



## Students course evaluation

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Number of respondents: 12

### 1. Multiple choice question

Percentage

Name of course: Vision and Image Processing (ViP)

Course Objectives:

The student must document knowledge of the most common problems, methods and results in vision and image processing including:

- describing common applications of importance to society
- describing and applying feature extraction methods and modeling techniques in image and vision processing
- understanding and analyzing the main challenges in vision and image processing today
- Implementation of selected methods
- Comparative evaluation of the studied methods.

I experienced a good correspondence between the teaching and the course objectives (as indicated above):

*(Please indicate the answer that best represents your opinion)*

Strongly agree	8,3%
Agree	75%
Neutral	8,3%
Disagree	8,3%
Strongly disagree	0%
Don't know	0%

### 2. Multiple choice question

Percentage

I think that the practical execution of the course was successful (facilities, equipment, information dissemination etc.):

Strongly agree	25%
Agree	58,3%
Neutral	8,3%
Disagree	0%
Strongly disagree	8,3%
Don't know	0%

### 3. Multiple choice question

Percentage

I experience a good coherence between the various course elements (lectures, practical work, etc.):

Strongly agree	16,7%
Agree	66,7%
Neutral	0%

Disagree	16,7%
Strongly disagree	0%
Don't know	0%

**4. Multiple choice question****Percentage**

I experience the course as relevant to my personal educational objectives:

Strongly agree	25%
Agree	25%
Neutral	41,7%
Disagree	0%
Strongly disagree	8,3%
Don't know	0%

**5. Multiple choice question****Percentage**

In cases where I needed feedback on my work (presentations, assignments, papers, reports) I was able to adequately get such feedback from the teachers:

Strongly agree	16,7%
Agree	58,3%
Neutral	16,7%
Disagree	0%
Strongly disagree	0%
Don't know	0%
<b>Not answered</b>	8,3%

**6. Multiple choice question****Percentage**

For me, the teaching material is adequate for this course:

Strongly agree	0%
Agree	25%
Neutral	33,3%
Disagree	16,7%
Strongly disagree	16,7%
Don't know	8,3%

**7. Multiple choice question****Percentage**

Compared to my background knowledge I experience that the academic level of the course is:

Far too low	0%
Low	0%

Adequate	16,7%
High	16,7%
Far too high	66,7%
Don't know	0%

**8. Multiple choice question****Percentage**

I experience the work load of the course as:

Much too low	0%
Somewhat low	0%
Adequate	16,7%
Somewhat high	41,7%
Much too high	41,7%
Don't know	0%

**9. Multiple choice question****Percentage**

In this course, for me the average work load per week was: (including classes, preparation, written assignments etc.)

Under 10 hours	0%
10-15 hours	8,3%
15-20 hours	50%
20-25 hours	8,3%
25-30 hours	25%
Over 30 hours	8,3%

**10. Open question**

If you have further suggestions for improving the course – or other comments and/or elaborations on your answers above (please refer to question number):

- There has been some difficulties in this course. Mostly because half the student have no educational background that would help them in this course. This means that the teachers have to lower the academic level. This in turn is not good for the other half of the student who then learn less in the course than they were supposed to.
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- Q 2,3: I think that the teachers were extremely well prepared for the lectures- the slides contained all the important information, the course materials were available in advance on Absalon and the assignments had strict explanations and criteria that we could follow without the need for further clarifications.  
Moreover, the teacher's enthusiasm and sense of humour (especially in Kim's case) made the course really enjoyable despite its advanced level.  
The only thing I would suggest for the course improvement would be with regards to the assignments. They were a bit complicated for people with no previous programming/mathematical background (like me). At the same time I think the other students that were already familiar with the terms were lacking the challenge to improve their skills. Maybe for the future courses there might be sections in the assignments that are valid for all and contain the implementation of only the basic processes, and sections that are optional and have more advanced task. Thus, the people who are lacking the experience will still feel satisfied when completing and learning the basic things, while the more experienced students can try their hands on something much more challenging.
- Ensure that the mathematical background of the students is sufficient to study the course curriculum,

or provide a thorough introduction to linear algebra as part of the beginning of the course.

- Make sure participants are qualified to take the course. Especially concerning the math.
- This course was actually very well set up, the content not only interesting but obviously highly applicable.

The problem was that myself and many of the other IT and Cognition students found ourselves somewhat lacking in the face of the math involved.

My suggestion is therefore towards the setup of the IT and Cognition program itself. Extend the course in Cognitive Science to 10 ECTS, allowing for the introduction of more math there, while cutting the Linguistics course to 7.5 ECTS.

- Majority of students in the course did not have the linear algebra pre requisite. A preliminary course on some math topics, like vectors/matrices, reading of mathematical formulas, would have been extremely helpful.

On a side note, there is nowhere in the building to work together after class, lights go off at 6. canteen closes around 4.

A sample solution of assignments would be appreciated.

- I believe that the course should have as prerequisites very good knowledge of Mathematics and very good knowledge of Matlab and/or Python, C, C++. The students should be warned at the course description about that.
- I've had several image processing courses and for the first time it started on a level I could understand. I like this course as it is.
- From the perspective of a student who has studied SIP and StatML:
  - It was nice to be able to use some of what I already knew (finding image gradients, k-means clustering)
  - There was a little overlap with SIP, mainly in terms of edge detection and segmentation/snakes. This was interesting for me but I can see that it might have been better to have the Snakes implementation as a SIP assignment, and the double-threshold based segmentation as a VIP assignment - the latter is easier to implement (but slower and not as good). I cannot answer for the IT & Cognition students, but I guess they can easier grasp statistical approaches than derivative/calculus based approaches.

- I liked that we had to build some 'practical' applications (in particular the CBIR and feature tracking assignments). There was quite a high workload for some assignments and sometimes it was hard to translate abstract ideas and algorithm outlines into functioning code. It's partly a design challenge for the student, partly an issue because you get stuck and try to reimplement C code in your chosen language.

- I gather that the Cognition students found some aspects of the maths hard. I don't think it's conceptually difficult, but it looks intimidating on the slides. It would be good to spend some time explaining finite differences and how you get gradients from discrete images - I know it's in SIP, but nearly all the VIP assignments involve image gradients to some extent and this is a relatively painless bit of calculus to understand. In terms of linear algebra, I think an introduction earlier in the course would be good, along with a simple set of exercises. It would be great preparation for StatML - I can remember a few IT & Cognition students finding that course difficult with regards to the mathematics, so the earlier they see the material the better.

- It would have been nice for the last assignment to have a little more guidance in the assignment text. In my group we tried both independently and together to implement the feature tracking and for some reason it did not work consistently, and was quite hard to debug. One way it could be made easier is if some test images were supplied with a way to verify the results, and a little more explanation as to the order in which to implement the algorithm.

- Perhaps the lectures could be structured slightly better. The second version of the snakes slides was a lot easier to follow. The Wednesday afternoon practical time was useful but perhaps some teacher-led demonstration/training exercises would be helpful in understanding new material.

- Overall, good content and good lecturers.

- The expectation were a bit high, seeing as most of us come from IT & Cognition, mostly with

bachelors in humanistic courses. An introductory class or more simple explanations of equations would be advised.

It was quite math heavy, where I would have liked more programming and playing around, teaching the different exciting algorithms in a more practical manner.

I would also have liked more feedback on the assignments, as well as a timely feedback, it all kind of clogged together, because we received feedback quite late on assignment 2 and 3.

- Just the obvious - it would have been nice if we had gotten the crash course in linear algebra and statistics before taking this course.

#### 11. Multiple choice question

#### Percentage

I experience the level of English used by the teachers to be

very difficult	0%
difficult	0%
adequate	66,7%
easy	33,3%
don't know	0%