Bachelor Project in Compiler Construction
student evaluation

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Organization

On the next four pages, we list the evaluation form with counts of answers in the different boxes indicated. Then we list all the student comments, discuss form technical matters, and conclude.

EVALUATION OF THE
BACHELOR PROJECT IN COMPILER CONSTRUCTION

Background:

When did you start your study of Computer Science at SDU?

2016	2015	earlier
26	0	0

Were you part of a group for your bachelor project?

Yes 24   No 1

Time:

What was your participation frequency in the joint advising meetings?

0–25%	25–50%	50–75%	75–90%	90–100%
0	5	3	9	9

On average, how many hours per week did you spend on your bachelor project during the first and second half of the semester, i.e., before and after the DM546 exam?

First half: 20.7

Second half: 33.0

Prerequisites:

To what extent did you feel your earlier courses together with DM546 had prepared you for this project?

Unsatisfactorily | 0 | 4 | 8 | 14 | Satisfactorily

Which prerequisites (if any) have you missed?

_____

_____

Content:

Did you learn something topic-wise or project-wise that you think will be useful to you later, that is, what was your outcome of the activity?

Low | 1 | 1 | 4 | 20 | High

How do you evaluate the quality of the following parts of the activity?

General organization and information   Low | 0 | 0 | 5 | 21 | High

Advising by the professor   Low | 0 | 0 | 6 | 20 | High

Advising by the TA   Low | 0 | 0 | 8 | 18 | High

Your impression of the professor (Kim Skak Larsen):

How good or bad is his preparation in general?

Bad | 0 | 0 | 0 | 27 | Good

How good or bad are his abilities to explain the material?

Bad | 0 | 0 | 3 | 24 | Good

How well does he react when you ask questions?

Poorly | 0 | 0 | 4 | 23 | Well

To what degree does he seem to care about your learning the material?

Low | 1 | 0 | 2 | 23 | High

Your impression of the TA (Caroline Berntsen Knudsen):

How good or bad is her preparation in general?

Bad | 0 | 0 | 1 | 26 | Good

How good or bad are her abilities to explain the material?

Bad | 0 | 0 | 4 | 23 | Good

How well does she react when you ask questions?

Poorly | 0 | 0 | 3 | 24 | Well

To what degree does she seem to care about your learning the material?

Low | 0 | 0 | 4 | 23 | High

Your impression of the degree of difficulty:

How hard was this project compared with the level you should be at now (as you judge it from the courses on the bachelor program)?

Easier | 0 | 3 | 15 | 8 | Harder

Your current semester:

Which courses are you taking this semester:

| 22 | DM546 and DM553

| 6 | Other combination: _____

How do you judge your total workload this semester?

Low | 0 | 2 | 15 | 10 | High

Additional remarks:

_____

_____

_____

_____

_____

_____

Student comments on the forms

These are all the additional remarks, i.e., each remark is from only one student.

- It would be really nice if the project was not running at the same time as other courses.

- I'm really happy I took the compiler project. Anything prior in my bachelor program has been introductory or mediocre compared to this compiler project.

- Shot myself in the foot being a TA in a course I wasn't competent to be TA in.

- The project was at time a bit overwhelming due to the size/scope, since we haven't had our hands on projects that large before.

- Kim sometimes had trouble understanding our questions.

- I found this course and semester a challenge. The project was enjoyable and taught me a lot.

- The reexams absolutely killed me and my desire to work on the project; coding-wise much more demanding than expected.

- Too high workload, but it's due to my own problems. If I only had had the expected course load, it would have been easier, but I still find the projects from complexity on top of the bachelor project to be a bit of a dilemma.

- To much work – no time. . .

- Prerequisites: More coding so I would have a better idea of how to execute my ideas and plans.

- Prerequisites: A bit more C and assembly experience.

Professor's reaction to the evaluation

Technical issues

- There were 27 forms. Officially 34 are registered for the activity, but a few dropped it very early, and a few did not hand in. Not all students answered all questions, so not all numbers sum up to 27.

- Since it was a paper form, some people were creative, marking in between boxes. These have alternatively been pushed to the neighboring boxes, starting with the lower.

- For the hours spent on the project, the average has been computed. When students gave an interval, the average was used. The numbers include two outliers of 2 times 50 hours for the first part and 70 and 71 hours for the second. They seem hard to believe, but were not discarded.

Conclusions

I am pleased that students feel the outcome was high and that the activity was considered to be of high quality on all parameters.

The project is considered to be a bit hard, leading to a higher than average workload on the semester. It is difficult for me to judge if it is too hard since there is also a lot of appreciation of the challenge and the learning outcome, but it is definitely something for me to be aware of.