

MIDTERM EVALUATION OF DM803 – FALL SEMESTER 2014

Evaluation Form

Notes were made available and students were asked to write at least one statement on a note and put it in a jar. It is evident from some of the responses that students had to write something! ☺

In a second round, all notes from the jar were passed around and each note was annotated by all other students, using the following symbols, with the stated meaning:

?	÷	(÷)	—	(✓)	✓
What?!	Disagree	Disagree some	Indifferent	Agree some	Agree

Everything was anonymous and the lecturer received all the annotated notes at the end.

Below is a list all the questions (mixed Danish and English) with a count of annotations and the lecturer's remarks, if any. The order is arbitrary – whatever was pulled out of the jar first.

Thank you for your feedback!

Results

Sometimes there could be more text on the blackboard in addition to all the drawings.

?	÷	(÷)	—	(✓)	✓
0	2	1	1	3	3

I'll definitely keep that in mind and try to force myself to use the necessary time for writing things down; especially when it comes to lectures. For exercise classes, I like using drawings to quickly remind you of results that we established carefully during the lectures.

Otherwise everything is fine.

?	÷	(÷)	—	(✓)	✓
0	0	0	0	1	7

This was on the same note as the previous remark.

Fine mødetider.

?	÷	(÷)	—	(✓)	✓
0	1	3	2	0	3

Sorry about the Wednesday mornings at 8:15! This remark might have gotten more negative annotations if it wasn't because this evaluation was carried out at this time! ☺ There's more attendance at the Tuesday 10:15 lectures.

Good morning.

?	÷	(÷)	—	(✓)	✓
0	1	0	2	2	5

See! Once you actually got out of bed, it wasn't so bad!

Fun evaluation.

?	÷	(÷)	—	(✓)	✓
0	0	1	3	2	4

A meta-comment! Evaluating the evaluation... Of course you cannot have this many CS/Math students in a room without getting a self-reference. ☺

Publish lecturer's notes.

?	÷	(÷)	—	(✓)	✓
0	0	1	1	4	4

I'll think about it, but I'm not sure I feel comfortable publishing my hand-written one-pass lecture notes. This is my answer right now, but I'll think further about this.

Godmorgen.

?	÷	(÷)	—	(✓)	✓
0	1	1	2	2	4

Mmh... At least one person changed opinion about this particular morning during class...

Very good exercise classes.

?	÷	(÷)	—	(✓)	✓
0	0	0	0	2	7

Great.

Very inclusive.

?	÷	(÷)	—	(✓)	✓
2	0	0	1	0	7

Good – I think. I'm not 100% certain what it means, but “inclusive” is a buzz word! ☺

Super godt med undervisning på tavlen.

?	÷	(÷)	—	(✓)	✓
0	0	0	0	4	5

Also what I think works best for proofs and the dynamics of data structures.

I like that the exercises are split up into smaller questions in the class so you don't have to answer the whole question at once.

?	÷	(÷)	—	(✓)	✓
0	0	0	0	0	10

I used to try to encourage/intimidate/force students to the blackboard, but eventually switched to my more discussion-oriented tutorial style where I mostly do the writing. I'll stick with that.

Very good lecturer.

?	÷	(÷)	—	(✓)	✓
0	0	0	0	0	10

Cool... And I resisted the temptation of moving this statement to the top of the document!

Nice that material is provided.

?	÷	(÷)	—	(✓)	✓
0	0	0	0	1	8

I'll keep that up, of course.

God undervisning, men emnerne er ret tørre.

?	÷	(÷)	—	(✓)	✓
0	0	3	3	2	1

I think someone just wants me to bring beers for the lectures!

When you keep switching blackboards when going through a proof, it is difficult to take notes.

?	÷	(÷)	—	(✓)	✓
0	2	2	2	1	3

I'll try to limit my switching to pointing to previous results and drawings, but write sequentially on one blackboard at a time.

When drawing big pictures on the blackboard, please write some notes for it, as this is hard to take notes for.

?	÷	(÷)	—	(✓)	✓
0	1	0	2	2	5

This is similar to another request for more text. I think I feel that the pace would be too slow if I write much more, but I'll think about balancing time and text more in the requested direction.