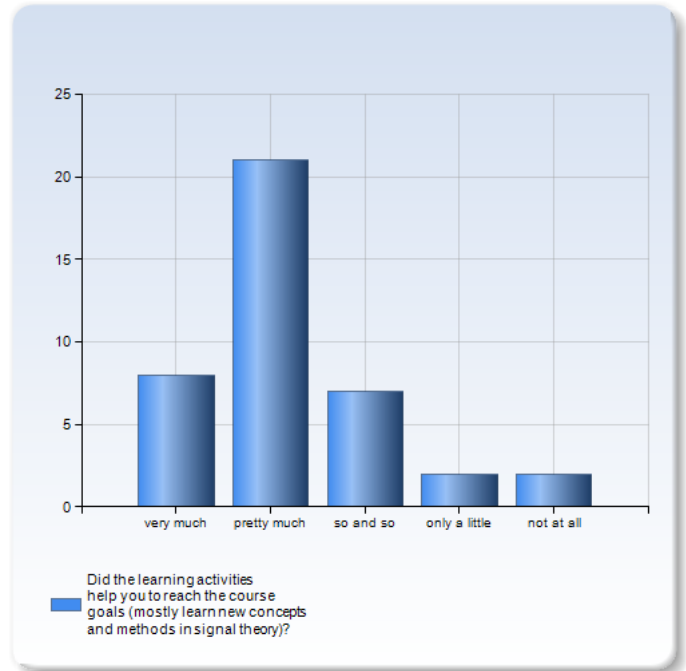


EQ1220 Signal Theory HT2018

Respondents: 58
Answer Count: 40
Answer Frequency: 68.97 %

Did the learning activities help you to reach the course goals (mostly learn new concepts and methods in signal theory)?

Did the learning activities help you to reach the course goals (mostly learn new concepts and methods in signal theory)?	Number of Responses
very much	8 (20.0%)
pretty much	21 (52.5%)
so and so	7 (17.5%)
only a little	2 (5.0%)
not at all	2 (5.0%)
Total	40 (100.0%)



Please feel free to add a comment.

Each tutorial felt like wasted 2 hours. Working in groups is either good because you're paired up with someone who understand parts you don't or just suffering because you none of you get something and got stuck. Many times if we asked the TA the explanations were very hazy. I rather stayed home and work out the problems on my own. I'd rather have smaller homeworks each week that corresponds to some topic, that I have to submit on my own (to show that, yeah I've got it) and have lead tutorials to be shown parts that I might not understand why I need to do it that way. The first project was very math heavy without real context, the second project was actually something that I enjoyed.

The book, lectures and tutorial classes all told a different story with very slight overlay. I feel like I attended 3 distinct courses. I suggest you align the course to the tutorial material, as that was the clearest area.

The course pattern was indeed very motivating. The tutorial was going ahead of lectures. Hence, during the lectures I could easily figure out where and how the concepts are getting applied. The projects were very informative.

the course was rigorous no doubt about that. But, the tutorials, lectures and the assignments were running on different timelines which kind of made it hard to learn anything.

The tutorials were useful for applying the concepts and methods.

The projects allow us to think about real projects and to go deeper into the methods.

I'd like for the teacher to have done some excersises in class, not just theory.

lab is great

See other comments.

It was only self-study and reading the book

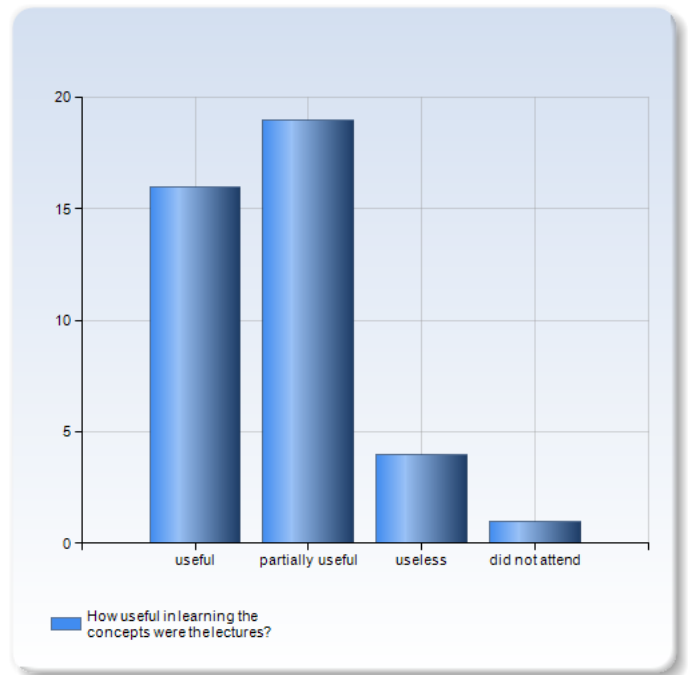
Threshold concepts are core concepts that once understood, transform perception of a given subject. What threshold concept(s) did you learn in the course?

Threshold concepts are core concepts that once understood, transform perception of a given subject. What threshold concept(s) did you learn in the course?

Filtering, sampling
All the concepts about signal have transformed my perception of the utility of the Fourier Transform and probability.
None, I was familiar with most of it.
Expected value, mean, variance, ACF, F-transform, PSD, mean power, F domain responses
Stochastic Processes, Spectral Analysis, Optimal Filtering
Estimation
Ergodicity, Expectation
estimation
Autocorrelation functions and Power Spectra
Stochastic processes, ergodicity, power spectrum, PAM
autocorrelatio function. power spectrum. reconstruction
strong influence on probability and random processes
ACF
Observation and estimation, modeling and processing.
The all part about signal filtering was new for me
knowing how network works is necessary
stochastic process, LTI system, Sampling and reconstruction, Estimation
estimation theory, sampling, reconstruction, stationarity and ergodicity of stochastic processes
sampling, reconstruction, power spectrum, a better insight on what is convolution...
Stochastic processes
pam
Reconstruction, sampling, etc
estimation, this course forms a basis of futher learning of estimation theory
Optimal filtering
Like stochastic process, ergodicity, stationarity, estimation and so on.
stochastic vs deterministic
Fourier transformation

How useful in learning the concepts were the lectures?

How useful in learning the concepts were the lectures?	Number of Responses
useful	16 (40.0%)
partially useful	19 (47.5%)
useless	4 (10.0%)
did not attend	1 (2.5%)
Total	40 (100.0%)

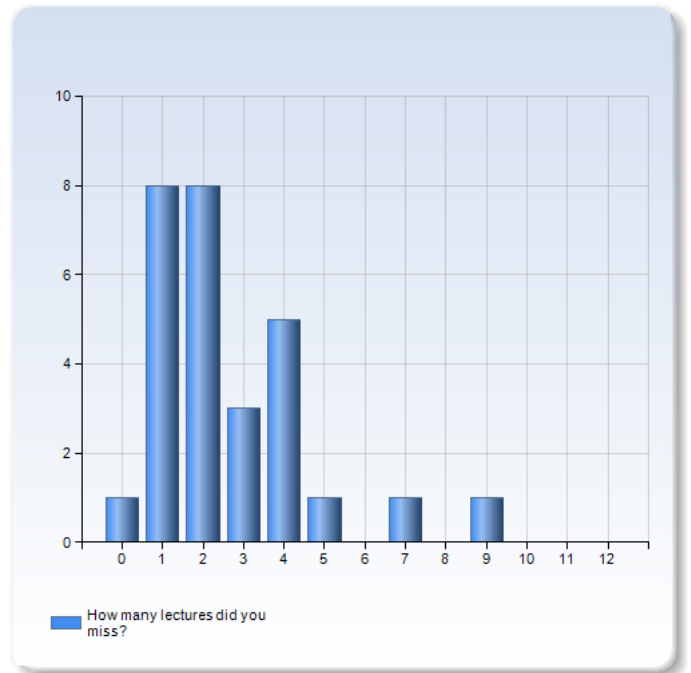


Please feel free to add a comment.

To be honest, for the networking track this seemed absolutely useless, but it might worth learning in the long run. I'd prefer it to be an elective subject, but oh well.
The proofs in the lectures were confusing. They were presented without an explanation, as to why we need to understand them. I suggest you replace proofs with sample problems, as that will show us how to apply the concepts.
Lecture did not really help with understanding connection but focussed mainly on mathematically proving theorems. Which is partially useful.
The examples and explanations are useful in the lecture
The lectures were miles away from the exercises and the fact that we had to make the reflective questions made many lectures useless because we already knew everything from the preparation of these reflective questions. I loved this principle, but instead of confirming what we learned at home, the lectures could go further into detail, taking for granted that we knew what was in the reflective questions (an official solution to the reflective questions should be given).
The teacher doesn't really say more than what's written in the slides. Maybe treat exercise problems in class to help us have the reasoning process for solving?
The lectures were mostly one of two things: reading the slides or derivations. Some of the derivations did make things clearer for me, but most were too long and not really useful.
The book is really good, reading and rereading it, can be enough to understang the material.

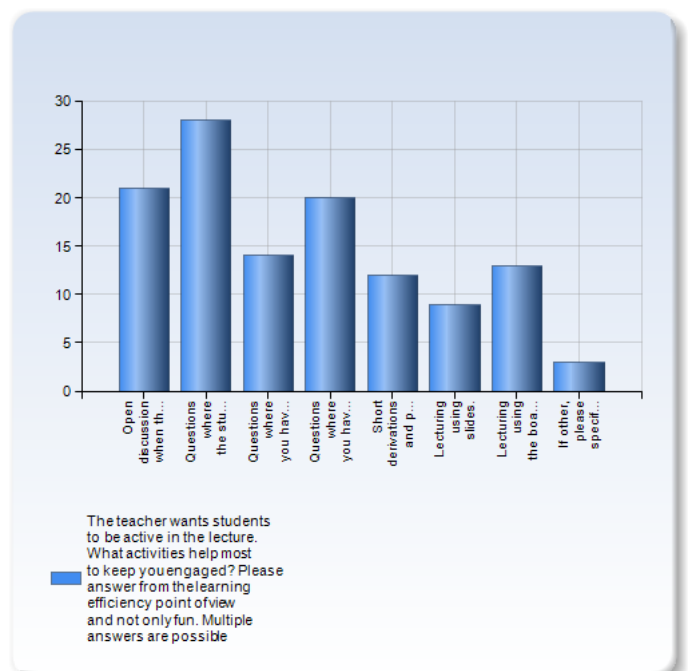
How many lectures did you miss?

How many lectures did you miss?	Number of Responses
0	1 (3.6%)
1	8 (28.6%)
2	8 (28.6%)
3	3 (10.7%)
4	5 (17.9%)
5	1 (3.6%)
6	0 (0.0%)
7	1 (3.6%)
8	0 (0.0%)
9	1 (3.6%)
10	0 (0.0%)
11	0 (0.0%)
12	0 (0.0%)
Total	28 (100.0%)



The teacher wants students to be active in the lecture. What activities help most to keep you engaged? Please answer from the learning efficiency point of view and not only fun. Multiple answers are possible

The teacher wants students to be active in the lecture. What activities help most to keep you engaged? Please answer from the learning efficiency point of view and not only fun. Multiple answers are possible	Number of Responses
Open discussion when the teacher asks students and the answer is developed jointly.	21 (52.5%)
Questions where the students use clickers for their feedback.	28 (70.0%)
Questions where you have discussions with your neighbor before open discussion.	14 (35.0%)
Questions where you have discussions with your neighbor before using clickers.	20 (50.0%)
Short derivations and problems solving done in class by the students.	12 (30.0%)
Lecturing using slides.	9 (22.5%)
Lecturing using the board.	13 (32.5%)
If other, please specify	3 (7.5%)
Total	120 (300.0%)



If other, please specify

exercise examples

derivation by teacher

short derivation done by the teacher

Please feel free to add a comment.

Thought experiments: what would happen if...

Real life examples

The quizzes were intriguing. It required some significant thinking to come up with the right set of answers.

I think activities, where students have to think on their own and to give an answer, are the most efficient.

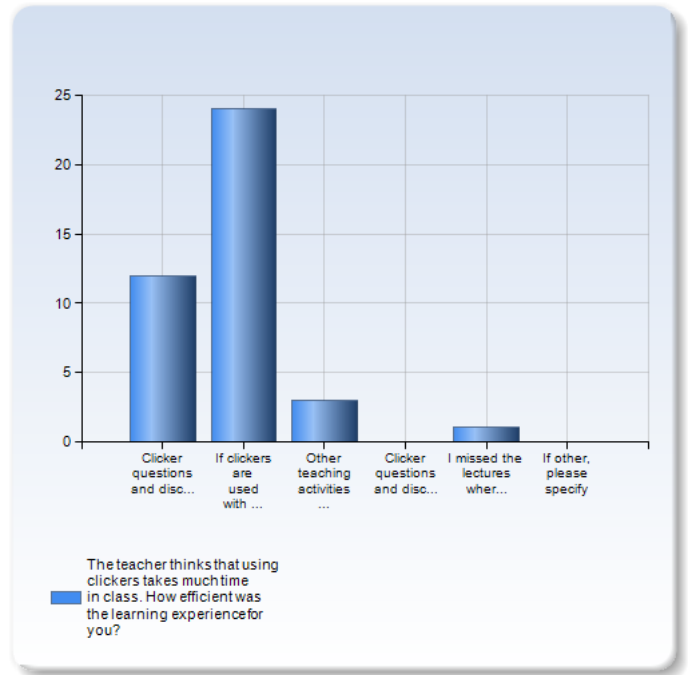
The lectures are not made for the students to be active. With the projects, the reflective questions and the tutorials, there are enough occasions for us to work on the subject. It is sad that the lecturer most likely sees a sleepy classroom, but using clickers does not bring much to the course (but I must reckon that it might keep us awake).

The course should contain graphs that the students can visually see the effect of the difference (what happens to a process if we increase the mean)

I believe that slides only speed up lectures and make classes less appealing. Having the teacher use the board for everything makes it so that they cant go faster than the students, and also motivates us to take notes and be more active, as it shows by example that we should work in class.

The teacher thinks that using clickers takes much time in class. How efficient was the learning experience for you?

The teacher thinks that using clickers takes much time in class. How efficient was the learning experience for you?	Number of Responses
Clicker questions and discussions provide the best learning experience and are always worth the time.	12 (30.0%)
If clickers are used with good questions and adequate discussions, the learning experience is worth the time effort.	24 (60.0%)
Other teaching activities provide similar understanding and are more efficient.	3 (7.5%)
Clicker questions and discussions are not worth the time.	0 (0.0%)
I missed the lectures where clickers were used.	1 (2.5%)
If other, please specify	0 (0.0%)
Total	40 (100.0%)



Please feel free to add a comment.

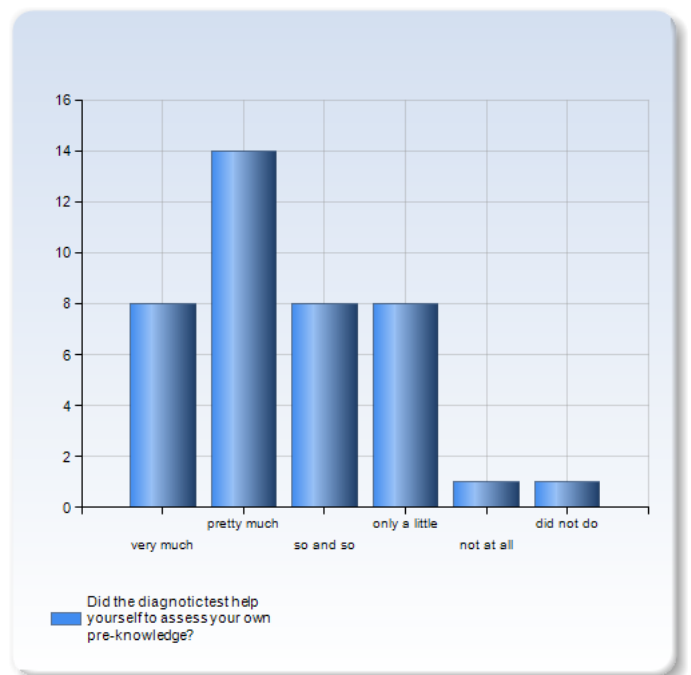
Even if it can take times, clickers allow the teachers to eliminate misunderstandings and he can clarify some concepts.

teacher can know which point students donot know

The perfect amount of questions per lecture according to me is about 2.

Did the diagnostic test help yourself to assess your own pre-knowledge?

Did the diagnostic test help yourself to assess your own pre-knowledge?	Number of Responses
very much	8 (20.0%)
pretty much	14 (35.0%)
so and so	8 (20.0%)
only a little	8 (20.0%)
not at all	1 (2.5%)
did not do	1 (2.5%)
Total	40 (100.0%)



Please provide any comment regarding the diagnostic test.

it was helpful in knowing what i can expect from the course.

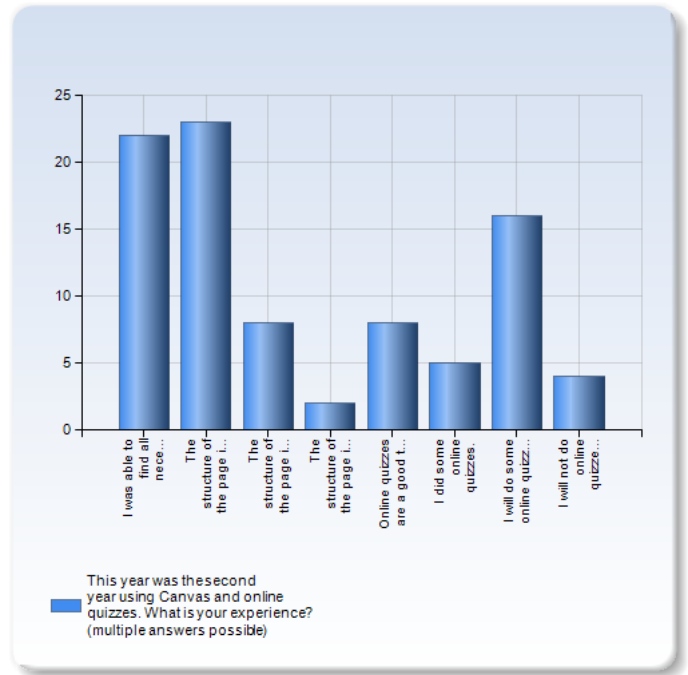
With the diagnostic test, the students see what are the important knowledge to have in this course and revise if it is needed.

It was ways too difficult for me. I answered correctly 5 questions. But the problem was that it uses many definitions which I learnt differently (things defined under different words), in another language etc (I made 5 mistakes due to that). Finally, it was depressing/disappointing to get to do something so complicated.

The diagnostic test was too long and probably too complicated to evaluate my knowledge. I lost interest while doing it.

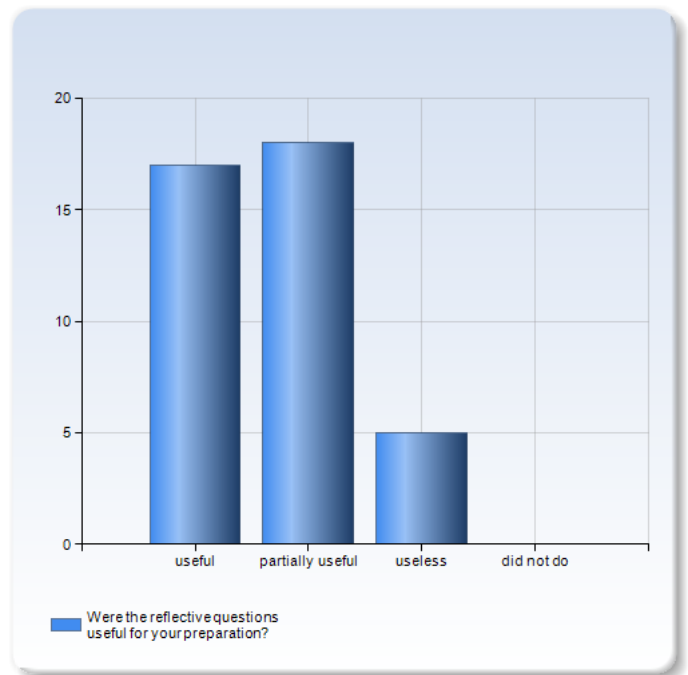
This year was the second year using Canvas and online quizzes. What is your experience? (multiple answers possible)

This year was the second year using Canvas and online quizzes. What is your experience? (multiple answers possible)	Number of Responses
I was able to find all necessary information.	22 (55.0%)
The structure of the page is good.	23 (57.5%)
The structure of the page is ok.	8 (20.0%)
The structure of the page is confusing.	2 (5.0%)
Online quizzes are a good tool to check basic understanding.	8 (20.0%)
I did some online quizzes.	5 (12.5%)
I will do some online quizzes for the exam preparation.	16 (40.0%)
I will not do online quizzes.	4 (10.0%)
Total	88 (220.0%)



Were the reflective questions useful for your preparation?

Were the reflective questions useful for your preparation?	Number of Responses
useful	17 (42.5%)
partially useful	18 (45.0%)
useless	5 (12.5%)
did not do	0 (0.0%)
Total	40 (100.0%)



Please feel free to add a comment.

Very useful to understand the concept better

As response on whether I did assess the question correctly or not only happened at the end of the period, during the semester it never turned out if I got that part right or not. In this form it may not have had any effect.

Only did them for the bonus marks. Was left even more confused because the book and the lectures are so different.

Forcing you to read the material before the lecture.

Helped a lot!

I could read the text book and focus on the lecture more.

It takes too much time to finish the reflective questions, it would be better if the number of questions reduces.

It can take too much time.

Good idea to make us understand the concepts that will be seen in class

Please see comment in "3. How useful in learning the concepts were the lectures?". I think the lectures could make advantage of the reflective questions instead of repeating what was in them. Or the lecture could illustrate an example of the content of the reflective questions. In any case, an official solution to the reflective questions should be given.

Very useful!

you could put MatLab problem as an alternative for reflective questions

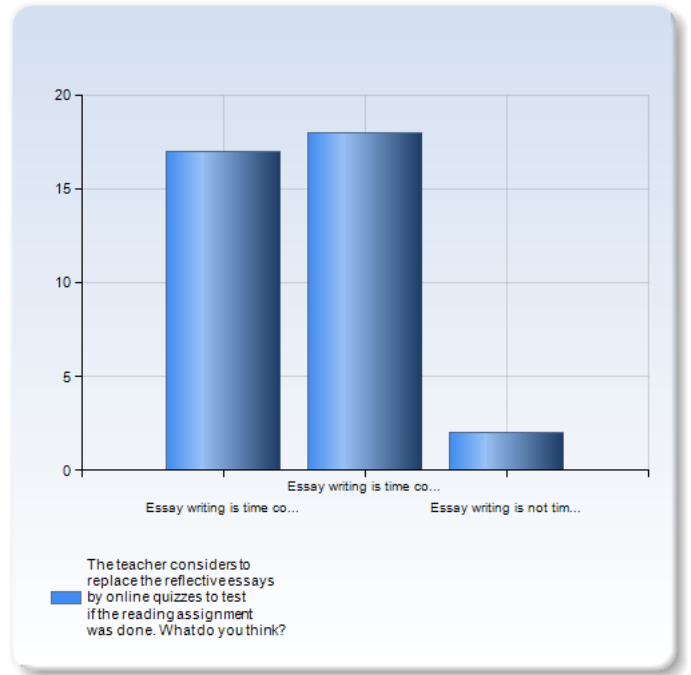
Cause we cannot get the formative feedback about the reflective question. Maybe we can discuss them in the tutorial.

It took me at least 2 hours per reflective questions and I think that taking this time only to read the book (and not answering questions) is better. For me when you read => you learn,

when you write => you lose time

The teacher considers to replace the reflective essays by online quizzes to test if the reading assignment was done. What do you think?

The teacher considers to replace the reflective essays by online quizzes to test if the reading assignment was done. What do you think?	Number of Responses
Essay writing is time consuming and online quizzes will reach the same goal.	17 (45.9%)
Essay writing is time consuming, but a better learning activity than online quizzes.	18 (48.6%)
Essay writing is not time consuming.	2 (5.4%)
Total	37 (100.0%)



Please feel free to add a comment.

Formulating answers take more effort but at least you have to think and not just blindly click on prewritten answers. I prefer not to use quizzes.

I think a mix between a quiz and a short essay writing will be more efficient.

Online quizzes are even better to understand the concepts and less time consuming

I think it a good idea to explore that option. Maybe replace 1 or 2 of the reflective questions next year with quizzes, or give a choice to trade them in for the reflective questions.

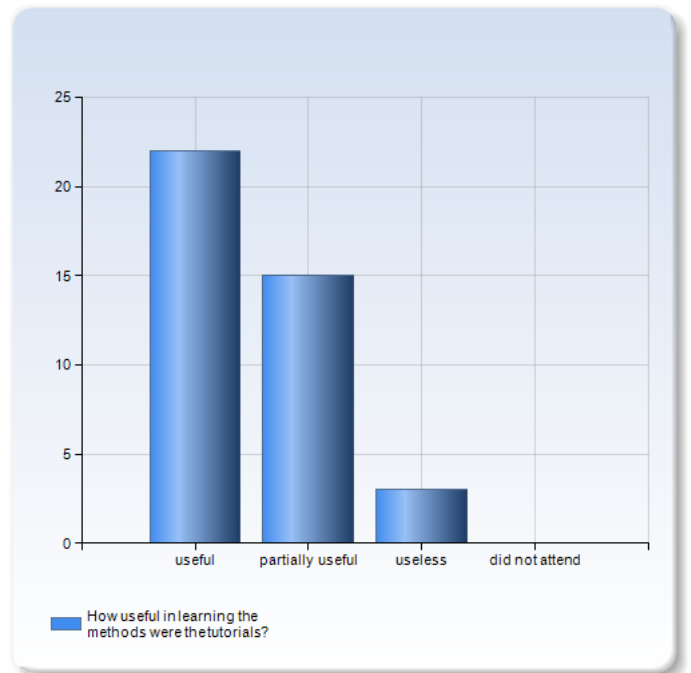
I prefer thousand times the essays!!! See comments in "3. How useful in learning the concepts were the lectures?" and "9. Were the reflective questions useful for your preparation?" (I hope you can see all my answers together).

Both should be made mandatory! Probably extend deadline.

It would be better I think

How useful in learning the methods were the tutorials?

How useful in learning the methods were the tutorials?	Number of Responses
useful	22 (55.0%)
partially useful	15 (37.5%)
useless	3 (7.5%)
did not attend	0 (0.0%)
Total	40 (100.0%)



Please feel free to add a comment.

The tutorials were always out of sync with the lectures, many times it was assumed we learnt parts of the theory (or was explained previously) that just made it absolutely unhelpful.

Best bit of the course. The TAs did an outstanding job considering this is their first go at it.

The lecture review sometimes only consisted of TA writing equations on the board, which is not very helpful. Passing a handout with the important equations and then talking about the learned concepts would help more.

In the tutorials, very few questions are discussed from the exercise notebooks and the solutions at the back of the book are not well explained.

Sometimes I felt lost because we had not done any exercises before in class.

The tutorials are very helpful. It's good to discuss the problems with others and to be able to ask the teachers questions if something is unclear.

See comments in "13. What do you think about the tutorial style having a brief repetition, group work, and solution presentation?"

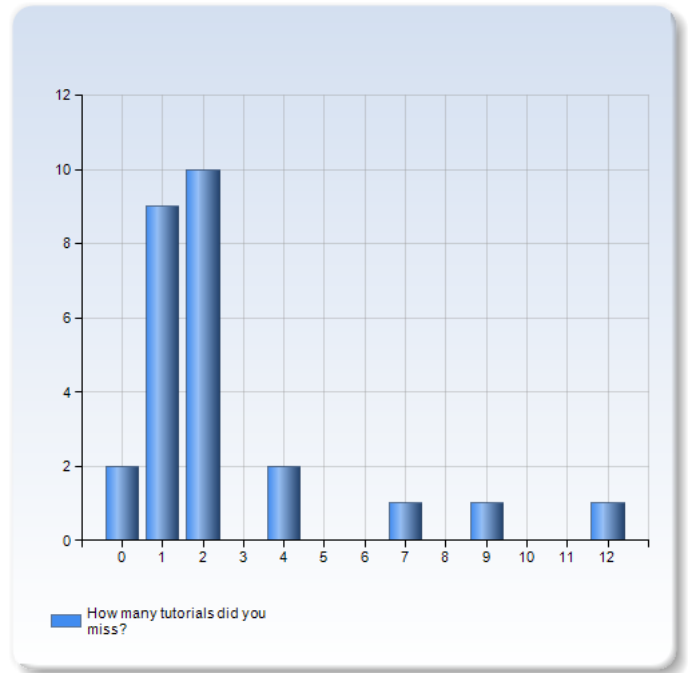
Mostly, we get little help from the TAs. And the homework is so much easier than the tests.

answers in the exercise book are enough for most questions

I did not enjoy the theory explanation part of the tutorials. Both teachers were messy and often contradicted each other.

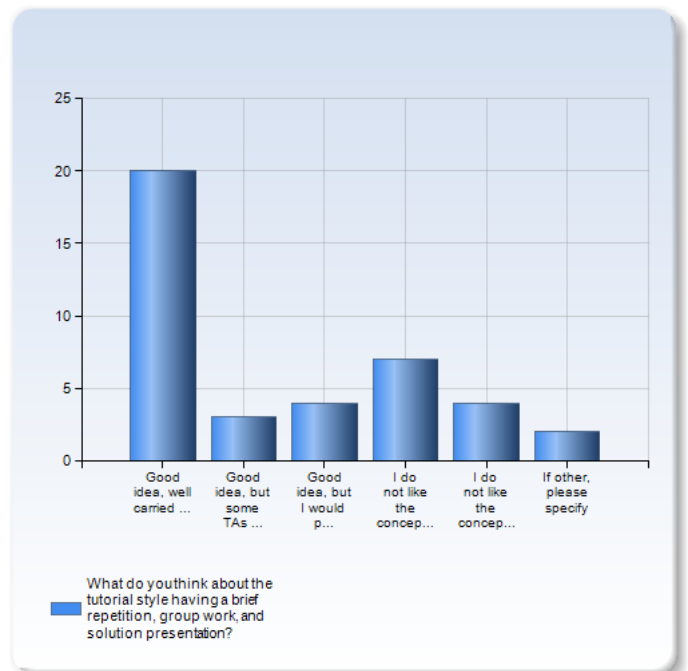
How many tutorials did you miss?

How many tutorials did you miss?	Number of Responses
0	2 (7.7%)
1	9 (34.6%)
2	10 (38.5%)
3	0 (0.0%)
4	2 (7.7%)
5	0 (0.0%)
6	0 (0.0%)
7	1 (3.8%)
8	0 (0.0%)
9	1 (3.8%)
10	0 (0.0%)
11	0 (0.0%)
12	1 (3.8%)
Total	26 (100.0%)



What do you think about the tutorial style having a brief repetition, group work, and solution presentation?

What do you think about the tutorial style having a brief repetition, group work, and solution presentation?	Number of Responses
Good idea, well carried out by the TAs.	20 (50.0%)
Good idea, but some TAs did not follow the concept.	3 (7.5%)
Good idea, but I would prefer to work alone.	4 (10.0%)
I do not like the concept and prefer solution presentation only.	7 (17.5%)
I do not like the concept and prefer group work only.	4 (10.0%)
If other, please specify	2 (5.0%)
Total	40 (100.0%)



If other, please specify

The brief repetition was useless. The content presented during the repetition did not help to solve the exercises of the current tutorials.

I do like the concept, but I would prefer another style for the brief repetition.

Please feel free to add a comment.

The methodology on how to approach certain types of problems were never shown. Someone in the group either know it or we just sit there cratching our hads. I've never felt like the TAs were on top in explaining why we were stuck. I personally found it faster to just stay home and work it out on my own.

The explanations at the beginning of the tutorials were the most useful part of the whole course. The TAs highlighted the important parts from the seemingly unorganized lectures.

I think the repetition is important, but it can be time-consuming compared for the group work and the solution. Maybe by including the brief repetition in the solution presentation will be more efficient.

Maybe group work and question to the TA is more adpted to understand the exercices because sequences are short and we end up not finishing the exercices the harder and the TA are redoing things we already saw in class

I felt in some tutorials that the recap at the beginning took too much time.

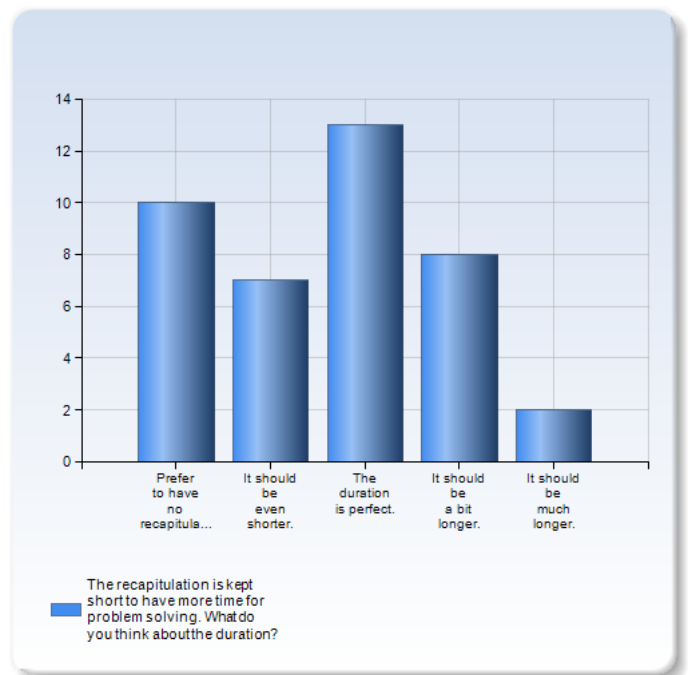
I didn't like the system where we were put into groups for the exercises because the exercises are conceptual and there would always be someone in the group giving a too great clue on the answer. So during the whole course I thought I was able to solve certain problems, but at the end it turned out that it was more difficult alone. I would have enjoyed doing that alone from the beginning.

It is a pity that a fourth of the time is taken away from the teaching assistants to make explanations on the blackboard. These explanations should be in the slides and lectured !!!!!

It's a good thing and if we want to work alone we just have to work in the bibliothek during the first ~30 min of revisions

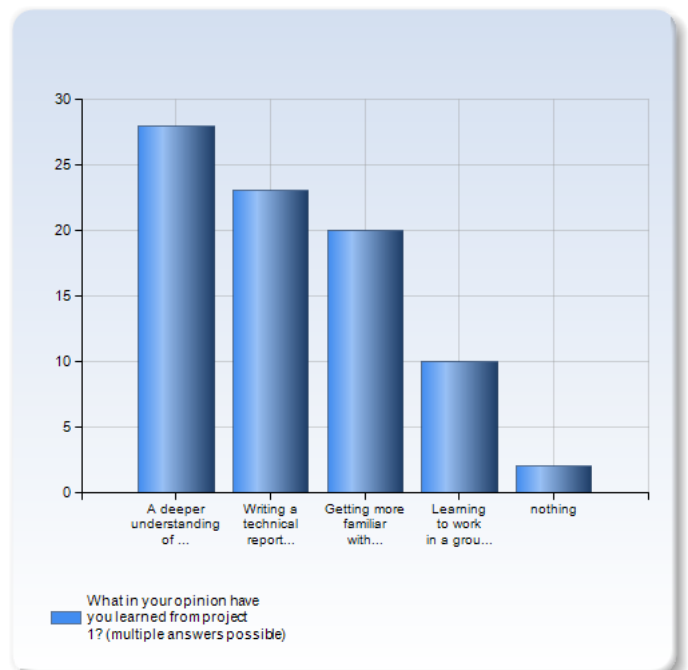
The recapitulation is kept short to have more time for problem solving. What do you think about the duration?

The recapitulation is kept short to have more time for problem solving. What do you think about the duration?	Number of Responses
Prefer to have no recapitulation.	10 (25.0%)
It should be even shorter.	7 (17.5%)
The duration is perfect.	13 (32.5%)
It should be a bit longer.	8 (20.0%)
It should be much longer.	2 (5.0%)
Total	40 (100.0%)



What in your opinion have you learned from project 1? (multiple answers possible)

What in your opinion have you learned from project 1? (multiple answers possible)	Number of Responses
A deeper understanding of the course material.	28 (70.0%)
Writing a technical report.	23 (57.5%)
Getting more familiar with Matlab.	20 (50.0%)
Learning to work in a group.	10 (25.0%)
nothing	2 (5.0%)
Total	83 (207.5%)



Please feel free to add a comment.

Typing in equations to any math software to solve them never gave me joy no additional knowledge. If you know the right tools it's just the matter of reading the docs to solve whatever problem you're given. I also hated the lack of context to the assignment.

The lectures did not prepare me for the assignment. I sourced information on my own. The script should have at least hinted where to look.

Question asked for derivations, however there was not enough space to provide any! Wasted quite a bit of time writing derivations in LaTeX until we realized there is no space anyway.

Project 1 is very interesting because it covers the main methods in signal theory.

Understanding not well formulated requests. The assignment was not always clear.

Thank you!

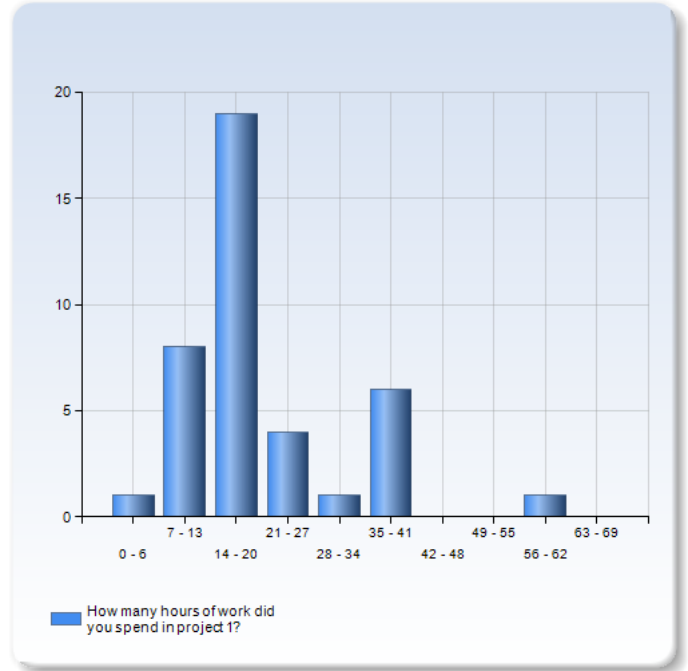
review some mathematical knowledge

I thought it was too little practical and too theoretical.

Its for me too much time to do this project and it didn't really helped me with the material

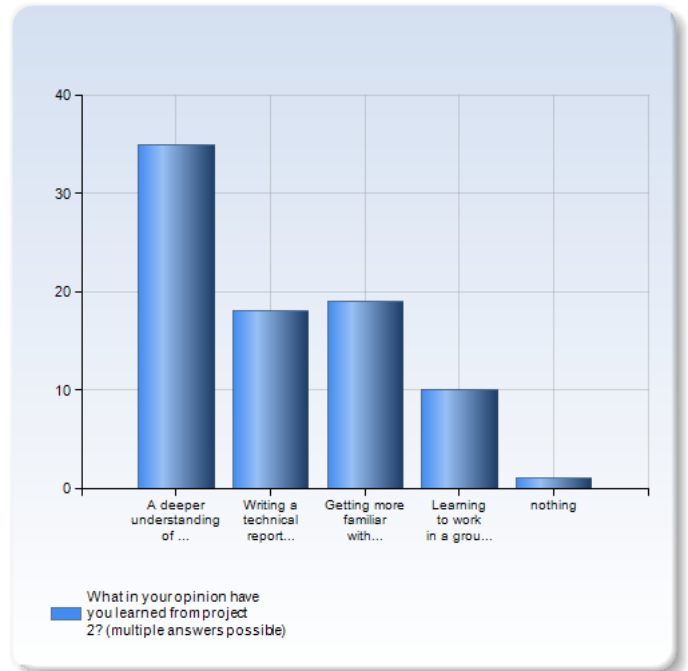
How many hours of work did you spend in project 1?

How many hours of work did you spend in project 1?	Number of Responses
0 - 6	1 (2.5%)
7 - 13	8 (20.0%)
14 - 20	19 (47.5%)
21 - 27	4 (10.0%)
28 - 34	1 (2.5%)
35 - 41	6 (15.0%)
42 - 48	0 (0.0%)
49 - 55	0 (0.0%)
56 - 62	1 (2.5%)
63 - 69	0 (0.0%)
Total	40 (100.0%)



What in your opinion have you learned from project 2? (multiple answers possible)

What in your opinion have you learned from project 2? (multiple answers possible)	Number of Responses
A deeper understanding of the course material.	35 (87.5%)
Writing a technical report.	18 (45.0%)
Getting more familiar with Matlab.	19 (47.5%)
Learning to work in a group.	10 (25.0%)
nothing	1 (2.5%)
Total	83 (207.5%)



Please feel free to add a comment.

I loved this one, it at least had a context. It was enjoyable.

Clear requirements are lacking. The TAs want us to go down a certain path, but do not make it clear what that path is.

Very interesting and helpful project.

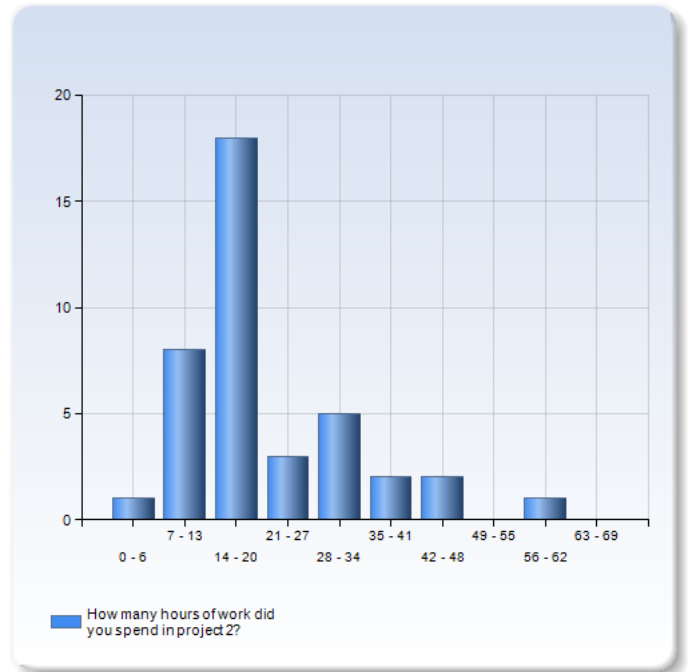
Project 2 is challenging and you have to understand the course material in order to complete the tasks.

a bit curious about Winner filtering when we have the channel with distortion

A little bit more usefull that project 1 because it helps understanding the material about optimal filtering
but again it took too much time in comparison of what I can do (read + exercices) to better understand the material

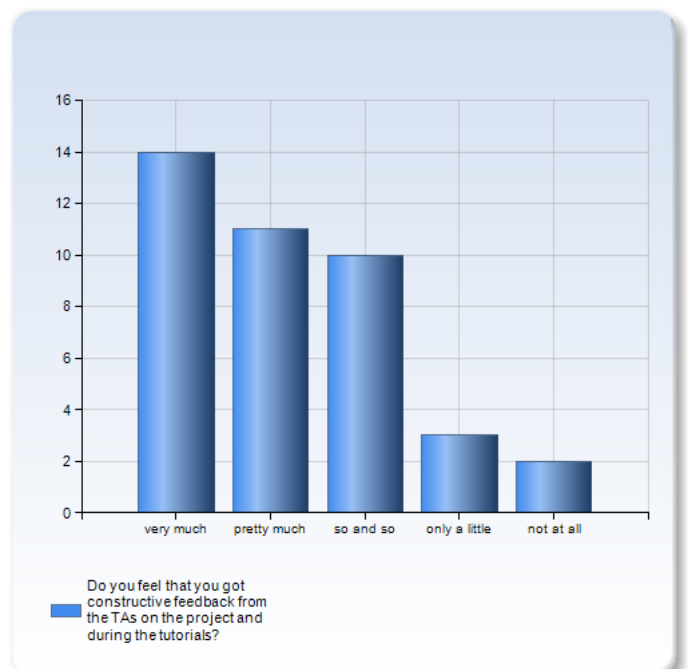
How many hours of work did you spend in project 2?

How many hours of work did you spend in project 2?	Number of Responses
0 - 6	1 (2.5%)
7 - 13	8 (20.0%)
14 - 20	18 (45.0%)
21 - 27	3 (7.5%)
28 - 34	5 (12.5%)
35 - 41	2 (5.0%)
42 - 48	2 (5.0%)
49 - 55	0 (0.0%)
56 - 62	1 (2.5%)
63 - 69	0 (0.0%)
Total	40 (100.0%)



Do you feel that you got constructive feedback from the TAs on the project and during the tutorials?

Do you feel that you got constructive feedback from the TAs on the project and during the tutorials?	Number of Responses
very much	14 (35.0%)
pretty much	11 (27.5%)
so and so	10 (25.0%)
only a little	3 (7.5%)
not at all	2 (5.0%)
Total	40 (100.0%)



Please feel free to add a comment.

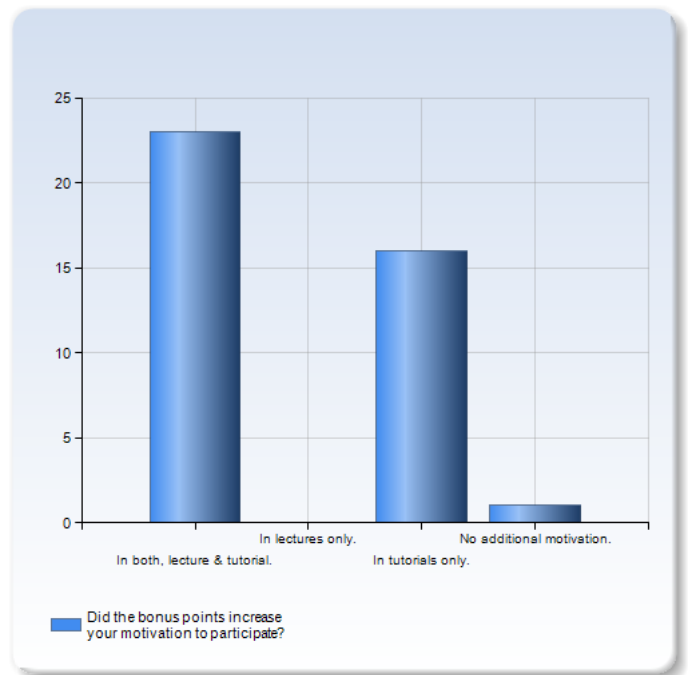
They know what they me to write in the report and instead of trying to explain the overarching concept, they are just trying to drop clues as to what I should put down on the page.

The feedback in for the project was not clear. I had to ask the teaching assistants in person to give more details.

The TAs aren't aware of what is expected of us on the projects.

Did the bonus points increase your motivation to participate?

Did the bonus points increase your motivation to participate?	Number of Responses
In both, lecture & tutorial.	23 (57.5%)
In lectures only.	0 (0.0%)
In tutorials only.	16 (40.0%)
No additional motivation.	1 (2.5%)
Total	40 (100.0%)



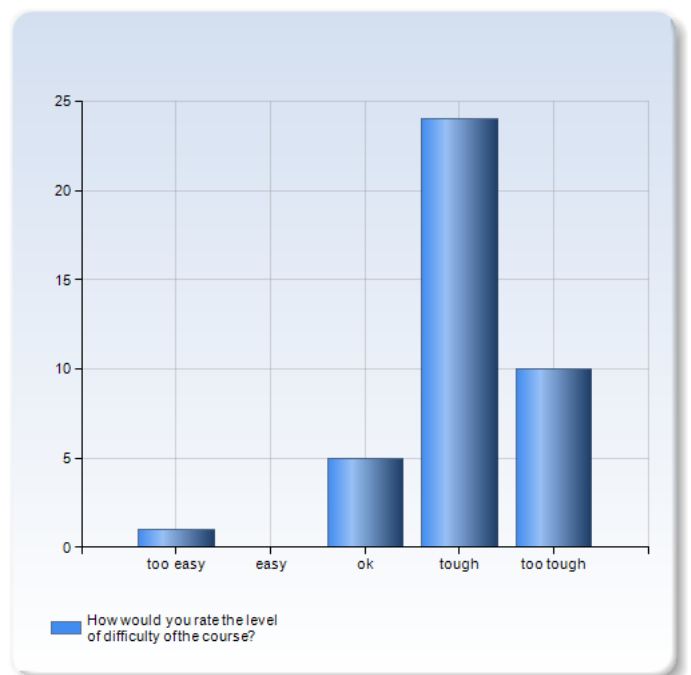
Please feel free to add a comment.

The bonus points should be collected at the end of the tutorial --even if the bonus point was on the first question-- instead of trying to make the whole class write the questions at the same pace. This way it could be possible to start with other questions. The solutions to the tutorials should not be written onto the blackboard by the teaching assistants, in order to give them more time to answer our questions. In case where the answer already present in the exercise book are not clear enough, an addition answer should be made available on canvas.

Some homework's deadlines are too close so I don't have enough time to preview and do it well.

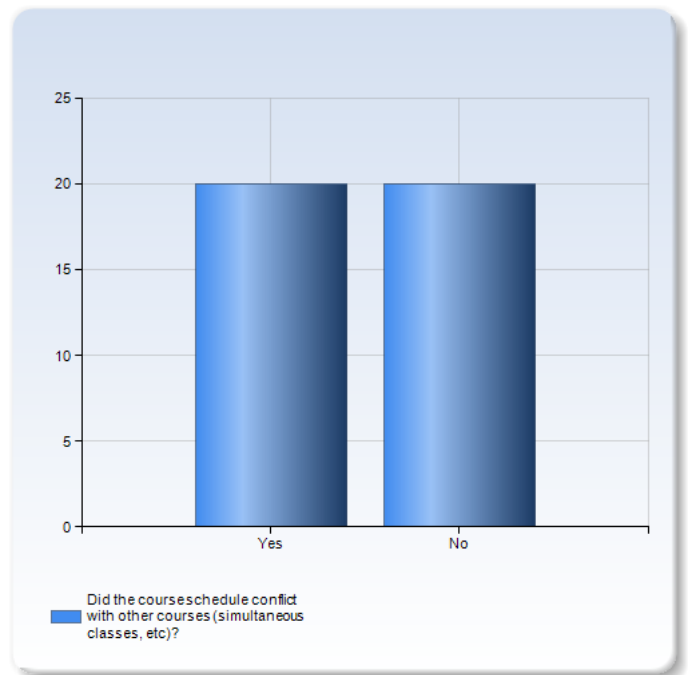
How would you rate the level of difficulty of the course?

How would you rate the level of difficulty of the course?	Number of Responses
too easy	1 (2.5%)
easy	0 (0.0%)
ok	5 (12.5%)
tough	24 (60.0%)
too tough	10 (25.0%)
Total	40 (100.0%)



Did the course schedule conflict with other courses (simultaneous classes, etc)?

Did the course schedule conflict with other courses (simultaneous classes, etc)?	Number of Responses
Yes	20 (50.0%)
No	20 (50.0%)
Total	40 (100.0%)



If yes, please provide the name of course (course code) and the frequency of collision.

SK2300 Optical physics; only two times during the all period.

EP2120

EP2120 - 3 times

Had to miss 2 signal theory lectures and 1 tutorial because of the conflict.

Happened one time with EP2120 Internetworking course

internetworking. only once

IL2206, conflicts happened from time to time but it wasn't so often

There were a couple of collisions with EP2120.

with the internetworking lab slots, a couple of times. EP2120.

A tutorial collides with an internetworking lecture.

The exercises were often in conflict with a lecture. Normally, in such cases, I skip the exercises because lectures are more important. But in this case there were bonus points in the tutorial, so I feel guilty to have skipped 70 % of the lectures of the other course. (Embedded Systems with Ingo Sanders in Kista). Note : the conflicts were often due to the fact that there 40 minutes of tunnelbana from here to there.

Internetworking. About 2 times.

One tutorial

Only one. The lab of EP2120.

EP2120 Internetworking only once in period 1

ME2072, about three or four times.

One tutorial has been conflicted with EP2120 Internetworking lecture.

EIT kick-off.

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Couldn't attend

It was interesting but tough to follow.

Haven't been there.

Best lecture of the whole course. Please tell him not to turn off the light the next time.

It was a useful experience

Very Interesting and motivational

Interesting lecture that showed the relevance of course contents.

I believe that overall it was a very good experience. I could understand a bit how the theory of equalization I study in the course is used in practical world.

The lecture is good

its a novel object

That was a good way to end the course

It was an excellent learning opportunity.

learned a lot

I did not attend that lecture but heard that it was good.

Great. Have more in the future please

It's good and inspires us to connect this course to big data and 5g communication. How about arranging this lecture in the middle of the course instead of the end?

It was interesting to see how the course materials are applied for important projects.

Interesting to have a real world application of what we learned

I didn't attend

know the application of knowledge learned in class

The content of the lecture has a certain connection with the content of the signal theory learning, which has increased our practical knowledge.

I liked the lecture.

Interesting. I would have had a better understanding of what he did, but even if it was correlated with the course, it was too difficult to understand fully. So maybe not usefull, but interesting anyway.

Good idea

Topic of the session was too specific to Wireless network, so it served only to few people. I prefer an engineer who's working on applied time-series forecasting.

Very nice, showed how things we do in class are implemented on modern systems

It would have been good idea if we known the main topic before the lecture otherwise it was fantastic experience

Actually, I am not familiar with 5G. And I got little help from this guest lecture

I would like to know which basic knowledge section we need for this specific field. Singal processing or higher layer.

I did not attend.

Good

Interesting, let us know about the currency of communication industry.

Good to know something about the new technologies.

How can the course be improved?

How can the course be improved?

Replacing the essays by quizzes is a really good idea. The brief repetition during the tutorials should be deleted.

To have a reviewing session before the exam so we can ask our last questions.

Guided solutions on tutorials, smaller but more recap homeworks, synchronized tutorial and lecture material

Add example problems to the lectures, cut out all the proofs and reduce the content. The bits about estimation can be cut.

Maybe slowing down the pace of the course a bit so that some students don't feel left behind.

By changing the tutorial structure. It might be better and more efficient, if the TAs solved and presented more exercises.

More focus on intuitive understanding than lengthy calculations in the lectures.

reflective question can be change to other forms

I would say that the brief repetitions before the start of the group working in the tutorials are a good idea but take a bit too much time from my opinion

More questions can be solved.

show more matlab code

Instead of slides i would like the course to be taught on the board and would like the tutorial and lectures go hand in hand. One should not be ahead of the another.

Lower the difficulty of final exam.

Estimation and optimal filtering is quite difficult and hard to understand. How about providing more resources or exercises so that we could get better.

Have exercises that correspond better to the level of the exam

More exercises done in class

more projects

do not give questions in tutorial from the topics which have not been covered in lectures so far

See comments.

Matlab graphs to be used to explain the significance of mathematical equation which was largely missing which made the lectures seem like recitations. However, the tutorials were very much helpful. I found the 2 TAs in single class much effective than single class rooms.

We should be given a methodology on how to approach the final exam. The material to be learned is ample and tough.

More MatLab base problems in project 1 instead of deriving function that do not add value to paper

Introducing more details about how we solve the problems appeared in engineering and reality.

it is good now

Less derivations during the lectures, no slides, more practical tutorials.

Maybe more tutorials focus on old exam problems will be help.

maybe adding a little optional test in the middle of the period could be good, removing reflective question and making the quizzes mandatory

It could be easier. It is now too hard for students who were not major in Communication in Bachelor.

Please feel free to add any other comment:

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I wish the homeworks would be software agnostic. Not that python can't open .mat files, but still.

Interesting and helpful course overall.

Not much

Mathematical derivation written in the blackboard cannot be digested immediately, so it would be better if it's uploaded in canvas.

I personally wish to thank Professor Tobias for his valuable time - this course was stimulating and tutorials really helped me to understand further.

Thanks for your teaching.

I really like the "book" it's clear and covered all the material of the course and no more