

MIDTERM EVALUATION OF DM803 – SPRING SEMESTER 2022

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.

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

The first marking meaning that the statement was not understood by the student making the mark

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

Below is a list of all the comments with a count of annotations and the lecturer's remarks, if any.

Due to the similarity of some remarks, I'll categorize them some, but I will list all remarks explicitly so that all students can see that their remarks were not lost. The order is lectures, lecture notes, exercises, project, material in general, exam.

I have fixed typos and grammar, added commas, and translated a few words if they were in the opposite language of the rest of the question text, but otherwise they are stated verbatim as you wrote them.

As an exception, the course is taught in Danish this year, so the comments from the students are almost all in Danish. I've chosen to still answer in English, so that my responses can be read by all potential course participants next time.

Thank you for your feedback!

Results

Jeg synes, kurset er interessant.

?	÷	(÷)	—	(✓)	✓
0	0	0	0	0	14

Good start – I had to put that remark first. ☺

Interessante datastrukturer med god litteratur om dem.

?	÷	(÷)	—	(✓)	✓
0	0	0	0	6	8

See below.

Godt materiale i form af artikler.

?	÷	(÷)	—	(✓)	✓
0	1	0	1	6	6

I assume the slight hesitation from half of the students is because some of the articles are a little harder to read. I understand that and try to explain the sometimes missing details very carefully at the lectures. Though I understand that it can be a somewhat painful process it's good for you to be forced to the level where you can read research papers.

Det kan nogle gange være svært, når beviserne i undervisningen er anderledes end i litteraturen.

?	÷	(÷)	—	(✓)	✓
0	0	0	3	4	7

It's somewhat connected to the remark above. I try follow them closely when I think they are done well, but otherwise I try to improve them. It's of course fine to use the versions from the literature, if you prefer them. I also have to balance the problem of different books and papers using different notation, but I try to repeat every time it's relevant, what the alternate names and notation are.

Det går lidt stærkt til forelæsningerne en gang i mellem.

?	÷	(÷)	—	(✓)	✓
0	0	1	0	3	10

See below.

Tempoet i forelæsninger er somme tider for højt.

?	÷	(÷)	—	(✓)	✓
0	0	1	3	4	6

See below.

Jeg synes, at forelæsningerne går lidt hurtigt. Det ville være bedre med et lidt langsommere tempo, og så bruge lidt flere af vores bestilte timer.

?	÷	(÷)	—	(✓)	✓
0	0	1	1	6	6

I'm quite aware that speed can be a problem and I've been trying to hit the right level, so I'm a little surprised. Although not everyone agrees completely, there are basically no one who thinks it's too slow, so the trend is clearly that I could slow down in places. I will keep that in mind. I have no objections to spreading the material out over more of the scheduled classes, so we add a (shorter) session on Fridays. I will be asking you more about that

in class. From my point of view, the work lies in course administration, announcement, preparation of lectures and exercises. Showing up at lectures and exercises is a minor part, work-wise, and actually the fun part that I enjoy.

Få slides med “animationer”, der viser mekanismer visuelt fra artiklerne.

?	÷	(÷)	—	(✓)	✓
4	1	2	2	1	4

I will consider if that might be a good introduction to some lectures. I assume that’s the intention, since, after a lecture, you can find many visualizations by just google’ing the name of the data structure followed by “visualization”.

De noter, du bruger til at skrive på tavlen, kunne det være dejligt, hvis de blev lagt online, da det nogle gange kan være svært at få skrevet præcist det samme ned.

?	÷	(÷)	—	(✓)	✓
0	0	0	2	0	12

See below.

Jeg synes, det kører helt fint. Lidt trist at vi ikke har slides til, når vi skal til eksamen – sæt nu hvis man havde misset en forelæsning.

?	÷	(÷)	—	(✓)	✓
0	0	0	4	1	9

See below.

At some point during the course, upload lecture notes.

?	÷	(÷)	—	(✓)	✓
2	0	0	0	3	10

[For this remark, 15 out of 14 students annotated!]

It's something we often discuss in the faculty group and opinions are divided. Many think it's a bad idea to give out lecture notes (and refuse), since that removes a learning step in the process of understanding an article or a book chapter. I can see that point of view, but have decided I give students whatever I have and then they must manage their own learning process.

That said, my lecture notes are unreadable, but function as a brainload for myself. They are often notes and ideas, formulas, sometimes incorrect statements that I considered earlier and would like to remember (so I can warn about pitfalls), scratched out stuff, arrows going everywhere, and things that come in an order, which is not the one I end up using, etc. It's very far from being something I just copy up on the blackboard, and would be of no help to anyone.

That said, there are a few cases where I lecture from slide-like hand-written notes, and I'll be happy to share those. I'll upload in the near future.

Glad for øvelsestimer. De hjælper meget.

?	÷	(÷)	—	(✓)	✓
0	0	0	1	2	11

See below.

Øvelsestimerne er gode og strukturerede.

?	÷	(÷)	—	(✓)	✓
0	0	0	0	0	14

See below.

Det er godt at have Kim til øvelsestimerne.

?	÷	(÷)	—	(✓)	✓
0	0	0	0	0	14

Good to hear! I've put a lot of thought into selecting exercises, and balancing between reviews, variations, and new ideas (when relevant).

Passende størrelse på projekter.

?	÷	(÷)	—	(✓)	✓
0	0	1	1	5	6

Good. It should be significant, but not overwhelming.

Ville være godt, hvis alt materiale kunne hentes i en zip-fil i starten af kurset.

?	÷	(÷)	—	(✓)	✓
3	0	0	6	2	3

I adjust along the way. Teaching the course again is also a chance to rethink presentations and choice of material and division of topics between lectures and exercises. For those reasons, I prefer to announce material on the fly. However, I try to get material out more than a week in advance so I don't restrict your preparation schedule.

Dejligt at meget info kan findes uden for Itslearning.

?	÷	(÷)	—	(✓)	✓
2	0	0	7	2	3

It's partly a service, but I can see that it's unimportant for most. Is it possible that it's because you don't realize some of the advantages? For instance, if you had the exercises up on your screen in Itslearning, then ever so often

you will be timed out and have to login again. That doesn't happen with my set-up, because the exercise "sheet" is outside Itslearning.

But I also do this for my own sake. I want my material to be in a form where I can also use it next time the university decides to switch to a new learning platform.

Håber ikke vi skal huske alle beviserne til eksamen. ☺

?	÷	(÷)	—	(✓)	✓
0	0	1	1	3	9

I will say more about the exam at the last lecture, but just to comment on this remark: The exam questions cover most material, but I remove some that I find do not match an oral exam well. You of course prepare something for each question in the days before the exam and decide on the proofs you'll present. At the exam, you draw a question, and you get half an hour of preparation to go through your notes for that one question. Here's a chance to memorize core elements. However, once you have understood the proof, there are many steps that just follow from the previous, so it's actually not that much one has to memorize as such (memorization is not a goal for me). In addition, you can bring a list with a few keywords into the actual exam. Also, I'm there to help! If you get stuck and I'll help you get started again. The important thing for me is that you demonstrate understanding!