

Reference group report for TMA4315 – Generalized Linear Models

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This report will summarize the student group's feedback on the most important aspects of the course TMA4315 Generalized linear models.

Lectures

The lectures were all well planned and organized. It seemed like most of the students really appreciated how the lecturer chose to structure the curriculum into different course modules, so that they could prepare before lectures and recap on what was earlier done. The course modules made it very easy to find out what has been done on the week's schedule. Students appreciated having available notes from the lectures so that they could catch up if they could not attend, and if they would like to focus all their attention on what's being done instead of writing it down themselves.

Interactive lectures

As this was a test-subject for interactive lectures, there was a change in how the interactive lectures were executed during the early stages of the course. It ended up with the lecturer introducing the problem, and dividing the lecture into different sections with recommended time spent on each exercise, followed by a walk-through by the lecturer for the entire class. This change was for the better, and most students seemed to like how they turned out. Furthermore, students understood the course much better as a result of the interactive lectures, and how they could learn from fellow students, the teaching assistant and the lecturer. The interactive lectures quickly became a safe space for social interactivity and learning. For some, the interactive lectures made it easier to approach both the lecturer and teaching assistant with questions. As a final note, it was also nice that these interactive lectures revolved around what was covered earlier the same week – making it excellent for repetition.

Module Pages

As earlier mentioned, the lecturer chose to divide the curriculum into different modules (6 in total). Each of these modules got their own module page containing the most important information regarding the subject, with relevant examples. We know this was a challenge for the lecturer to make every week, as the module pages were all created this year - and they were all very thorough. From a course survey, it was clear that more than 80% of the students appreciated / really appreciated these course modules pages. It was also seen that around 80% used only the book very little, little or some of the times. This reflects how the module pages covered the curriculum, and also were of great help to most students.

Compulsory exercises

The course included three compulsory exercises with each counting 10% of the final grade. The first and second exercises were both quite demanding, and included a lot of work from the students –

borderline of being too heavy. However, most students were very happy with how it turned out. This was because it gave us a deep understanding of the subjects, and there were a lot of help we got from both the teaching assistant and the lecturer. The third compulsory exercise was significantly smaller than the prior two, which was good as the deadline was close to the exams. As a result, student's exams period was not affected by the third project. As a last comment, the students really appreciated how the compulsory exercises were split into three, instead of having one huge project to work on throughout the semester (partly because you can work with the curriculum as it's fresh in memory).

Reference group

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