Evaluatierapport: SOW-BKI108-2016-SEM2-V
Q4-BSc-MSc-2016-17

Respons : 34 van (gemiddeld over 16 curussen) 87 ontvangers (=39,1%)

1: Where did you follow your preparatory training

1.3

Netherlands   non-EU

Totalen:
Gem=1,3
Sd=0,6
N=34

Netherlands	EU	non-EU
27	4	3
79%	12%	9%

2: 1. Did you fully complete this course?

1.1

Yes   No

Totalen:
Gem=1,1
Sd=0,2
N=34

Yes	No
32	2
94%	6%

3: 2. If you did not complete the course, please provide the reason why? (max 250 characters)

Deze open vraag (3) heeft (totaal) 3 opmerkingen.

3
3

Totalen:

N=3

4: A1. I had sufficient prior knowledge for this course

3.8

fully disagree   fully agree

Totalen:
Gem=3,8
Sd=1
N=34

fully disagree	disagree	neutral	agree	fully agree
0	5	5	16	8
0%	15%	15%	47%	24%

5: A2. The study load of this course is

4.7

very light   very heavy

Totalen:
Gem=4,7
Sd=0,5
N=34

very light	light	ok	heavy	very heavy
0	0	0	11	23
0%	0%	0%	32%	68%

6: A3. The scheduling of this course in the study year is good

3.2

fully disagree   fully agree

Totalen:
Gem=3,2
Sd=1,1
N=34

fully disagree	disagree	neutral	agree	fully agree
1	10	9	10	4
3%	29%	26%	29%	12%

Evaluatierapport: SOW-BKI108-2016-SEM2-V

Q4-BSc-MSc-2016-17

Respons : 34 van (gemiddeld over 16 curussen) 87 ontvangers (=39,1%)

7: A4. Do you have any other feedback on the study load and/or scheduling of the course? (max 250 characters)

Deze open vraag (7) heeft (totaal) 20 opmerkingen.

7
20

Totalen:

N=20

8: A5. Do you have any feedback on the place of the course in the programme? (max 250 characters), think of possible overlap with other courses or necessary prior knowledge you are lacking

Deze open vraag (8) heeft (totaal) 17 opmerkingen.

8
17

Totalen:

N=17

9: B1. The load of the literature used in this course was

N/A — 4.2 — very heavy

	N/A	very light	light	ok	heavy	very heavy
	0	0	0	6	15	13
	0%	0%	0%	18%	44%	38%

Totalen:
Gem=4,2
Sd=0,7
N=34

10: B2. Do you have any comments on the literature used in this course? (max 250 characters)

Deze open vraag (10) heeft (totaal) 16 opmerkingen.

10
16

Totalen:

N=16

11: C1. I am completely aware of the learning objectives (leerdoelen) for this course

fully disagree — 4 — fully agree

	fully disagree	disagree	neutral	agree	fully agree
	1	1	4	18	10
	3%	3%	12%	53%	29%

Totalen:
Gem=4
Sd=0,9
N=34

12: C2. The teaching methods in this course have helped to achieve the learning objectives

fully disagree — 3.8 — fully agree

	fully disagree	disagree	neutral	agree	fully agree
	0	6	3	16	9
	0%	18%	9%	47%	26%

Totalen:
Gem=3,8
Sd=1
N=34
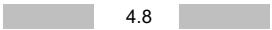
Respons : 34 van (gemiddeld over 16 curussen) 87 ontvangers (=39,1%)

13: C3. The cohesion between different course elements is clear

fully disagree   3.9   fully agree

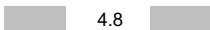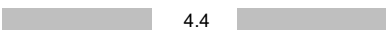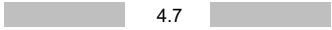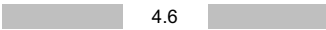| fully disagree	disagree	neutral	agree	fully agree
1	2	6	15	10
3%	6%	18%	44%	29%

Totalen:
Gem=3,9
Sd=1
N=34

14: C4. Do you have any further comments/feedback about the learning objectives and course set up? (max 250 characters)

Deze open vraag (14) heeft (totaal) 14 opmerkingen.

14
14

Totalen:

N=14

15: D1. The relevant course information is available on time e.g., practical assignments, slides, literature, ...

fully disagree   4.4   fully agree

fully disagree	disagree	neutral	agree	fully agree
0	0	4	13	17
0%	0%	12%	38%	50%

Totalen:
Gem=4,4
Sd=0,7
N=34

16: D2. The organisation of the exams was good e.g., time, location, circumstances

N/A   4   fully agree

N/A	fully disagree	disagree	neutral	agree	fully agree
0	1	1	3	22	7
0%	3%	3%	9%	65%	21%

Totalen:
Gem=4
Sd=0,8
N=34

17: D3. The organisation of lectures, practicals et cetera was good

fully disagree   4.2   fully agree

fully disagree	disagree	neutral	agree	fully agree
0	1	4	16	13
0%	3%	12%	47%	38%

Totalen:
Gem=4,2
Sd=0,8
N=34

18: D4. Do you have any further feedback on the facilities or organisation? (max 250 characters)

Deze open vraag (18) heeft (totaal) 12 opmerkingen.

18
12

Totalen:

N=12

Evaluatierapport: SOW-BKI108-2016-SEM2-V
Q4-BSc-MSc-2016-17

Respons : 34 van (gemiddeld over 16 curussen) 87 ontvangers (=39,1%)

19: E1. I am satisfied with the didactic skills of the teachers

fully disagree   4.8   fully agree

fully disagree	disagree	neutral	agree	fully agree
0	0	0	8	26
0%	0%	0%	24%	76%

Totalen:
Gem=4,8
Sd=0,4
N=34

20: E2. The teachers are well-prepared for the lectures

N/A   4.8   fully agree

N/A	fully disagree	disagree	neutral	agree	fully agree
0	0	0	0	7	27
0%	0%	0%	0%	21%	79%

Totalen:
Gem=4,8
Sd=0,4
N=34

21: E3. During the lectures, the teachers provide the topics in a well-arranged manner

N/A   4.4   fully agree

N/A	fully disagree	disagree	neutral	agree	fully agree
0	0	0	6	10	18
0%	0%	0%	18%	29%	53%

Totalen:
Gem=4,4
Sd=0,8
N=34

22: E4. The teachers reply adequately to questions from students

fully disagree   4.7   fully agree

fully disagree	disagree	neutral	agree	fully agree
0	0	0	11	23
0%	0%	0%	32%	68%

Totalen:
Gem=4,7
Sd=0,5
N=34

23: E5. The teachers are available whenever I need them

N/A   4.6   fully agree

N/A	fully disagree	disagree	neutral	agree	fully agree
2	0	0	2	10	20
6%	0%	0%	6%	29%	59%

Totalen:
Gem=4,6
Sd=0,6
N=34

24: E6. Do you have any further feedback on the teachers? Please distinguish the different teachers: Teacher 1: (add name); Teacher 2: (add name) (max 250 characters), in general or about individual teachers

Deze open vraag (24) heeft (totaal) 20 opmerkingen.

24
20

Totalen:

N=20

25: F1. The lectures are good

N/A   4.3   fully agree

Totalen:
Gem=4,3
Sd=0,8
N=34

	N/A	fully disagree	disagree	neutral	agree	fully agree
	0	0	0	6	11	17
	0%	0%	0%	18%	32%	50%

26: F2. The seminars(werkcolleges) are good

N/A   3.4   fully agree

Totalen:
Gem=3,4
Sd=0,9
N=34

	N/A	fully disagree	disagree	neutral	agree	fully agree
	6	1	4	6	16	1
	18%	3%	12%	18%	47%	3%

27: F3. The practicals are good

N/A   3.2   fully agree

Totalen:
Gem=3,2
Sd=0,9
N=34

	N/A	fully disagree	disagree	neutral	agree	fully agree
	10	1	4	7	12	0
	29%	3%	12%	21%	35%	0%

28: F4. The assignments are good

N/A   3   fully agree

Totalen:
Gem=3
Sd=1,1
N=34

	N/A	fully disagree	disagree	neutral	agree	fully agree
	1	3	8	11	7	4
	3%	9%	24%	32%	21%	12%

29: F5. Do you have any other remarks about the teaching methods used in this course? You could provide feedback on, e.g. organisation, guidance and assessments. (Max. 250 characters)

Totalen:

Deze open vraag (29) heeft (totaal) 20 opmerkingen.

N=20

29
20

30: G1. The difficulty level of assessments is as expected

fully disagree   3.4   fully agree

Totalen:
Gem=3,4
Sd=1
N=34

	fully disagree	disagree	neutral	agree	fully agree
	1	7	7	17	2
	3%	21%	21%	50%	6%

Evaluatierapport: SOW-BKI108-2016-SEM2-V
Q4-BSc-MSc-2016-17

Respons : 34 van (gemiddeld over 16 curussen) 87 ontvangers (=39,1%)

31: G2. The assessments are associated with the topics covered in the course

fully disagree | 4 | fully agree

Totalen:
Gem=4
Sd=0,9
N=34

fully disagree	disagree	neutral	agree	fully agree
1	1	5	17	10
3%	3%	15%	50%	29%

32: G3. The grading criteria of the assessments are clear

fully disagree | 3.5 | fully agree

Totalen:
Gem=3,5
Sd=1,2
N=34

fully disagree	disagree	neutral	agree	fully agree
2	6	6	13	7
6%	18%	18%	38%	21%

33: G4. The grades were made available in time

fully disagree | 4.1 | fully agree

Totalen:
Gem=4,1
Sd=0,9
N=34

fully disagree	disagree	neutral	agree	fully agree
0	2	5	14	13
0%	6%	15%	41%	38%

34: G5. Do you have any further comments about the assessments and examination? (max 250 characters)

Deze open vraag (34) heeft (totaal) 13 opmerkingen.

34
13

Totalen:

N=13

35: H1. Please mark the grade that you would give for this course as a whole

| 7.5 |

Totalen:
Gem=7,5
Sd=1,8
N=34

					14,625				
0	0	1	1	2	6	8	4	7	5
0%	0%	3%	3%	6%	18%	24%	12%	21%	15%

36: H2. Possible final comments and/or suggestions for improvement of this course (max 250 characters)

Deze open vraag (36) heeft (totaal) 17 opmerkingen.

36
17

Totalen:

N=17

Opmerkingen bij vraag: 3: 2. If you did not complete ....

-
Even though I studied really hard and gave it my best. I couldn't make anything of the resit. The question were more vague than the previous exam. And there was sometimes only a really small connection between a question and the curriculum, it seemed.
Heavy course load combined with unfortunate work load distribution in the semester

Way too high for 6 EC, in my opinion.
If this course was the only one we had, this schedule would be doable. Sadly, now the exercises often made it hard to do other exercises of other courses.
The load is extreme, causing lower grades for other causes.
Study load was very heavy, but not unexpected considering what was put on BlackBoard.
Substantial amount of content to be learned and handled within short periods makes the study load feel very heavy
It would be nice if it could somehow be less work in a week, I spend a lot of my time on this course and even had to cancel some of my second year courses to be able to get everything done.
The 5 blocks was an excellent idea. It felt like the work we need to do at our own time as too much.
The study load is completely overwhelming, taking up all free time and time required for other courses. The study load of this course corresponds to way more than 6 EC
I had to retake this course in my second year. The second semester of the second year is very heavy, but this 'extra' course that I had to follow made it even more difficult to follow.
Maybe make it a first semester course. Study load is quite much, but in contrary to what everyone is going to say and bitch about, is that it is quite doable if you plan correctly and keep up the work.
While this course requires a lot of work, the study load was spread out across the semester in a good way.
It was a lot, but it was good. But I spent definitely more time than 6*28 hours on this course. But to be fair, I worked towards a 10.
The load was extremely high. I do not mind working hard, but this course made it almost impossible to work hard on this course while also acing other courses.
The load is heavy, but doable. It made me feel like a real university student. It is hard work, but it made me feel really proud afterwards. Totally worth the work load!
The study load was heavy, but not necessarily TOO heavy, it was doable if you started on time
Study load is doable (albeit high) when coupled with one other course, in a semester, but way to high when combined with 5/6 other courses. Same holds for scheduling
The course is time-consuming since you need to read alot. There was overlap of exams for other courses and the oral workgroup presentation which was really frustrating since you need to memorize so much stuff.
I would have prefered to spend my time on the actual literature than on "challenges", where most workload went into the mindmap itself instead of the topic of the mindmap.
Keep the awesomeness, give more credit points.
The heavy study load of this course was, at times, very demanding and caused me and a lot of other students a lot of stress. Many changes definitely have to be made for next year.

We had a very busy semester overall.
It was planned with all the other 6EC courses in the same semester which was not very nice
Sometimes I felt the AI perspective integrated in the course was beyond my prior knowledge or at least felt vague, i.e. could not always quite grasp what was meant with AI-related terms
My prior knowledge was satisfactory and the course has proper place in the program - it is too difficult to be given in the first semester.
Since it is so heavy, it would be better to either give this subject in the start of the year, when the study load is lighter, or do this with other courses
This course made it impossible to spend sufficient time on assignments from other courses, taking up the majority of the work week. The content and teacher are all great and fully fit the programme overall, the workload is just too heavy.
think its a good first year course, learned alot about the brain and was quite inspiring actually
While Intro Cognitive Psychology was said to be a preparation for Brain, Cognitive Psychology did not strike me as necessary preparation or even very useful preparation
Second semester is badly planned. All deadlines are extremely close together.
Scheduling was really tight, but still doable.
Might be better to put it closer to cognitive psychology, since they kinda follow up
combined with all the other courses in the second semester, it was a bit tough, but we've already been told that the scheduling next year will be different, so this will hopefully be fixed for next year's first year's students
Would be better in a calmer period
It feels like this course was two-fold, both Brain part and the AI part about the neuroscience. It seems like this can be split in two where one part is more about the brain (book), which is already hard, and then follow up with AI part
Not sure yet, it could certainlybe useful for future courses
Could start earlier in the year to make the course load more even over the year.
I think it should start in the second quarter and last until the end of the second semester. Then students would have more time to process the information, and I would be more combindes with Intro to Cog. Psychology.

It was a lot of reading
Good book, fun to read
Informative book, but chapters are very long-winded (though probably necessary) which makes the content hard to digest and get through (~2 hours per chapter)
The literature is very interesting and a great read; it is just way too much to read, summarize and study within the duration of this course.
Probably the best book possible for this course (although less fun to read in contrary to the statistics books by andy field)
It was used in a good way; the lectures did not paraphrase the book, meaning reading was useful. However, the book was not worth the money - it read as slightly remixed Wikipedia articles, reminding me of this YT video: /watch?v=lhSjYT7pWkw
The book has been very useful. And the complementary addition of the lectures, that handled the AI part, has been very beneficial to get the bigger picture.
The book and lectures were interesting, but it was a lot of work to read all chapters in detail in a relatively short time while also working on other courses.
Finally a course which has a mandatory book where you actually need the book! Book itself is understandable, so the literature is fine!
love the book, very interesting and informative. The slides used on the other hand wre very vague and not useful at all to read back. There were pretty much only pictures in it. it would be useful if there was more text in it.
Doable, although some catching up for those without biology in high school
The book for this course is okay and doable. However, the lectures are somewhat independent from the book and it would've been nice if some topics of the book were explained during lectures.
Good book
For most of the parts, I enjoyed the book a lot. Well explained, many examples and visualisations.
It was very lgreat, good explanations about each concept. I know the ai related part of brain was something of the lectures, but i think that it would be nice to have some literature about brain and ai included in the course as well.
The book itself is very good and explanatory. The slides from the lectures are however not very understandable when just looking at them, as it's mostly just photos. Also seems like the teacher expects a lot of background knowledge that we don't have.

There is absolutely no focus. Just saying everything has to be learned makes it hard to study with a goal.
Learning objectives were clear, however the brain and AI aspects still feel rather disjoint in the course
The learning objectives are clear, and everything is connected (like the brain itself), so that is not an issue. The setup of this course, with approx. 3 weeks to study 3 chapters, create a mindmap and prepare a presentation is just too crammed.
I first had my doubts about the challenges, but I think it helped me to understand the topics better.
The challenges (though I hate the word "challenge") were a good way to get a grasp on the material. The 5th challenge was vague and not as useful as the other four, & more variation between the challenges would've been nice (excuse the mixed signals here)
I think it was sometimes unclear what we had to learn from the lectures.
The challenges were a really nice idea. Although my grade for my exam is now much worse then I could do. Because the challenges were so much work, I did not really have the time the study the way I normally do
Frank is one of the first teachers to actually make the cohesion between courses really clear. He did a really good job! He also was very clear about learning objectives and always took the time to explain his way of giving this course.
I would prefer more lectures about the book, even if that would mean more contact hours. The book contains a lot of info, and it would be handy if I heard it as well as read it.
More time should be spent in the courses on linking the program and book
the lectures were mostly about AI and the practical sessions for studying brain topics. However, the focus was alot on making mindmaps which, because you work in a group, takes time away from studying individually in the given time period.
Drop the challenges
The exam was nevertheless a bit a surprise but Frank handled this in a good fashion. The challenges are a lot of effort but at the same time super-helpful to understand and remember the content. The presentations&social pressure seem to motivate students.
The course is called Brain for AI, but there is still great focus on learning very specific aspects of biology, that aren't necessarily related to AI. This can be very well noticed in the exams.

I had no idea what to study for the exam. Even after studying all possible subjects I felt unprepared.
Slides were not helpful, had to watch the full lecture to look something up.
Because there is no focus, it's just a matter of grinding about a 1000 terms. Through this, the exam is mainly luck. You can't know them all, so just hope that you remember the specific 10 a 20 that are asked out of those 1000.
The preparation work groups (work group before the presentation of challenges) usually felt unproductive
The remaining parts of the organisation were all fine.
dont put a intresting course on friday morning, just don't with respect to going out on thursday... good thing that at least the lectures were recorded!!!
Nah.
-
Interesting that the lectures are not about the book, but about Neuroscience in combination with AI. Cognitive Psychology can definitely learn from this.
The study groups were not very useful.
Practicals (first class) weren't all that useful, mid-term tests did not properly test individual knowledge, specifically the last one
No, only on the new format of these questionnaires: these one-line boxes and the character-restriction feel pretty constraining. I liked the older version much better. (Didn't know where else to put that feedback with little effort :D)

Frank: He is one of the best teachers I ever had!!!
Please add lectures about the book, maybe 1 extra lecture per week. This stuff is hard and while I love to hear about the applications, saying: read this book of 600 pages and then not talking about it is just bad teaching (sorry to be harsh).
Best lectures I've ever had!
Frank is the best teacher I know. Keep up the awesome work!
Foreign PhD students were sometimes hard to understand (e.g. strong accent) and they also sometimes had a hard time understanding us which made answering the question during the presentation difficult
Since I am a second year student, I could not attend the lectures, so I had to watch the video lectures. It would be nice if the teacher could repeat the questions asked during the lecture, because you can't hear those on the video
Frank Léoné: hands down, best teacher we've had all year. Explains things amazingly well, makes lectures interesting (even at 8:45 on fridays) and responds to questions online as well.
Franc, wrt to organisation and responses but also communaction and more you did such a great job in contrary to all the other professors that I was suprised that it was possible this way. Even when the way you did it should be standard and normal!
Frank is relatively new to teaching, but talented at teaching in an interesting way (a rare gift). Makes good use of available materials for teaching (e.g. multimedia and the discussion board)
Frank was really awesome! I wish I had more lectures with him!
Frank is the best teacher I have ever met. He is very passionate and hard working. He also listens to students and actually changes things when they make valid points. Other teachers could learn a lot from him.
Teacher 1: Frank. Best teacher I ever had
Frank is without a doubt the best teacher of our year. He did a really awesome job for us.
By any criteria, Frank Léoné is the best teacher I ever saw
nah
Franc leone: very nice and ambitious teacher, however a bit too ambitious for the time we had. Loved the idea of actually learning stuff instead of remembering it for the test.
Frank Leone is a great teacher! I enjoyed the lectures with all the cool videos. Other teachers should attend his lectures and learn from him. Perhaps these lectures can be the new standard for teaching AI courses?
Frank is doing an amazing job :D And everybody knows that. I love how he is honestly asking for feedback and potential improvements, considering, discussing and potentially implementing it all the time. Best lecturer in our studies so far.
Great lectures, these lectures were my favourite lectures. Because there were many aspects in the lectures which weren't related to the book, the lectures became very interesting for me. So I really liked this setting.
Frank is a very good teacher, but he seems to have extremely high expectations from us students, and to belive that what he is asking us to do does not require a lot of time to prepare, while almost all students would spend days just making the mind maps.

Opmerkingen bij vraag: 29: F5. Do you have any other ....

I do not like the way of making presentations in order to study. I would rather have more explanatory lectures by the teacher.
Did not like the presentations at all, it was a lot of work every 3 weeks and because of that I did not study the full 3 chapters every block which was the point of the presentations
assignments are a bit vague
Love the lectures, but please add more practical ones. Nobody had this type of learning earlier in the study and we are just thown in without any reflection. It's not ok when even even the top-students are freaking out because it is impossible to learn.
i feel like we had little time for the assignments
I disliked the setup of the presentation for the challenges. As you are judged individually, you have to compete during the presentation to show your knowledge. Additionally there is no real preparation time to sort out roles for the presentation
Making mindmaps with 5 people was very difficult, hard to get all of us on the same page on how we should create the map. The first practical in each block wasn't that useful - not everyone was prepared enough for the games.
The lectures are barely connected to the book. The assignments were said to be the same format, but they changed too often
I think in this course, just making exercises about the information from the book and additional information about AI, would make us understand the information way better than making the 'challenges'. I do not think we really learn enough from it.
The assignments - creating mindmaps - although effective in making people actually study the material, did very little to actually increase my knowledge. I personally learned very little from them that I didn't while reading the book.
well reading the book, making a mindmap and the defence at least forces you to really study the material trough the entire course, so all with all not a bad thing. You succeeded in achieving that!
I absolutely loved going to the lectures. The second seminar every block was not very useful. The slides were very visual, meaning they were not useful for reviewing, and you needed notes and the video lectures for that - I dislike studying from a video.
The working groups were very usefull. Due to the fact that you had to answer questions/present things in front of a class, i was more motivated to study the material. I also like the fact that you get some individual points and some for team work.
The mindmaps are really not the way to go. I feel I learned few from them. I would have preferred small tests.
Assignments were simply a matter of getting used to it. It was a nice touch that resits of the challenges were possible, otherwise it would be a bummer for the first challenges.
The mindmaps were not useful and very time consuming. after making them, I did not have the idea that I knew the information and because it was too much, we all did a topic and then we all knew only 1 topic.
Demands in terms of quality of mindmaps should've been made clear earlier on
The TAs do a great job and know their stuff. I also liked the oral examination, something different from all the other courses. Its also nice that if you don't know the answer to one specific question you still get to tell something you do know.
Challenges & Presentations: Top. Effort too high for 5 EC => give more EC if possible.
The challenges require a lot of time to prepare. In general, I would spend 1 hour to read ca. 8 pages (for each challenge we would have to read 100-120 pages), and at least 10 hours to make the mind map. This does not only hold for me but also many others

Exam asked a lot of specific knowledge, which is not what I expected. Also some subjects were really stressed during presentations and lectures but not a single question about those subjects (visual pathway, auditory pathway)
Please just make general tests, mindmapping is cool, but getting 3 points was already a massive amount of work (add grading criteria). This takes time away from grinding the terms (which seems to be the course-goal) and being able to use them.
The examination was too long. The B questions required some time to think and then write a meaningful answer. The time to think and write a well-constructed answer simply wasn't there unless I rushed it and accepted an inferior answer
It seemed that different TA's gave significantly different grades for the same qualilty of work
While the exam was difficult and required effort throughout the semester, I felt it was fair. The grades for the challenges meant that even if you did not do too well on the exam, you could get a high grade with effort alone.
I think the open questions in the exam were very vague, so I did not know what I had to answer. Also we did not have enough time to complete the entire exam, which decreased the quality of my answers.
The exam was too hard with too little time
Exam was hard, but I think fair.
first it's 28, then 26, then 25 for the resit? no one knew before the resit how many points needed to be obtained to pass
The 5/5 -system made scoring an acceptable grade a lot harder, and more dependent on your teammates
Making mind maps is very time consuming and meeting with 5 people is difficult. I learned the most from the way we did Q4, more explaining the processes and linking terms to those processes. The exam was hard even after studying a lot.
I really liked the things you had to make, making mindmaps was very nice, but it was also a great amount of work, maybe a little bit too much. However, I think that this problem can be solved when each and everyone of our group did the same amount of work
We were told before the exam that we would get an exam where we would be proud to have passed the course. At that point most people would have been extremely proud to pass at that moment, just due to the work on the challenges.

Opmerkingen bij vraag: 36: H2. Possible final comment....

In general I did not feel like the way the course was taught fit me. Also I felt like the course was way too much and difficult.
more integration of topics, workload too high, better exam
Very interesting material, what I was able to learn I loved. But due to unclear goals and massive time-shortage as well as a lack of focus and the randomness of the exams a 3 is pushing it. Frank is a great teacher, but the course was a nightmare.
Your qualities as a teacher are way above average, I enjoyed every lecture!
Overall the content is very interesting, however the study load in such a short time makes it feel considerably less so
Amazing teacher, interesting material, just too little time to do everything in.
Well all with all, when I started AI I strongly disliked everything related to the fuzzy, not real science psychology courses. In the end you inspired me to become very intresting in the human brain and in neuroscience and its connection with AI, thanks!!
I had fun during this course, and because it required substantial effort I really feel I learned something in the end
Great teacher, highly interesting course, extremely high working load
I enjoyed the course
Get rid of the mindmaps and presentations.
10/10 would love to follow this course again if I would have failed it this year. Frank is a great guy and he is really good in working with feedback he gets. That is one of the things that makes this course really enjoyable.
A heavy but good course, mainly due to the teacher. The course should be placed in a period of otherwise low study load
Adapt the workload to the amount of other courses given, and make the general topics clearer and easier to find information about in terms of expectations for the exams
The lectures are nice and I enjoyed the workgroups. Its a good thing that Frank tries to do things differently! I did put a lot of time in this course, more than the 168 hours (6ec).
The challenges were really holding this course back, could have been an amazing course otherwise. But time just had to be spend on completely the wrong things.
The course is extremely interesting, but very (/maybe too) demanding. An exam should not be made to have people be proud to pass, even when they have worked very hard, but for students to show what they have learned.