



Quantitative finance FÖ0459, 10240.2122

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Ashkan Pakseresht, Ashkan Pakseresht

Evaluation report

Evaluation period: 2021-10-25 - 2021-11-15

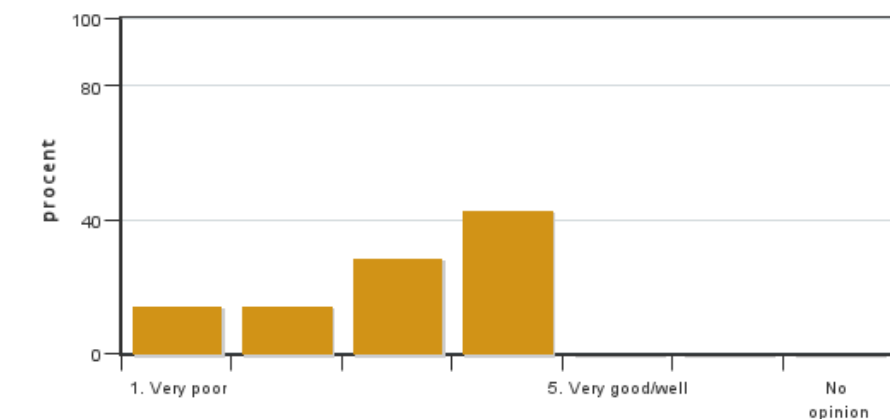
Answers 7

Number of students 22

Answer frequency 31 %

Mandatory standard questions

1. My overall impression of the course is:

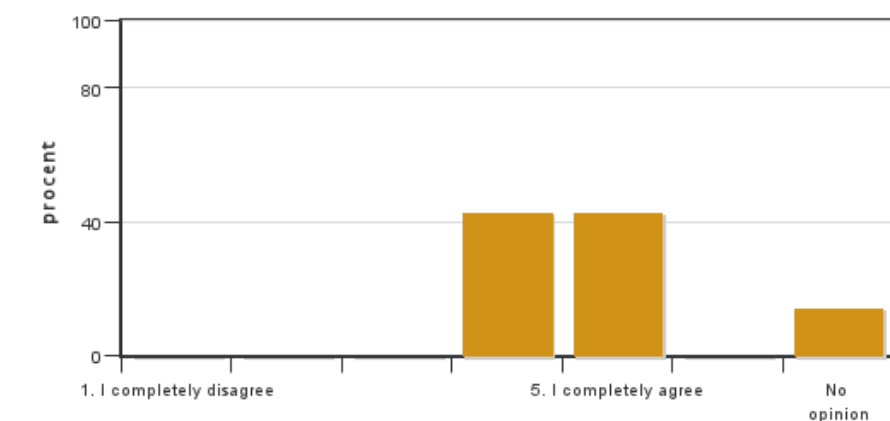


Answers: 7
Medel: 3,0
Median: 3

1: 1
2: 1
3: 2
4: 3
5: 0

No opinion: 0

2. I found the course content to have clear links to the learning objectives of the course.

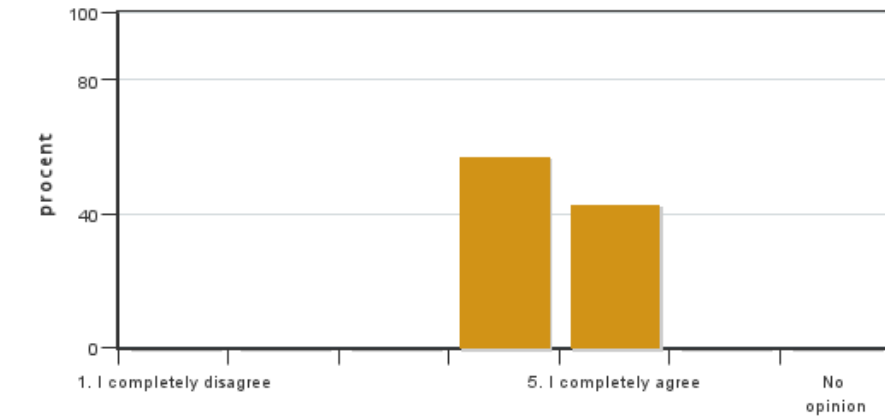


Answers: 7
Medel: 4,5
Median: 4

1: 0
2: 0
3: 0
4: 3
5: 3

No opinion: 1

3. My prior knowledge was sufficient for me to benefit from the course.

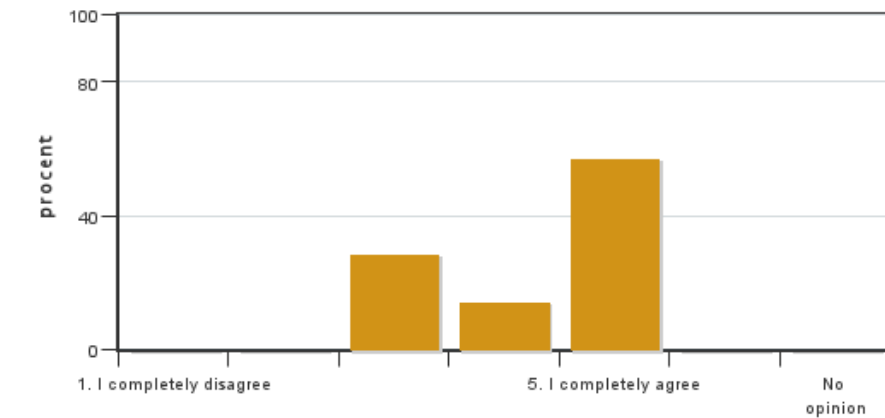


Answers: 7
 Medel: 4,4
 Median: 4

1: 0
 2: 0
 3: 0
 4: 4
 5: 3

No opinion: 0

4. The information about the course was easily accessible.

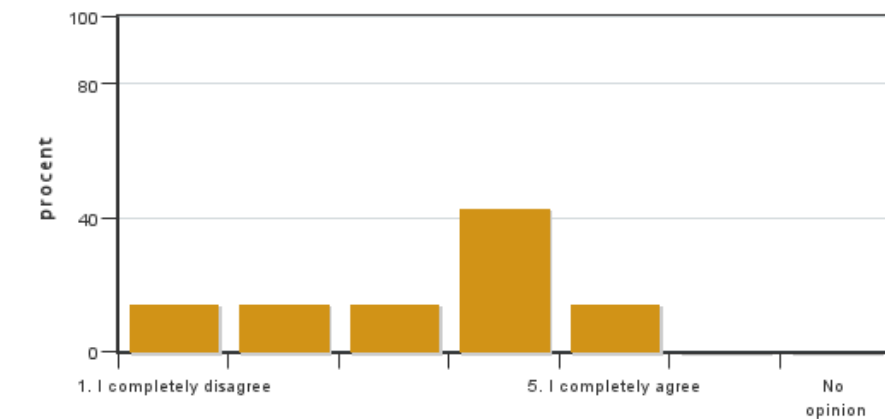


Answers: 7
 Medel: 4,3
 Median: 5

1: 0
 2: 0
 3: 2
 4: 1
 5: 4

No opinion: 0

5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 7
 Medel: 3,3
 Median: 4

1: 1
 2: 1
 3: 1
 4: 3
 5: 1

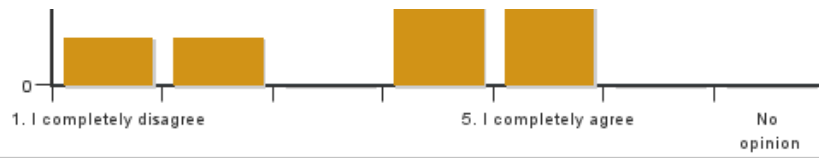
No opinion: 0

6. The social learning environment has been inclusive, respecting differences of opinion.



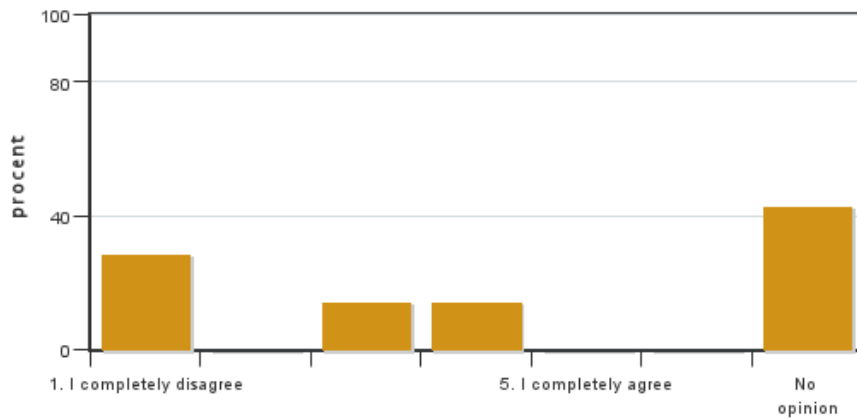
Answers: 7
 Medel: 3,7
 Median: 4

1: 1
 2: 1
 3: 0
 4: 2
 5: 3



No opinion: 0

7. The physical learning environment (facilities, equipment etc.) has been satisfactory.

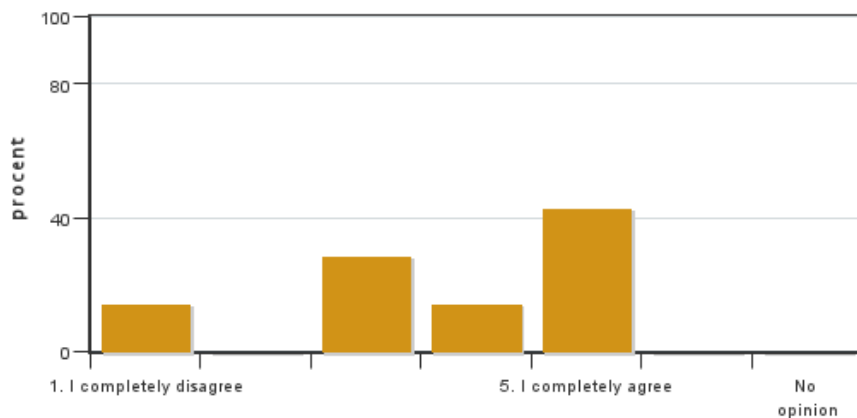


Answers: 7
Medel: 2,3
Median: 1

1: 2
2: 0
3: 1
4: 1
5: 0

No opinion: 3

8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).

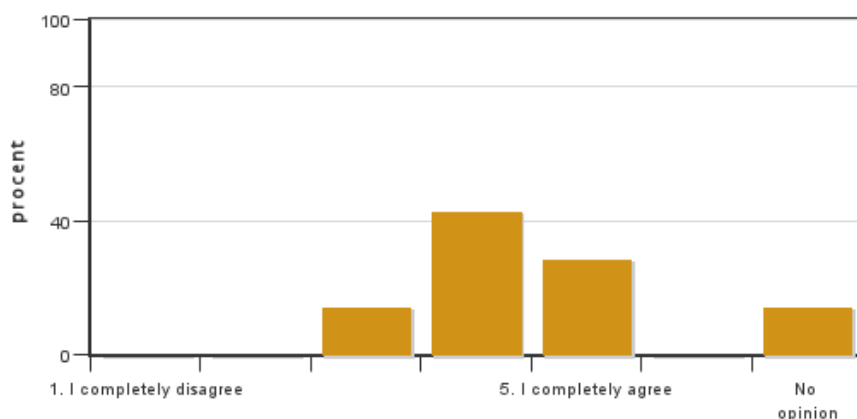


Answers: 7
Medel: 3,7
Median: 4

1: 1
2: 0
3: 2
4: 1
5: 3

No opinion: 0

9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).

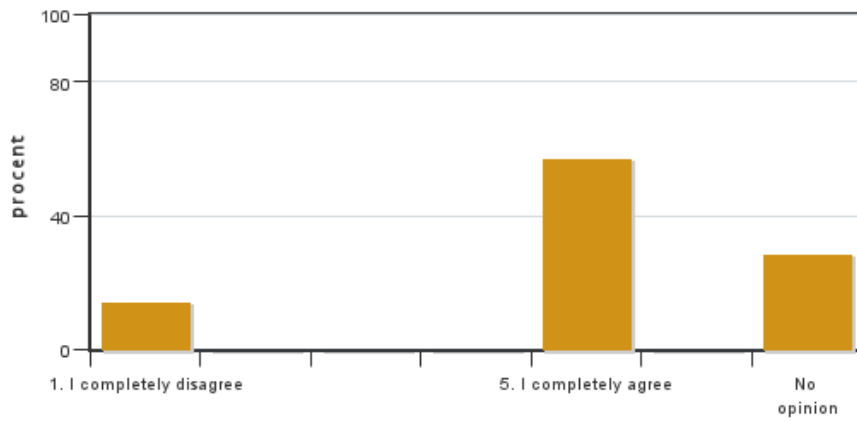


Answers: 7
Medel: 4,2
Median: 4

1: 0
2: 0
3: 1
4: 3
5: 2

No opinion: 1

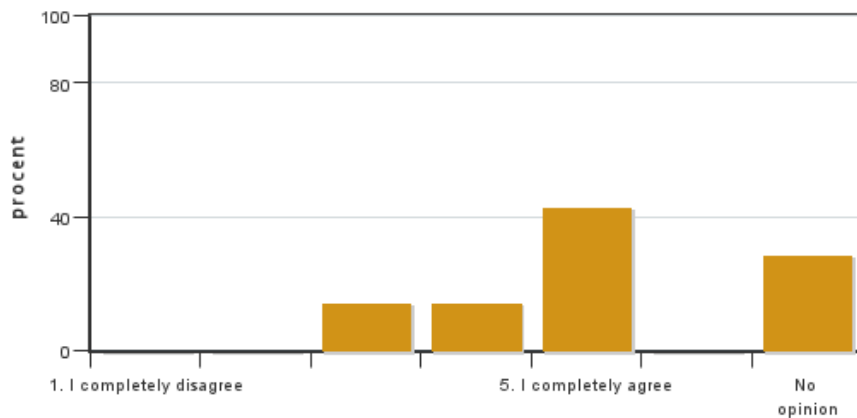
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 7
 Medel: 4,2
 Median: 5

1: 1
 2: 0
 3: 0
 4: 0
 5: 4
 No opinion: 2

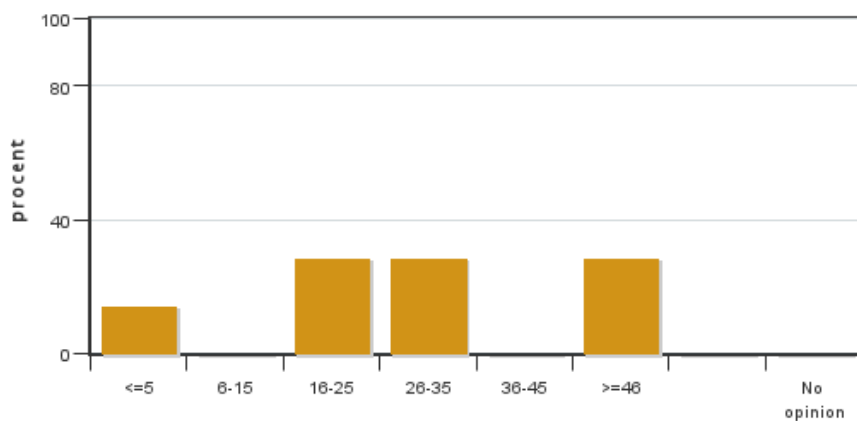
11. The course covered international perspectives.



Answers: 7
 Medel: 4,4
 Median: 5

1: 0
 2: 0
 3: 1
 4: 1
 5: 3
 No opinion: 2

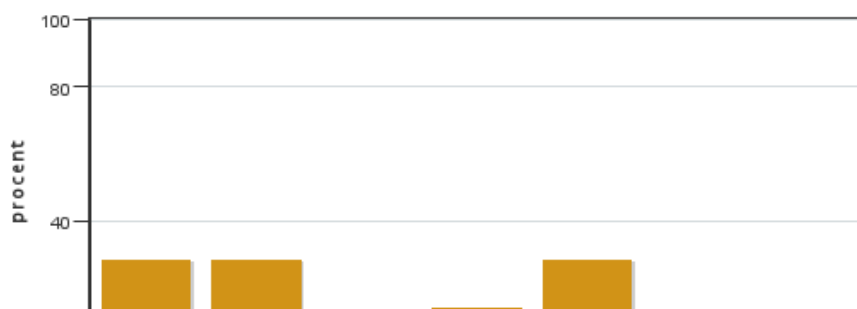
12. On average, I have spent ... hours/week on the course (including timetabled hours).



Answers: 7
 Medel: 27,8
 Median: 26-35

≤5: 1
 6-15: 0
 16-25: 2
 26-35: 2
 36-45: 0
 ≥46: 2
 No opinion: 0

13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 7
 Medel: 2,9
 Median: 2

1: 2
 2: 2
 3: 0
 4: 1
 5: 2
 No opinion: 0



14. If relevant, please share what worked well when participating in teaching on distance

15. If relevant, please share what worked less well when participating in teaching on distance

Course leaders comments

I have met student representative on 19 Nov 2021, and we discussed the evaluation results/comments. I also had an in-class course evaluation, which a summary of all is as follows:

Regarding the evaluation results: It seems that most of the concerns were related to the fact that course were given online totally and hence, less possibility to interact. So I suggest that even if we have to offer the course again online, we should find a solution like having at least one session at campus.

One concern was related to uneven balance of the assignments' workload, which requires the lecturers in this course re-evaluate the load of assignments for each session.

Students found the sensitivity analysis (and using at Risk software) as the most interesting part of the course, and they found the option theory difficult to follow.

It is proposed that we ask students to turn on their webcams if they participate the online lectures to improve the interactivity.

One other problem was related to the group assignments, which we need to think about possible ways to prevent freerides activities. It has been recommended that we ask students to include a cover page at the beginning of their report indicating the level of contribution of each individual student.

Student representatives comments

There has been mixed feelings regarding this course, which I think derives from different ambitions from different students. The most ambitious students may have thought that this course was too basic, whereas some of the less ambitious students has seen it as a bit more confusing. One of the largest dividers were the group assignments. Some were forced to be the leaders and then there also were freeriders. One way of fixing this might be to have more work done individually and maybe one or two larger group assignments. Regarding the study environment having the lectures online were mostly seen as positive, we students still had an opportunity to be on campus and do the group assignments there. The quality of the lectures were mostly good, but sometimes it was difficult to follow due to either technical problems or due to the lecturer being unclear. It might be that being in an online environment it is a bit more difficult to have a twoway communication leading to the lecturer just going through the material as quickly as possible. How to solve this issue is not clear however.