Course Analysis for "Deep Learning, Advanced" (6 HP) VT19
DD2412/FDD3412

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Forms of Assessment

The course contains two examination components
- **LAB1:** which consists of writing assignments on the different topics of the course, the assignments are individual and are graded in P/F/Fx
- **TEN1:** which corresponds to a final implementation project, in a group of 3 for master students (DD2412) and 1-3 for doctoral students (FDD3412). The projects are graded in A-F/Fx.

Participation and Graduation Statistics

Number of registered 2nd-cycle students (DD2412): 94
Number of registered 3rd-cycle students (FDD3412): 9
Number and rate of graduated 2nd-cycle students (DD2412): 81 (**86%**)
Number and rate of graduated 3rd-cycle students (FDD3412): 4 (**44%**)
Grades distribution for passing 2nd-cycle students (DD2412): **A**(47, **58%**), **B**(10, **12%**), **C**(9, **11%**), **D**(6, **7%**), **E**(9, **11%**)

Summary of course evaluation

Course evaluation format: 22 Standard LEQ Statement Questionnaire
Participation rate: 45% (40 responded out of 89 invited)
Course load on the students: Figure 1 shows the distribution of the course load in week/hours.
General evaluation: As can be seen in Figure 2, in general, students agree with all the 22 LEQ statements with varying degrees from weak agreement (3 statements got rounded average of 5) to moderate (18 statements got rounded average of 6) and strong agreement (1 statement got rounded average of 7).
Diversity: There is not a significant difference based on gender although female respondents have slightly more number of strong agreements (10 statements) than male respondents (1 statement). There is no significant difference between international and domestic students' responses.
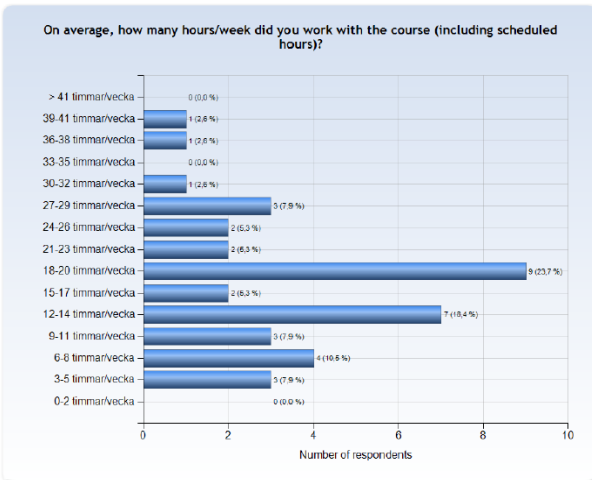
Important Figures
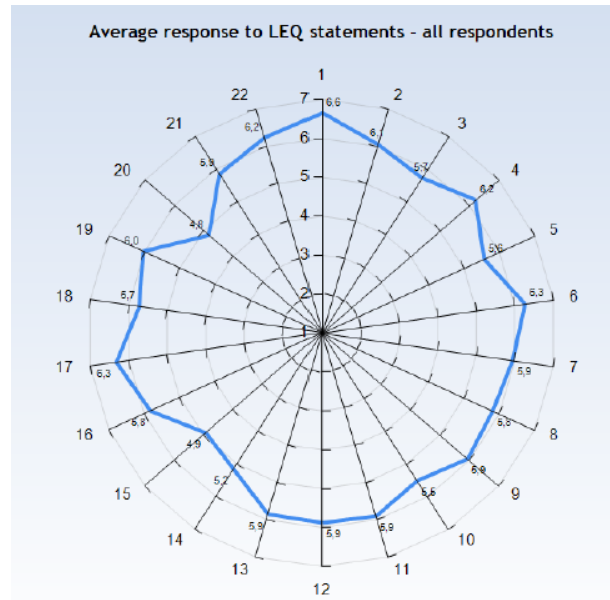

Figure 1: coursework statistics per week

Figure 2: average agreement level for LEQ statements

Course Analysis

Course load for students: While the spread of the course load among students is large, the average is about 15 hours which is in the correct ballpark of a 6HP course running over 1 period. The spread is also expected as this is an advanced course and requires different levels of preparation depending on the suitability of the participating students' backgrounds.

Notable positive points: it seems, in general, the students were satisfied with the content and format of the course. They mentioned that they "worked with interesting issues" (level of agreement: 6.6/7), liked the atmosphere of the course and strongly agreed (6.3/7) that "The atmosphere on the course was open and inclusive" clearly indicated that they were satisfied with the support they received from the teachers (6.2/7). Furthermore, in the comments section many students considered the following the best aspects of the course: a) the reproducibility challenge b) having to read and familiarize with state-of-the-art papers in deep learning c) lectures content and presentations, d) openness of writing and project assignments.

Notable points of improvements:
- many comments were received on the workload being unbalanced (low in the start and high in the end).
- the students agreed relatively less that they could "practice and receive feedback without being graded" (agreement level of 4.9/7 which is still clearly on the positive side but relatively lower than other indicators)
- in the comments section many students mentioned the following aspects of the course that could be improved: a) design small implementation exercises, b) add intermediate

deadlines, c) make the grading system more transparent, d) provide pre-lecture handouts, e) add formative assignments such as review questions and quizzes, f) add more depth to the course content.

Teacher's view: this being the first round of the course, it seems the students agree with the general design of the course contents and format. The teacher absolutely agrees with all the points of improvements, most of which was anticipated and is lacking mainly due to the time constraints on both the teacher and TAs.

Planned Measures for the next round

- Rearrange the lectures and assignments timeline to have more density of lectures in the start and distribute the writing assignment deadlines more evenly throughout the period.
- Add a project proposal assignment with early deadline to encourage a timely execution of the final project and improve the grading transparency
- In another effort to make the grading clearer, provide example guidelines of the types of projects that lead to certain grades.
- Enable more iterations of formative assessment on the writing assignments

Proposal regarding potential changes to the course

The course should become a 9-credit course and span two periods to cover more depth and spread the load more evenly.