

COURSE REPORT
LOGICAL THEORY 15 HEC
LOG111, 2022

- Main instructor/examiner: Fredrik Engström
- Other instructors: Graham Leigh, Giacomo Barlucchi

REGISTRATIONS AND RESULTS

- 14 students (8 programme, 5 free standing and 1 Erasmus student) registered for the course.
- 12 students took the first exam (VG/G/U: 2/7/3),
- 4 the first resit of the first part (0/2/2),
- 2 the second resit of the first part (1/1/0)
- 6 the second exam (2/3/1), and
- 2 the first resit of the second part (0/0/2).
- In total, 5 students (4 programme, 0 free standing and 1 Erasmus student) passed the whole course, of which 3 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 fifth time the course was given, the third 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 text book. The lectures were complemented by hand-in problems, exercise sessions and review sessions.

STUDENTS' ASSESSMENTS

5 out of 15 students (one student was re-registered) completed the anonymous web based course evaluation. Several reminders were sent out. Most students were very satisfied with the course on the whole. A few comments from the survey follows.

- The teachers were always available to answer questions and give different answers if it was still unclear. They were very thorough and welcomed questions.
- sometimes the lecturer was confused about something, it made it even more difficult to follow for us students.
- there was always room for questions and feedback was very fast and helpful
- for those of us that did not study mathematics before, it was sometimes hard to know if stuff was left out because it was deemed not important or if it was intentional because it would be wrong to include it.
- The Turing machine webpage was very useful and fun. The exercise sessions helped a lot too, as did the thorough feedback from the assignments.

Date: February 22, 2023.

- Extra helpful elements: drawings on the board to visualize process, recap sessions at the end, mock exams, giving overviews of proofs before starting the proof
- In the beginning it could have been more inclusive of people with a background different than mathematics.
- As the introductory course to a program advertised as multidisciplinary (math, computer science, philosophy and linguistics), the course was highly mathematical and not as fair to students who have not had recent experience with university-level mathematics.
- The books is great for those who have a strong math background.
- the beginning of the course should have some introduction on the problems, motivations and applications of logic, in a way that students of the differing backgrounds can appreciate

SUGGESTIONS FOR CHANGES

Summarising the survey these were the main critical comments and suggestions for improvements:

- (1) The course should better care for students with a non-mathematical background. Some proposals include better introduction to the subject matter from a non-technical point-of-view. It might also be worth looking into two different tracks through the first part of the course, one for students with a strong mathematical background and one for for students without such a background.



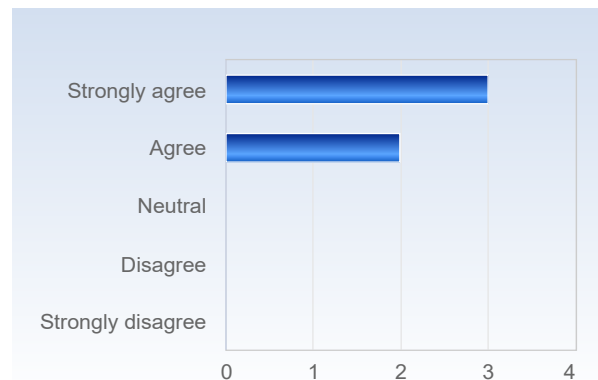
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Respondents: 15
Answer Count: 5
Answer Frequency: 33.33%

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

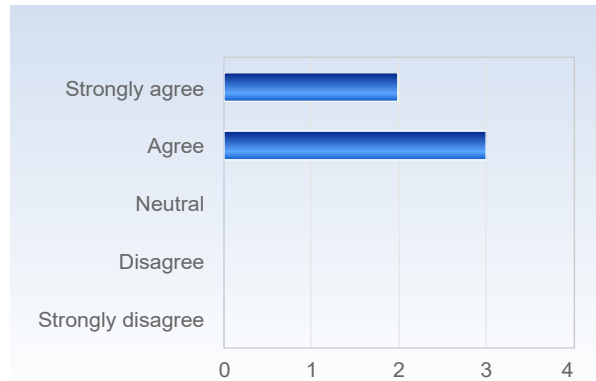


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
...information available prior to the start of the course.	1.4	0.5	39.1 %	1.0	1.0	1.0	2.0	2.0



...scheduling.

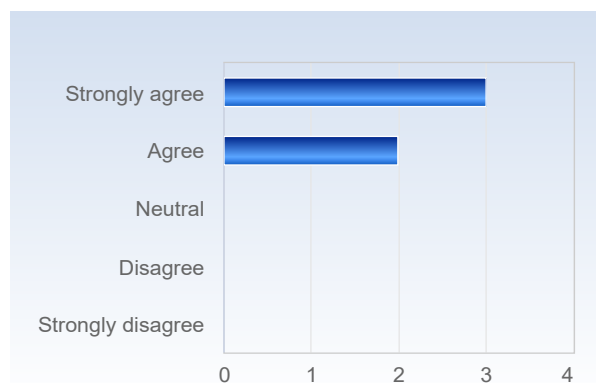
...scheduling.	Number of responses
Strongly agree	2 (40.0%)
Agree	3 (60.0%)
Neutral	0 (0.0%)
Disagree	0 (0.0%)
Strongly disagree	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
...scheduling.	1.6	0.5	34.2 %	1.0	1.0	2.0	2.0	2.0

...examinations.

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

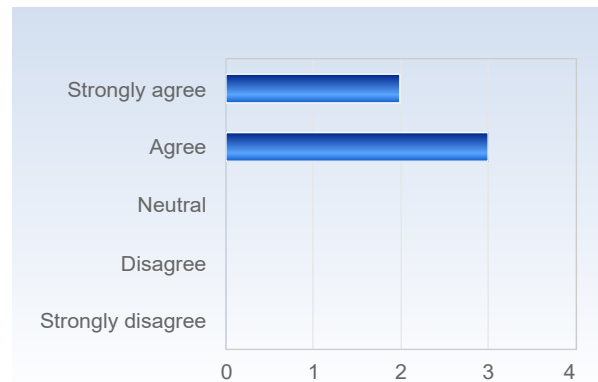


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
...examinations.	1.4	0.5	39.1 %	1.0	1.0	1.0	2.0	2.0



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

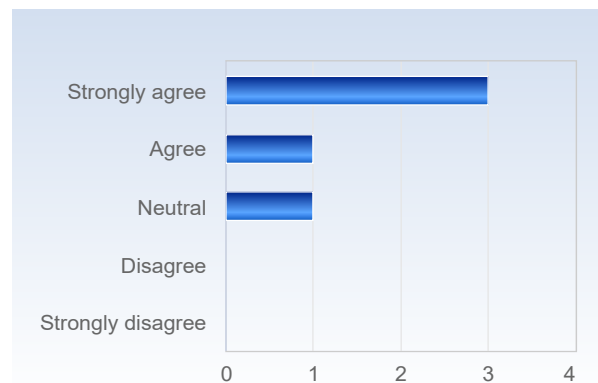
...knowledgable of the course content.	Number of responses
Strongly agree	2 (40.0%)
Agree	3 (60.0%)
Neutral	0 (0.0%)
Disagree	0 (0.0%)
Strongly disagree	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
...knowledgable of the course content.	1.6	0.5	34.2 %	1.0	1.0	2.0	2.0	2.0

...good at providing feedback.

...good at providing feedback.	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%)

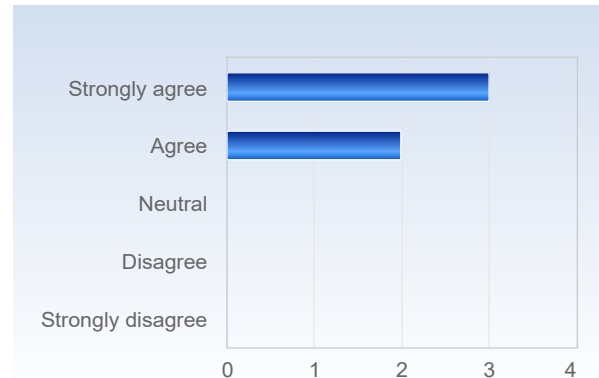


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
...good at providing feedback.	1.6	0.9	55.9 %	1.0	1.0	1.0	2.0	3.0



...good at engaging with students.

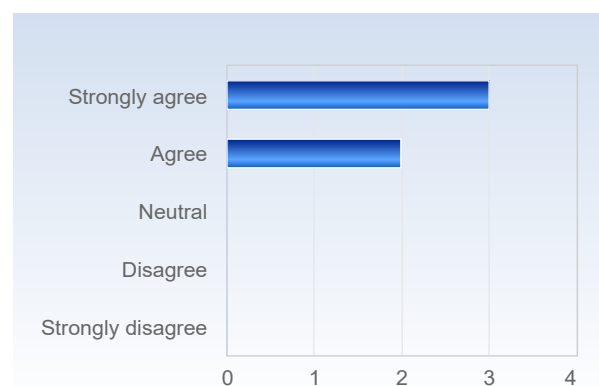
...good at engaging with students.	Number of responses
Strongly agree	3 (60.0%)
Agree	2 (40.0%)
Neutral	0 (0.0%)
Disagree	0 (0.0%)
Strongly disagree	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
...good at engaging with students.	1.4	0.5	39.1 %	1.0	1.0	1.0	2.0	2.0

...treated students well.

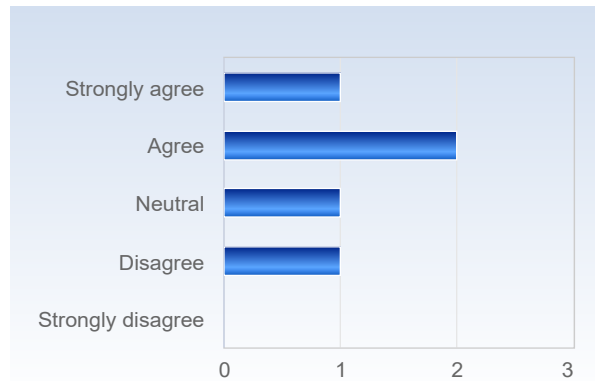
...treated students well.	Number of responses
Strongly agree	3 (60.0%)
Agree	2 (40.0%)
Neutral	0 (0.0%)
Disagree	0 (0.0%)
Strongly disagree	0 (0.0%)
Total	5 (100.0%)



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

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

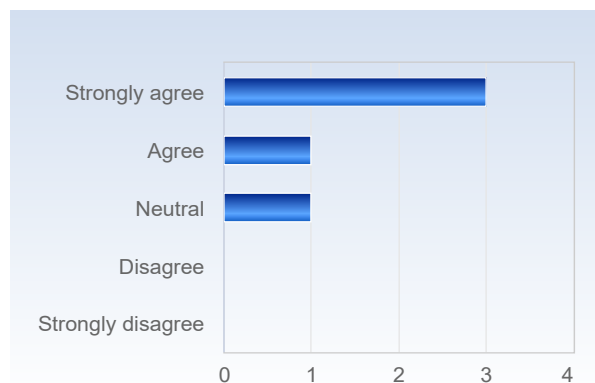
...perceptive with respect to areas that were difficult for students to understand.	Number of responses
Strongly agree	1 (20.0%)
Agree	2 (40.0%)
Neutral	1 (20.0%)
Disagree	1 (20.0%)
Strongly disagree	0 (0.0%)
Total	5 (100.0%)



	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.	2.4	1.1	47.5 %	1.0	2.0	2.0	3.0	4.0

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

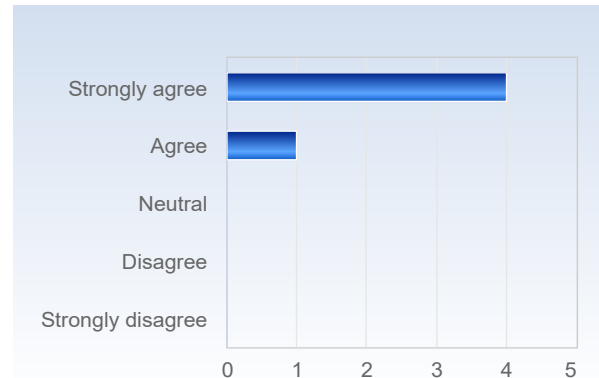
...positively inclined towards having a dialogue with students.	Number of responses
Strongly agree	3 (60.0%)
Agree	1 (20.0%)
Neutral	1 (20.0%)
Disagree	0 (0.0%)
Strongly disagree	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
...positively inclined towards having a dialogue with students.	1.6	0.9	55.9 %	1.0	1.0	1.0	2.0	3.0

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

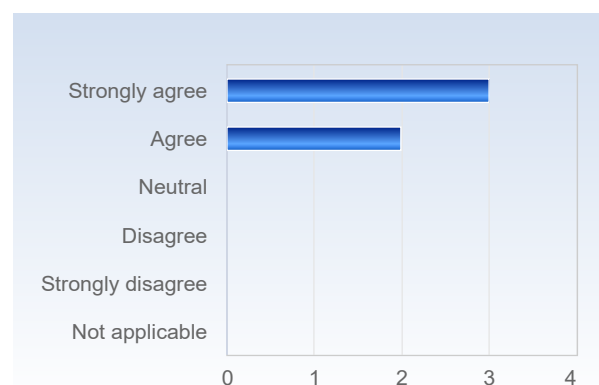
...available enough for answering questions and addressing concerns.	Number of responses
Strongly agree	4 (80.0%)
Agree	1 (20.0%)
Neutral	0 (0.0%)
Disagree	0 (0.0%)
Strongly disagree	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
...available enough for answering questions and addressing concerns.	1.2	0.4	37.3 %	1.0	1.0	1.0	1.0	2.0

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%)

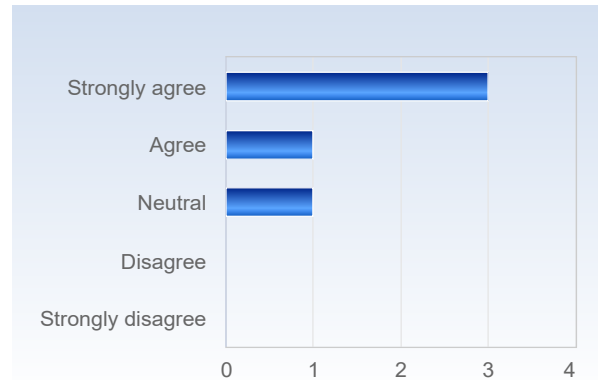


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
	1.4	0.5	39.1 %	1.0	1.0	1.0	2.0	2.0

Equal treatment:

All students in the course were treated fairly and equally.

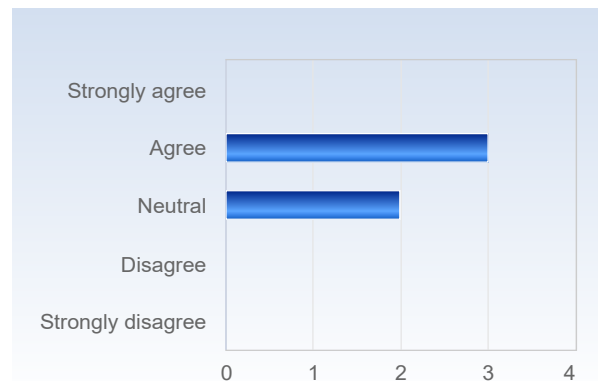
All students in the course were treated fairly and equally.	Number of responses
Strongly agree	3 (60.0%)
Agree	1 (20.0%)
Neutral	1 (20.0%)
Disagree	0 (0.0%)
Strongly disagree	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
All students in the course were treated fairly and equally.	1.6	0.9	55.9 %	1.0	1.0	1.0	2.0	3.0

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

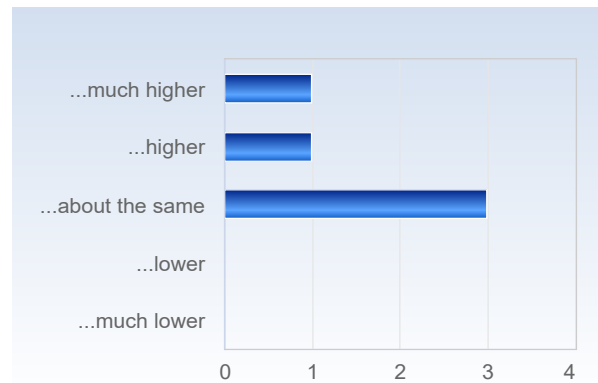
The teaching in the course took account of and valued students' different experiences and perspectives.	Number of responses
Strongly agree	0 (0.0%)
Agree	3 (60.0%)
Neutral	2 (40.0%)
Disagree	0 (0.0%)
Strongly disagree	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The teaching in the course took account of and valued students' different experiences and perspectives.	2.4	0.5	22.8 %	2.0	2.0	2.0	3.0	3.0

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

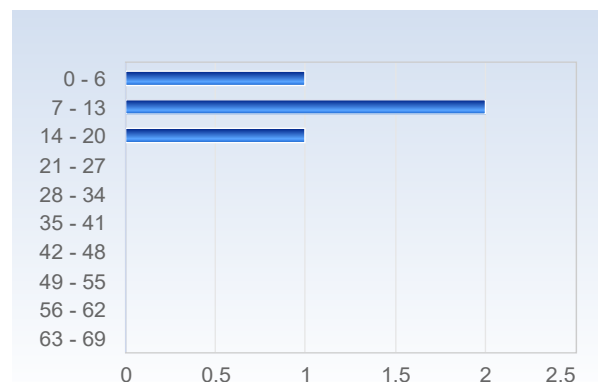
	Number of responses
...much higher	1 (20.0%)
...higher	1 (20.0%)
...about the same	3 (60.0%)
...lower	0 (0.0%)
...much lower	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
	2.4	0.9	37.3 %	1.0	2.0	3.0	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 (25.0%)
7 - 13	2 (50.0%)
14 - 20	1 (25.0%)
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	0 (0.0%)
63 - 69	0 (0.0%)
Total	4 (100.0%)

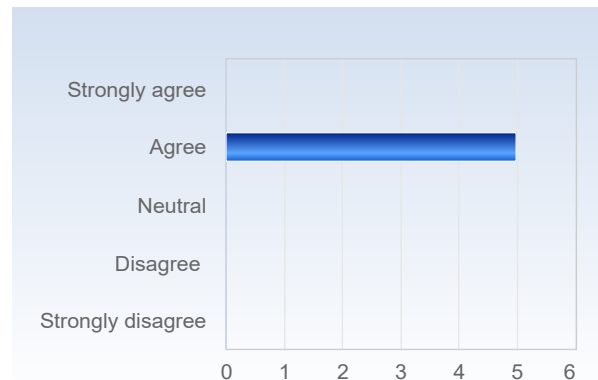


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
On average, I worked each week on the course for...	10.0	4.1	40.8 %	5.0	7.5	10.0	12.5	15.0



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

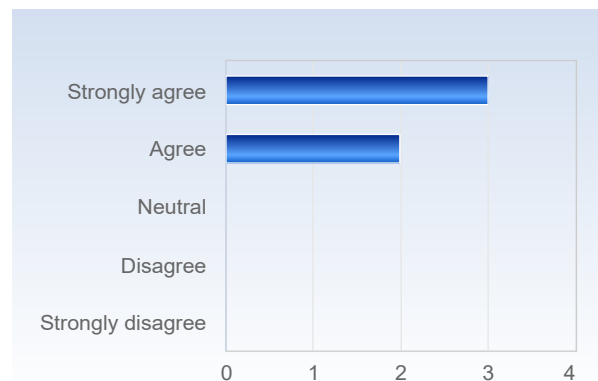
	Number of responses
Strongly agree	0 (0.0%)
Agree	5 (100.0%)
Neutral	0 (0.0%)
Disagree	0 (0.0%)
Strongly disagree	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
	2.0	0.0	0.0 %	2.0	2.0	2.0	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	3 (60.0%)
Agree	2 (40.0%)
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
	1.4	0.5	39.1 %	1.0	1.0	1.0	2.0	2.0

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