

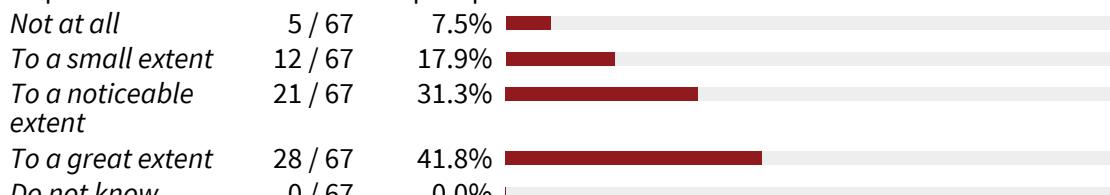
Additional questions from teacher(s)

220 could answer this evaluation schema.

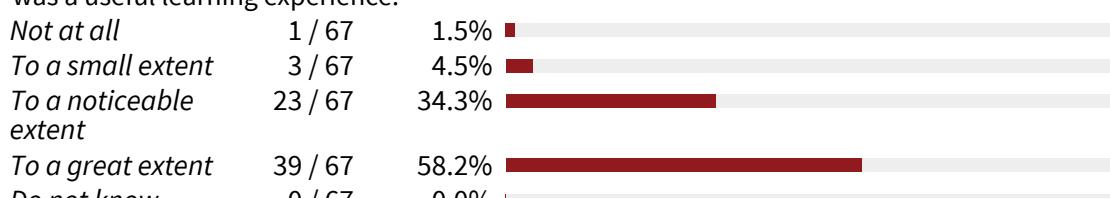
67 have answered this evaluation schema.

The answer percentage is 30.45%. : 67 / 220

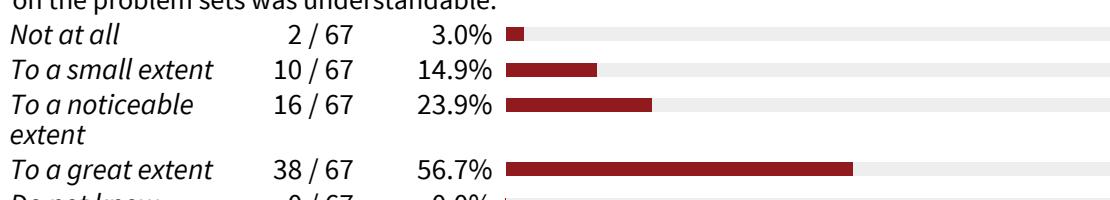
- 1 Please let us know what you think about the problem sets.** - It is good to have as a requirement that students should pass problem sets to be allowed to take the exam.



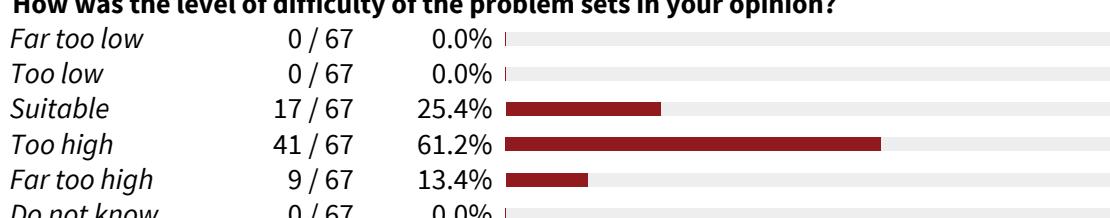
- 1 Please let us know what you think about the problem sets.** - Working on the problem sets was a useful learning experience.



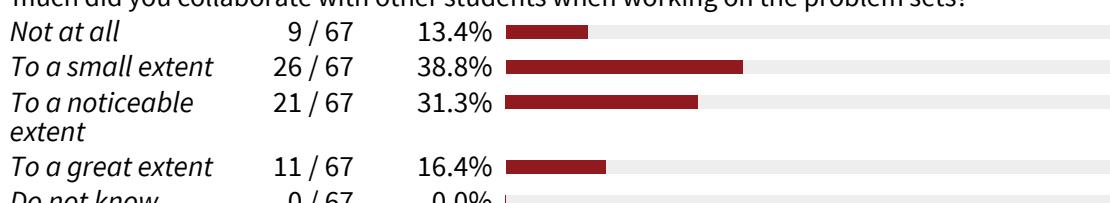
- 1 Please let us know what you think about the problem sets.** - The grading of and feedback on the problem sets was understandable.



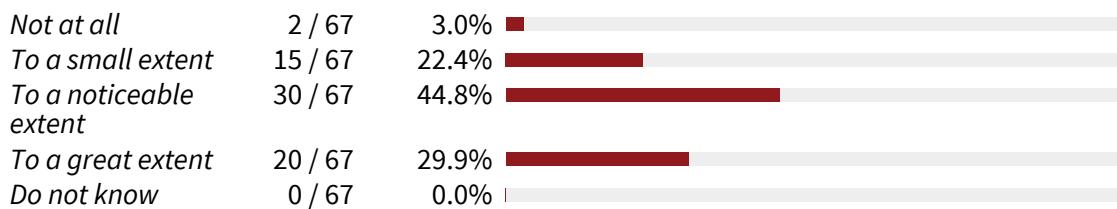
- 2 How was the level of difficulty of the problem sets in your opinion?**



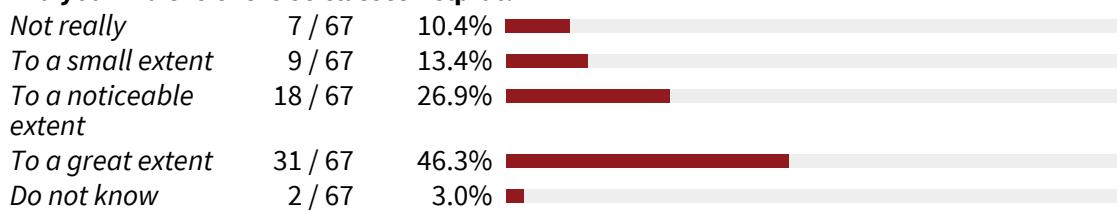
- 3 Please let us know a little bit more about how you approached the problem sets.** - How much did you collaborate with other students when working on the problem sets?



- 3 Please let us know a little bit more about how you approached the problem sets.** - How much did you search for information and/or solutions on the internet while working on the problem sets?



4 Did you find the exercise classes helpful?



5 Do you have any suggestions for aspects of the exercise classes that should be changed, or should stay the same?

- *I find the exercise classes useful and always attend; the structure is a bit loose though and I often just do exercises on my own.*
- *Jeg var enormt glade for at mine TA's holdte et lille oplæg om stoffet i den uge - det synes jeg at jeg har lært ENORMT meget af*
- *Well, I often thought that there were too many questions many of them quite irrelevant.*
- *More exercise*
- *Be more clear as to what we're supposed to do*
- *More examples of how to approach the difficult problems and less time to solve problems on our own (because we Can do that at Home)*
- *Stay the same*
- *Please request TAs to proactively show a selection of problem with solutions on the board for e.g. 30-50% of the time.*
- *It worked very well to have a structured agenda for the day. Letting students work on specific problems in the first half of the exercise class, and then follow solutions of problems by the TA in the second half.*
- *It was helpful to go through specific exercises on the blackboard*
- *Virkeligt godt med gennemgang af opgaver (i stedet for bare at skulle regne selv)*
- *Stay the same.*
- *Maybe a few noteworthy problems should always be explained at end of class.*

- *Synes det fungerede godt.*
 - *I did not feel like I could get that much help from the TA's on the assignment that was do. of course I need to pass the assignment, but most of the time the type of problem was new for me so some of the hints I needed could I have wished the TA's would be more helpful to help on before the assignment was do.*
 - *For KDV, Anton and Johannes were GREAT!!!*
 - *Make sure the TAs are aligned. Theo Borém Fabris was not structured at all.*
 - *I didn't feel that the exercise classes matched what we learned in the lectures at all. I even switched TAs, but that didn't help. Either they weren't properly prepared, or there was a problem with coordination regarding what they thought we were doing or supposed to be practicing.
In my opinion of course :)*
 - *Øvelsestimerne fungerede godt.*
 - *Hos Peter var det godt. Gennemgang de første 10-15, resten selv*
 - *Lets just say that PHD students aren't always the best choice for as an TA. Theo lacked understanding of the students level of knowledge*
 - *More engagement*
 - *flere opgaver om hvordan man beregner køretid*
 - *The were structured extremely well, maybe even expanding the hours of exercises classes would be great.*
 - *Maybe spend more time practicing problemsets and exams from previous years*
 - *Jeg synes det er godt når det bliver gjort meget simpelt det vi lærer i undervisningen. Altså skøret helt ud i pap, nærmest forsimplet.*
- 6 Do you have any concrete feedback for the TA(s) whose exercise classes you attended? Please use the given name of the TA if you want them to be able to know about feedback directed specifically to them.**
- *Jeg synes Johannes Tang Reuss var mega pædagogisk og mega god til at forklare ting præcist og forståeligt. Han er nok den bedste TA jeg har haft!*
 - *Peter is a great TA. He does a good job of grading the PS and in the class he prioritizes the relevant tasks which is good. Does often a good job of explaining when we didn't understand the task*
 - *Better explaining feedback on assignments*

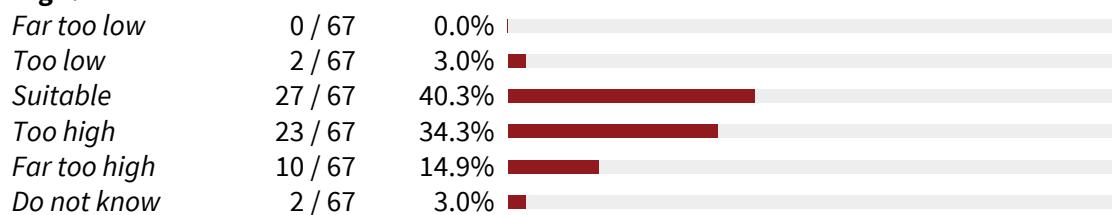
- *It seemed like the TA didnt know what we were supposed to do*
- *Monika var fantastisk god til at forklare og uddybe! Rigtig god underviser*
- *Florestan: Very knowledgeable and friendly, and willing to discuss issues slightly outside curriculum in depth. Consider finding a closer integration to the specific lecture material and worksheet assignments. Consider to proactively show a selection of problem with solutions on the board for e.g. 30-50% of the time.*
- *Monika er supergod til at strukturere og stilladsere undervisningen.
Det er rart at møde ind og vide, at hun har lagt en konkret plan, samtidig med at timen er inddelt i individuelt arbejde og derefter fælles gennemgang*
- *Jeg har været på Monikas hold. Det har fungeret godt at hun har haft en plan for hvad der skulle ske og forberedt sig på det.*
- *Monika was great! Helpful, systematic, and good at explaining*
- *Monika har været fantastisk. Hun har gået above and beyond for os og for at sikre, at vi har forstået pensum. Fantastik forberedelse.
Feedback fra Théo har været meget kortfattet og nogle gange svært at bruge til noget - det er svært at lære noget af ens fejl, når man bare får at vide at fx. "your proof of the inductive step is wrong"*
- *KDV TAs did an amazing job of running through difficult material and explaining it in a fun and understandable way. Feedback to problem sets have been very clear and understandable.*
- *Synes bare de gjorde det godt.*
- *they have already asked for feedback in the classes*
- *I don't like the feedback or grading we got. There was no nuance—either full points or no points.*
- *Tove: Dygtig og hjælpsom. Gav ofte et andet perspektiv og gode forklaringer til de elementer man ikke fangede til forelæsningerne.*
- *Johannes and Anton are very talented TAs and should be given every opportunity to teach us (KDV) again.*

- *My first exercise with the PHD student Theo felt like a fever dream, I did not understand anything he said. I went to the very first and second exercise class with him along with a couple friends, but the guy was so so so difficult to understand, not in terms of language but his approach to the exercise classes were generally really not a good experience. In the first session he started bringing in continuous math for a class in discrete maths? He talked a lot about concepts we hadn't learned yet in a way that was difficult to understand. The lecture lacked structure, I'm still not sure what he was trying to do? He's not a bad guy, just seems to smart to teach others idk.*

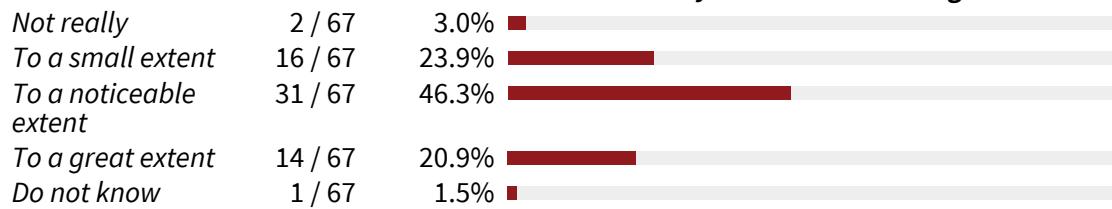
Then I went to Magnus' TA session which were all a great experience, he seems approachable and knowledge able - good experience with Magnus!

- *Tak til Tove og Magnus for at være gode TA's!*
- *It was great that the TA's had different approaches to the exercise classes, so you could jump between them and find the one which worked the best for you.*
- *Anton og Johannes var rigtige gode TA's*

7 How did you find the pace of Jakob's lectures? Was the speed too low, suitable, or too high?



8 How was the material covered in Jakob's lectures? Did you find it interesting?



9 Do you have any other feedback to Jakob as a lecturer?

- *I like lecturers who use the blackboard (like Jakob does)*
- *Slow down a bit, try not to overcomplicate things, and lastly try and use your notes less*
- *More explaining*
- *Less skræmmepædagogik and create an environment where it is more safe to ask questions and make mistakes*
- *I think he spends a little too much time introducing notation, and then in the end, jumps to high-level stuff. which he goes through in a rush. Maybe spend a bit more time on the middle level stuff.*

- *Really loves the subject, maybe to much?*
- *Very good lectures*
- *It often went really fast in the end of the lectures which for me was the most interesting parts because they were the hardest to understand.*
- *I think Jakob did a good job of explaining the problems.*
- *Response to questions during lectures doesn't always feel very respectful. When a student asks a question it is probably because they want to understand, and not to be difficult. Legibility of handwriting improved throughout the course, but still poses a challenge to read occasionally - it feels a bit stupid to struggle to follow the lectures due to small and unlegible handwriting.*
- *I mean... Maybe dont use the first 1 hour of a lecture, talking about graphs and cycle algorithms that's not in the content course... i mean it only scared us students and made the mythical IDMA course even more scary. I don't think that is what you want.*

sometimes when we are quiet, maybe it's because we just listen and take notes, and do not have any questions. so instead of wasting 5 minutes of just talking back and forth as to whether someone should talk, maybe we can use that time to cover the last thing we needed for the day instead of missing it. just an idea of course :-)

You grew on me, which i think you did for a lot of people.

i do not agree with your philosophy of teaching, and i think you could be a little more pedagogical in the way you speak to us. It can sometimes come off as harsh and cold, and i dont think that you are harsh and cold, but it seemed that way in the start.

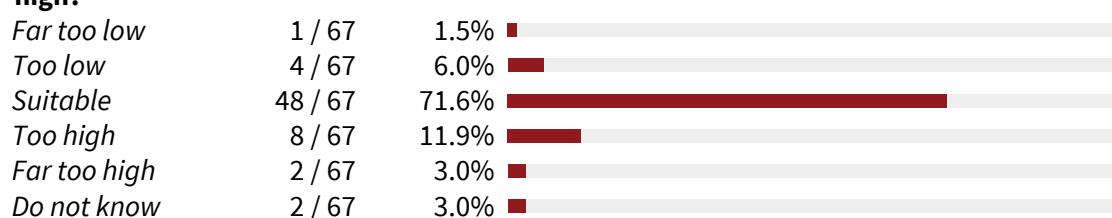
- *Don't try to squeeze a 15 ECTS course into 7.5 ECTS and make such a high pace that 46 per cent fail the course!*
- *I like that he can be a bit direct in his tone (also with the students). I'm not sure everyone feels the same way, though.*
- *Nævnt under direkte feedback.*
- *Hold engagementet. Ved ikke om det kan siges til alle undervisere helt generelt, men nogle af områderne undervist i først på kurset opleves som meget abstrakte og komplicerede, selvom det egentlig er utrolig basalt. Kan ikke lige komme på et eksempel nu, men nogle gange kunne de mange forklaringer gøre mere skade end gavn "forvirringsmæssigt". Et forslag kunne være at først forklare abstrakt og derefter meget lavpraktisk/konkret/"dumt".*

- *I would say:*

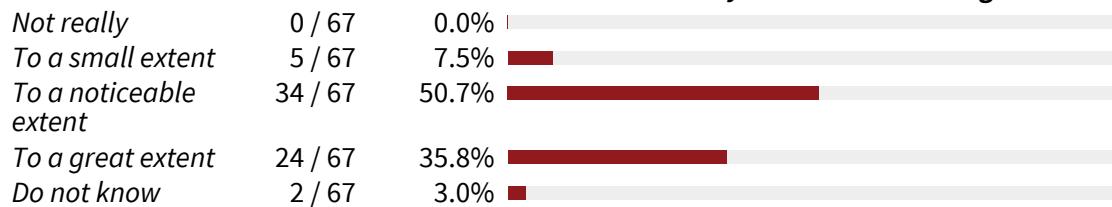
If students aren't responding, it's easier for you to create an environment where it happens than complain about its lack of existence. There were some very judgmental comments on proposed solutions to problem. In particular, I recall a gentleman asking a question about PVNP wherein Jakob called the gentlemens solutions 'braindead' - and while I agree the solution actually was incredibly dumb, (and I am sure this is what Jakob means: that the gentleman at no way had lowered intelligence but that the answer simply was dumb) can be interpreted by other students to mean something more sinister (which I know for a fact happened because when a classmate of mine retold this story, he said that Jakob had called him braindead [which I then corrected.])

- *Please include more examples. Sometimes its more useful to say less/be straight forward with one good example than a long lecture about theory/proof*
- *I think some people would get a bit too afraid to ask questions at times since Jakob has a tendency to (implicitly) tell you that was a stupid question since you should already know it and then he would get mad nobody had questions...
For me i prefer to figure out the things myself when I get home, but this was my strong intuition on behalf of others.*
- *Again in terms of Jakob's speed. It really depended on the topic. I found graphs and all the different terms to be covered extremely in depth and not too fast while I found proof techniques and induction to be covered to fast. As it was the first time I had structured proofs, I found it to be really difficult, trying to learn a new way of thinking.*
- *vær tydelig, når det er et nyt koncept, nogle gange taler du meget hurtigt, og på et øjeblik har vi dækket 5 tavler. Gentag, da vi ikke forstår, når du introducerer et begreb én gang, og skriv venligst definitioner på tavlen*

10 How did you find the pace of Srikanth's lectures? Was the speed too low, suitable, or too high?



11 How was the material covered in Srikanth's lectures? Did you find it interesting?



12 Do you have any other feedback to Srikanth as a lecturer?

- *Explains things well*

- *Good lecturer*
- *Really pedagogic and nice with slides. He had a really nice vibe. I def liked these lectures more.*
- *I feel like his style of teaching was very good, and I wish we got to see more of him in the lectures*
- *Very good lectures*
- *Really good pace and overall good lectures*
- *He did a good job of explaining the material in a organized and understandable way.*
- *Great energy. Great handling of questions.*
- *No math on slides. use the blackboard. we take notes, and with slides they just disappear!*
- *Great perspective during the lectures.*
- *En smule lavt tempo til tider.*
- *no you're goated bro*
- *Seems like a nice guy.*
- *Sometimes, there was a bit of an overlap in terms of what Jakob had covered and what Srikanth covered, especially in terms of mathematical terms. This could be changed so Srikanth had a bit more time covering his topics.*

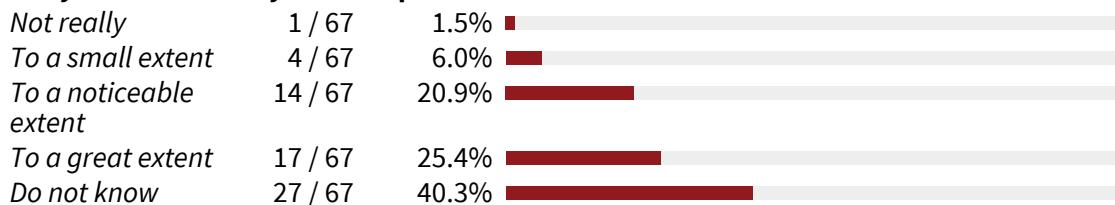
Otherwise great

13 Do you have any other comments or suggestions regarding aspects of the lectures that should be changed, or that should stay the same?

- *If the lectures stay the same, it would be fine with me*
- *Write the notes on a pc. Nobody can read the handwritten notes*
- *Longer breaks. Please. 10 minutes (and often just 8) is not very much.*
- *Maybe clarify when algorithms differ from CLRS, and why. Also lecture notes are illegible, maybe change format, larger contrast, better pen?. Again, notation and basic concepts, that are just formalia, can maybe be expected to be read before lectures, so as not to skip or rush the more complex material.*
- *Jakob should do them all.*

- *It's good that they used Japanese/Korean blackboard chalk. It's excellent quality and no hassle. KU should sponsor that for all lecturers.*
- *Nej.*
- *Drop combinatorics in the course.*
- *I just think he had to cover a few topics too many, which meant that although some principle things stick around (Pigeon Hole principle, induction etc.) knowing that all he talks about might become relevant for an exam makes you think that the topics are spread a bit too thin to get really good at all of them in my opinion.*
- *1. Forelæsning skal være mere introduktion*

14 Did you find the study cafes helpful?



15 Do you have any suggestions for aspects of the study cafes that should be changed, or should stay the same?

- *I have not attended study cafes before, but the fact that they were placed on Monday evenings made me come, and I found it enjoyable*
- *Make them into excersie classes as well*
- *I waited 45 minutes for a TA, this was not optimal. Did not come again*
- *More study cafés if possible*
- *Achieving learning objectives also means helping people to the extent necessary to find a solution, even if it is something that "should" have been found by the student him/herself. The process and the understanding is the product.*
- *I do not have any suggestions as I did not participate.*
- *Det ville være godt hvis man kunne lægge dem et par dage før aflevering, så man kan arbejde med afleveringerne til studeiecafe, og så bruge de næste par dage på at tænke det hele igennem efter :-)*
- *I have small children so the time slot was too late*
- *Great concept. Very helpful.*
- *.*

- *Make sure there is enough vegetarian food for everyone (including non-vegetarians). The atmosphere was terrible during dinner time because of this issue.*
- *Nej.*
- *Det er gode som de er.*
- *Great*
- *Same.*