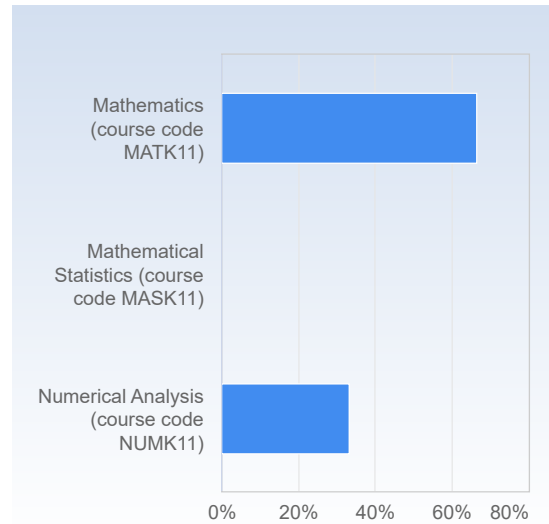


# Degree Project Course (Bachelor)

Answer Count: 3

## I have completed the Bachelor's Degree Project within

| I have completed the Bachelor's Degree Project within | Number of responses |
|---|---------------------|
| Mathematics (course code MATK11)                      | 2 (66.7%)           |
| Mathematical Statistics (course code MASK11)          | 0 (0.0%)            |
| Numerical Analysis (course code NUMK11)               | 1 (33.3%)           |
| Total   | 3 (100.0%)          |



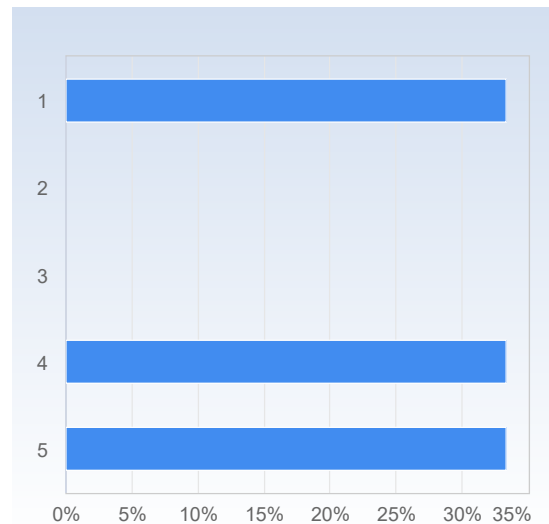
| I have completed the Bachelor's Degree Project within | Mean | Standard Deviation |
|---|------|--------------------|
| I have completed the Bachelor's Degree Project within | 1.7  | 1.2                |

## The Degree Project Course in General

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

The information I received before the course start was satisfactory.

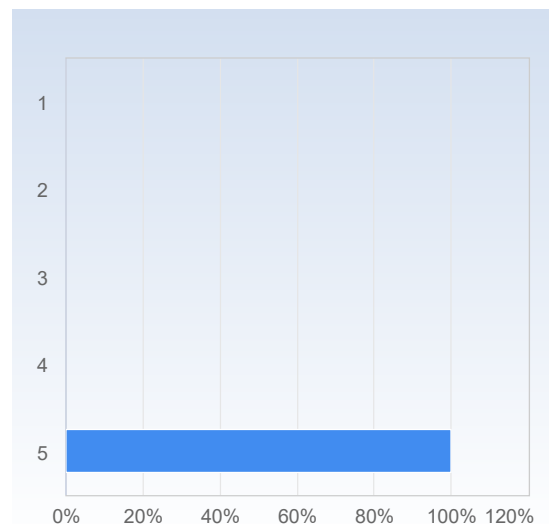
| The information I received before the course start was satisfactory. | Number of responses |
|--|---------------------|
| 1  | 1 (33.3%)           |
| 2  | 0 (0.0%)            |
| 3  | 0 (0.0%)            |
| 4  | 1 (33.3%)           |
| 5  | 1 (33.3%)           |
| Total  | 3 (100.0%)          |



|  | Mean | Standard Deviation |
|--|------|--------------------|
| The information I received before the course start was satisfactory. | 3.3  | 2.1                |

The communication with the supervisor during the course was good.

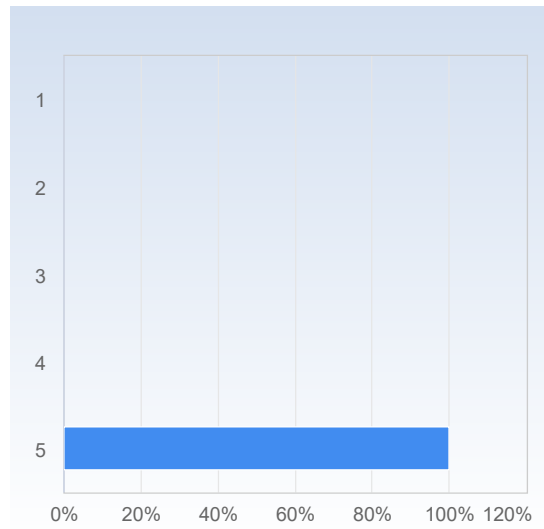
| The communication with the supervisor during the course was good. | Number of responses |
|---|---------------------|
| 1   | 0 (0.0%)            |
| 2   | 0 (0.0%)            |
| 3   | 0 (0.0%)            |
| 4   | 0 (0.0%)            |
| 5   | 3 (100.0%)          |
| Total   | 3 (100.0%)          |



|   | Mean | Standard Deviation |
|---|------|--------------------|
| The communication with the supervisor during the course was good. | 5.0  | 0.0                |

### The subject of the degree project suited my interests.

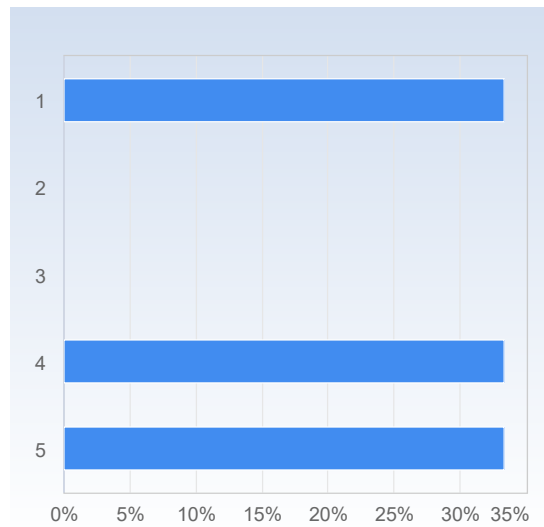
| The subject of the degree project suited my interests. | Number of responses |
|--|---------------------|
| 1  | 0 (0.0%)            |
| 2  | 0 (0.0%)            |
| 3  | 0 (0.0%)            |
| 4  | 0 (0.0%)            |
| 5  | 3 (100.0%)          |
| Total  | 3 (100.0%)          |



|  | Mean | Standard Deviation |
|--|------|--------------------|
| The subject of the degree project suited my interests. | 5.0  | 0.0                |

### The degree of difficulty of the project was reasonable.

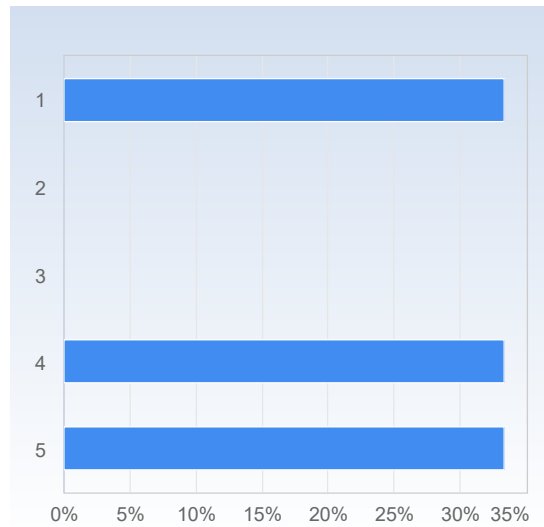
| The degree of difficulty of the project was reasonable. | Number of responses |
|---|---------------------|
| 1   | 1 (33.3%)           |
| 2   | 0 (0.0%)            |
| 3   | 0 (0.0%)            |
| 4   | 1 (33.3%)           |
| 5   | 1 (33.3%)           |
| Total   | 3 (100.0%)          |



|   | Mean | Standard Deviation |
|---|------|--------------------|
| The degree of difficulty of the project was reasonable. | 3.3  | 2.1                |

### The overall workload has been reasonable.

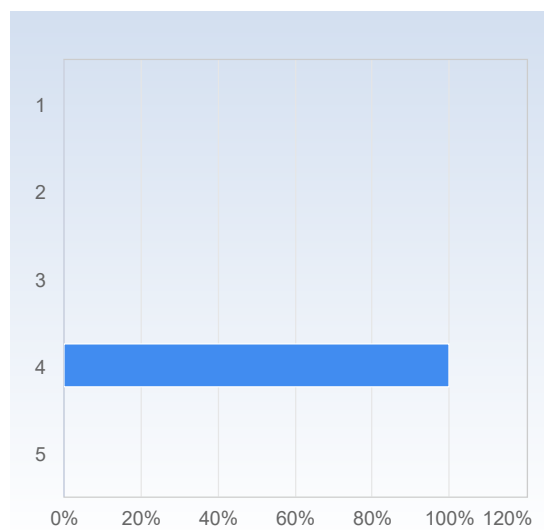
| The overall workload has been reasonable. | Number of responses |
|---|---------------------|
| 1   | 1 (33.3%)           |
| 2   | 0 (0.0%)            |
| 3   | 0 (0.0%)            |
| 4   | 1 (33.3%)           |
| 5   | 1 (33.3%)           |
| <b>Total</b>                              | <b>3 (100.0%)</b>   |



|   | Mean | Standard Deviation |
|---|------|--------------------|
| The overall workload has been reasonable. | 3.3  | 2.1                |

### The workload was evenly distributed throughout the course.

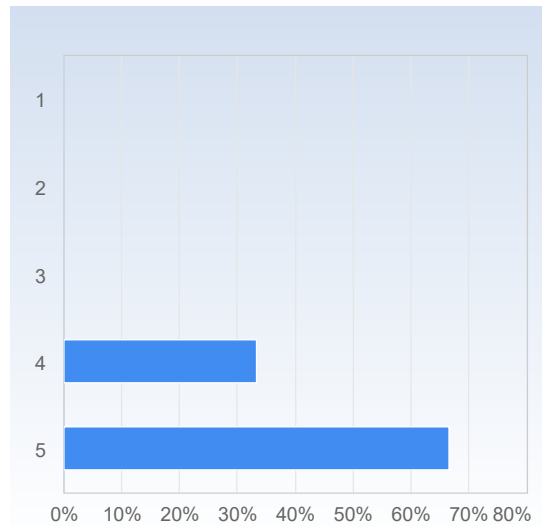
| The workload was evenly distributed throughout the course. | Number of responses |
|--|---------------------|
| 1  | 0 (0.0%)            |
| 2  | 0 (0.0%)            |
| 3  | 0 (0.0%)            |
| 4  | 3 (100.0%)          |
| 5  | 0 (0.0%)            |
| <b>Total</b>   | <b>3 (100.0%)</b>   |



|  | Mean | Standard Deviation |
|--|------|--------------------|
| The workload was evenly distributed throughout the course. | 4.0  | 0.0                |

### The suggested literature/material was a valuable learning resource.

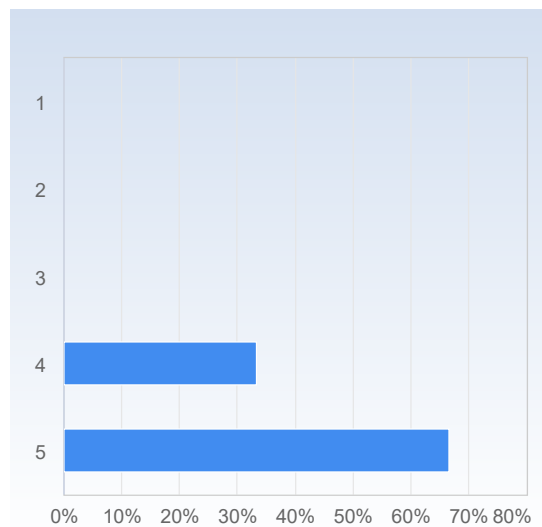
| The suggested literature/material was a valuable learning resource. | Number of responses |
|---|---------------------|
| 1   | 0 (0.0%)            |
| 2   | 0 (0.0%)            |
| 3   | 0 (0.0%)            |
| 4   | 1 (33.3%)           |
| 5   | 2 (66.7%)           |
| Total   | 3 (100.0%)          |



|   | Mean | Standard Deviation |
|---|------|--------------------|
| The suggested literature/material was a valuable learning resource. | 4.7  | 0.6                |

### The meetings with the supervisor have been valuable for my learning.

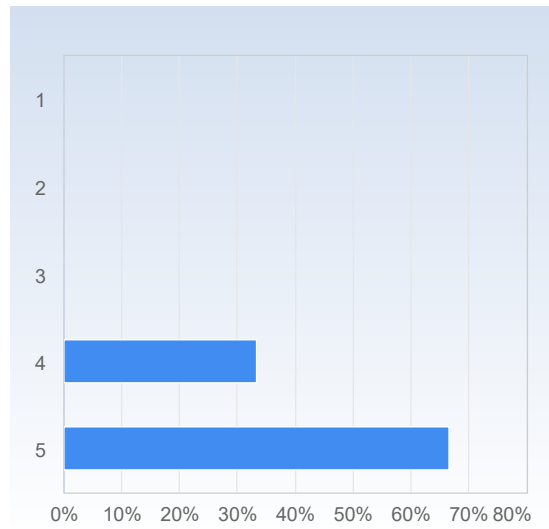
| The meetings with the supervisor have been valuable for my learning. | Number of responses |
|--|---------------------|
| 1  | 0 (0.0%)            |
| 2  | 0 (0.0%)            |
| 3  | 0 (0.0%)            |
| 4  | 1 (33.3%)           |
| 5  | 2 (66.7%)           |
| Total  | 3 (100.0%)          |



|  | Mean | Standard Deviation |
|--|------|--------------------|
| The meetings with the supervisor have been valuable for my learning. | 4.7  | 0.6                |

### Studying on my own was valuable for my learning.

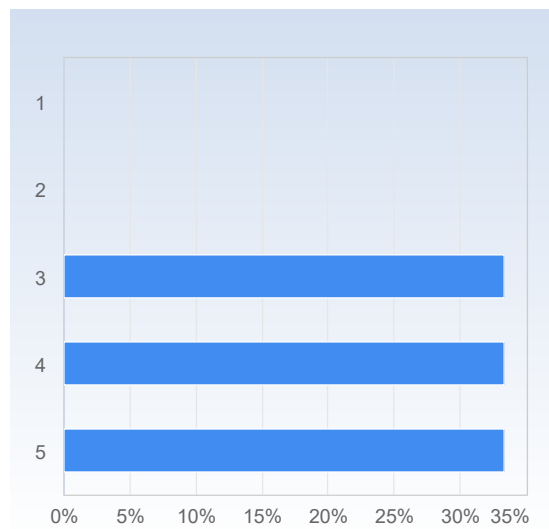
| Studying on my own was valuable for my learning. | Number of responses |
|--|---------------------|
| 1  | 0 (0.0%)            |
| 2  | 0 (0.0%)            |
| 3  | 0 (0.0%)            |
| 4  | 1 (33.3%)           |
| 5  | 2 (66.7%)           |
| Total  | 3 (100.0%)          |



|  | Mean | Standard Deviation |
|--|------|--------------------|
| Studying on my own was valuable for my learning. | 4.7  | 0.6                |

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

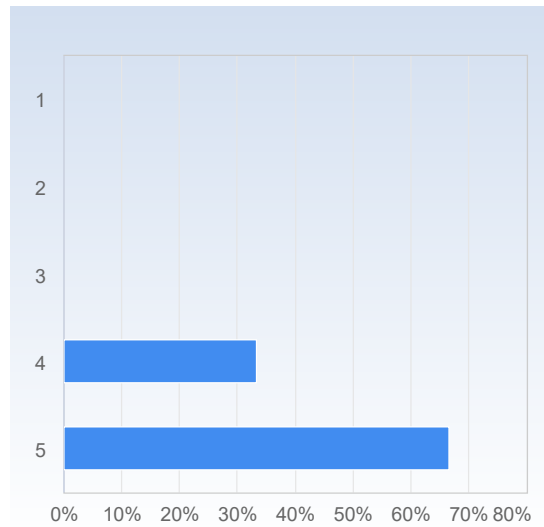
| It was clear throughout the course what was expected of me. | Number of responses |
|---|---------------------|
| 1   | 0 (0.0%)            |
| 2   | 0 (0.0%)            |
| 3   | 1 (33.3%)           |
| 4   | 1 (33.3%)           |
| 5   | 1 (33.3%)           |
| Total   | 3 (100.0%)          |



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

### I have received valuable feedback from my supervisor during the course.

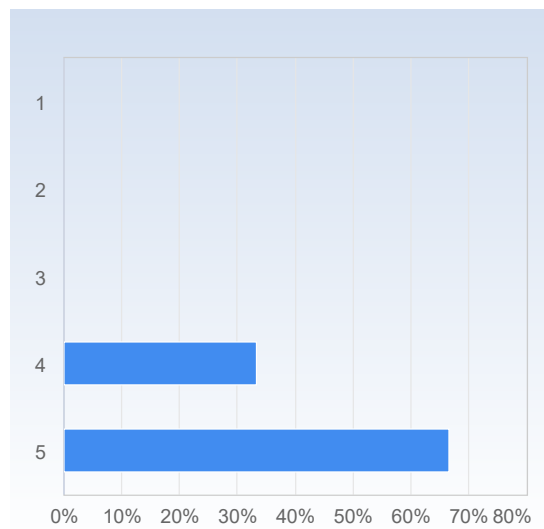
| I have received valuable feedback from my supervisor during the course. | Number of responses |
|---|---------------------|
| 1   | 0 (0.0%)            |
| 2   | 0 (0.0%)            |
| 3   | 0 (0.0%)            |
| 4   | 1 (33.3%)           |
| 5   | 2 (66.7%)           |
| Total   | 3 (100.0%)          |



| I have received valuable feedback from my supervisor during the course. | Mean | Standard Deviation |
|---|------|--------------------|
|   | 4.7  | 0.6                |

### The supervisor has inspired and motivated me to do my best.

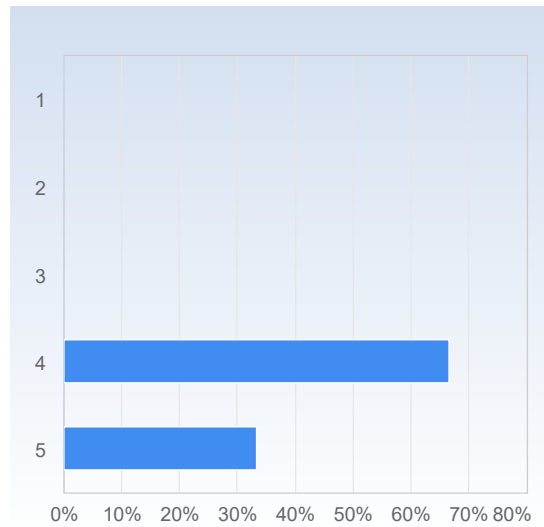
| The supervisor has inspired and motivated me to do my best. | Number of responses |
|---|---------------------|
| 1   | 0 (0.0%)            |
| 2   | 0 (0.0%)            |
| 3   | 0 (0.0%)            |
| 4   | 1 (33.3%)           |
| 5   | 2 (66.7%)           |
| Total   | 3 (100.0%)          |



| The supervisor has inspired and motivated me to do my best. | Mean | Standard Deviation |
|---|------|--------------------|
|   | 4.7  | 0.6                |

### The examination matched the contents and level of the course.

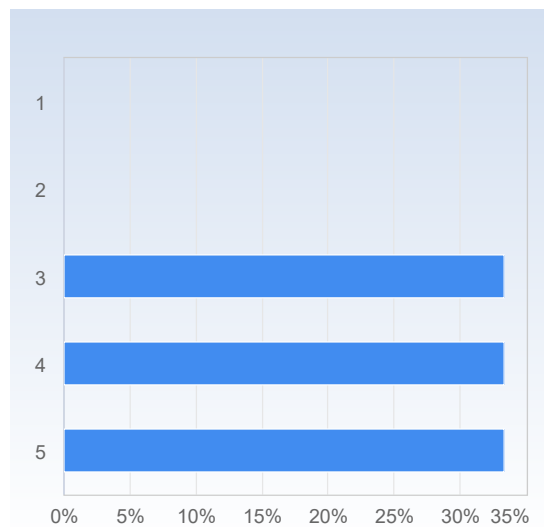
| The examination matched the contents and level of the course. | Number of responses |
|---|---------------------|
| 1   | 0 (0.0%)            |
| 2   | 0 (0.0%)            |
| 3   | 0 (0.0%)            |
| 4   | 2 (66.7%)           |
| 5   | 1 (33.3%)           |
| <b>Total</b>  | <b>3 (100.0%)</b>   |



|   | Mean | Standard Deviation |
|---|------|--------------------|
| The examination matched the contents and level of the course. | 4.3  | 0.6                |

### The way the course was organized suited me.

| The way the course was organized suited me. | Number of responses |
|---|---------------------|
| 1   | 0 (0.0%)            |
| 2   | 0 (0.0%)            |
| 3   | 1 (33.3%)           |
| 4   | 1 (33.3%)           |
| 5   | 1 (33.3%)           |
| <b>Total</b>                                | <b>3 (100.0%)</b>   |

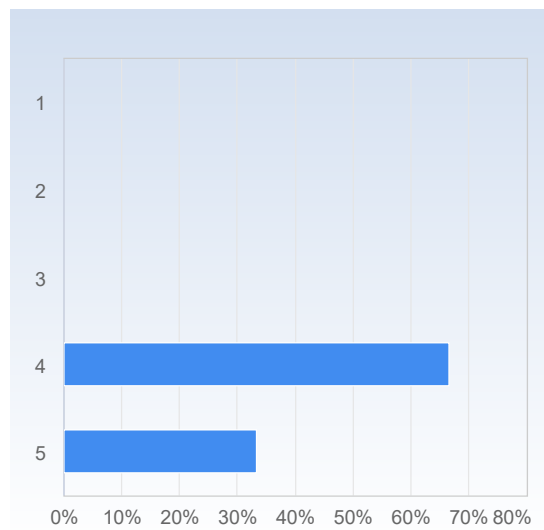


|   | Mean | Standard Deviation |
|---|------|--------------------|
| The way the course was organized suited me. | 4.0  | 1.0                |



### The course met my expectations.

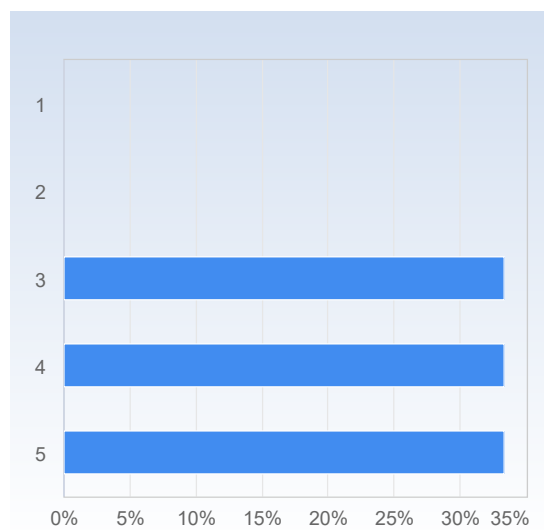
| The course met my expectations. | Number of responses |
|---------------------------------|---------------------|
| 1                               | 0 (0.0%)            |
| 2                               | 0 (0.0%)            |
| 3                               | 0 (0.0%)            |
| 4                               | 2 (66.7%)           |
| 5                               | 1 (33.3%)           |
| Total                           | 3 (100.0%)          |



|                                 | Mean | Standard Deviation |
|---------------------------------|------|--------------------|
| The course met my expectations. | 4.3  | 0.6                |

### Overall, I am satisfied with the course.

| Overall, I am satisfied with the course. | Number of responses |
|--|---------------------|
| 1  | 0 (0.0%)            |
| 2  | 0 (0.0%)            |
| 3  | 1 (33.3%)           |
| 4  | 1 (33.3%)           |
| 5  | 1 (33.3%)           |
| Total                                    | 3 (100.0%)          |



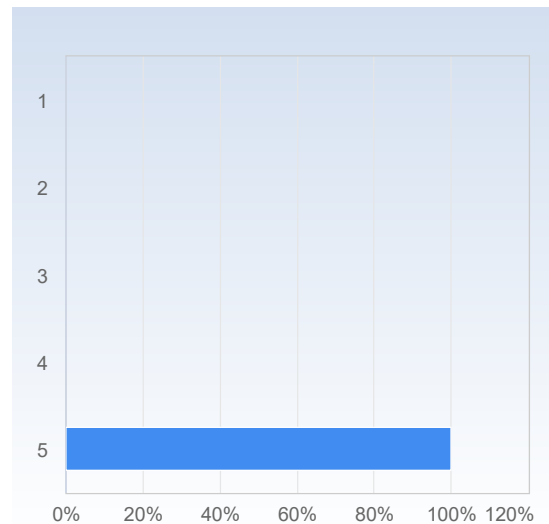
|  | Mean | Standard Deviation |
|--|------|--------------------|
| Overall, I am satisfied with the course. | 4.0  | 1.0                |

## On the development of generic skills

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

**The course has increased my ability to read a mathematical text.**

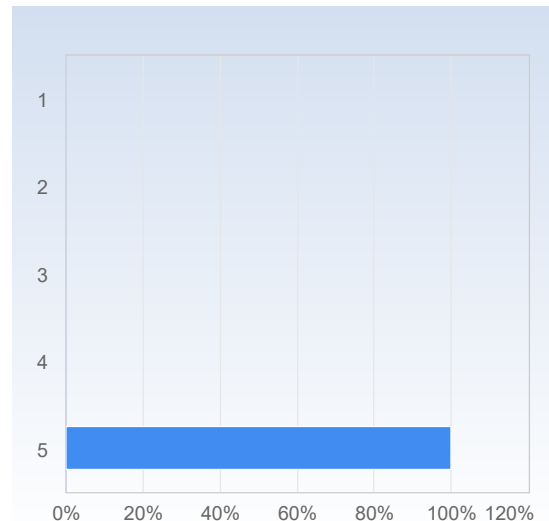
| The course has increased my ability to read a mathematical text. | Number of responses |
|--|---------------------|
| 1  | 0 (0.0%)            |
| 2  | 0 (0.0%)            |
| 3  | 0 (0.0%)            |
| 4  | 0 (0.0%)            |
| 5  | 3 (100.0%)          |
| Total  | 3 (100.0%)          |



|  | Mean | Standard Deviation |
|--|------|--------------------|
| The course has increased my ability to read a mathematical text. | 5.0  | 0.0                |

**The course has increased my ability to communicate the subject in writing.**

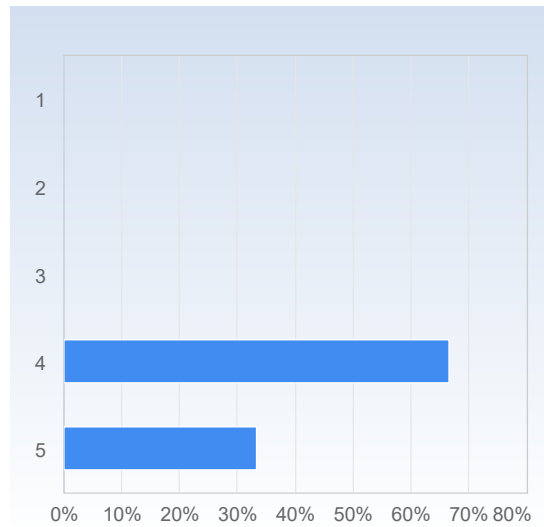
| The course has increased my ability to communicate the subject in writing. | Number of responses |
|--|---------------------|
| 1  | 0 (0.0%)            |
| 2  | 0 (0.0%)            |
| 3  | 0 (0.0%)            |
| 4  | 0 (0.0%)            |
| 5  | 3 (100.0%)          |
| Total  | 3 (100.0%)          |



|  | Mean | Standard Deviation |
|--|------|--------------------|
| The course has increased my ability to communicate the subject in writing. | 5.0  | 0.0                |

### The course has increased my ability to communicate the subject orally.

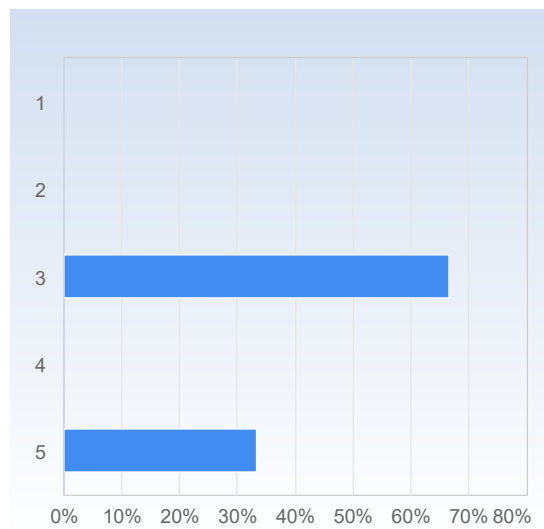
| The course has increased my ability to communicate the subject orally. | Number of responses |
|--|---------------------|
| 1  | 0 (0.0%)            |
| 2  | 0 (0.0%)            |
| 3  | 0 (0.0%)            |
| 4  | 2 (66.7%)           |
| 5  | 1 (33.3%)           |
| Total  | 3 (100.0%)          |



|  | Mean | Standard Deviation |
|--|------|--------------------|
| The course has increased my ability to communicate the subject orally. | 4.3  | 0.6                |

### The course has increased my ability to cooperate.

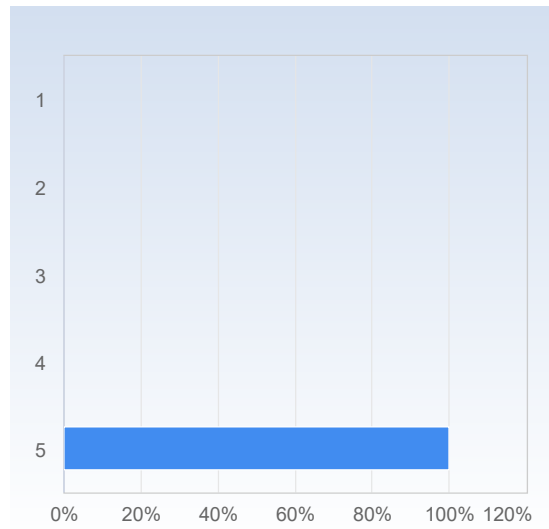
| The course has increased my ability to cooperate. | Number of responses |
|---|---------------------|
| 1   | 0 (0.0%)            |
| 2   | 0 (0.0%)            |
| 3   | 2 (66.7%)           |
| 4   | 0 (0.0%)            |
| 5   | 1 (33.3%)           |
| Total   | 3 (100.0%)          |



|   | Mean | Standard Deviation |
|---|------|--------------------|
| The course has increased my ability to cooperate. | 3.7  | 1.2                |

### The course has increased my ability to search and process information.

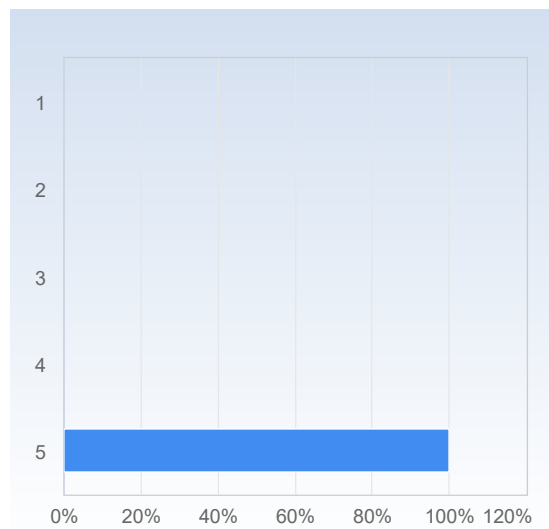
| The course has increased my ability to search and process information. | Number of responses |
|--|---------------------|
| 1  | 0 (0.0%)            |
| 2  | 0 (0.0%)            |
| 3  | 0 (0.0%)            |
| 4  | 0 (0.0%)            |
| 5  | 3 (100.0%)          |
| Total  | 3 (100.0%)          |



|  | Mean | Standard Deviation |
|--|------|--------------------|
| The course has increased my ability to search and process information. | 5.0  | 0.0                |

### The course has increased my ability to analyze and solve problems.

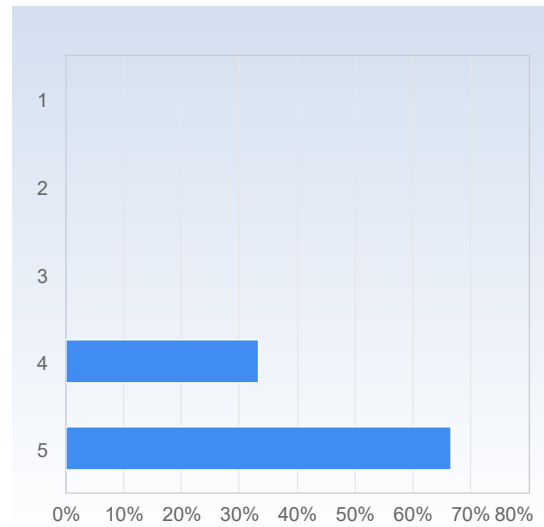
| The course has increased my ability to analyze and solve problems. | Number of responses |
|--|---------------------|
| 1  | 0 (0.0%)            |
| 2  | 0 (0.0%)            |
| 3  | 0 (0.0%)            |
| 4  | 0 (0.0%)            |
| 5  | 3 (100.0%)          |
| Total  | 3 (100.0%)          |



|  | Mean | Standard Deviation |
|--|------|--------------------|
| The course has increased my ability to analyze and solve problems. | 5.0  | 0.0                |

## As a result of this course, I feel confident about tackling unfamiliar problems.

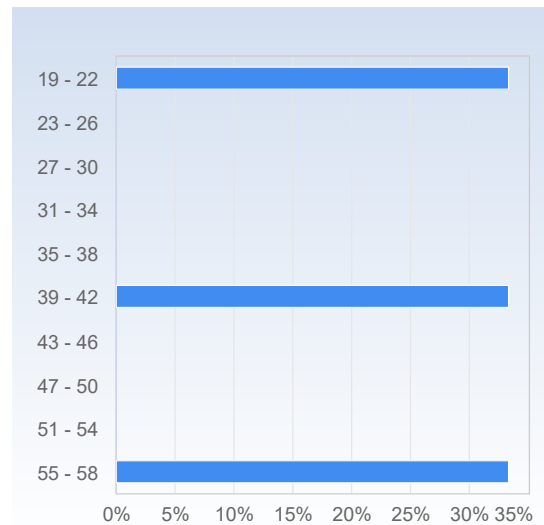
| As a result of this course, I feel confident about tackling unfamiliar problems. | Number of responses |
|--|---------------------|
| 1  | 0 (0.0%)            |
| 2  | 0 (0.0%)            |
| 3  | 0 (0.0%)            |
| 4  | 1 (33.3%)           |
| 5  | 2 (66.7%)           |
| Total  | 3 (100.0%)          |



| As a result of this course, I feel confident about tackling unfamiliar problems. | Mean | Standard Deviation |
|--|------|--------------------|
|  | 4.7  | 0.6                |

## 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 |
|---|---------------------|
| 19 - 22   | 1 (33.3%)           |
| 23 - 26   | 0 (0.0%)            |
| 27 - 30   | 0 (0.0%)            |
| 31 - 34   | 0 (0.0%)            |
| 35 - 38   | 0 (0.0%)            |
| 39 - 42   | 1 (33.3%)           |
| 43 - 46   | 0 (0.0%)            |
| 47 - 50   | 0 (0.0%)            |
| 51 - 54   | 0 (0.0%)            |
| 55 - 58   | 1 (33.3%)           |
| Total   | 3 (100.0%)          |



| Average number of hours spent in total on the course per week (including scheduled activities): | Mean | Standard Deviation |
|---|------|--------------------|
|   | 38.7 | 18.0               |

## What did you appreciate most with the course?

| What did you appreciate most with the course?   |
|---|
| - The meetings with my supervisor to discuss every problem of the thesis.   |
| - The topic of my thesis.   |
| - Talking about things that it is difficult to find in other courses as ethics or the role of mathematics in society. |
| Relaxed but productive mentality  |
| My supervisor was great   |

## What do you think should be improved?

What do you think should be improved?

I think it would be great a video explaining all the steps when writing a thesis at Lund University, specially for the Bachelor course. I found particularly useful for example the videos about how to apply for a Master in Lund University. Something like that would help to understand better the whole process from the beginning.

The general course with the whole group in my opinion was in a level lower than high school. Anitha who is a mathematician never had presentation time, she was always asked if she wants to add something in the end. The librarian was practically teaching a course which has focus on library resources only in a couple of sessions. Yet for some reason she feels comfortable to teach anything ranging from ethics and philosophy to mathematical writing. End embarks in endless presentations where she speaks about subjects where her knowledge is less than encyclopedical. Teaches about mathematics and society because she just read a book for mathematics and society from LTH (her words, not mine). I am sorry that I have to leave this feedback It gives me no pleasure and wish I did not have to. But this is just unacceptable.

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

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

No.

I strongly believe that Anitha is being discriminated against. Why does she get a 2% of the lecturing time? And why is her task to only be asked if she has something to add?

## Regarding the Bachelor's Programme.

### Have you experienced any unnecessary overlap between courses during your bachelor's education? If so, describe in what way and between which courses?

Regarding the Bachelor's Programme.

Have you experienced any unnecessary overlap between courses during your bachelor's education? If so, describe in what way and between which courses?

I chose my courses avoiding overlapping so I did not have that problem but I guess that with so many courses it is hard to make a schedule where all fits perfectly.

No

If there was a course on Topology on Bachelor level then

1. We would have understood something.
2. Teachers in all analysis courses would not have had to spend lectures everytime to give brief introductions to topological concepts that are necessary for their. Noone understands anything substancial from those introductions and there is always confusion surrounding these things lingering on troughout the education.

### Have you acquired sufficient knowledge in your subject during your education?

Have you acquired sufficient knowledge in your subject during your education?

I think more than sufficient.

Yes

No.

1. The bachelor is very much focused on analysis and lacks courses in other fields of mathematics.
2. Although it focuses on analysis, it yet fails to provide a basic undergraduate course in Measure theory.
3. On top of that, you have statistics teachers teaching you about measures where they explain nothing adequately and noone understands.
4. The basic programming courses( first introductory course and continuation course in Java) are in Swedish. This is highly discriminatory. Although the programme is supposed to be in english we dont have opportunity for ANY programming course in english. The NUMA01 course is not considered programming course so we cannot even be eligible to get some continuation course in programming from some other university.

## Have you acquired sufficient generic skills (i.e. ability to write scientifically, to write popular scientifically, to oral presentations, to work with computers etc.) during your education?

Have you acquired sufficient generic skills (i.e. ability to write scientifically, to write popular scientifically, to oral presentations, to work with computers etc.) during your education?

Yes, I think so.

Yes

No.

A basic programming course (in the sense of computer science)?

## These are the advantages of the education:

These are the advantages of the education:

- From the beginning of the program you feel how you are being prepared very rigorously.
- I found that the human quality of the teachers and their preparation was great.
- Wide variety of courses in English.

Flexibility, many professors and especially Anna-Maria are very helpful.

No advantages compared to other similar bachelor education (see above).

There are of course individual great and devoted teachers that try to make the most of the system they are in.

## The following aspects of the education need improvement:

The following aspects of the education need improvement:

I believe that in many courses the available resources could be improved. Today there are communication tools that could benefit the participation of students in education. Perhaps many Canvas options are underused, although it is a great tool.

(See above)

## What is your general opinion about the education?

What is your general opinion about the education?

My general opinion is very positive, I have enjoyed a lot in all the courses with teachers and classmates. A bit as a personal criticism I think that the specialization is done very early. Two students, for example, in pure mathematics and numerical analysis, my field, can finish the degree with 30% of common subjects. I believe that the degree should be more uniform and the specialization should be done in the last year or even later in a master's degree, but that is my personal opinion. I understand that the plans are very short and we tend to specialize everything, but it seems to me that the formation of at least a Bachelor should be more uniform in mathematical fundamentals.

Great

1. Lower level than other similar education in the other large universities in Sweden (for the reasons stated above).

2. Bad culture of elitism among students which I believe is also inherited by the culture in the department. As example I can mention the students whose daily pleasure is to correct lecturers' typos on the board and think that this is the definition of being smart or interested. Why do you encourage this culture?