

COURSE REPORT
LOGICAL THEORY 15 HEC
LOG111, 2021

- Main instructor/examiner: Fredrik Engström
- Other instructors: Graham Leigh, Rasmus Blanck

REGISTRATIONS AND RESULTS

- 23 students (17 programme, 3 free standing and 3 Erasmus students) registered for the course, of which 2 cancelled the registration.
- 14 students took the first exam (VG/G/U: 5/5/4),
- 3 the first resit of the first part (1/2/0),
- 1 the second resit of the first part (0/1/0)
- 11 the second exam (4/3/4), and
- 4 the first resit of the second part (1/2/1).
- In total, 8 students (8 programme, 0 free standing and 2 Erasmus students) passed the whole course, of which 7 passed with distinction.
- The student completion rate ("genomströmningen") was 57 %.

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. This was the fourth time the course was given, the second time with the new prerequisites.

The course is divided into two parts: Completeness and Advanced topics. Both parts were lectured by the instructors using a special remix of the Open Logic Textbook as the main book. The lectures were complemented by hand-in problems, exercise sessions and review sessions. Due to the pandemic about half of the students attended lectures in the classroom and half of the group using Zoom. With this hybrid model there's a risk that the lecturer focuses mostly on the students present physically in the classroom and that the students attending over Zoom do not get as involved in the discussions and questions.

STUDENTS' ASSESSMENTS

8 out of 25 students completed the anonymous web based course evaluation. Several reminders were sent out. All registered students were invited to a course conference in April where teachers and students together summarized the result of the survey. Most students were very satisfied with the course on the whole. A few comments from the survey follows.

- "I think the teachers were excellent. Really knowledgeable and helpful."
- "Would like more hand-in problems"
- "I think the literature was well-written and good in general, but I think a big problem is that the exercises mostly lack solutions."
- "Sometimes the teaching was too close to the book"

Date: April 14, 2022.

- “This was the hardest courses I have ever taken, but I also really enjoyed it at the same time.”
- “I love the zoom format”
- Regarding the hybrid format: “there was almost constant problems with the equipment one way or the other but over all I think it worked pretty well.”
- “The administration was excellent. Kudos!”
- “I did not like that the exercise session was on the same day as one of the lecture.”
- “For me it would have been nice to have each week a list of exercises that we correct the next weeks”
- “Generally a very interesting course with engaged and helpful teachers.”

SUGGESTIONS FOR CHANGES

Summarising the survey and the feedback from the students during the course conference these were the main critical comments and suggestions for improvements:

- (1) Exercises. More exercises should be made available for the students, both at an easy level and at a more advanced level testing the students’ problem solving capabilities. These extra exercises should also come with solutions.
- (2) More hand-in problems with at least parts of those being mandatory and graded.
- (3) Give the students more tips on and links to literature on the side during the lectures.
- (4) Would be better with more teacher-planned exercise sessions. And those should not be scheduled on the same day as a lecture.

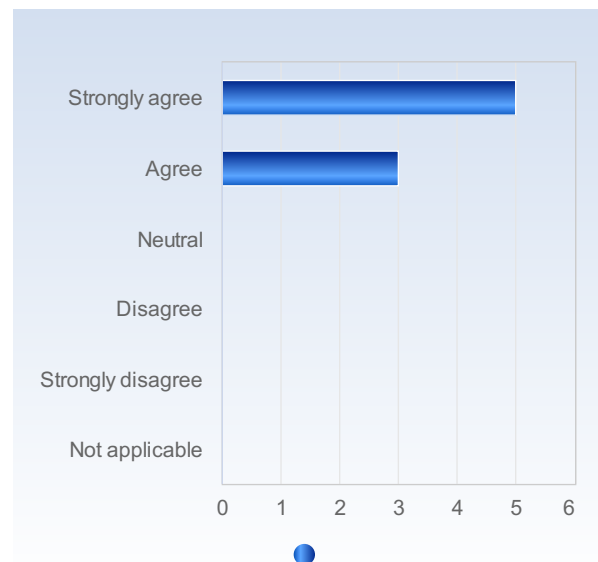


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Respondents: 25
Answer Count: 8
Answer Frequency: 32,00 %

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.

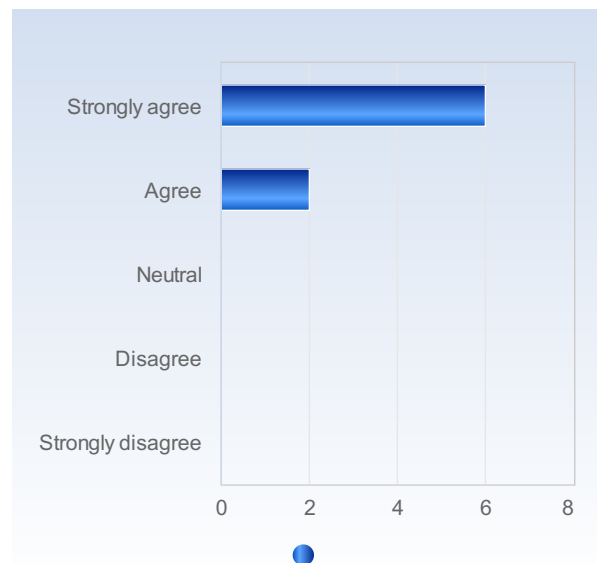
	Number of responses
Strongly agree	5 (62,5%)
Agree	3 (37,5%)
Neutral	0 (0,0%)
Disagree	0 (0,0%)
Strongly disagree	0 (0,0%)
Not applicable	0 (0,0%)
Total	8 (100,0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
	1,4	0,5	37,6 %	1,0	1,0	1,0	2,0	2,0

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

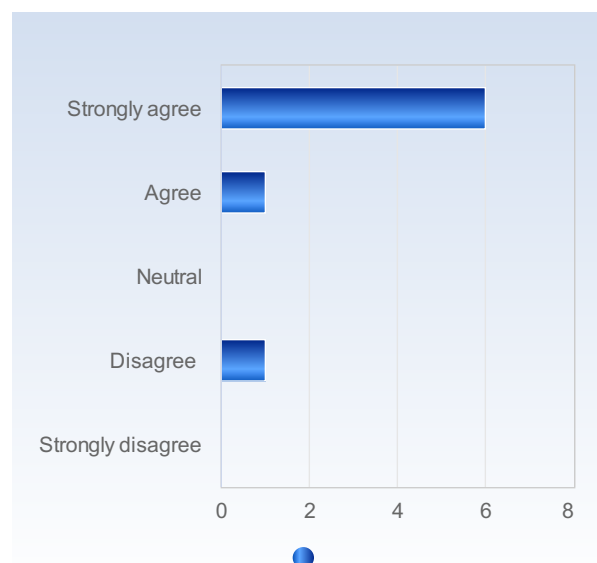
	Number of responses
Strongly agree	6 (75,0%)
Agree	2 (25,0%)
Neutral	0 (0,0%)
Disagree	0 (0,0%)
Strongly disagree	0 (0,0%)
Total	8 (100,0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
	1,3	0,5	37,0 %	1,0	1,0	1,0	1,5	2,0

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

	Number of responses
Strongly agree	6 (75,0%)
Agree	1 (12,5%)
Neutral	0 (0,0%)
Disagree	1 (12,5%)
Strongly disagree	0 (0,0%)
Total	8 (100,0%)

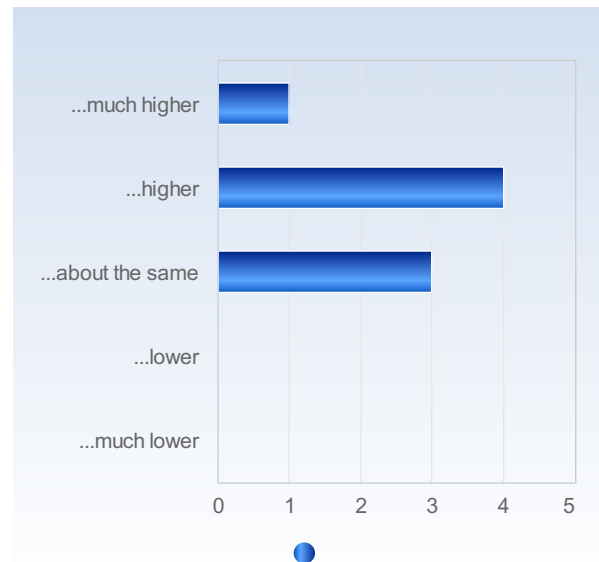


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
	1,5	1,1	71,3 %	1,0	1,0	1,0	1,5	4,0



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

	Number of responses
...much higher	1 (12,5%)
...higher	4 (50,0%)
...about the same	3 (37,5%)
...lower	0 (0,0%)
...much lower	0 (0,0%)
Total	8 (100,0%)

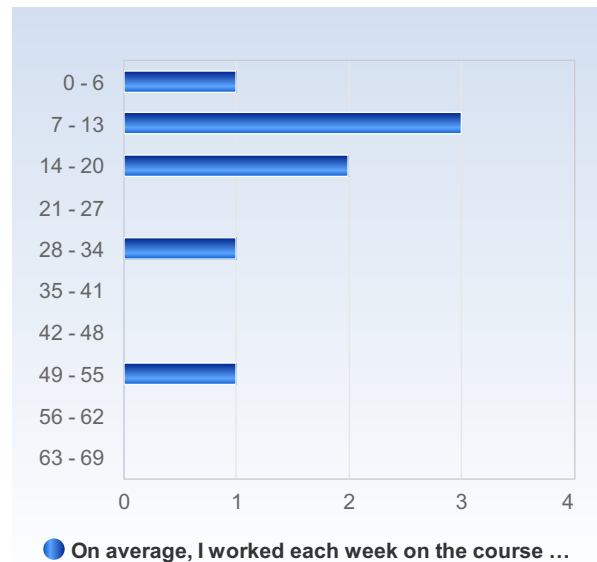


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
	2,3	0,7	31,4 %	1,0	2,0	2,0	3,0	3,0



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 (12,5%)
7 - 13	3 (37,5%)
14 - 20	2 (25,0%)
21 - 27	0 (0,0%)
28 - 34	1 (12,5%)
35 - 41	0 (0,0%)
42 - 48	0 (0,0%)
49 - 55	1 (12,5%)
56 - 62	0 (0,0%)
63 - 69	0 (0,0%)
Total	8 (100,0%)



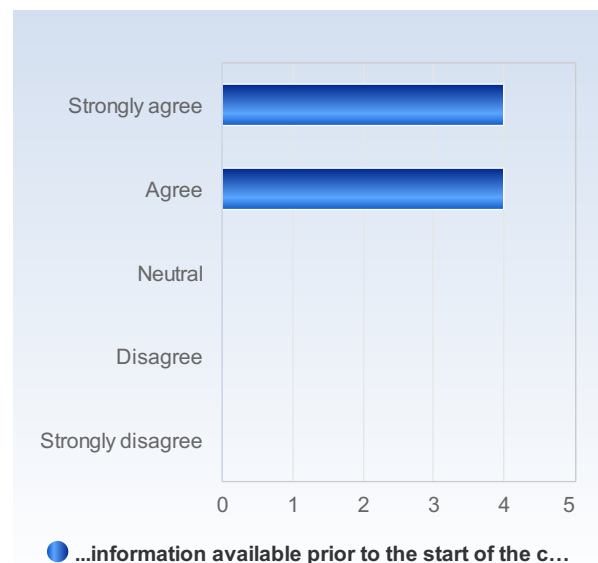
	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
On average, I worked each week on the course for...	19,4	14,7	76,1 %	5,0	10,0	15,0	25,0	50,0

The pandemic forced the course to be held using a hybrid teaching model where students could attend sessions over Zoom. Do you have any specific comments on what worked and what didn't work regarding this model?

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

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

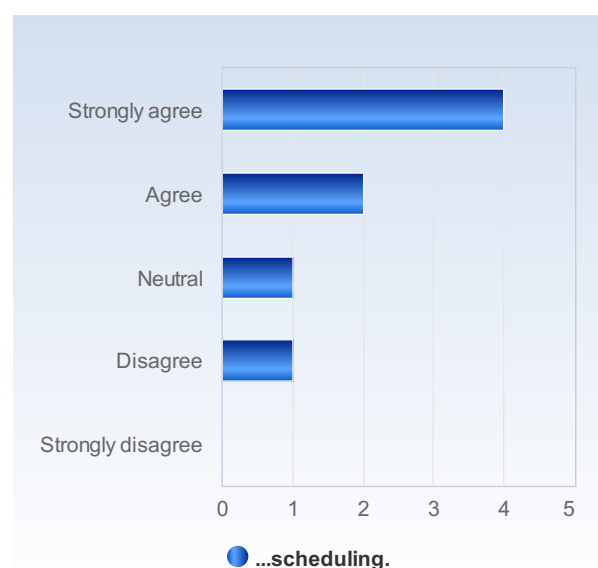
...information available prior to the start of the course.	Number of responses
Strongly agree	4 (50,0%)
Agree	4 (50,0%)
Neutral	0 (0,0%)
Disagree	0 (0,0%)
Strongly disagree	0 (0,0%)
Total	8 (100,0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
...information available prior to the start of the course.	1,5	0,5	35,6 %	1,0	1,0	1,5	2,0	2,0

...scheduling.

...scheduling.	Number of responses
Strongly agree	4 (50,0%)
Agree	2 (25,0%)
Neutral	1 (12,5%)
Disagree	1 (12,5%)
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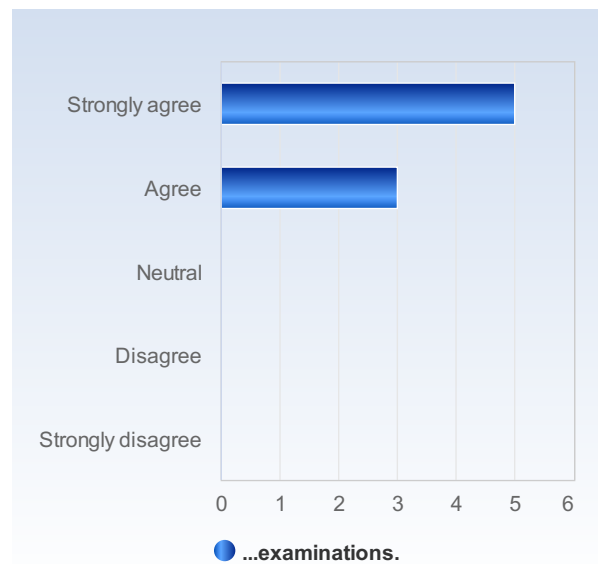


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
...scheduling.	1,9	1,1	60,1 %	1,0	1,0	1,5	2,5	4,0



...examinations.

...examinations.	Number of responses
Strongly agree	5 (62,5%)
Agree	3 (37,5%)
Neutral	0 (0,0%)
Disagree	0 (0,0%)
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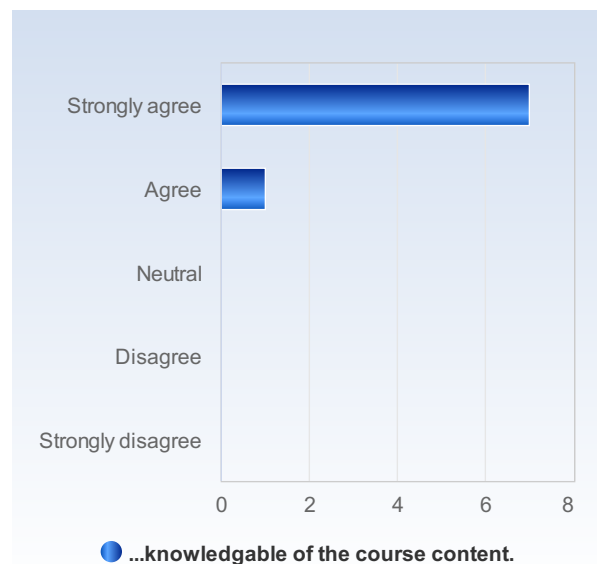


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Course teachers were...

...knowledgable of the course content.

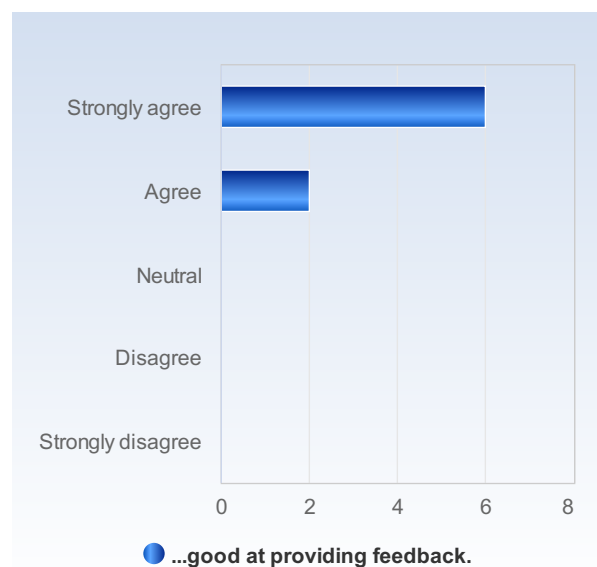
...knowledgable of the course content.	Number of responses
Strongly agree	7 (87,5%)
Agree	1 (12,5%)
Neutral	0 (0,0%)
Disagree	0 (0,0%)
Strongly disagree	0 (0,0%)
Total	8 (100,0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
...knowledgable of the course content.	1,1	0,4	31,4 %	1,0	1,0	1,0	1,0	2,0

...good at providing feedback.

...good at providing feedback.	Number of responses
Strongly agree	6 (75,0%)
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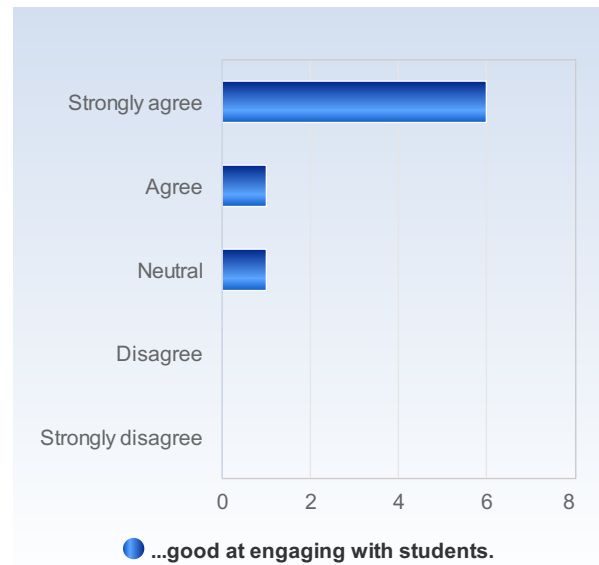


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
...good at providing feedback.	1,3	0,5	37,0 %	1,0	1,0	1,0	1,5	2,0



...good at engaging with students.

...good at engaging with students.	Number of responses
Strongly agree	6 (75,0%)
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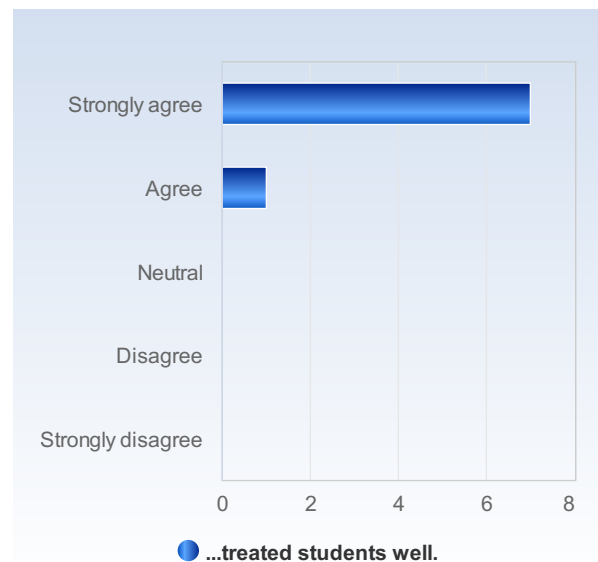


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
...good at engaging with students.	1,4	0,7	54,1 %	1,0	1,0	1,0	1,5	3,0



...treated students well.

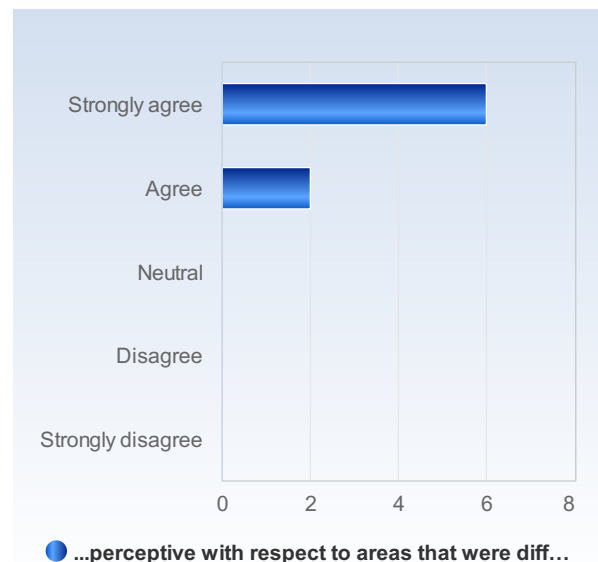
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...perceptive with respect to areas that were difficult for students to understand.

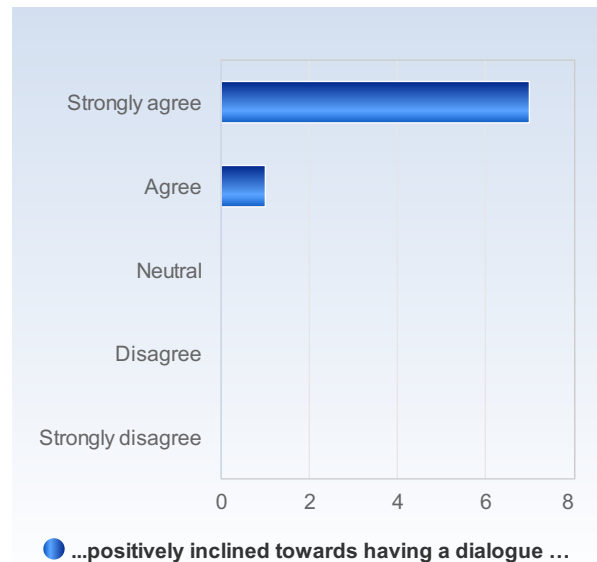
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...perceptive with respect to areas that were difficult for students to understand.	1,3	0,5	37,0 %	1,0	1,0	1,0	1,5	2,0

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

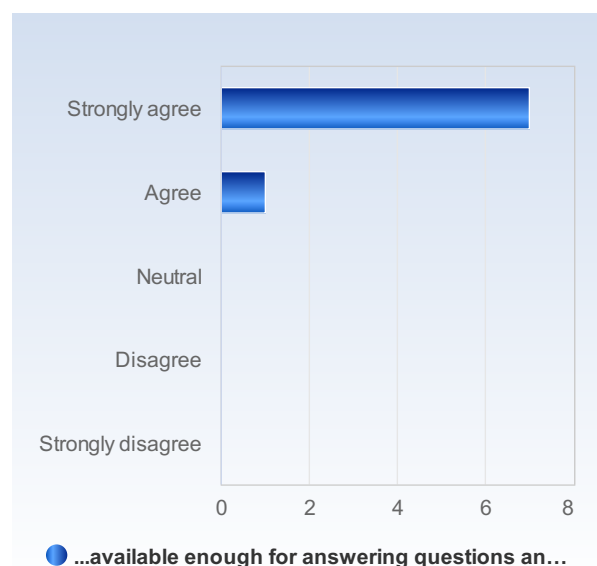
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...available enough for answering questions and addressing concerns.

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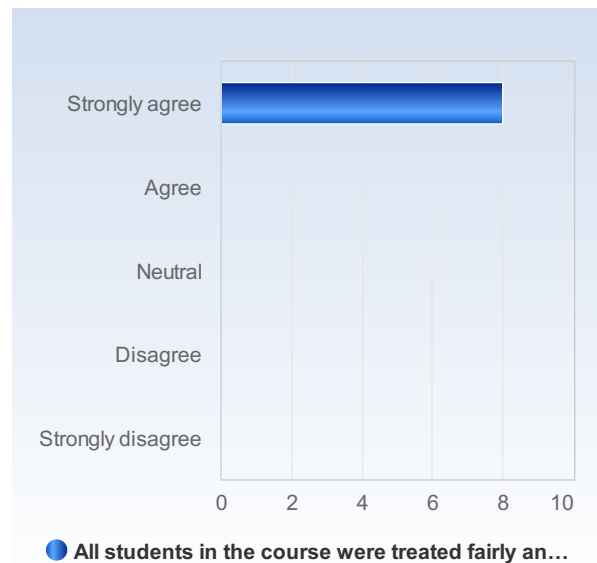
	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
...available enough for answering questions and addressing concerns.	1,1	0,4	31,4 %	1,0	1,0	1,0	1,0	2,0



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	8 (100,0%)
Agree	0 (0,0%)
Neutral	0 (0,0%)
Disagree	0 (0,0%)
Strongly disagree	0 (0,0%)
Total	8 (100,0%)

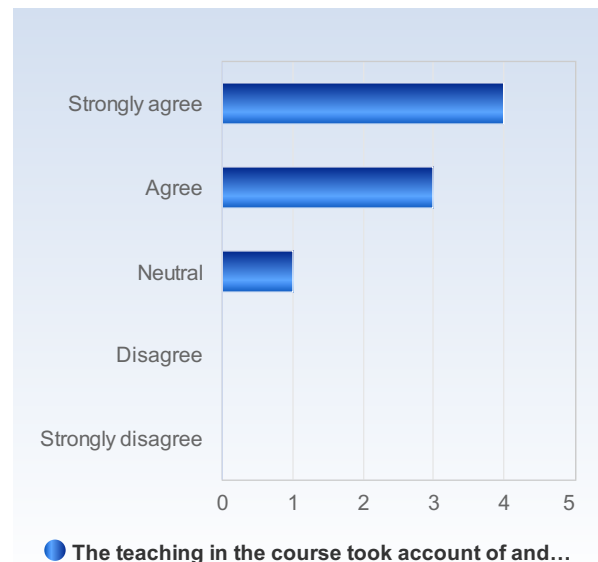


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
All students in the course were treated fairly and equally.	1,0	0,0	0,0 %	1,0	1,0	1,0	1,0	1,0



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	4 (50,0%)
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Total	8 (100,0%)



	Mean	Standard Deviation	Coefficient of Variation	Lower Min	Lower Quartile	Median	Upper Quartile	Max
The teaching in the course took account of and valued students' different experiences and perspectives.	1,6	0,7	45,8 %	1,0	1,0	1,5	2,0	3,0

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