Algorithms and Data Structures III, 5.0 c

Course code: 1DL481, Report code: 61034, 33%, DAG, NML, week: 04 - 12 Semester: Spring 2019

Result

This evaluation is answered by 45% (17/38) of the respondents.

Below are statistics on single- and multiple-choice answers and freeform text. Additionally, the summaries for freeform text responses that students will see are also shown.

1: Overall, how satisfied are you with the course?

Answers: 17

Answer options:

Median: 4 Mean: 4.3 / 5

0. Do not know/not relevant/do not wish to answer	0 responses	0%
1. Not at all	0 responses	0%
2.	1 responses	6%
3.	1 responses	6%
4.	7 responses	41%
5. Extremely	8 responses	47%

2: Is the course relevant to your education?

Answers: 17

Answer options:

Median: 5 Mean: 4.9 / 5

0. Do not know/not relevant/do not wish to answer	1 responses	6%
1. Not at all	0 responses	0%
2.	0 responses	0%
3.	0 responses	0%
4.	1 responses	6%
5. To a very high extent	15 responses	88%

3: To what extent have you made the effort to benefit from the course content? Answers: 17

Answer options: Median: 5 Mean: 4.8 / 5

0. Do not know/not relevant/do not wish to answer	0 responses	0%	
1. Not at all	0 responses	0%	
2.	0 responses	0%	
3.	0 responses	0%	
4.	4 responses	24%	
5. To a very high extent	13 responses	76%	

4: I feel that the work pace during the course has been: Answers: 17

Answer options: Median: 3 Mean: 3.6 / 5

0. Do not know/not relevant/do not wish to answer	0 responses	0%	
1. Far too low	0 responses	0%	
2. Too low	0 responses	0%	
3. Just right	10 responses	59%	
4. Too high	4 responses	24%	
5. Far too high	3 responses	18%	

Strict/Hard but fair.

I don't want to say that the work pace has been too high, but if all courses were equally demanding, the work pace might be too high.

5: What has been your main source of information during the course? Course literature, Wikipedia, YouTube, lectures, some other literature, ... ?

Answers: 14

lectures, slides
The lectures
Course literature, lecture slides, Internet searches
Lectures and papers
lectures, clrs3
Book. Mostly presentation slides both from the course and from others online. Have watched also lectures on the topics discussed.
Lecture slides, various sources on the internet.
Lectures, CLRS3, articles.
Lectures, online sources, course litterature
In order of decreasing importance: Lectures, slides, course literature, Wikipedia.
Course Literature
Lectures and google
Lectures, course book
Course Book

6: This has been especially good about the course:	Answers: 12

Very very happy with the overall quality of the course. It shows in every way possible that Pierre is passionate about giving the best delivery possible. I really appreciate how much thought has gone into selecting material, creating assignments, writing instructions etc. Pierre is doing most of the navigation for you, so you can focus 100% on learning. This is a rare, but very valuable attribute in any teacher. Great with the large number of guest lectures. Having the guest lecturers available during help sessions felt like an absolute luxury!
Both Pierre and Gustav have been excellent!
The head teacher and the TA
The content is pretty good. Learn a lot from it.
Best course to this date iff the score is determined by its content.
The assignments were a perfect match where the theoretical understanding of the problem was extremely important to implement a correct practical algorithm. There was no way of solving the assignments without understanding the theory well.
Most of the assignments were fun and interesting. Pierre and Gustav have also been really great.
The assignments are well-crafted and a great learning experience.
Assignments and lectures.
The assignments are interesting and encompasses well the key points of the course and are also not based on separate topics compared to the lectures.
Teacher (Pierre is great as usual), deep and well thought out lab assignments + solution sessions
Assignments

7: This could be improved in the course: (Make your suggestions as constructive as possible)

Answers: 10

Philipp's lecture on SMT *was* great. Perhaps my prerequisite knowledge was lacking a bit, but I had to drink every drop of coffee I had to be able to keep up with him in the beginning. Then again, when the lecture was finished, it felt as if I had been able to absorb most of it, so perhaps the level was just right.
(Get more money to) hire more TAs
Some of the guest lectures expanded too little on its concepts, and overall, it seems to be too much content over too little time to be able to get a good grasp on it in time for the exam.
Spend lots of time on assignment! More than 30 hours per assignment. This influence other courses.
Too much work is done for 5c. The lectures associated with the home assignments themselves cover material equivalent to 5c, comparing with ADII and PKD. Then the presentations and exam cover a completely different set of topics; seemingly unique for this course. Either cut off some of the material, or make this course 10c. (I prefer the latter). If not possible due to financial constraints, why don't we remove one of the lower-rated courses on this institute? Ex, to my knowledge, System design (1MD034) was terrible in 2018 and hasn't really improved in 2019.
I don't really understand why reductions are deemed to be so important that there is a mandatory question about it on the exam. Reductions are a small part of the course (2 lectures), so it feels like an odd decision. All it does now (from a student's perspective) is adding unnecessary pressure when the exam is already pretty difficult. That is my only "complaint" about the course though.
I felt the presentations were hard to follow most of the time, especially ones from articles on a very specific part of a topic (like ours). It might be beneficial to vet each proposal slightly stricter to 'famous' or 'well-known' articles on the exam topics. Provide a presentation slide template like the one in COCP for easier to follow presentations.
Maybe try to divide the assignment into parts, so there is a bit easier and less time required to pass (3 points), but in order to have chance of 4 or 5 points roughly the same workload could be maintained?
Guide students further on the cost function for the first task. Encourage students to make their presentations without as much profs and math, while they are essential to their topic, there is not enough time to convey it in a good manner, and including them have the risk of having the audience blank out and not listen. Strongly encourage forming pairs or finding new partners if one leaves the course. But make the task perhaps even easier if a pairing is not feasible. Or, allow a three-person pairing at the potential risk of making the task harder.
I'm a bit conflicted on the exam structure: the exam questions are very challenging, but the pool of questions is limited so you can get by with memorization (as long as you can figure out the solutions to the exercises with other students, since not all solutions are available). You have to understand an exercise to be able to reproduce it, so it's not only memorization, plus it makes the exam very consistent: but it does take the need for creativity out of the equation.

Summary of free-text responses/comments for the whole course evaluation