# Computational and formal modeling
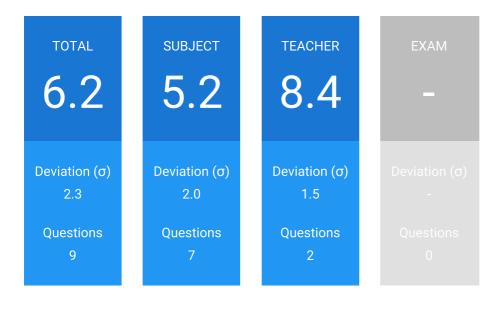
*Results from 07-02-2018 till 21-02-2018*

*Respondents (n) 21 of the 78*

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## Total average

Below are the total averages of all evaluations of this program. These averages are composed of all results on all questions. Except if a question meets one of the following constraints:

- It is a "Yes / No" question

- It's an "Open question"

- The question is part of a set of questions where is explicitly stated that they may not be included in the average.

| TOTAL | SUBJECT | TEACHER | EXAM |
|:---:|:---:|:---:|:---:|
| 6.2 | 5.2 | 8.4 | - |
| Deviation (σ) | Deviation (σ) | Deviation (σ) | Deviation (σ) |
| 2.3 | 2.0 | 1.5 | - |
| Questions | Questions | Questions | Questions |
| 9 | 7 | 2 | 0 |

# Total average per question

Below are the total averages per question of this evaluation.

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The learning objectives (what you should know and be able to do by the end) of the course were clear to me.
Disagree to agree | 0.7σ | n 21

**Disagree (2.1)**

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The coherence between the different components of the course is
Very little to very much | 0.8σ | n 21

**Neutral (2.9)**

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Studying the course materials was necessary to successfully complete the course.
Disagree to agree | 1.2σ | n 21

**Neutral (2.7)**

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The organisation (e.g. the planning, scheduling, method of information provision) of the course was good.
Disagree to agree | 1.1σ | n 21

**Disagree (2.3)**

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The information provided before and during the course was sufficient.
Disagree to agree | 0.8σ | n 21

**Neutral (3.0)**

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The time that I spent on this course was less/more/equal to the number of course credits (EC).
Less to more | 1.2σ | n 21

**Average (2.9)**

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My general opinion of the course is
Bad to good | 0.8σ | n 21

**Bad (2.4)**

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My general opinion of the lecturer(s) is
Bad to good | 0.7σ | n 35

**Good (3.9)**

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The lecturer had a good command of English.
Disagree to agree | 0.6σ | n 35

**Strongly agree (4.5)**

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# Open questions

Below are the results of each open question of this evaluation.

What do you think are the strong points of the course?

n 21

1. lecturer can actually speak english

2. The subject is nice and it is a good addition to the AI bachelor.

3. All teachers are willing to help

4. no exam, group work where you can divide on what you are good at

5. It is good for learning how to work together

6. Teacher O. Scharenborg was very good. She was able to explain the information clearly and willing to answer every question until we understood.

7. There is some freedom as to what you decide to do for the final poster project.

8. No exam but practical assignments.

9. .

10. the content is very interesting

11. it had a lot of practical assignments

12. Practise presentation skills, learn about computational models and learn to apply them

13. Interactive, different components which make it interesting.

14. It gives you the opportunity to learn how to formalize theories

15. -

16. Abstract thinking

17. N/a

18. The assignment in which we had to make a formalisation, because we had not done this yet in another course.

19. No exam

20. the intention of the course - developing a scientific and critique view on theories

21. -

If you see areas that could be improved in the course, what are your suggestions?

n 21

1. unclear learning objectives, seemingly useless lectures. i also highly doubt i actually learnt anything from this course at all

2. We heard the deadlines of the assignments 1 week in advance and the find time with a group of 5/6 is not enough. Also, the % of the 1 and 2 assignment were to low. We spend a lot of hours on these assignments and it was only 20% of our grade en individual and poster assignment were 80% of our grade and we did not spend so much time on it. The % should be divided more equally. Another criticism is that the poster presentation was in the middle of the exam period, and therefore nobody really had the time to be at the presentation since it costed almost the entire day. Also the voting system for the best poster was ridiculous because you were able to vote on your own poster.

3. - Grades: The 2 group assignment combined weight less than the poster project. However, we spend more time on the group assignments than on the poster project. - The individual assignment: Assignment is not clear, it is also not clear what the goal of the assignment is, and why it accounts for almost 50% of your grade. (its about the same amount of work as a group assignment). - Mainly, 2 papers were discussed in the lecture, it was quite boring. I would like to see more relevant papers being discussed. - Poster presentations were planned during the exam weeks. If that could be moved by one or two weeks, that would relieve a little of unnecessary stress. - The bonus point for the poster project. The way the bonus point could be achieved was very sensitive to fraudulent behavior. Doesn't seem as a very sensible idea to me. - Some students that did well for the 2 group assignments and individual assignment, didn't have to do the poster project because there grade was already sufficient. In groups this can lead to situations in which only one member has to make the poster and all the others don't care and won't help, because their grade already is sufficient and they have other (more important) exams at that moment. - For me it was not clear how the discussion points were graded. Would be nice to provide some sort of insight to this.

4. less EC, or more work. People that spend 6h in total have a higher end grade than the people that actually are working for the course, go to the lectures, take the assignments serious

5. A lot, This course is not tought well. It could be a nice course where you can learn a lot. But I learned absolutely nothing. It is not always clear what is expected of you and how you need to approach assignements.

6. Definitely the organisation. Sometimes we would get the instructions of an assignment just one week before the deadline. Also the poster project event was a bit weird. The whole thing took about 2.5 hours, when we only had to present about 20 minutes, which meant there was a lot of waiting. And overall, the course was very busy. Two assignments/presentations in a group, one big poster project in a group (+ proposal) and one individual assigment is just a lot of work. Especially at the end of the course, there was a deadline almost every week. Or two deadlines on the same day (proposal + individual assigment). Way too busy.

7. Clearer explanation of the first practical assignment. More information (especially earlier) about the individual assignment. If you want us to have a nice elevating poster project, you should not only have given us a week to do everything. The proposal approval was too late relative to the date of the poster presentation.

8. The content of the course seems somewhat random and unrelated to the rest of the Artifical Intelligence program.

9. A better planning (too many assignments at the end of the course). And I still have no idea how the first couple of lectures (cohort model, trace and so forth) is related to the rest of the lectures. Never had an assignment about that.

10. I loved the stuff what we were taught. It was very interesting and very valuable. At the end, I gained so much. However, the deadlines and what we are expected to do were at three places and it was very confusing where to look for the information. Sometimes I struggled to understand what actually we were asked to do and also other classmates had the same problem. Also, we spend so much time on the group assessments and the value was super low in comparison to the individual coursework. I did not like the individual coursework which was more or less just philosophy, I would rather something more relevant to learn and this could be just a discussion hour with the whole class. Overall the content is very interesting and I would like to know more than just what we were taught as the coherence and similarity and poster topic. I would like to hear more problematic models and what problems are there

or at least where I can find the literature about it. I still am not sure if it is possible to find it. Lastly, we received overall mark but STILL NOT the final mark for poster!

11. The scheduling of the assignments should be improved to increase time between deadlines, then maybe we could get feedback/grades from one assignment before the deadline of the next.

12. Since there is no exam, many people are not motivated to go to the lectures, because they are not all necessary to complete the course.

13. Too much group assignments.

14. Mostly that the organization was a bit messy and the division of all the assignments wasn't really well thought out, causing students to do almost nothing at some part and then al of a sudden work on 2/3 things at the same time for the same course. Divide the workload.

15. -

16. organisation

17. N/a

18. The second group assignment and a big part of the course are about implementing formal theories. I felt like this was redundant, because we have already made a lot of such implementations in other courses.

19. Clearer indication of what the topics in the course are useful for

20. More information on what is expected in assignments, better organisation in terms of blackboard, ( I still have no idea what happened with the discussion points)

21. less group work, but instead an exam (so you need to attend lectures).

Other comments and/or explanations regarding the answers you gave to specific questions.
n 21

1. this field (in the survey) should not be mandatory

2. There was no need to go to the classes, because they were useless to accomplish the assignments.

3. no.

4. Exercises are vague and late online

5. This is the worst course I have had this year. I think it is a waste of EC because with 6 EC you have the opportunity to learn a lot, it is to bad that this course could not provide the knowledge that 6 EC van give.

6. Not really.

7. No.

8. The course did not really feel useful.

9. .

10. all explained before

11. -

12. No other comments

13. No

14. -

15. -

16. no

17. N/a

18. -

19. It was sometimes unclear when to do what (no blackboard deadline for discussion points etc.)

20. -

21. I didn't feel like I needed to study the lecture material (I never went) to pass the course. It's easy to take advantage of other students' work in group projects: you'll pass the course without understanding anything and without doing work (because there was no exam).