



Course report:

## GEO204 Quantitative Analysis

### 1. Course information

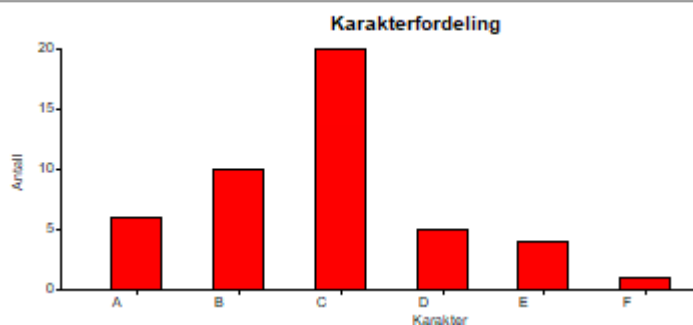
Course description	<a href="https://www.uib.no/emne/GEO204">https://www.uib.no/emne/GEO204</a>
Semester	Spring 2023
Course Coordinator	Kristian Vasskog
Forms of Assessment	Written exam, 3 hours
Teaching and learning methods	One 2-hour lecture a week, in total 5-6 lectures. One 2-hour data lab/seminar a week, in total 3-5 data labs/seminars.
Compulsory Activity	3-5 compulsory assignments.

### 2. Statistics

Registered for exam	53
Passed	45
Not met	1
Failed	1
Not approved compulsory activity	5
Sick	1
Average grade	C

#### Grade distribution

Ordning	Antall studenter	A	B	C	D	E	F
S Skriftlig skoleeksamen	53	6	10	20	5	4	1
	%	13	22	44	11	9	
	%	13	22	43	11	9	2



### 3. Egneevaluering/Self assessment

*Vurdering av undervisningsopplegget i forhold til mål og resultater (emneansvarlig)*

*Assessment of the teaching plan in relation to goals and results (course coordinator)*

GEO204 (5 credits) is taught early in the semester with the final exam in late February. The teaching includes 5 lectures and 3 computer labs with mandatory assignments. Computer labs are led by a teaching assistant, who also corrects the mandatory assignments. The main goal of this course is to bring those who have never worked with quantitative analysis before up on a decent level of understanding, so that the students have a more even starting point for further study. In order to do this in such a limited time and within 5 credits, the scope of the course must be limited to only the most important subjects. This includes Descriptive Statistics, use of the Normal Distribution and understanding p-values, correlation and basic regression analysis. Some more advanced types of analysis are mentioned, such as multivariate analysis, but is not explored in depth. The last few years the computer lab exercises have been developed to build on each other and be better connected to the lectures, and this seems to have worked well. This year's results are decent, considering the differing backgrounds of the students, and the teaching worked well.

### 4. Results from student evaluation

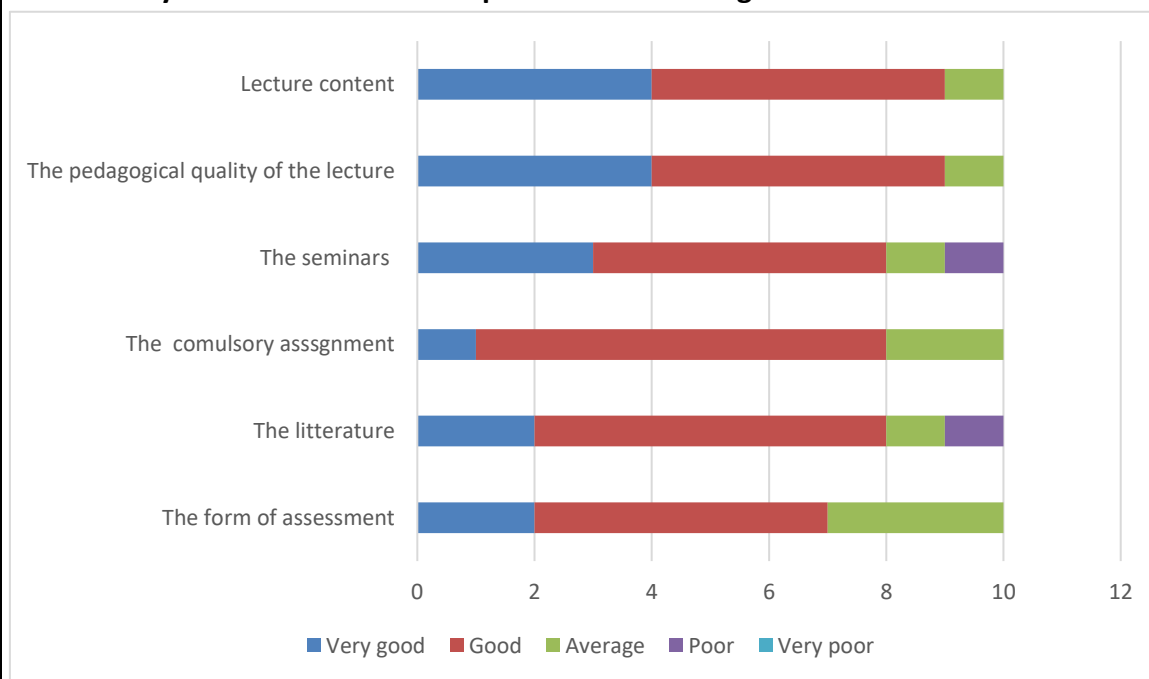
10 responses

#### #1 I study GEO204 as part of:

Bachelor's Programme in Geography at UiB: 50%

Exchange program: 50%

#### #2 How do you assess the different parts of the learning and assessment?



**#3 Do you have comments on the lectures?**

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**#4 Do you have comments about the seminars/labs?**

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**#5 Do you have comments about the compulsory assignments?**

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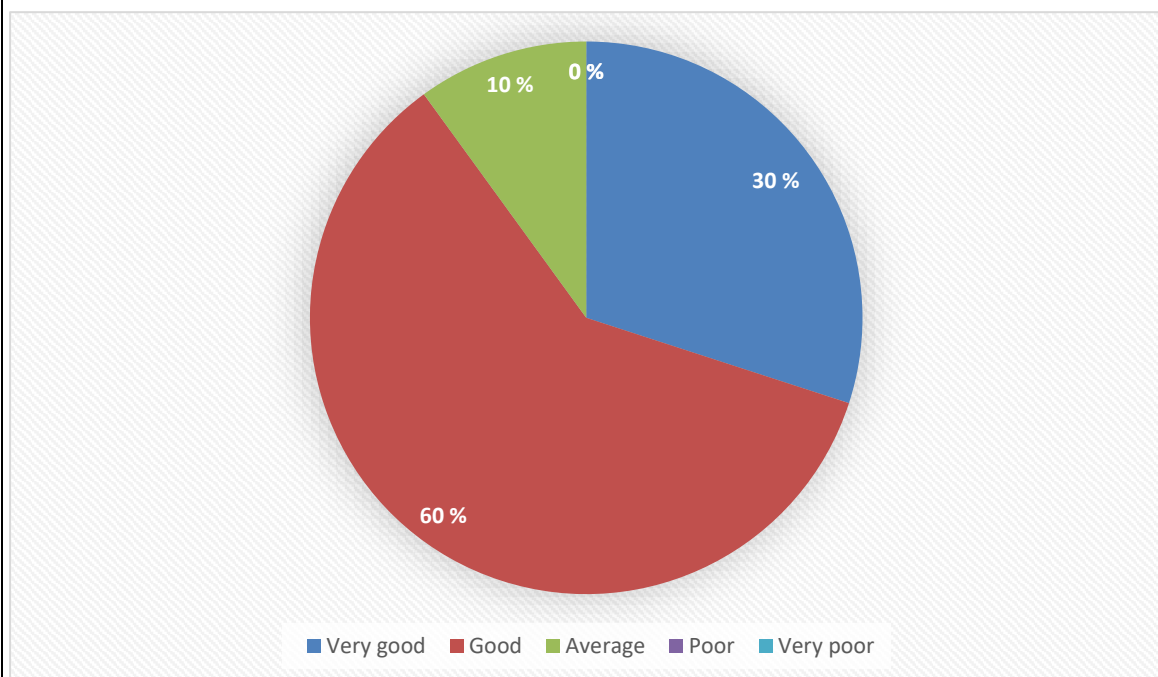
**#6 Do you have comments about the literature?**

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**#7 Do you have comments about the forms of assessment?**

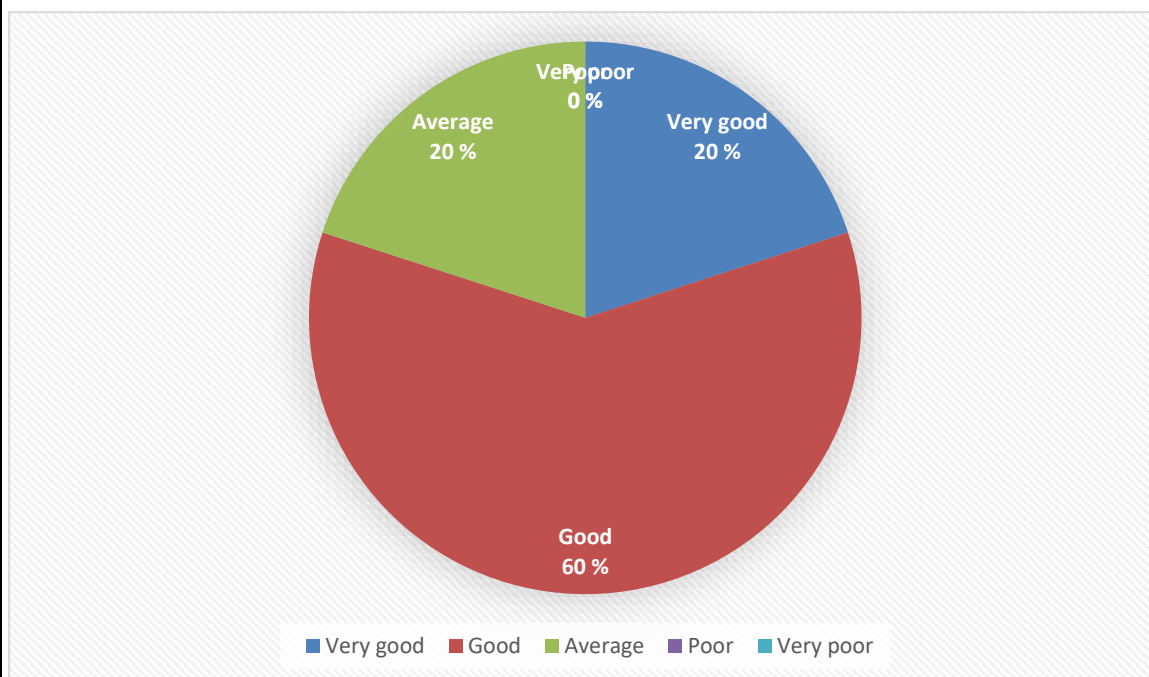
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**#8 Did you find that the course reflected the learning outcomes described in the course description? <http://www.uib.no/en/course/GEO204>**



**#9 Did you find that the information on Mitt UiB, including announcements, was sufficient to keep you updated during the course?**

- Yes: 100%

**#10 What is your overall evaluation of the course?****#11 Do you have comments on your overall evaluation of the course?**

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**#12 Do you have suggestions on how we can improve the course?**

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**5. Oppfølging/Follow up**

*Oppfølging av/kommentarer til tidligere evalueringer. Hvordan rapporten følges opp, evt. tiltak eller endringer som er gjort/planlegges gjennomført på bakgrunn av emnerapporten/ / **What adjustments to the curriculum would you recommend for the next time the course will be offered?***

The student feedback is generally good, with some being a bit unhappy with the seminars and literature. The main challenge of this course is the widely different background the students have in the use of quantitative analysis from before. Some of those who answer the survey find it too easy and want a bigger challenge, but if we look at the grades (C average), it is also clear that some students are struggling to keep up. It would be nice to offer some more individual follow-up to the students to account for this, but it is a big course with almost 50 students last year, and this would be very labor intensive. Because there are no requirements of previous courses to take the course, and based on the grade distribution this year, I do not think that it should be made more advanced. 10 % of the students did not pass the mandatory assignments, which also indicates that the course is not too simple. Perhaps one possibility could be to prepare non-mandatory, extra assignments for those who find the mandatory ones to be less challenging. An introduction to Excel is a good idea that we should consider. Using R has been discussed previously, but I'm afraid that having to learn a programming language would make the course even more inaccessible to those who already struggle.

