**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 | block 2, 2019/20 |
| Course name and number | Vision and Image Processing |
| Your name | Søren I. Olsen |
| 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). | As for the previous years, the domination comments is about lack of prerequisites for some of the students from IT and Cognition. Although we have minimized the use of math and programming, they clearly have a hard time. We continue to ease the life for those student but see no way to teach the course without a little math and programming. Also, the students seem to learn what is needed. |
| Did you go through the student evaluations in class? If yes, did that bring about further insights into the written student evaluations? | Yes, 3 students showed up. One comment was that the course complemented other elements (neuro-) of the IT&Cog-curriculum well. Other comments were: To add expected results on assignments, to upload slides before lectures, to give more time for maths and using more repetitions. To improve the link between theory and program. To improve written and spoken language. To remind the students on using the discussion forum. |
| Which adjustments/changes/initiatives, if any, do you propose to address positive and negative student feedback? | Next year we will write a small set of maths- and programming exercises that will show the students what we expect them to be able to, e.g. adding and multiplying vectors and matrices, rotating an image etc. This also will streamline the first TA-sessions. We should create a small dummy-assignments to learn the student how to sign up for group assignments. We should make clear in good time in advance if we expected some assignments to take more time. |
| 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.  Which initiatives, if any, could be inspirational for other course organisers? | This year we changed a few lectures to include more Photometric stereo, Segmentation and analysis of Range Data. Also, the matching and CBIR assignments were replaced by a stitching and a segmentation assignments.  This to have a larger repertoire of future assignment types. |
| Which adjustments, if any, to the course description, is urgent? | None, so far but:  One problem seems to be that the students answer the quizzes in larger groups and not individually as intended. If this behaviour continues, a change in the examination form might be relevant. |