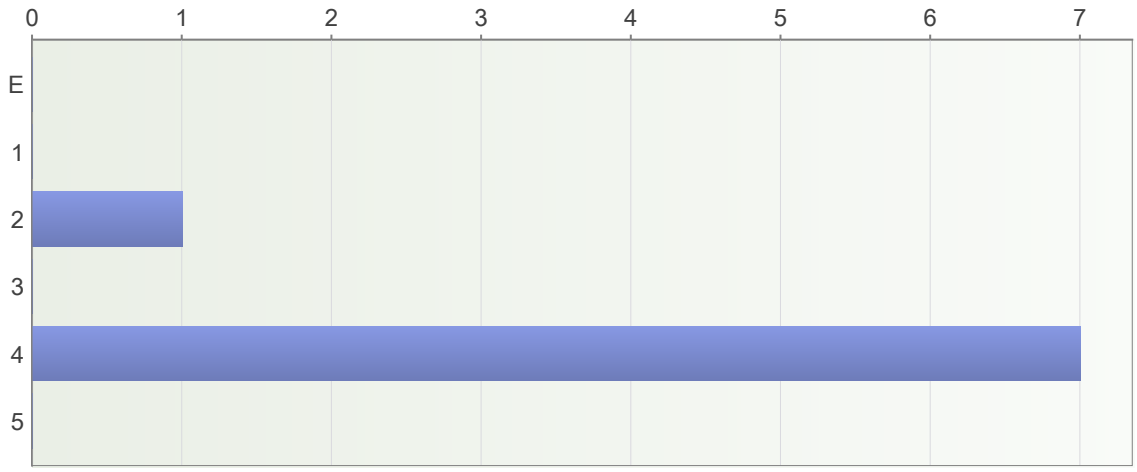
MS-E1998 Course with Varying Content V (2015-04-14 - 2015-05-21)

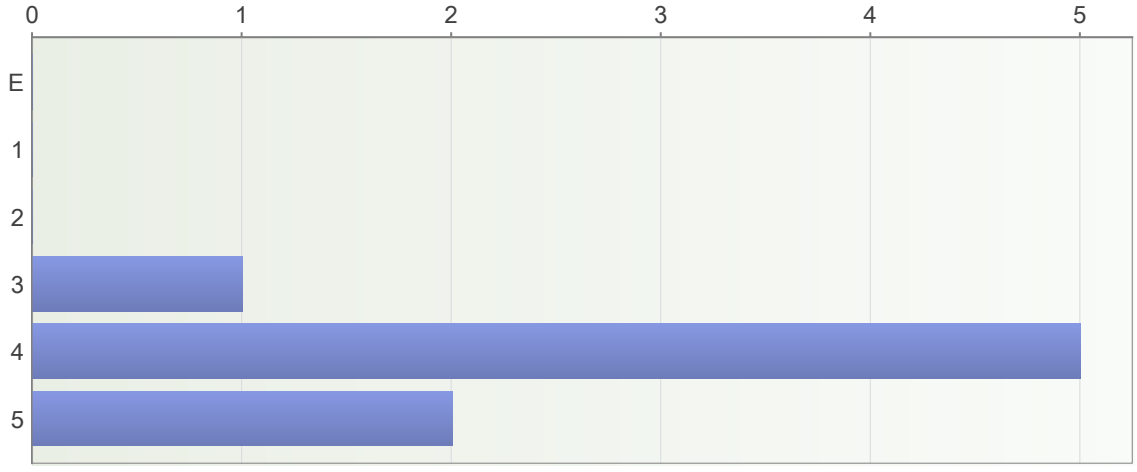
1. My overall assessment of the course E=Not applicable, 1=Poor, 2=Fair, 3=Satisfactory, 4=Good, 5=Very good

Number of respondents: 8



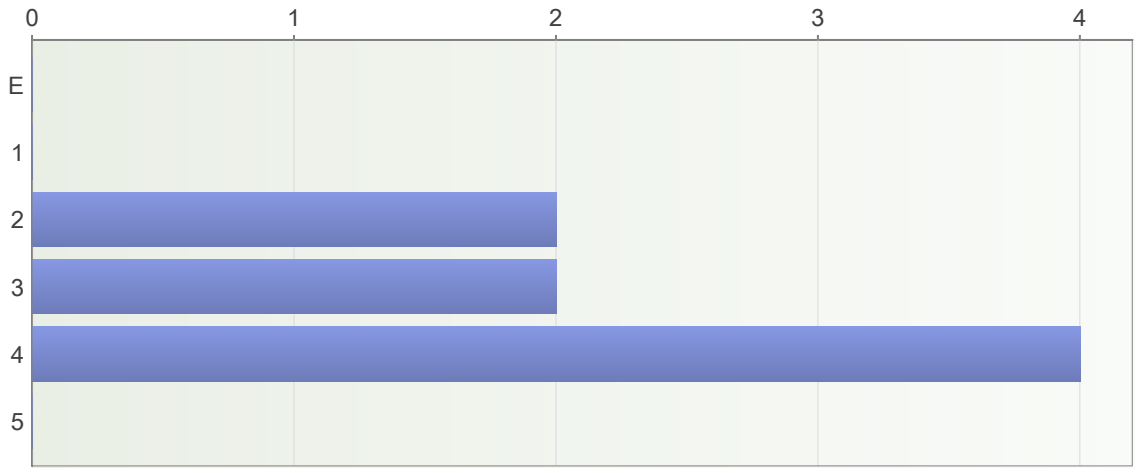
2. The teaching methods (lectures, labs, group work, online study, assignments etc.) supported my learning E=Not applicable, 1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree

Number of respondents: 8



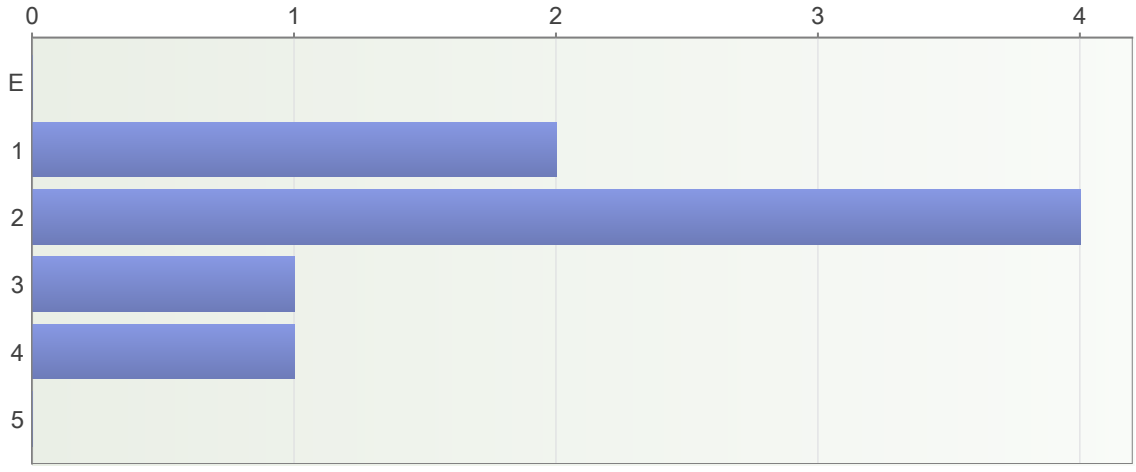
3. I am pleased with my study effort on this course E=Not applicable, 1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree

Number of respondents: 8



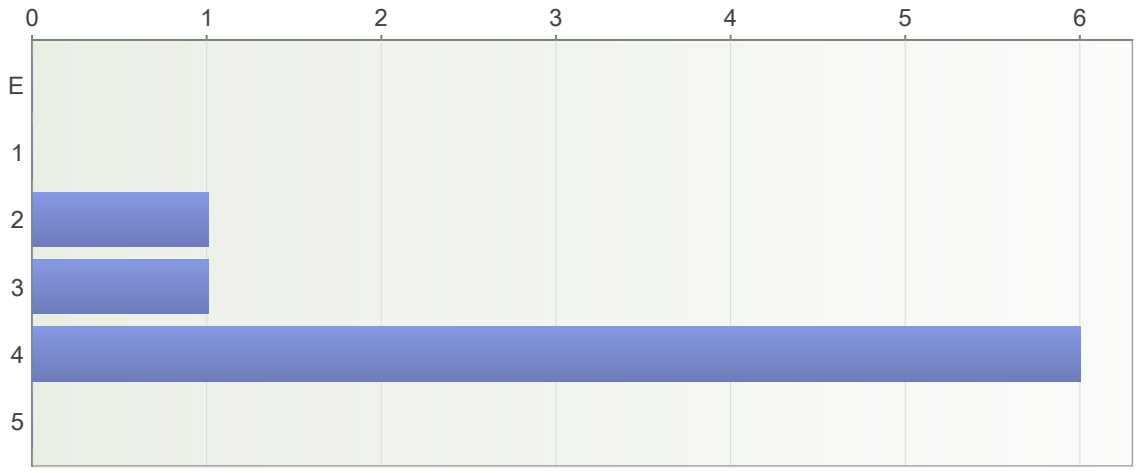
4. According to the guidelines, one credit (ECTS) requires 27 hours of student work. Compared with this, the completion of the course required E=Not applicable, 1=Considerably less time, 2=Slightly less time, 3=The right amount of time, 4=Slightly more time, 5=Considerably more time

Number of respondents: 8



5. I think I will benefit from the things learnt on the course. E=Not applicable, 1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree

Number of respondents: 8



6. What was good about the course? Which factors in particular supported your learning?

Number of respondents: 7

- An original topic, interesting combination of different fields
  Easy to visualize
- Projects
  -thinking and using the subjects of course
- Interesting subject
- Interesting subject. The lecturer was able to keep lectures interesting to younger students and also to older students. It was also cool to do a presentation about math and doing it I learned a lot. And real life juggling is cool too.
- Projektin kautta oppi paljon.
- The course contained an interesting mix of combinatorics, which should be useful. The connection to juggling is a fun, demonstrative way of thinking about these things. Giving a presentation is always a good experience.
- The topic itself, i.e. applying combinatorics to any one specific real-world application was a welcome change from otherwise highly theoretical math courses. This helped maintain interest on lectures, exercise sessions and the project.

7. What needed improvement on the course? Which factors complicated your learning?

Number of respondents: 8

- Lecturer was too often unprepared for exercise sessions. Didn't really prepared his lessons and wasn't able to complete proofs and finish ideas. Altough it was an experimental or pilot course, it was very disturbing.
- Exercises
  -some of the exercises were too hard while some were trivial
- Exercice session
- Model solutions for the exercises would be nice to have.
- Lectures need some 'hiomista', but that is understandable because this was the first time course was done. Same goes for the exercises. But most of the lectures were great,
- Harjoitustehtävät ei niin hyvin mietittyjä. Jotkut aiheet melko haastavia
- I understand that the course was lectured for the first time, so naturally there are things that will anyway change for the next time. I think doing the exercises should be compulsory at least to some extent that takes into account the different backgrounds.
- The interval between the corresponding lecture and exercise session could be longer. Granted, the sessions were graded loosely, but with 6 exercises due in one day one shouldn' t expect much from the solutions.

8. The course will be given again next year, with more or less similar contents in the lectures. Again people will most likely come from varying backgrounds. The default plan is to add some easier exercises and give points for solving exercises. Do you think it will work well? Any other suggestions?

Number of respondents: 8

- Yes, I would suggest mandatory exercises.
- The subject of lectures started easy, but turned quite challenging to end.
- Yes, I think it will work.
- I think it would work fine.
- On hyvä idea lisätä helpompia laskareita, auttaa etenkin nuorempia opiskelijoita pääsemään aiheeseen kunnolla mukaan. Lisäksi on hyvä, jos kaikkiin tehtäviin olisi olemassa jokin ratkaisu ja mielellään ymmärrettävässä muodossa.

  Pisteytyksen hyödyistä en ole varma, sillä kun jaossa on pisteitä, usein ihmiset kalastelevat helppoja pisteitä ja kiertävät vaikeat kaukaa. Ilman pistejärjestelmää päämotivaationa toimii oppiminen ja ongelmien oikea ratkaiseminen.
- Voi toimia. Mielestäni kuitenkin tämäkin systeemi toimi melko hyvin koska projektiin käytetty aika kompensoi harjoitustehtävien määrää.
- I think it will work well. In my mind there should be a minimum amount of points required for passing the course. If the exercises are voluntary, some people may not work on them. A presentation alone is maybe a bit less than should be required for 5 credits. I think around four rounds of exercises and a presentation or some other project would be a good mix.
- Considering the participants' various backgrounds, if the exercises themselves were to be graded, then easier exercises would be welcome. On the other hand, more mathematically able students may find them far too easy, so you may want to incorporate more difficult exercises as well, somehow.

  If grading will become a thing, make sure that enough time is given between lectures and exercise sessions, since now there will be a difference between solving, kind-of solving and not solving any given exercise.