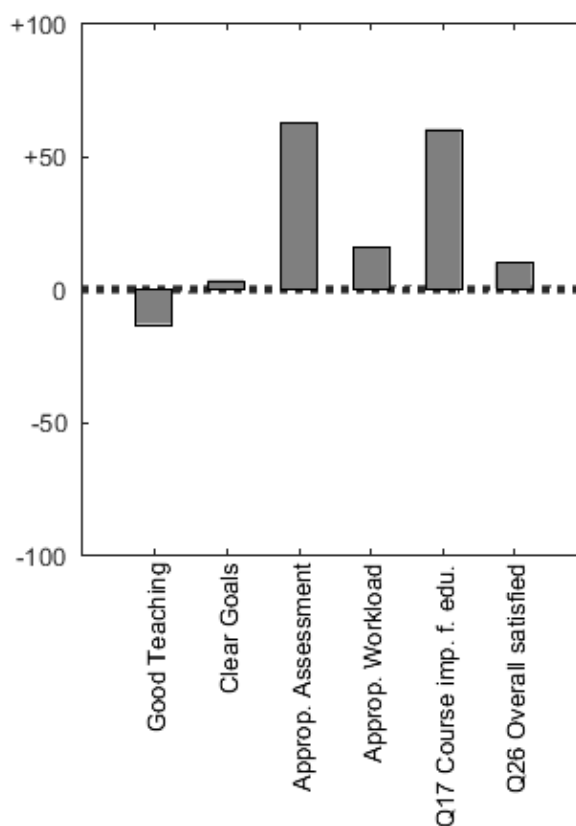
The CEQ-score span between -100 och +100, there -100 means that "I fully disagree to the statement" and +100 "I fully agree to the statement".

Presence at teaching

Part of teaching	Number	Share
0 %	1	17 %
20 %	1	17 %
40 %	0	0 %
60 %	1	17 %
80 %	1	17 %
100 %	2	33 %

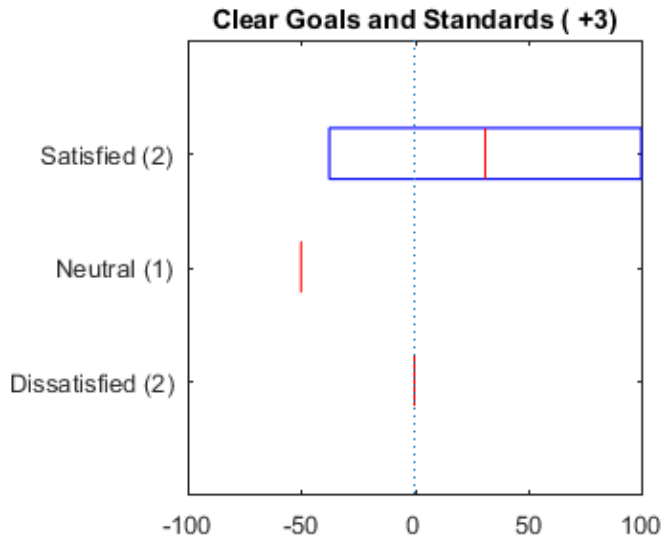
CEQ-scales & special questions

Scale	CEQ-score	StdDev
Good Teaching	-13	67
Clear Goals and Standards	+3	68
Appropriate Assessment	+63	42
Appropriate Workload	+16	83
Generic Skills	-10	35
Special questions		
The course seems important for my edu.	+60	55
Overall, I am satisfied with this course	+10	89



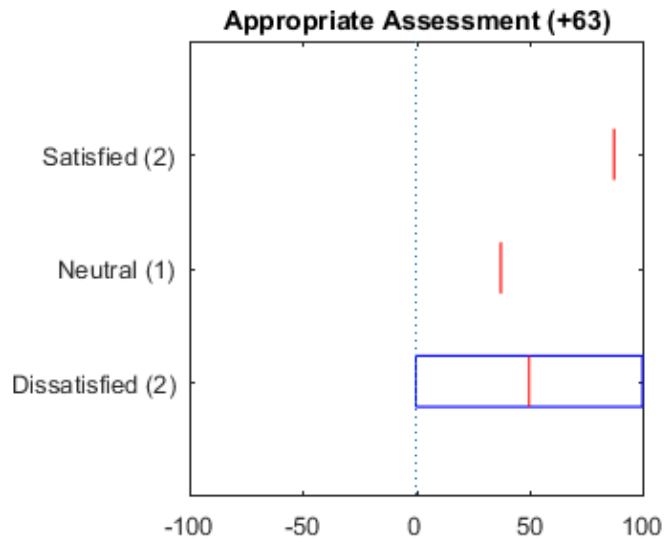
Clear Goals and Standards

CEQ-score of the course +3



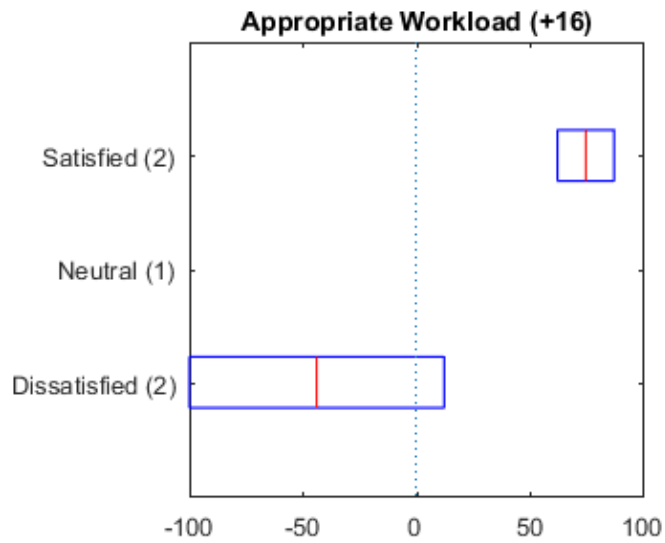
Appropriate Assessment

CEQ-score of the course +63

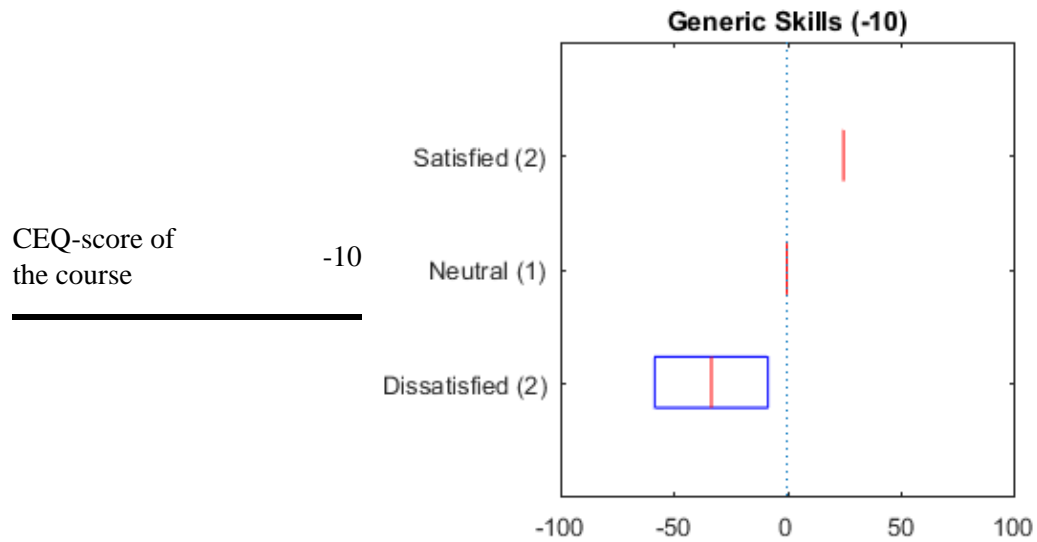


Appropriate Workload

CEQ-score of the course +16



Generic Skills



Answers to each question

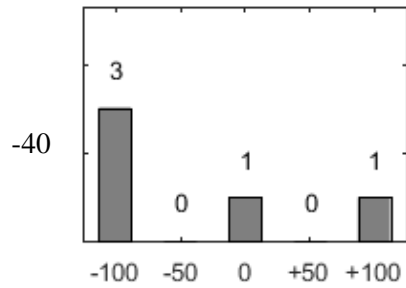
The questions in bold are reverse positive.

Statistical examination between dissatisfied and satisfied has not been done due to at least one of the groups consist of less than five students

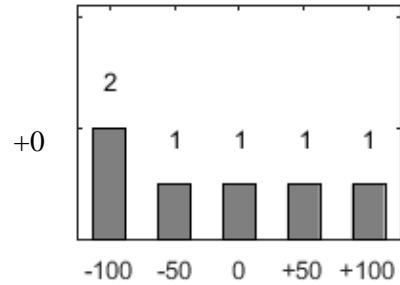
Good Teaching (-13)

Question	CEQ-score	Histogram
3. The teaching has motivated me to do my best	-10	
7. During the course I have received many valuable comments on my achievements	-50	
15. The teachers made a real effort to understand the problems and difficulties one might be having in this course	+20	

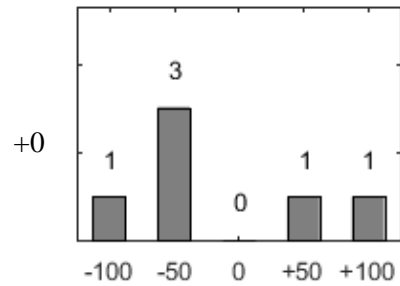
18. The teaching staff normally gave me helpful feedback on the progress of my work



19. My lecturers were extremely good at explaining things



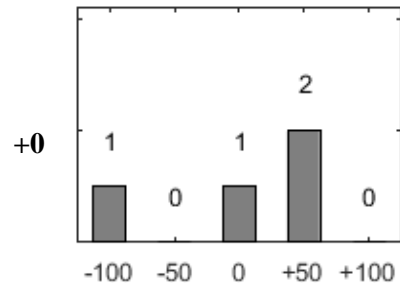
21. The teachers on the course worked hard to make the subject interesting



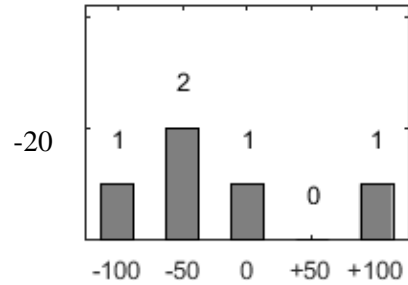
Clear Goals and Standards (+3)

Question	CEQ-score	Histogram												
1. It was easy to know the standard of work expected	+0	<table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>0</td> </tr> <tr> <td>-50</td> <td>2</td> </tr> <tr> <td>0</td> <td>2</td> </tr> <tr> <td>+50</td> <td>0</td> </tr> <tr> <td>+100</td> <td>1</td> </tr> </tbody> </table>	Score	Count	-100	0	-50	2	0	2	+50	0	+100	1
Score	Count													
-100	0													
-50	2													
0	2													
+50	0													
+100	1													
6. I usually had a clear idea of where I was going and what was expected of me in this course	-10	<table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>2</td> </tr> <tr> <td>-50</td> <td>0</td> </tr> <tr> <td>0</td> <td>1</td> </tr> <tr> <td>+50</td> <td>1</td> </tr> <tr> <td>+100</td> <td>1</td> </tr> </tbody> </table>	Score	Count	-100	2	-50	0	0	1	+50	1	+100	1
Score	Count													
-100	2													
-50	0													
0	1													
+50	1													
+100	1													

13. It was often hard to discover what was expected of me in this course



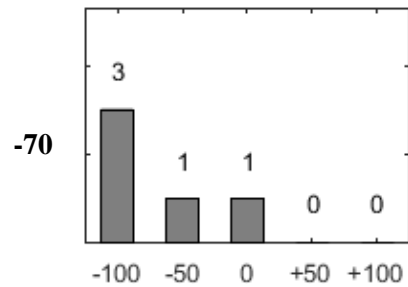
25. The teachers made it clear right from the start what they expected from the students



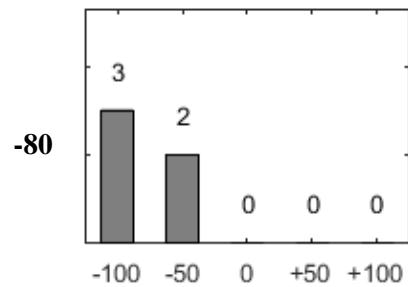
Appropriate Assessment (+63)

Question	CEQ-score	Histogram
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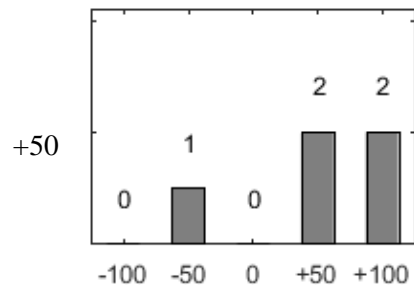
8. To do well in this course all you really needed was a good memory



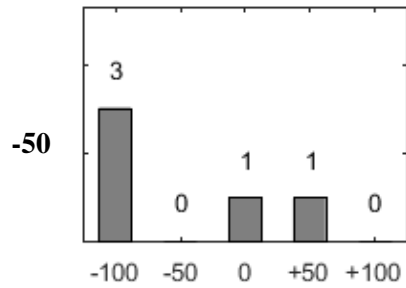
12. The teachers seemed more interested in testing what I had memorised than what I had understood



16. The assessment methods employed in this course required an in-depth understanding of the course content



20. Too much of the assessment was just about facts



Appropriate Workload (+16)

Question	CEQ-score	Histogram												
4. The workload has been much too heavy	-10	<table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>2</td> </tr> <tr> <td>-50</td> <td>1</td> </tr> <tr> <td>0</td> <td>0</td> </tr> <tr> <td>+50</td> <td>0</td> </tr> <tr> <td>+100</td> <td>2</td> </tr> </tbody> </table>	Score	Count	-100	2	-50	1	0	0	+50	0	+100	2
Score	Count													
-100	2													
-50	1													
0	0													
+50	0													
+100	2													
14. I was generally given enough time to understand the things I had to learn	+0	<table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>1</td> </tr> <tr> <td>-50</td> <td>0</td> </tr> <tr> <td>0</td> <td>2</td> </tr> <tr> <td>+50</td> <td>0</td> </tr> <tr> <td>+100</td> <td>1</td> </tr> </tbody> </table>	Score	Count	-100	1	-50	0	0	2	+50	0	+100	1
Score	Count													
-100	1													
-50	0													
0	2													
+50	0													
+100	1													
22. There was a lot of pressure on me as a student in this course	+10	<table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>2</td> </tr> <tr> <td>-50</td> <td>0</td> </tr> <tr> <td>0</td> <td>0</td> </tr> <tr> <td>+50</td> <td>1</td> </tr> <tr> <td>+100</td> <td>2</td> </tr> </tbody> </table>	Score	Count	-100	2	-50	0	0	0	+50	1	+100	2
Score	Count													
-100	2													
-50	0													
0	0													
+50	1													
+100	2													
24. The sheer volume of work in this course made it impossible to comprehend everything thoroughly	+10	<table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>1</td> </tr> <tr> <td>-50</td> <td>1</td> </tr> <tr> <td>0</td> <td>1</td> </tr> <tr> <td>+50</td> <td>0</td> </tr> <tr> <td>+100</td> <td>2</td> </tr> </tbody> </table>	Score	Count	-100	1	-50	1	0	1	+50	0	+100	2
Score	Count													
-100	1													
-50	1													
0	1													
+50	0													
+100	2													

Generic Skills (-10)

Question	CEQ-score	Histogram												
2. The course has developed my problem-solving skills	+20	<table border="1"> <tr><th>Score</th><td>-100</td><td>-50</td><td>0</td><td>+50</td><td>+100</td></tr> <tr><th>Count</th><td>1</td><td>1</td><td>0</td><td>1</td><td>2</td></tr> </table>	Score	-100	-50	0	+50	+100	Count	1	1	0	1	2
Score	-100	-50	0	+50	+100									
Count	1	1	0	1	2									
5. The course has sharpened my analytic skills	+60	<table border="1"> <tr><th>Score</th><td>-100</td><td>-50</td><td>0</td><td>+50</td><td>+100</td></tr> <tr><th>Count</th><td>0</td><td>0</td><td>1</td><td>2</td><td>2</td></tr> </table>	Score	-100	-50	0	+50	+100	Count	0	0	1	2	2
Score	-100	-50	0	+50	+100									
Count	0	0	1	2	2									
9. The course helped me develop my ability to work in a group	-75	<table border="1"> <tr><th>Score</th><td>-100</td><td>-50</td><td>0</td><td>+50</td><td>+100</td></tr> <tr><th>Count</th><td>3</td><td>0</td><td>1</td><td>0</td><td>0</td></tr> </table>	Score	-100	-50	0	+50	+100	Count	3	0	1	0	0
Score	-100	-50	0	+50	+100									
Count	3	0	1	0	0									
10. The course has made me feel more confident about tackling new and unfamiliar problems	+30	<table border="1"> <tr><th>Score</th><td>-100</td><td>-50</td><td>0</td><td>+50</td><td>+100</td></tr> <tr><th>Count</th><td>1</td><td>0</td><td>1</td><td>1</td><td>2</td></tr> </table>	Score	-100	-50	0	+50	+100	Count	1	0	1	1	2
Score	-100	-50	0	+50	+100									
Count	1	0	1	1	2									
11. The course has improved my skills in written communication	-10	<table border="1"> <tr><th>Score</th><td>-100</td><td>-50</td><td>0</td><td>+50</td><td>+100</td></tr> <tr><th>Count</th><td>2</td><td>0</td><td>1</td><td>1</td><td>1</td></tr> </table>	Score	-100	-50	0	+50	+100	Count	2	0	1	1	1
Score	-100	-50	0	+50	+100									
Count	2	0	1	1	1									
23. The course has helped me to develop the ability to plan my work	+10	<table border="1"> <tr><th>Score</th><td>-100</td><td>-50</td><td>0</td><td>+50</td><td>+100</td></tr> <tr><th>Count</th><td>1</td><td>0</td><td>2</td><td>1</td><td>1</td></tr> </table>	Score	-100	-50	0	+50	+100	Count	1	0	2	1	1
Score	-100	-50	0	+50	+100									
Count	1	0	2	1	1									

Free text answers

The free text answers are pre-reviewed by the students' representatives.

What were the best aspects of the course

Satisfied students

Föreläsaren förklarar ämnet bra på ett sådant sätt som kompletterar boken

Neutral students

Mängden en ändå har lärt sig av den här kursen. Jag känner att mina statistiska kunskaper förbättrats enormt.

Dissatisfied students

The lecturer's willingness to stay additional hours to try to explain the content of the course.

What aspects of the course are most in need of improvement?

Satisfied students

Jag har inte fått tentaresultatet än, men det kändes som att två av frågorna mer handlade om att komma på nåt "smart trick" än att faktiskt använda kunskaperna man lärde sig.

Jag hade fördragit om det erbjöds övningar istället för seminarier. När jag väl fick en individuell dialog med TA:n var han mycket bra

Neutral students

Övningstillfällerna. De var en total katastrof. Varje tillfälle inledes med att läraren frågade vilka uppgifter som var till den specifika veckan. Kändes som han inte förberett sig överhuvudtaget. Sen gick jag upp en gång och ställde mig och räknade på tavlan. Under den tiden satt läraren och kollade sin telefon som att han inte brydde sig överhuvudtaget. Efter ca tre minuter av räknande tittade han upp och ifrågasatte allt jag gjort på ett relativt otrevligt sätt. Jag hade räknat fel och då bad han klassen sudda ut allt jag hade visat och bad mig gå o sätta mig igen. Otroligt pinsamt. Han inledde dessutom varje nytt tal "this is very easy, you should really be able to solve this". Det känns lite sådär när man haft stora problem med många av övningarna. Sedan räknade vi aldrig riktigt klart talen så det var svårt att veta hur man skulle svara. Vi hann sällan också räkna klart alla tal, kanske hade varit möjligt om läraren hade förberett sig. Det här var helt enkelt inte bra. jag kände mig oftast upprörd när jag gick därifrån. Tror inte det är syftet... Detta måste verkligen förbättras!

Dissatisfied students

Providing students with solutions to exercises and old exams. I do not understand how we were supposed to prepare for the exam that was just about solving exercises without seeing how we should approach them and which methods to use. To begin with, the teacher assistant was not helpful at all, we barely did any exercise up until the end even when we expressed that we needed to see the answer. He would just assume the exercises were obvious and we can figure out the rest on our own. It has been the problem with him in other courses too. Secondly, the book had no solutions to the exercises so I had to try to google the ones I didn't

know where to start with, with no result usually. In the end I got notes from the older student with solutions which is the only thing that made me somehow understand this course. Lastly, for the solutions to the past exams that are the core when preparing for the exam, I had to schedule a meeting with a course administrator and sit at her office to do photographs of those that had solutions. I find it extremely difficult to understand theory behind mathematics just by sitting and listening to the lectures. I, and I know that many other people in this programme, need to mostly do self-studying and slowly analyze solutions to the exercises in order to be able to solve them on the exam. Because it was so hard to get any of the basic study aids, the course made me feel generally frustrated and burned out.

No answer whether satisfied or not