

To
The IMADA Education Committee
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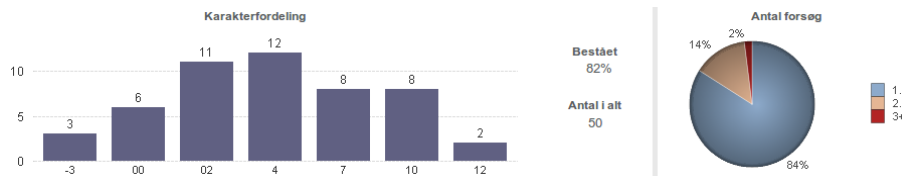
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DM545 - Linear and Integer Programming Action plan after students' evaluations

The course had 56 students enrolled in BlackBoard. The assessment of student's learning in the course was done with two pass/fail obligatory assignments and a final written (digital) exam with grade. In the first assignment there were 52 submissions and 45 passed. In the second assignment there were 45 submissions and 42 passed.

At the written exam there were 44 students registered, 2 students did not show up and 7 did not pass the exam. The distribution of grades from WhiteBook is shown below (there is a discrepancy with the number of 00, which was 4 in the protocol that has been submitted).



At the reexam in August there were 6 students, 4 passed and 2 failed.

After the course an evaluation form was sent to 56 students, 24 students filled the form. The most recurrent negative comments in the evaluations are:

- The volume of work necessary to complete the course implied that its content could not be thoroughly comprehended (76% of respondents) and the time given to understand the topics of the course was not sufficient (68,2% of respondents).
- The standard of work expected was not always made clear (52.1% of respondents).
- The pedagogical competences of the teacher are deemed unsatisfactory (43% of respondents).

- The reading material consisting of parts from several textbooks in form of photocopies was not satisfactory (41% of respondents).
- Students do not generally prepare themselves for the exercise sessions (69.1% of respondents).
- The written exam was perceived as too demanding, in that, its content could not be thoroughly addressed during the time given.

Perhaps the most disappointing result is that, only 39% of the respondent liked the course and found it stimulating the interest in the field of study.

A common trait in the negative comments seems to be the extension of the course, which is perceived too broad to be thoroughly understood. I am in doubt on whether this analysis is correct or whether the difficulty is due to the lack of a clear textbook that encompasses all the contents and that is closely followed during the course. A possible measure to improve the course would be, therefore, to produce lecture notes by extending the slides.

The course will now change into a semester course. Some additional material to include in the list of contents will be taken from Linear Algebra. This should have a positive effect in that it will remove any assumption of pre-knowledge on handling matrix notation and calculations (something that was also criticized in the comments).

The longer duration of the course, from quarter to semester, should help to slow down the pace of the course. In addition, lecture notes should make it easier to structure knowledge. Finally, the content of the exam will be adapted in length. These measures should improve also the perception of the pedagogical competencies of the teacher. On a personal scale I will do my best to continue researching the elements of good pedagogical practice at the university.

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