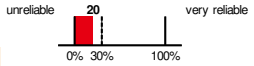
Learning

5082LERE6
Col of Sc
20-21/S1B2

N response: 37
N course: 181

REPORT RELIABILITY
report reliable from 30%



Context information

Course

TEACHING METHODS
Lectures — 1 Lecturer
Tutorials — 9 Lecturers
Practical Training

FORMS OF TESTING AND ASSESSMENT
2 Assignments
2 Partial exams
1 End-of-term exam

GROUP SIZE
S M L XL

WORKLOAD
6 EC

COMPULSORY
Yes

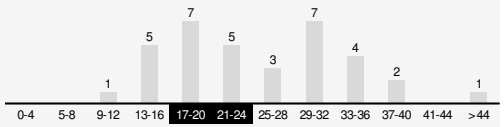
DIFFICULT
(according to lecturers)
1 2 3 4 5

Student

EFFORT

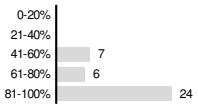
Required effort
17-24 hours per week
including 9-12 contact hours

Actual effort (hours/week)

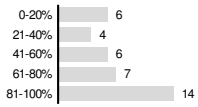


ATTENDANCE

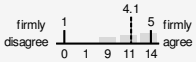
Lectures



Tutorials



INTEREST IN THIS COURSE



Overview of the results

	Topic	Dimension	% (Very) dissatisfied	% (Very) satisfied	M	SD
Core results	**General opinion**	Overall assessment (10-pt scale)	2,9	97,1	8,2	1,3
		Instructive	2,9	88,6	4,5	0,8
	Quality of the course	Clear course design	9,5	82,4	4,1	1,0
		Academic challenge	4,1	85,1	4,4	0,9
		Sufficient feedback	16,4	63,0	3,7	1,2
		Student-activating teaching	6,3	81,1	4,2	1,0
		Workload	10,8	86,5	3,5	0,7
		Level	2,9	91,4	3,2	0,6
Teaching methods	**Lectures**	Instructive	5,4	86,5	4,4	1,0
		Level	2,7	94,6	3,1	0,4
	Tutorials	Instructive	16,7	47,2	3,3	1,1
		Level	8,3	91,7	3,1	0,7
	Practical training	Instructive	20,0	65,7	3,6	1,1
		Level	11,4	85,7	3,3	0,8
Forms of testing and assessment	**Assignment**	Instructive	0,0	88,4	4,3	0,7
		Instruction	7,2	68,1	3,8	1,0
		Validation	4,3	82,6	4,1	0,9
		Level	10,1	89,9	3,5	0,7
	Partial exam	Instruction	14,5	60,9	3,6	1,2
		Clear questions	17,4	59,4	3,6	1,1
		Appropriate exam	14,5	66,7	3,8	1,1
		Level	11,6	79,7	3,6	0,8
	End-of-term exam	Instruction	0,0	78,8	4,2	0,8
		Clear questions	0,0	84,4	4,2	0,7
		Appropriate exam	0,0	78,1	4,2	0,8
		Level	0,0	87,5	3,2	0,6

Overview of the learning outcomes

Learning outcomes, in descending order of the extent to which respondents said they attained them in this course

Dimension	% (Very) dissatisfied	% (Very) satisfied	M	SD
Practical application	**0,9**	**87,4**	**4,4**	**0,8**
Knowledge and understanding	**2,7**	**91,9**	**4,4**	**0,7**

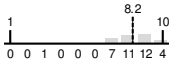
Lecturers' comments

■ course mean
reference group median
midspread (50% reference values)
┆ course mean
0 number of students
17 lecturer's self-assessment

Core results

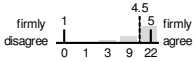
General opinion

ASSESSMENT OF COURSE



Assessment of the course (Dutch grading scale)

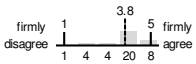
INSTRUCTIVE



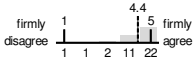
I learned a lot from this course

Quality of the course

CLEAR COURSE DESIGN

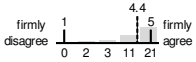


I knew what I was expected to learn in this course

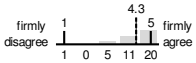


The course was clearly structured

ACADEMIC CHALLENGE

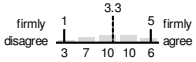


I was required to apply critical thinking during this course

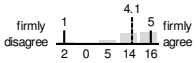


The course was intellectually challenging

SUFFICIENT FEEDBACK

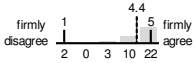


I received sufficient feedback about my work

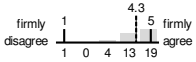


There were sufficient opportunities (assignments, activities, interim exams) for my study progress to be tested during the course

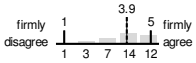
STUDENT-ACTIVATING TEACHING



I was encouraged to work regularly during this course

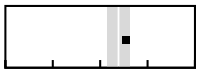


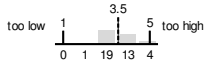
I was encouraged to work hard during this course



I was encouraged to participate actively during this course

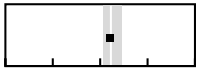
WORKLOAD
A score of 3 to 4 is good

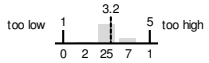




I found the workload of this course

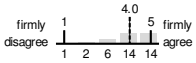
LEVEL
A score of 3 to 4 is good





For me, the level of this course was

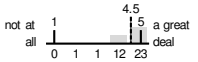
STUDY MATERIAL



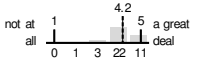
The study materials and the teaching were well aligned.

Learning outcomes

KNOWLEDGE AND UNDERSTANDING !

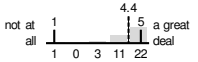


I learned fundamental principles and theories during this course

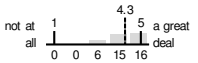


I became acquainted with current scientific and academic theories and developments during this course

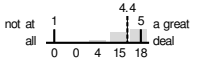
PRACTICAL APPLICATION !



I learned to apply the subject matter in practice during this course



I acquired specific skills that are important for the professional field during this course



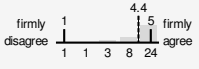
I developed technical skills (e.g. statistical, mathematical skills) during this course

! Essential learning outcomes for this course.

Teaching methods and Forms of testing and assessment

Lectures

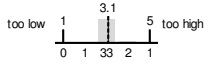
INSTRUCTIVE



The lectures helped me to understand the subject matter

LEVEL

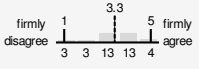
A score of 3 to 4 is good



For me, the level of the lectures was

Tutorials

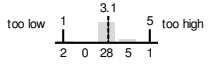
INSTRUCTIVE



The tutorials helped me to understand the subject matter

LEVEL

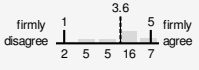
A score of 3 to 4 is good



For me, the level of the tutorials was

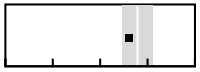
Practical Training

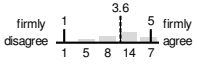
INSTRUCTIVE



The practical training helped me to understand the subject matter

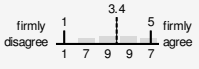
SUPERVISION





There was adequate supervision

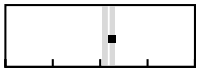
GOOD FEEDBACK

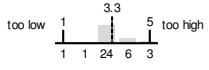


My supervisor provided good feedback

LEVEL

A score of 3 to 4 is good

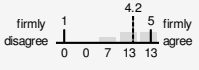




For me, the level of the practical training was

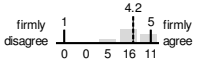
End-of-term exam

INSTRUCTION



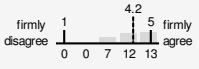
It was clear what was expected of me in the end-of-term exam

INSTRUCTIVE



The end-of-term exam questions were clear

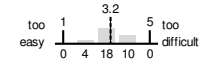
APPROPRIATE EXAMS



The content of the end-of-term exam clearly reflected the subject matter covered

LEVEL

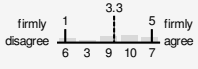
A score of 3 to 4 is good



I found the end-of-term exam

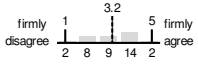
Partial exam: Mid-term

INSTRUCTION



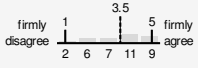
It was clear what was expected of me in the partial exam

INSTRUCTIVE



The partial exam questions were clear

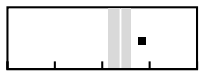
APPROPRIATE EXAMS

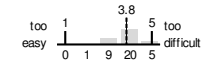


The content of the partial exam clearly reflected the subject matter covered

LEVEL

A score of 3 to 4 is good

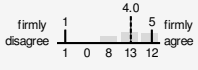




I found the partial exam

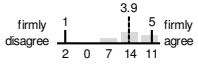
Partial exam: Final

INSTRUCTION



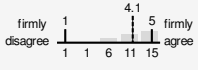
It was clear what was expected of me in the partial exam

INSTRUCTIVE



The partial exam questions were clear

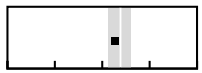
APPROPRIATE EXAMS

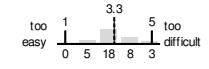


The content of the partial exam clearly reflected the subject matter covered

LEVEL

A score of 3 to 4 is good

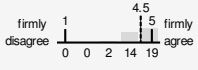




I found the partial exam

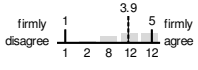
Assignment: Programming Assignments

INSTRUCTIVE



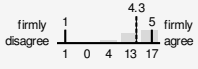
The assignment helped me to understand the subject matter

INSTRUCTION



The assignment was clear

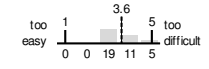
VALIDATION



The purpose of the assignment was clear

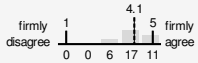
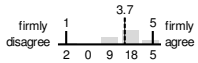
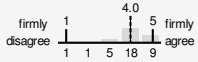
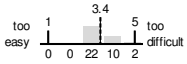
LEVEL

A score of 3 to 4 is good



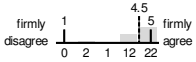
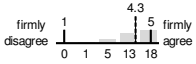
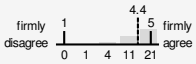
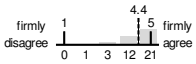
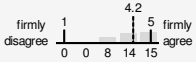
I found the assignment

Assignment: Written Assignments

INSTRUCTIVE			The assignment helped me to understand the subject matter
INSTRUCTION			The assignment was clear
VALIDATION			The purpose of the assignment was clear
LEVEL A score of 3 to 4 is good			I found the assignment

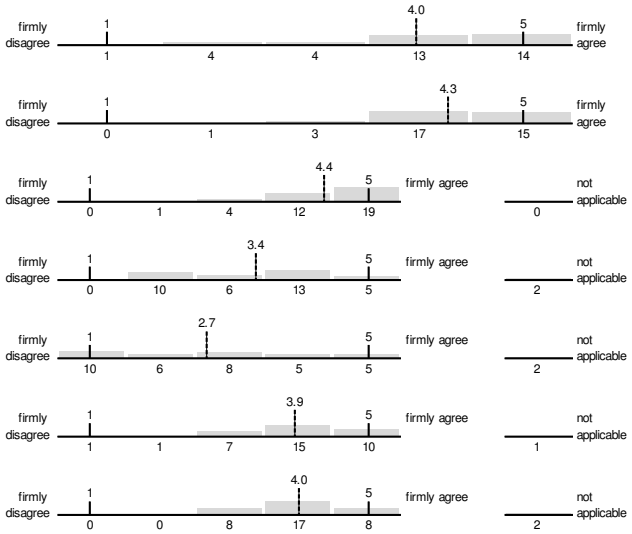
Lecturer dr. E.T. (Eric) Nalisnick

Lectures

ASSESSMENT OF LECTURER			Assessment of the lecturer of this lecture (Dutch grading scale)
CLEAR EXPLANATION			The lecturer explained the subject matter clearly
			The lecturer provided good examples to clarify the subject matter
STIMULATING TEACHING			The lecturer brought the subject matter to life
VALIDATION			The lecturer demonstrated the importance of the subject matter
STUDENT-ACTIVATING TEACHING			The lecturer encouraged the students to think about the subject matter

Added questions

Online education Learning



This course can be taught in a (fully) online setting

The online tools contributed to online education

The online lectures helped me understand the material

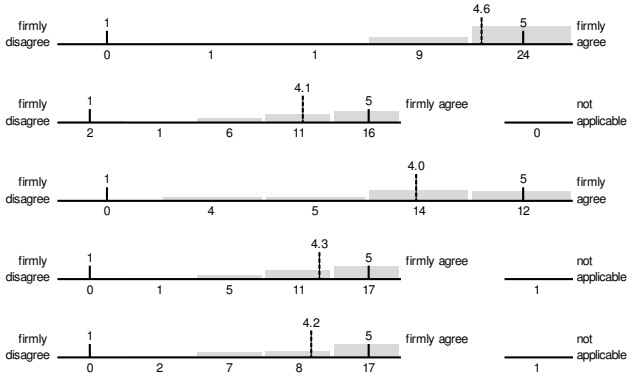
The online tutorials/seminars helped me to understand the material

The online tutorials/seminars made interaction with fellow students possible

The information about the method of assessment was clear

The assessment method was representative of the subject matter covered

Facilities for online education (KI) Learning



I had access to working equipment to properly follow onlineeducation

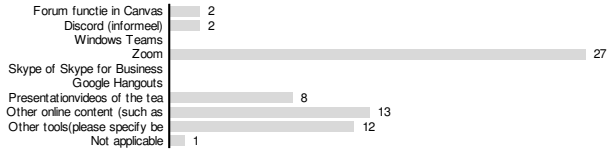
I had access to stable internet to follow live sessions / virtual meetings

I had access to an adequate place to study to properly follow and prepare for online education

No significant technical problems occurred during the online education

No significant technical problems occurred during the (partial) exam

Which online tool worked best?



Open questions

General assessment: What aspects of this course did you particularly appreciate and what suggestions do you have for improving this course?

"Nvt"

"I understood it so much better than last year due to Eric Thank you so much and congratulations on the baby :)"

"Very enjoyable material and nice to see all the math we learned applied in algortithms."

"The assignments (especially the programming ones) took too much time, at least for me."

"Enthusiastic teacher Quick answers on piazza. Next time, better online werkcolleges please (my own ta wasn't allowed to move the colleges to online for some reason)"

"More guidance for the math and a smaller gap between theory and application (especially the math) or at least some support during the werkcolleges with practical examples."

"I don't have something to improve, for me this was all perfect so I say keep going I appreciated the piazza forum, this was very helpful"

"Eric explained everything very well and always answered very quickly on piazza, my compliments I barely noticed the lectures were online. Also his slides were very elaborate, which helps to understand and remember the material"

"I liked the programming assignments but they were very hard, too long and there was no way to find out were your code was going wrong. Building upon previous answers is practically impossible when your previous answer is incorrect"

"The enthusiasm of the lecturer was great, and the assignments were really helpful, all the TA's, Rianne, Mattijs and Alex were great too. If the course was online again it would be nice if the examination went a bit more smoothly."

"More in-depth explanation of material that correspond to the level of exams. Less assignment voor programming part, I find the work load associated with the points you can get for programming too high in contrast with the written assignments."

"The teacher did really well on this course. If he hadn't told us that this was his first year I would have thought he was doing this for ages. And I don't really have any suggestions that aren't already solved. (seriously the fact that things actually changed after the feedback "hour" was amazing.)"

"I really appreciated how well you organised everything for a course you only knew you had to do a short while before it was due to start. And for a first course as well And also with your wife being pregnant Congrats with the baby btw ^_^"

"Using Zoom text chatroom made it easy for students to ask questions without interrupting too much and using Piazza to answer questions, clarify details, and address bugs was useful. The tutorial sessions for such small groups seemed redundant."

"The amount of organisation and willingness to always keep improving were extremely good. The lectures were also very clear. The midterm was rather vague sometimes, but that was handled really well afterwards with grading etc. The final was also a huge improvement (much clearer, fitted way better in time frame)."

"Heel interessant vak. De opbouw was goed. Deze structuur werd ook duidelijk aangehouden door Eric, dat was er fijn. Meer begeleiding bij de programming assignments zou fijn zijn geweest. De laptop colleges waren niet heel zinvol omdat je lang moest wachten tot je een vraag kon stellen (miss lag dit aan het feit dat het online was)"

"I appreciate the Eric's way of handling this course. He was an excellent lecturer and was always ready to answer questions. What I really appreciate about a lecturer is if they are open to feedback and applying it, and that is exactly what Eric has done. Honestly one of the best course coordinators I've encountered."

"high-level explanation in the lectures and independently understandable slides were a major factor in my understanding of the course, and an enormous improvement from last year. While the practice questions and the practical/written homework covered interaction with the subjects well, the werkcolleges and laptopcolleges felt very unprepared and fell short in support at times."

"I really liked the variety of machine learning problems we got to learn and all the different techniques on how to solve them. Just in general, if a vourse teaches a variety of different aspect it sometimes only scratches the surface of those aspects, but in this course all aspect were well explained and had enough depth to feel like you can actually do somthing with the knowledge you acquired."

"First I found the material very interesting, the lecturer explained it very well. I appreciated that even when the lecturer was having a baby he was still working hard on teaching. I really liked the course and happy I chose this minor. I did not understand some aspects of the survey. How is end of term exam different than partial exam: Final. Since there was also partial exam: midterm Plus I don't know what practical training means, which part of the course was that."

"Suggestion: - have less assignments in the week leading up to the midterm and final. Now we had 3 deadlines in one week for just this course that's a lot. Skip the last written assignment or make the last programming assignment shorter so the workload is more divided. - Also the focus on the programming assignment is very high especially in comparision to the written assignment. You spend 20 hours on programming while just 4 on written for example that doesn't make sense."

"It was a good course however translation learning from the written assignments and to the exams was not that good. We should be able to understand the exam questions when have followed the lecture and understanding the homework, so there something goes wrong. There's a bit of a gap there. Also for me, it would be nice to leave the intermediate steps in mathematical solutions because I sometimes do not understand the answer sheets when these are skipped (but that could just apply for me). I liked the course and the way it was thaught, also the teacher really did his best to teach us and answer all our questions that showed :) and the T.A.'s as well :)"

Online education Learning (What adjustments would you suggest if the course were offered online again?)

"Better online workcolleges"

"Not so much to be fair. It was quite good."

"Nvt"

"Don't know."

"Nvt"

"written werkcolleges should be online"

"Allow students to work together And prepare practice questions for written assignments to be worked on in werkcolleges"

"Keep (some of) the workgroups on campus, so it is easier to ask questions and explain what you don't understand (yet)."

"the 'werkgroepen' were awful. It was just total silence and it discouraged me to ask questions because it seemed that I was bothering them"

"In the computer labs maybe not put everyone in a separate breakout room but only put them in breakoutrooms when they have a question which involves screen sharing."

"I didn't like the online tutorials, as they basically only served to ask questions. I prefer it if the TA's start by explaining things about the material and the assignment"

"Spread the workload, programming assignments were way harder and way more than written assignments while the programming were in no way reflected in the exams"

"Have more help during the computer labs because we waited for like an hour one time to get an answer and then the lab was over without getting an answer. So maybe work on that"

"Adjust exams and release practice problems earlier. Release feedback to assignments earlier. Less workload on programming assignments or more hints."

"Let people 'work together' in the laptopcolleges, to just talk about what they are doing. Now it felt stupid to come there almost because you were just put in a breakoutroom alone.."

"Perhaps an alternative for an online exam (traditional written exam but online), such as a large assignment or project. I feel like there is a lot more practical knowledge to gain by doing a small project and it shows if you understand the matter a lot better than an online written exam."

"The laptop colleges online did not work well you didn't have any interaction with other students if you didn't call the yourself. You have to wait a long time for a supervisor to come into the breakoutroom. They can't see an order of when you asked for help so who asked first thats why i think Zoom is not the right tool for this maybe look into different tools."

"Maybe have a calendar where students can schedule personal meetings with the T.A.'s for help. Especially if the theoretical classes would all be online, this because there is a bridge (literally translated from Dutch) for students (me at least) to ask something where everybody can hear or read it. In class you can walk up to the T.A. in the break or raise your hamd while working so he or she will come to you and you can ask the question in person, this is not the case when it is online."

Online education Learning (What did you find the best example of the approach to online learning in this subject? Please explain)

"lectures were great"

"piazza forum"

"Nvt"

"Piazza"

"The lectures went really well online"

"Piazza to answer student questions for the whole class."

"The Piazza platform to ask questions really helped me."

"Nvy"

"I don't understand the question"

"Piazza with quick answers from the lecturer, real-time tablet drawings during lecture"

"In the computer labs i think it was even better to do it online via zoom, because of the screen sharing."

"The online lectures were great. I loved that they were on zoom rather than prerecorded, this made interaction possible"

"The programming laptopcolleges really helped because you were able to summon a TA when you had a problem."

"The live zoom online colleges were quite similar to a normal hearing college where you could also ask questions and now these questions were asked in class."

"The werkgroepen were very nice, and helped me understand the theory even better. Also the written and programming excercises helped me."

"Eric made sure that we could always ask questions in lectures and answered them well, and also in Piazza, which was great"

"That we could rewatch the online lectures. Thi really helps with understanding the subjects of the course that we're rather difficult, since you're able to pause the video, make notes and/or google/search some stuff you don't really understand with the lecture alone."

Facilities for online education (KI) Learning (If you used one or more other tools , please specify which tools and if these tools worked well or not.)

"Piazza worked very well"

"Piazza"

"-"

"piazza forum"

"Piazza"

"Piazza was great for asking questions"

"Piazza worked really well. We got answers very quickly."

"Piazza worked well."

"Piazza - worked well"

"Nvt"

"I personally really liked how Piazza gave us an opportunity to message and discussion about topics at any time (without having to explicitly email for example)."

"Quiet some time taken to make the ipynbs work due to incompatible versions, as the assignments usually used older versions of python or other bugs in the assignments."

"Piazza was great We always got super quick responses and it was always helpful to read the questions of the other students"

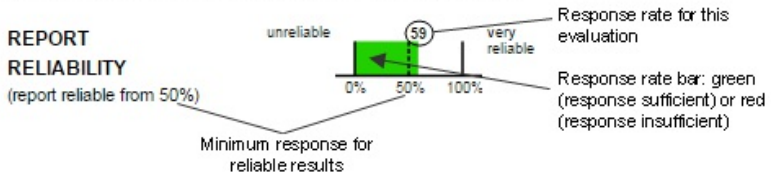
"Piazza was great, not a lot of other teachers use that I think, but now I felt like people had an easy and low key way to ask things about the course an get a good answer."

"I really likes the Piazza forum online to ask questions and to also be able to see other people's questions. This really helped me understand some of the assignments better if I wasn't sure that I didn't understand the question."

Reading guide to accompany the evaluation report for lecturers

Response

At the top of the report, response data is included together with a chart indicating whether the results are sufficiently reliable, in light of the response rate. This percentage is based on the number of respondents and the number of course registrations in SIS.



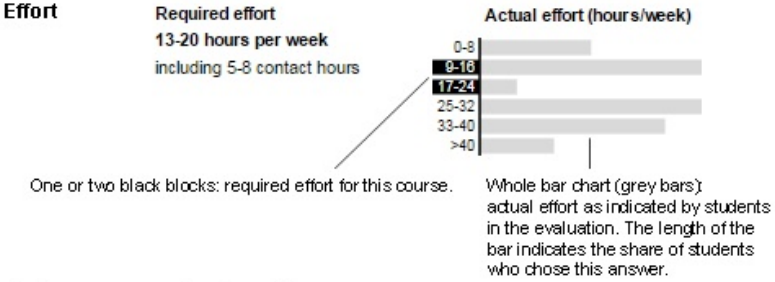
The minimum response rate that indicates whether the report can be considered reliable depends on the group size for the course. Reports that cannot be considered statistically reliable may still contain useful information and will also be distributed, although they should be interpreted with caution.

Group size	N Students	Acceptable response rate
small	< 15	at least 70%
medium	15-35	at least 50%
large	36-50	at least 35%
extra large	> 50	at least 30%

Context information

Here, course characteristics are shown that provide a frame of reference for interpreting the evaluation results. This information originates partly from the course coordinator/lecturer and partly from the student responses to the evaluation (such as attendance and effort).

The information on required and actual student effort should be interpreted as follows:



Influences on the learning process

This provides an indication of whether specific educational circumstances had a positive or negative effect on the students' learning process. This information originates from the lecturer course assessment that lecturers may have completed at the end of the course.

Overview of Results

On the right of page 1, there is a summary of the evaluation results. The colour coding indicates aspects of the course judged to be particularly positive or negative.

	% (very) dissatisfied	% (very) satisfied
Red	> 40%	< 25%
Orange	25% - 40%	25% - 40%
White/grey	<25%	40% - 75%
Green		> 75%

M	Mean score
SD	Standard deviation

The scores that count as (very) satisfied or dissatisfied for each response scale are as follows:

Response scale	(very) dissatisfied scores	(very) satisfied scores
Report mark (1-10)	1 to 5	7 to 10
Firmly disagree - firmly agree (1-5)	1 & 2	4 & 5
Not at all - a great deal (1-5)	1 & 2	4 & 5
Too easy - too difficult (1-5)	1 & 5	3 & 4
Too low - too high (1-5)	1 & 5	3 & 4

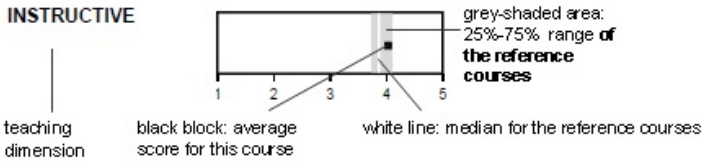
Comments by lecturers

This page includes the explanation that you and/or other lecturers may have provided in the lecturer course assessment concerning circumstances influencing the students' learning process.

Evaluation results

Starting on page 3, the evaluation results for various dimensions of the teaching are shown in charts. Unless otherwise indicated, the response category on the far right of the chart is the optimum score for both charts.

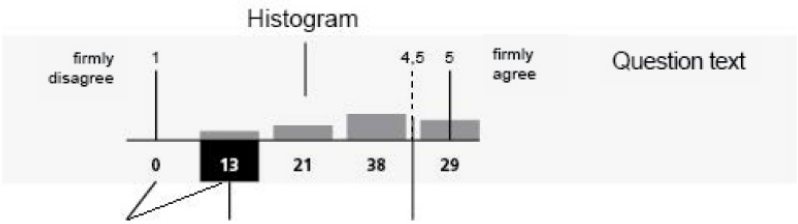
The chart on the left compares the average scores for the course with those for comparable courses (reference courses). This refers to UvA Q-evaluated courses from the same faculty, the same programme level (Bachelor or Master), with comparable group sizes, from the last three academic years and the current academic year. Reference information is shown only if at least 30 courses meet these criteria.



The median is the middle value in the ranking from low to high of the average scores for all reference courses. The 25%-75% range of the reference courses indicates the values between which the average scores fall for each course, with the exception of the 25% lowest and 25% highest scoring courses.

If this chart does not include a grey-shaded area, this means that there is insufficient reference data for this question.

In addition to the average for the course, the chart on the right shows the question scale applied, the distribution of responses and also the self-reflection score that you may have submitted. The number of respondents is given under each response option.



Number of students that selected these response options

Response option with black background: your score from the lecturer's self-assessment

Average score for this course

If you completed a lecturer course assessment at the end of the course, you will find the self-assessment scores you submitted (the black blocks below the histogram charts) in this report. With these, you indicated how you expected students to answer specific questions. In this report, you can now compare your expectations with the actual student responses. Self-assessment scores relate to the question of how instructive students found the course, all questions under Quality of the course and the questions about you as the lecturer. The self-assessment scores are included only in this specific version of the report intended for you. Course reports (for e.g. programme coordinators and Boards of Studies) do not contain this information.

Learning outcomes

The evaluation generally includes questions about the learning outcomes of the course. The evaluation results indicate the extent to which students feel that they actually made progress during the course in terms of the evaluated learning outcomes. The learning outcomes designated in advance as essential for the course are indicated by means of an exclamation mark alongside the chart on the left. !

Lecturer

This section shows how you as individual lecturer were assessed by the students on various aspects.

Please note: If students in this course were spread across several tutorial groups and you taught one or more tutorial groups (but not all), please bear in mind that the response information at the top of the report does not apply to this section, because it only pertains to one or more subgroups.

Added questions

If non-standard questions were added to the evaluation, these will generally be included in the Added Questions section. Only if just one additional question has been added to a block of questions, this will be included along with the results of the set questions on that subject where possible. Because these are not standard questions, reference data is not available. This is why the chart with reference data is not shown.

Open questions

Each evaluation contains one or more open questions in which students are asked about the strengths of the course and/or the lecturer and suggestions for improvement. These are shown at the end of the report.

The responses to the open questions are not included in all evaluation reports. The decision as to whether to include these is made by the person creating the report. This may mean that these results are missing from the report.

Date

The date on the bottom right of the report is the date on which the report was created. The information in the report dates from the weekend preceding that.

More information

Further information is available at http://staff.uva.nl/uva-q. Here you will find an explanation of the UvA Q teaching evaluation system as well as information about the teaching dimensions in the evaluation reports. The page also includes a list of UvA Q contact persons for each faculty.

Learning

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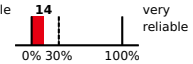
21-22/S1B2

N response **22**
N course: **162**

REPORT RELIABILITY
report reliable from **30%**



Context information

Course

TEACHING METHODS
Lectures
Tutorials
Practical Training
1 Lecturer
4 Lecturers

FORMS OF TESTING AND ASSESSMENT
2 Assignments
2 Partial exams
1 End-of-term exam

GROUP SIZE S M L XL

WORKLOAD
6 EC

COMPULSORY
Yes

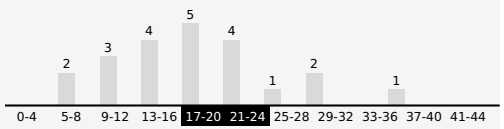
DIFFICULT
(according to lecturers) 1 2 3 4 5

Student

EFFORT

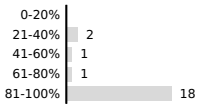
Required effort
17-24 hours per week
including 9-12 contact hours

Actual effort (hours/week)

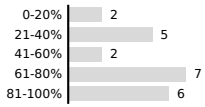


ATTENDANCE

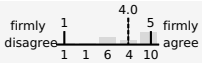
Lectures



Tutorials



INTEREST IN THIS COURSE



Overview of the results

	Topic	Dimension	% (Very) dissatisfied	% (Very) satisfied	M	SD
Core results	**General opinion**	Overall assessment (10-pt scale)	0,0	100,0	8,8	1,0
		Instructive	0,0	95,5	4,7	0,6
	Quality of the course	Clear course design	0,0	93,2	4,4	0,6
		Academic challenge	0,0	81,8	4,3	0,8
		Sufficient feedback	4,5	95,5	4,5	0,7
		Student-activating teaching	0,0	90,9	4,4	0,7
		Workload	13,6	81,8	3,3	0,8
		Level	0,0	86,4	3,0	0,5
Teaching methods	**Lectures**	Instructive	0,0	95,5	4,6	0,6
		Level	4,5	86,4	3,0	0,7
	Tutorials	Instructive	18,2	54,5	3,5	1,2
		Level	4,5	81,8	2,9	0,6
	Practical training	Instructive	9,1	77,3	4,0	1,0
		Level	0,0	95,5	3,2	0,5
Forms of testing and assessment	**Assignment**	Instructive	4,5	95,5	4,4	0,7
		Instruction	18,2	75,0	3,9	1,1
		Level	13,6	79,5	3,5	0,8
	Partial exam	Instruction	4,5	93,2	4,3	0,7
		Appropriate exam	4,5	86,4	4,2	0,8
		Level	0,0	72,7	2,8	0,6
	End-of-term exam	Instruction	9,5	81,0	4,0	0,9
		Appropriate exam	4,8	81,0	4,2	0,9
		Level	0,0	75,0	2,9	0,6

Overview of the learning outcomes

Learning outcomes, in descending order of the extent to which respondents said they attained them in this course

Dimension	% (Very) dissatisfied	% (Very) satisfied	M	SD
Practical application	**0,0**	**95,5**	**4,5**	**0,6**
Knowledge and understanding	**4,5**	**84,1**	**4,4**	**0,9**

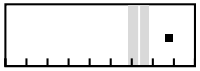
Lecturers' comments

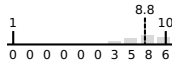
course mean
midspread (50% reference values)
reference group median
3 8 number of respondents
course mean

Core results

General opinion

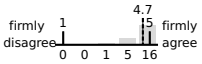
ASSESSMENT OF COURSE





Assessment of the course (Dutch grading scale)

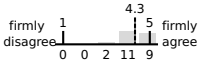
INSTRUCTIVE



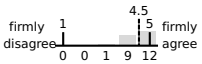
I learned a lot from this course

Quality of the course

CLEAR COURSE DESIGN

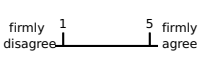


I knew what I was expected to learn in this course

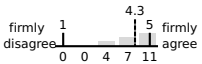


The course was clearly structured

ACADEMIC CHALLENGE

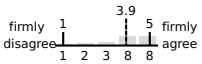


I was required to apply critical thinking during this course

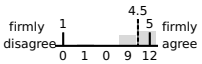


The course was intellectually challenging

SUFFICIENT FEEDBACK

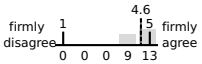


I received sufficient feedback about my work

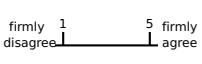


There were sufficient opportunities (assignments, activities, interim exams) for my study progress to be tested during the course

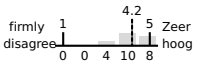
STUDENT-ACTIVATING TEACHING



I was encouraged to work regularly during this course

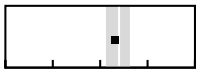


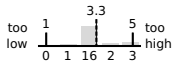
I was encouraged to work hard during this course



I was encouraged to participate actively during this course

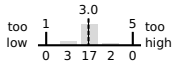
WORKLOAD
A score of 3 to 4 is good





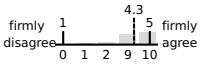
I found the workload of this course

LEVEL
A score of 3 to 4 is good



For me, the level of this course was

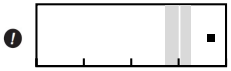
STUDY MATERIAL

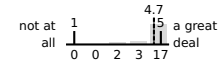


The study materials and the teaching were well aligned.

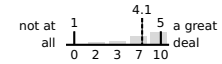
Learning outcomes

KNOWLEDGE AND UNDERSTANDING



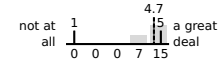


I learned fundamental principles and theories during this course

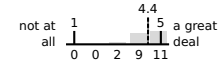


I became acquainted with current scientific and academic theories and developments during this course

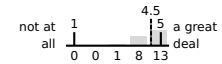
PRACTICAL APPLICATION



I learned to apply the subject matter in practice during this course



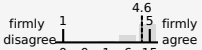
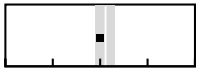
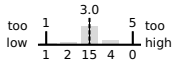
I acquired specific skills that are important for the professional field during this course



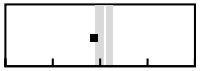
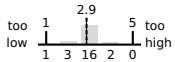
I developed technical skills (e.g. statistical, mathematical skills) during this course

Teaching methods and Forms of testing and assessment

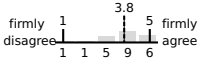
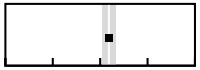
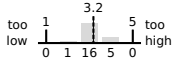
Lectures

INSTRUCTIVE			The lectures helped me to understand the subject matter
LEVEL A score of 3 to 4 is good			For me, the level of the lectures was

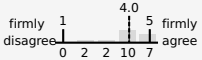
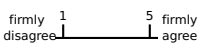
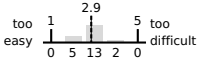
Tutorials

INSTRUCTIVE			The tutorials helped me to understand the subject matter
LEVEL A score of 3 to 4 is good			For me, the level of the tutorials was

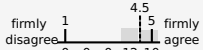
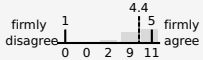
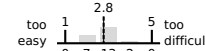
Practical Training

INSTRUCTIVE			The practical training helped me to understand the subject matter
SUPERVISION			There was adequate supervision
GOOD FEEDBACK			My supervisor provided good feedback
LEVEL A score of 3 to 4 is good			For me, the level of the practical training was

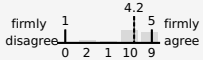
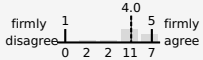
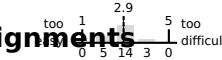
End-of-term exam

INSTRUCTION			It was clear what was expected of me in the end-of-term exam
INSTRUCTIVE			The end-of-term exam questions were clear
APPROPRIATE EXAMS			The content of the end-of-term exam clearly reflected the subject matter covered
LEVEL A score of 3 to 4 is good			I found the end-of-term exam

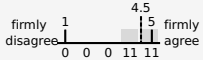
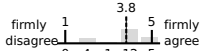
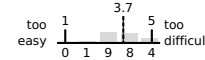
Partial exam: Mid-term

INSTRUCTION			It was clear what was expected of me in the partial exam
INSTRUCTIVE			The partial exam questions were clear
APPROPRIATE EXAMS			The content of the partial exam clearly reflected the subject matter covered
LEVEL A score of 3 to 4 is good			I found the partial exam

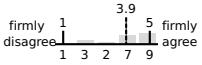
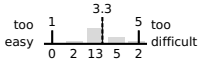
Partial exam: Final

INSTRUCTION			It was clear what was expected of me in the partial exam
INSTRUCTIVE			The partial exam questions were clear
APPROPRIATE EXAMS			The content of the partial exam clearly reflected the subject matter covered
LEVEL A score of 3 to 4 is good			I found the partial exam

Assignment: Programming Assignments

INSTRUCTIVE			The assignment helped me to understand the subject matter
INSTRUCTION			The assignment was clear
VALIDATION			The purpose of the assignments was clear
LEVEL A score of 3 to 4 is good			I found the assignment

Assignment: Written Assignments

INSTRUCTIVE			The assignment helped me to understand the subject matter
INSTRUCTION			The assignment was clear
VALIDATION			The purpose of the assignments was clear
LEVEL A score of 3 to 4 is good			I found the assignment

Lecturers

Lectures

		M	SD	N	
Validation	dr. E.T. (Eric) Nalisnick	4,2	0,9	22	The lecturer demonstrated the importance of the subject matter
Student-activating teaching	dr. E.T. (Eric) Nalisnick	4,0	0,9	22	The lecturer encouraged the students to think about the subject matter
Clear explanation	dr. E.T. (Eric) Nalisnick	4,5	0,7	22	The lecturer explained the subject matter clearly
	dr. E.T. (Eric) Nalisnick	4,5	0,7	22	The lecturer provided good examples to clarify the subject matter

Tutorials

		M	SD	N	
Assessment of lecturer	B. (Bas) Terwijn	8,2	1,5	5	Assessment of the lecturer of this tutorial (Dutch grading scale)
	D.V. (Dharmesh) Tailor	4,7	2,5	3	
	P. (Putra) Manggala MSc	7,2	1,5	6	
	Tim Bakker	7,4	1,4	7	
Instruction	B. (Bas) Terwijn	3,8	1,3	5	I was given clear instructions for the assignments and activities
	D.V. (Dharmesh) Tailor	2,3	1,2	3	
	P. (Putra) Manggala MSc	3,7	1,2	6	
	Tim Bakker	3,3	0,5	7	
Supervision	B. (Bas) Terwijn	4,6	0,5	5	The supervision during the sessions was good
	D.V. (Dharmesh) Tailor	3,0	1,7	3	
	P. (Putra) Manggala MSc	3,5	1,4	6	
	Tim Bakker	3,4	0,5	7	
Validation	B. (Bas) Terwijn	3,8	1,3	5	The lecturer demonstrated why the assignments were useful
	D.V. (Dharmesh) Tailor	2,7	1,5	3	
	P. (Putra) Manggala MSc	3,7	1,0	6	
	Tim Bakker	3,4	0,5	7	
Good feedback	B. (Bas) Terwijn	4,8	0,4	5	The lecturer provided good feedback
	D.V. (Dharmesh) Tailor	1,7	1,2	3	
	P. (Putra) Manggala MSc	4,0	1,1	6	
	Tim Bakker	3,6	0,8	7	
Student-activating teaching	B. (Bas) Terwijn	4,2	0,8	5	The lecturer encouraged the students to participate actively
	D.V. (Dharmesh) Tailor	2,3	1,5	3	
	P. (Putra) Manggala MSc	3,0	1,3	6	
	Tim Bakker	3,1	0,7	7	
	B. (Bas) Terwijn	3,8	1,1	5	The lecturer encouraged the students to think about the subject matter
	D.V. (Dharmesh) Tailor	2,3	1,5	3	
	P. (Putra) Manggala MSc	3,5	1,0	6	
	Tim Bakker	3,1	0,7	7	
Organisation	B. (Bas) Terwijn	4,4	0,9	5	The sessions were well organised
	D.V. (Dharmesh) Tailor	3,3	0,6	3	
	P. (Putra) Manggala MSc	3,2	1,5	6	
	Tim Bakker	3,1	0,4	7	

Open questions

General assessment: What aspects of this course did you particularly appreciate and what suggestions do you have for improving this course?

"*I really enjoyed the lectures. Thanks Eric*"

"*Loved this course and the lectures, gave me so much persepective on AI and a lot of motivation to continue :):)*"

"*loved it, Eric is an excellent teacher. No improvements needed*"

"*The scheduling of the course is really important with so many deadlines. I didn't like the timing of the laptop college. Maybe try to reduce the number of deadlines too for next year?*"

"*I really like the ingretation with both theory and the practical assignments. However, I found the workload of these programming assignments too difficult. It might be good to start off with an introduction into arrays and matrices/numpy since this was not known beforehand*"

"*Eric is the best professor I've had during my 5 years of studying. He is very good at explaining and even more importantly can understand why students might have issues understanding certain aspects and had the ability to clarify those. Props to him*"

"*I really liked the course. It was well organized. The slides in combination with Erics explanations were very clear. Both the written and programming assignments were very helpful for understanding the material. And the programming assignments were fun too. Best course I have had thus far. Thanks you*"

"*I think it would be good to make practice exams that reflect the midterm and final better, because the practice exams were much more difficult than the actual exams and some major subjects on the practice exams were not asked at all in the actual exams. It would also be a good idea to be more clear about the content of the final exam: it was not clear for the students that the final exam would also be about the material for the midterm.*"

"*Thank you for the course I really liked the assignments (both written and programming) and I appreciated the fact that the canvas page was structured clearly. I also think that Piazza was very helpful for confirming some observations or answering some questions I had. Personally, I found the course to be a bit on the easier side, so I would have liked to see some (optional) content focused on state of the art models or alternative types of learning like RL, even if it was just reading material.*"

"*I particularly enjoyed the programming assignments as well as the jupyter notebooks in the lectures. Giving us a hands on experience with the models right away as we learn about them really helps with being more motivated to think about how the models work and what consequences certain parameters or other thinhs have for the models or the world we use the models in. The only thing I would suggest for improving is the feedback for the assignments. Some assignments weren't posted till two assignments later not allowing us to see our feedback untill half of assignments were finished already*"

"*I think this might be one of the most well organized courses i have seen in the bachelor AI. From just the powerpoint slides alone you could ace the homework assignments and the exam. A lot of lecturers can learn from those powerpoint skills. The lecturer eric also explained things in such a way so that it is easy to understand for us. I appreciate his knowledge of the contents of this course. For the first time in my history here at the uva i actually do not have any complaints about the courses structure/organization. Thank you for the amazing lessons. Hope to see you in my future courses too*"

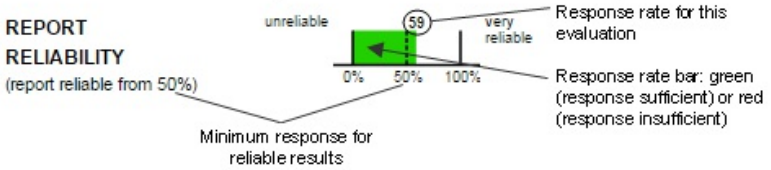
"*I really liked Eric as lecturer. The pace was good, the lectures were clear, and I liked the assignments. The things that could be improved are the deadlines of the assignments, please don't set them right before and right after the weekend. We don't have a lot of moments of rest due to the 8-8-4 system (especially for those of us with jobs), so it would be nice to be finished before the weekend entirely or get an extra day to catch up after. Another thing was subjects like ethics and privacy; they seemed to be an afterthought in this course while these matters are immensely important. 8 weeks is not a lot of time and I understand the course is focussed mainly on the technical aspects, but making students think about this in assignments contributes to more awareness in students when they're going to create applications.*"

"*The lectures were good. The material was clearly explained and there was always room for questions during and after the lecture which I appreciated a lot. The recaps at the start of each lecture about the material of the previous were also nice to keep everything fresh in your mind. Also outside of the lectures responses to piazza questions were very fast and clear which help me solidify my knowledge. I think Eric did a great job with this course in how responsive he was to questions in general. The programming were nice as well to use what we were thought that week and the get a better understanding of how some of these algorithms worked in practice. My only tiny little advice would be that for me some of the questions in the programming / written assignments weren't 100% clear which made it a bit more time consuming that it had to be. For the rest nice course Thanks for giving it so well Eric About time our TA, he is a good TA I think but sadly we barely got any labs with him because of personal reasons which resulted in us getting a lot labs from Peter Heemskerk, a nice guy but he wasn't that well "ingelezen" in the material of the course as he was just a replacement.*"

Reading guide for the course evaluation report

Response

At the top of the report, response data is included together with a chart indicating whether the results are sufficiently reliable, in light of the response rate. This percentage is based on the number of respondents and the number of course registrations in SIS.



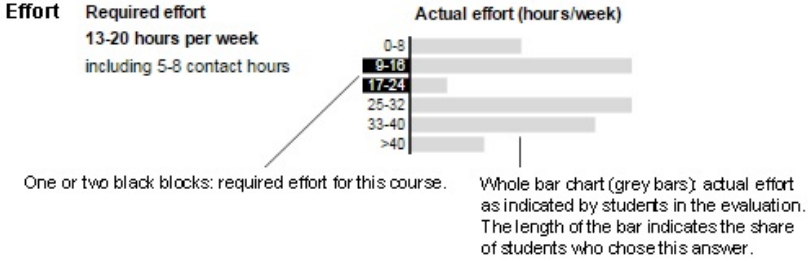
The minimum response rate that indicates that the report can be considered to be reliable depends on the group size for the course. Reports that are not sufficiently statistically reliable may still contain useful information and will also be distributed, but these should be interpreted with caution.

Group size	N Students	Acceptable response rate
small	< 15	at least 70%
medium	15-35	at least 50%
large	36-50	at least 35%
extra large	> 50	at least 30%

Context information

Here, course characteristics are shown that provide a frame of reference for interpreting the evaluation results. This information originates partly from the course coordinator/lecturer and partly from the student responses to the evaluation (such as attendance and effort).

The information on required and actual student effort should be interpreted as follows:



Influences on the learning process

This provides an indication of whether specific educational circumstances had a positive or negative effect on the students' learning process. This information originates from the lecturer course assessment that lecturers may have completed at the end of the course.

Overview of Results

On the right of page 1, there is a summary of the evaluation results. The colour coding indicates aspects of the course judged to be particularly positive or negative.

	% (very) dissatisfied	% (very) satisfied
Red	> 40%	< 25%
Orange	25% - 40%	25% - 40%
White/grey	<25%	40% - 75%
Green		> 75%

M	Mean score
SD	Standard deviation

The scores that count as (very) satisfied or dissatisfied for each response scale are as follows:

Response scale	(very) dissatisfied scores	(very) satisfied scores
Report mark (1-10)	1 to 5	7 to 10
Firmly disagree - firmly agree (1-5)	1 & 2	4 & 5
Not at all - a great deal (1-5)	1 & 2	4 & 5
Too easy - too difficult (1-5)	1 & 5	3 & 4
Too low - too high (1-5)	1 & 5	3 & 4

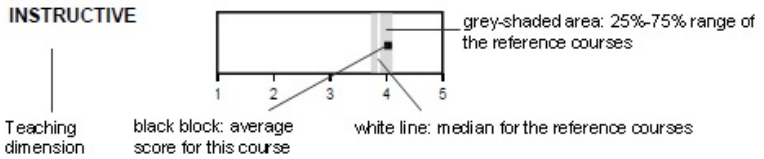
Comments by lecturers

On this page, you will find details of the explanation that lecturers may have provided in the lecturer course assessment concerning circumstances influencing the students' learning process.

Evaluation results

Starting on page 3, the evaluation results for various dimensions of the teaching are shown in charts. Unless otherwise indicated, the response category on the far right of the chart is the optimum score for both charts.

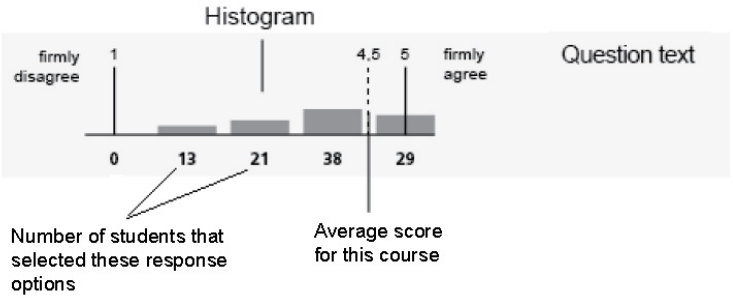
The chart on the left compares the average scores for the course with those for comparable courses (reference courses). This refers to UvA Q-evaluated courses from the same faculty, the same programme level (Bachelor or Master), with comparable group sizes, from the last three academic years and the current academic year. Reference information is shown only if at least 30 courses meet these criteria.



The median is the middle value in the ranking from low to high of the average scores for all reference courses. The 25%-75% range of the reference courses indicates the values between which the average scores fall for each course, with the exception of the 25% lowest and 25% highest scoring courses.

If this chart does not include a grey-shaded area, this means that there is insufficient reference data for this question.

In addition to the average for the course, the chart on the right also shows the question scale applied and the distribution of responses. The number of respondents is given under each response option.



Learning outcomes

The evaluation generally includes questions about the learning outcomes of the course. The evaluation results indicate the extent to which students feel that they actually made progress during the course in terms of the evaluated learning outcomes. The learning outcomes designated in advance as essential for the course are indicated by means of an exclamation mark alongside the chart on the left.

Lecturers

The evaluation results for lecture, seminar and/or tutorial lecturers are shown in a table at lecturer level. In this table, the results for each question asked are shown as follows:

M: mean score
SD: standard deviation
N: number of respondents

If there were parallel tutorials, the number of respondents for each tutorial lecturer generally differs considerably from the total number of respondents for the course since the students on the course were distributed across different groups.

The lecturer results are not included in all course reports. The decision whether to include these is made by the person creating the report. This may mean that these results are missing from the report.

Added questions

If non-standard questions were added to the evaluation, these will generally be included in the Added Questions section. Only if just one additional question has been added to a block of questions, this will be included along with the results of the set questions on that subject where possible. Because these are not standard questions, reference data is not available. This is why the chart with reference data is not shown.

The results for added questions are not included in all course reports. The decision whether to include these is made by the person creating the report. This may mean that these results are missing from the report.

Open questions

Each evaluation contains one or more open questions in which students are asked about the strengths of the course and/or the lecturer(s) and suggestions for improvement. These are shown at the end of the report.

The responses to the open questions are not included in all course reports. The decision whether to include these is made by the person creating the report. This may mean that these results are missing from the report.

Date

The date on the bottom right of the report is the date on which the report was created. The information in the report dates from the weekend preceding that date.

More information

Further information is available at http://staff.uva.nl/uva-q. Here you will find an explanation of the UvA Q teaching evaluation system as well as information about the teaching dimensions in the evaluation reports. The page also includes a list of UvA Q contact persons for each faculty.