Filtrerad Sammanställning av Course evaluation for Algorithms and Data Structures III 1DL481 61034 VT2023 (1DL481 61034)

Sammanställd	
Antal svar	8 av 26 (svarsfrekvens 31 %)
Tillgänglig	2023-03-05 – 2023-03-26
Kontaktperson	Tjark Weber (tjark.weber@it.uu.se), verksam vid Institutionen för informationsteknologi
Kurs	Algorithms and Data Structures III 1DL481 61034 VT2023 (1DL481 61034)

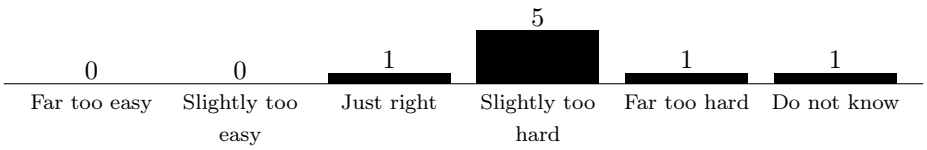
Information about Swedish translation / Information på svenska om frågorna

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.

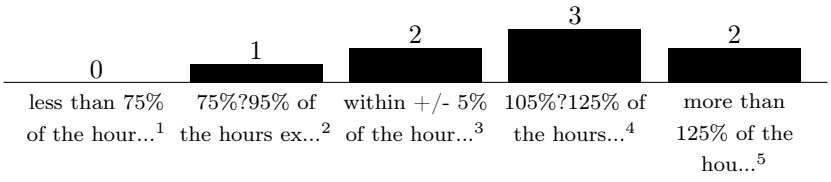
1. How would you rate the course's degree of difficulty? (Description: Here, you are asked how difficult you think the course was, taking its requirements and level into consideration. Feel free to comment on your answer.) *(Medel = 4,0, SD = 0,5) (1 = Far too easy, 5 = Far too hard)*



   Comments:

   - It is very hard course but it is also suppose be difficult because these things are not easy things so in order to learn it you got to [Do not know]
   - * I had the feeling the threshold for passing the assignments was very strict. At least that's how it was communicated to us. * The course also took significantly more effort than other 5 or even 7.5 ECTS. [4]

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.)

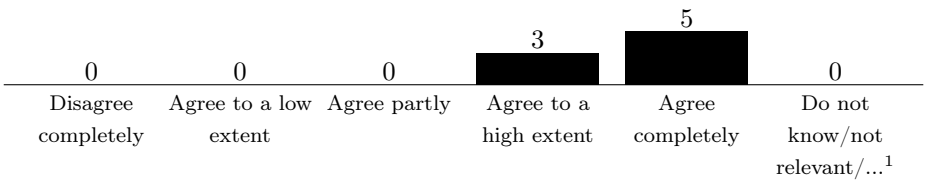


[1] less than 75% of the hours expected
[2] 75%?95% of the hours expected
[3] within +/- 5% of the hours expected
[4] 105%?125% of the hours expected
[5] more than 125% of the hours expected

Comments:

- It is not taken into account the time it takes to learn material or debug material, which is what makes these assignments take more than the allocated amount of time. Assignment 2 is reasonable but assignment 1 has problems, but at the same time I find it hard to see where anything could be reduced. Maybe reductions in questions in the report, as the report alone takes up to 12 hours to complete when done thoroughly.
- Each assignment takes more than 30 hours per student. Exam preparation takes less than 55 hours, which might be because my teammate and I worked together to discuss and solve the exam problems beforehand. I don't know if that's encouraged or discouraged, but it reduced the exam preparation time for both of us. If the instructor has a stance on whether students should do that, it might be better to tell the students. I think it might be helpful to change the expected assignment hours to 35 each and exam preparation to 45 hours.
- * The first 3.3 weeks we had 3x lectures each week and afterwards none at all. Distributing these better would help with the workload and allow students to review material before the next lecture. * We had assignments with a work time of ˜17 days, which according to the instructor should take 30h per team member. In parallel, we had 3x lectures each week. This exceeds the expected workload per week by a good amount, and doesn't even account for teams getting stuck on problems or simply needing some more time (like we did). My team was told that we even got through one assignment better than expected. I find this schedule unreasonable. It left no time to review the lecture content and put unnecessary pressure on us students. I for my part, got through it pretty well, but did less in other parallel courses.

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 = 4,6, SD = 0,5) (1 = Disagree completely, 5 = Agree completely)*



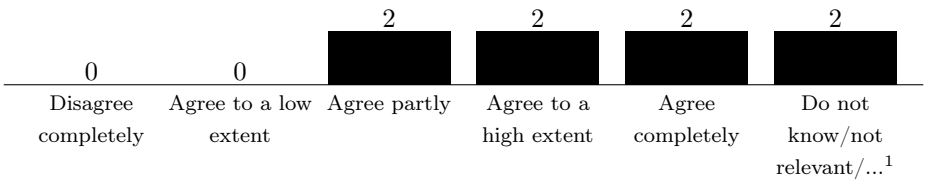
[1] Do not know/not relevant/do not wish to answer

Comments:

- * Due to the schedule, there was no time to review the content until all assignments and lectures were finished. By then, we had little contact with the instructor. Reviewing the content and solving exam questions was mostly left up to us. Without my teammate,

who was comfortable with the topics, I'm not certain that I would made it in the exam. * The scheduling prevented us from reviewing the material until all of the tasks and lectures were done. By then, we had little contact with the instructor. Reviewing the content and solving exam questions was mostly left up to us. I doubt I would have succeeded in the exam without my teammate, who was familiar with the subjects. [5]

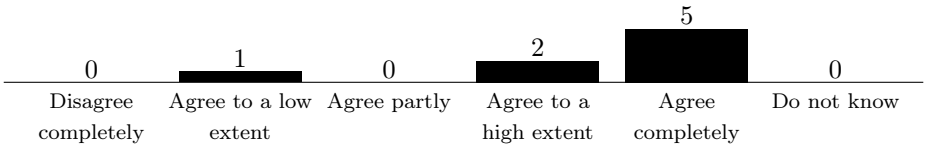
4. I contributed to other students' learning during the course. (Description: Here, we want to know to what extent you took responsibility for the learning of others. Have you, for example, taken an active role when studying with others, doing lab work with others, etc.? Feel free to comment on your answer.) *(Medel = 4,0, SD = 0,8) (1 = Disagree completely, 5 = Agree completely)*



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

Comments:
Inga kommentarer givna

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 = 4,4, SD = 1,0) (1 = Disagree completely, 5 = Agree completely)*



Comments:

- There was nothing obviously wrong, but some of the communication seemed to prioritize correctness over teaching. Especially for assignments, it was said something along the lines: "If your implementation is not correct you will fail". This along other statements gave me the impression, that the correctness is much more important than us learning the subject. It also put more pressure on us, as our solution had to work completely or we would fail. [4]

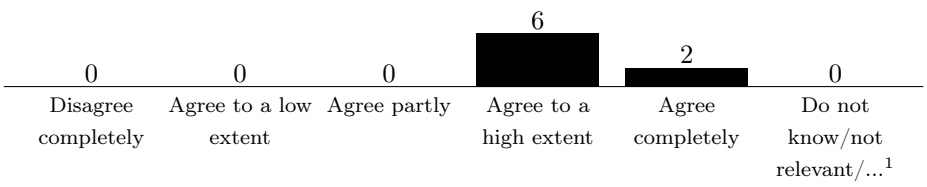
6. What do you think were the best thing(s) about this course? (Description: Here, you can highlight efforts, characteristics or parts of the course you thought were good.) *(Antal obesvarade = 2)*

- Very interesting course which gives a good view into constraint programming, what restrictions there are of solving hard problems, and how these problems are being solved today.
- Clear structure and expectations for students.

- The method of presenting all possible exam questions in advance worked really well. I wonder why I have not seen this in any other course. It encourages students to work on all parts on the course while it decreases stress about what will be on the exam.
  I also think that the assignments were both interesting and educational. The fact that it was possible to achieve higher grades (not only pass/fail) on the assignments made me work harder on.
  The fact that the lectures were held early on in the course was yet another good thing. It helps the long term memory to remember more of the course content post exam.
- The assignments where very much hands on which helped understanding the subject.
- Randomised algorithms, Approximation algorithms, the instructor asked for feedback in the assignments
- The connection between the theoretical problems and their implementation

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 = 4)*
   - Assignment 1 needs to be (somehow) reduced, where I personally think that certain questions in the report could be downsized (as the actual practical work is rough but extremely giving and should not be altered).
   - The work balance between the first and second part of the first assignment is not accurately calculated. The first one did not take 40% of the work, rather 20%. What took most time was debugging the SLS, we sat almost 10 hours before we find a inner loop should start at i+1 instead of 0. Might be difficult but being able to give hints to students where they should begin looking for bugs might cut down a lot of time spending debugging. Maybe ask students this year and TA what the kind of bugs they did come across to get a picture. Understand it might not be possible.
   - The course put a heavy focus on NP-completeness. The part covering normal poly time algorithms and data structures was too little for my taste, especially based on the name.
     This course has a higher workload than other 5ECTS courses. For me, the content could be split into two parts: 1. NP-Completeness and possible approaches 2. Poly time algorithms and data structures. It would be interesting to discuss data structure design focussed on cache efficiency etc. These things weren't touched on in the lectures at all.
   - Maybe not giving all possible exam questions in advance (e.g. only 3/4 for passing) and creating the remaining ones in a similar but slightly different fashion. In the original way, from my point of view, you test more who could invest the most time in the preparation and not who really understood the problems. On the other hand, I can understand this procedure for some applications (e.g. if you don't see the NP-complete construction you might be lost).

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 = 4,3, SD = 0,4) (1 = Disagree completely, 5 = Agree completely)*



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Comments:
Inga kommentarer givna