

SOW-BKI212A: AI Search Planning and Machine Learning

A large part of the students found the didactic skills of one of the teachers, Janos Sarbo, unsatisfactory. This was mostly because his lectures did not provide the topics in a well-arranged manner and he could not answer questions from the students adequately. The other teachers, Johan K³but and Paul Kamsteeg, were better in the eyes of the students.

There were also complaints about the quality of the slides. The students found them hard to understand during the lectures, but especially when they used them for studying. There were also instances where the lectures were just a teacher reading out the slides. This did not motivate the students to attend the lectures.

The majority of the students found the given programming assignments bad. They were too difficult, especially in relation to their percentage in the final grade. The grading criteria were also unclear, and the grades were given out too late. The late grading left a lot of students stressed, because they did not know if they had to start preparing for the resit.

There were some complaints that Neural Networks, Object Orientation, Assertion and Argumentation and AI: Search, Planning and Machine Learning³ were all in the same semester, which made the second semester much harder than the first semester.

The know³ clip used in the course was very well received.

The DPC advises the teachers to improve the slides and to rethink the way the assignments are done. One option to improve the assignments is to increase the percentage of the final grade determined by the assignment, to reflect their relative workload³ other option is to make the assignments easier, or decrease the amount of assignments. This will again make the percentage of the final grade more reflective of the actual workload.

SOW-BKI230A: Neural Networks:

Overall, a large portion of the students found the study load of the course heavy. Also, the students found the didactic skills of the teacher to be below³, especially when giving the lectures. The feeling students got was that Marcel van Gerven knew a lot about the field, but he was unable to effectively communicate that knowledge to the students. The students found the lecture notes and slides were not detailed enough and often too short.

The lectures seemed to be too rushed. There was also clearly a too large gap between the lectures and the assignments. This made the assignments way harder to do for students, since the students did not have the material fresh in their minds.

There were also many complaints about a lack of student assistants during the practical sessions. Although there were complaints about the lecturer, there was mainly praise for the student assistants, especially Jordy. The only complaints to the student assistants were about a lack of feedback on the assignments.

Students deemed it unfair that they could pass the course without getting a sufficient grade for the exam, especially since students that are good at programming could pass without understanding the material.

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The DPC thinks the course should be evenly sp³ over the whole semester, so the lecture can get more in depth, the students can take the time to ³ understand the concepts discussed in the course

and so there is more time for the assignments. The DPC also advises the course organizers to set a minimum grade for the exam, to ensure the students who passed the course do truly understand the concepts as well as knowing how to implement them.

SOW-BKI244: Theoretical Cognitive Science

The majority of the students found the course load too light, and definitely not worth 5 EC. Students also felt like they were not incentivised to read the given literature enough, since the multiple choice questions were not hard enough.

The organization of the lectures, assignments et cetera was received very well. The teachers of the course were praised highly: they were well prepared, gave good lectures and could answer questions adequately. The lectures and the assignments were deemed very good.

The DPC advises the course organizers to think about making the course harder, because the course load does not seem to reflect the amount of EC.