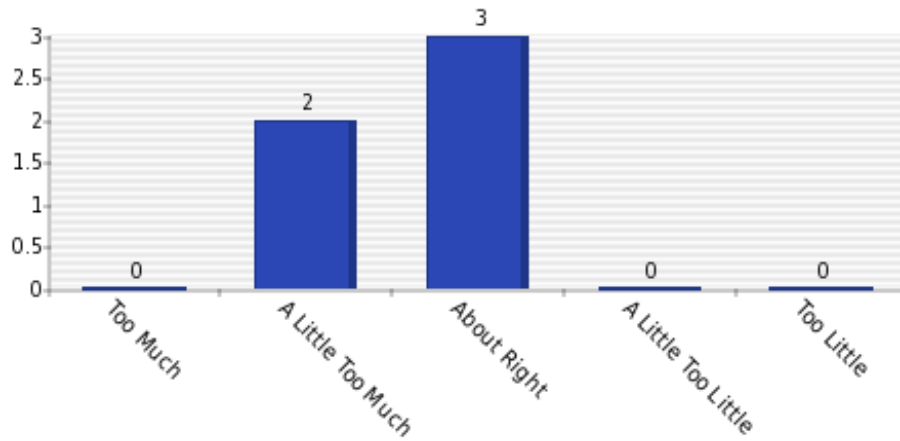


Computability and Logic - Paper Number.25 - Lecturer:Dr TE Forster (5 responses) (MICHAELMAS)

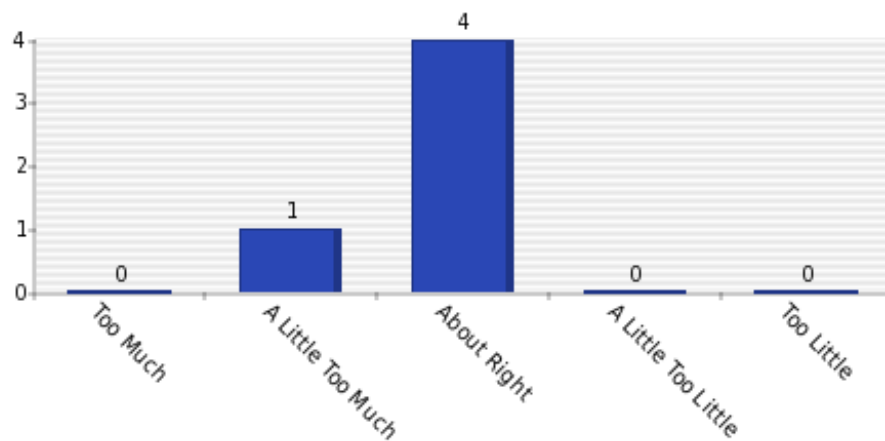
Q36. Was the amount of assumed knowledge appropriate?

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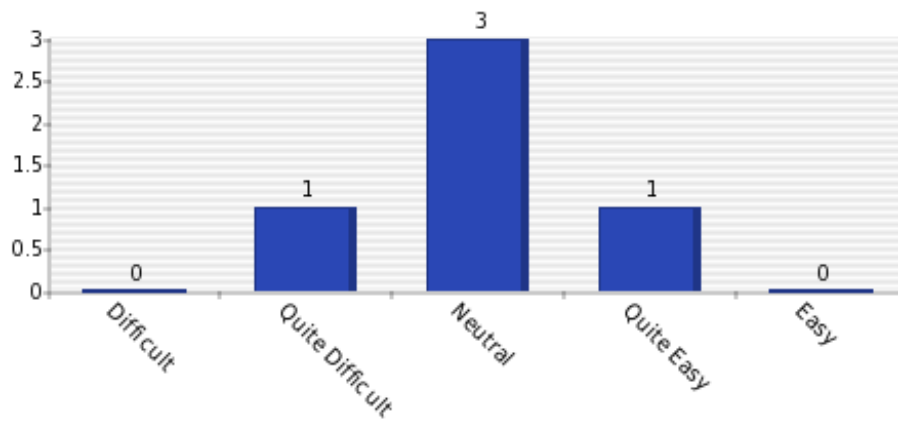


Q37. Was the amount of lectured material appropriate?

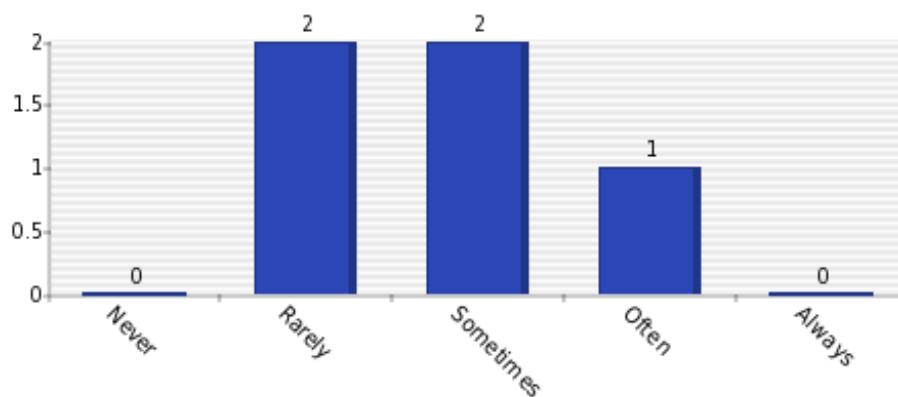
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Q38. How difficult did you find this course compared with others?



Q39. How comprehensible were the lectures?



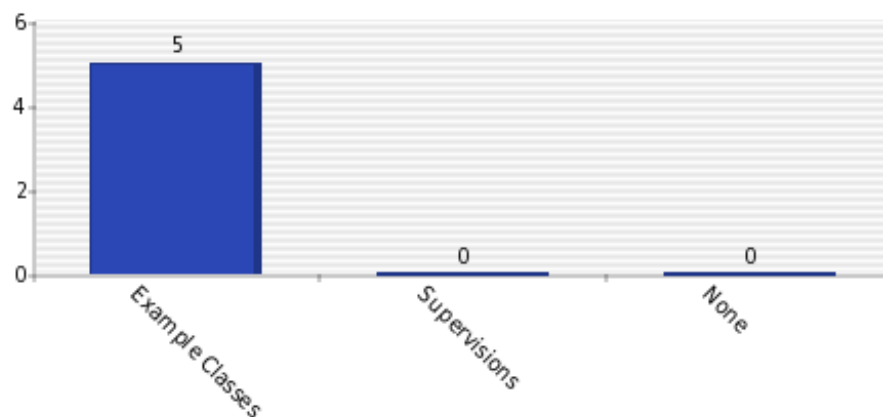
Q40. Comments, e.g. on the amount and level of material, on how stimulating the lectures were, on the lecturer's style/organisation/audibility/legibility.

- Lecturer is awesome. His online notes are very expansive though, and I wasn't clear what was examinable.
- So disorganised! Material was interesting but I was frequently unsure what was going on/what was being proved/what was assumed knowledge. More blackboard writing would be helpful. The lecturer frequently relied on/referred to his printed notes, e.g. referring us to these notes for a proof that was omitted from lectures. But these notes are very disorganised and incomplete! And the printed notes begin with a disclaimer that they were not for student use but to help the lecturer when lecturing. So I was often confused...
- Lectures were interesting, if sometimes a little disorganised. It was often hard to write down everything necessary for understanding, although we had access to online notes which solved this.

- The lecturer should use a more conventional style of lecturing writing more down and talking less.
- 'I did really enjoy the course, I think there definitely should be a Computability course in Part III, and Forster was a very engaging lecturer. Having said that, a lot of material was assumed, or not introduced in great detail. In at least 3 places in the lecture notes, there were suggestions to "go away and read the majority of this 1A lecture course from the comp-scis before we start a couple of lectures discussing the advanced stuff relating to it" (cf finite state machines proofs [though these were explained OK], lambda calculus computation) . This was often at the start of a lecture, so we'd have no chance to do this before diving into the material. There was also a lot of lack of rigour in definitions (quite a lot of "definition by example"), which was a little frustrating in places for a logic course. Having said all that, I did really enjoy the course, and for the quantity of material covered, I think Dr Forster did a good job.'

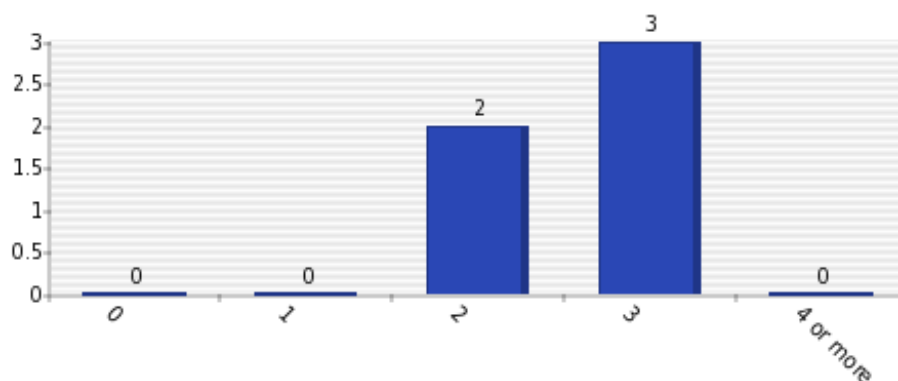
Q41. What type of support classes were offered?

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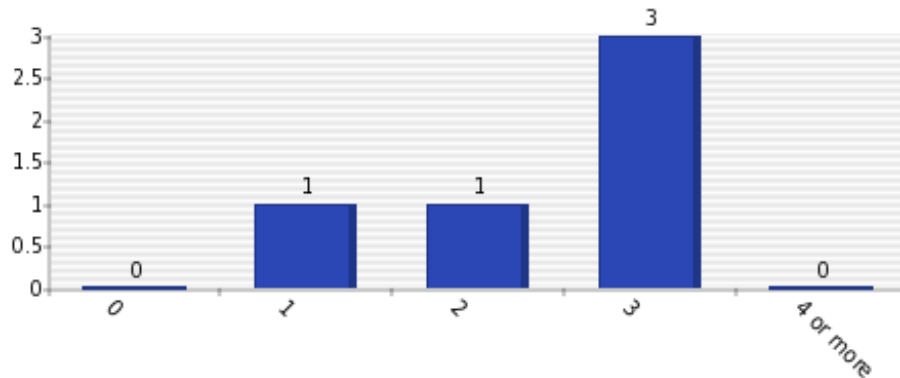
Q42. How many support classes were offered?

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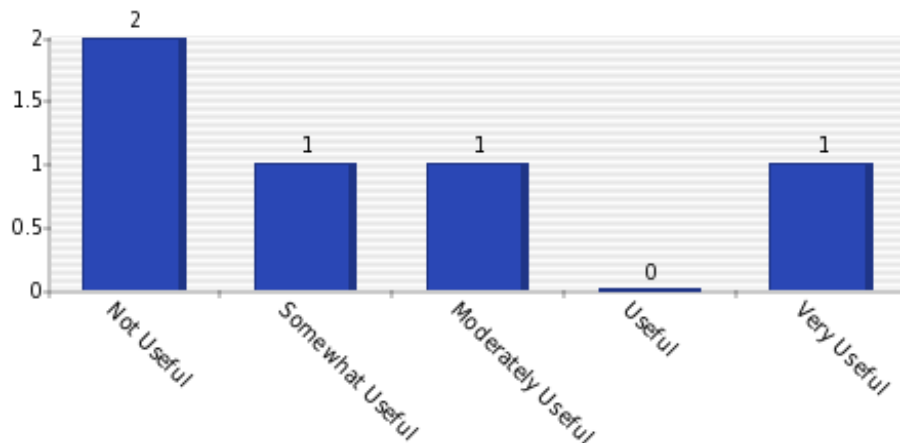
Q43. How many support classes did you attend?

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Q44. How helpful were the support classes?

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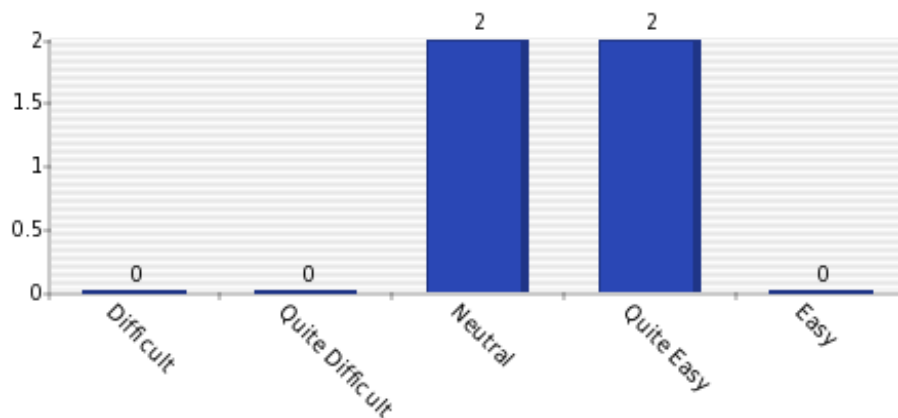
If you wish please add a comment on the support classes, e.g. on how difficult/interesting the questions were, on how the questions related to the lectured material, on whether there were enough...

- Two of them were with PhD students, which was not very organised and was less useful.
- There were no exercises set by the lecturer. He organised for a PhD student from the CompSci department to supervise us - but the example classes were just not very relevant to the course.
- We didn't end up having classes while going along. We only ended up having one examples class during Michaelmas term, run by a phd student, which was ok but not massively helpful. The lecturer gave several very useful revision examples classes in Easter term, though, which were great.
- Example classes run by two different PhD students, one of whom was extremely unuseful and the

lecturer wasn't on top of things.

- 'Arno Pauly ran the examples classes. He was fantastic. He created his own questions for them (the suggested questions in Forster's notes were often very long, and numbered in the high 80s, and seemed to often be "interesting asides" as opposed to useful example sheet questions); and generally was very knowledgeable and keen to help us understand.'

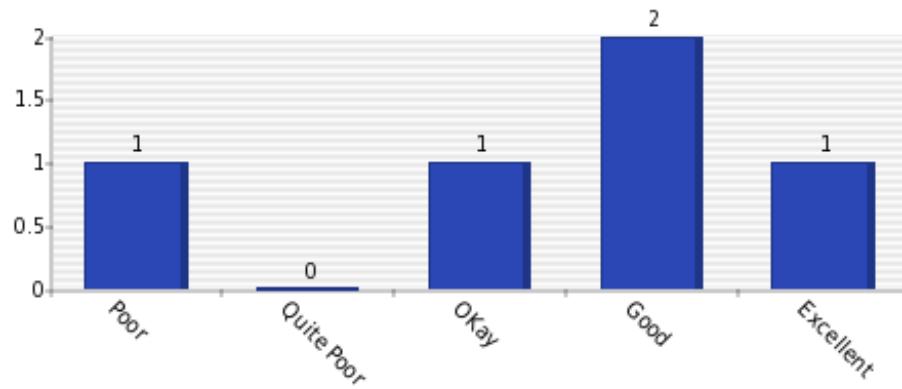
Q45. Was the level of examination appropriate?



If you wish please add a comment

- The questions I could do were easy, but some asked for definitions I didn't remember.
- Mostly bookwork.
- When the lecturer finds a typo in the exam during the exam, you know he hasn't proofread it properly...

Q46. How would you rate this lecture course overall?



If you wish please add a comment explaining your answer

- Really interesting material so I'm glad I took it. But very disorganised and frequently unclear.
 - The lecturer should lecture like others in the department, not in his philosophy way.
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