**Course evaluation by course organiser**

To ensure that course evaluations have an effect on teaching quality and the development of the course and to make sure that DIKUs teaching committee has a good basis for processing the student course evaluations please fill out this form. This is the course organiser´s own evaluation of the course. Please involve other lecturers and teaching assistants when relevant. Please send the evaluation to [vilu@di.ku.dk](mailto:vilu@di.ku.dk). Deadline: one week after reporting the grades in your course.

Find more information about the evaluation procedures here: <https://intranet.ku.dk/diku/teaching/evaluation/Pages/default.aspx>

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| Course block and year | Blok 1 and 2 in 2017-2018 |
| Course name and number | NDAB15009U Programmering og problemløsning (PoP) |
| Your name | Jon Sporring |
| Which are the most common student’s comments? What are your own reflections about the student’s comments? (The student evaluations are at KUnet: SYSTEMADGANGE > Kursusevaluering SCIENCE (eng. Course evaluation SCIENCE). | Generally, the students are very happy about the course structure, the material, the exercises, and the teachers.  The students complain about the auditorium (UP1). There are still some, who find the organisation of the absalon pages difficult particularly concerning uploaded files.  My book received many positive comments, but also some critique. Some students would have liked the notes to have been fully available at the start.  Some students would like to have a more unified level of feedback from the teaching assistants.  Students found exercises 10 and 11 to be too labour intensive.  I suspect that some students have a difficulty distinguishing between PoP and the parallel course DMA in this evaluation, e.g., there is a comment about assignment #3 being too difficult, which I guess is not about PoP 3i. Also, comment about a phd-student teaching is definitely not related to PoP, since to my knowledge only Martin, Christina and I have given lectures on PoP. Also, as far as I know, the microphone worked for the PoP teachers, so those complaints may not be relevant for PoP. |
| Did you go through the student evaluations in class? If yes, did that bring about further insights into the written student evaluations? | No |
| Which adjustments/changes/initiatives, if any, do you propose to address positive and negative student feedback? | Next year I would like to   * For practical reasons reorganize lectures such that a larger part is given prior to the exercises, as we were force to in block 2 this year, due to problems booking rooms for exercise classes. The disadvantage is that we will have to ask the students to meet at 8.00 Monday morning, which will be a challenge for many particularly those, who have to commute from afar. * Exercises teaching report writing has to be moved earlier in the sequence, since many opted not to complete it (assignment 10 and 11) * Exercises teaching basic object-oriented programming may have to be strengthened, since some reports form the subsequent Software Udvikling course indicates that basic concepts could be better rooted. * The book will be available from the beginning. * As course organiser, I will spend more time with the teaching assistants on unifying the feedback we give students on their assignments. * I would also like to experiment with a weekly question session like LinAlgDat, since they have had repeatedly good experiences with that. * Some of the student’s text-responses indicate that there at times is too large a distance between what is being taught, and what the students are ready to learn. We should therefore introduce better feedback mechanisms during lectures. |
| What worked well in your course? Did something make a noticeable difference? E.g. a new teaching strategy, format for feedback or type of assignments. | I continue to think that   * F# is a useful language to teach programming for our first-year students at Computer Science * weekly assignments with fast feedback is extremely useful at this stage of their education * a ratio 1:2 for lectures:exercise classes is the right proportion, since it emphasizes learning by doing |