

Emnerapport / Course report ved / at Infomedia #184

Emnekode / Course code	INFO385A
Emnetittel / Course title	Modal Logic
Semester	2026v
Emneansvarlig / Course coordinator	Fernando R. Velazquez Quesada
Sist evaluert (semester / år) / Last evaluation (semester / year)	N/A

Hva er emnets undervisnings- og vurderingsform? / What are the teaching methods and forms of assessment used in the course?

The course consisted of fourteen 4-hour lectures (one per week) grouped into four blocks (preliminaries, basic modal logic, extended modal logic, study cases). Students were assessed via 4 graded assignments, one for each block. They were required to obtain at least 50% of the available points in each assignment, and the final grade was obtained by mapping the percentage of total points into a letter-scale from A to F using the following threshold: A:[90%,100%]; B:[80%,90%]; C:[65%,80%]; D:[55%,65%]; E:[50%,55%]; F:[0%,50%]. Note that there was no final exam.

Oppfølging fra tidligere evalueringer / Follow up from previous evaluations

While this is the first semester this course is offered, its 15-credit version INFO385 has been offered once, in the spring of 2025. Its corresponding self-evaluation (egenvurdering) discussed two main points for future improvement: adapting the contents to the students' level of comfort with formal mathematical subjects (which was lower than expected), and adding running examples to make certain topics more understandable. Both aspects were incorporated, with the first being the most noticeable (the lecture on "How to prove statements and how to write proofs" was split into two).

Evalueringemetode(er) / Form of evaluation	Student evaluation
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Sammendrag av studentene sin evaluering / Summarize the results from the student evaluation

Although the student survey was conducted, no student filled the questionnaire.

Emneansvarligs evaluering / The course coordinator's evaluation

The course worked out reasonably well, with three points worthwhile to mention. First, the five students who finished the course were all females; this is a very welcome 'abnormality', as this gender is typically under-represented in courses of this type. Second, the average grades were higher than those for recent similar courses I have been involved in (e.g., INFO385-25v, INFO382-24h, INFO382-24v). While this can be reasonably attributed to the students' academic level, it is also possible that some unreported use of generative tools (e.g., ChatGPT, Copilot) was at play. The reason why the use of such tools cannot be ruled out is the third point: students were not participative during lectures (only one of them asked questions, and only occasionally), and thus, one cannot create an impression that can be contrasted with the assignments' grades.

Evt. kommentar til karakterfordeling / Comments on the grade distribution

The grade distribution among the 5 students who completed the four graded assignments was as follows: 2 students (40%) got C, 2 students (40%) got B, and 1 student (20%) got A. As mentioned above, the average grades were higher than those for recent similar courses I have been involved in. For example, the grade distribution in INFO385-25v was 2xC; in INFO382-24h it was 1xD, 4xC and 2xB; in INFO382-24v it was 2xF, 1xE, 2xD, 1xB and 1xA.

Mål for neste evalueringsperiode - forbedringstiltak? / Goals for the next evaluation period - what can be improved?

The challenge is to make the lectures more interactive, which requires strategies to incentivise student participation. Additionally, given that the students are assessed via (home) assignments, it might be worthwhile to look into ways to

'measure' (and then discourage/limit) the use of LLMs. Currently, no tool can properly measure this, so alternative approaches (e.g., randomly selecting a student to present their assignment in the lecture) should be considered.