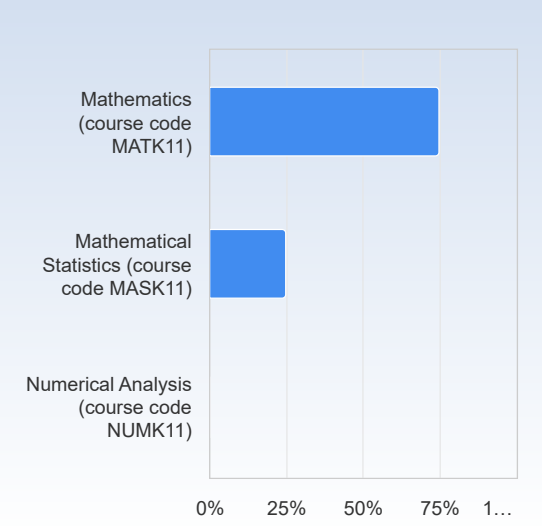
Degree Project Course (Bachelor)

Answer Count: 4

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)	3 (75.0%)
Mathematical Statistics (course code MASK11)	1 (25.0%)
Numerical Analysis (course code NUMK11)	0 (0.0%)
Total	4 (100.0%)



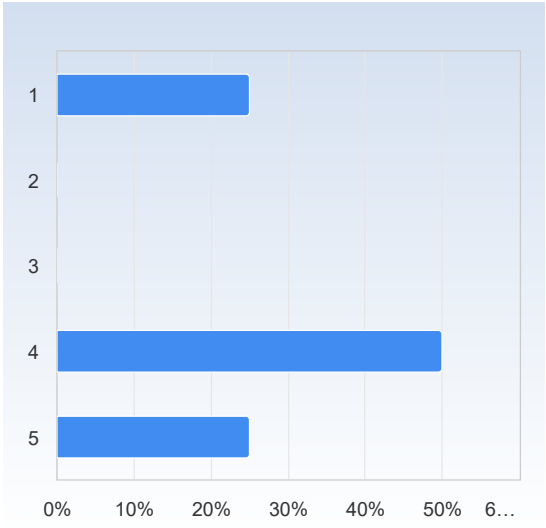
	Mean	Standard Deviation
I have completed the Bachelor´s Degree Project within	1.2	0.5

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.

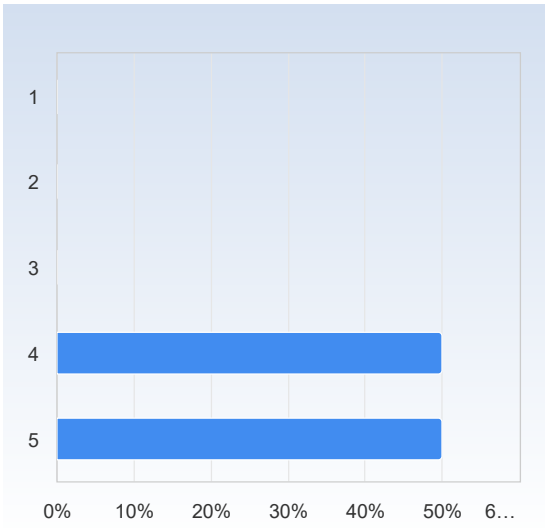
The information I received before the course start was satisfactory.	Number of responses
1	1 (25.0%)
2	0 (0.0%)
3	0 (0.0%)
4	2 (50.0%)
5	1 (25.0%)
Total	4 (100.0%)



	Mean	Standard Deviation
The information I received before the course start was satisfactory.	3.5	1.7

The communication with the supervisor during the course was good.

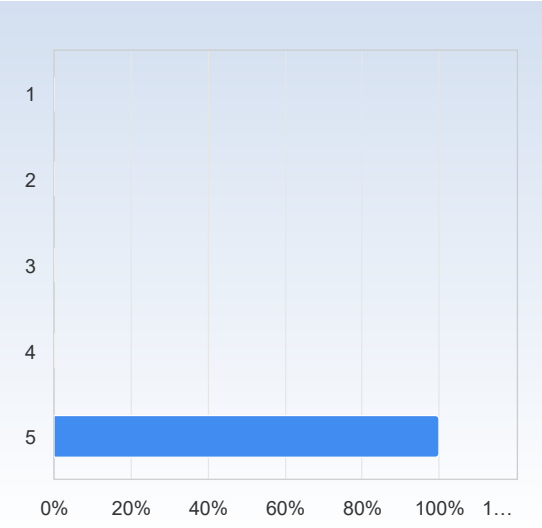
The communication with the supervisor during the course was good.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	2 (50.0%)
5	2 (50.0%)
Total	4 (100.0%)



	Mean	Standard Deviation
The communication with the supervisor during the course was good.	4.5	0.6

The subject of the degree project suited my interests.

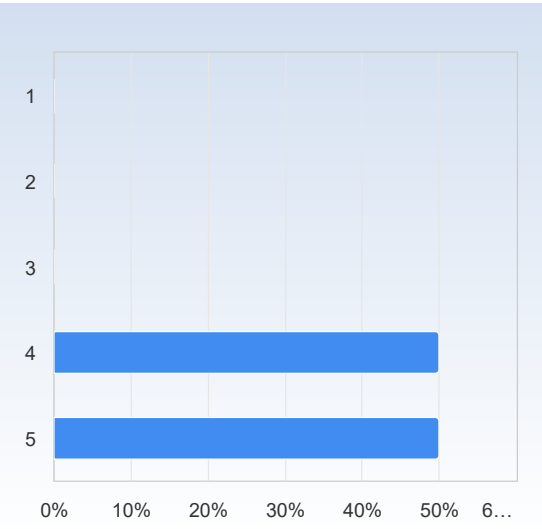
The subject of the degree project suited my interests.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	0 (0.0%)
5	4 (100.0%)
Total	4 (100.0%)



	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.

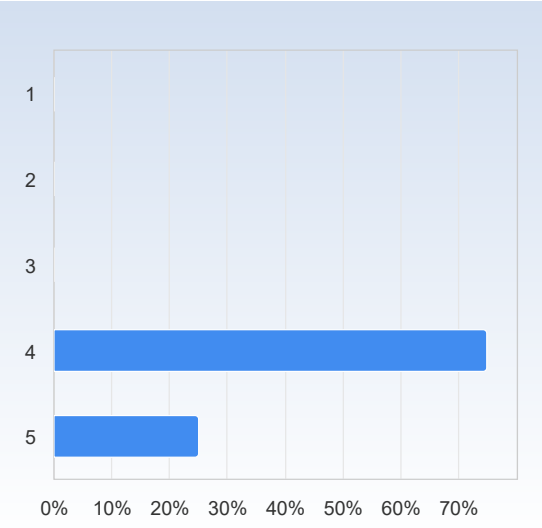
The degree of difficulty of the project was reasonable.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	2 (50.0%)
5	2 (50.0%)
Total	4 (100.0%)



	Mean	Standard Deviation
The degree of difficulty of the project was reasonable.	4.5	0.6

The overall workload has been reasonable.

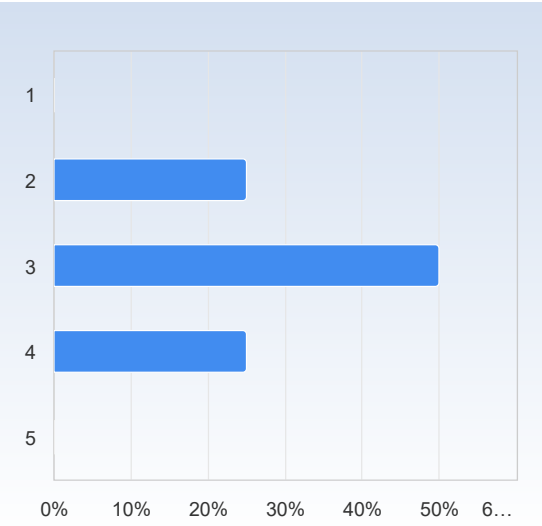
The overall workload has been reasonable.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	3 (75.0%)
5	1 (25.0%)
Total	4 (100.0%)



	Mean	Standard Deviation
The overall workload has been reasonable.	4.2	0.5

The workload was evenly distributed throughout the course.

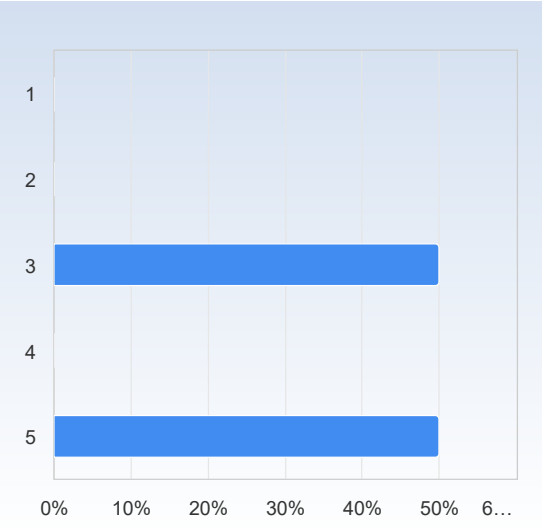
The workload was evenly distributed throughout the course.	Number of responses
1	0 (0.0%)
2	1 (25.0%)
3	2 (50.0%)
4	1 (25.0%)
5	0 (0.0%)
Total	4 (100.0%)



	Mean	Standard Deviation
The workload was evenly distributed throughout the course.	3.0	0.8

The suggested literature/material was a valuable learning resource.

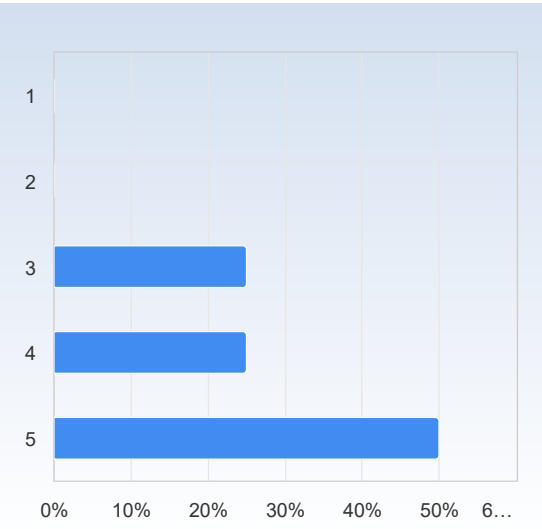
The suggested literature/material was a valuable learning resource.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	2 (50.0%)
4	0 (0.0%)
5	2 (50.0%)
Total	4 (100.0%)



	Mean	Standard Deviation
The suggested literature/material was a valuable learning resource.	4.0	1.2

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

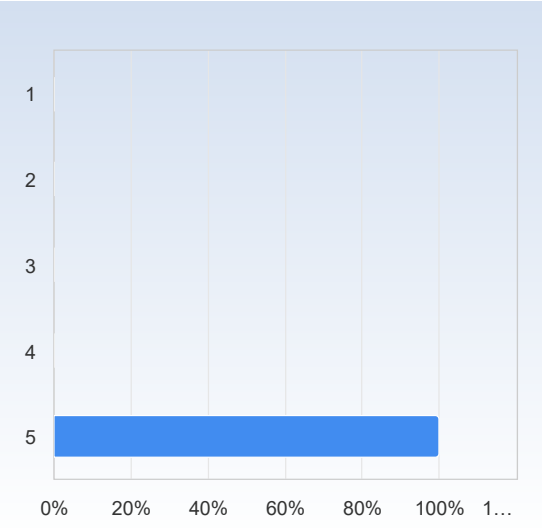
The meetings with the supervisor have been valuable for my learning.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	1 (25.0%)
4	1 (25.0%)
5	2 (50.0%)
Total	4 (100.0%)



	Mean	Standard Deviation
The meetings with the supervisor have been valuable for my learning.	4.2	1.0

Studying on my own was valuable for my learning.

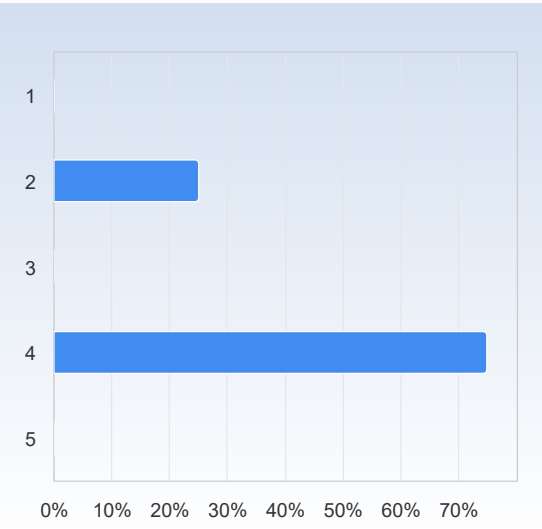
Studying on my own was valuable for my learning.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	0 (0.0%)
5	4 (100.0%)
Total	4 (100.0%)



	Mean	Standard Deviation
Studying on my own was valuable for my learning.	5.0	0.0

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

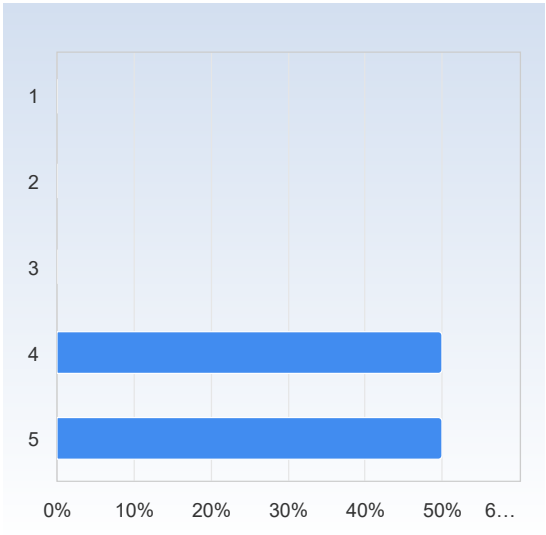
It was clear throughout the course what was expected of me.	Number of responses
1	0 (0.0%)
2	1 (25.0%)
3	0 (0.0%)
4	3 (75.0%)
5	0 (0.0%)
Total	4 (100.0%)



	Mean	Standard Deviation
It was clear throughout the course what was expected of me.	3.5	1.0

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

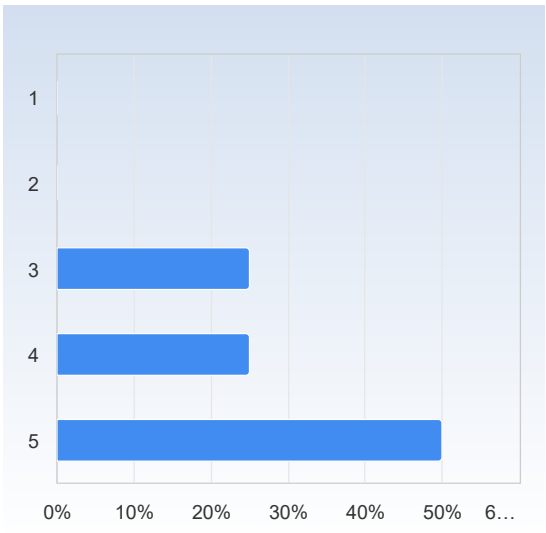
I have received valuable feedback from my supervisor during the course.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	2 (50.0%)
5	2 (50.0%)
Total	4 (100.0%)



	Mean	Standard Deviation
I have received valuable feedback from my supervisor during the course.	4.5	0.6

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

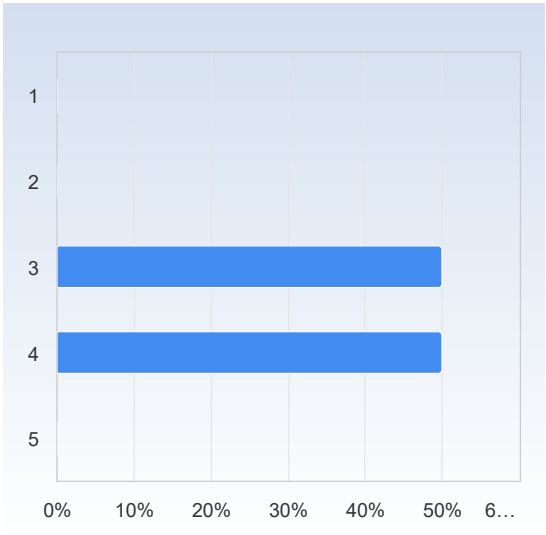
The supervisor has inspired and motivated me to do my best.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	1 (25.0%)
4	1 (25.0%)
5	2 (50.0%)
Total	4 (100.0%)



	Mean	Standard Deviation
The supervisor has inspired and motivated me to do my best.	4.2	1.0

The examination matched the contents and level of the course.

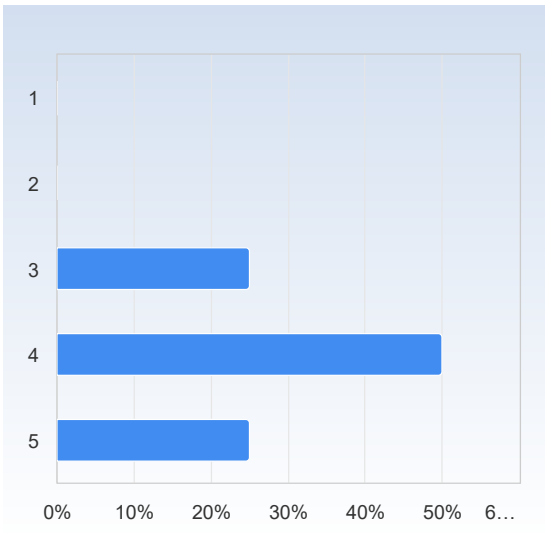
The examination matched the contents and level of the course.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	2 (50.0%)
4	2 (50.0%)
5	0 (0.0%)
Total	4 (100.0%)



	Mean	Standard Deviation
The examination matched the contents and level of the course.	3.5	0.6

The way the course was organized suited me.

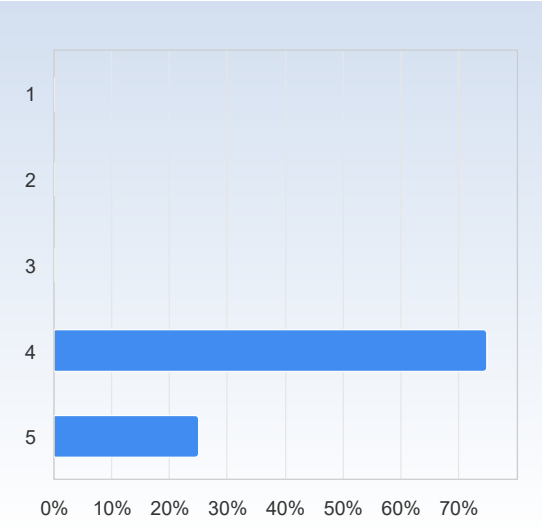
The way the course was organized suited me.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	1 (25.0%)
4	2 (50.0%)
5	1 (25.0%)
Total	4 (100.0%)



	Mean	Standard Deviation
The way the course was organized suited me.	4.0	0.8

The course met my expectations.

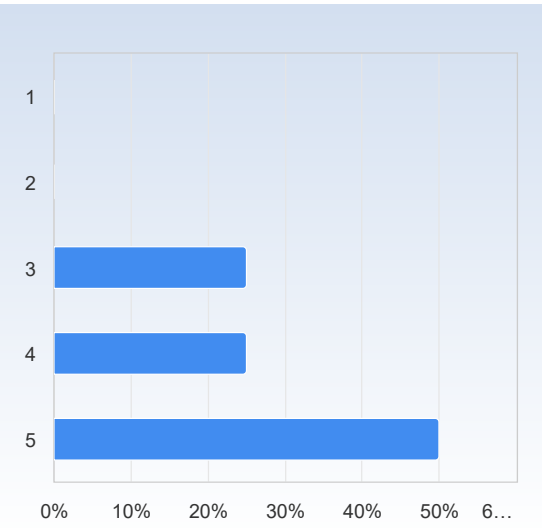
The course met my expectations.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	3 (75.0%)
5	1 (25.0%)
Total	4 (100.0%)



	Mean	Standard Deviation
The course met my expectations.	4.2	0.5

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 (25.0%)
4	1 (25.0%)
5	2 (50.0%)
Total	4 (100.0%)



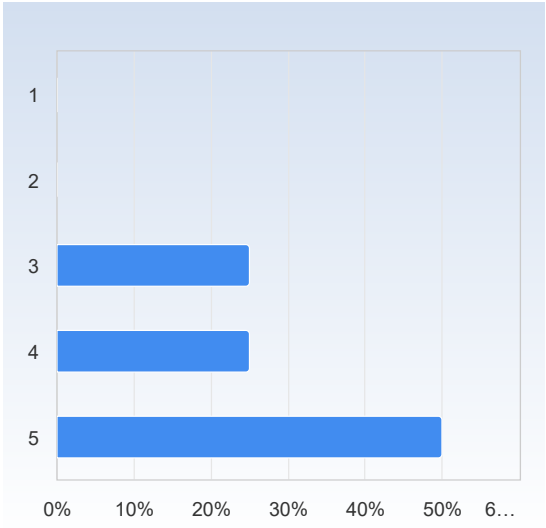
	Mean	Standard Deviation
Overall, I am satisfied with the course.	4.2	1.0

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.

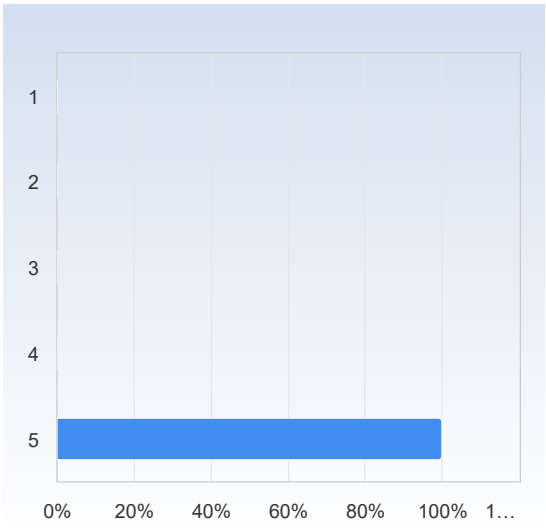
The course has increased my ability to read a mathematical text.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	1 (25.0%)
4	1 (25.0%)
5	2 (50.0%)
Total	4 (100.0%)



	Mean	Standard Deviation
The course has increased my ability to read a mathematical text.	4.2	1.0

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

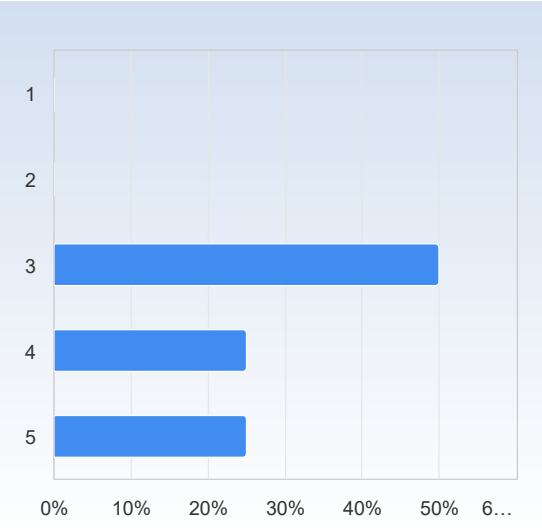
The course has increased my ability to communicate the subject in writing.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	0 (0.0%)
5	4 (100.0%)
Total	4 (100.0%)



	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.

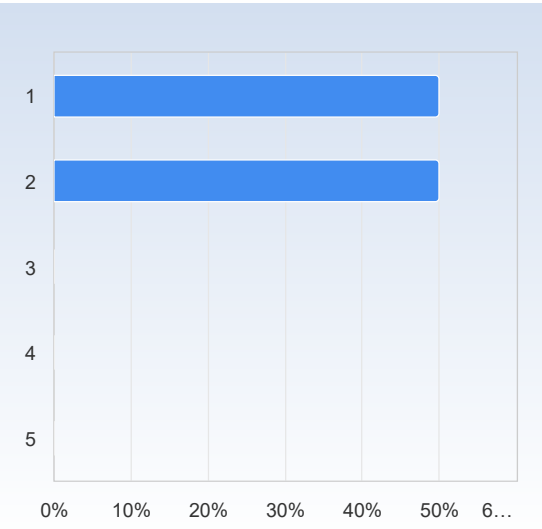
The course has increased my ability to communicate the subject orally.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	2 (50.0%)
4	1 (25.0%)
5	1 (25.0%)
Total	4 (100.0%)



	Mean	Standard Deviation
The course has increased my ability to communicate the subject orally.	3.8	1.0

The course has increased my ability to cooperate.

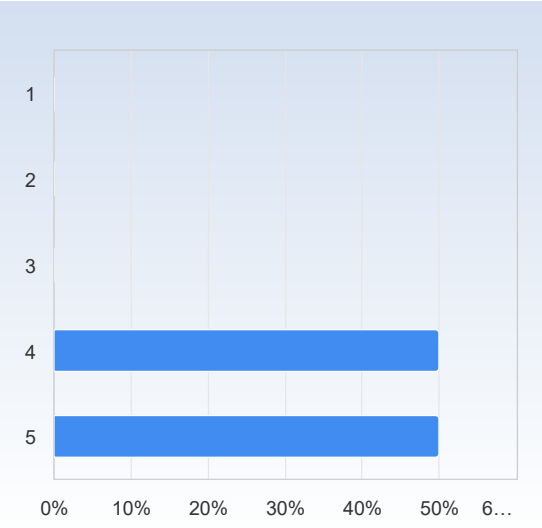
The course has increased my ability to cooperate.	Number of responses
1	2 (50.0%)
2	2 (50.0%)
3	0 (0.0%)
4	0 (0.0%)
5	0 (0.0%)
Total	4 (100.0%)



	Mean	Standard Deviation
The course has increased my ability to cooperate.	1.5	0.6

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

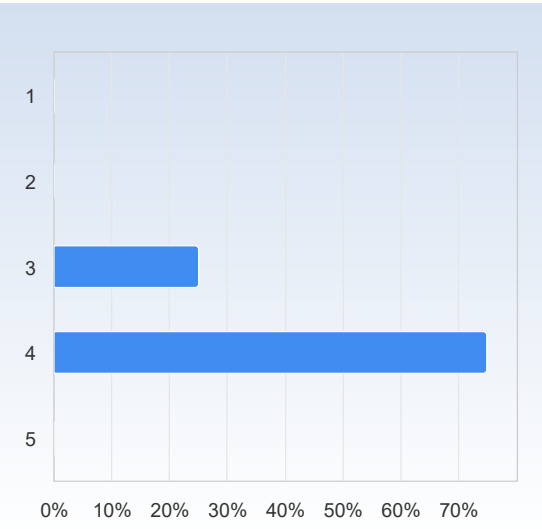
The course has increased my ability to search and process information.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	2 (50.0%)
5	2 (50.0%)
Total	4 (100.0%)



	Mean	Standard Deviation
The course has increased my ability to search and process information.	4.5	0.6

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

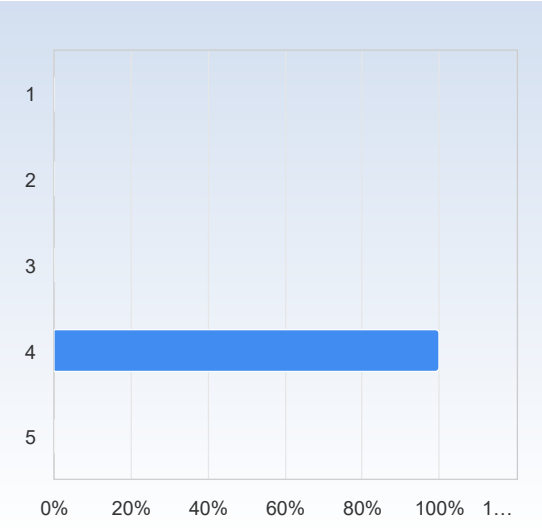
The course has increased my ability to analyze and solve problems.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	1 (25.0%)
4	3 (75.0%)
5	0 (0.0%)
Total	4 (100.0%)



	Mean	Standard Deviation
The course has increased my ability to analyze and solve problems.	3.8	0.5

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

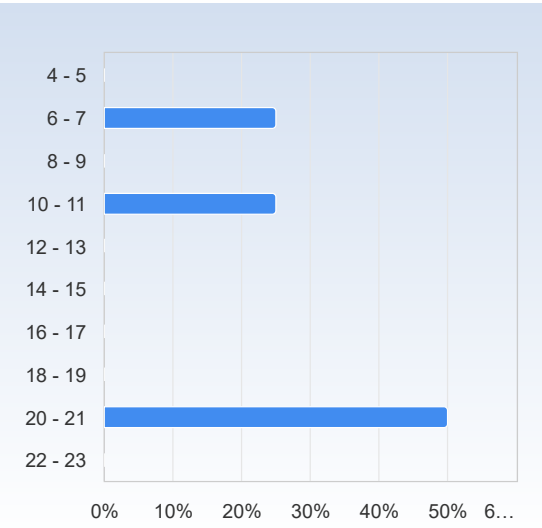
As a result of this course, I feel confident about tackling unfamiliar problems.	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	4 (100.0%)
5	0 (0.0%)
Total	4 (100.0%)



	Mean	Standard Deviation
As a result of this course, I feel confident about tackling unfamiliar problems.	4.0	0.0

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
4 - 5	0 (0.0%)
6 - 7	1 (25.0%)
8 - 9	0 (0.0%)
10 - 11	1 (25.0%)
12 - 13	0 (0.0%)
14 - 15	0 (0.0%)
16 - 17	0 (0.0%)
18 - 19	0 (0.0%)
20 - 21	2 (50.0%)
22 - 23	0 (0.0%)
Total	4 (100.0%)



	Mean	Standard Deviation
Average number of hours spent in total on the course per week (including scheduled activities):	14.2	6.8

What did you appreciate most with the course?

What did you appreciate most with the course?
Working with a topic that I chose myself
Being forced to do learn and solve problems on your own, while at the same time having excellent support from my supervisor if necessary.
My advisor was amazing and it was great to have more one-on-one time with a researcher and an opportunity to deep-dive into some more difficult mathematics. It was also my first time writing a text of this length, and I think that was great practice I also liked the

What do you think should be improved?

What do you think should be improved?
No Zoom seminars
Integrating your own thesis work into the common sessions, but I don't know how to do it.
I think the administrative details (about things like LUP and similar) could be pesented more clearly online on, say, the course page. Right now, as far as I can tell, the information is only avaliable during the meetings or perhaps on the slides (if the information was on the slides - and not communicated verbally). I apologize if there is clear info somewhere and I have just not found it.

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
No.
no

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'm pretty sure there was some overlap between Foundations of Algebra and some of the other first year courses. Also, introducing basic algebraic structures (e.g. groups, rings, fields) in both Discrete Mathematics and Algebraic Structures seems a bit unnecessary - to me, it's not really clear why Discrete Mathematics should be a prerequisite for Algebraic Structures in the first place.
The courses Foundations of algebra and Discrete mathematics have a lot of overlap. The course Analytic functions overlapped a bit too much with Analysis in several variables (harmonic functions, if I remember correctly) and sometimes Linear analysis.
Yes. Between foundations of algebra, discrete math, and algebraic structures. I do think the new plan (i.e. removing foundations of algebra and replacing it with "intro to higher analysis") will basically fix this and is a welcome change.
No

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

Have you acquired sufficient knowledge in your subject during your education?
As a whole, yes, but I think that in some aspects, it is lacking. In particular, I think that the courses in analysis in several variables are way too superficial (barely any "real proofs" were included when I took them, and consequently, my knowledge of analysis in several variables is MUCH weaker than I think it should be after taking 15 hp of the subject). I also think that there should be more algebra oriented courses, and I think that there should be at least one course concerning foundations. Most other universities that I have looked at offer these kinds of courses!
I don't know yet, but I think some areas are lacking. For someone focusing on algebra, it feels wrong to have taken significantly more analysis courses simply because of a lack of algebra courses to take. Among the courses I wish I would have been able to take is an introduction to algebraic geometry, representation theory (although that seems to be fixed?), and a higher level linear algebra course (which could just be adding more to the existing course).
Yes, though I think the university could try to push its students a bit more. Maybe I'm out of touch with this since I have generally done quite well, but I think especially in Analysis in Several Variables (in my case taught by Anders Olofsson), I often had the feeling that I "should" have learned more during those courses than I did based on the fact that they were 15 credits. This is also true for some other courses like discrete math, and foundations of algebra, analytic functions. I think I have learned enough, but I have also taken courses outside of what was asked of me. In particular I think it is very easy to finish this programme without taking courses that are important for a bachelor's student to know, such as algebraic structures, complex analysis (in the form of analytic functions), and topology.
Yes and no

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.
Yes. Oral presentations might be a bit lacking, though.
Working with computers - yes. Particularly if you take numerical analysis courses. Even outside of them you will have to learn programming, which is good. Writing scientifically and popular scientifically - this basically only exists in the degree project course. I'm not sure how to integrate the popular scientifically thing into the programme well, but I think having more assignments with longer writing cold be good. Like having a course where the main moment of examination is some sort of presentation or hand-in of a document (I think for example the continuation course in measure theory does this, though I haven't taken it myself). I think oral presentatoins are emphasized pretty well with seminars.
Yes very much so

These are the advantages of the education:

These are the advantages of the education:
Lots of freedom - you get to decide for yourself what courses you want to take at what point in your education.
I've taken a very wide selection of courses (although more depth would also have been nice). The teaching has generally been good. Five hour writing time for the exams is excellent. Being able to choose what courses you take outside of the mathematics department is good. It makes more sense to give the students the ability to focus on one thing instead of having a couple of basic courses in several different subjects (although that is also possible given the freedom to choose). In general, the ability to choose your courses (almost) freely after the first year is great.
It is very flexible. Allows you to take the courses you want, and possibly more than you technically need. It does not feel like the bureaucracy of higher education comes in the way of learning too much. The general culture is quite positive among students and staff.
Basic programming skills You can choose courses

The following aspects of the education need improvement:

The following aspects of the education need improvement:
In my opinion, parts of the course catalogue should be reworked - for example, I don't think that the courses in analysis in several variables make the cut for a bachelor's program in mathematics. It would be nice if there were some courses in modern algebra and at least one course concerning foundations.
Many courses are way too slow: there are very few courses that would take even close to 20 hours per week. One notable exception is Group and Ring Theory, which is great. We're here to study, after all. Oral exams should perhaps be a little bit more standardized. At the moment, some don't even ask any questions, while others grade very harshly. Individually is great and different subjects must be handled differently, but I am certain that the same amount of knowledge could either fail or get full points in different courses right now. It might be good to have some examples of study paths at the course application process presentations, just to give the students some practical information about what might fit into a Bachelor degree and how to get all of the prerequisites. If the general workload does not increase, at least be clear about the fact that more than 100% study pace at the same time is possible, but perhaps not for everyone. The seminars are almost always worse than the lectures -- either you have done all of the exercises, in which case you sit and do nothing, or you haven't done them, in which case actually doing them on your own is more valuable. Perhaps there is a way to make the seminars more interactive and a place to share understanding and intuition with the other students, but I don't know exactly how. And to make people less shy: don't grade the seminars. Maybe give some points if you show up just to incentivize people to go to them, but making them public examinations is a bad idea. I get that allowing students to retake exams endlessly is extra work for the teachers, but the current "no retake if you pass" policy leads to very bad situaitons. You should not have to sit during the exam and decide whether to hand in your work and risk passing without any chance at a higher grade, or simply throw your solutions away to ensure that the possibility of a retake exists. Have the teachers encurouge the students to use the library to read about something they are interested in on the side.
It is very flexible. This means you can do what you want, but is a double-edged sword. If you don't know what is usually expected for bachelor's students around the world it is possible to finish your education without learning about things like algebraic structures, complex analysis, and topology. In fact all of these courses are currently "Higher level" (="master's level"), which I think simply should not be true, or at least is not indicative of what should be expected by students. I think the university could be more clear about what courses are a good idea to take during your bachelor's, since the "higher level" courses include courses that are too advanced for most bachelor students and also courses that really should be studied during your bachelor. Also the department really needs more algebra, in particular after this semester when Gustavo leaves. Even before he left this department was quite low on algebraists (with for example the entire field of Algebraic Geometry missing), but afterwards it honestly feels like most master's students wanting to study the subject should simply go to another university unless more faculty working in the area are hired.
I think 2 months for 7’5 credit course is too little as that means that we need to start preparing for the exam a month before which is when we haven’t even covered half of the material Also, we often don’t have time for revision lectures before exams. I often had a lecture explaining new material and then the exam next day

What is your general opinion about the education?

What is your general opinion about the education?
Good but not perfect.
Solid, fun, but lacking ambition and higher expectiations. With a few notable exceptions.
Overall I am fairly satisfied. I think the rest of my answers summarize my opinion fairly well.
It’s a good base for a master depending on topic you like