Sammanställning av Algorithms and Data Structures III 1DL481 61034 VT2025 (1DL481 61034)

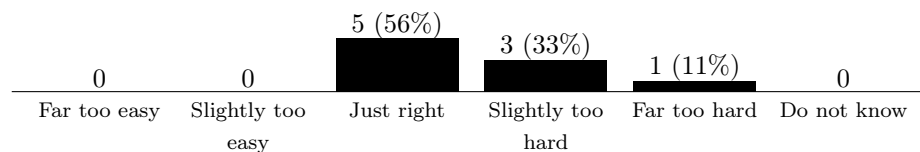| Sammanställd	2025-04-02
Antal svar	9 av 33 (svarsfrekvens 27 %)
Tillgänglig	2025-03-09 – 2025-03-30
Kontaktperson	Malin Madsen (malin.madsen@it.uu.se), verksam vid IT-kansliet/Student Office
Status	Avslutad
Namn	Algorithms and Data Structures III 1DL481 61034 VT2025 (1DL481 61034)
Sammanfattning	

Information about Swedish translation / Information på svenska om frågorna

Om du behöver hjälp med översättning av dessa frågor till Svenska kan du klicka här.
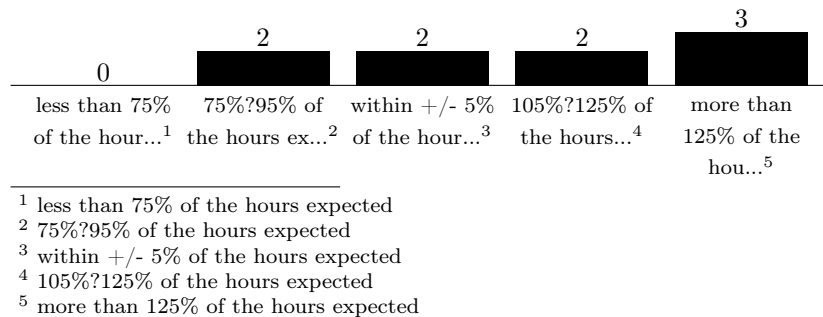
Start of questions

Your viewpoints are valuable, and both positive comments and constructive and objective criticisms are welcome. Your criticism should be objective, constructive and always take into consideration individuals' integrity.

1. How would you rate the course's degree of difficulty? (Description: Here, you are asked how difficult you think the course was, taking its requirements and level into consideration. Feel free to comment on your answer.) *(Medel = 3,6, Median = 3,0, SD = 0,7) (1 = Far too easy, 5 = Far too hard)*
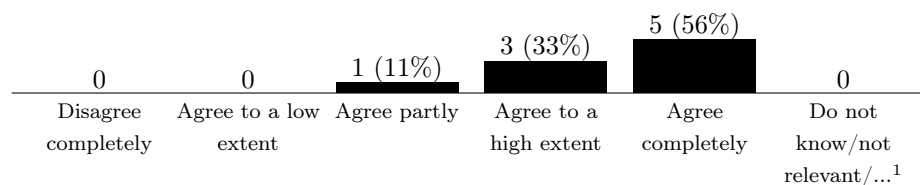

   COMMENTS:

   - The course is very demanding, especially given the short timeframe in which it is taught. But one also gets exactly what one would expect from the course, making it just right. [3]
   - This is, by far, the most difficult course I've taken. [4]
   - While the course was hard, it was very satisfying when completing the tasks. [5]

2. How did you perceive the course's workload in relation to its size (number of credits)? (Description: Here, you are asked how you perceived the workload, i.e. how much total time you invested in relation to full-time. Baseline: a 5-credit course given in a period of 10 weeks is expected to correspond to 1/3 of full-time, or 13.3 hours per week. Feel free to comment on your answer.)

	2	2	2	3
0				

less than 75% of the hour...[1]   75%?95% of the hours ex...[2]   within +/- 5% of the hour...[3]   105%?125% of the hours...[4]   more than 125% of the hou...[5]

[1] less than 75% of the hours expected
[2] 75%?95% of the hours expected
[3] within +/- 5% of the hours expected
[4] 105%?125% of the hours expected
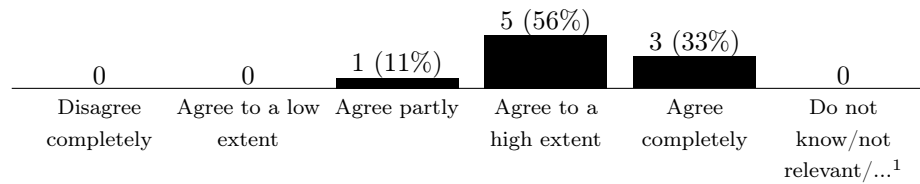[5] more than 125% of the hours expected

COMMENTS:

- The workload depends highly on how good the first approach to a solution for each of the tasks of the two assignments is. As debugging is not really an option, getting to a working solution can be very tricky and time consuming.
- I spent ~170 hours on this course, which is crazy considering this period wasn't even 10 weeks long and the exam was scheduled first week of exam period. Ended up having to drop parts of my other courses to not timeout on this course.
- Logged just over 100h. But got sick before the exam and couldn't spend much time studying, so some time should be added for that.
- It took more time than expected but it might be because we overcomplicated some stuff on the assignment
- The assignments took the most time, by far.
- A huge reason for the big amount of hours spent on this course is the fact that there is no overlap between the exam and hand-ins. Some overlap would have been nice and could have contributed to the expected hours to be more reasonable.
- This course is a 7.5 or even 10 hp course disguised as 5 hp.

3. I took a great deal of responsibility for my own learning during the course. (Description: Here, we want to know to what extent you took responsibility for your own learning, or if you e.g. relied more on the efforts of others. Feel free to comment on your answer.) *(Medel = 4,4, Median = 5,0, SD = 0,7) (1 = Disagree completely, 5 = Agree completely)*

		1 (11%)	3 (33%)	5 (56%)	
0	0				0

Disagree completely   Agree to a low extent   Agree partly   Agree to a high extent   Agree completely   Do not know/not relevant/...[1]

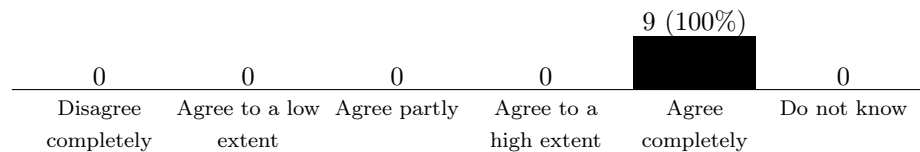[1] Do not know/not relevant/do not wish to answer

COMMENTS:

- I spent more than the budgeted amount of hours on this course. Still, I had to rely on other students to help me understand some of the lecture material. [5]
- I wish I had solved a few of the candidate exam problems after the lecture on the exam topics. It would have been a good way to practice, and commit the content to memory better. Also to offload the final exam studies a bit. [4]

4. I contributed to other students' learning during the course. (Description: Here, we want to know to what extent you took responsibility for the learning of others. Have you, for example, taken an active role when studying with others, doing lab work with others, etc.? Feel free to comment on your answer.) *(Medel = 4,2, Median = 4,0, SD = 0,6) (1 = Disagree completely, 5 = Agree completely)*

0	0	1 (11%)	5 (56%)	3 (33%)	0
Disagree completely	Agree to a low extent	Agree partly	Agree to a high extent	Agree completely	Do not know/not relevant/...[1]

_____

[1] Do not know/not relevant/do not wish to answer

COMMENTS:

- I cooperated a lot with other students in the course for the exam material and would've failed this class without them. However, for assignments it was mostly just me and my teammate. [4]

- Working in pairs is ideal. [5]

- All of the work was done together with my partner. I also had some coursemates that I studied together with for the exam. [5]

5. I feel that the treatment of students in the course has been good (e.g. regarding equal treatment or program affiliation) and that no one has been disadvantaged by the organization, content or execution of the teaching. (Note: If you feel that you have experienced or witnessed harassment or sexual harassment, please fill in the form at https://doit.medfarm.uu.se/bin/kurt3/kurt/26 You can do so anonymously. For more information see https://www.it.uu.se/about_us/harassment_information *(Medel = 5,0, Median = 5,0, SD = 0,0) (1 = Disagree completely, 5 = Agree completely)*

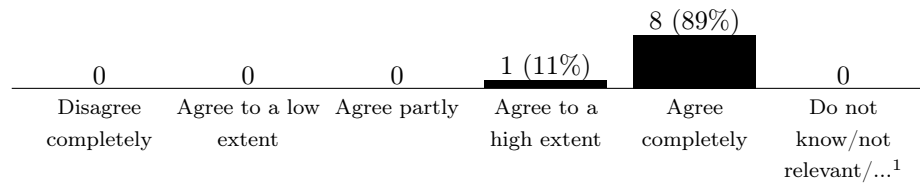| 0	0	0	0	9 (100%)	0
Disagree completely	Agree to a low extent	Agree partly	Agree to a high extent	Agree completely	Do not know

COMMENTS:

- The head teacher is a wonderful teacher and takes great care of providing a friendly and open learning environment where questions and participation are equally encouraged and welcomed. [5]

- Great, friendly and helpful lecturers and teaching assistants. Great job! [5]

- Pierre is one of the greatest teachers I've had and really care about us students taking the course. [5]

6. What do you think were the best thing(s) about this course? (Description: Here, you can highlight efforts, characteristics or parts of the course you thought were good.)

- 1. The teacher is one of the best teachers I've had so far: incredibly passionate about the topic, with a very engaging lecturing style. Never a boring lecture. 2. The subject is very interesting.

- Head teacher as lecturer. The way the he works through the slides by editing them on his touch pad is brilliant. A master class in lecturing.

- Pierre is an excellent and kind lecturer. I like that the assignments are few but heavy in workload, because it is more interesting to get familiar with a problem.

- We got to try our hands at many different kinds of problems, which really put our understanding to use. So, the best part was the assignments!
  The teachers were also very interested in their topic which made the lectures fun.

- This whole course was great. The assignments were interesting and fun and it was fun to tinker. That all possible questions for the exam was good for this course as much of the course are proofs that are hard to think up and construct during the exam. So that we had time to prepare ourself for all possible questions was great.

- The syllabus is great; the presented modelling techniques seem more useful than what I learn in other courses.

- that the questions are actually hard. They are really hard. But it's also a course I have learned a lot in. It has shown me that I can solve problems that are really hard. It has really shown me how far I have come in my education and I'm really glad I took this course even if it was difficult. I really liked the assignments, they felt like real life problems that you could stumble upon in a work setting.

- The lecturer

- Very good teaching staff

7. Please provide constructive suggestions for course development. (Description: With your help, the course can be made better, and something that is already good can be made even more prominent/effective.) *(Antal obesvarade = 2)*

  - n/a

  - The course should be 10 credits. The subjects covered by the exam are completely disjoint from the subjects covered by the assignment. It almost feels like 2 separate courses. I think adding help sessions or some sort of tutoring for parts of the exam topics are needed. Especially for NP-Complete reductions and approximation algorithms. As someone who struggled with these topics I felt like the course abandoned me to the mercy of other students that had an easier time learning the topics.

  - I think that the exam format was not the best, it was really a test of memorizing answers that are found online at the same time many of the problems in AD3 are extremely hard, which would have meant if the answers were not available online, it would probably resulted in a lot of fails.

    A better approach could be to let the exam be slightly easier (2 credits) and add some more theory to some assignment or another assignment (3 credits).

  - I felt it was a bit weird doing the opposite to AD2 where the assignments were the baseline for the exam and here the assignments had basically nothing to do with it. Don't know if any change is needed. Just felt a bit weird.

  - During the lectures, leave more time to think about the exercises before revealing the solution.

  - The only negative thing about the course is the fact that we had 8 weeks. It felt like the exam was 1 week to early and there was not quite enough time to fully study and understand the proofs that was expected during the exam.

    It would also be nice with a session were proofs were gone trough in a workshop setting were students come together prove a problem or two and then get TAs help in reasoning why the proof does (or does not) hold.

  - The first assignment was really hard and would wish for more clues.

8. Overall, I am satisfied with this course. (Description: Here you are asked how well you think the course worked in relation to everything from teacher, content, forms of instruction, and examination to scheduling. Feel free to comment on your answer.) *(Medel = 4,9, Median = 5,0, SD = 0,3) (1 = Disagree completely, 5 = Agree completely)*

Disagree completely	Agree to a low extent	Agree partly	Agree to a high extent	Agree completely	Do not know/not relevant/...[1]
0	0	0	1 (11%)	8 (89%)	0

[1] Do not know/not relevant/do not wish to answer

Comments:

- The course is exactly what I hoped for, it was demanding in the best sense and very difficult to wrap my head around. The head teacher is a great teacher who encourages his students to think and have fun tackling complex problems. His teaching style is engaging and he makes an effort to get to know all of his students, which creates a very welcoming learning environment.

  The problems used in the assignments were interesting and diverse, with very helpful and engaged TAs in each of the help sessions. I also quite liked the guest lecture, because we got to see how these highly abstract concepts can be applied in real world scenarios. [5]

- A great course which covers a crazy amount of topic relevant to solving real life problems. I really recommend others to take this course, as long as they pair it with other "easy" courses.

  The craziest realization was at the end of this course: AD1-AD3 have taken us through basically all of CLRS and in AD3 we learnt to tackle the most difficult parts of CLRS, which feels unbelievable after being intimidated by it back in AD1. [4]

- Very fun and rewarding course! Recommend strongly. [5]

- This course taught me a lot and, in general, I think it opened my eyes to a really cool intersection between computer science and mathematics. [5]

- It is one of the best courses I've read. Really challenging and fun, but it is not a 5 hp course. [5]