Student 2 - Студент 2

This interview was much more informative compared to the first one due to the fact that it took more time. This table does not contain the whole feedback that was gathered, so probably more info should be documented in some other way.

| ${ m Question}({ m EN/RU})$ | Student's answer(EN) |
|---|---|
| Your avg. RQ grade? / Средняя оценка | P- |
| за RQ? | |
| How your expected grade differs from | Always different. Sometimes I expect a P and get a |
| received? / Как отличается твоя лич- | P-, sometimes I expect P- and get a P+. |
| ная оценка от получаемой? | |
| What TA comments do you get most | It's like they don't understand me at all or pretend |
| often? / Какие комментарии ТА | SO. |
| встречаешь чаще всего? | |
| Do you often agree/disagree with TA | Grading is highly subjective and depends on the |
| comments? / Как часто ты соглаша- | exact TA. We compared our works and reasoning is |
| ешься/не соглашаешься с коммента- | \mid the same, but one has fancy graphs and they got P+ \mid |
| риями ТА? | |
| What's the most difficult in RQ? / 4Tro | Bad sources, hard to find the information needed. |
| самое сложное при написании RQ? | Do I need to explain what I've read or do I need to |
| | explain basic things? It's like the logic between my |
| | sentences is not seen. |
| What's the easiest? / А что проще все- | Formatting and questions where I just need to find |
| го? | something important. |
| How would you change current | Subjective grading. Whole course is old and not |
| grading/requirements? Как бы ты | oriented on more knowledgeable CIS population. |
| изменил(а) текущую систему оцени- | Reference to what a good work is. |
| вания/требований? | NT TO (1) (1) |
| Do you use upgrades and why? Поль- | No. Because they won't help, grade stays the same. |
| зуешься ли апгрейдами и почему? | Appeal here is not a dialogue but a monologue after |
| What value do TA comments provide to | which you're just told that you're wrong. |
| уои? Чем для тебя полезны коммен- | Useless, don't provide any learning value. It's like TAs don't know the correct answers themselves. |
| тарии ТА? | TAS don't know the correct answers themselves. |
| How often do you provide examples? | I did at first, but they only harm my answers. Provide |
| Как часто ты приводишь примеры? | only when explicitly asked. |
| How do you indicate your examples? | 'In the case of', 'For example:' |
| Как ты обозначаешь свои примеры? | in the case of, For example, |
| How long does the formatting take? | Almost no time. |
| Сколько времени занимает формати- | |
| рование? | |
| How long does the referencing take? | I do it on the go. Almost every second sentence and |
| Сколько времени занимают цитиро- | every example have a reference. |
| вания? | |