

Report - EL2520 - 2022-09-06

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):

Elling W. Jacobsen, jacobsen@kth.se

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.

The course evaluation was mainly carried out with an online survey. Invitation to the survey was sent out after the final exam, with repeated invitations to those who did not take the survey.

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.)

Meetings with students were in the lecture hall, and feedback was invited and given both during lectures, in breaks and through email.

COURSE DESIGN

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

The course consists of 14 lectures, 10 exercises, 4 computer lab assignments in groups of 2 students with hand-in, and one lab project in groups of 4 with hand-in. The grade is based on a final written 5h exam, performed in Zoom this year.

THE STUDENTS' WORKLOAD

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

Workload on average 15-20 hours according to survey, which seems reasonable.

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?

Rather poor results on the exam (also) this year, both in terms of grades for those who passed and in terms of number of students passing. Our first attempt on flipped classroom was not really successful (see below) and is probably one reason.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

Overall they seem happy with the course content and the the teaching. Many complain about the time they have to spend watching videos of lectures. The lectures notes, that have been written during the last few years, are appreciated.

SUMMARY OF STUDENTS' OPINIONS

Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.

Most students seem satisfied with the course, although many find it difficult.

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.

The previous two years the course was given online in the form of Zoom and video lectures and exercises. This year we aimed at a form of flipped classroom, in which the students were expected to watch shorter lecture videos and read lecture notes before coming to class. The aim was then to answer questions and have a discussion around selected topics in class. We also did some quizzes in class. This worked very well the first 2-3 meetings, but then students stopped coming and in the end only about 10-20 students turned up and mostly unprepared. So in the end it did not really work. This is probably due to an unexperienced, when it comes to flipped classroom, course responsible and/or a "culture" among students that imply that they postpone their own efforts in a course such that are not in phase with lectures and exercises.

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?

Too few answers on survey to draw any conclusions.

PRIORITIZED COURSE DEVELOPMENT

What aspects of the course should be developed primarily? How can these aspects be developed in short and long term?

Next year we will either 1) go back to traditional lectures and exercises, combined with meetings where students can ask questions and discuss the more challenging parts of the course, or 2) develop the flipped-classroom model by a) making shorter videos that are less demanding to watch and b) introducing compulsory continuous examination to ensure students keep up the pace of the lectures and exercises.

EL2520 - 2022-05-31

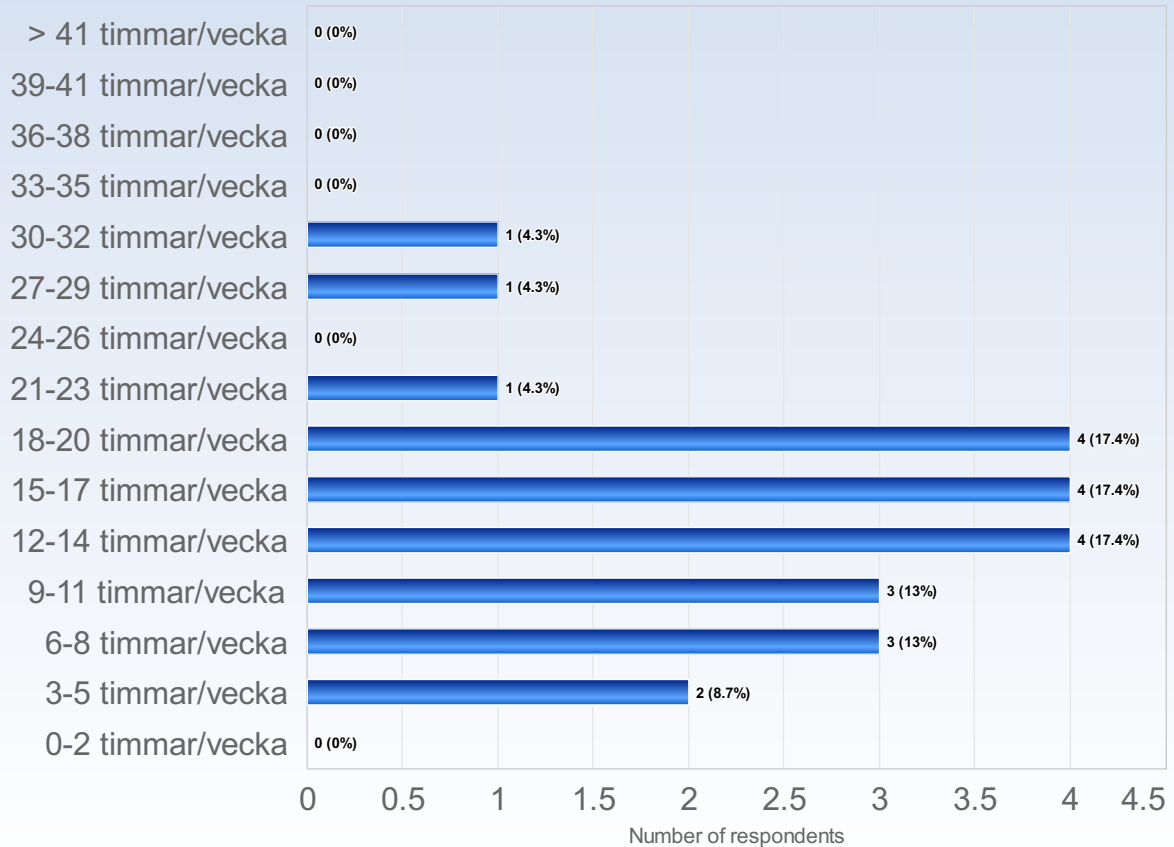
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Antal svar: 25

Svarsfrekvens: 21,55 %

ESTIMATED WORKLOAD

On average, how many hours/week did you work with the course (including scheduled hours)?



Comments

Comments (I worked: 3-5 timmar/vecka)

So many videos to watch...

Comments (I worked: 6-8 timmar/vecka)

I retook the course, spent most time watching lecture videos and doing old exams

Comments (I worked: 9-11 timmar/vecka)

It varied a lot between weeks if we only had lectures and such or if we had to hand in something that week aswell.

The content is a little difficult

Comments (I worked: 12-14 timmar/vecka)

The content is about the right amount in my opinion. It requires studying but is not an unreasonable amount.

watching videos takes a lot of time

Comments (I worked: 15-17 timmar/vecka)

A huge fraction is for the projects but it is always nice having a project

/

Quite hard to be able to finish the lab assignments and properly learn the course content.

Comments (I worked: 18-20 timmar/vecka)

Many hours of using google and trying to understand concept not properly explained in the course. Homeworks and project is very difficult and if you are reading another course in parallel it feels this course is too overwhelming.

I found some of the labs to be very time consuming which cut into 'normal' study time.

Kul

Comments (I worked: 30-32 timmar/vecka)

A lot of discussions were had on what to put into the exercises as information and what not. Furthermore, our group was missing intuition on how the results would look like, so we had to work extra hard to make sure our results were realistic.

LEARNING EXPERIENCE

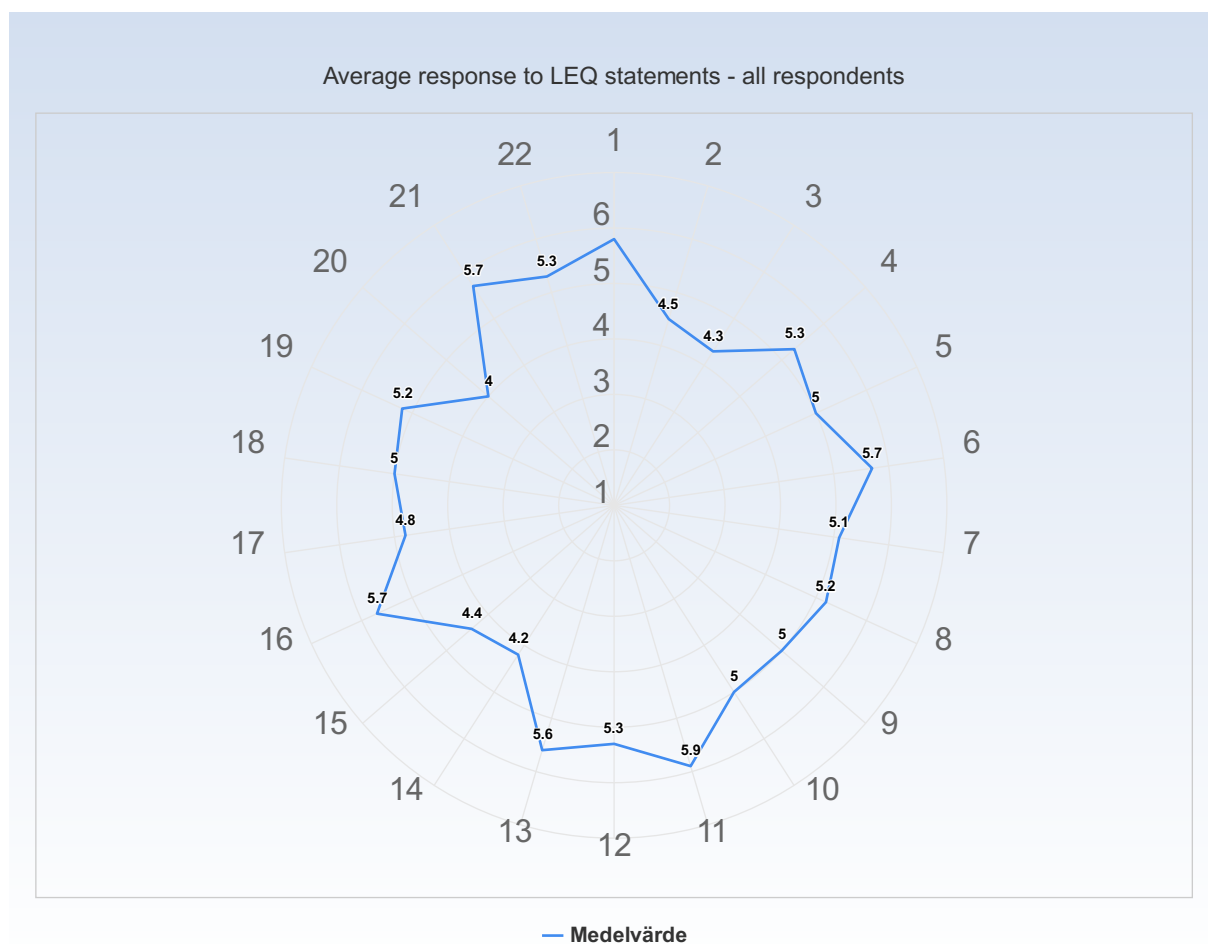
The polar diagrams below show the average response to the LEQ statements for different groups of respondents (only valid responses are included). The scale that is used in the diagrams is defined by:

1 = No, I strongly disagree with the statement

4 = I am neutral to the statement

7 = Yes, I strongly agree with the statement

Note! A group has to include at least 3 respondents in order to appear in a diagram.



KTH Learning Experience Questionnaire v3.1.4

Meaningfulness - emotional level

Stimulating tasks

1. I worked with interesting issues (a)

Exploration and own experience

2. I explored parts of the subject on my own (a)
3. I was able to learn by trying out my own ideas (b)

Challenge

4. The course was challenging in a stimulating way (c)

Belonging

5. I felt togetherness with others on the course (d)
6. The atmosphere on the course was open and inclusive (d)

Comprehensibility - cognitive level

Clear goals and organization

7. The intended learning outcomes helped me to understand what I was expected to achieve (e)
8. The course was organized in a way that supported my learning (e)

Understanding of subject matter

- 9. I understood what the teachers were talking about (f)
- 10. I was able to learn from concrete examples that I could relate to (g)
- 11. Understanding of key concepts had high priority (h)

Constructive alignment

- 12. The course activities helped me to achieve the intended learning outcomes efficiently (i)
- 13. I understood what I was expected to learn in order to obtain a certain grade (i)

Feedback and security

- 14. I received regular feedback that helped me to see my progress (j)
- 15. I could practice and receive feedback without being graded (j)
- 16. The assessment on the course was fair and honest (k)

Manageability - instrumental level

Sufficient background knowledge

- 17. My background knowledge was sufficient to follow the course (f)

Time to reflect

- 18. I regularly spent time to reflect on what I learned (l)

Variation and participation

- 19. The course activities enabled me to learn in different ways (m)
- 20. I had opportunities to influence the course activities (m)

Collaboration

- 21. I was able to learn by collaborating and discussing with others (n)

Support

22. I was able to get support if I needed it (c)

Learning factors from the literature that LEQ intends to examine

We tend to learn most effectively (in ways that make a sustained, substantial, and positive influence on the way we think, reflect, act or feel) when:

a) We are trying to answer questions, solve problems or acquire skills that we find interesting, exciting or important

b) We are able to speculate, test ideas (intellectually or practically) and learn from experience, even before we know much about the subject

c) We are able to do so in a challenging and at the same time supportive environment

d) We feel that we are part of a community and believe that other people have confidence in our ability to learn

e) We understand the meaning of the intended learning outcomes, how the environment is organized, and what is expected of us

f) We have adequate prior knowledge to deal with the current learning situation

g) We are able to learn inductively by moving from concrete examples and experiences to general principles, rather than the reverse

h) We are challenged to develop a true understanding of key concepts and gradually create a coherent whole from the content

i) We believe that the work we are expected to do will help us to achieve the intended learning outcomes

j) We are able to try, fail, and receive feedback before, and separate from, each summative assessment of our efforts

k) We believe that our work will be considered in an honest and fair way

l) We have sufficient time for learning and devote the time needed to do so

m) We believe that we have control over our own learning, and not that we are being manipulated

n) We are able to collaborate with other learners struggling with the same problems

Literature

Bain, K. (2004). *What the Best College Teachers Do*, Chapter 5, pp. 98-134. Cambridge: Harvard University Press.

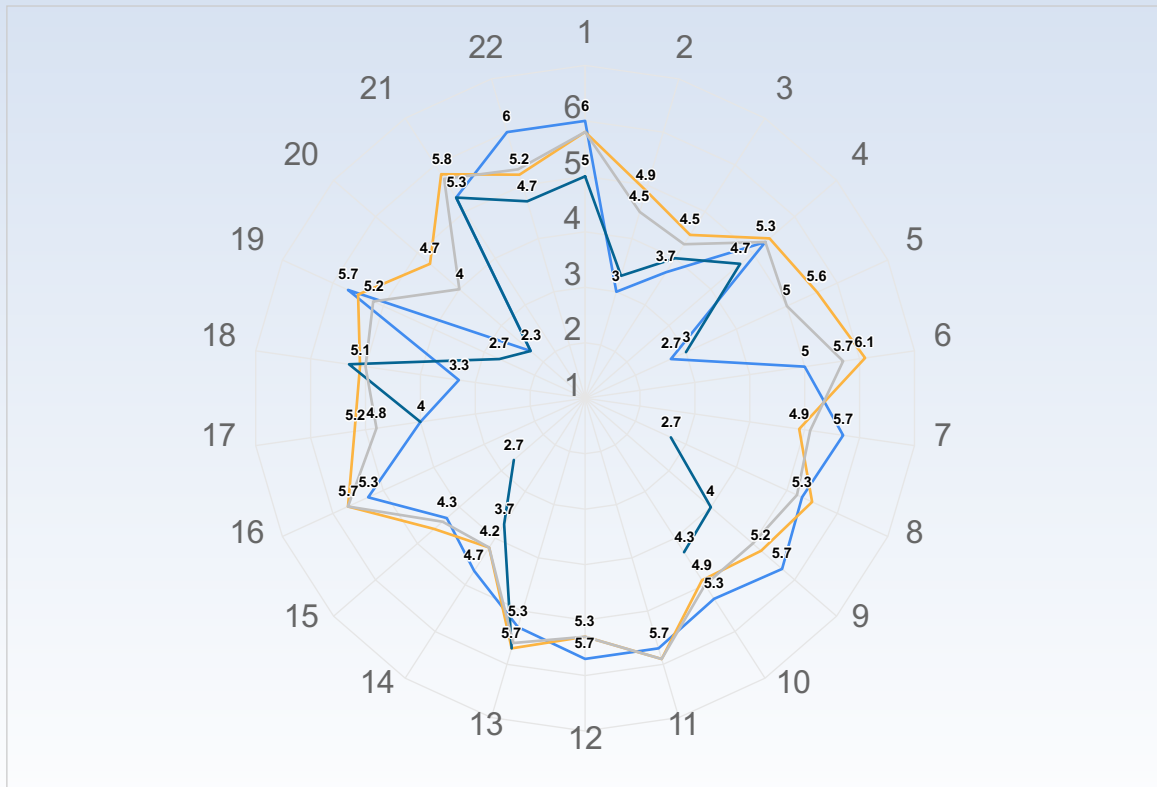
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

Elmgren, M. & Henriksson, A-S. (2014). *Academic Teaching*, Chapter 3, pp. 57-72. Lund: Studentlitteratur.

Kember, K. & McNaught, C. (2007). *Enhancing University Teaching: Lessons from Research into Award-Winning Teachers*, Chapter 5, pp. 31-40. Abingdon: Routledge.

Ramsden, P. (2003). *Learning to Teach in Higher Education*, Chapter 6, pp. 84-105. New York: RoutledgeFalmer.

Average response to LEQ statements - per gender



— Kvinna — Man — Annat — Vill ej uppge — (Answered)

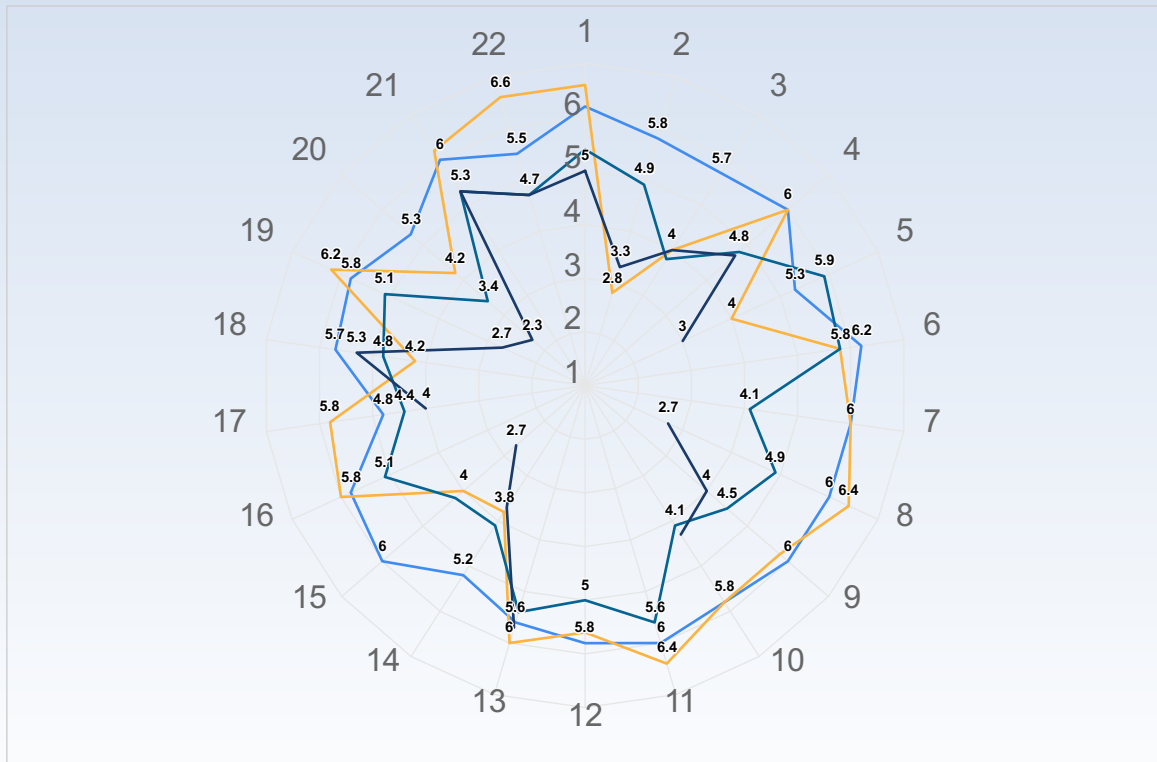
Comments

Comments (I am: Man)

People probably think this is easy for males since we tend to be more computer savvy and this course uses matlab a lot.

No remark.

Average response to LEQ statements - per type of student



- Internationell masterstudent
- Svensk student i årskurs 4-5
- Internationell utbytesstudent
- Svensk student i årskurs 1-3
- Annan typ av student
- Vill ej uppge

Comments

Comments (I am: Internationell utbytesstudent)

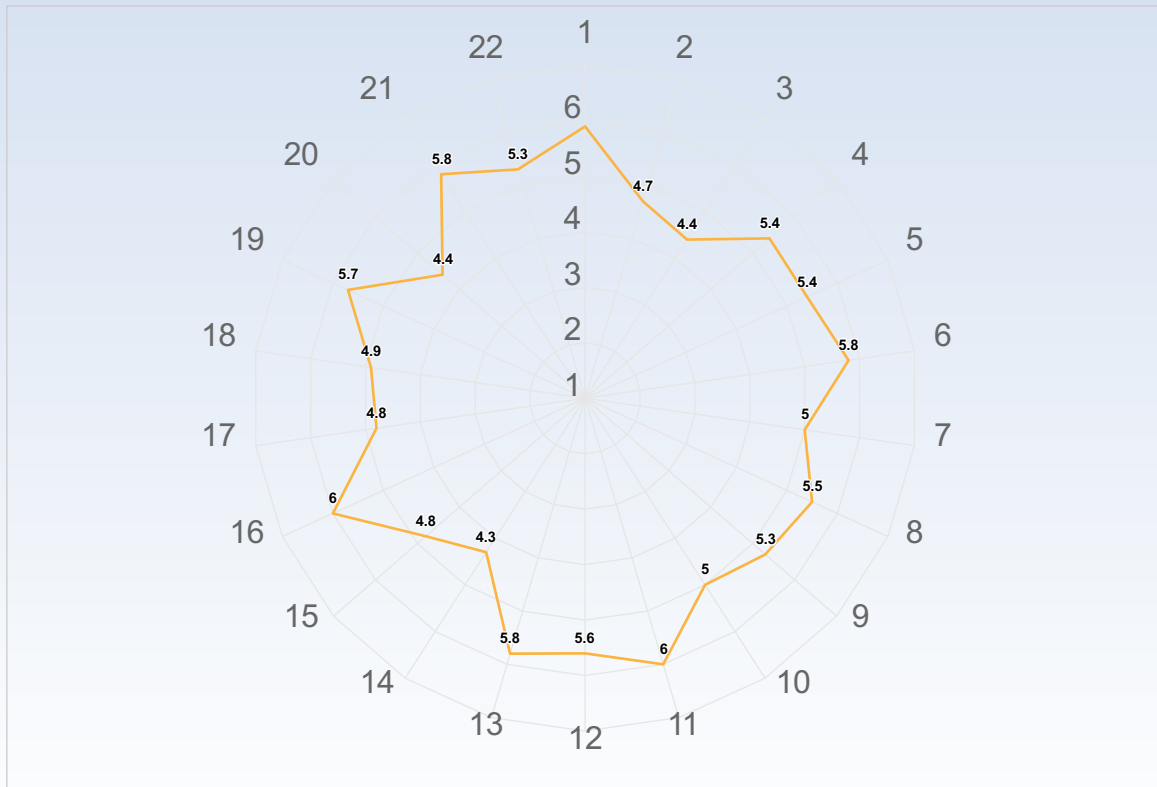
International undergraduate student.

Had already similar course at home, has not really fit my need

Comments (I am: Svensk student i årskurs 4-5)

I felt this master is really difficult with the mandatory courses

Average response to LEQ statements - per disability



— Ja — Nej — Vill ej uppgø

Comments

Comments (My response was: Nej)

My brain feels tired and stressed from reading 3 courses in one period.

Kul

GENERAL QUESTIONS

What was the best aspect of the course?

What was the best aspect of the course? (I worked: 6-8 timmar/vecka)

recorded lectures

Laboratory exercises and project course

What was the best aspect of the course? (I worked: 9-11 timmar/vecka)

Labs

It was nice to learn a lot of different controllers and their uses. Also have controllers have evolved.

What was the best aspect of the course? (I worked: 12-14 timmar/vecka)

The practical application of the knowledge.

It's a very interesting subject in general!

the homework and labs

What was the best aspect of the course? (I worked: 15-17 timmar/vecka)

I really liked that the homework only asked for what was actually needed and there was no need to write a lengthy report for no reason.

The topics were interesting and understandable.

Detailed lecture notes that I could read alongside lectures and highlight important or difficult parts of the lectures.

What was the best aspect of the course? (I worked: 18-20 timmar/vecka)

It had interesting concepts and topics. The talks about limitations in mimo and siso systems was a good topic.

I really liked this course but found it challenging as I don't have a strong control background.

Att man kunde få hjälp i princip närsomhelst om man undrade något.

What was the best aspect of the course? (I worked: 27-29 timmar/vecka)

There were several different ways of learning, the lecture notes were for the most part excellent.

What was the best aspect of the course? (I worked: 30-32 timmar/vecka)

The lab assistant. Great at explaining things.

What would you suggest to improve?

What would you suggest to improve? (I worked: 6-8 timmar/vecka)

hard to get good examples of system that this knowledge can be applicable to

Maybe re-look the constraint rule for getting at least 18 marks in the final exam - pattern

What would you suggest to improve? (I worked: 9-11 timmar/vecka)

Not a huge fan of water tanks. Maybe chngse it to something more interesting.

What would you suggest to improve? (I worked: 12-14 timmar/vecka)

The examination is, in my opinion, very outdated. Control theory seems to heavily rely on computers and programming. This is even mentioned in several parts of the course literature. In the lecture notes advice was given on what commands to use in matlab. So to write the exam on pen and paper felt more like an algebra exam than a control theory exam. It is not as extreme, but similar to writing an exam about python on paper.

Perhaps take away the first computer exercise since it's mostly repetition and instead have like mandatory seminars where you focus on solving relevant questions exercises.

the live exercises session felt unnecessary as the videos were of more quality. Also it was quite time consuming to watch the videos and then go to the lectures.

The final lab project with the water tanks. Because there were no assistance present in the lab it was difficult to understand if we were on the right track and solve minor problems that could have easily sped up the process.

What would you suggest to improve? (I worked: 15-17 timmar/vecka)

Maybe provide sources to explanations on where these ricatti equations come from, since right now I can't say why they are the way they are. The lab equipment could probably do with an upgrade...

Have the teacher assistant be there more during the lab (maybe the last two hours instead of 1 at the beginning and one at the end) and the project

As said above.

What would you suggest to improve? (I worked: 18-20 timmar/vecka)

More structure on exercises and easier steps to follow. This course is so fast that I never felt I understood much when it comes to problem solving.

I Liked the more flipped class format of the beginning. I think to improve it you would need to add quizzes/ activities and plan for other supplementary content to cover in person. I also think pre classes quizzes on the reading material can help motivate prompt consumption of class material. The recorded lectures and professor supplied lecture notes were very helpful.

Som påpekat tidigare, någon typ av genomgång av sådant som skulle kunna underlätta vid problemlösning (metoder), saker att tänka på. Kändes som att mycket i gamla lösningsförslag var oförståeligt

What would you suggest to improve? (I worked: 21-23 timmar/vecka)

The instruction for the project lab were not very clear.

What would you suggest to improve? (I worked: 27-29 timmar/vecka)

Give more feedback and time between computer exercise 4 and the project. They covered the same area in regards to Glover controllers. But ex4 was not graded before we had to use that controller in the project, so there was no way of knowing if what we had done was correct.

What would you suggest to improve? (I worked: 30-32 timmar/vecka)

Exercise lab 3 was really tedious. Getting good control and output was basically impossible and we didn't understand what was acceptable here and what to change to get better results. This lab needs more guidance.

What advice would you like to give to future participants?

What advice would you like to give to future participants? (I worked: 6-8 timmar/vecka)

Study regularly and try to relate the topics to the practical feasibility

What advice would you like to give to future participants? (I worked: 9-11 timmar/vecka)

Read lecture notes.

What advice would you like to give to future participants? (I worked: 12-14 timmar/vecka)

Start doing well exercises on time and attend the flipped Övnings-sessions.

What advice would you like to give to future participants? (I worked: 15-17 timmar/vecka)

Go to the exercises to build intuition for the topics

Use the lecture and exercise sessions to ask questions

Do the exercises during the period, not only in exam preparation

Print the lecture notes before lectures, bring a marker and highlight important parts. This saves time before exam to know what to focus on. If you have time, read notes before lecture.

What advice would you like to give to future participants? (I worked: 18-20 timmar/vecka)

Find a good group member and read up on things beforehand. Just jump to exam questions and study the questions that are confusing even if it you are too forward compared to lectures.

Se till att förstå det som görs i computer exercises, man lärde sig massor även till tentamen.

What advice would you like to give to future participants? (I worked: 27-29 timmar/vecka)

Spend a lot of time on key concepts

What advice would you like to give to future participants? (I worked: 30-32 timmar/vecka)

Start the labs long before the assignment. Do most of the work before the helping sessions since we don't have any close to the deadlines.

Is there anything else you would like to add?

Is there anything else you would like to add? (I worked: 3-5 timmar/vecka)

The course content is interesting since my major is automation. This course helps me to have a thorough understanding of many useful advanced control methods. The assignment is strongly associated with the course content. If I only learn basic knowledge from the lecture and exercise, I still feel it abstract. But the assignment helps me solve this problem. I really enjoy hands on assignment such as the last one. I would suggest we could have more chances to go into the lab to do more things like that. As a saying goes, practice makes perfect. So I guess that's why the lab related exercise really appeals to me. The exercise session, especially the videos are really marvelous. However, if I do not watch them, I would find it difficult to solve the exercise problems. Because from the videos, I learn a lot of conclusions which helps me to solve different types of problems efficiently. But the exercise sessions by TAs are not efficient enough. Dr. Yu always repeat many points which are the same as lecture notes. Dr. Rijad instead said nothing about basic knowledge. Both of them can not finish all prepared problems in the lecture. I would suggest a combination of their teaching styles. For instance, in exercise sessions about RGA, we do not have to repeat its definitions or say nothing about it. Instead, useful conclusions like for two by two matrix, the RGA can be expressed as $(\lambda_{11} - \lambda_{11}, 1 - \lambda_{11} \lambda_{11})$, where $\lambda_{11} = \dots$. These kinds of conclusions are not introduced in the lectures or exercise sessions, but only in the videos. However, these conclusions are useful in exams. Dr. Rijad also mentioned about some extended content, but actually not detailed enough. For instance, in the session about LQG, he mentioned it's relation with reinforce learning, these kinds of extensions are really interesting and could be introduced a bit more. Last but not least, I think this year's exam is far more difficult than previous old exams..... hope I could still get a satisfactory grade since it is really important for me. Finally, I am grateful for you, Prof. Elling, Dr. Yu and Dr. Rijad. Hope someday in the future, I could still have an opportunity to cooperate with you as I am also interested in studying for my doctorate in the future. It's you who make me even more interested in control science and engineering! Thanks!

Is there anything else you would like to add? (I worked: 6-8 timmar/vecka)

NA

Is there anything else you would like to add? (I worked: 9-11 timmar/vecka)

I think that the hand in were due very late in to the exam-period. We had to hand in our lab a week before the exam and other hand-ins before that so we could not work on our lab until it was due. This lead to very little time to study for the exam.

I spoke with some other students and we all agreed that the subject was very interesting and we all wanted to learn it well but with the little time that we had to study, our objective had changed to only trying to pass the exam.

Is there anything else you would like to add? (I worked: 15-17 timmar/vecka)

I liked the way of doing the exercise sessions in the second half of the period

I would have liked more detailed solutions to exam problems. For problems that were the same as in examples in lectures or the book there is no need. But, for problems that had a twist I would like more detailed answers.

Is there anything else you would like to add? (I worked: 18-20 timmar/vecka)

Rijad Alisic förtjänar lönehöjning

Is there anything else you would like to add? (I worked: 21-23 timmar/vecka)

Previous exams and lectures handles mostly 2x2 transfer functions, but this year's exam was 2x1. It would be good if the lectures or exercises handles other transfer function than 2x2.

Is there anything else you would like to add? (I worked: 27-29 timmar/vecka)

In general a very challenging course but it was very well structured and interesting.

Is there anything else you would like to add? (I worked: 30-32 timmar/vecka)

The exercise labs and exercise sessions didn't have much to do with each other, which was very unfortunate. We easily completed all the labs, and my partner(s) didn't have to attend a single one of the exercise sessions. I attended half of them and gave up after realising that they don't help much with the lab exercises. The lab exercises were the biggest part of the course, and that's where we put the most focus. The exam was based on the exercise sessions though, so it felt like studying for 2 different things/subjects at once.

SPECIFIC QUESTIONS

RESPONSE DATA

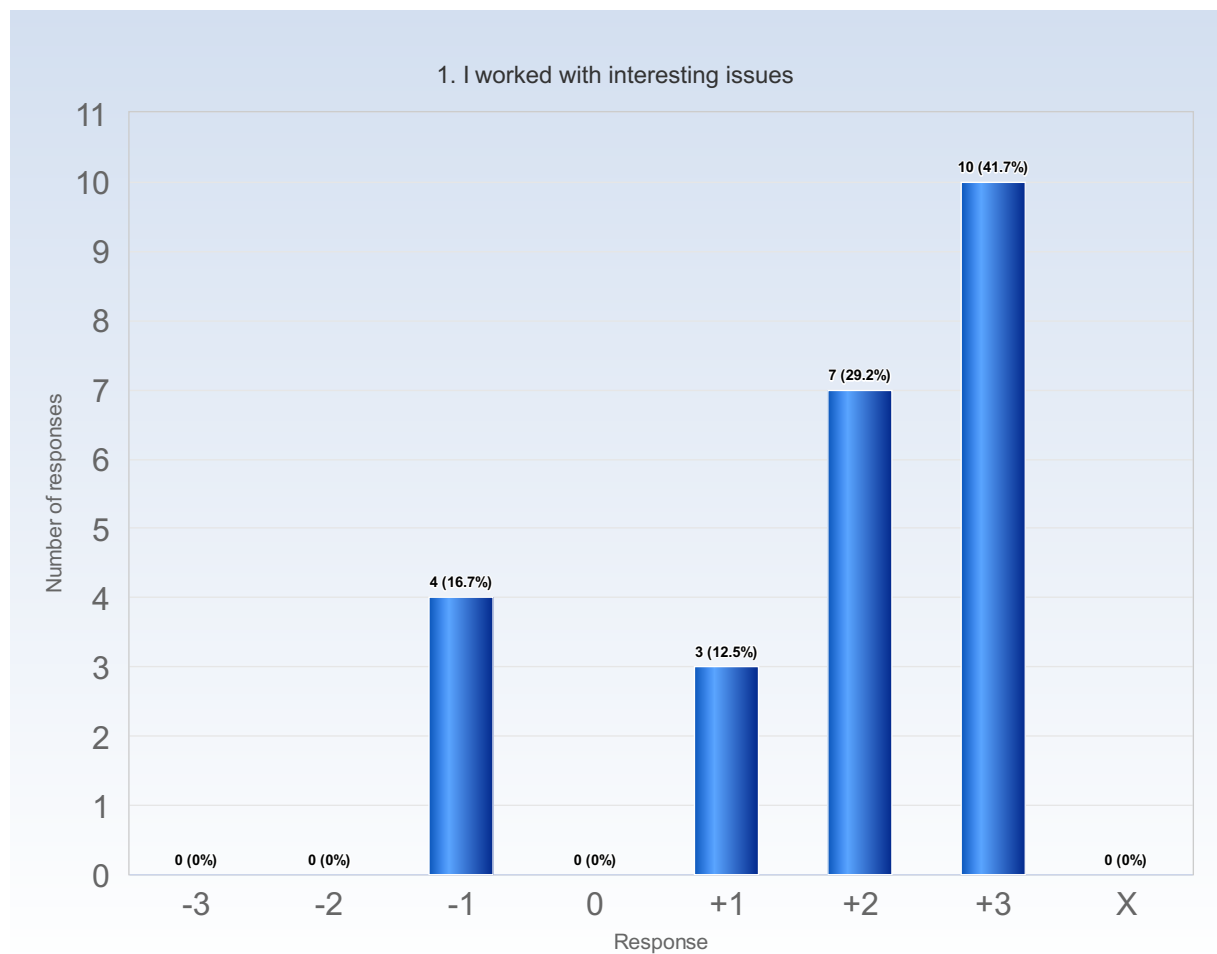
The diagrams below show the detailed response to the LEQ statements. The response scale is defined by:

-3 = No, I strongly disagree with the statement

0 = I am neutral to the statement

+3 = Yes, I strongly agree with the statement

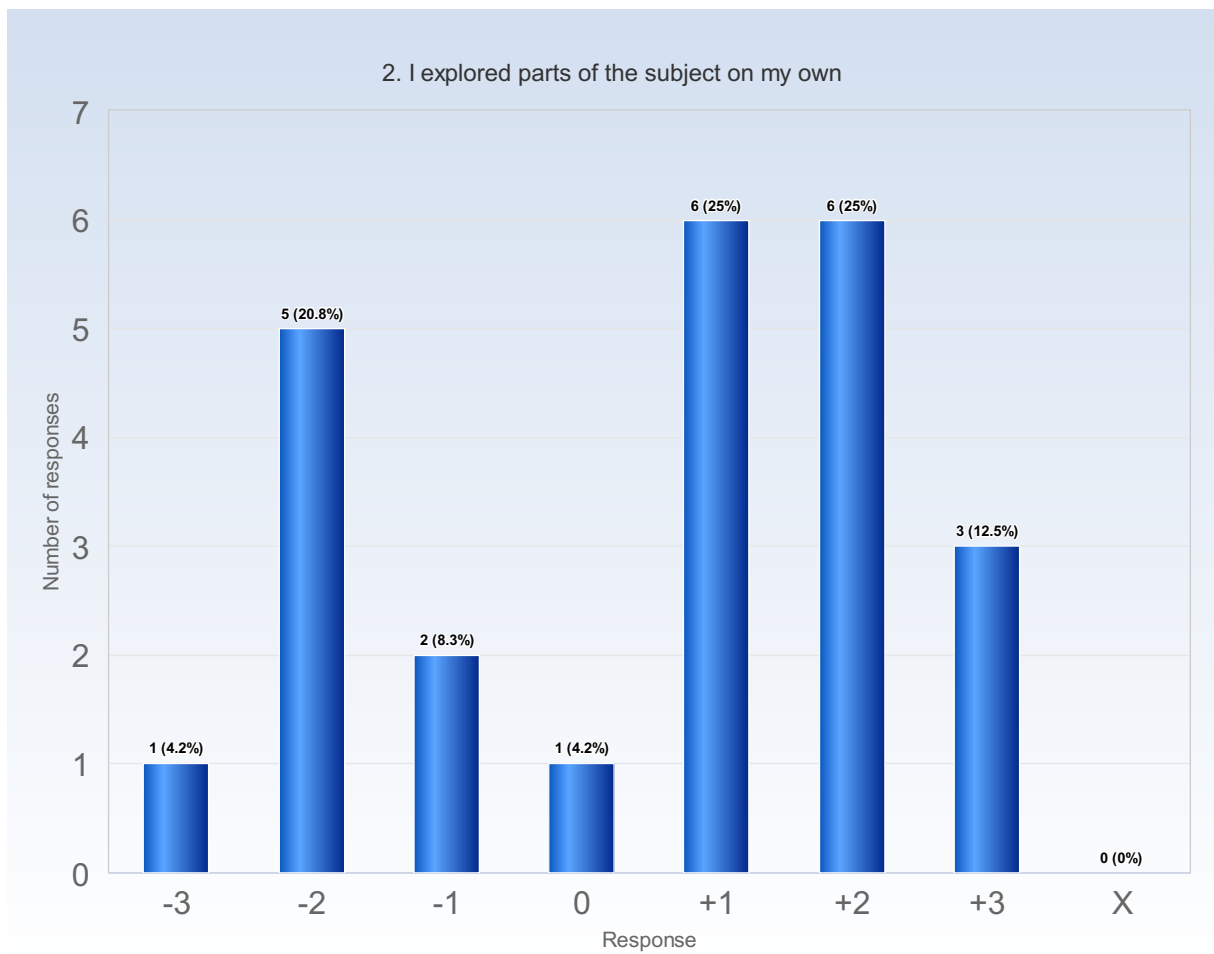
X = I decline to take a position on the statement



Comments

Comments (My response was: -1)

only project lab was interesting



Comments

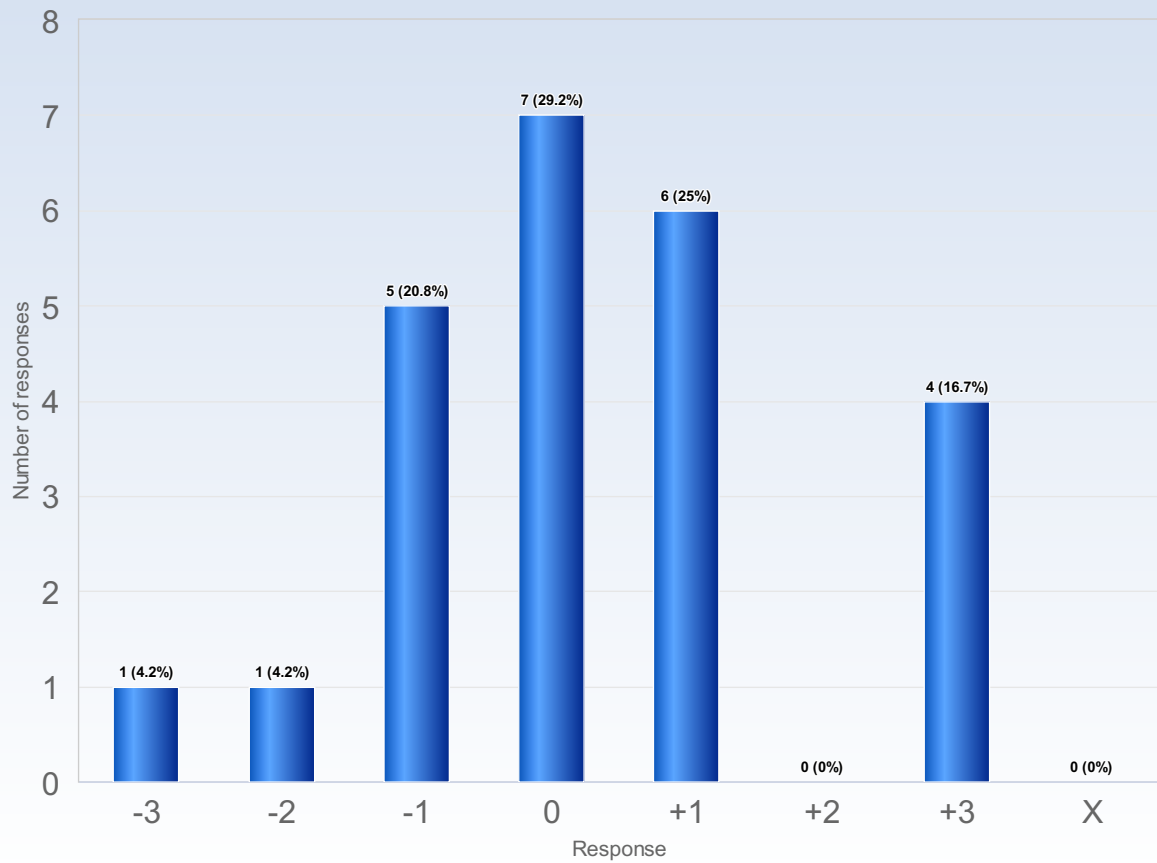
Comments (My response was: -3)

I hope to explore more but I have no time since I have to watch a lot of videos as you requested.

Comments (My response was: +2)

To be able to finish the homeworks

3. I was able to learn by trying out my own ideas



Comments

Comments (My response was: -3)

My group member was better at the course and decided everything

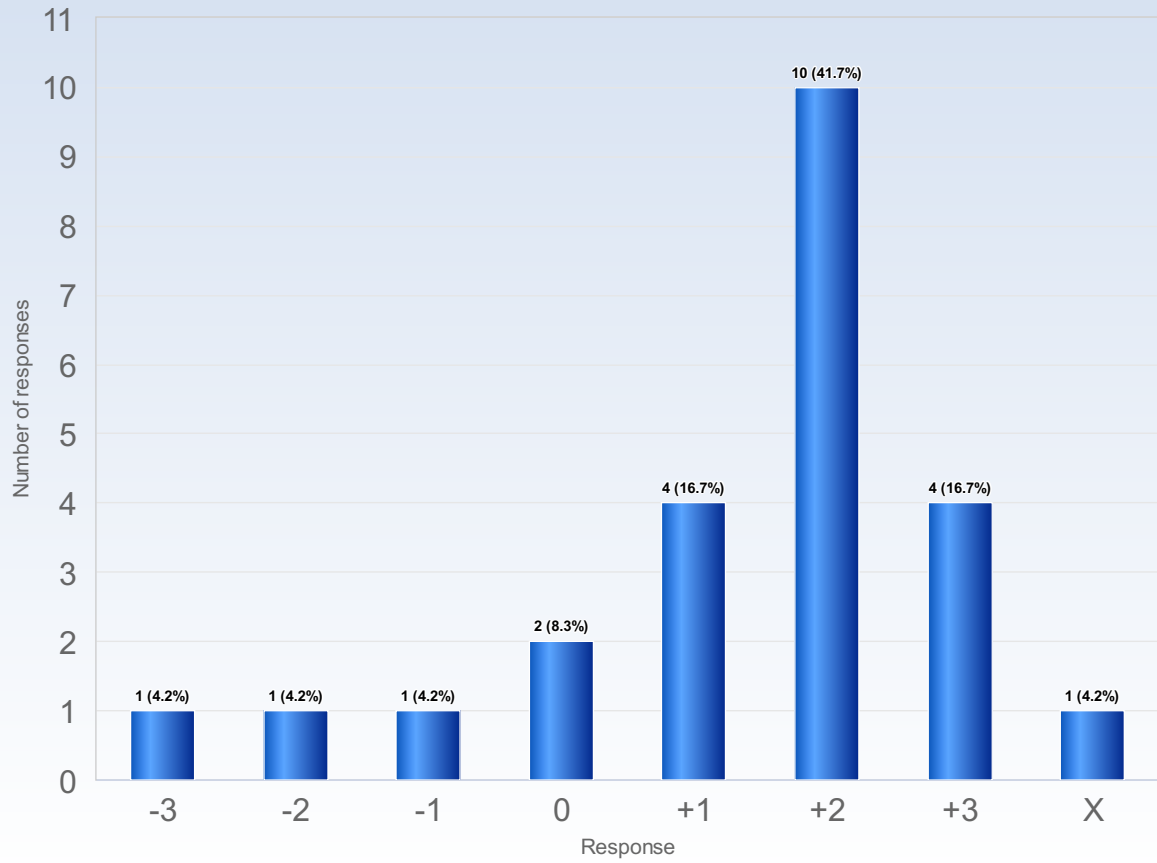
Comments (My response was: -1)

Again, didn't have time for that.

Comments (My response was: +3)

In the projects and labs

4. The course was challenging in a stimulating way



Comments

Comments (My response was: -3)

More confusing than challenging

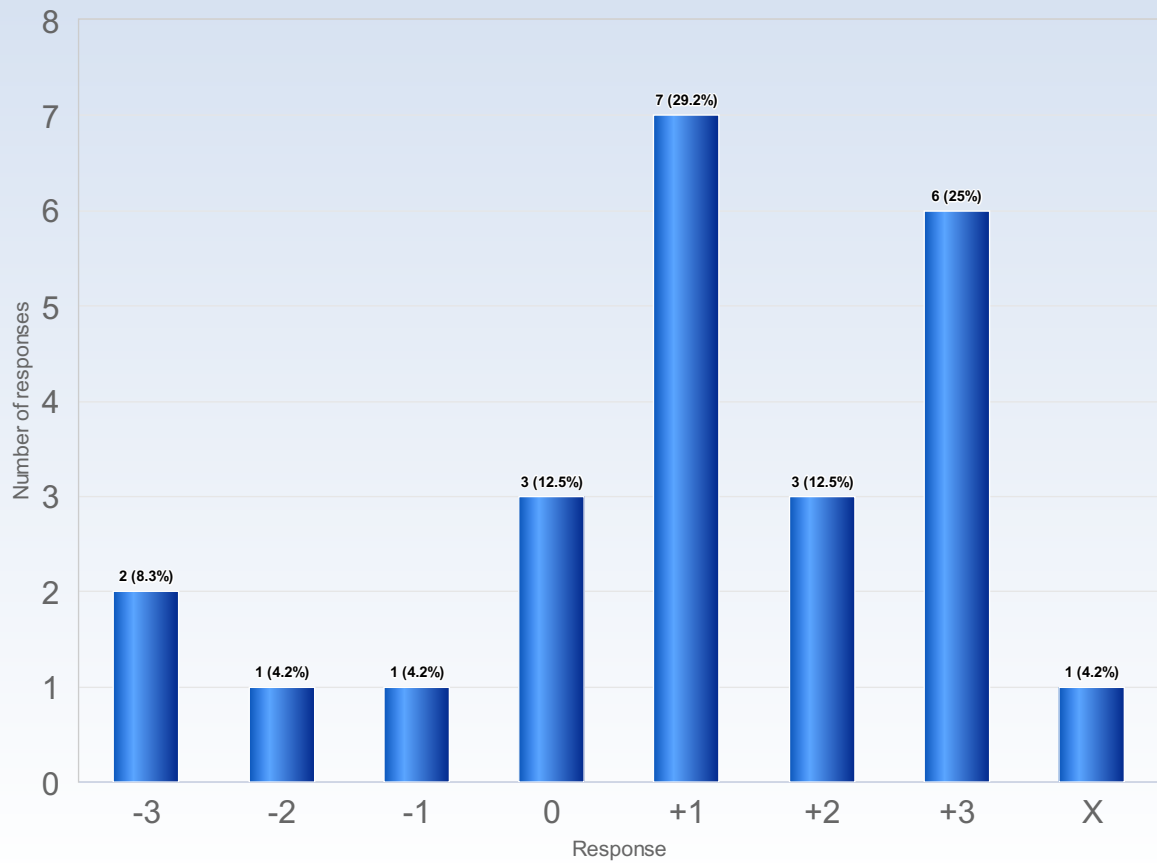
Comments (My response was: 0)

It had its ups and downs sadly.

Comments (My response was: +2)

As said before, quite hard to manage time. May have been better to remove one lab assignment.

5. I felt togetherness with others on the course



Comments

Comments (My response was: -3)

Not in a bad way, group project was fun.

Comments (My response was: 0)

I was lot better in exam, but for projects I felt similar

Comments (My response was: +1)

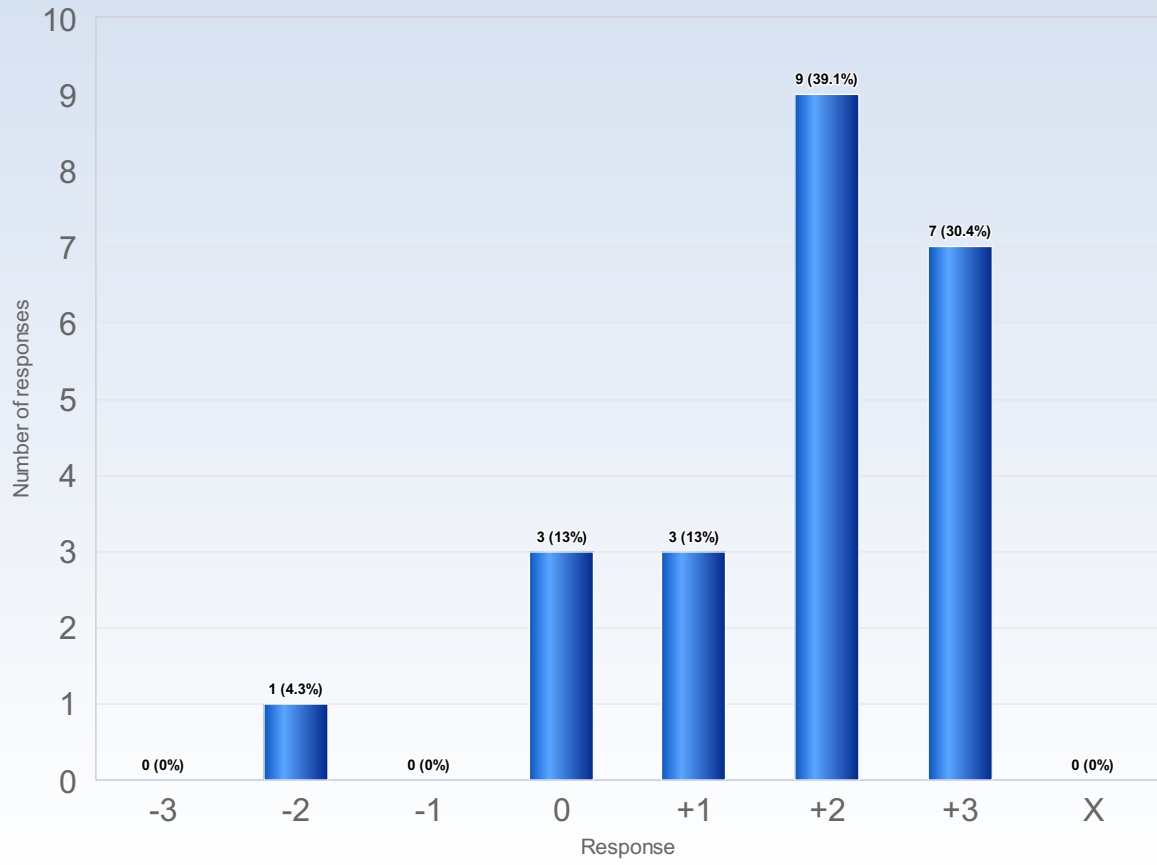
Bara dem jag kánt sedan innan

Comments (My response was: +3)

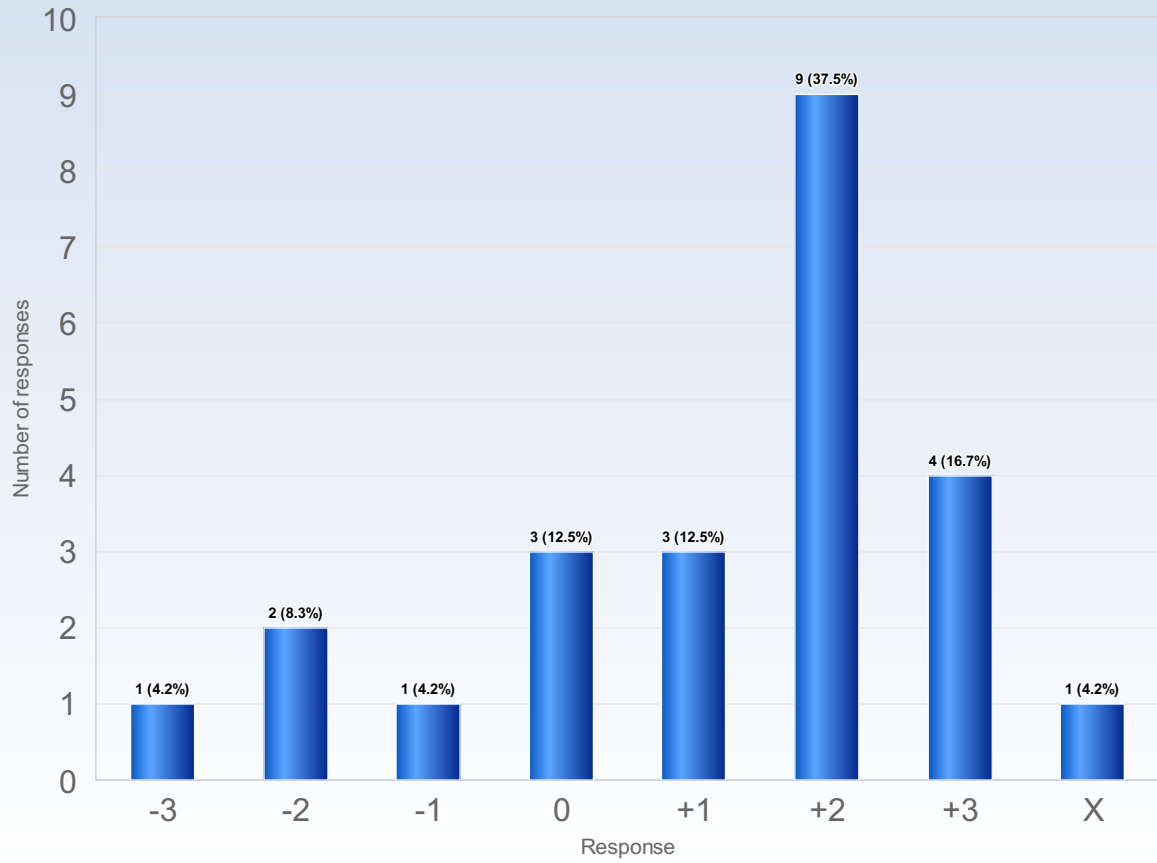
But Only in the assignments not in the lecture.

If you don't find a group this course is impossible

6. The atmosphere on the course was open and inclusive



7. The intended learning outcomes helped me to understand what I was expected to achieve

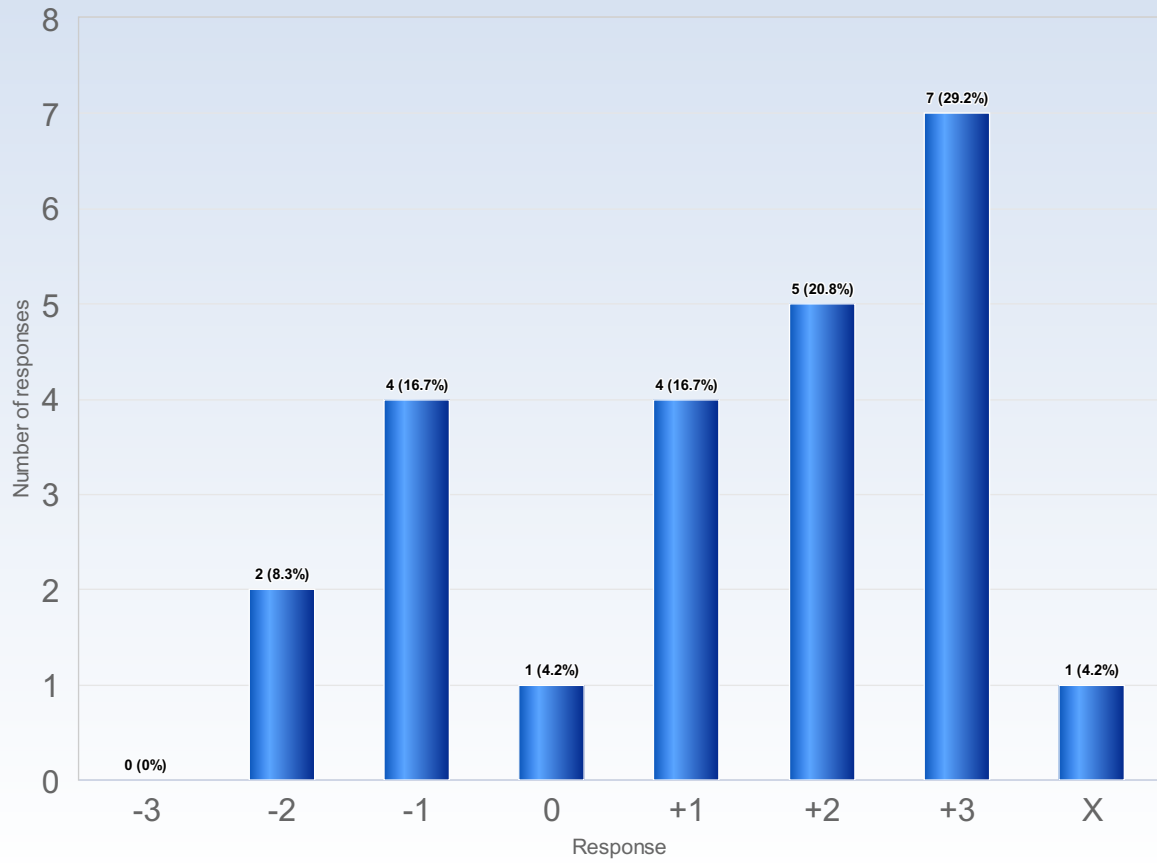


Comments

Comments (My response was: -2)

flipped classroom is very difficult and I felt I didn't learn much from lectures.

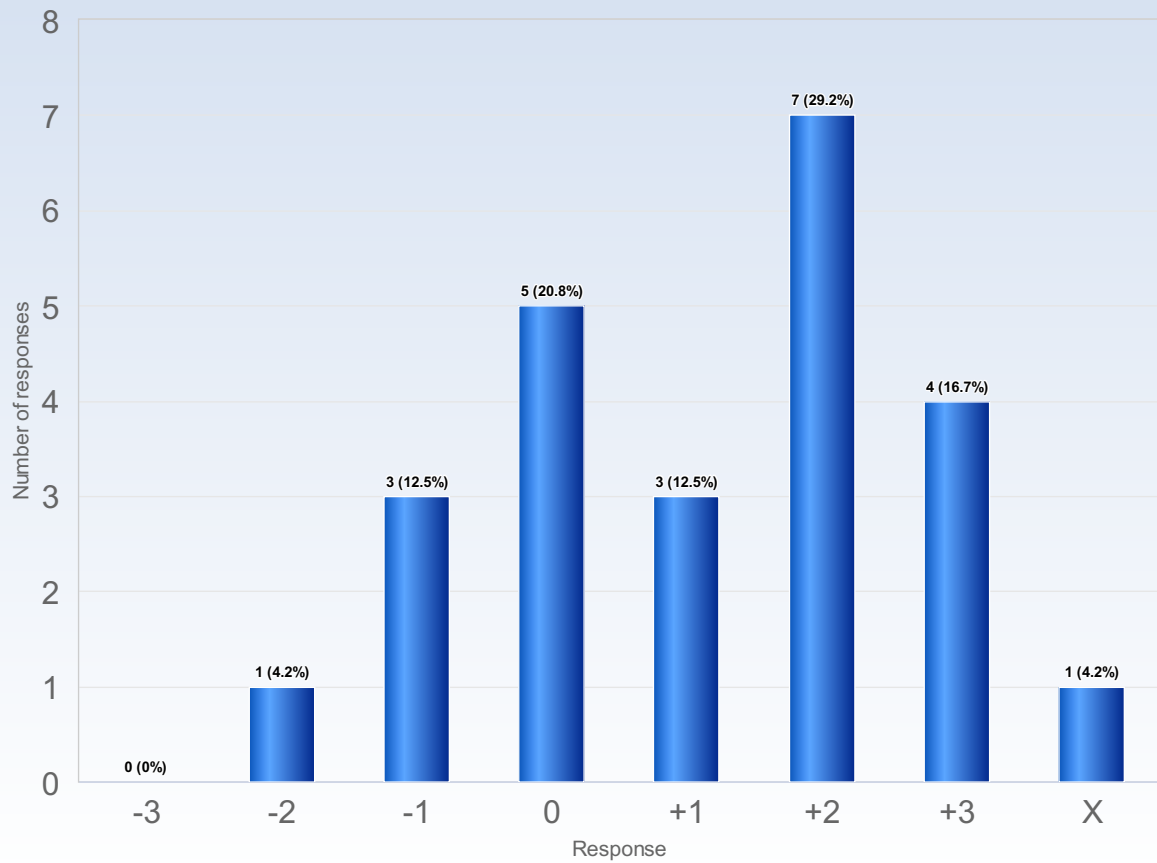
8. The course was organized in a way that supported my learning



Comments

Comments (My response was: +2)
recorded material is good

9. I understood what the teachers were talking about



Comments

Comments (My response was: 0)

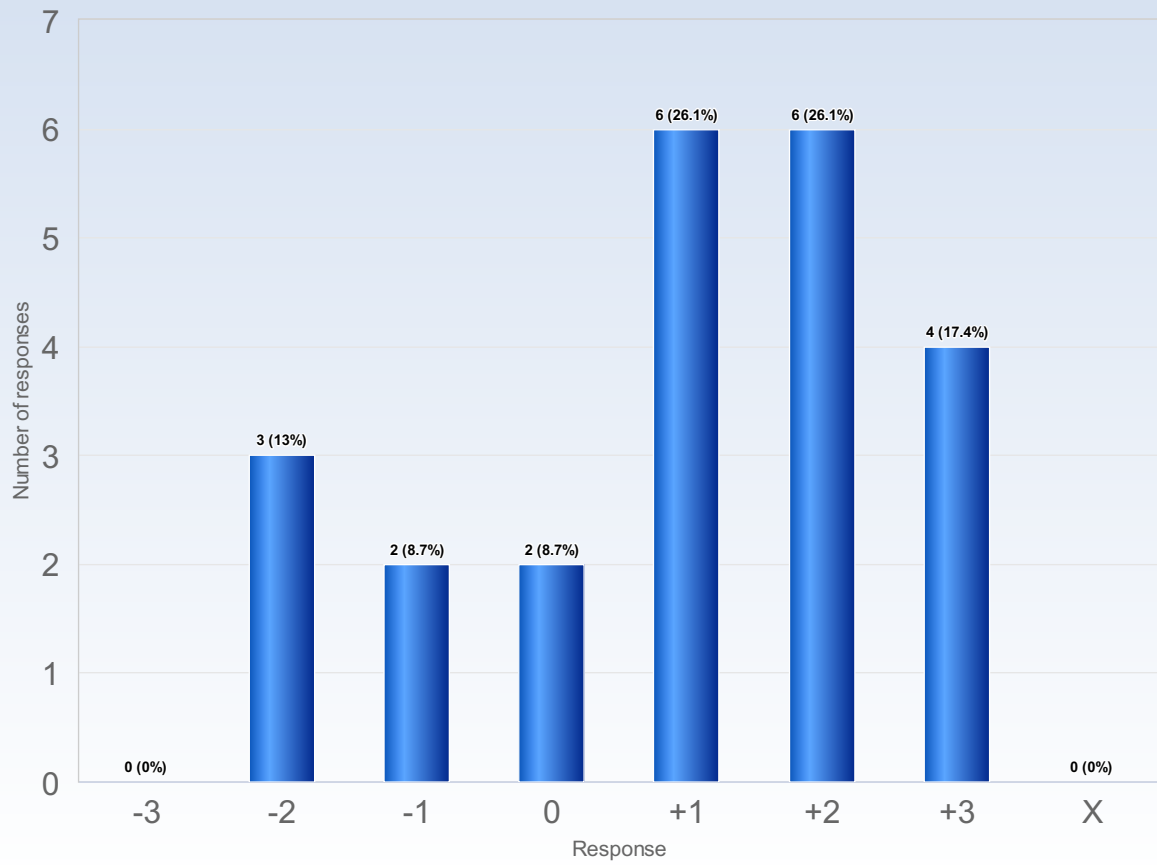
When I studied before the exercises I understood much better.

Comments (My response was: +2)

If you need the necessary preparation, it was quite ok to follow the teachers

Det var sällan som budskapet inte kunde landa, men det förekom att man inte förstod alls.

10. I was able to learn from concrete examples that I could relate to



Comments

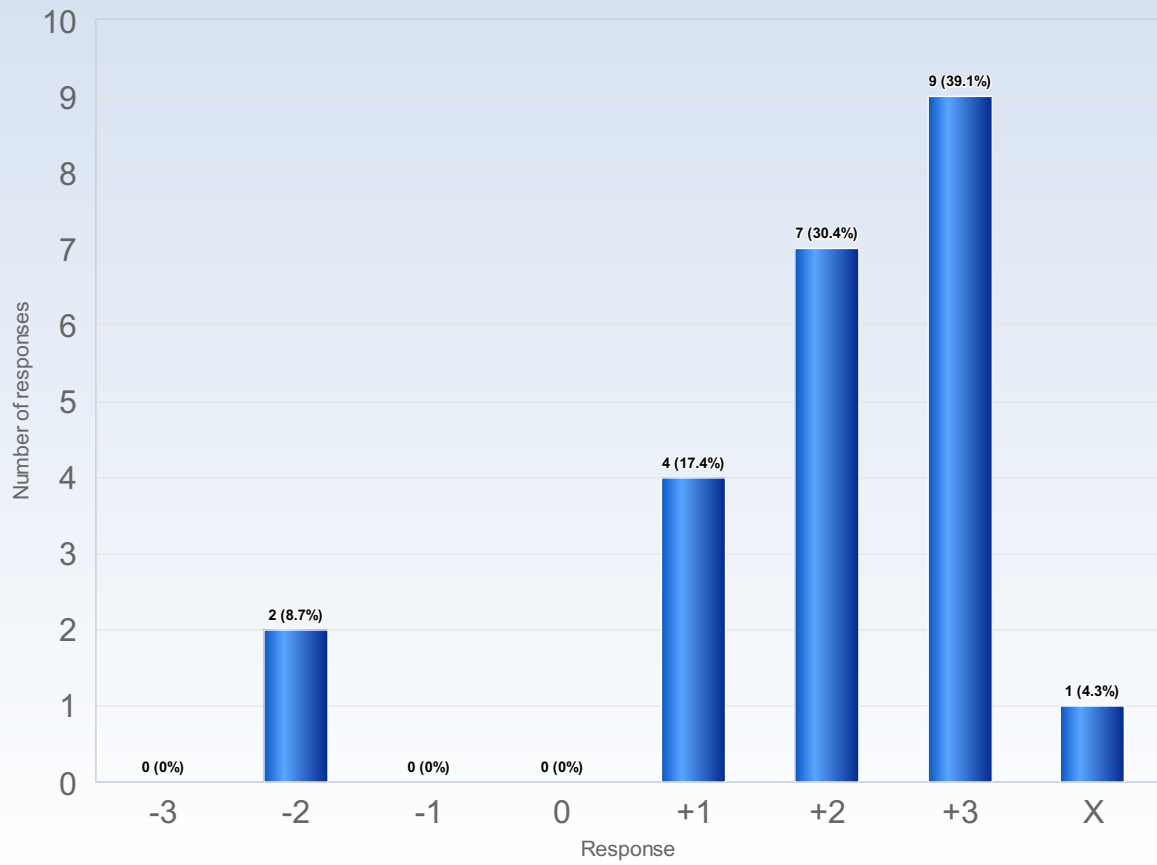
Comments (My response was: -1)

Mostly theoretical, which isn't necessarily bad. Thr rocket example was nice to look at, but we got no information on how the system was built.

Comments (My response was: +2)

The four tank process was a good example of this.

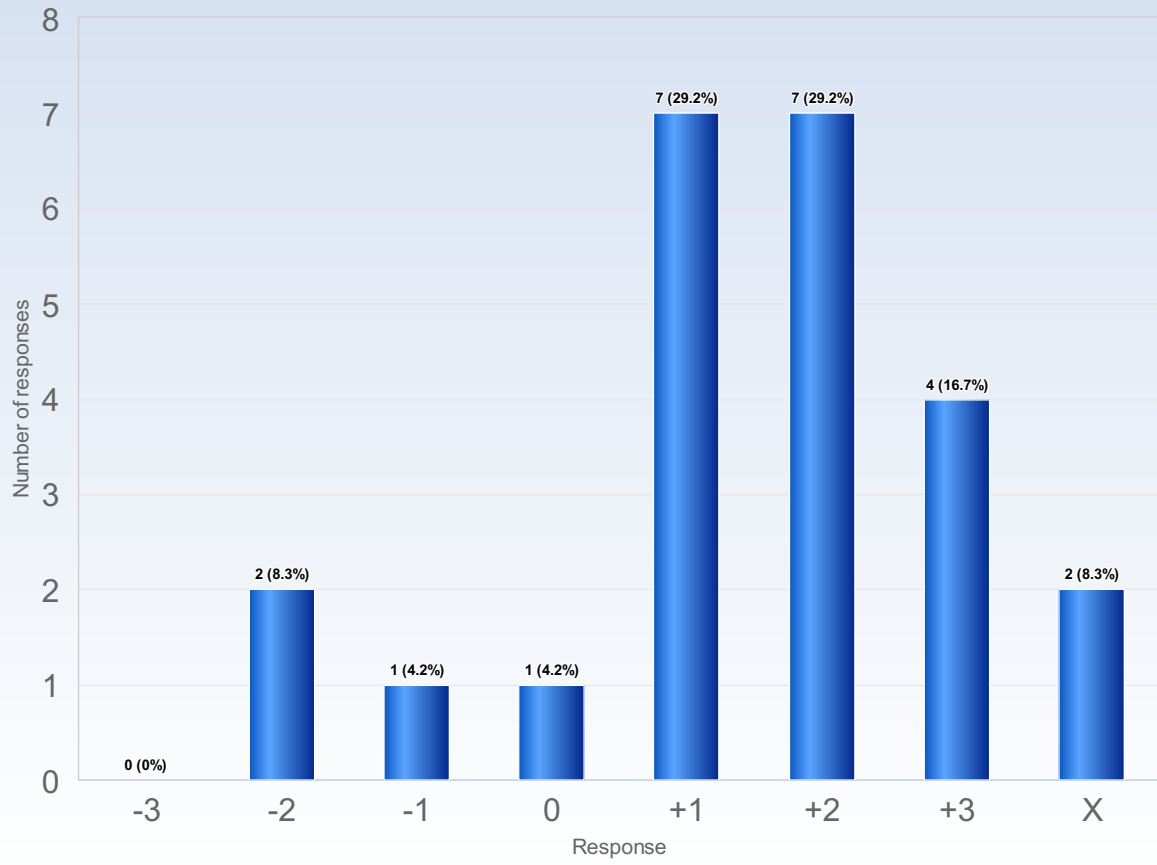
11. Understanding of key concepts had high priority



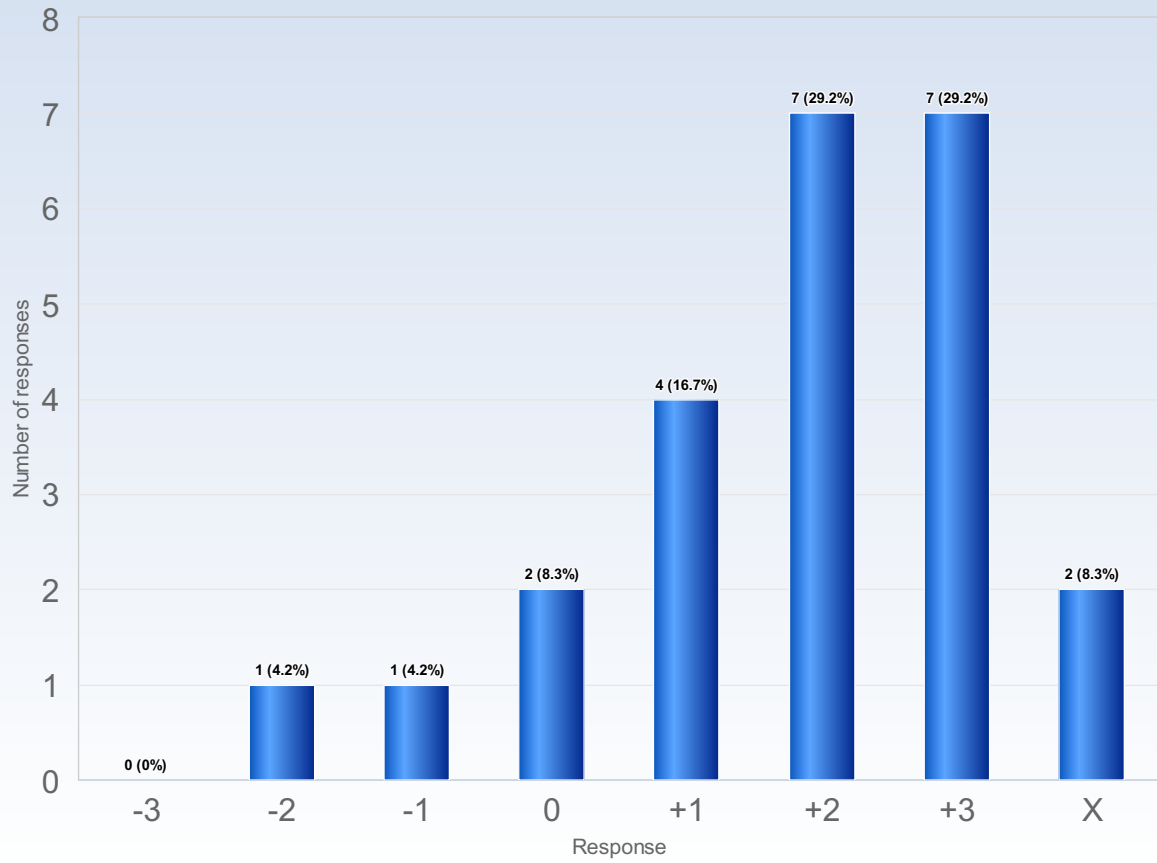
Comments

Comments (My response was: -2)
If it was a homework

12. The course activities helped me to achieve the intended learning outcomes efficiently



13. I understood what I was expected to learn in order to obtain a certain grade

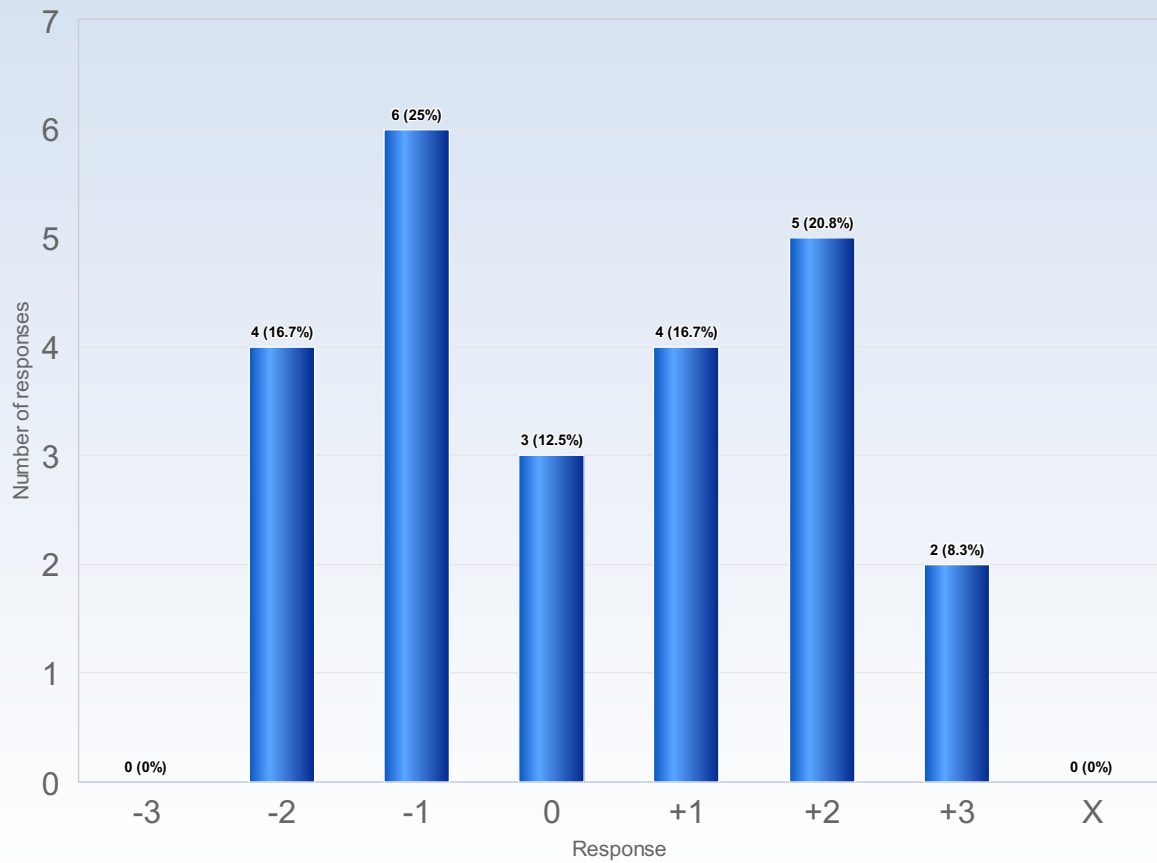


Comments

Comments (My response was: +3)

It is clearly stated in the exam paper

14. I received regular feedback that helped me to see my progress



Comments

Comments (My response was: -2)

feedback is very short and hard to follow

Comments (My response was: -1)

Only 4 labs with kind of slow grading.

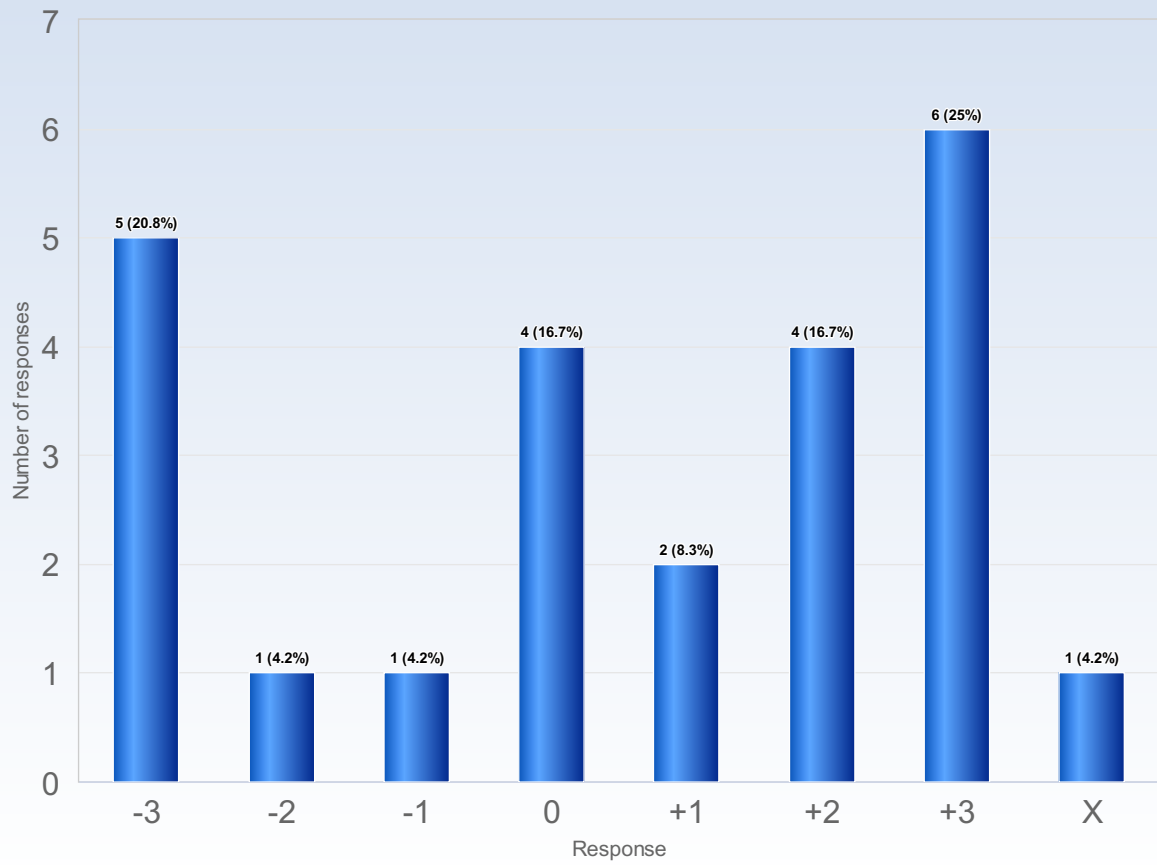
Comments (My response was: +1)

I found the feedback on the computer excercises to be a bit late and the comments were a bit vague

Comments (My response was: +2)

Rijad (lab assistant) was a king here for all of the course.

15. I could practice and receive feedback without being graded



Comments

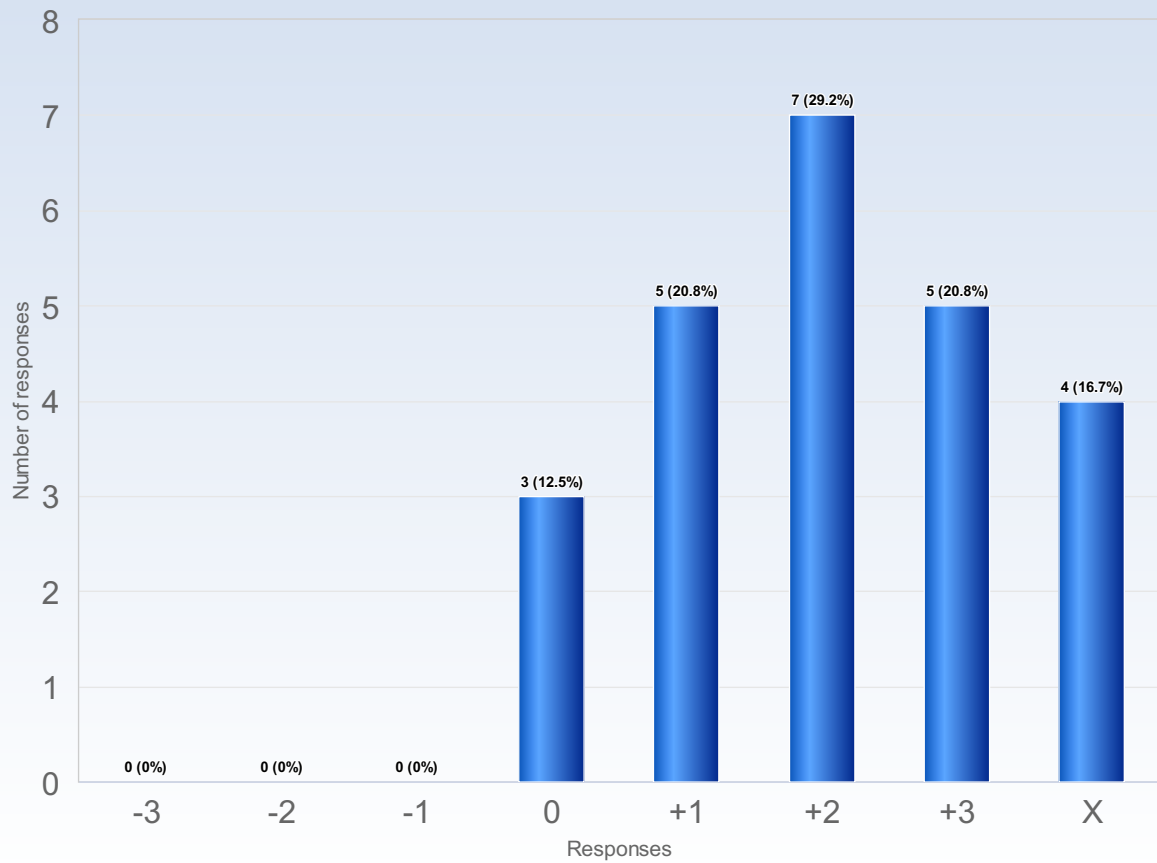
Comments (My response was: -3)

No real time for this sadly.

Comments (My response was: +3)

The computer exercises were graded p/f which was helpful.

16. The assessment on the course was fair and honest



Comments

Comments (My response was: 0)

Not sure yet as only 2 exercises have been graded. The exam we got felt a lot harder than expected compared to prior years.

Comments (My response was: +1)

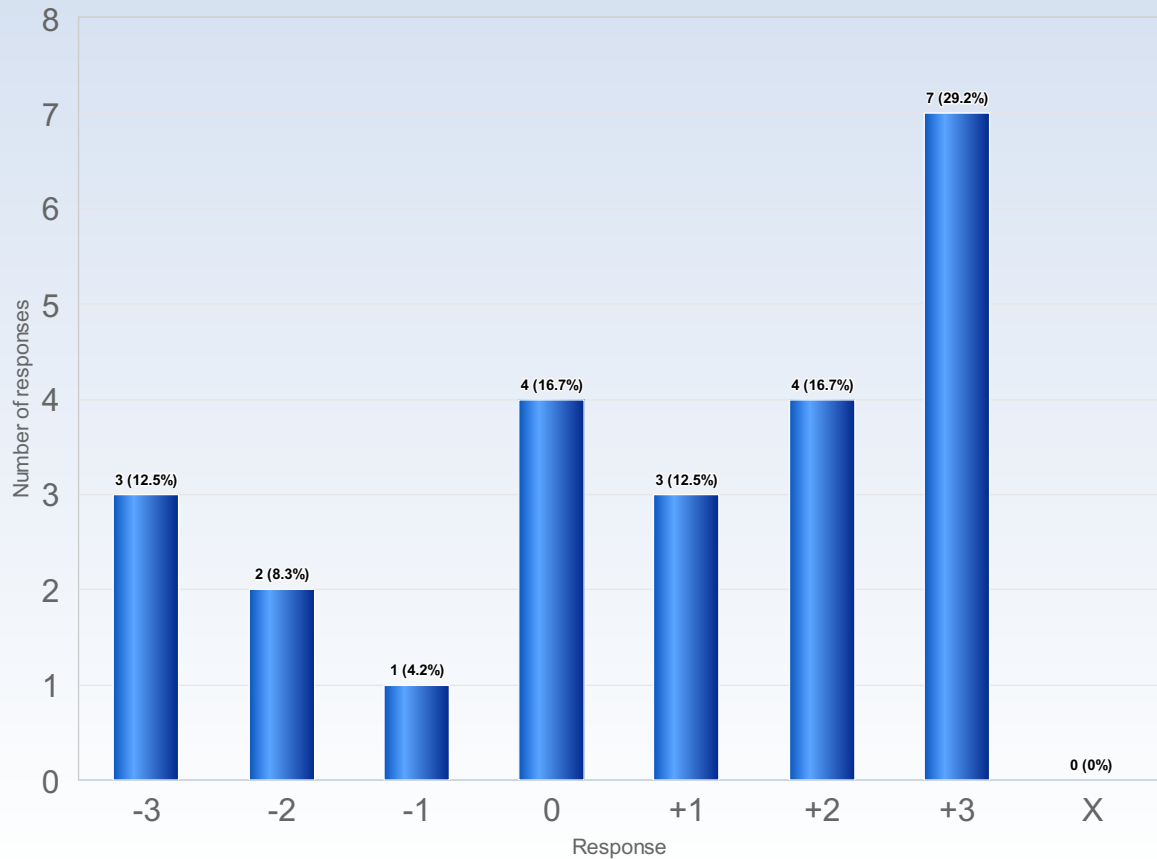
Kändes som det fanns mycket trix som inte undervisades utan antogs kunnas

Comments (My response was: X)

No assessment yet

have not seen result of exam yet

17. My background knowledge was sufficient to follow the course



Comments

Comments (My response was: -3)

Several areas were different from the basic course, the knowledge from the first course was only helpful the first week.

Everything felt new

The first exercise lab was based on the regular course which i hadnt explored in 2 years. I needed more information on how to solve it. I ended up having the cram the basic course in the first week.

Comments (My response was: +1)

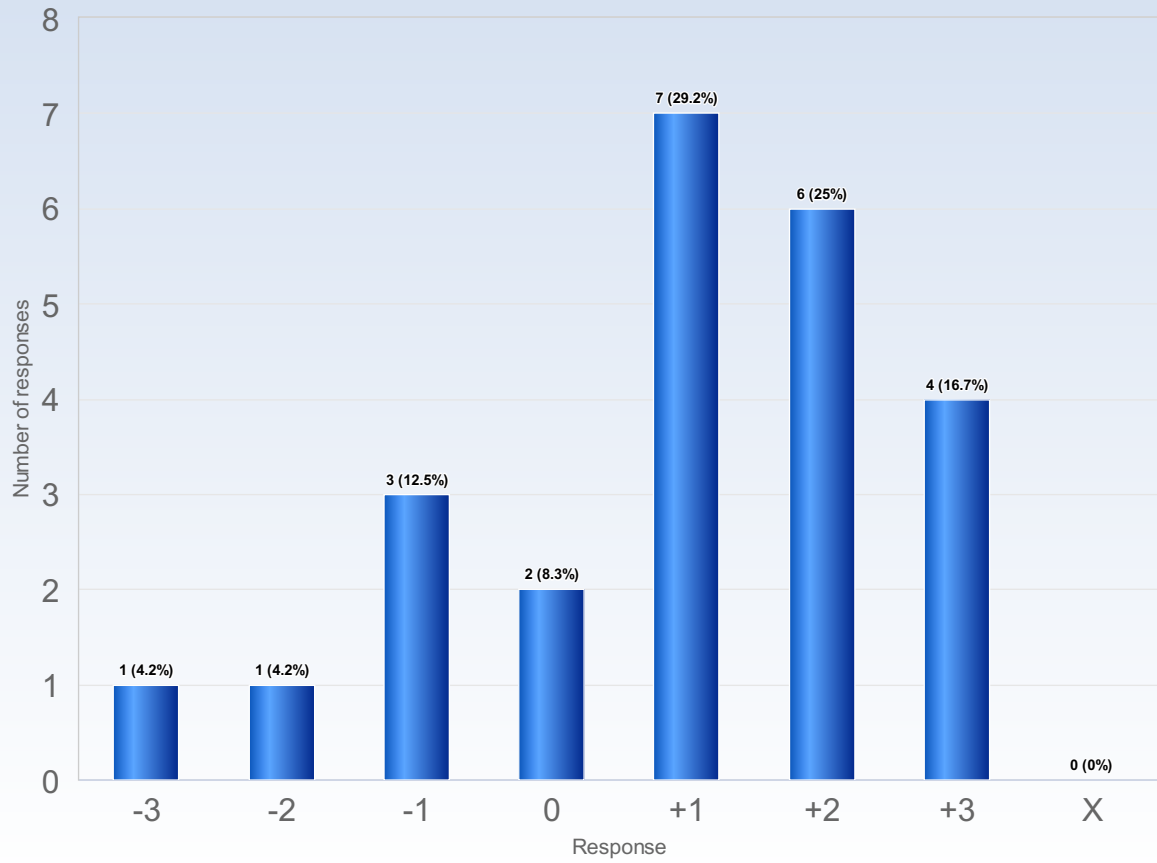
The course starts with exercises from the introduction course at KTH and references specific chapters from that book, this was very difficult to do since i did not take the introduction at KTH.

Comments (My response was: +3)

I am a student only having basic knowledge about basic control course. I did not learn modern control based on state space but I could still understand the course content, which is beyond my expectations. After this course, it seems like I also master half of the knowledge we should learn in more than control course at the same time.

Background knowlegde was more than required

18. I regularly spent time to reflect on what I learned

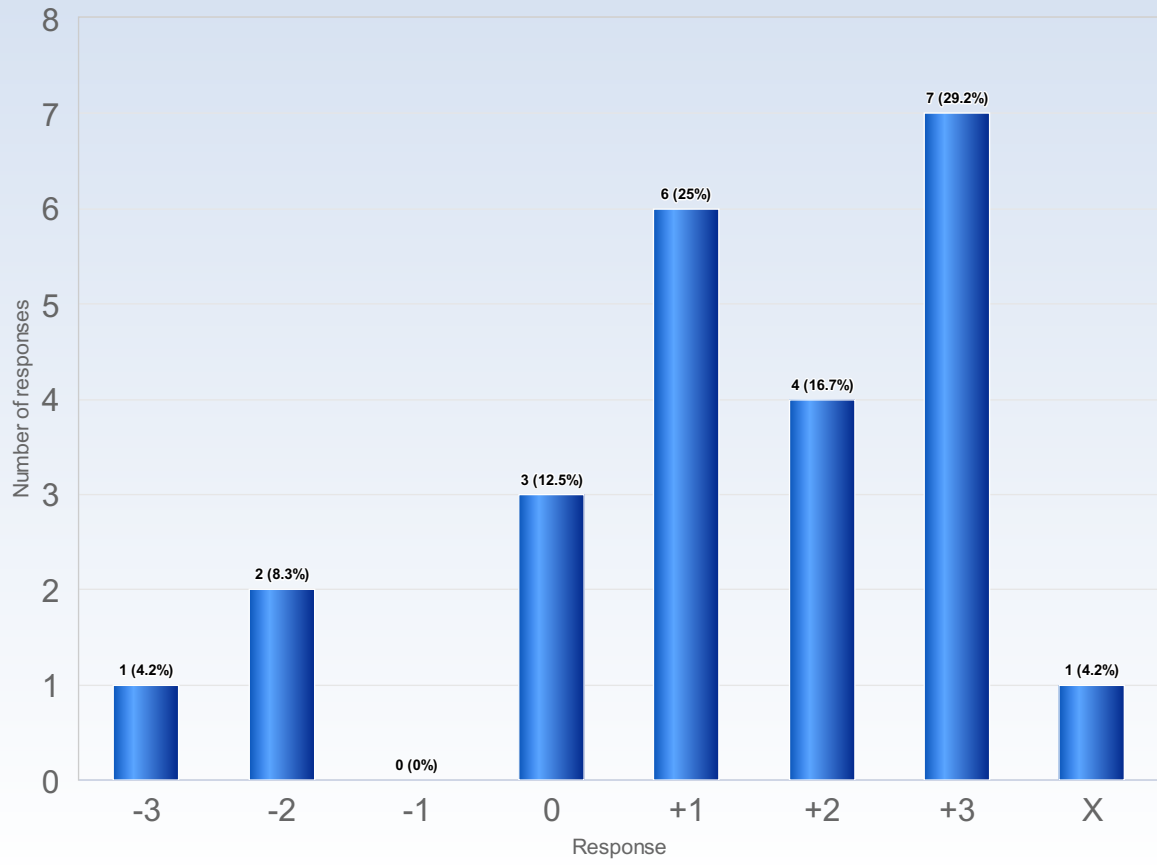


Comments

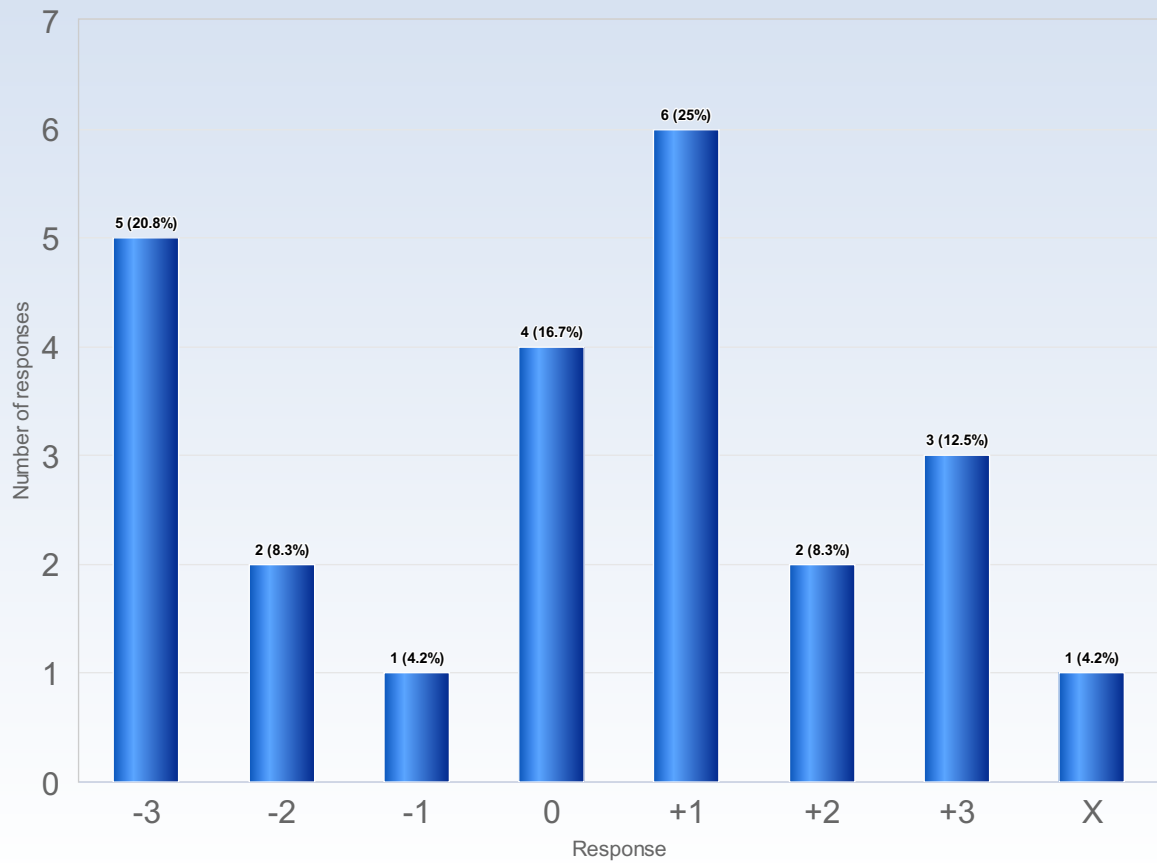
Comments (My response was: -3)

course is really fast and reading 2 other courses is impossible to reflect

19. The course activities enabled me to learn in different ways



20. I had opportunities to influence the course activities



Comments

Comments (My response was: -3)

I couldn't go to the help sessions since I had other lectures at the same time

Comments (My response was: -2)

This was not an issue as I felt the course activities to be suitable.

Comments (My response was: 0)

Försökte inte så vet inte

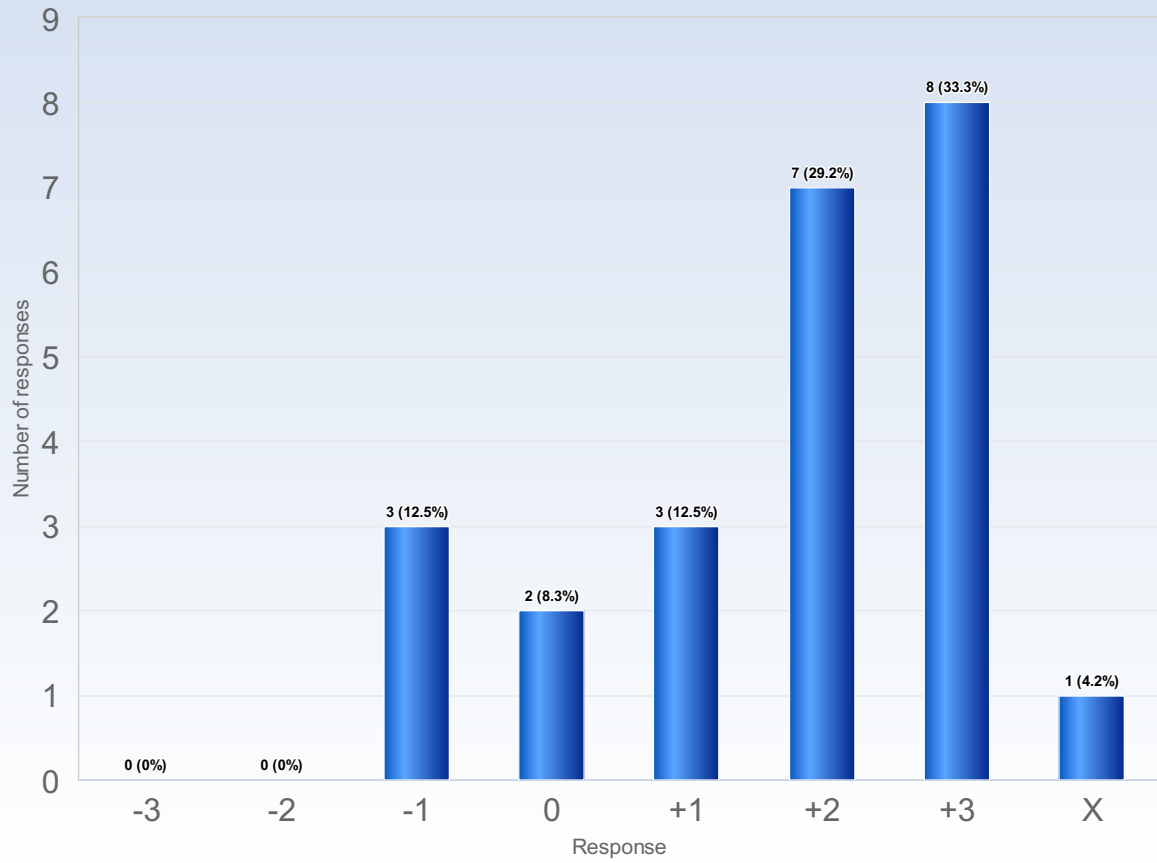
Comments (My response was: +2)

I could influence the lecture with questions

Comments (My response was: X)

Not sure what is meant in this question. I was able to ask questions and get answers if that's what's meant in this question.

21. I was able to learn by collaborating and discussing with others



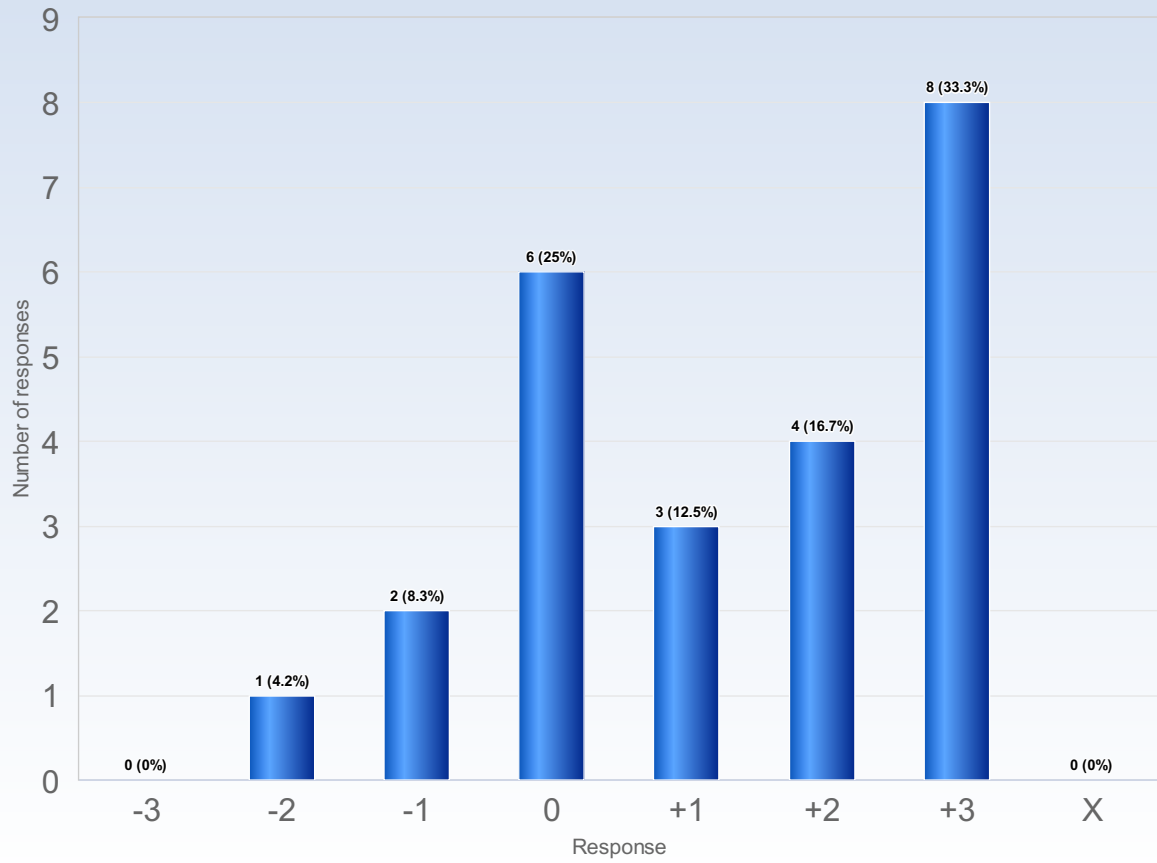
Comments

Comments (My response was: +2)

It is impossible alone

That was for instance in the second half of exercise sessions

22. I was able to get support if I needed it



Comments

Comments (My response was: -2)

I couldn't come up with good questions since I didn't really understand anything

Comments (My response was: -1)

sent one email, never got an answer