Report - DD2420 - 2020-04-24

Respondents: 1
Answer Count: 1
Answer Frequency: 100.00%

Please note that there is only one respondent to this form: the person that performs the course analysis.

Course analysis carried out by (name, e-mail):

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DESCRIPTION OF THE COURSE EVALUATION PROCESS

Describe the course evaluation process. Describe how all students have been given the possibility to give their opinions on the course. Describe how aspects regarding gender, and disabled students are investigated.

We have had tight individual contact with the students 15 min per student for 7 weeks of oral examinations. We also had a meeting with 5 students (course board) after the course ended to disscuss in detail what might be done.

There were no major complaints but much useful feedback for improvements.

DESCRIPTION OF MEETINGS WITH STUDENTS

Describe which meetings that has been arranged with students during the course and after its completion. (The outcomes of these meetings should be reported under 7, below.)

See above

COURSE DESIGN

Briefly describe the course design (learning activities, examinations) and any changes that have been implemented since the last course offering.

The course is given as introductory lectures followed by tutorials. The tutorials are examined individually each with at written part and a 15 minute oral examination. There are two mandatory tutorials (and one written assignment) for passing. There is also a pass fail exam required for passing. The other up to 5 tutorials give higher grades and the students can select from a list of tutorials those that interest them.

We have worked on improving the tutorials from last year. We introduced a MCMC tutorial. We also eliminated some tutorials that did not seem to work well or that covered similar topics to other better ones.

The lectures were re-organized.

THE STUDENTS' WORKLOAD

Does the students' workload correspond to the expected level (40 hours/1.5 credits)? If these is a significant deviation from the expected, what can be the reason?

The spread in time was rather large. There was a peak at 20 hours per week which is 'expected' level but some were much more and some much less. Generally the students that chose to put in more time were very positive to the course while the ones that put in less time were more negative. Given the nature of the course setup it is understandable that there is a big spread. If one only wants to pass then one can (try to) do only the required tutorials, but the exam will then prove hard if they did not put in at least 10 hours per week (IMO). Some earned up to 62 points from tutorials where 48 was the line for an A so clearly they enjoyed doing more than required. This was confirmed by speaking to the students.

THE STUDENTS' RESULTS
How well have the students succeeded on the course? If there are significant differences compared to previous course offerings, what can be the reason?

The course is very different from a conventional course where the emphasis is on learning actively. This proved to be very popular with about half the students. The other half seemed to not like it at all and would have preferred a more conventional approach where they would learn everything in the lectures. They were not used to this setup and did not do well. This was not actually very different from the first year.

STUDENTS´ANSWERS TO OPEN QUESTIONS
What does students say in response to the open questions?

There is a good deal of positive statements about the setup of the course. There is some comments about the amount of time it takes to do the tutorials well. The structure of examining one tutorial per week was difficult for some to keep up with. Some wanted the lectures more aligned to the tutorials.

SUMMARY OF STUDENTS' OPINIONS
Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.

The tutorials and lectures should be better aligned.
The examination schedule could be improved to spread the examinations more evenly over the week.

OVERALL IMPRESSION
Summarize the teachers' overall impressions of the course offering in relation to students' results and their evaluation of the course, as well as in relation to the changes implemented since last course offering.

We think it went smoothly this year with no major problems. Some of the students relied on copy an paste from goggling on topics that resulted in some problems during examination. Important to keep the exam. Should make each examination slot be for a particular tutorial and not do any tutorial any week like we tried to do this time.
The later tutorials need more time for oral examinations
Should have a help session on probability.
A quiz on basic knowledge at the start would help.

ANALYSIS
Is it possible to identify stronger and weaker areas in the learning environment based on the information you have gathered during the evaluation and analysis process? What can the reason for these be? Are there significant difference in experience between:
- students identifying as female and male?
- international and national students?
- students with or without disabilities?

The differences between student experience do not seemed to be correlated to these dimensions.

PRIORITIZED COURSE DEVELOPMENT
What aspects of the course should be developed primaily? How can these aspects be developed in short and long term?

The tie the lectures and tutorials to one another more tightly.
Better scheduling of examinations.
Some help with the basics at the start (quiz and help session)

OTHER INFORMATION
Is there anything else you would like to add?

The course has been difficult for students without any ML so I have made DD2421 mandatory next time.

PGM - Course Board
Students: Anirudh Seth, Antonio Frederico Nesti Lopes, Fredrik Malmberg, Prashant Maheshwari and Sasa Lekic.
1st meeting - April 3rd, 2020

	Comments	**Positive Aspects**
Pace of Study	One tutorial a week is stressful Too much freedom to the choice of the tutorials Complete control of the pace of study is both liberating and stressful	Intermediate tutorials helped the transition to harder ones
Workload		
Tutorial Examination	Should examine more derivations Last tutorials require more time for examination Easier tutorials could be examined more times in a week	
Tutorial Structure	Weekly assignments hard to keep up with. Some assignment topics could be merged Programming part sometimes can be	

	easily done without or with very small theoretical background	
Tutorial Topics	Tutorial topics could be more well connected with graphical models topics/concepts/background Need for more questions on covering graphical models	
Lecture Schedule	Lectures could be given in a pace to make room for opportunities to ask questions along with the evolution of the course. People take more time to absorb contents and lectures could provide support at the right moment.	Some could benefit from the early finished lectures.
Lecture Contents	More depth in lectures. Connect the contents of the tutorials better	
Course Assistance	Help sessions must require that student have some of the tutorial done beforehand; Help sessions in probability theory background	
Exam Structure	Account for some questions on latest tutorials for stimulating people pursuing higher grades (avoid U shape, more basic questions on latest tutorials)	P/F structure is good

	Quizzes on basic knowledge (P/F)	
Course Literature	Suggest more sources. Bishop could be used.	