

PRELIMINARY COURSE REPORT
SET THEORY 7.5 HEC
LOG121, 2022

- Main instructor/examiner: Fredrik Engström
- Teaching assistant: Tjeerd Fokkens

REGISTRATIONS AND RESULTS

- 18 students (8 programme students, 9 free standing and 1 Erasmus student) registered for the course, of which 1 cancelled the registration.
- 11 students took the exam (VG/G/U: 1/7/3),
- 3 the resit exam (VG/G/U: 1/2/0).
- In total, 11 students (6 programme, 4 free standing and 1 Erasmus students) passed the course, of which 2 passed with distinction.
- The student completion rate ("genomströmningen") was 65 %.

INTRODUCTORY REMARKS

The course is given both as part of the first semester of the Master Programme in Logic as well as a free standing course. Compared to the 2019 edition of the course we had also complemented with more pre-recorded video lectures and more online material taken from the web based course Introduction to Set Theory (LOG011). Compared to the 2021 edition of the course we added one extra lecture per week: Each week had two lectures and one exercise session. The students were encouraged to hand in three sets of hand-in problems.

The course is based on the book by Goldrei, but starting from chapter 4 of Goldrei and only including parts of chapter 2 and 3. We thought about changing the book to the Open Logic Project book on Set theory but decided against that since that book isn't as good for independent studies and doesn't have enough exercises.

STUDENTS' ASSESSMENTS

5 out of 17 respondents completed the anonymous web based course evaluation. Most, if not all, of the students were satisfied with the course on the whole. See the attached quantitative summary of the survey (with comments removed). A few student comments are listed or summarized below.

- sometimes rooms changed without an announcement and people missed class because of that, but that did not happen again after we mentioned it
- Think about if we want additional time for the lectures. One or two extra hours of lectures per week would mean that we could discuss more of the material in the lectures.
- The teachers are very open to feedback and answer questions via email as well.
- I think Fredriks teaching style is great - focusing on the main ideas instead of spending a lot of time on technical details. I was very happy with the course!

Date: December 7, 2022.

- we have a lot of different backgrounds in the course and there was a lot of skipping over stuff or 'handwaving' where it was not obvious to everyone why that was possible
- the seminarium was helpful as well as the uploaded videos on canvas, and the feedback for the assignments
- Great book, although it would have been nice to have the solutions to more exercises.
- I would have liked some more challenging exercises
- Maybe more hours, to have time to discuss each topic in depth.
- The course material corresponded haphazardly with the textbook and kept jumping topics throughout the course

SUGGESTIONS FOR CHANGES

Some *possible* changes are listed below. These will be discussed with the group of teachers and some may be implemented for the fall 2023.

- (1) Think about if it's possible to align the course material better with the presentation in the book. Is it possible to start with chapter 2 and 3, instead of chapter 4?



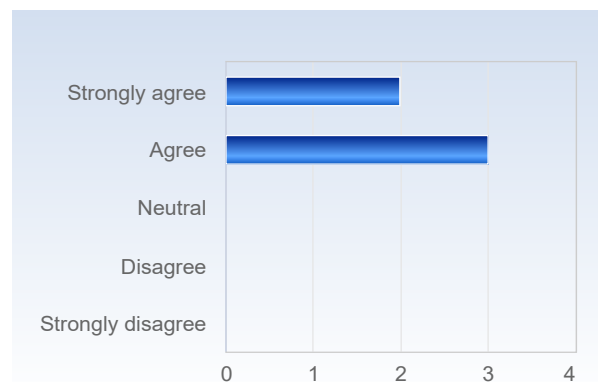
LOG121 H22 Mängdteori

Respondents: 16
Answer Count: 5
Answer Frequency: 31.25%

Administration during the course functioned well in terms of...

...information available prior to the start of the course.

...information available prior to the start of the course.	Number of responses
Strongly agree	2 (40.0%)
Agree	3 (60.0%)
Neutral	0 (0.0%)
Disagree	0 (0.0%)
Strongly disagree	0 (0.0%)
Total	5 (100.0%)

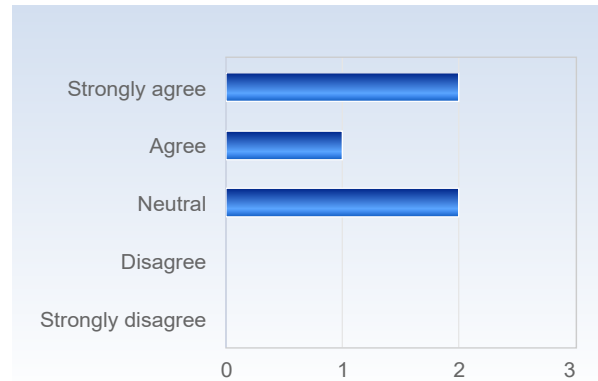


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
...information available prior to the start of the course.	1.6	0.5	34.2 %	1.0	1.0	2.0	2.0	2.0



...scheduling.

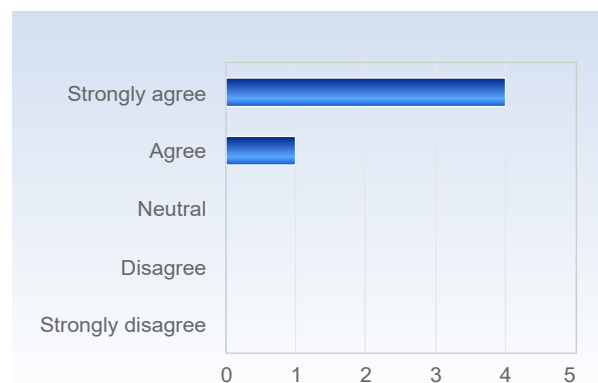
...scheduling.	Number of responses
Strongly agree	2 (40.0%)
Agree	1 (20.0%)
Neutral	2 (40.0%)
Disagree	0 (0.0%)
Strongly disagree	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
...scheduling.	2.0	1.0	50.0 %	1.0	1.0	2.0	3.0	3.0

...examinations.

...examinations.	Number of responses
Strongly agree	4 (80.0%)
Agree	1 (20.0%)
Neutral	0 (0.0%)
Disagree	0 (0.0%)
Strongly disagree	0 (0.0%)
Total	5 (100.0%)

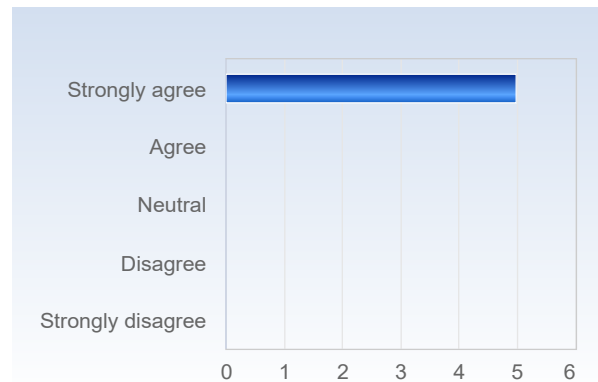


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
...examinations.	1.2	0.4	37.3 %	1.0	1.0	1.0	1.0	2.0



Course teachers were... ...knowledgable of the course content.

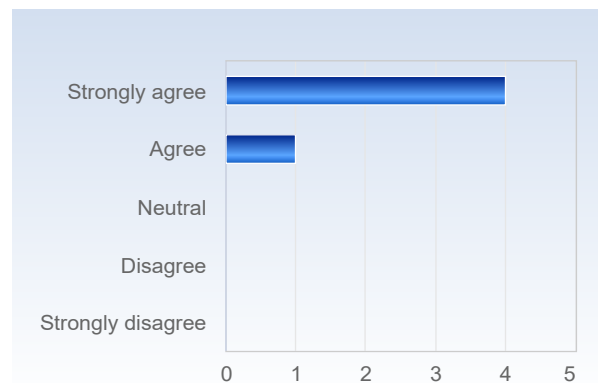
...knowledgable of the course content.	Number of responses
Strongly agree	5 (100.0%)
Agree	0 (0.0%)
Neutral	0 (0.0%)
Disagree	0 (0.0%)
Strongly disagree	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
...knowledgable of the course content.	1.0	0.0	0.0 %	1.0	1.0	1.0	1.0	1.0

...good at providing feedback.

...good at providing feedback.	Number of responses
Strongly agree	4 (80.0%)
Agree	1 (20.0%)
Neutral	0 (0.0%)
Disagree	0 (0.0%)
Strongly disagree	0 (0.0%)
Total	5 (100.0%)

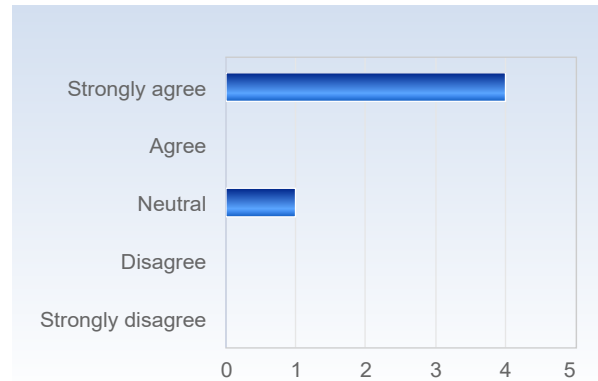


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
...good at providing feedback.	1.2	0.4	37.3 %	1.0	1.0	1.0	1.0	2.0



...good at engaging with students.

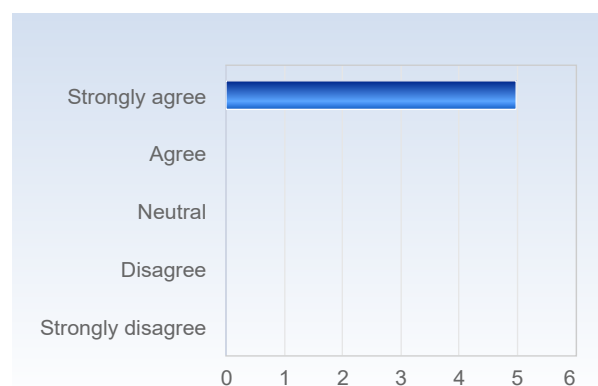
...good at engaging with students.	Number of responses
Strongly agree	4 (80.0%)
Agree	0 (0.0%)
Neutral	1 (20.0%)
Disagree	0 (0.0%)
Strongly disagree	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
...good at engaging with students.	1.4	0.9	63.9 %	1.0	1.0	1.0	1.0	3.0

...treated students well.

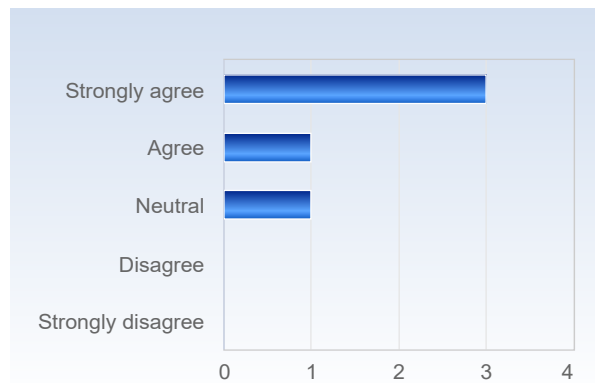
...treated students well.	Number of responses
Strongly agree	5 (100.0%)
Agree	0 (0.0%)
Neutral	0 (0.0%)
Disagree	0 (0.0%)
Strongly disagree	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
...treated students well.	1.0	0.0	0.0 %	1.0	1.0	1.0	1.0	1.0

...perceptive with respect to areas that were difficult for students to understand.

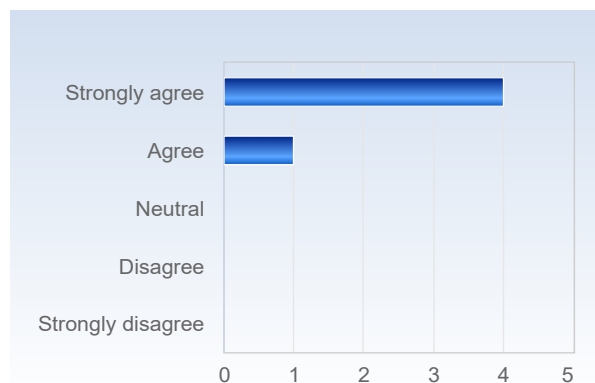
...perceptive with respect to areas that were difficult for students to understand.	Number of responses
Strongly agree	3 (60.0%)
Agree	1 (20.0%)
Neutral	1 (20.0%)
Disagree	0 (0.0%)
Strongly disagree	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
...perceptive with respect to areas that were difficult for students to understand.	1.6	0.9	55.9 %	1.0	1.0	1.0	2.0	3.0

...positively inclined towards having a dialogue with students.

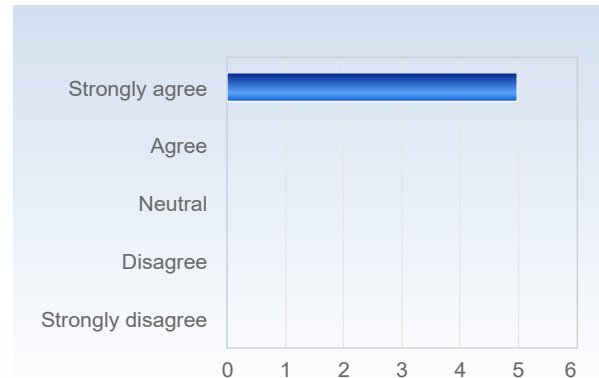
...positively inclined towards having a dialogue with students.	Number of responses
Strongly agree	4 (80.0%)
Agree	1 (20.0%)
Neutral	0 (0.0%)
Disagree	0 (0.0%)
Strongly disagree	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
...positively inclined towards having a dialogue with students.	1.2	0.4	37.3 %	1.0	1.0	1.0	1.0	2.0

...available enough for answering questions and addressing concerns.

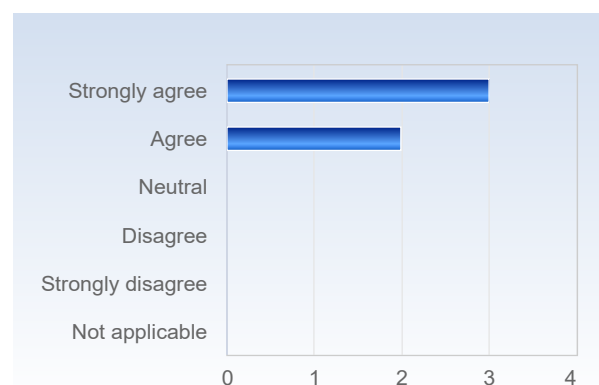
...available enough for answering questions and addressing concerns.	Number of responses
Strongly agree	5 (100.0%)
Agree	0 (0.0%)
Neutral	0 (0.0%)
Disagree	0 (0.0%)
Strongly disagree	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
...available enough for answering questions and addressing concerns.	1.0	0.0	0.0 %	1.0	1.0	1.0	1.0	1.0

With the course's intended learning outcomes in mind (see the Canvas page), I found that teaching during the course was helpful to fulfill the course objectives.

	Number of responses
Strongly agree	3 (60.0%)
Agree	2 (40.0%)
Neutral	0 (0.0%)
Disagree	0 (0.0%)
Strongly disagree	0 (0.0%)
Not applicable	0 (0.0%)
Total	5 (100.0%)

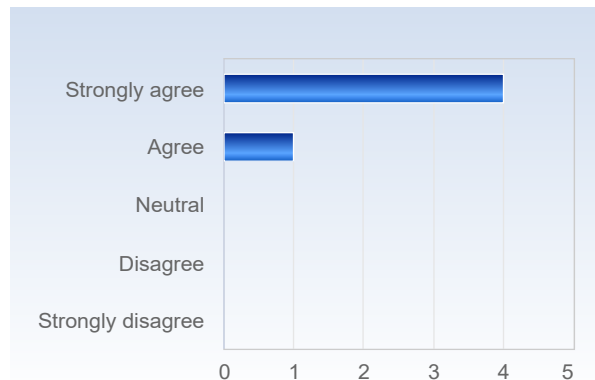


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
	1.4	0.5	39.1 %	1.0	1.0	1.0	2.0	2.0

Equal treatment:

All students in the course were treated fairly and equally.

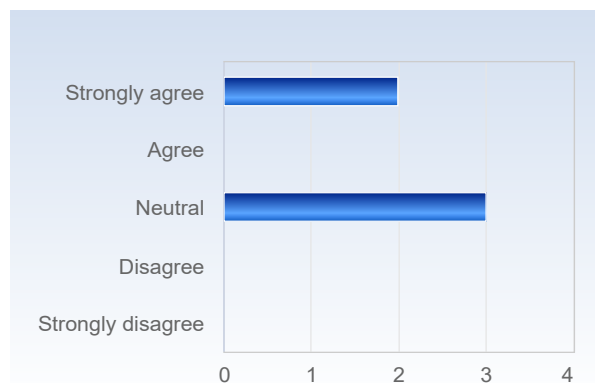
All students in the course were treated fairly and equally.	Number of responses
Strongly agree	4 (80.0%)
Agree	1 (20.0%)
Neutral	0 (0.0%)
Disagree	0 (0.0%)
Strongly disagree	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
All students in the course were treated fairly and equally.	1.2	0.4	37.3 %	1.0	1.0	1.0	1.0	2.0

The teaching in the course took account of and valued students' different experiences and perspectives.

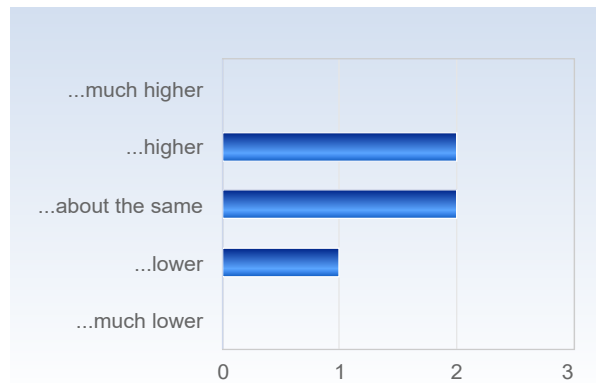
The teaching in the course took account of and valued students' different experiences and perspectives.	Number of responses
Strongly agree	2 (40.0%)
Agree	0 (0.0%)
Neutral	3 (60.0%)
Disagree	0 (0.0%)
Strongly disagree	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The teaching in the course took account of and valued students' different experiences and perspectives.	2.2	1.1	49.8 %	1.0	1.0	3.0	3.0	3.0

In relation to other courses I have taken, the level of difficult in this course was...

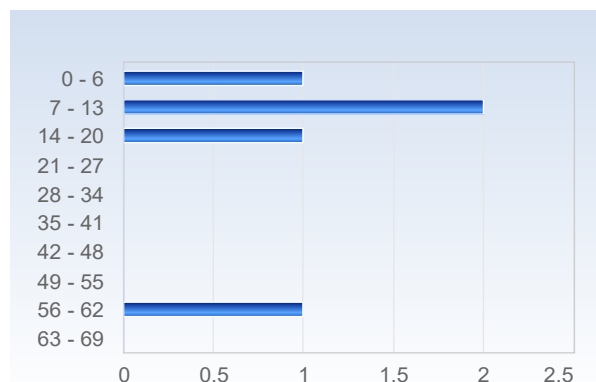
	Number of responses
...much higher	0 (0.0%)
...higher	2 (40.0%)
...about the same	2 (40.0%)
...lower	1 (20.0%)
...much lower	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
	2.8	0.8	29.9 %	2.0	2.0	3.0	3.0	4.0

On average, I worked each week on the course for...

On average, I worked each week on the course for...	Number of responses
0 - 6	1 (20.0%)
7 - 13	2 (40.0%)
14 - 20	1 (20.0%)
21 - 27	0 (0.0%)
28 - 34	0 (0.0%)
35 - 41	0 (0.0%)
42 - 48	0 (0.0%)
49 - 55	0 (0.0%)
56 - 62	1 (20.0%)
63 - 69	0 (0.0%)
Total	5 (100.0%)

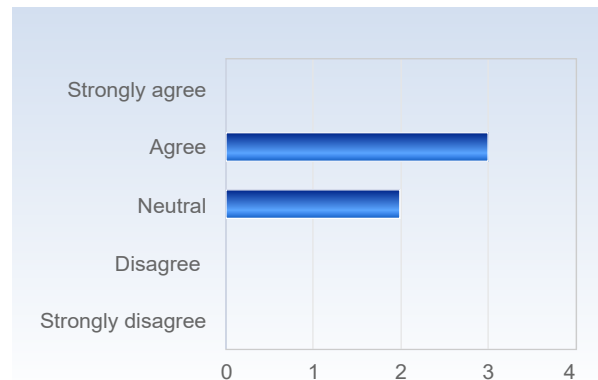


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
On average, I worked each week on the course for...	20.0	22.6	113.2 %	5.0	10.0	10.0	15.0	60.0



The examination(s) in the course corresponded well to the course content.

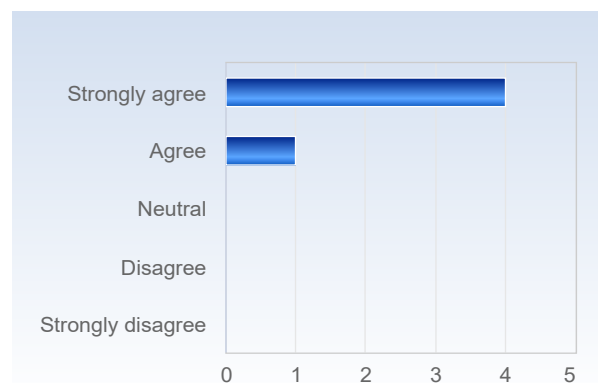
	Number of responses
Strongly agree	0 (0.0%)
Agree	3 (60.0%)
Neutral	2 (40.0%)
Disagree	0 (0.0%)
Strongly disagree	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
	2.4	0.5	22.8 %	2.0	2.0	2.0	3.0	3.0

The literature was relevant to the course content and helped me to achieve the intended learning outcomes.

	Number of responses
Strongly agree	4 (80.0%)
Agree	1 (20.0%)
Neutral	0 (0.0%)
Disagree	0 (0.0%)
Strongly disagree	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
	1.2	0.4	37.3 %	1.0	1.0	1.0	1.0	2.0

If I were able to change anything about the course to improve it, I would...