



**LUND**  
UNIVERSITY

Centre for Mathematical Sciences  
Division of Mathematics and Numerical Analysis

Centre for Mathematical Sciences  
Faculty of Science

## Course Analysis for MATM31 Algebraic structures, spring 2024

### Course Information

**Lecturer:** Anna Torstensson

**Teaching assistants:** Anna Torstensson

**Number of students:**

34 newly registered and 3 re-registered.

9 students answered the course evaluation (this includes both NF and LTH students).

### Examination

**Assignment:** 27 students passed.

**Oral examination:** 18 students passed.

**Written examination:** 18 students passed.

- Ordinary examination 28/05 2024: 25 students participated and 14 of them passed.
- Resit examination 20/08 2024: 10 students participated and 4 of them passed.

### Final grades

In all, 18 students, including 1 re-registered students, have got their final grade.

10 passed with distinction.

8 passed.

### Course Evaluation

**Summary of student's answers:**

See attached pdf for CEQ evaluation report

**Teachers' comments:**

This course was given jointly for science students and engineering students with respective course codes MATM31 and FMAN10 (though this survey was only sent to MATM31, as FMAN10 students received a separate CEQ survey). The lectures and seminars were held on campus. The lecture notes were uploaded on Canvas. For each seminar, a given list of exercises were to be discussed. Around half of the students attended the lectures and perhaps a fourth the seminars, which is relatively good compared to similar courses. The examination was carried out on campus.

*Please, turn over!*

**Changes from the previous course realisation:**

Reordering of the content compared to previous year so that rings are introduced before groups. The reason is that rings more resemble structures the students have worked with previously as integers and matrices. There were no obvious effects.

**Suggestions for the next course realisation:**

Increase the pace a little in the first 3-4 lectures to allow for more time for revision at the end. The lecture notes are well structured but minor corrections would make them even more useful. A quick evaluation a few weeks into the course when there is still time to change teaching format slightly could be valuable.

# Course evaluation report - CEQ, FMAN10

## Basic facts

Course name	<b>Algebraic Structures</b>		
Course code	FMAN10		
ECTS credits	7.5 hp	<b>Study hours according the curricula</b>	
Year	202324	Lectures	28 h
Study period the course was finished	VT_LP2	Group work	10 h
Programme	all	Laboratories	0 h
Registrated students	72	Time with supervisor	0 h
Number answers and response rate	10 / 14 %	Self study time	162 h
Number answers from males	7		
Number answers from females	2		

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

## Summary of questionnaires

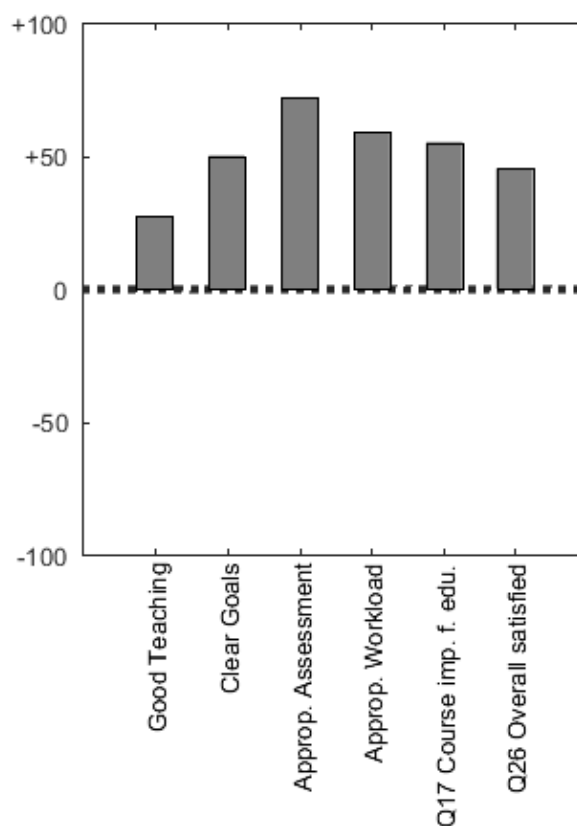
The CEQ-score span between -100 och +100, there -100 means that "I fully disagree to the statement" and +100 "I fully agree to the statement".

### Presence at teaching

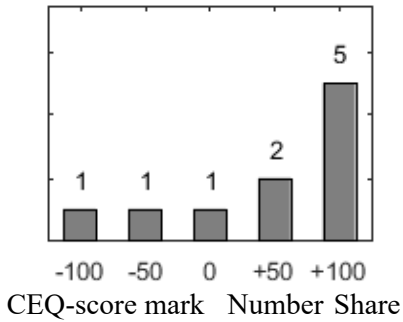
Part of teaching	Number	Share
0 %	0	0 %
20 %	2	20 %
40 %	1	10 %
60 %	2	20 %
80 %	3	30 %
100 %	2	20 %

### CEQ-scales & special questions

Scale	CEQ-score	StdDev
Good Teaching	+27	69
Clear Goals and Standards	+50	57
Appropriate Assessment	+72	23
Appropriate Workload	+59	46
Generic Skills	+24	45
<b>Special questions</b>		
The course seems important for my edu.	+55	64
Overall, I am satisfied with this course	+45	72

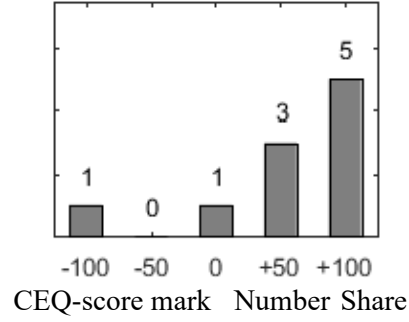


**Distribution of the answers from question 26: "Overall, I am satisfied with this course"**  
**Distribution of the answers from question 17: "The course seems important for my education"**



Category	Number	Share
Dissatisfied (<0)	2	20 %
Neutral (0)	1	10 %
Satisfied (>0)	7	70 %
No answer	0	0 %

Mean of CEQ-score	+45
Standard deviation (StdDev)	72



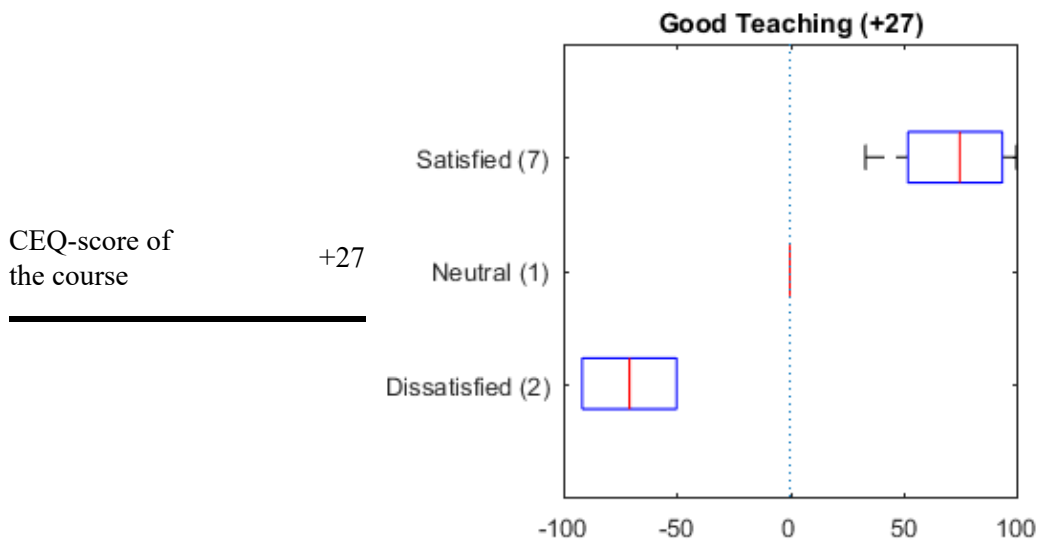
CEQ-score mark	Number	Share
-100	1	10 %
-50	0	0 %
+0	1	10 %
+50	3	30 %
+100	5	50 %

Mean of CEQ-score	+55
Standard deviation (StdDev)	64

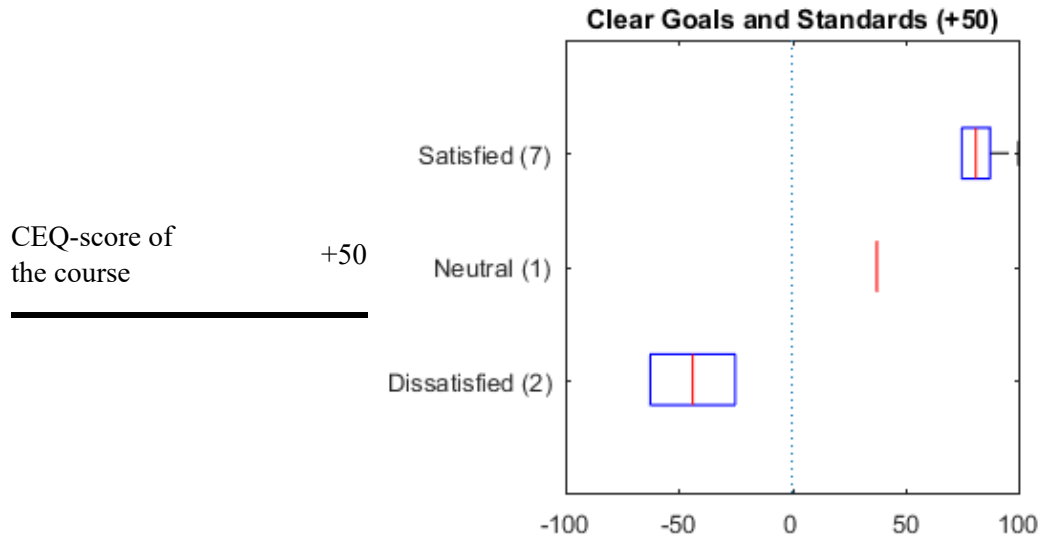
## Summary scales divided on satisfaction

Statistical examination has not been done due to at least two groups consist of less than five students

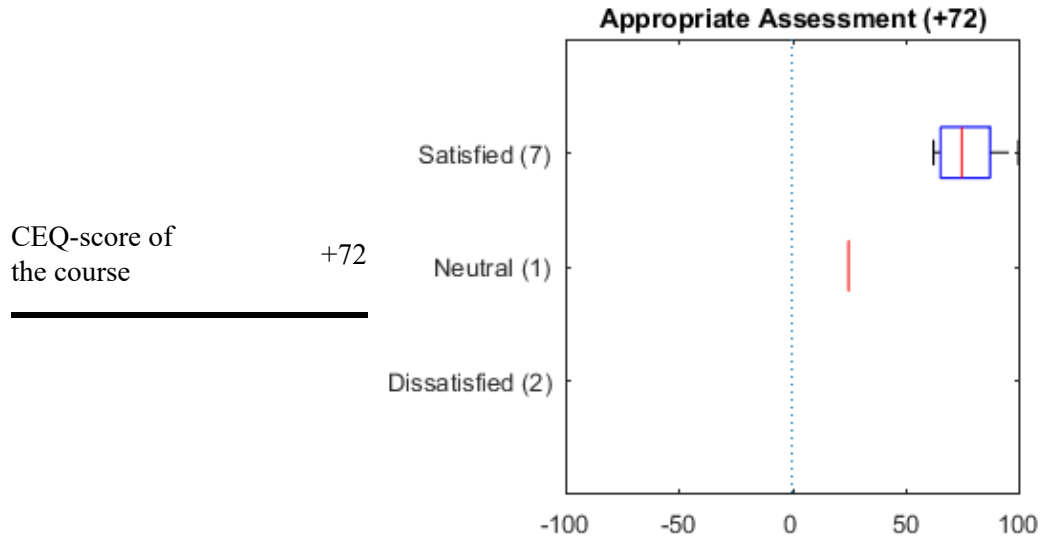
### Good Teaching



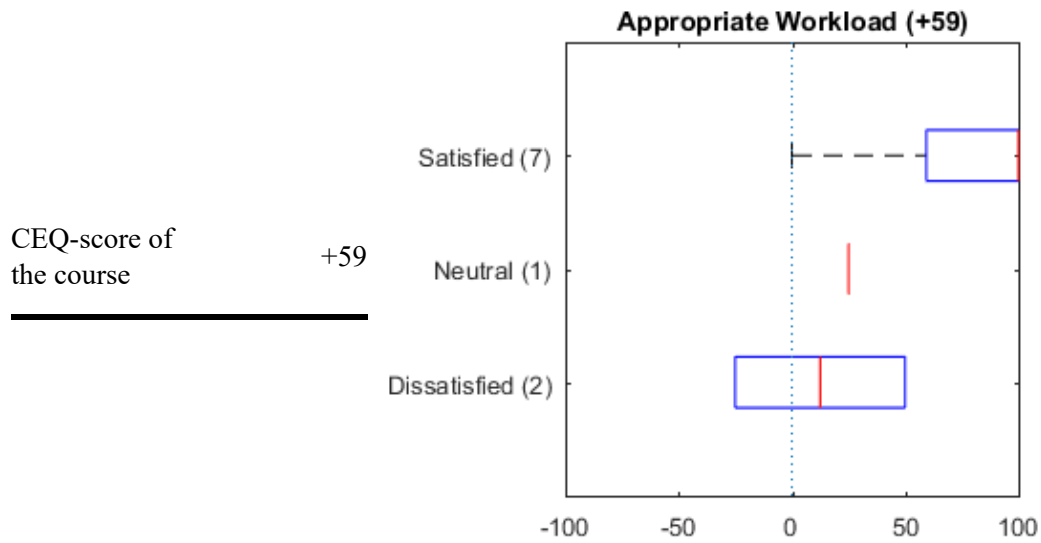
**Clear Goals and Standards**



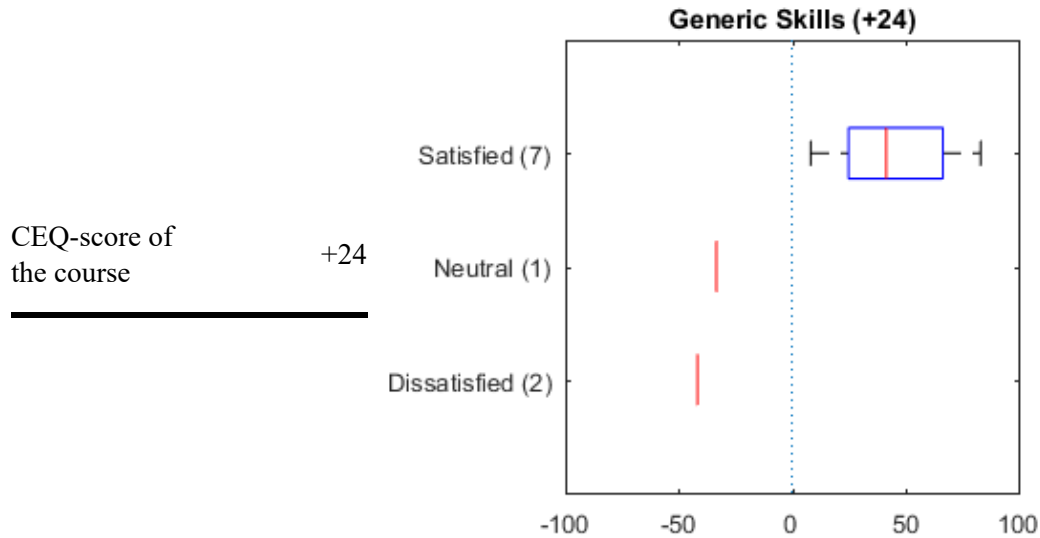
**Appropriate Assessment**



**Appropriate Workload**



### Generic Skills



## Answers to each question

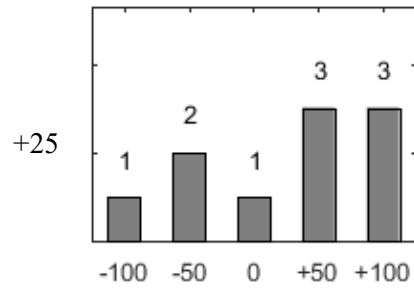
*The questions in bold are reverse positive.*

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

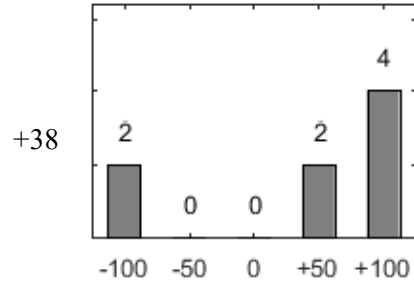
### Good Teaching (+27)

Question	CEQ-score	Histogram												
3. The teaching has motivated me to do my best	+55	<table border="1"> <caption>Histogram for Question 3</caption> <thead> <tr> <th>Score</th> <th>Frequency</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>0</td> </tr> <tr> <td>+50</td> <td>2</td> </tr> <tr> <td>+100</td> <td>6</td> </tr> </tbody> </table>	Score	Frequency	-100	1	-50	1	0	0	+50	2	+100	6
Score	Frequency													
-100	1													
-50	1													
0	0													
+50	2													
+100	6													
7. During the course I have received many valuable comments on my achievements	+35	<table border="1"> <caption>Histogram for Question 7</caption> <thead> <tr> <th>Score</th> <th>Frequency</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>1</td> </tr> <tr> <td>+50</td> <td>5</td> </tr> <tr> <td>+100</td> <td>2</td> </tr> </tbody> </table>	Score	Frequency	-100	0	-50	2	0	1	+50	5	+100	2
Score	Frequency													
-100	0													
-50	2													
0	1													
+50	5													
+100	2													
15. The teachers made a real effort to understand the problems and difficulties one might be having in this course	+35	<table border="1"> <caption>Histogram for Question 15</caption> <thead> <tr> <th>Score</th> <th>Frequency</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>2</td> </tr> <tr> <td>+100</td> <td>5</td> </tr> </tbody> </table>	Score	Frequency	-100	2	-50	1	0	0	+50	2	+100	5
Score	Frequency													
-100	2													
-50	1													
0	0													
+50	2													
+100	5													

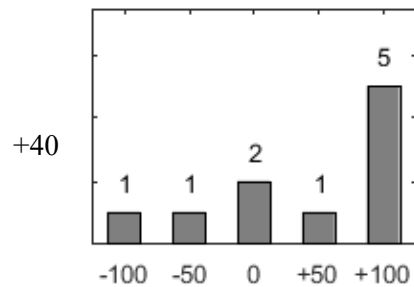
18. The teaching staff normally gave me helpful feedback on the progress of my work



19. My lecturers were extremely good at explaining things



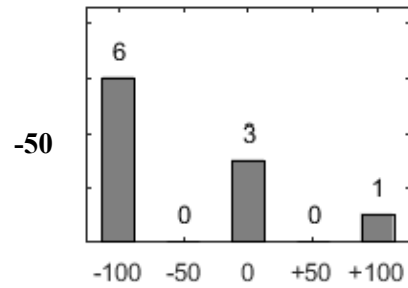
21. The teachers on the course worked hard to make the subject interesting



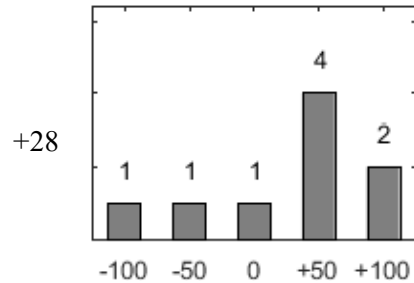
### Clear Goals and Standards (+50)

Question	CEQ-score	Histogram												
1. It was easy to know the standard of work expected	+65	<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>1</td> </tr> <tr> <td>0</td> <td>1</td> </tr> <tr> <td>+50</td> <td>2</td> </tr> <tr> <td>+100</td> <td>6</td> </tr> </tbody> </table>	Score	Count	-100	0	-50	1	0	1	+50	2	+100	6
Score	Count													
-100	0													
-50	1													
0	1													
+50	2													
+100	6													
6. I usually had a clear idea of where I was going and what was expected of me in this course	+50	<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>0</td> </tr> <tr> <td>+50</td> <td>3</td> </tr> <tr> <td>+100</td> <td>5</td> </tr> </tbody> </table>	Score	Count	-100	1	-50	1	0	0	+50	3	+100	5
Score	Count													
-100	1													
-50	1													
0	0													
+50	3													
+100	5													

**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**

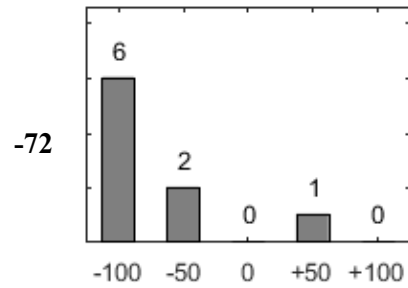


### Appropriate Assessment (+72)

Question	CEQ-score	Histogram												
<b>8. To do well in this course all you really needed was a good memory</b>	-50	<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>5</td> </tr> <tr> <td>0</td> <td>2</td> </tr> <tr> <td>+50</td> <td>0</td> </tr> <tr> <td>+100</td> <td>0</td> </tr> </tbody> </table>	Score	Count	-100	2	-50	5	0	2	+50	0	+100	0
Score	Count													
-100	2													
-50	5													
0	2													
+50	0													
+100	0													
<b>12. The teachers seemed more interested in testing what I had memorised than what I had understood</b>	-65	<table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>7</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>1</td> </tr> </tbody> </table>	Score	Count	-100	7	-50	1	0	1	+50	0	+100	1
Score	Count													
-100	7													
-50	1													
0	1													
+50	0													
+100	1													
<b>16. The assessment methods employed in this course required an in-depth understanding of the course content</b>	+44	<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>1</td> </tr> <tr> <td>0</td> <td>3</td> </tr> <tr> <td>+50</td> <td>1</td> </tr> <tr> <td>+100</td> <td>4</td> </tr> </tbody> </table>	Score	Count	-100	0	-50	1	0	3	+50	1	+100	4
Score	Count													
-100	0													
-50	1													
0	3													
+50	1													
+100	4													



**20. Too much of the assessment was just about facts**



**Appropriate Workload (+59)**

Question	CEQ-score	Histogram												
<b>4. The workload has been much too heavy</b>	-70	<table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>6</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>0</td> </tr> </tbody> </table>	Score	Count	-100	6	-50	2	0	2	+50	0	+100	0
Score	Count													
-100	6													
-50	2													
0	2													
+50	0													
+100	0													
<b>14. I was generally given enough time to understand the things I had to learn</b>	+55	<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>1</td> </tr> <tr> <td>0</td> <td>2</td> </tr> <tr> <td>+50</td> <td>2</td> </tr> <tr> <td>+100</td> <td>5</td> </tr> </tbody> </table>	Score	Count	-100	0	-50	1	0	2	+50	2	+100	5
Score	Count													
-100	0													
-50	1													
0	2													
+50	2													
+100	5													
<b>22. There was a lot of pressure on me as a student in this course</b>	-55	<table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>4</td> </tr> <tr> <td>-50</td> <td>4</td> </tr> <tr> <td>0</td> <td>1</td> </tr> <tr> <td>+50</td> <td>1</td> </tr> <tr> <td>+100</td> <td>0</td> </tr> </tbody> </table>	Score	Count	-100	4	-50	4	0	1	+50	1	+100	0
Score	Count													
-100	4													
-50	4													
0	1													
+50	1													
+100	0													
<b>24. The sheer volume of work in this course made it impossible to comprehend everything thoroughly</b>	-55	<table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>5</td> </tr> <tr> <td>-50</td> <td>2</td> </tr> <tr> <td>0</td> <td>2</td> </tr> <tr> <td>+50</td> <td>1</td> </tr> <tr> <td>+100</td> <td>0</td> </tr> </tbody> </table>	Score	Count	-100	5	-50	2	0	2	+50	1	+100	0
Score	Count													
-100	5													
-50	2													
0	2													
+50	1													
+100	0													

## Generic Skills (+24)

Question	CEQ-score	Histogram												
2. The course has developed my problem-solving skills	+50	<table border="1"> <caption>Histogram Data for Question 2</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>0</td></tr> <tr><td>-50</td><td>1</td></tr> <tr><td>0</td><td>2</td></tr> <tr><td>+50</td><td>3</td></tr> <tr><td>+100</td><td>4</td></tr> </tbody> </table>	Score	Frequency	-100	0	-50	1	0	2	+50	3	+100	4
Score	Frequency													
-100	0													
-50	1													
0	2													
+50	3													
+100	4													
5. The course has sharpened my analytic skills	+50	<table border="1"> <caption>Histogram Data for Question 5</caption> <thead> <tr> <th>Score</th> <th>Frequency</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>0</td></tr> <tr><td>+50</td><td>4</td></tr> <tr><td>+100</td><td>4</td></tr> </tbody> </table>	Score	Frequency	-100	0	-50	2	0	0	+50	4	+100	4
Score	Frequency													
-100	0													
-50	2													
0	0													
+50	4													
+100	4													
9. The course helped me develop my ability to work in a group	-35	<table border="1"> <caption>Histogram Data for Question 9</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>3</td></tr> <tr><td>-50</td><td>2</td></tr> <tr><td>0</td><td>4</td></tr> <tr><td>+50</td><td>1</td></tr> <tr><td>+100</td><td>0</td></tr> </tbody> </table>	Score	Frequency	-100	3	-50	2	0	4	+50	1	+100	0
Score	Frequency													
-100	3													
-50	2													
0	4													
+50	1													
+100	0													
10. The course has made me feel more confident about tackling new and unfamiliar problems	+55	<table border="1"> <caption>Histogram Data for Question 10</caption> <thead> <tr> <th>Score</th> <th>Frequency</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>0</td></tr> <tr><td>+50</td><td>3</td></tr> <tr><td>+100</td><td>5</td></tr> </tbody> </table>	Score	Frequency	-100	0	-50	2	0	0	+50	3	+100	5
Score	Frequency													
-100	0													
-50	2													
0	0													
+50	3													
+100	5													
11. The course has improved my skills in written communication	+17	<table border="1"> <caption>Histogram Data for Question 11</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>-100</td><td>1</td></tr> <tr><td>-50</td><td>2</td></tr> <tr><td>0</td><td>1</td></tr> <tr><td>+50</td><td>3</td></tr> <tr><td>+100</td><td>2</td></tr> </tbody> </table>	Score	Frequency	-100	1	-50	2	0	1	+50	3	+100	2
Score	Frequency													
-100	1													
-50	2													
0	1													
+50	3													
+100	2													
23. The course has helped me to develop the ability to plan my work	+22	<table border="1"> <caption>Histogram Data for Question 23</caption> <thead> <tr> <th>Score</th> <th>Frequency</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>4</td></tr> <tr><td>+100</td><td>1</td></tr> </tbody> </table>	Score	Frequency	-100	0	-50	2	0	2	+50	4	+100	1
Score	Frequency													
-100	0													
-50	2													
0	2													
+50	4													
+100	1													