Course feedback tool: You have logged in as **Teacher!**

Feedback of my courses /

CS-E4840 - Information Visualization D, Lecture, 24.2.2025-3.4.2025 / Survey report

CS-E4840 - Information Visualization D, Lecture, 24.2.2025-
3.4.2025 - Survey report

RESPONDENTS
90 / 293

31%

AJALLA: 27.03.2025 - 10.04.2025

TEACHERS: PETTER HOLME, CORINNA COUPETTE

ⓘ Publishing function is not available. Reason: Report already closed

Teacher´s response to feedback
TIME TO RESPOND TO FEEDBACK FINISHED 08.05.2025

Response is not saved

Survey report: Loppupalaute - End-of-course feedback - End-of-course survey

My overall assessment of the course

Arvo	Number of respondents	%
5 – Excellent	19	21.1
4 – Very good	36	40.0
3 – Good	26	28.9
2 – Satisfactory	4	4.4
1 – Fair	5	5.6
Not applicable	0	0.0

Arvo	Number of respondents	%
Total	90	100.0

AVERAGE 3.7   STANDARD DEVIATION 1.0
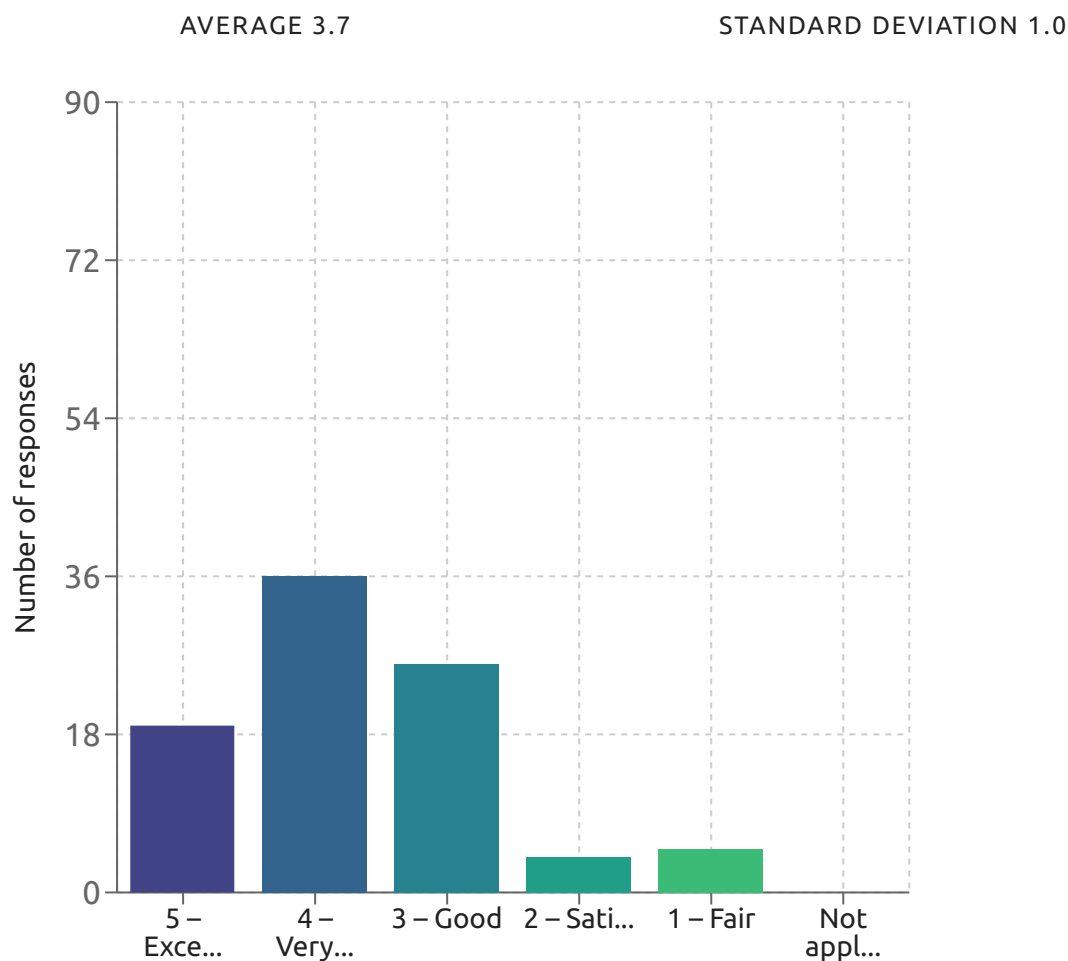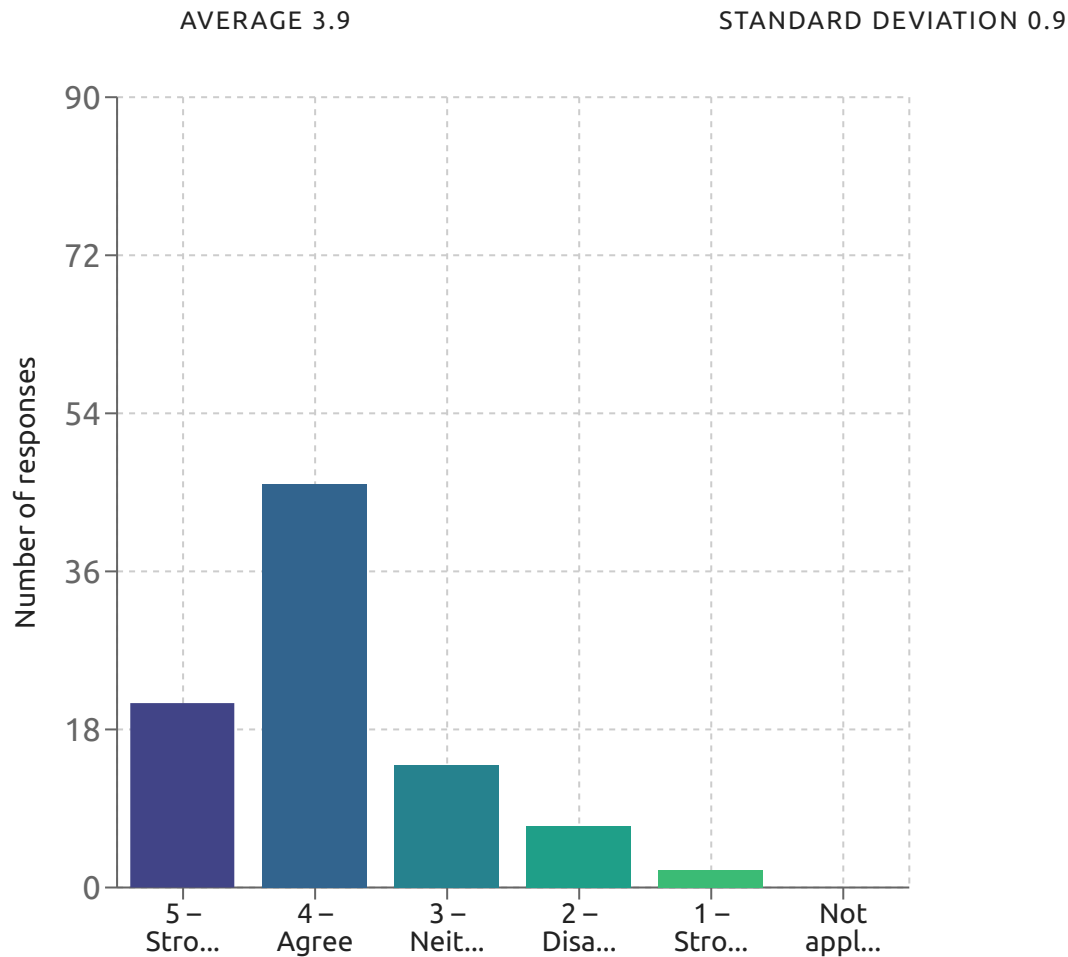

The teaching methods (lectures, labs, group work, online study, assignments etc.) supported my learning.

Arvo	Number of respondents	%
5 – Strongly agree	21	23.3
4 – Agree	46	51.1
3 – Neither agree nor disagree	14	15.6
2 – Disagree	7	7.8
1 – Strongly disagree	2	2.2

Arvo	Number of respondents	%
Not applicable	0	0.0
Total	90	100.0

AVERAGE 3.9   STANDARD DEVIATION 0.9

I am pleased with my study effort on this course.

Arvo	Number of respondents	%
5 – Strongly agree	17	18.9
4 – Agree	47	52.2
3 – Neither agree nor disagree	15	16.7
2 – Disagree	10	11.1

Arvo	Number of respondents	%
1 – Strongly disagree	1	1.1
Not applicable	0	0.0
Total	90	100.0

AVERAGE 3.8   STANDARD DEVIATION 0.9
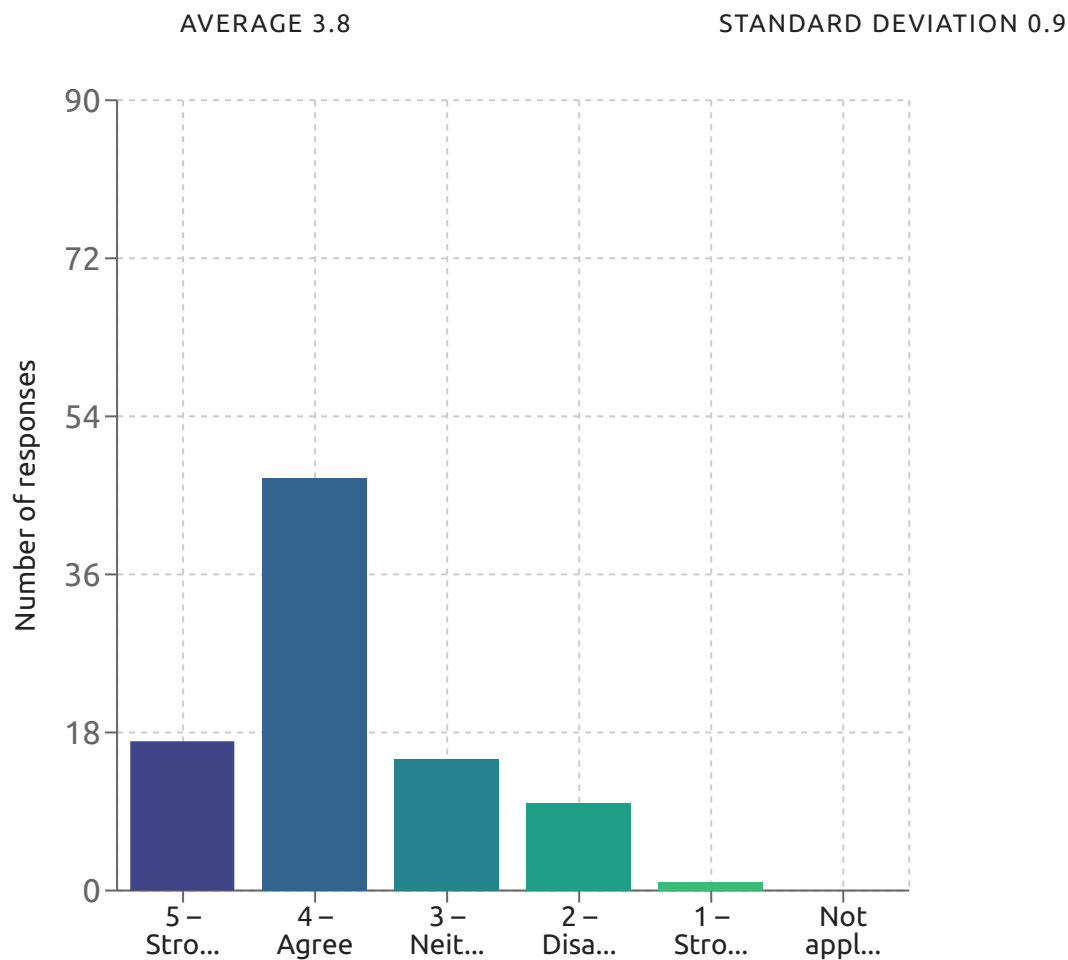
According to the guidelines, one credit (ECTS) requires 27 hours of student work.
Compared with this, the completion of the course required

Arvo	Number of respondents	%
5 – Considerably more time	5	5.6
4 – Slightly more time	10	11.1
3 – The right amount of time	61	67.8

Arvo	Number of respondents	%
2 – Slightly less time	11	12.2
1 – Considerably less time	2	2.2
Not applicable	1	1.1
Total	90	100.0

AVERAGE 3.1   STANDARD DEVIATION 0.7
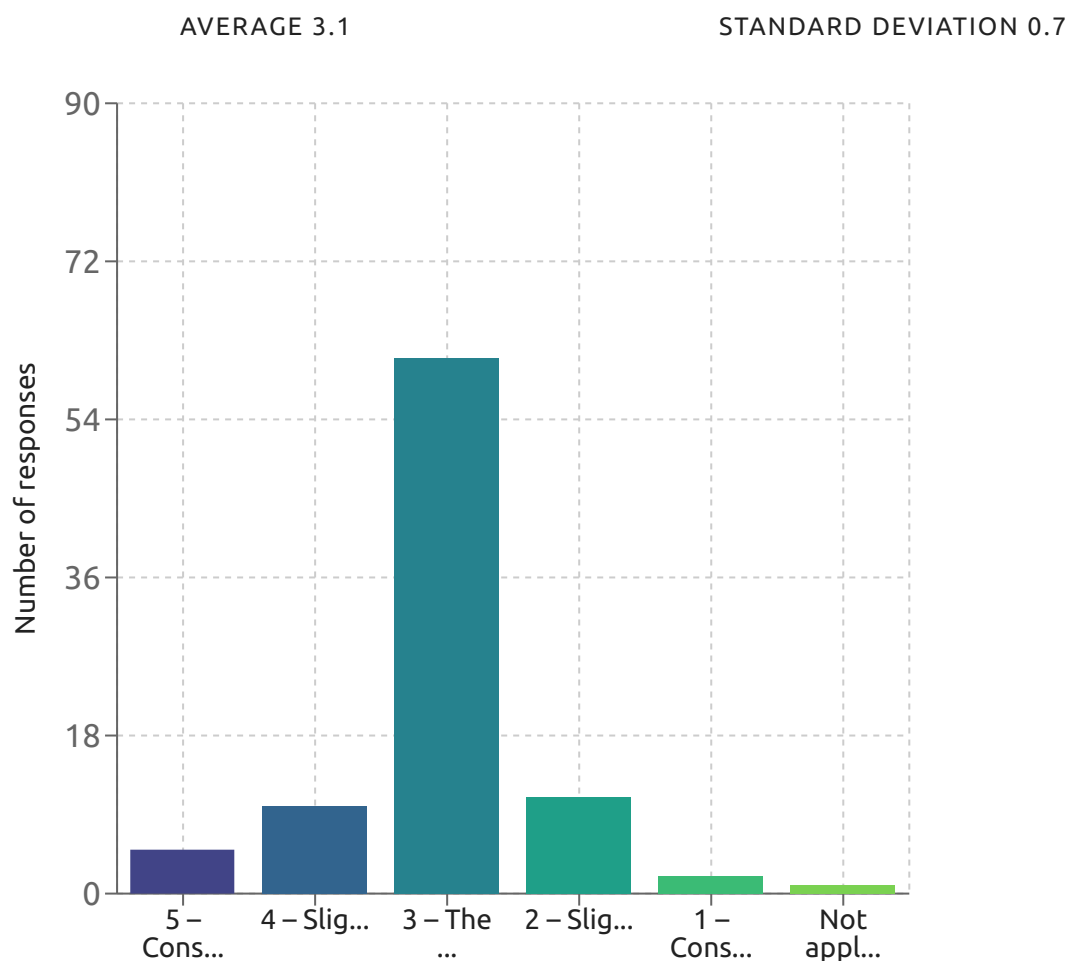
Which factors in the course served to promote the accessibility of the teaching, encourage participation, and reduce discrimination (e.g. in the selected teaching and assessment methods, course material, or learning environment)?

> The recorded lectures were nice and increased the accessibility. The flipped classrooms encouraged participation.

> the assignments were kind of fun and definitely helped me learn!

" I liked the video lectures were informative and clear. It was a plus that the course book was also in Finnish.

" The lectures were accessible online

" Course material is not enough, TAs is very harsh on exercise, eg. the assignment 3 is about colors, they judged and deducted points on how we implemented the data. This is not a coding or data course. This is demotivated so much. It took so much time to analyze the data and visualize it.

" Flexible deadlines

" Having the lectures recorded increases accessibility, especially for people who face obstacles in complying with the normal schedule. The various teaching methods such as practical assignments and Q&A sessions make the overall evaluation more balanced instead of solely focusing on theoretical knowledge.

" The lecture videos were very well made, and sensibly divided to shorter sessions by topics rather than being super long videos. It was also nice that there were other factors affecting the course grade, not just an exam.

" Lecture recordings

" The online lecture materials were very good!

" Recorded lectures

" The flipping classroom format.

" The videos were awesome. And it was great that this could be done remotely

" I liked that there were no mandatory participation and that you could watch the lecture recording online. As someone with health issues this makes the course much more accessible.

" Online recordings enhanced accessibility.

" Quizzes with classes that aren't mandatory but helpful to come.

" Yes

" Recorded video lectures were really nice.

" The classroom sessions helped.

" -

" -

" videomateriaalit, sillä ne on saatavilla joustavasti

❞ Luentotallenteet +

❞ I liked everything

❞ The instructors used the combination of offline and online teaching which was
   very good. Because you have the material whenever you need and it was possible
   to ask about them in the in-person classes.

❞ It was nice that the course was is conducted in English.

❞ Having quizzes in the lectures encouraged the participation. Online lectures
   promote the accessibility of the teaching.

❞ online material

❞ It was nice that the lectures were recorded.

I think I will benefit from the things learnt on the course.

Arvo	Number of respondents	%
5 – Strongly agree	32	37.6
4 – Agree	43	50.6
3 – Neither agree nor disagree	7	8.2
2 – Disagree	1	1.2
1 – Strongly disagree	2	2.4
Not applicable	0	0.0
Total	85	100.0

AVERAGE 4.2   STANDARD DEVIATION 0.8
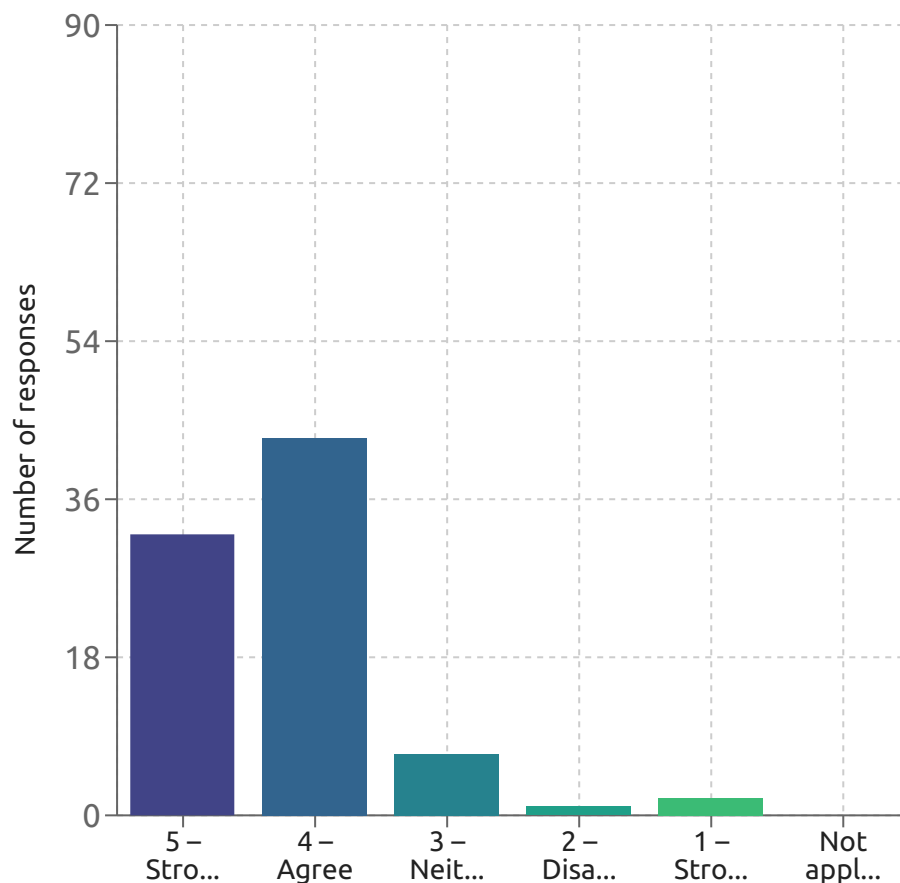
What was good about the course? Which factors in particular supported your learning?

> The recorded lectures were great, although a bit more throughout discussion would have been beneficial. The assignments really forced us to search data sets by ourselves, which is something that I think is an important skill. The feedback from assistants was really beneficial, and also the github-repository was nice. I personally liked the flipped classroom method, even though there were not as much discussion and interaction that I would have preferred.

> Interesting topic for the course and great assignment tasks.

> Again, the assignments were good! I also liked the quizzes.

> The video lectures were clear and informative

> Showing information in a clear and concise manner is an important skill

> The online lectures was great

> I loved this course! The exercises were fun, engaging and interesting. The lectures were done in a good way, where I could watch them in my own time, and actually get something useful out of going to the flipped classroom sessions. I

felt like the professors were actually interested in teaching and not just forcing themselves.

>> Säännölliset palautettavat tehtävät

>> Sopiva määrä harjoitustehtäviä

>> i liked that i could choose programming language and datasets. it made it way more enjoyable

>> Having the lectures recorded so I could adjust my learning pace freely. Q&A sessions also helped me to clarify certain doubts.

>> The lecture videos were very good, and the examples provided on the course github were extremely helpful in both doing the exercises, and also for better understanding the discussed visualization techniques.

>> Assignments were fun and made me put the stuff in lectures into use.

>> The assignments did push me to try things (thematic maps, detailed editing of plots to fix some minute specs) I would probably never have tried otherwise, which I think is a good thing.

>> The materials are really nice and this is a truly interesting topic.

>> The assignments were very hands on. The lectures were videos so that it would actually be possible to focus on these topics.

>> I liked that the assignments were tasks regarding the SGDs. It was interesting topic and made the visualizations more "grounded" in some ways. I also prefer working project or semi-project like tasks where there is a continuity between the tasks. All the materials being online also helped.

>> The topics themselves were rather interesting.

>> Interesting and fun course.

>> The assignments were really good, it was a bit difficult to find a good dataset in the beginning, but the dataset I found had a lot of useful data, so I was able to utilize it for all the assignments.

>> -

>> I liked that the lectures were recorded and I could go through them at my own time

>> Lecture recordings were excellent and overall presentation of course material

> Video lectures, as I wouldn't have been able to follow the lectures otherwise. The assignments were also instructive.

> The idea of a portfolio was nice!

> The fact that the course was split into 4 sections really helped.

> -

> -

> I liked the assignments and the flipped classroom sessions.

> I enjoyed that the lectures were in a video format

> Everything, nice lectures, nice flipped ones, project was nice

> Even though from time to time, the course felt very-fast paced (because it is only one term), the overall pace of the course was nice.

> Assignments supported my learning.

> New theories and practical project assignments.

> Flexibility in remote learning

> assignments were nice

> The project assignment was good.

What needed improvement on the course? Which factors complicated your learning?

> Choosing the SDG topic, sticking to it, and finding suitable data sets for the assignments was sometimes tricky. I didn't quite understand the idea of the assignments sometimes, and finding high-dimensional datasets to visualize was not easy. I think it would be beneficial if there were some ready data sets, even just for example plotting.

> -

> The quizzes felt odd and I would have liked to learn more on the technical implementation side(e.g. coding the visualizations)

> The lecture materials being only in video format is bad, i would have gotten more from in-person lectures. The quiz questions were formulated often very poorly making them extremely hard to understand and answer correctly often we just

spent the quiz sessions deciphering what was even the question or the point of the quiz. Also it seemed that the professors did not either understand their own questions or answers they were often left puzzled bu the others answer sheets and this took a considerable amount of time which was very unnecessary. Also the assignments were not fully thought through in my opinion. When working on the assignments i was often left struggling with importing libraries or stuck searching for datasets for hours with no real help available. The only link that was provided for us for help with searching for datasets was not very helpful at all a was embedded in the footnotes of the first assignment pdf with a font of about 5. This needs to be improved. The course material discussed how we need to visualize the data that we are trying to show and what techniques we can use to show even complex data but the assignments felt like they were apart of an entirely different course, information searching. I know it is an important part of information visualization also but this ballooned the workload too much. I think this needs to be improved drastically. The assignments were asking for too much and they missed the course topic entirely. They were not very enjoyable and with other courses also going on they did not do anything but raise my stress. Also the Thursday deadline was weird, it felt like there was only Monday to Thursday to work on the assignment since we had the lecture on Monday and there was often more very necessary info about the assignment instrucitons there.

" The assignment is hard to follow

" The quizes was not great. The questions didn't have clear answers, so the only way to get them done correctly was to go the the live lectures. The lectures was way too slow, and students had to waste 1,5 to 2 hours of their time to only get the right answers to the quiz. The lectures would have been more interesting if they would have some content on top of going through 4 quiz questions.

" Maybe a set of lecture notes could be cool.

" more for example multiple choice questions during the course about the course areas as some of the areas are not so familiar but they still come to the exam! THe multiple choices could for example make 5-10% of the grade so not so much but still something to motivate people to do them.

" Quiz kysymyksissä oli paljon tulkinnanvaraisuutta

" I would recommend to shorten the time given during Q&A to read the questions since some students may have already done it previously. The time during these lectures could focus mainly on discussion or doubt clarification.

" I personally did not really enjoy the way that a 'flipped classroom' was implemented in this course, given how much security one loses if they have to answer the quizzes by themselves (I had an overlap on Mondays, so I did all the

quizzes independently, and I must say some questions were rather difficult...). I also feel like the very last assignment was significantly more workload than the previous 2&3, so maybe for future course intances you could take something out of it, or bump up the points that it's worth to make the assignments more balanced. It's hard to say anything about the exam, as it has not occurred yet, but this feedback form closes on the same day and I have another exam then too, so I won't have time to fill this then. Perhaps for future course instances you could also have the feedback open for at least a few days after the exam, so that students would have a little time to think how they felt about it, and then answer the feedback.

❞ -

❞ I did really not enjoy the quizes - - the questions are so ambiguous and the justifications of the answers so arbitrary, that I only attended the quiz session to get the correct solutions, and did not really even listen to the justifications because I felt that the only thing I came to learn was the lecturer's personal take's on specific questions. Furthermore, I really found it unmotivating to hear justifications for correct answers that are aching to "the answers are the way they are because the lecturer intended the question to be interpreted in this particular way", when, in fact, there was no clear reason to interpret the question in the sought-after way! To this end, I completely gave up on trying to learn anything from the quizes. Some of the home assignment descriptions were very unclear and/or vague. Also, when it came to finding _available_ datasets relating to the UN SDGs, I want to say that, at least w.r.t. the 6th SDG there was very little open data available. The majority of the data I came across was 'open' in the sense that they'd hand it over once I requested the data -- this is of course unacceptable since I can't wait for who knows how long to get the data, the quality and formatting of which I can only assess when I've gotten it. In short, this meant that I had do pick horrendously formatted data which I had major trouble cleaning up...

❞ Finding datasets was incredibly painful. Would be nice to have the option to go for your own but also to just default to something you are given

❞ Nothing in mind.

❞ Having to find data sets for the assignments was awful and took the most off of making the assignments. It was very annoying.

❞ In Assignment 3 the second task required dataset with 10+ continuous variables across 10+ timepoints. In my chosen SGD this was extremely hard and I therefore chose not to do it. It was okay in a sense that you don't fail the course if you can't find or create the dataset, but it did left somewhat bad feeling since I know I could do the visualizations. Maybe in Assignment 1 it could be noted when

choosing the SGD that you need this many variables at least, or there could be some backup dataset that could be used if the chosen SGD doesn't have reasonable dataset for this specific task?

" I thought that the quizzes were too ambiguous, and even the teachers sometimes disagreed on what should be the answer.

" Grading of the assignments was done very late considering the timing. By the time of starting the 4th assignment there was yet no feedback from the previous assignments.

" First of all, contact lectures would be nice. It can help increasing students engagement into the course. Contact exercise sessions would also be much appreciated. I think the course should guide students, and guidance means setting some restrictions. You should, for instance, accept Python implementation of the exercises as the one and only. Then you should do a proper introductory round into Python's basics in terms of data visualizing. I also think you should restrict the choice for datasets for completing exercises. Ideally, the course staff should provide all necessary data. After all, the idea of the course is in practicing data visualization and not data search. In the future, you could provide let's say four data sets for each assignment, giving a student an opportunity to choose one of them for completion. And then when those restrictions are set, you could finally organize contact exercise sessions. In this case, TAs would know the expected outcome of each exercise, and thus could help and guide students effectively. Now the whole course just feels like do-it-yourself course. The content of the course is great, but I didn't appreciate teaching methods much.

" The homework sounds a bit needy, writing 3 paragraph for 2 assignments each week, but creating visualizations were fun.

" The quizzes were a bit confusing if you didn't have the possibility to attend the monday sessions, some of the questions were very difficult since multiple options fit well, but only one should be picked.

" The setting of the quizzes could allow more try times, and the deadline of assignments could be at a better time. (Now it is usually 15:00)

" -

" Flipped classroom sessions need a big remake.

" -

" The course personnel was not super knowledgeable about the topics. Also, they didn't show much enthusiasm about the topic. The lecture slides were outdated,

as pointed out by the professor. However, it was good that during these courses the slides were updated in some parts. The right answers to the quizes were impossible to get right as they measured more about opinions and perception than facts. Most of my time went into finding and editing datasets. It could have boosted my learning a lot, if the course staff had picked suitable data sets to the assignments. I see the value in having to find the datasets. Still, I think it would have been better if most of the datasets would have been ready and there had been just couple of tasks, were I would had to find my own data set. The TA's gave the same feedback to every task in every assignment. I understand that sometimes giving feedback can be hard. However, this seems odd and didn't support much my learning.

" The slides were extremely confusing at times. By that I mean the order of the slides. Because I'm taking note, sometimes it's unclear which section we are at (because some slides are "intro" slides to each section). To improve this, you should have the number of the section on each slide. For example, if we are talking about data-ink ratio, every slide related to that section should have "1.1. Data-ink ratio" in the heading.

" -

" -

" A lot of the time that I put into the assignments went to seeking for the dataset which in my opinion did not taught me too much about the topic and more time could have been used to doing the actual visualizations and analysis. Also, I think the course would have been even more interesting to me if the theme was not limited to the SDG:s which are of course important but not that appealing to me.

" Kurssi vaikuttaa hyvin sekavalta eikä vielä valmiilta. Tämä korostui esimerkiksi tehtävien arvioinnin epäjohdonmukaisuuksina sekä siinä, että Quiz tarkistus luennoilla kurssihenkilökohta ei edes itse osannut tulkita kysymyksiä oikein eivätkä osanneet perustella oikeita vastauksia. Miten oppilaiden tulisi oppia, kun edes kurssin pitäjät eivät ole suunnitelleet kurssin sisältöä huolella? Myöskin viikottaisten assignmenttien arviointi oli ainakin ensimmäisillä viikoilla älyttömän tiukkaa. Yksi kaverini menetti yhtä paljon pisteitä siitä, että vastaus ei ollut tapreeksi persoonallinen kuin toinen joka oli jättänyt vastaamatta kokonaiseen osatehtävään. Tämä on todella epämotivoivaa sille, joka on kuitenkin tehnyt tehtävän. Kannustaisin siis suhteuttamaan sankioita niin, ettei kaikkia pisteitä menetä tehtävistä, joitka on tehnyt, vain pienien virheiden takia. Kysymysten asettelu ja tehtävien ohjeet olivat koko kurssin aikana hämmentäviä ja epäselviä. Varsinki Quiz:ien kysymykset olivat liian vaikeita ja monimutkaisia. Oman käsitykseni mukaan, kaikki opiskelukaverini kokivat isoja haasteita niiden ymmärtämisessä. Tehtävien ohjeissa taas olisi todella hyvä kertoa tarkalleen mitä

vaaditaan ja mistä pisteet tulevat. Itse tein älyttömän pitkiä vastauksia sen pelossa, että en vain satu mainitsemaan jotain asiaa, josta sitten lähtee suhteettoman paljon pisteitä. Eli selkeät arviointikriteerit olisivat hyvin tärkeät, näin säästettäisiin assistenttien ja opiskelijoiden aikaa. Lisäksi kurssin esitietovaatimuksissa ei painoteta tarpeeksi jos ollenkaan, että kurssi toteutetaan koodaamalla. Se kannattaa mainita, sillä koodaamiseen tai koodaustyökaluihin ei anneta ollenkaan neuvoja kurssin aikana ensimäisen luennon jälkeen. Tämä ensimmäisella luennolla tapahtunut ohjeistus oli myös niin korkealentoista, että oppilas, joka ei ole ennen koodannut, ei pysty mitenkään saamaan siitä mitään irti. Lopuksi, minua vaivasti paljon se, ettei kurssihenkilökuntaan voinut ottaa yhteyttä kurssin aikana, sillä henkilökunnan mukaan kaikki kurssiin liityen lähetetyt sähköpostit luetaan vasta kurssin jälkeen. Tämä tuntui hyvin ikävältä. Olisin toivonut, että oppilaat olisi kohdattu kurssin aikana niin, että omiin huoliin olisi vastattu. Ei ongelmat enää kurssin jälkeen paina mieltä, kun se on jo suoritettu.

>> -

>> For solving each assignment, we should look for a related dataset which was very time consuming and also confusing. It would be great if they declare a group of related dataset for each assignment.

>> instead of giving, multiple weeks to the last assignment, the time could be distributed to other assignments for which we had only one week to complete

>> I think there should be more details on the last topics of the course. Especially about the interactive visualization.

>> I feel like some of the quizzes went to unnecessary levels of detail and I just wonder what the point of that was. I think the topics covered on the course were interesting and I learned new things but at times it felt like for some reason we're just overcomplicating things related to visualization by making it overly theoretical. Could also just be a me-issue though. :D

>> Channel for extra credits or points

>> some exam questions were kinda vague I felt I missed points in multiple choice questions because wording was ambiguous even though I felt I handled the topics well . Like saying that "needing the glyphs to be filled ellipses of one color" I interpreted as being forced to be same color for all.

>> The quizzes were somewhat puzzling.