A1 Kursusevaluering

Kære studerende

Dine input er vigtige for at afdække hvilke uddannelseselementer, det skal prioriteres at udvikle. Derfor beder vi dig udfylde dette skema. Din besvarelse er anonym, dvs. at ingen underviser vil se, hvilke studerende der har svaret hvad. Svarene anvendes af kursets undervisere, studieleder og undervisningsudvalg på det institut, hvor kurset hører hjemme. Vi vil meget gerne kunne anvende dine svar, så vi håber, at du vil give en seriøs og konstruktiv tilbagemelding!

Du kan besvare evalueringen nedenfor. Hvis der er enkelte spørgsmål, der ikke er relevante, kan du undlade at besvare dem.
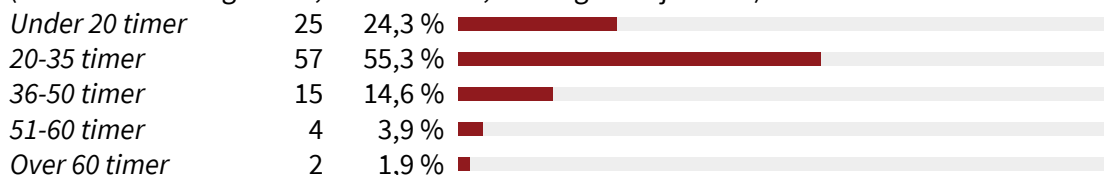
271 havde mulighed for at besvare dette skema.
105 har besvaret dette skema.
Svarprocenten er 38,75 %. : 105 / 271

1

1.1 Min gennemsnitlige ugentlige arbejdsindsats på dette kursus har været på (inkl. undervisningstimer, forberedelse, skriftligt arbejde osv.):
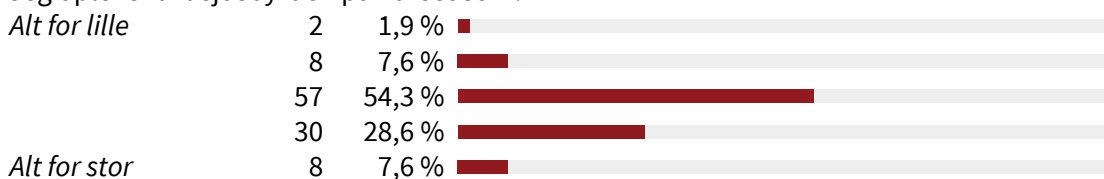
Under 20 timer	25	24,3 %
20-35 timer	57	55,3 %
36-50 timer	15	14,6 %
51-60 timer	4	3,9 %
Over 60 timer	2	1,9 %

2

2.1 I forhold til mine egne forudsætninger oplever jeg, at kursets faglige niveau er:

Alt for lavt	5	4,8 %
	9	8,6 %
	60	57,1 %
	26	24,8 %
Alt for højt	5	4,8 %
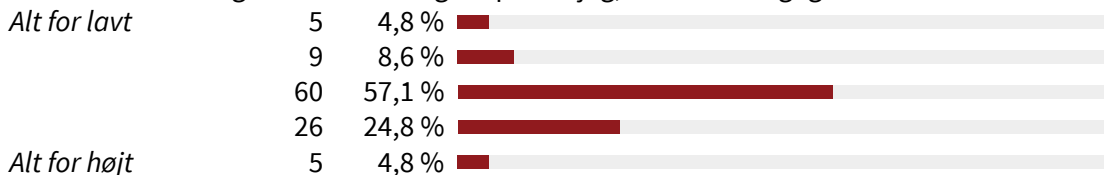
2.2 Jeg oplever arbejdsbyrden på kurset som:

|		
Alt for lille	2	1,9 %
	8	7,6 %
	57	54,3 %
	30	28,6 %
Alt for stor	8	7,6 %

2.3 Jeg mener at have opnået kompetencerne beskrevet i kursusmålene [Se kursets

læringsmål fra kursusbeskivelsen]

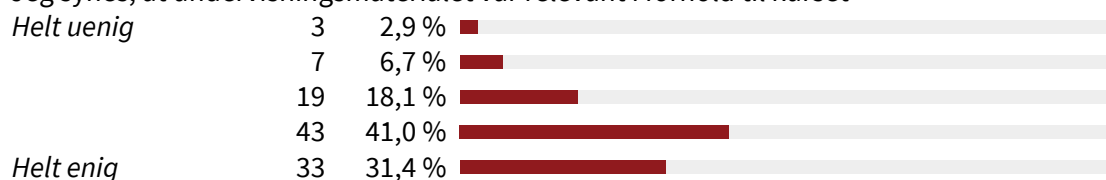|			
Helt uenig	1	1,0 %	
	11	10,5 %	
	16	15,2 %	
	47	44,8 %	
Helt enig	30	28,6 %	
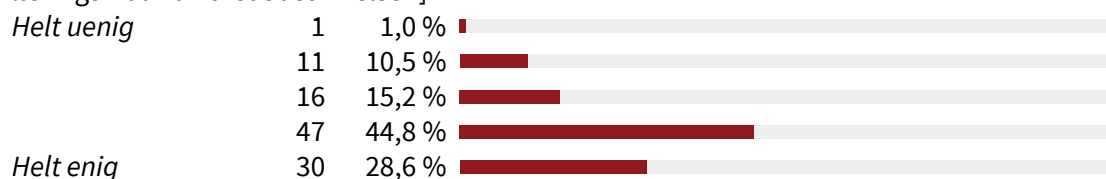
2.4 Jeg oplevede, at der var en god sammenhæng mellem de forskellige delelementer (forelæsninger, øvelser m.v.), der indgik i kurset (Uddyb gerne på næste side)

Helt uenig	3	2,9 %	
	6	5,7 %	
	20	19,0 %	
	50	47,6 %	
Helt enig	26	24,8 %	
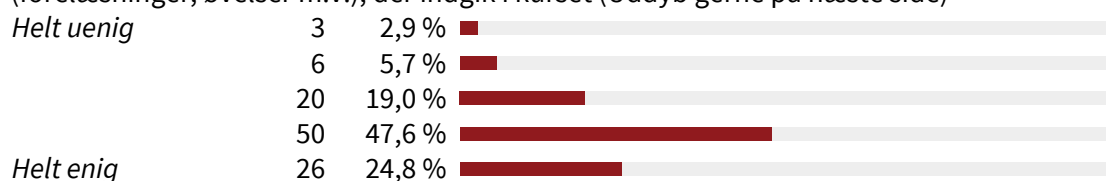
2.5 Jeg synes, at undervisningsmaterialet var relevant i forhold til kurset

Helt uenig	3	2,9 %	
	7	6,7 %	
	19	18,1 %	
	43	41,0 %	
Helt enig	33	31,4 %	

2.6 Jeg synes, at jeg har fået relevant faglig respons på mit skriftlige og mundtlige arbejde på kurset

Helt uenig	4	3,8 %	
	8	7,6 %	
	9	8,6 %	
	37	35,2 %	
Helt enig	47	44,8 %	
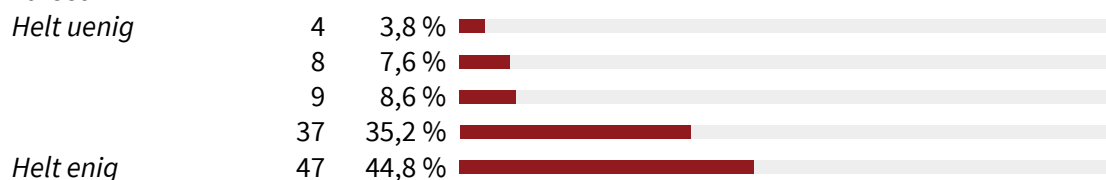
2.7 Jeg synes, at jeg har haft adgang til de nødvendige informationer omkring kurset

Helt uenig	2	1,9 %	
	4	3,8 %	
	18	17,1 %	
	40	38,1 %	
Helt enig	41	39,0 %	
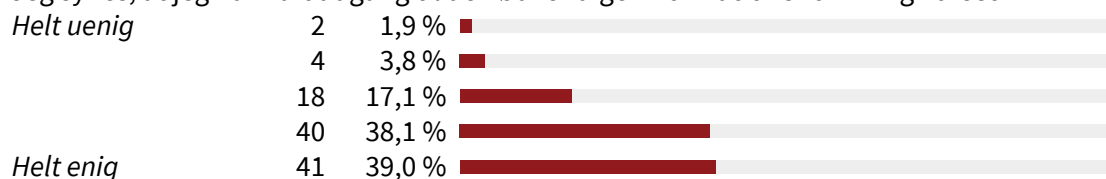
2.8 Jeg synes samlet set, at kurset har været udbytterigt

Helt uenig	1	1,0 %	
	5	4,8 %	
	14	13,3 %	
	39	37,1 %	
Helt enig	46	43,8 %	
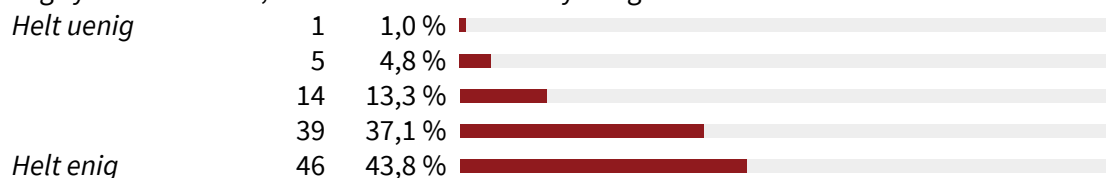
A2 Kursusevaluering

Du kan besvare evalueringen nedenfor. Hvis der er enkelte spørgsmål, der ikke er relevante, kan du undlade at besvare dem.

271 havde mulighed for at besvare dette skema.
91 har besvaret dette skema.
Svarprocenten er 33,58 %. : 91 / 271

1

1.1 Hvad fungerede godt ved kurset? Og hvad var grunden?

- *Jeg synes der var forbavsende lidt der fungerede godt i kurset, udover nogen specielle forelæsere der var gode.*

- *It covered the basics of programming.*

- *With absolutely zero experience in programming, the course is really tough to get through. The course was good because it was something new to learn, with a lot of challenges.*

- *This was a decent intro to programming, but it could have been better without the unfortuante misunderstadings with two different teacher did not show for two different lectures.*

- *Great course in general.*

- *It was fun to do the awari assignment, because there was more freedom to solve the problem.*

- *Øvelsernes niveau svarede altid til mit niveau, mens jeg blev presset til at lære.*

- *The course was horrible. The workload and amount of assignments each week required too much time to actually learn the given material. Getting though the course became an automated process without looking for purpose or reflecting over the assignment and or course itself.*

- *It was good that the teaching material (ie. Jon's book) fitted the given weekly problems.*

- *Jon seemed very invested in the course and the students, so did the female lecturer(cant remember her name atm). Maurits my TA, was also an excellent teacher, he was very helpful, provided great feedback and even gave extra assignments and gave feedback on them*

- *Exercises "forcing" you to solve problems in ways you usually wouldn't.*

- *The has had interesting assignments.*

- *The course was good, because you get think about how to program and how to design programs.*

- *I liked all of the individual assignments, they were direct and to the point, while also demanding sufficient understanding.*

- *It's well structured together with DMA*

- *Det har været godt med meget praktisk arbejde.*

- *All the lecturers were really good*

- *It was an interesting course, but not an entirely easy one. It was getting a lot harder later on the course compared to the start*

- *Jeg føler at jeg er ret godt rustet til at løse mange forskellige programmeringsopgaver, og undervisningen var generelt god.*

- *Det er godt med afleveringer, det øver helt klart en. Min hjælpelærer var/er super dygtig og har meget viden. Alle på øvelsesholdet er gode til at hjælpe hinanden.*

- *Øvelsestimer*

- *The thing that I liked the most is the smooth transition between what we're learning. It all connects nicely and it's something that's new to me given how messed up high school feels in comparison. It was a very nice surprise.*

- *The structure is good (lectures followed by exercises). The combination of theory and praxis is great, the handicraft of coding solutions to abstract or academic problems. I know, many disagree, but I support the choice of f# as programming language, mainly because it forces us to write correctly and stringently*

- *Very good with the weekly assigments instead of one exam at the end of the course, such that you learned and understood everything step by step. Very good the weekly study cafés as well, so that it would be possible to get help if needed.*

- *I generally really liked the course.*

- *It was fun and interesting*

- *Just about everything. Really a good course, giving everyone a chance to learn*

- *De mange praktiske opgaver har sikret at man fik hands-on i stort set alle afkroge af de emner kurset dækkede, hvilket klart giver en bedre forståelse for emnerne.*

- *It had a steep learning curve which made it fun to work with.*

- *Anvendelsesorienteret*

- *Great and fun assignments, with a fitting, yet at times, high difficulty.*

- *Kurset gav godt indblik i programmerings paradigmer og problemstillinger, og en god overall forståelse for løsning af problemer.*

- *The course itself was a great introduction to programming from a beginning level.*

- *Det er altid sjovt at lære noget nyt og med Programmering og Problemløsning var jeg i begyndelsen helt blank. Dog med hjælp fra studiegruppe, instruktor og "klassekammerater" kom jeg hurtigt på rette vej i dette fag, og det har været super konstruktivt.*

- *Masser af hands-on programmering.*
  Tid til afleveringer i øvelsestimerne. Mulighed for hjælp.

- *Det fungerede godt, at der var mange øvelsestimer, hvor man fik stor mulighed for "hands on" med programmering og god hjælp.*

- *.*

- *Kan ikke komme på noget som var dårligt.*

- *you got a good foot in to what programming is and how to solve problems this way, and how to think, to be able to do it*

- *.*

- *The content of the course was relevant and interesting*

- *.*

- *Concentrated lectures on specific elements, progressing in appropriate increments.*

- *being able to do some practical work.*

- *Jeg har lært at kode ! :) Rigtig god og grundig indførsel og kodning og redskaber til projektarbejde.*
  Gode forelæsere og fin bog fra Jon.

- *God evalueringer samt feedback*

- *Formattet med løbende feedback i form af afleveringer fungerer rigtig godt. Fedt med den store opgave midt på semestret*

- *Every weeks lectiecafies*

- *Jeg kunne godt lide øvelsestimerne, da man lærte meget ved at programmere med sine medstuderende.*

- *Øvelses timerne var det der var best, og der man begyndte og forstå hvad fanden der forgik.*

- *A good introduction to learn to program*

- *Overall it was a good course*

- *This course was good, because it keeps bringing cool new information.*

- *social*

- *Gradvis indføring i programmering.*
  Oplevelsen af at man kunne løse opgaver, der virkede umulige til at starte med.

- *Very good introduction to programming - i have learned a lot*

- *.*

- *The book was free which was nice since I did not use it that much. It was fun to learn about functional programming since it is different from what I knew about programming already.*

- *I liked weekly assignments and the practice assignments*

- *The functional programming*

- *Exercise classes, feedback, study help on tuesdays*

- *Det var en stejl læringskurve, men så har man også lært meget.*

- *The exercise material and exercise lessons have been paramount to my output of the course.*

- *Man blev udfordret men der var altid hjælp at hente.*

- *The course was okay*

- *Even though I had some experience before we started, I have learned som of the core basics of programming as well as a lot of new stuff.*

- *God introduktion til programmering*

- *Most lectures where really informative and elaborate.*

- *There was a good progression of the difficulty of the course. Making sure someone who isn't that profficient at programming can follow all the way through.*

- *The book was mostly really well written and easy to understand.*

- *The exercises, lectures and assignments had a good connection. Making the exercises helped with the assignments. The course also had a good learning curve.*

- *It's an introduction to programming, but having already done it for years, I am not really the intended demographic of this course.*

- *Pretty good learning curve, and each assignment made sense in what we needed to learn.*

- *Learning the basics of functional programming and navigating in a programming language which needs clear definitions.*

- *God sammenhængende litteratur.*

    Jeg har haft god kontakt til opgaveretteren, og fået god feedback.

    Gode relevante opgaver

- *Hvis ikke der havde været tilknyttet øvelsestimer og lektiehjælp havde jeg været tabt. Det fungerede godt - selvom der er afsat meget få ressourcer i forhold til de studerendes behov. Jeg synes virkelig tutorerne knokler for deres penge.*

- *It gave a basic understanding at introductory level of simple computer programming*

- *Nice progression from imperativ programming to functional programming and finishing off with objective programming*

- *The instructors and the way Jon connected the lectures*

- *Good exercises and assignments.*
    Made me learn a lot about programming.

- *Overall I was very satisfied with every element of the course, despite the fact that I would have preferred another programming language than f#.*

- *Øvelserne har været meget udbytterige for mig. Det er klart igennem dem, min forståelse for faget er vokset.*

- *Øvelsestimer var rigtig gode pga. vores instruktor Mads Obitsøe. Hans engagement er langt over forventet og hans feedback på afleveringer ligeså.*

1.2 Jeg vil foreslå følgende forbedringer (OBS! Kommentarer vedr. individuelle undervisere angives på evalueringsskemaet for den pågældende underviser)

- *1. Hvis vi kun havde PoP ville arbejdsbyrden være fin, men vi har samtidigt DMA som tager endnu mere tid. Jeg har i snit brugt 80-90 timer om ugen på begge fag for at følge med, hvilket har været meget stressende og jeg har ofte overvejet at droppe ud selvom jeg finder stoffet super interessant.*

    Jeg ville foreslå minimum 2 uger per opgave, og gerne forskudt i forhold til DMA så vi aldrig skal aflevere begge fag i samme uge.

    2. Det har IKKE fungeret med at vi skal bruge en bog der ikke er færdig endnu, og derved får den udleveret i små bidder, hvilket har været meget frustrerende.

    3. Det føles meget frustrerende når vi samtidig er presset så meget på arbejdsbyrden at vi skal bruge så meget tid på at skrive tilhørende rapporter til vores afleveringer i stedet for at fokusere på at lære at programmere.
    Vi lære LaTeX på DMA, vi behøver det ikke i PoP

    4. Vi havde alt for mange forelæsninger der var aflyste, eller hvor forelæseren slet ikke mødte

op uden nogen besked.

- *It really only covered the basics. What I learned in this course was just how to do what I already knew in F#, it's always nice knowing a new language.*

  I would really like it if the terminal was incorporated in a more significant role, and maybe halfway through the course an introduction to git. Or maybe just an introduction to programming workflow. Since it seems a lot of people have an understanding of the programming part, but not how to structure this kind of work in a group.

- *(jeg ved ikke om det skal være engelsk eller dansk her... - hvis det skal oversættes gør jeg det gerne: skriv til mig på jonmobj@gmail.com)*

  Da der ikke var en mulighed for at skrive noget om min øvelseslære i denne evaluering, så vi jeg skrive det her:

  Som jeg oplever det, bør Jan Rolandsen ikke undervise folk, der nye til programmering. Han udviste meget enten meget lidt eller ingen forståelse for de studerendes position som nye til faget og blev (efter min oplevelse) lidt fornærmet, når der blev stilt faglige spøgsmål. I disse situationer talte han flere gange ned til mig og andre studerende og anerkendte derefter ikke oplevelsen, da jeg prøvede at tale med ham om mine oplevelser. I forlængelse af det tror jeg også, at var derfor der var/er ganske få, der deltager i hans undervisning. Ikke pga. af hans faglige niveau som sikkert er fint(det kan jeg ikke bedømme), men pga. af hans manglende evner som underviser.

  En anden tilbagevendende oplevelse med Jan, var at han ofte ikke svarede på det folk spurgte om i klassen - måske ud fra en misforstået idé, om at vi lærer det bedst, hvis vi bliver 'kastet ud i det'. Men his det er rigtigt, så burde vi jo ikke have noget undervisning, men bare gå igang med at programmere. Det er jo selvfølgelig ikke det, der kan være ment med at 'blive kastet ud i det', men derimod, at vi skal guides til at selv at finde løsninger, hvilket bestemt ikke var min oplevelse af, hvad Jan gjorde.

  Når alt det er sagt gav Jan rigtig god skriftlig feedback på de afleverede opgaver, men han opførsel til klassetimerne var præget af stor mangel på empati og det har derfor også været svært for mig at holde motivationen oppe gennem dette fag.

- *The acceleration from start to finish was a bit hard towards the end here. Some times it felt as if we only lightly scraped an area within the field before we were assigned a task to deliver that was some times a bit hard to solve. I was totally new at programming when I started, and I some times struggled to follow along on the home assignments, where I had to call in help from more experienced friends to see my through the breakpoints I some times met.*

  Though in general this is opted towards the later part of the course, especially the object orientated part we were introduced to in december, with a home assignment that was pretty far out of legue from the material we covered in the lectures. (this is again by my opinion).

- *I think the course is far too focused on fsharp, even though the course is about programming and problem solving in general.*

  This is true for many parts of the textbook as well, since it provides far too many fsharp specific details, instead of general programming and problem solving thoughts.

  These details are better suited in fsharp documentation that we as students can visit, if we need them to implement those programming ideas that are really at the heart of the course and that we will implement in many other languages as well.

Other parts of the book - especially the ones about the programming paradigms and specific programming tools such as recursion - are more focused on the more general concepts and ideas for solving problems, with computers and those were very useful.

The assignments were too frequent and superficial and they were far too narrow in terms of programming freedom. I would have liked to have done less but bigger assignments with more freedom to solve the problems.

- *Når Regex kan være en stor hjælp i de måder, vi løser flere hjemmeopgaver på, ville det være rart, at få mere materiale om det. Det, vi fik om det, var én times forelæsning.*

Der må også gerne være lidt mere fokus på strukturering af tests, samt øvelse af terminologi.

- *LESS ASSIGNMENTS OR MORE TIME FOR EACH ASSIGNMENT!*

- *Why f sharp - and not just go straight into more common and widespread languages like for instance C sharp or Python.*

- *EN lille ting, men lidt bedre kommunikation mellem undervisere. Der var enkelte emner og delopgaver i afleveringer, hvor vi endten havde lært funktioner som ikke var tiltænkt at vi skulle bruge, og andre gange funktioner vi skulle bruge som vi hverken havde lært eller fået udleveret skriftligt materiale om.*

- *Martin needs to look thru his powerpoints, almost every powerpoint had at least one error making the code displayed not work, if copied directly, he also did not seem prepared for the lectures. more than once he even said that he had been busy and therefore overseen it while preparing. That is not good enough in my opinion,*

- *Some of the material could maybe have some better examples to make them easier to understand.*

- *Maybe, instead of just having realistic problems, you could use simple and abstract problems. An example could be create n objects without declaring variables.*

- *I would like to suggest, that the workload is lowered. I hear of many who felt, that the workload of POP actually hindered their learning and curiosity. Some weeks I haven't been able to find time to do the exercises. I have only found time for the assignment, because the assignment demanded to much time. I have been programming before taking this course, both in python and a bit in F# (mostly algorithmic exercises). But even for me, some of the assignments were too time consuming, thus i have not been able to refactor my code and ended up with spaghetti code in some assignments. I would like to have got the time to think about my implementations, such that i wont have to hand in the first implementation, that worked. In the end it is a good course, but to much time is spent on the exercises.*

- *F sharp is a horrible language. There's multiple reasons for this, sealed classes can contain abstract elements, I had some code compile on my machine that didn't on the machine of the TA, imgUtil had problems on linux/mac, we've had multiple bugs over the course documented under discussions/announcements.*

- *Hvis muligt, ville jeg forslå at man lavede flere opgaver med de samme elementer eller fik mere tid til at fordybe sig i opgaverne*

- *Det er meget fjollet at bruge en hel uge på Scratch, især at have en forelæsning om scratchblokke EFTER at vi havde afleveret afleveringen om scratch.*

- *Niveauet af undervisningen og opgaverne er meget øget fra første forlæsning til sidste. På kursusplanen bliver det introduceret som et introkursus for programmering - det er det bestemt ikke.*
  Forelæsningerne er svære at følge med i, der bliver snakket til de få, som har en stor forståelse, mens andre bliver glemt..

- *The assignments in object oriented programming both take the approach, where students shall write or complete code pieces that are part of a large and complex program. In my opinion, it would have been more instructive to have one of them taking a different approach. One were you have to implement everything yourself, but then choose a less complex problem.*

- *Too many tasks on the weekly assignment slip. Impossible to finish even most of them before doing the weekly assignment. Very unbalanced on the "øvelseshold", some "øvelseshold" had 3 students show up and one instructor to help them and other "øvelseshold" had 25 students to one instructor. Could be nice if the instructors talked before the øvelsestimer to see if they could allot the help if needed*

- *For there to be a better connection between the reading material and the lectures. Often there were things discussed that I could not understand, because of insufficient introduction to the basics for the material.*

- *De mange gennemgange af kodestykker og forskellige funktioner i fsharp til forelæsninger har virker meget tunge og svære at følge med i.*

- *Sometimes the tasks we were given were quite seperated from the lecture.*

- *Har til tider mangler den komplette F# bog, og de kapitler der er blevet firgivet, er blevet frigivet sent. F.eks. fredag, når der var forlæsning om mandagen.*

- *The beginning of the course had a varying difficulty level because there was a large jump from the second assignment to the third.*

- *Lidt færre øvelsesopgaver.*

  Ville foretrække flere mindre individuelle frem for gruppeafleveringer

- *.*

- *Der stod vi skulle have fået færdigheder i rapportskrivning, men det synes jeg ikke rigtig vi er blevet undervist i. Da vi afleverede vores første rapport, skulle vi genaflevere fordi strukturen ikke var som de ville have på DIKU.*

  Føler heller ikke vi har fået særlig meget af problemløsningsdelen. Vi får jo bare givet opgaver som siger vi skal skrive et program der kan det og det osv. Vi har ikke fået chancen for selv at lave et program, ud fra den viden vi har fået.

- *Keep notes and assignments in english, or at least keep programming relevant keywords in english. In a few notes and assignments it seemed like there where made up words to have a*

danish equivalent of an english programming keyword.

- .

- *The workload was at times overwhelming*

- .

- *The moose&wolf simulator was too big and should be spread out over two assignments. It's easy to just forfeit it, when you can pass the class with one assignment failed.*

- *Objektorienteret programmering er nederen med F#. Vent med at introducere det til i softwareudvikling, og lad os blive rigtig dygtige til funktionel programmering.*

- *Ville gerne have lidt mere hands on undervisning i øvelserne, eventuelt gennemgang eller løsningseksempler på sidste uges øvelser etc..fik næsten aldrig lavet øvelsesopgaver men kun aflevering, og instruktor var en del fraværende og holdt ikke nogle oplæg og emner eller gennemgang af opgaver.*

- *Nogle opgaver kunne ikke løses uden at modtage hjælp, da vi ikke havde lært om det.*

- *More time with object oriented programming, maybe start slow instead of given some big assignments from the start.*

- *In the lectures, it would be helpful to see some of the code being written, instead of just having it explained quickly*

- *Very steep learning curve, some asignments were very difficult to handle, and a lot of google searched were necessary.*

- *mere lektiecafeer*

- *- Brug mere tid i starten på at forklare helt grundlæggende ting fx, hvad betyder dette i f# "f x:int : int ". I starten forstod jeg ikke opgaverne fordi det ikke blev forklaret.*
  - De først mange forelæsninger med Jon fik jeg intet ud af, jeg forstod ikke hvad han prøvede at sige. Så start endnu mere dumt og basalt.

- *The assignments were a little hard to divide into sections, for each group member to do one part each*

- .

- *I do not like the choice of language (F#) it is not as intuitive as other languages and most of the trouble I had with this subject was finding syntax for what I wanted to do.*

- *Sourcecode in opg 10-11 could have been better*

- *We abandoned func prog just When it became powerful and interesting*

- *Gør mere ud af at læse fejlbeskeder i terminal. Gør mere ud af at søge dokumentation på*

nettet når man bevidst udlevere læsemateriale, der ikke er dækkende.

- *The connection and relevans between the content of the lectures vs. the exercises and not least the hand-in assignments needs to improve substantially in my opinion.*
  It has been predominant, that lectures seemed almost completely irrelevant to the content of and skills needed in order to succeed in the hand-in assignments, highly effecting the meaning of and motivation for attending the lectures.
  Martins lectures almost had a complete lack of interaction with the students. He answered questions but had no interaction through his lecture content.
  In general the course needs much more interactive teaching - where teachers show actual running/compiling of code in the lectures, talking about the concrete outcome, and going through failure comments in the console, how to read them and reason why they occur.

- *Øvelsesopgaverne var ofte for svære. Hvis man kunne tage det ned på et lidt lavere niveau. Fx da vi lærte om lister, arrays og strings, det kunne være rart hvis der i opgavebeskrivelsen stod hvilke vi skulle bruge og hvordan*

- *That the material is broader, and it has the necessary material needed for assignments.*

- *Vores instruktor virkede overhovedet ikke motiverende(Lars-bo), når han endelig dukkede op. Han kom nogle gange over en time for sent(altid fordi han "ikke nåede toget". Spørger i plenum hvornår den sidste øvelsestime er fordi"han simpelhen ikke havde tid til det her". Lowsy feedback, forkortet ned til "fint", "ok" og "skal laves om". Går præcis kl hel, uanset om han er midt i et spørgsmål. Skal dog siges at han til øvelsestimerne er til stede og svarer på spørgsmålene på en måde som man forstår det. Det virker generelt som om, Lars prioterer sit eget studiet, meget højere end sit arbejde som instructor.*

- *There could be more help in the start the start of the course, for choosing a good text editor with good support/forums, like Visual Studio Code, instead of making everyone use emacs. It's very hard to google info about emacs, so when ever you run into a problem, it's almost impossible to find help.*

- *Maybe have the actual book finished from the beginning, the one we got during was full if smaller notes for the write and such. It was fine, and nice it was free, and electronic, but I know a lot of people like to read ahead and such.*

  Make it more obvious when something is cancelled.

- *That all the lectures, practice assignment , and weekly assignments have a better connection. Especially now it's the first course in programming and should create a overall understanding for programming.*

  Could also be a good idea that all assignments throughout the course are somehow connected.
  I feel i learned more from the practice assignments than from the weekly assignments, especially when speaking about the last two group assignments. Too big and non-pedagogical, didn't learn too much about those two assignments.

  Also, the assignments need to be more precise in what the assignment is sbout. Some of the assignment descriptions are to unclear or confusing.

- *Nogle af afleveringerne (7 og 10) har taget uforholdsmæssigt meget tid.*

- *Dette kursus burde have halvt så stort indhold eller fylde 30 ECTS. Emnerne er ekstremt store og afleveringerne er svære. Dette kursus er IKKE møntet på programmerings-begyndere og forelæsningerne henvender sig også primært til folk der allerede har erfaring, hvilket er til KÆMPE frustration for os andre - som reelt er begyndere.*

- *Jeg ved ikke, om det rigtigt er muligt at ændre på, men som en studerende med nul foregående erfaring med programmering er det svært at starte med et sprog, som grundet dets alder har relativt begrænset dokumentation og fejlkoder med begrænset information. Det ville derfor måske være lettere med et ældre sprog.*

  Jeg tror også, at kurset ville have godt af bedre kommunikation mellem og tydeligere retningslinjer for instruktorerne, da det virker som om, at det er meget forskelligt, hvad forskellige instruktorer forventer - sikkert både pga. deres individuelle standarder og mangel på tydeligere overordnede regler for dem.

- *Maybe another programming language?The jump from assignment 2 to 3 was too big.*

- *Another language than f#. Answer sheets to exercises.*

- *Jeg har selv en smule erfaring med programmering, hvilket har gjort kurset lettere for mig. Dog er mit indtryk at det godt kan være en ret heftig start, hvis man ingen erfaring har.*

- *Der mangler feedback på øvelsesopgaver. Det kunne være super gavnligt, hvis der blev lagt forskellige løsningsforslag ud til øvelsesopgaver, som man kan blive inspireret af. Jeg har brugt rigtig mange timer på at finde inspiration på nettet for at være i stand til at løse opgaver, hvilket jeg tror kunne være afhjulpet gennem nævnte forslag. Afleveringsopgaverne har der været rigeligt feedback på, men øvelsesopgaverne mangler.*

B Underviserevaluering (Jon Sporring - Underviser)

Du kan besvare evalueringen nedenfor. Hvis der er enkelte spørgsmål, der ikke er relevante, kan du undlade at besvare dem.
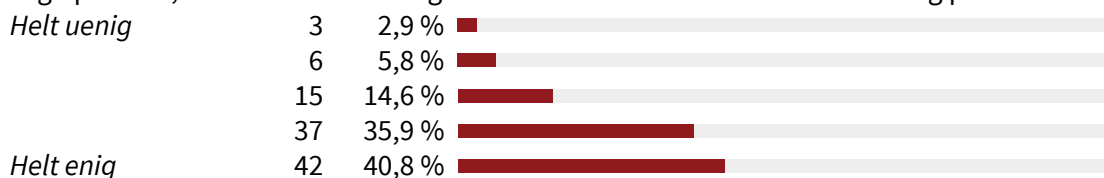
271 havde mulighed for at besvare dette skema.
104 har besvaret dette skema.
Svarprocenten er 38,38 %. : 104 / 271

1

1.1　Jeg oplevede, at underviseren var god til at formidle kursets indhold klart og præcist

Helt uenig	3	2,9 %
	6	5,8 %
	15	14,6 %
	37	35,9 %
Helt enig	42	40,8 %

1.2　Jeg oplevede, at underviseren engagerede sig i, hvad de studerende lærte på kurset

Helt uenig	0	0,0 %
	1	1,0 %
	17	16,3 %
	35	33,7 %
Helt enig	51	49,0 %
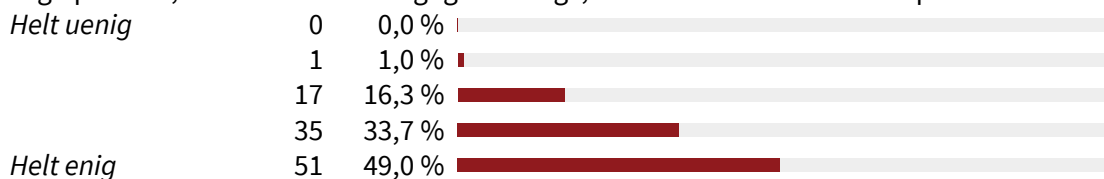
1.3　Jeg oplevede, at underviseren var god til at udtrykke sig klart på undervisningens sprog (dansk/engelsk)

Helt uenig	1	1,0 %
	2	1,9 %
	14	13,5 %
	26	25,0 %
Helt enig	61	58,7 %
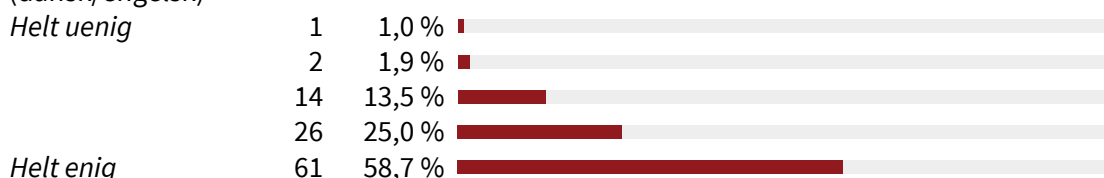
1.4　Yderligere kommentarer:

- *Meget dårlig til at disponere over tiden, snakker ofte lang tid om noget komplet irrelevant og er så nød til at springe let henover nogen af de vigtigste koncepter som vi kan bruge i afleveringerne.*

  Derudover mange stave og skrivefejl.

  Jeg ville ønske at vi havde haft Christina Lioma til flere forelæsninger, hun var virkelig god til at formidle materialet.

- *Gives a good introduction to what programming is, and a fine speaker.*

- *Great teacher overall, very good and took his time to explain stuff in a way that made sense to people that had no programming experience when we entered the education. He had a calm way of communication and allways made a great atmosphere in the lectures in general.*

- *In the start of the semester at a time when many students did not know anything about programming and had - at least for myself - the need to get in touch with the basic ideas about programming and solving problems with computers,*
  he was very detail oriented and did very complex lectures in a very quick pace.

  Later on when we had learned more and were able to comprehend and remember many more details, he went in the other direction and did his lectures in a slower pace with more repetition.

- *Jeg oplevede, at der ikke var nok Jon Sporring på kurset*

- *His lectures are engaging and it doesn't feel like you're dumped with a lot of information. He also has some killer puns.*

- *It was inspiring and at times fun to take part in his lectures, he seemed to be very well prepared and be able to answer most questions instantly.*
  His book was also well written, ofc it still had a few errors here and there which i imagine could be a problem for people who find the material hard.

- *He is fine as a teacher, but seems to have a hard time keeping to the time limit.*

- *Taler indforstået og det er derfor svært at følge med. Arbejder med flere eksempler på samme tid og behandler gerne mindre relevante spørgsmål til forlæsningen, det kan virke forvirrende. Der må gerne holdes et skarpere fokus.*

- *Synes nogen af tingene var lidt svære at forstå, men ellers virker til at have meget styr på tingene*

- *Han undervurdere eleverne noget til at starte med - bruger meget lang tid på scratch og andre meget nemme emner, hvor man sagtens kunne have brugt tiden bedre. Gå nu lidt hurtigere frem! Ellers er Jon rigtig god, og det er altid hyggelige forelæsninger*

- *Snakker meget internt i datalogisprog, hvor jeg fx ikke er vant til det sprog fra en computerverden går tabt.*

- *Impressive, that the lecturer has chosen to write the course material himself*

- *Amazing lecturer - Fantastic humor*

- *Very positive with a lecturer teaching in his own material, gives a better understanding.*

- *-*

- *.*

- *Was quite often hard to hear - even on some of the first rows*

- *Gode forelæsninger og god bog. Løb lidt sur i koden i den sidste del af hans første undervisningsblok, (oktober tror jeg). Der mistede jeg overblikket ved hans forelæsninger, men ellers rigtigt godt.*

- *In my opinion there have been to many lectures about, something not relevant to the assignments.*

- *Very good at expressing himself! but sometimes he talks too long about things that doesn't seem too relevant (LaTeX things)..*

- *Det blev bedre efterhånden som man selv blev bedre. Men i starten forstod jeg ikke. hvad han prøvede at sige til forelæsningerne.*

  Der var Martin bedre for nybegynderne, fordi han forklarede alt hvad han gjorde i alle detaljer.

- *Det kunne godt være lidt mere struktureret, med fokus på hvordan de forskellige ting blvier brugt*

- *Most of the time the content of the lectures seem irrelevant for the content of the exercises and assignment of the given week/time.*

- *I think the lecturers has been really good at explaining things in a good pace. Sometimes, especially in the beginning, it was a bit too slow, but I haven't found the tempo a problem. As for explaining things the only things I would like to comment on is, that the lecturer Martin sometimes seemed to go a little too far over the planned material. Generally I did not have a problem with this, but at times it could be a little confusing how much of the stuff from lectures we were actually expected to implement in our written work. Personally I'm not a huge fan of the questions to be answered by students at lectures, but there hasn't been too much of that.*

- *In lecturing, i would suggest a more structured form of lecturing. Sometimes it is hard to understand where Jon is getting at.*

- *Hvis du lagde bogen ud på Absalon og en meget mere brugervenlig forklaring på, hvordan man kunne komme igang med F#, ville mange nok gå i gang med at øve sig i sommerferien, hvor man har tid. Når den første uge går med frustrationer over downloads af programmer og hjælpeprogrammer, opsætning af GIThub, Latex osv. osv. - bliver det en træls start.*

- *Jeg har holdt meget af de eksempler, som Jon har brugt til at forklare de forskellige ting.*