Report - EQ1220 - 2023-01-15

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):

Tobias Oechtering, oech@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.

Course feedback was requested at the end of the course using a standard survey with a few questions added. Students were encouraged to respond by providing a link with some hints on the upcoming exam. The course survey includes a question regarding gender aspects. To the best of my knowledge, there was no disabled student participating in the course.

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.)

Students have been met after the lectures and when students asked for a meeting to talk about course content or clarify questions.

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

No significant changes - flipped classroom, online lectures, industry lecture, revised questions in the reflection lecture, tutorials, projects, reflection questions, diagnostic test, quizzes. The alignment of the activities has been improved by a revised schedule of the course activities.

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?

7.5 credits = 200h; the course is seven weeks plus exam preparation; students answer on this question shows a large spread while the average fits; the large spread is due to the strongly varying prior background levels;

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 results are as usual. A large spread in the outcome. A few very good results, but several students failed in the exam, half of them managed in the re-exam. A few did not pass the re-exam and showed that they have significant difficulties in problem solving, even in those exam problems which are very close to the tutorial. All students passed the two projects.

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

A few dislike that the exam is more difficult than the tutorials. A few would prefer physical lectures instead of online lectures. A few students have difficulties to see the engineering relevance in the taught concepts. A few mention that they got confused in the reflection lectures and that there are too many concepts discussed. All students say that the tutorials and project work very well. A few students do not have the impression that they received feedback and have the opportunity to influence the content. One student mentioned that there was still a small mis-alignment between tutorials and lectures.

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

Students are mostly happy with the course. The course activities help them to achieve the course goals. The course is considered as tough but interesting.

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 course offered this round, the student feedback, the exam outcome are as usual. The revised reflection lectures are still the weakness of the course. The projects, tutorials and the TAs are as before the highlights. The misalignment has been improved from the last round, but there is still a room for a small improvement to make it perfect.

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 tutorial problems have the goal to deepen the understanding and see specific problem-solving aspects. The exam is a comprehensive assessment of the understanding. There are at least two problems that are very close to the tutorial, but the exam is made such that it includes problems which cannot be "trained" and where good understanding is required, which is done on purpose. The course has many course activities that have been developed and refined over the last years. It also includes many topics so that there is little room that students can influence the content. However, the feedback on the reflection lectures shows that there is room for improvement, which I agree. Currently, the questions in the reflection lectures try to create cognitive dissonances by sometimes confusing statements, which is likely not very efficient. Once the understanding is tested by looking at an examples which might be more efficient. The alignment in the schedule was significantly better that previously but one more change might improve it more.

Exchange students seem to have more difficulties with the course. However, some exchange students are usually in their third year and do not have studied signals and systems, which makes it significantly more difficult. Other exchange students have an excellent background and achieve best results. No difference between female and male students have been noticed and I am not aware that a disabled student took the course.

PRIORITIZED COURSE DEVELOPMENT

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

Short term: The reflection lectures should be improved. Fewer concepts, check quizzes for confusing questions, more examples and look for other ideas on how to do reflection lectures for flipped classrooms.

Long term: The course is very developed and I currently do not see how to enhance it more.

OTHER INFORMATION

Is there anything else you would like to add?

The schedule of the tutorials requires a bit more fine-tuning (move one tutorial from the beginning to the last week), which has been requested in the schedule and room allocation for HT23.

EQ1220 - 2022-10-10

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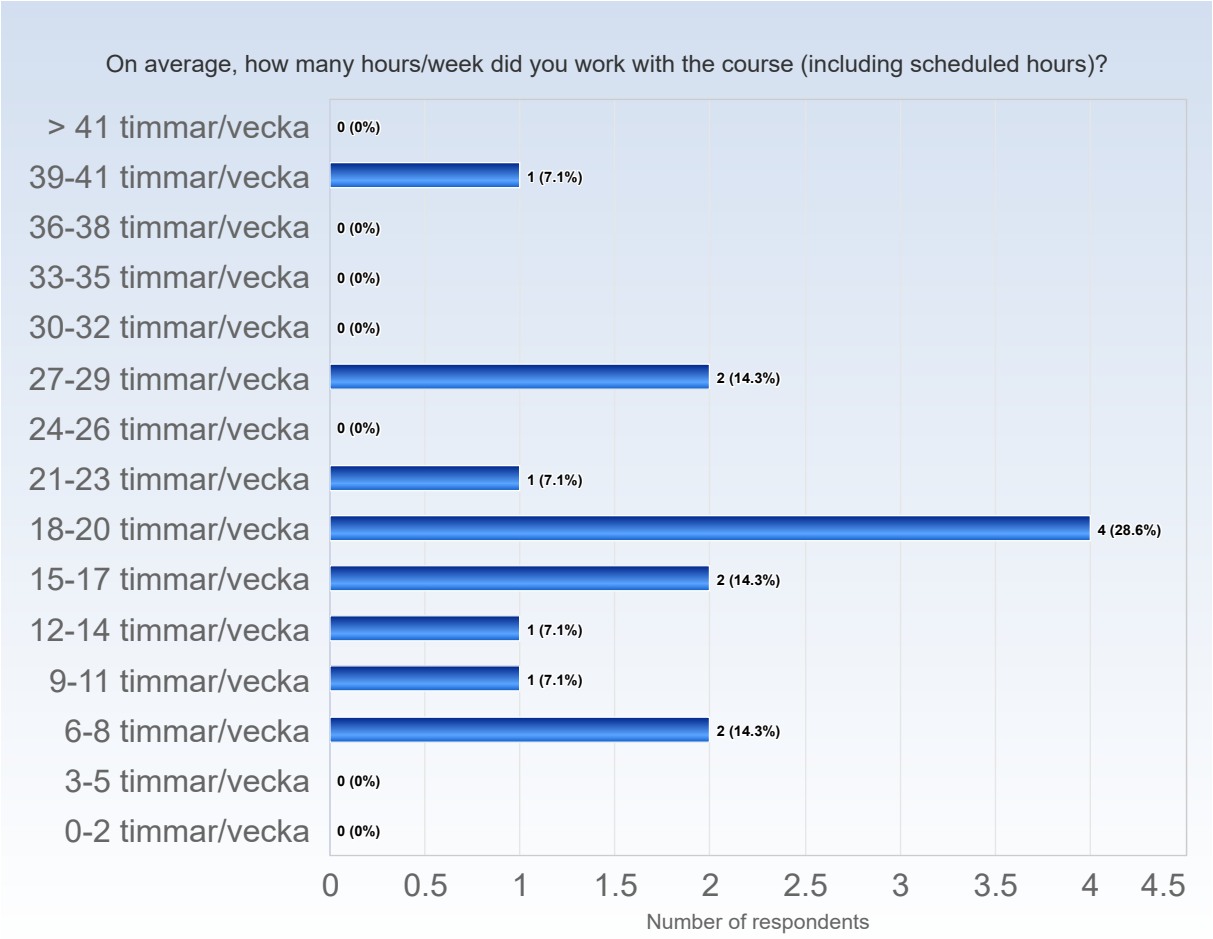
Antal svar: 16
Svarsfrekvens: 48,48 %

ESTIMATED WORKLOAD



Comments

Comments (I worked: 6-8 timmar/vecka)
This is a grear course, which provides a fundamental knowledge in signal process.

Comments (I worked: 9-11 timmar/vecka)
It's moderate, but the course itself is a little difficult.

Comments (I worked: 12-14 timmar/vecka)
It's okay.

Comments (I worked: 15-17 timmar/vecka)
I think the worload is appropriate.
The course includes a lot of mathematical calculations and needs to exercise. So it would be time-consuming to deal with it.

Comments (I worked: 18-20 timmar/vecka)
The workload is well adjusted to the number of course credits.
Maybe it is okay

Comments (I worked: 21-23 timmar/vecka)
This course is kind of time costing and hard.

Comments (I worked: 27-29 timmar/vecka)
This course requires a lot of work, especially during the project weeks.
Too competitive

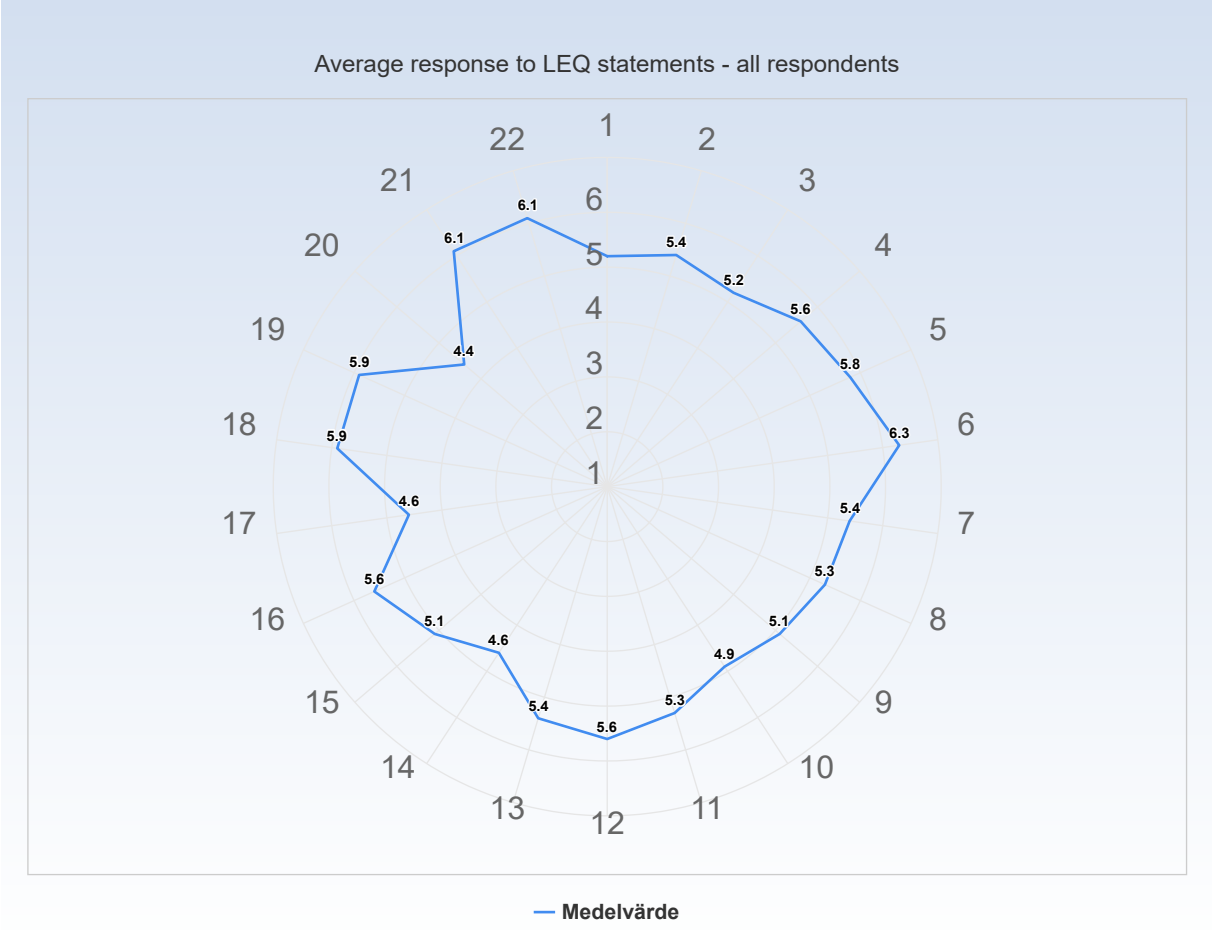
Comments (I worked: 39-41 timmar/vecka)
This course contains difficult topics and a lot of chapters, so even I started earlier, I still needed 5-6 hours a day to figure out what has been told in the book, lecture, and tutorial.

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

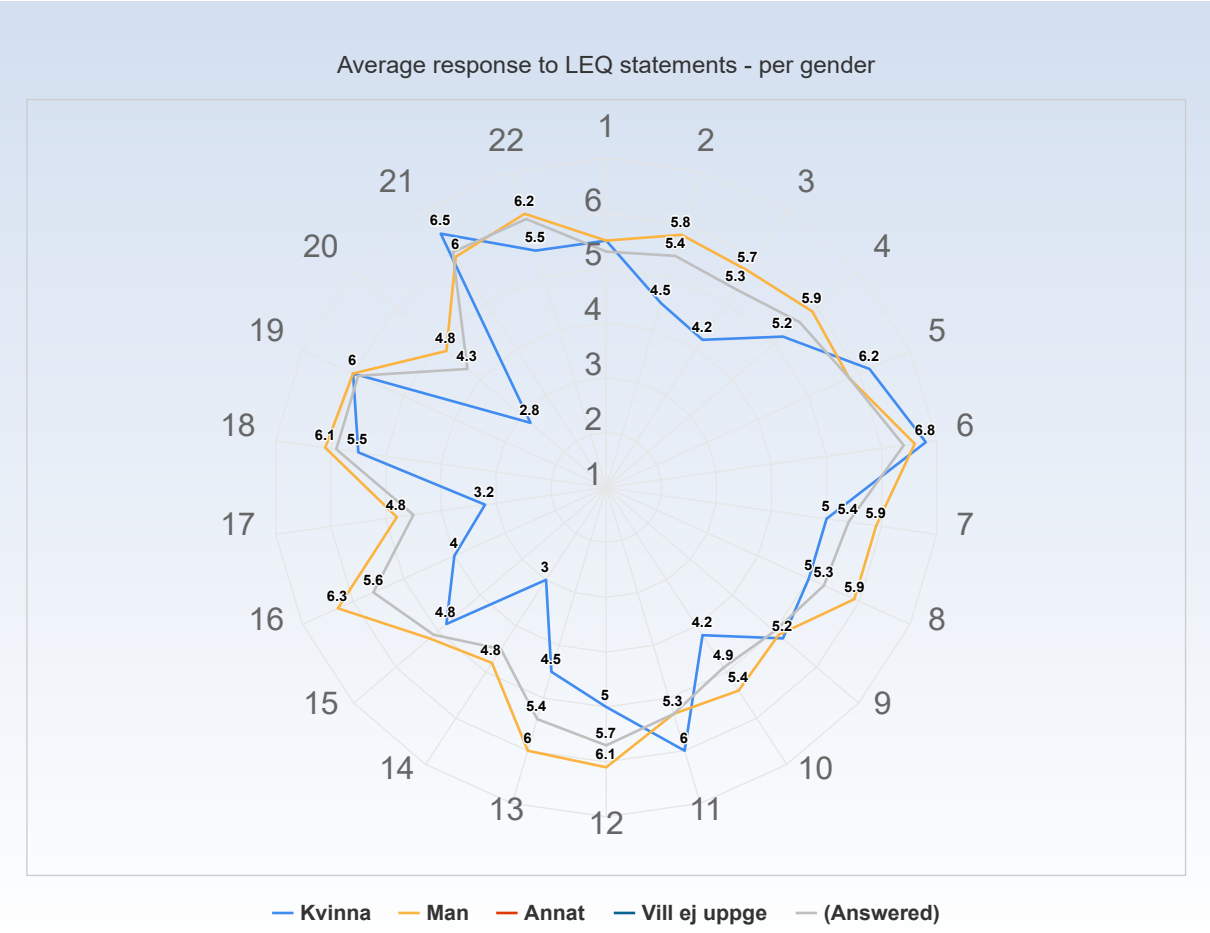
Bain, K. (2004). *What the Best College Teachers Do*, Chapter 5, pp. 98-134. Cambridge: Harvard University Press.

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.

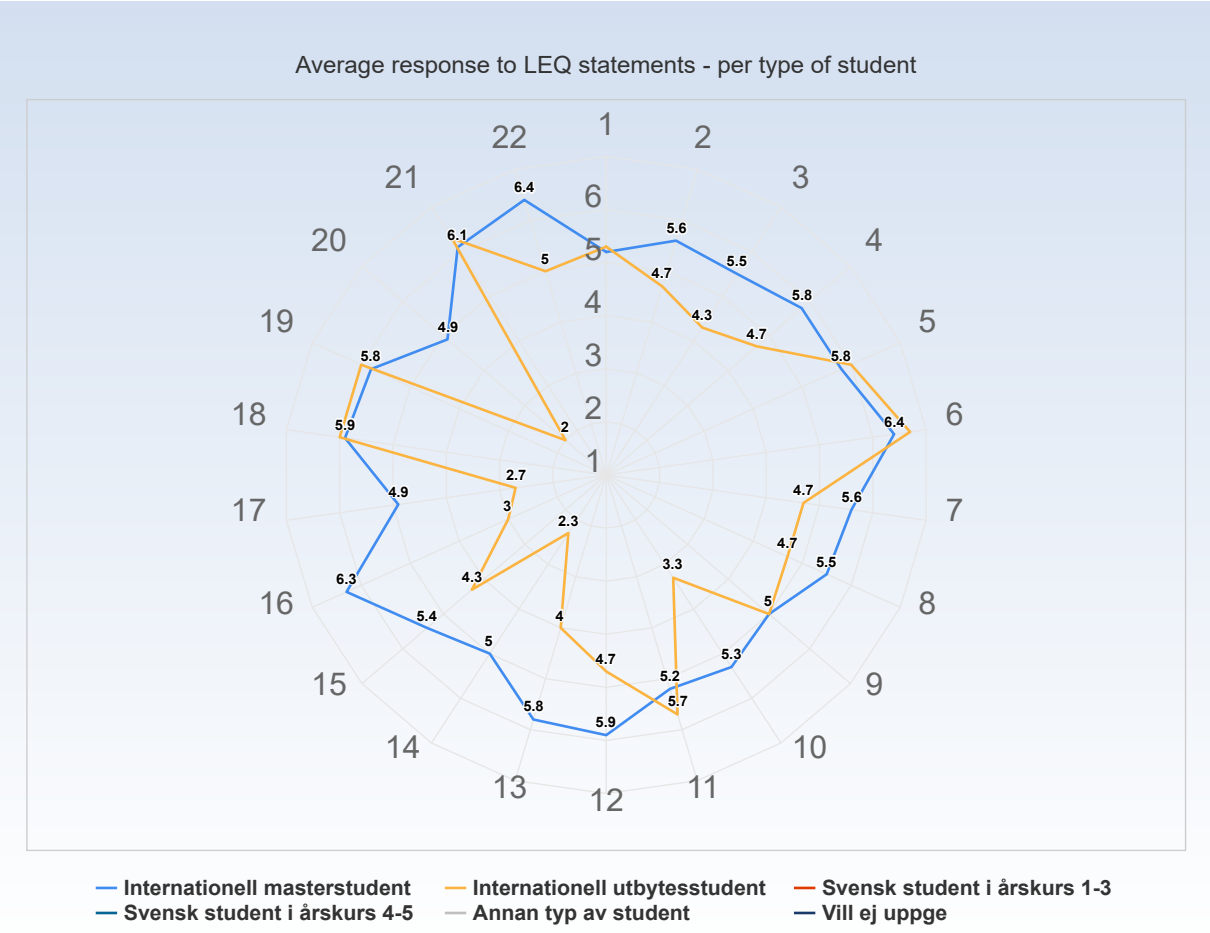
Ramsden, P. (2003). *Learning to Teach in Higher Education*, Chapter 6, pp. 84-105. New York: RoutledgeFalmer.



Comments

Comments (I am: Kvinna)
The atmosphere on the course was open and inclusive.
Perfect

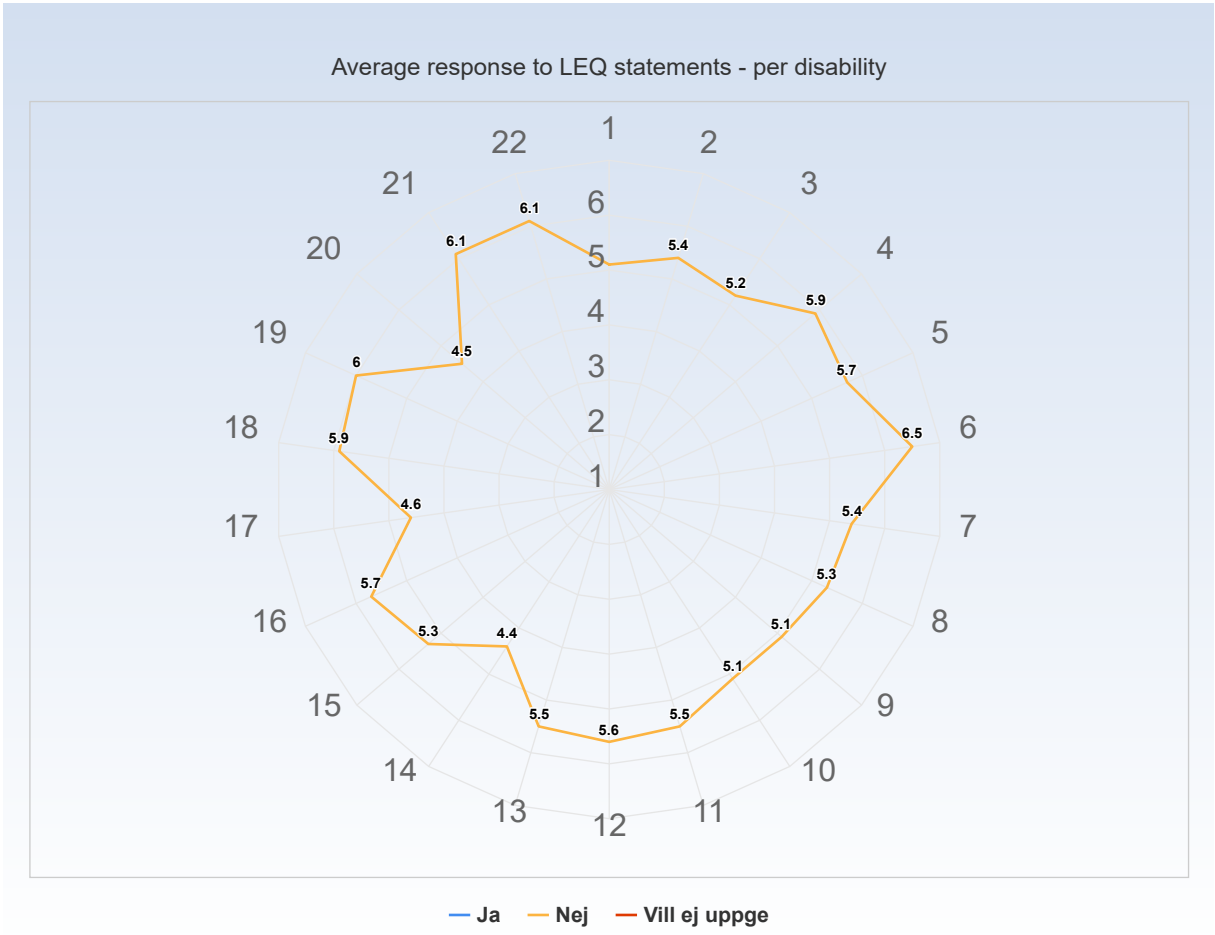
Comments (I am: Man)
Both male and female are given the same opportunity here. We are assessed based on our capability only, not gender.
I have a good time studying with other male or female classmates.
Completely okay
Nice!



Comments

Comments (I am: Internationell masterstudent)
It is a rush to experience a 3-months-only course because in my country, I'd have 6 months.
International master students may have backgroud with huge differences. Like me, I have worked for six years and then come to KTH for advanced study. My math grade was always above 90(out of 100) in my bachelor's study. But, after so many years' working, I found it a hard time for me to both pick previous knowledge and adapt to the new study life in a totally different place. I believe there could be two or three like me among maybe fourty students every year in the class, and I think it would be very helpful and kind to give more guidance to those students.
I think it is nice
More than half of international students. Happy learning experience!
harder than the signal theory from my hometown

Comments (I am: Internationell utbytesstudent)
My background knowledge was not sufficient to follow the course, especially in mathematics.
I don't study electrical engineering but have a strong base in analysis and probs. From this perspective, the course was accessible regarding to the mathematical tools but not to understand its purpose. I would like to understand how to deal with electrical circuits for example. (We only did 1 or 2 exercises on this...)



Comments

Comments (My response was: Nej)
Nope
None.

GENERAL QUESTIONS

What was the best aspect of the course?

What was the best aspect of the course? (I worked: 6-8 timmar/vecka)
The atmosphere of this course is quite open and active.
The tutorials give opportunities to practice questions and get feedback and help immediately. And TAs are nice.

What was the best aspect of the course? (I worked: 9-11 timmar/vecka)
The structure of the course, the arrangement of lecture and tutorial.

What was the best aspect of the course? (I worked: 12-14 timmar/vecka)
The organization, with lectures, exercises, exercises, homework and projects.

What was the best aspect of the course? (I worked: 15-17 timmar/vecka)
The best aspect was the coursebook, which is well-structured and explained. Sara is a very good TA and explains really well the concepts, even if we have no prior knowledge in signals and systems, she was very helpful.
Doing projects with partners, and regular exercise courses to solve problems in groups.

What was the best aspect of the course? (I worked: 18-20 timmar/vecka)
The book at our disposal is a good learning support.
The best part of the course is the tutorial which I mean that I really get something from the tutorial. It can teach me to do something that I will barely do if I learn the course in my bachelor.
The interaction with my peers and in-class lectures.

What was the best aspect of the course? (I worked: 27-29 timmar/vecka)
This course covers a large range of topics in Signal Theory. People following this course will have a good knowledge in this field. The book is good and well explanatory.

What was the best aspect of the course? (I worked: 39-41 timmar/vecka)
This course combines philosophical and technical approach about understanding statistical phenomena in the signal which is useful for me. Also, there is sufficient bonus points offered to save me from the first part of the exam.

What would you suggest to improve?

What would you suggest to improve? (I worked: 6-8 timmar/vecka)
Tutorial progress is a little bit ahead of the lecture progress.
I think the reflection lecture can be improved because it is now full of concepts and playing with concepts for about two hours is tired and make mind confused.

What would you suggest to improve? (I worked: 9-11 timmar/vecka)
None.(I wish the questions in exam can be easier if that possible)

What would you suggest to improve? (I worked: 12-14 timmar/vecka)
Nothing yet.

What would you suggest to improve? (I worked: 15-17 timmar/vecka)
Reverse the difficulty between exercises and exams. More exercises could be given and the tutorial sessions should focus on "very" hard exercises only (sometimes trivial problems were explained for too long).
In lectures, a lot of concepts are clarified and sometimes very confusing. Online lectures are good but sometimes too busy to watch them.

What would you suggest to improve? (I worked: 18-20 timmar/vecka)
The reflection lecture in class coud be more access on the resolution of exercises.
The most thing that I would like to suggest is that we should add back the course which is taken by the teacher himself, instead of the flipping classrooms, which is letting students watch the videos by themselves and take a reflection course each week.
I think there are a lot of readings between reflection lectures.

What would you suggest to improve? (I worked: 27-29 timmar/vecka)
- TAs should look at the projects before the deadline because they were unable to help us. - Lectures in class on a certain topic come after the exercises and the projects. We had to learn things by ourselves, I would have preferred to participate to the discussions earlier. - I would prefer to have feedback on my work (tutorial exercises and assignment). It is stressful to do not know if I am doing well the assignment or if I should change something. - I would like to have more examples on real applications to better understanding the concept that we are dealing with. The only good example that we had was project2.

What would you suggest to improve? (I worked: 39-41 timmar/vecka)
For the tutorial, I want the group to be more randomized because I met the same people 3 or 4 times, and I never met my project partner in my tutorial group even once out of all 12 tutorials, which is a little bit odd for me.

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)
This is a hard course, and try to read text book and online lecture earlier. A good backgroud knowledge of maths is quite helpful.
Books should be well read before each assignments, tutorials and reflection lectures.

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

What advice would you like to give to future participants? (I worked: 12-14 timmar/vecka)
Reading and understanding the textbook is important.

What advice would you like to give to future participants? (I worked: 15-17 timmar/vecka)
If you have no prior knowledge in signals and systems, don't take that course, because you won't understand its purpose.
Arranging time schedules properly and trying to solve more problems besides what the courses is requiring.

What advice would you like to give to future participants? (I worked: 18-20 timmar/vecka)
You have to be regular in your work and not fall behind.
Remember to complete all study materials on time
Some tips for projects will be nice.

What advice would you like to give to future participants? (I worked: 27-29 timmar/vecka)
I had three difficult courses this period. I suggest to watch already more lessons in the first weeks because several courses have projects at the same time and it becomes really hard to manage to do everything.

What advice would you like to give to future participants? (I worked: 39-41 timmar/vecka)
Start early, always present in both lectures and tutorials because it is definitely helpful, and it is better to try doing the old exams related to the chapter you have just finished reading.

Is there anything else you would like to add?

Is there anything else you would like to add? (I worked: 6-8 timmar/vecka)
This course had very great TAs, their tutorials really gave me great help during my study.

Is there anything else you would like to add? (I worked: 9-11 timmar/vecka)
None

Is there anything else you would like to add? (I worked: 12-14 timmar/vecka)
No.

Is there anything else you would like to add? (I worked: 15-17 timmar/vecka)
Cheng is kind, but he has difficulties to answer the questions that don't 100% relate to the exercises.
Tobias is nice and both TAs Cheng and Sara are good.

Is there anything else you would like to add? (I worked: 18-20 timmar/vecka)
No
Actually I prefer in-class lectures rather than reading or online lectures.

Is there anything else you would like to add? (I worked: 27-29 timmar/vecka)
Thank you for organizing this course.

Is there anything else you would like to add? (I worked: 39-41 timmar/vecka)
No

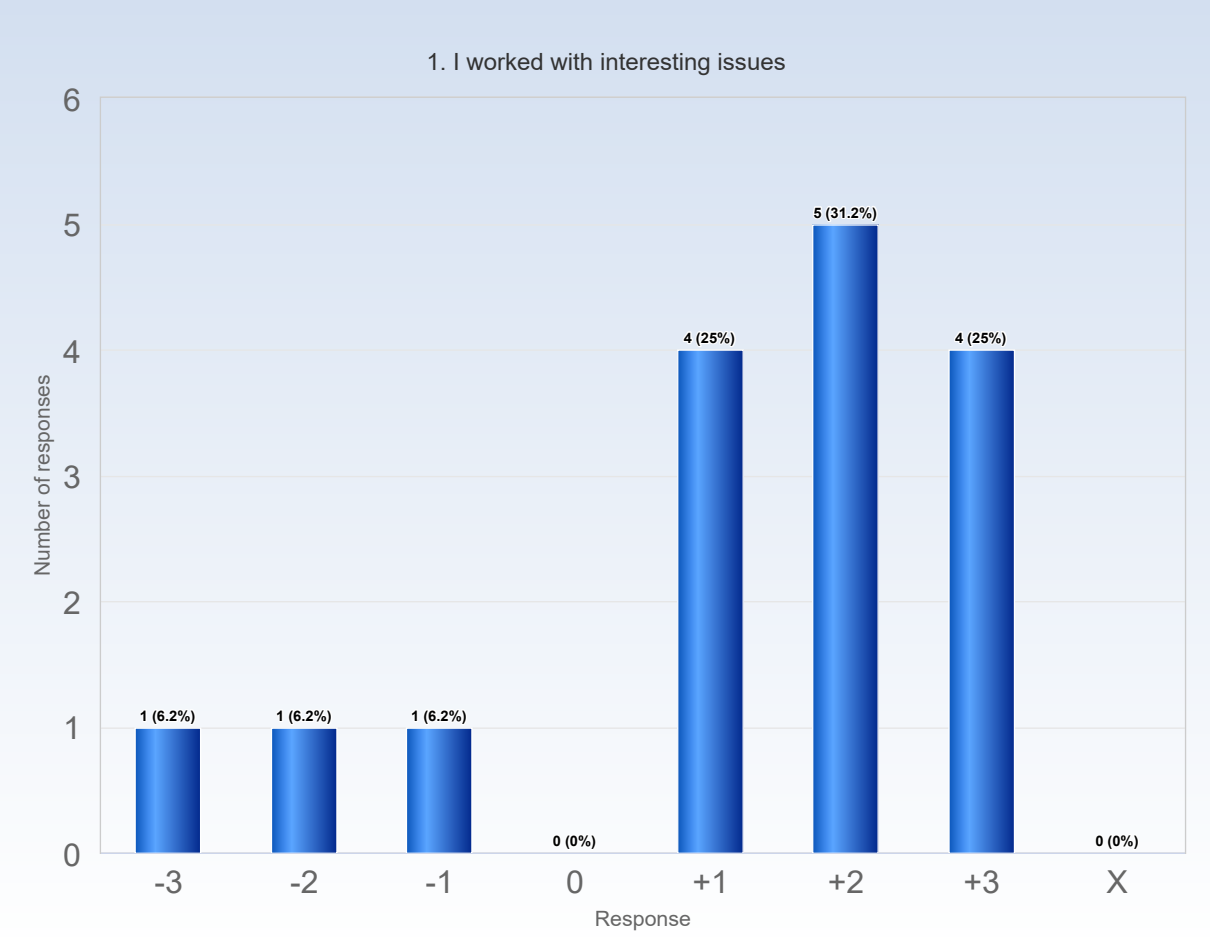
SPECIFIC QUESTIONS

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

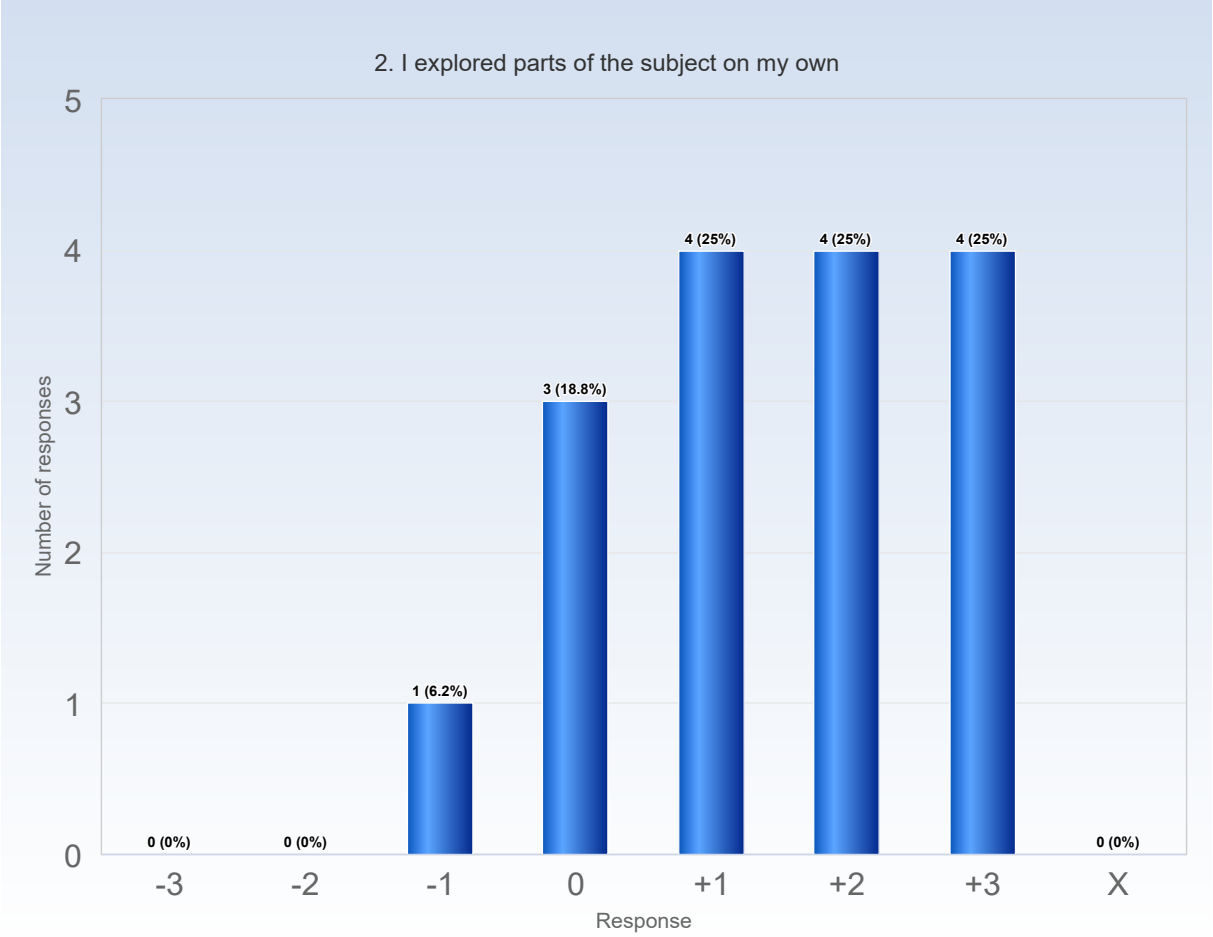
X = I decline to take a position on the statement



Comments

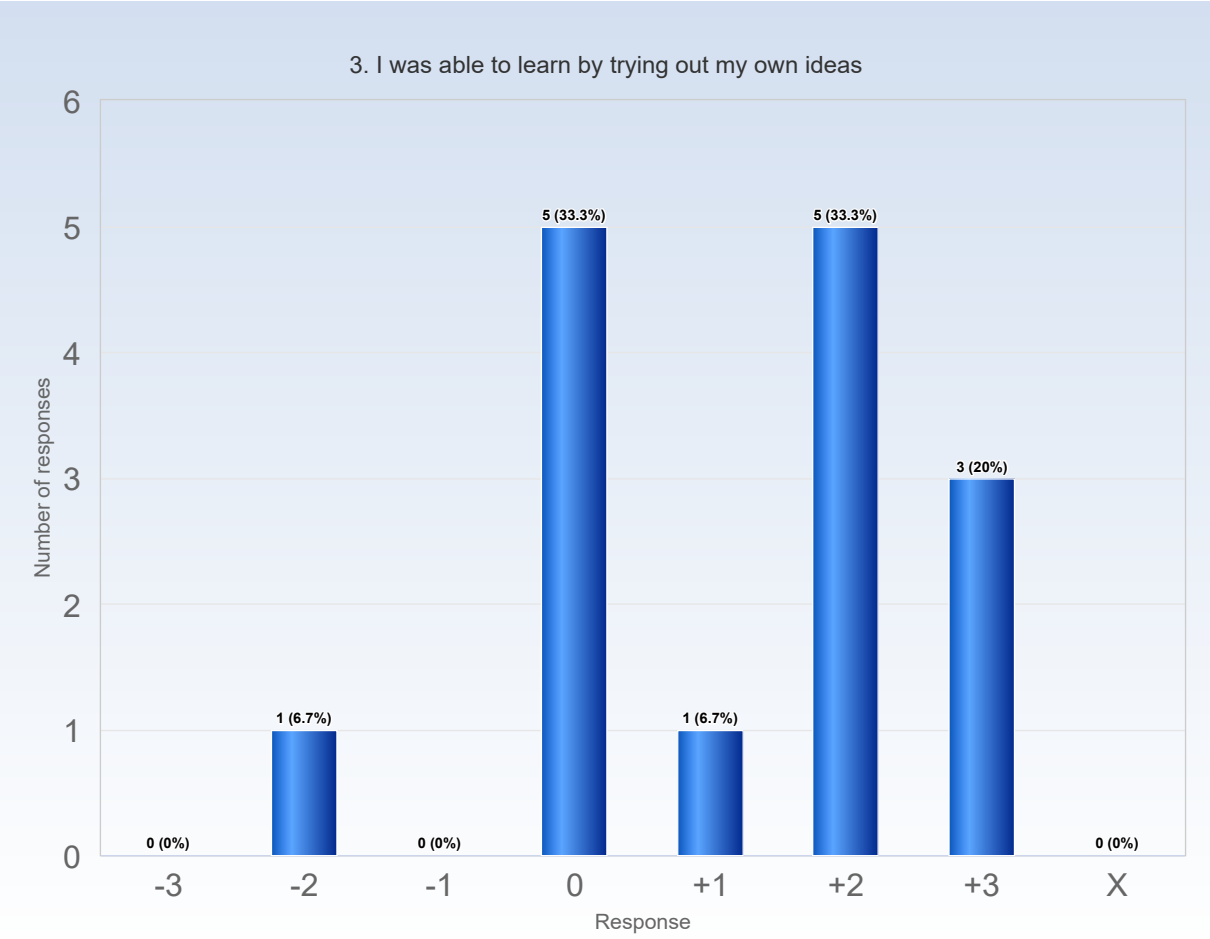
Comments (My response was: +1)
The project 2 helped me to understand a bit more what I was learning. Except from this, I still don't know how what I learnt is applied in electrical engineering concepts (we barely worked on electrical circuits for ex)

Comments (My response was: +3)
Yes



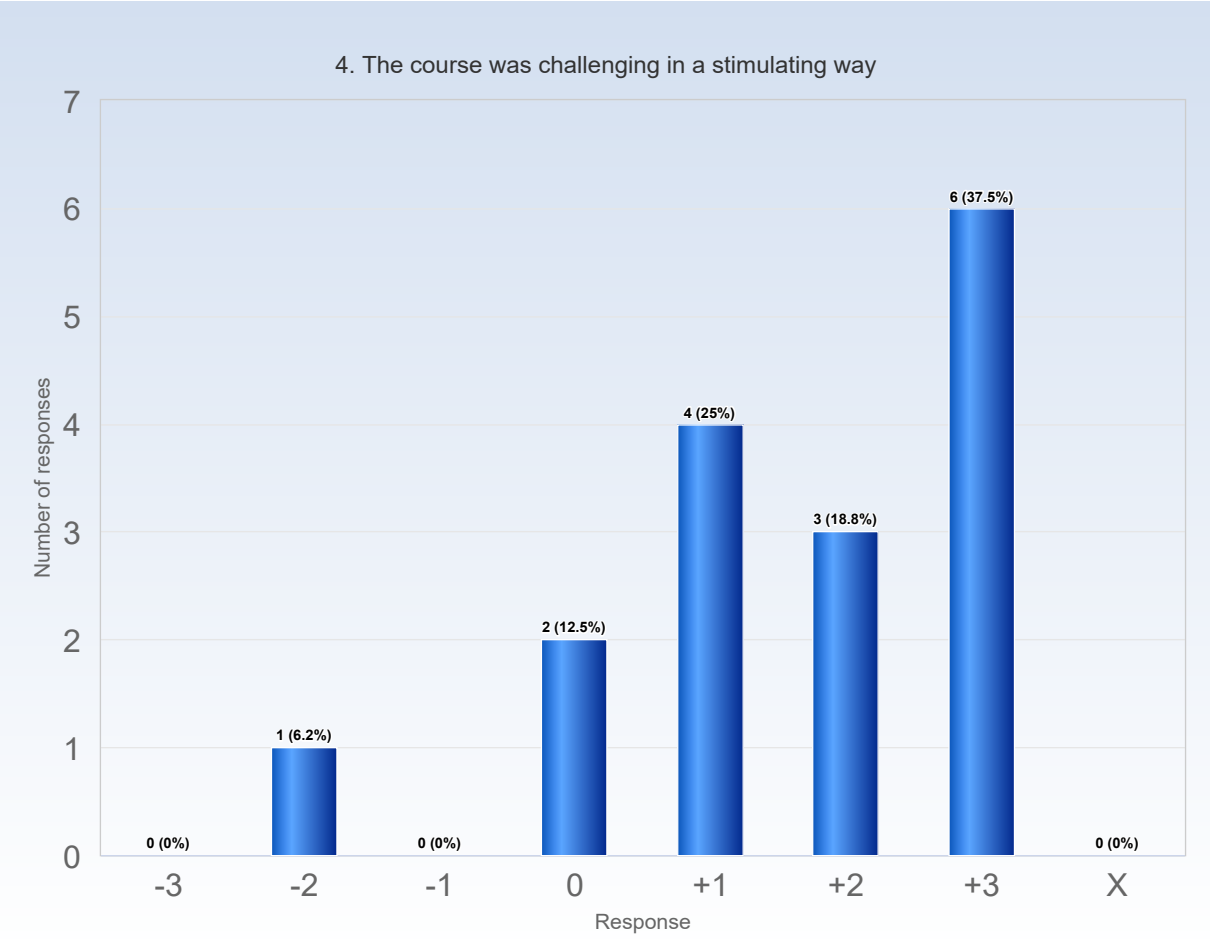
Comments

Comments (My response was: +3)
Yes, because I work with the signal which is within the scope



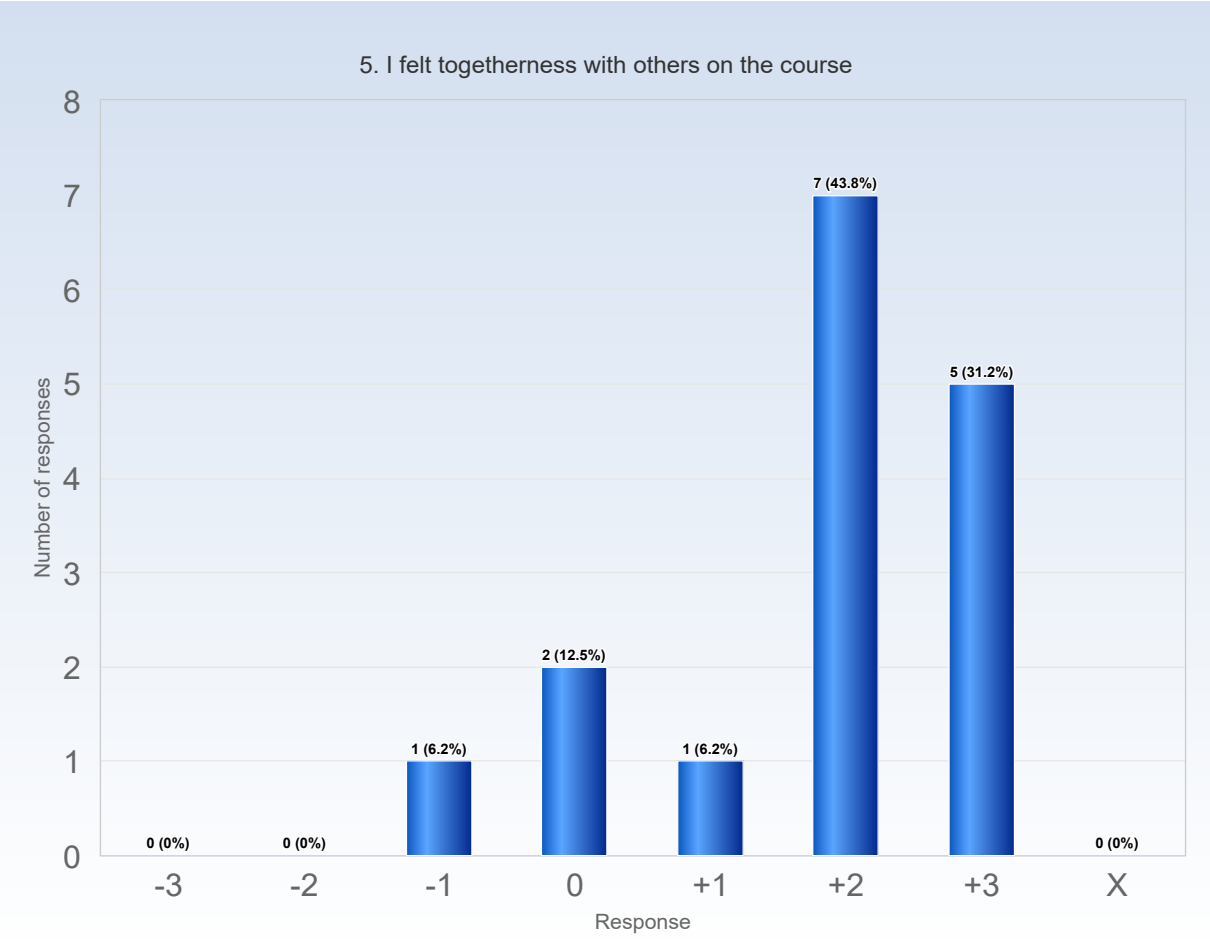
Comments

Comments (My response was: +3)
I tried only for my own simple idea, not complex one.



Comments

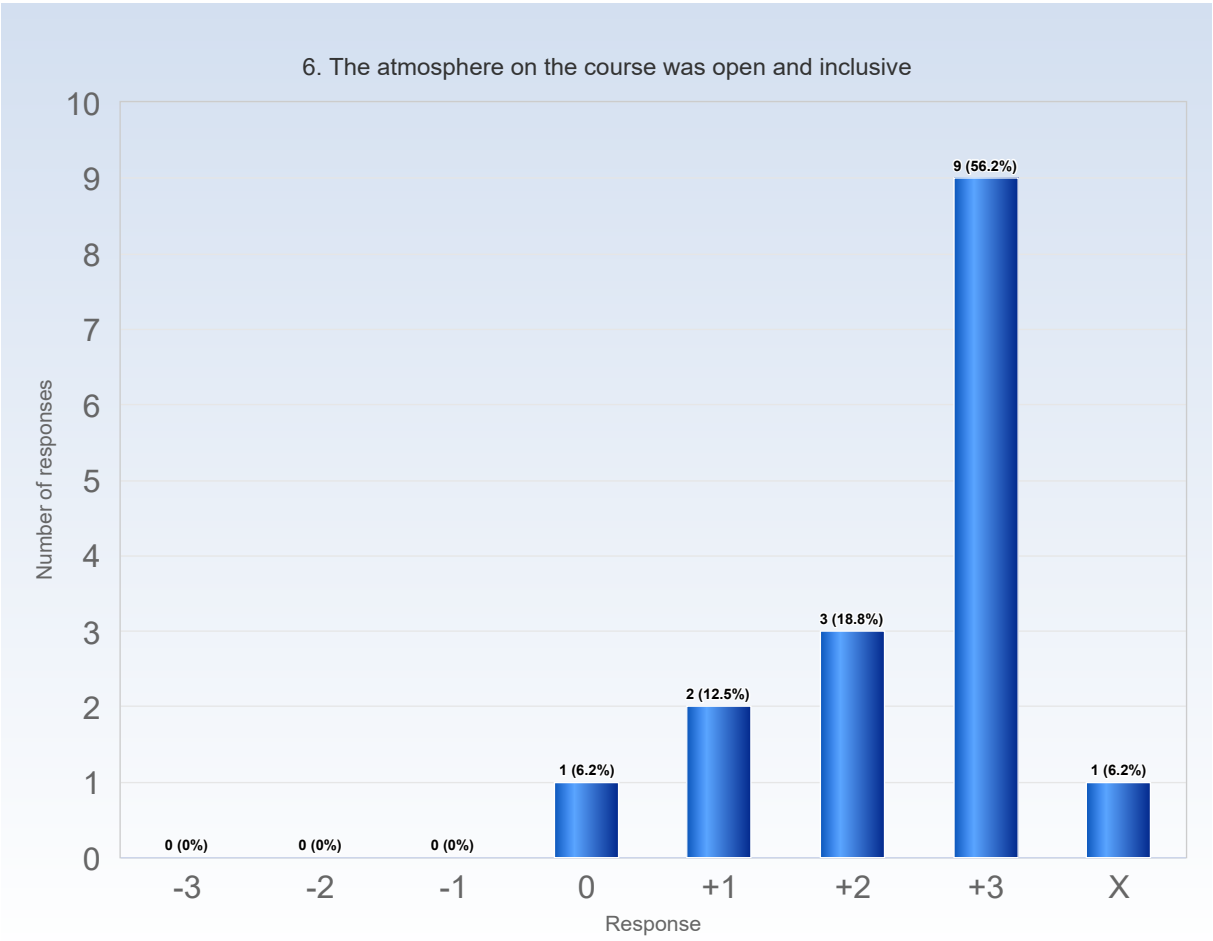
Comments (My response was: +3)
Yes



Comments

Comments (My response was: 0)

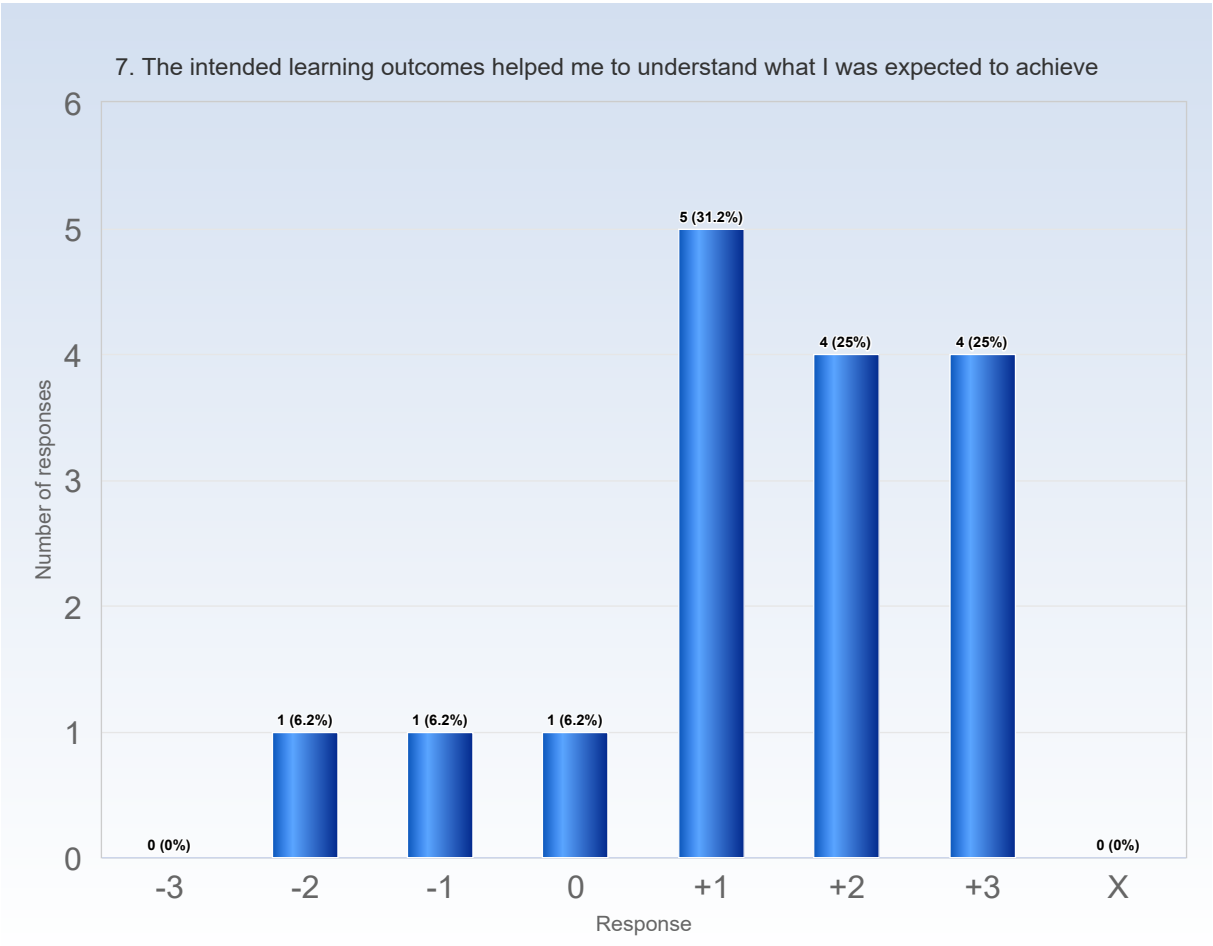
I only discuss a lot with my project partner. Other than that, I asked the teacher and TAs only.



Comments

Comments (My response was: X)

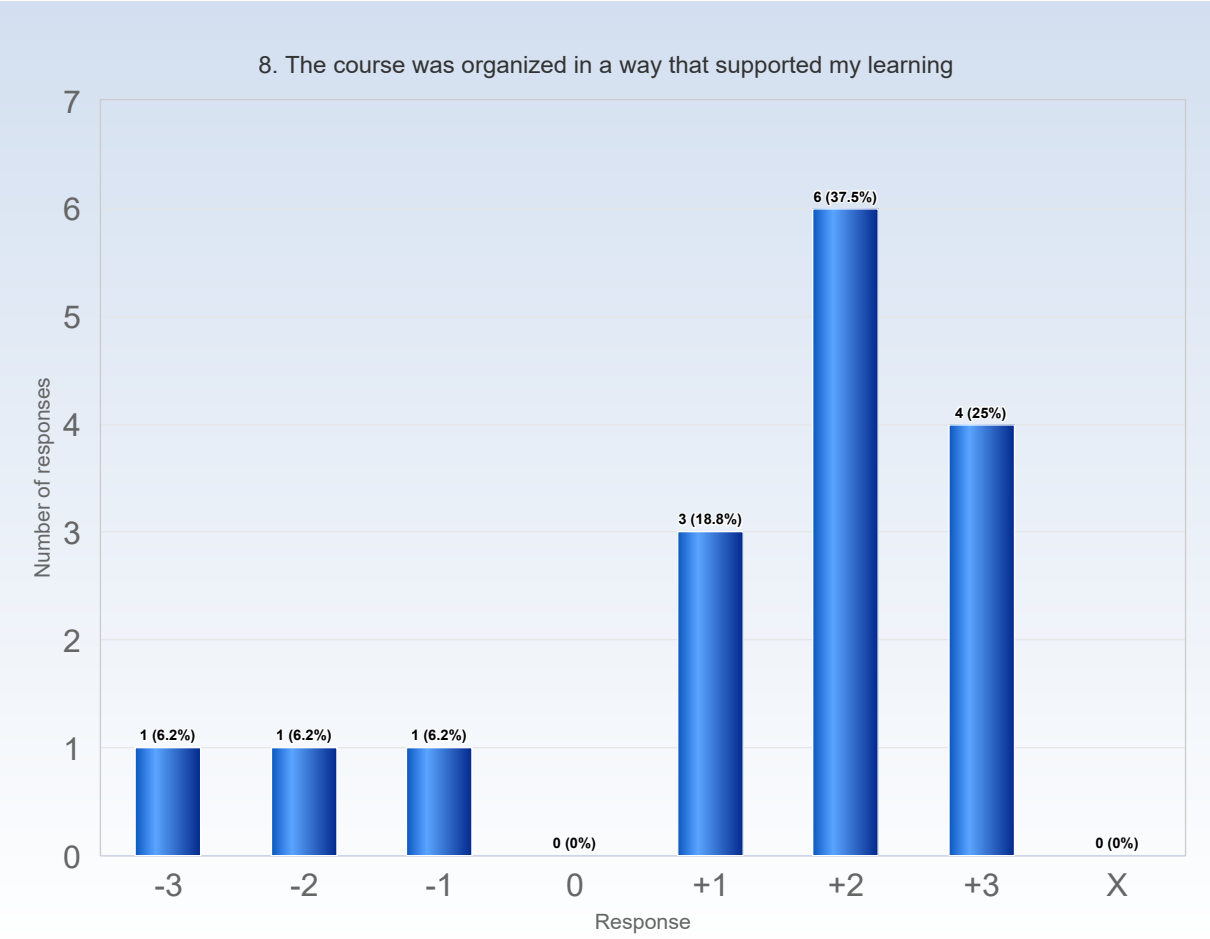
Yes, everybody is assessed based on capability, not race, gender, or social class



Comments

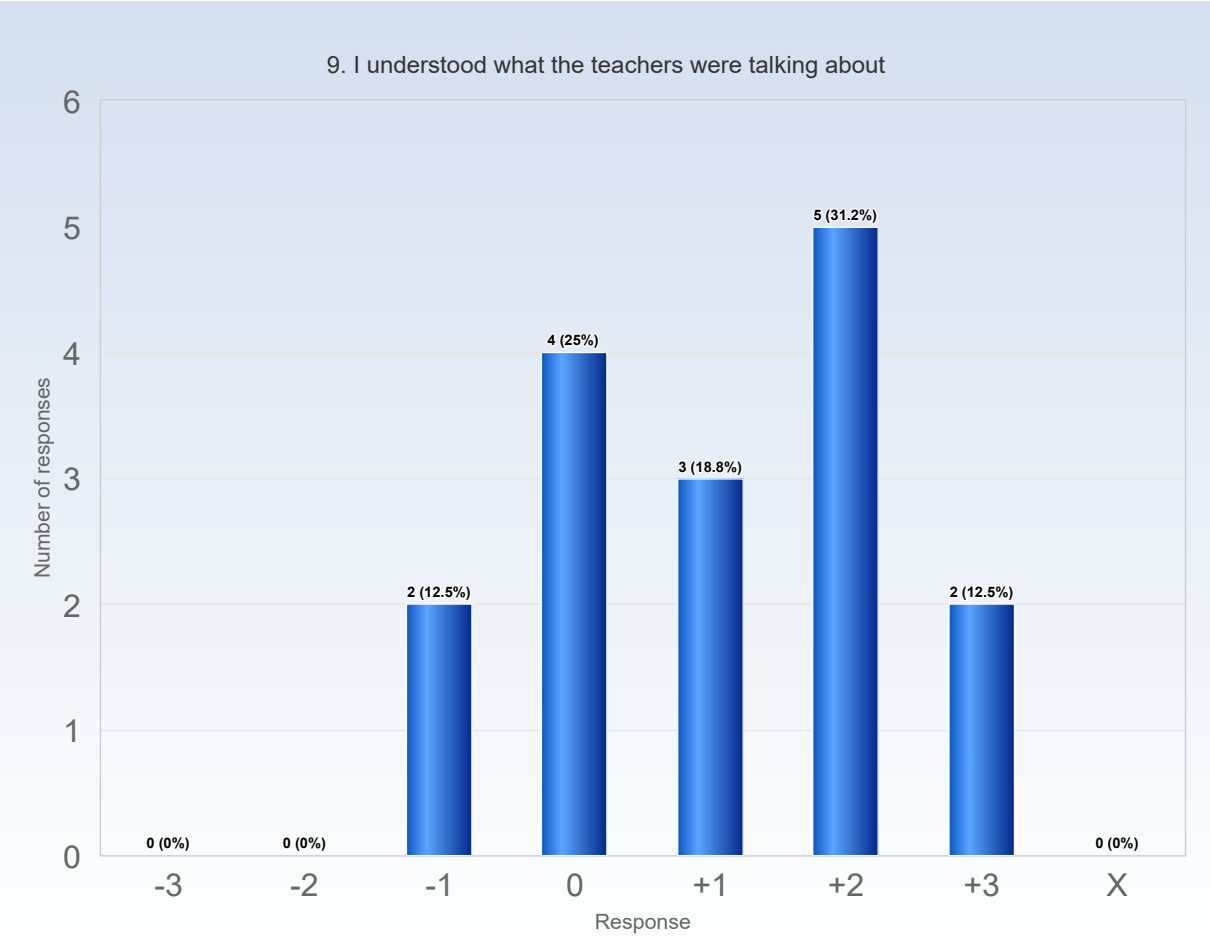
Comments (My response was: 0)
I don't think that stating the learning outcomes if useful, one has to understand everything in all cases.

Comments (My response was: +3)
I think it is even more than what I expected



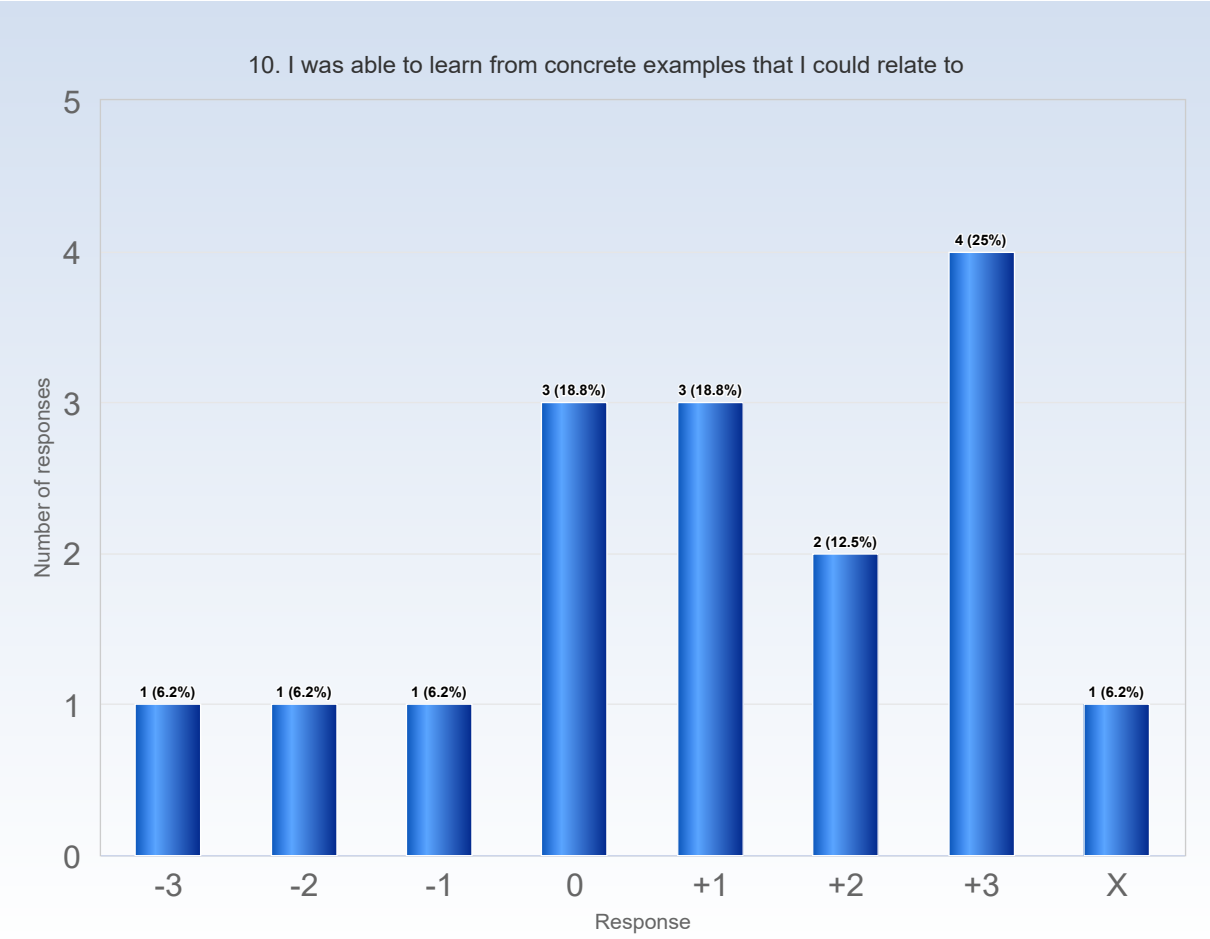
Comments

Comments (My response was: +2)
Yes to some extent, because it is more suitable for me to have physical lecture other than recorded lecture



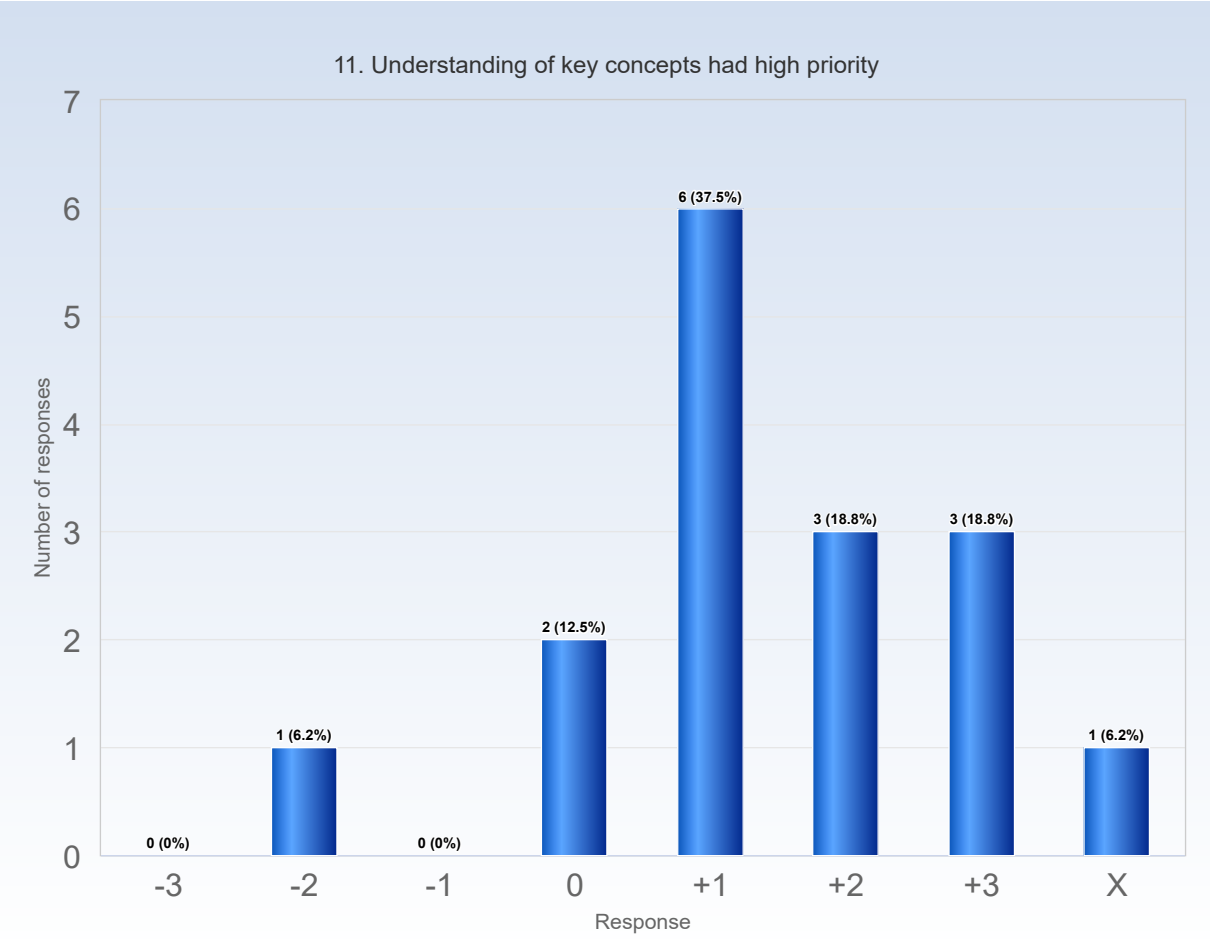
Comments

Comments (My response was: +3)
Yes, although I have to think twice for understand it



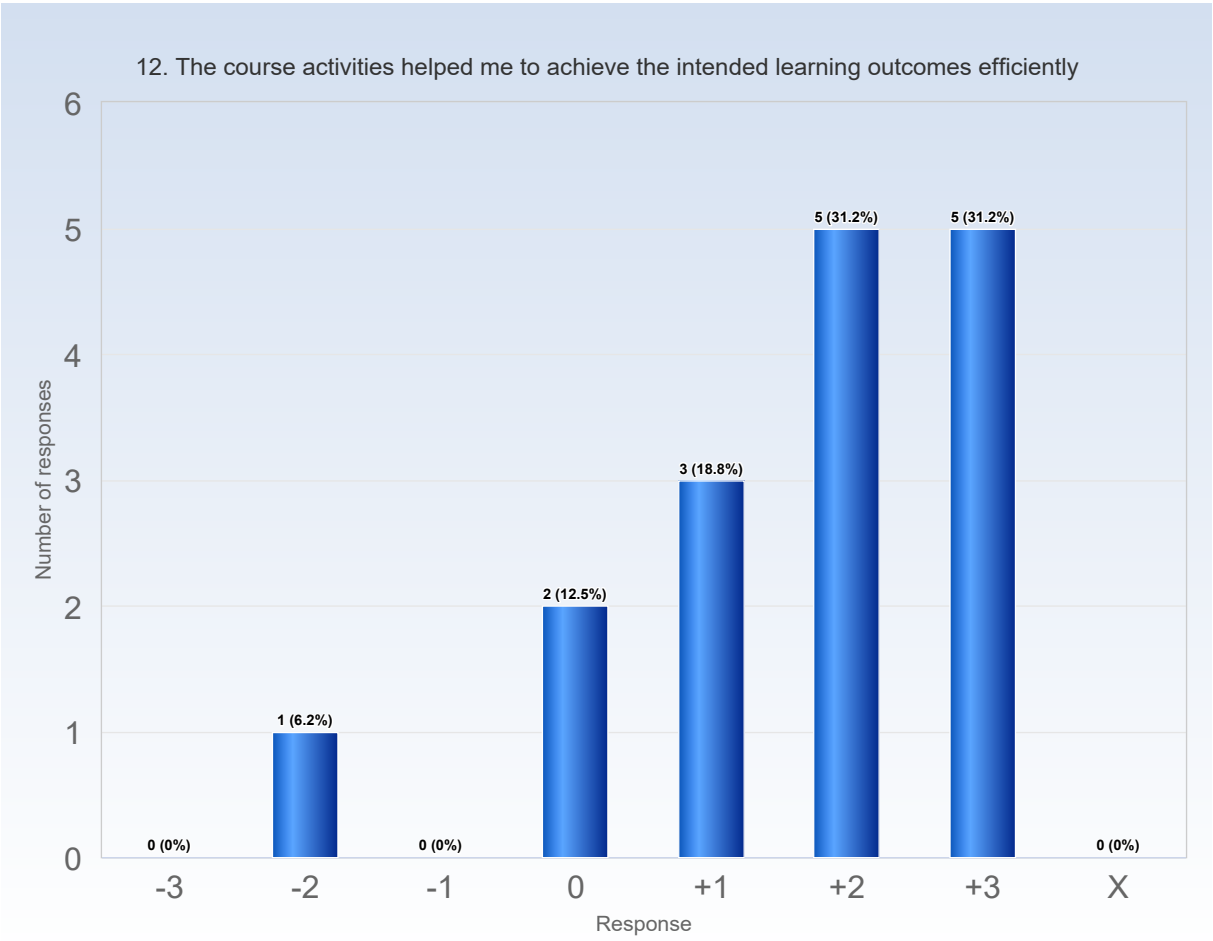
Comments

Comments (My response was: X)
Yes, with the example in signal I work with, this course is heplful to understand it



Comments

Comments (My response was: X)
Yes, without it, it is not easy to pass the exam



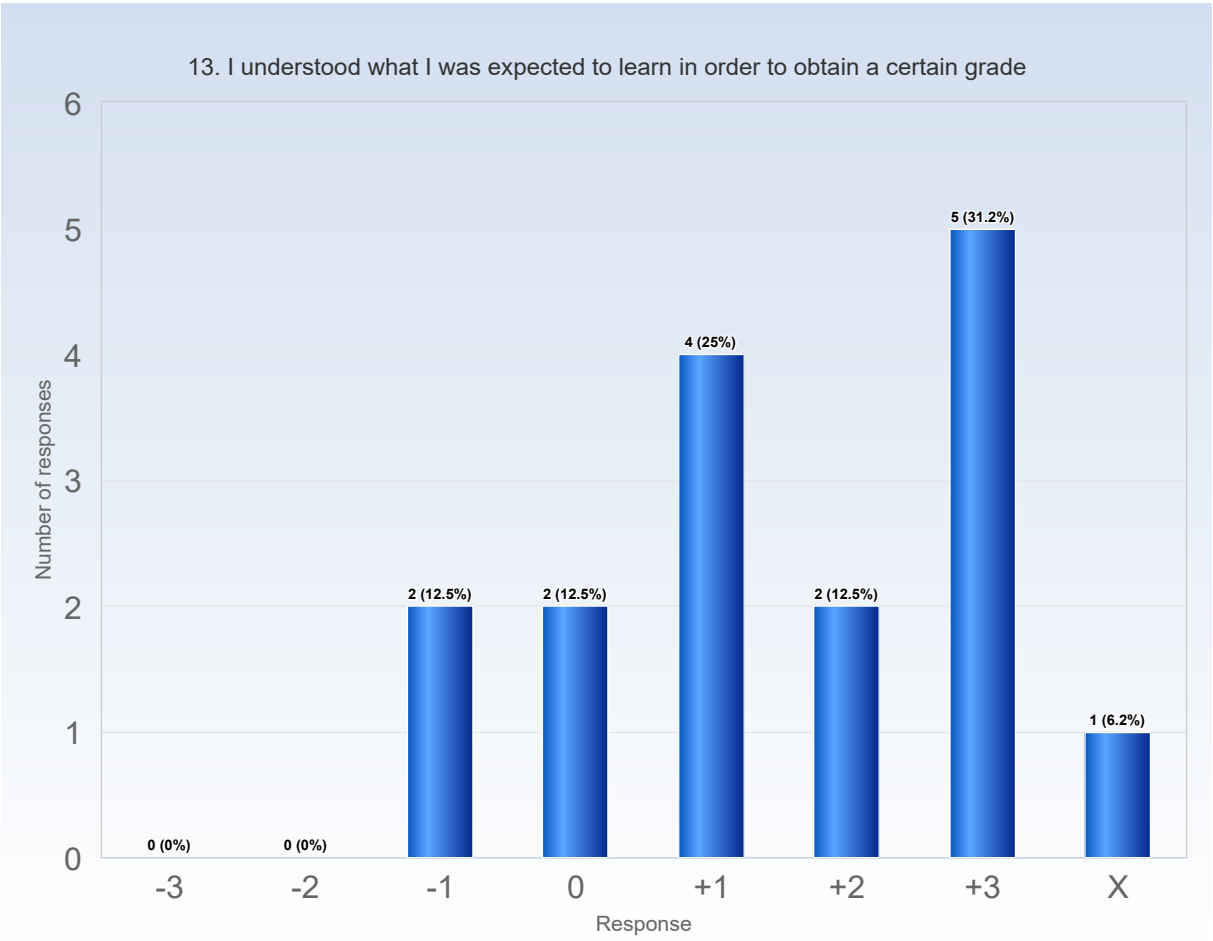
Comments

(My response was: -2)

The exercises are too easy (especially compared to the exam), and I think that more difficult and longer exercises could help to really understand the concepts.

(My response was: +3)

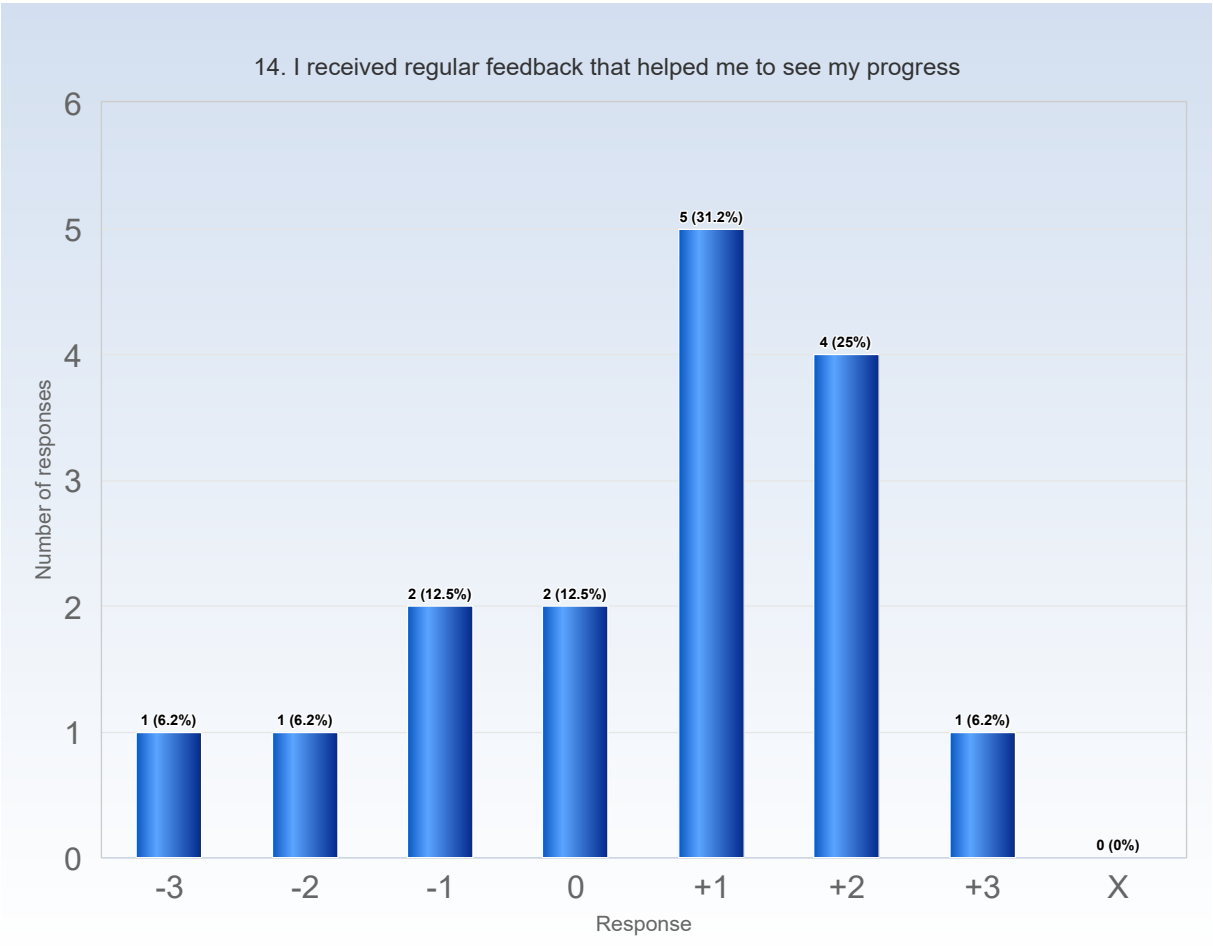
I agree but not that efficient for me



Comments

Comments (My response was: 0)
I understood that I had to work on the previous exams.

Comments (My response was: X)
By looking at old exams, whoever got A is a god to me



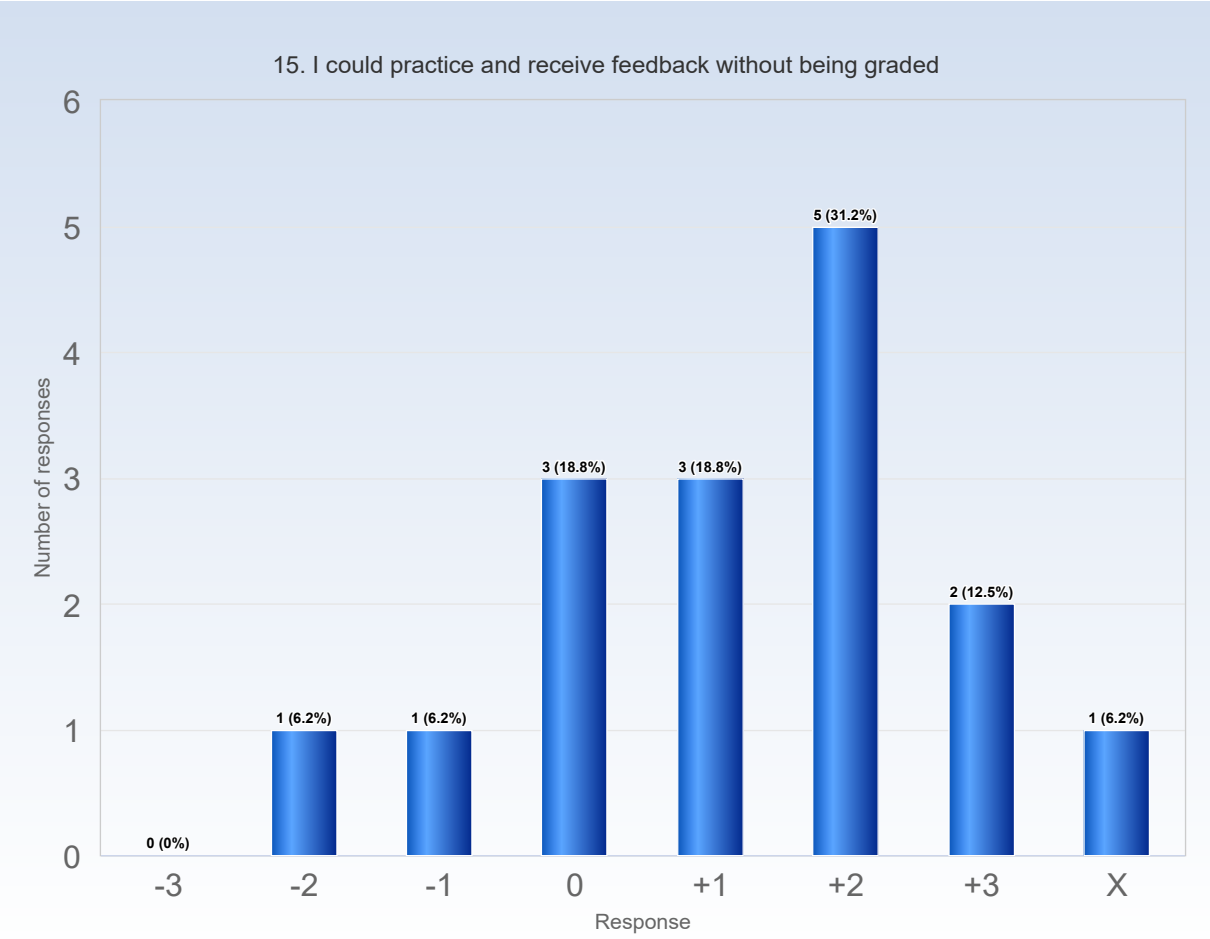
Comments

Comments (My response was: -3)

The reading assignments are I think not a good "measure" of progress.

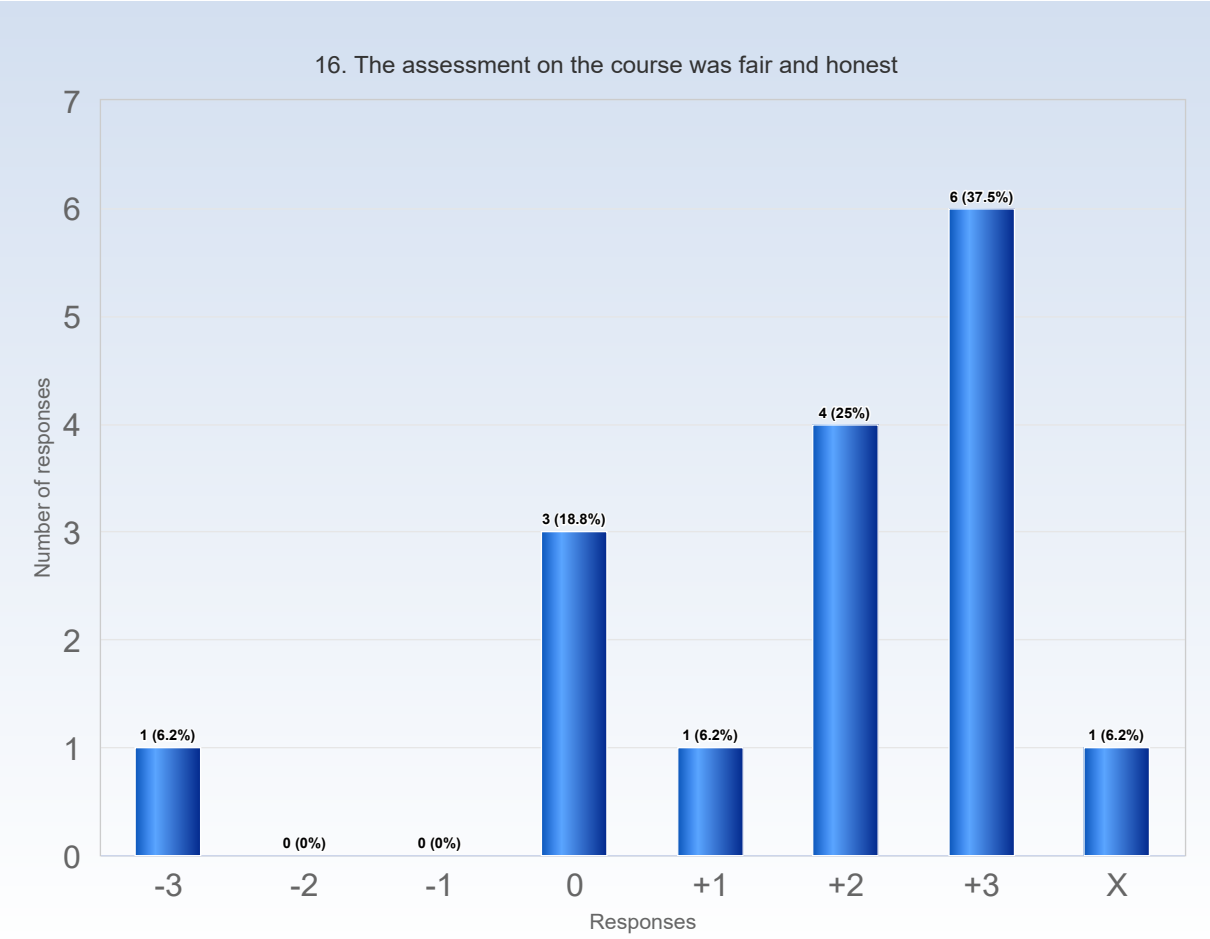
Comments (My response was: +1)

There is no regulat feedback



Comments

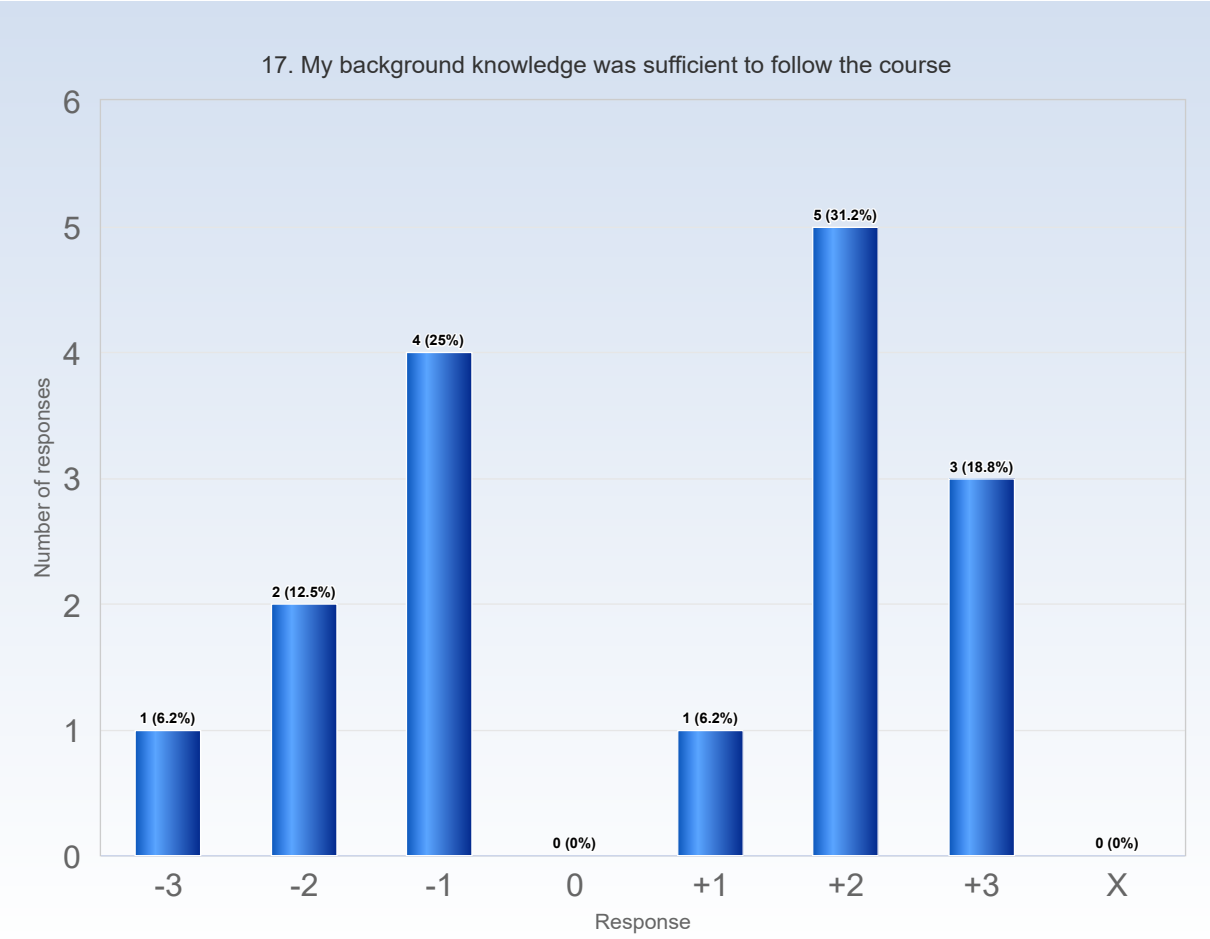
Comments (My response was: X)
Definitely. Grade is important but not everything to me. Comprehension is my top priority.



Comments

Comments (My response was: -3)
It does not make any sense to have a hard exam compared to the tutorials. The inverse should be done. 1) By doing a hard exam, we only deal with 'deep' concepts once the course is over, which is regrettable. Moreover, we do not benefit from the help of the TAs to deal with those problems. This exam seems to be only made to "select" students and not to make us improve the knowledge of the material. We should have harder exercises, suitable to prepare us to the exam.

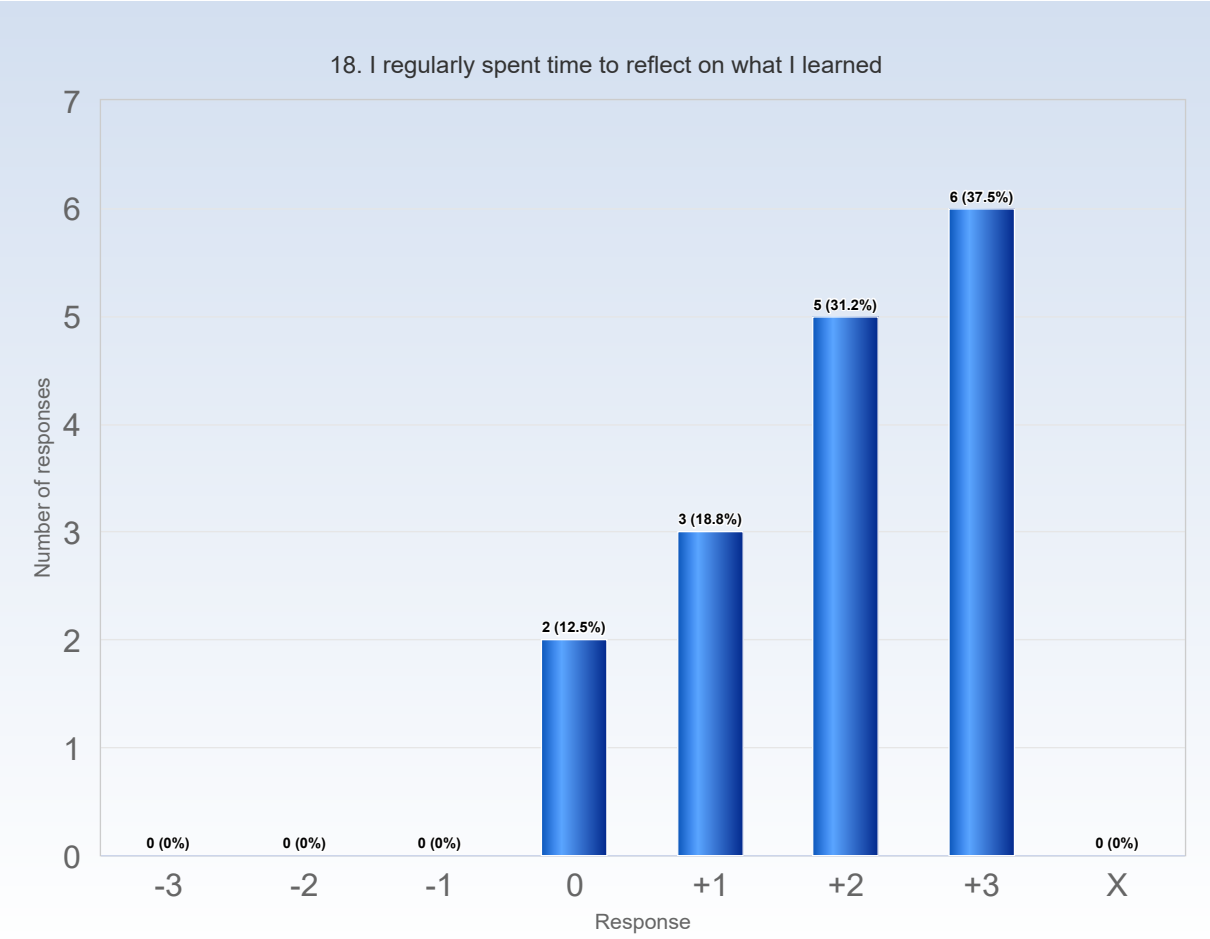
Comments (My response was: X)
Yes, in both tutorials and projects.



Comments

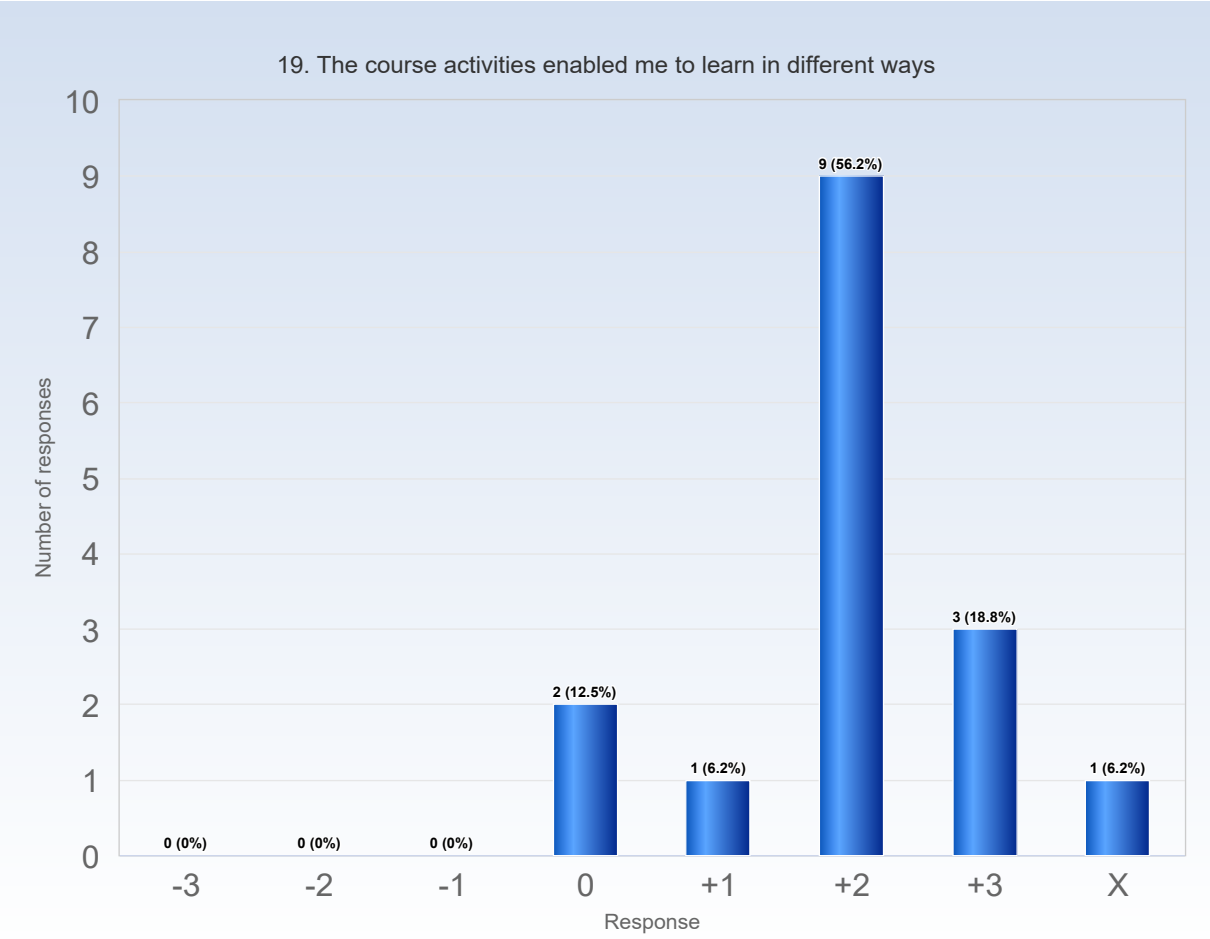
Comments (My response was: -1)
I had the mathematical tools, but with no prior knowledge in signals and systems, I could not understand the purpose of this course, as it does not re-explain basic concepts I think.

Comments (My response was: +3)
Yes, I have ever taken a probability and statistic in bachelor



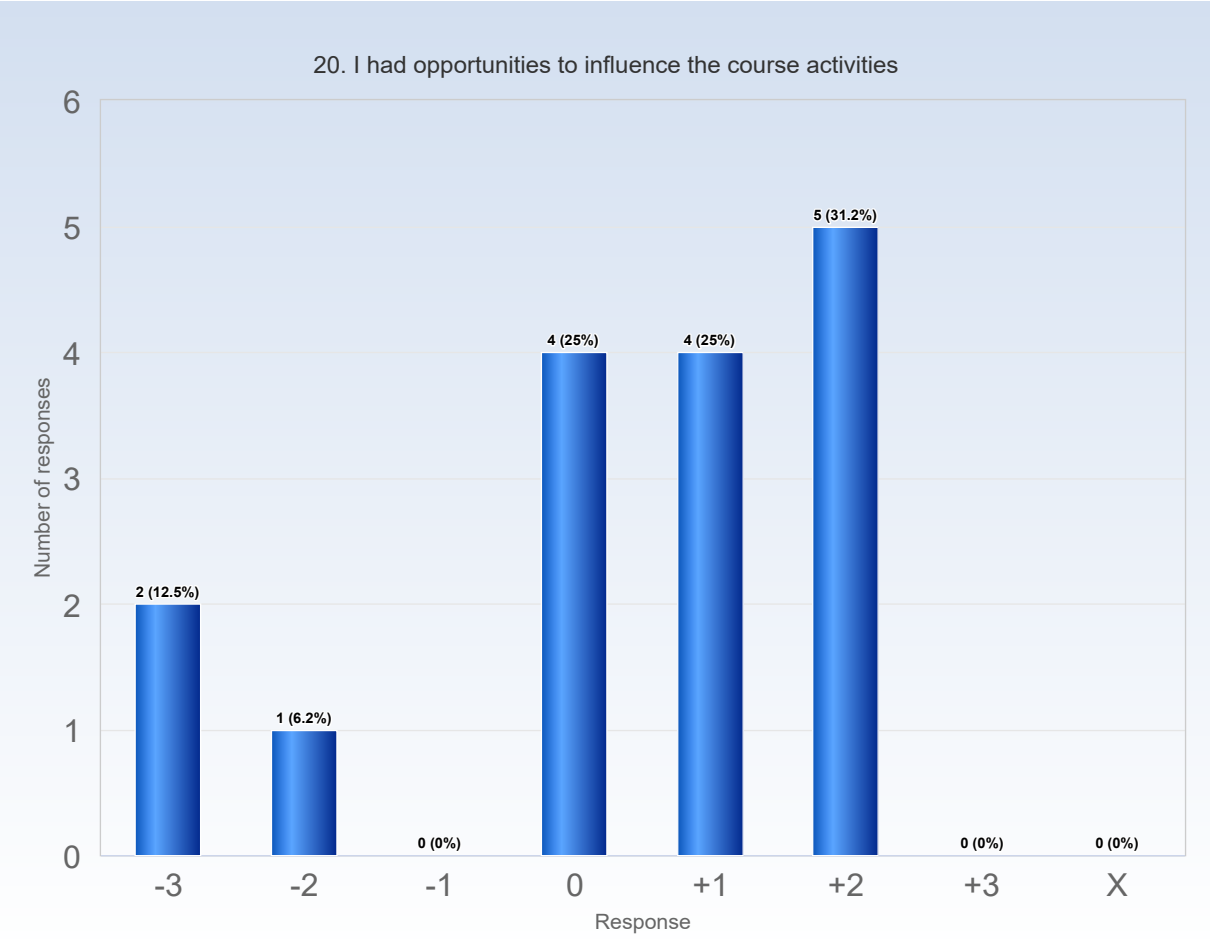
Comments

Comments (My response was: +3)
Yes, it is a must



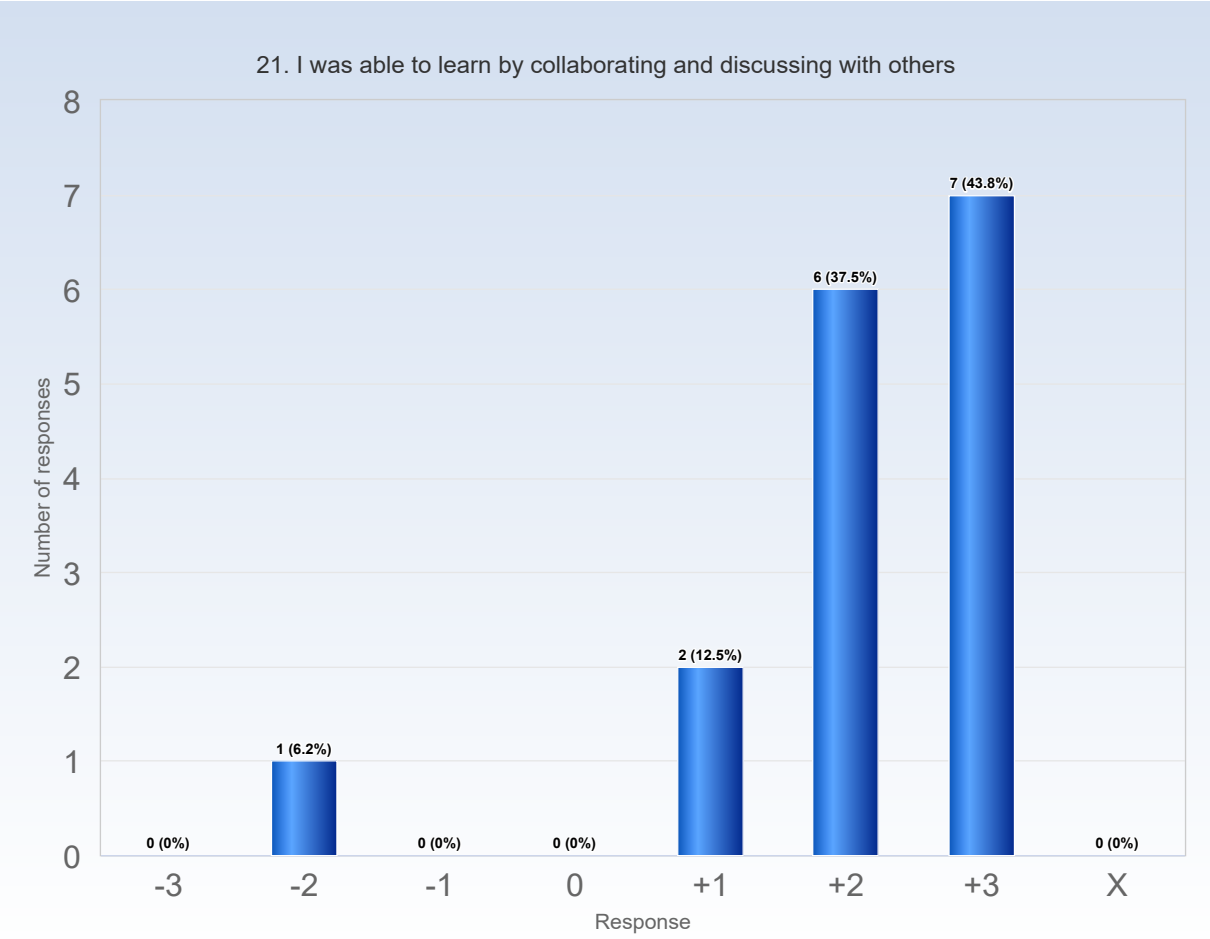
Comments

Comments (My response was: X)
Yes, project gives me a way to brainstorm with my chosen person



Comments

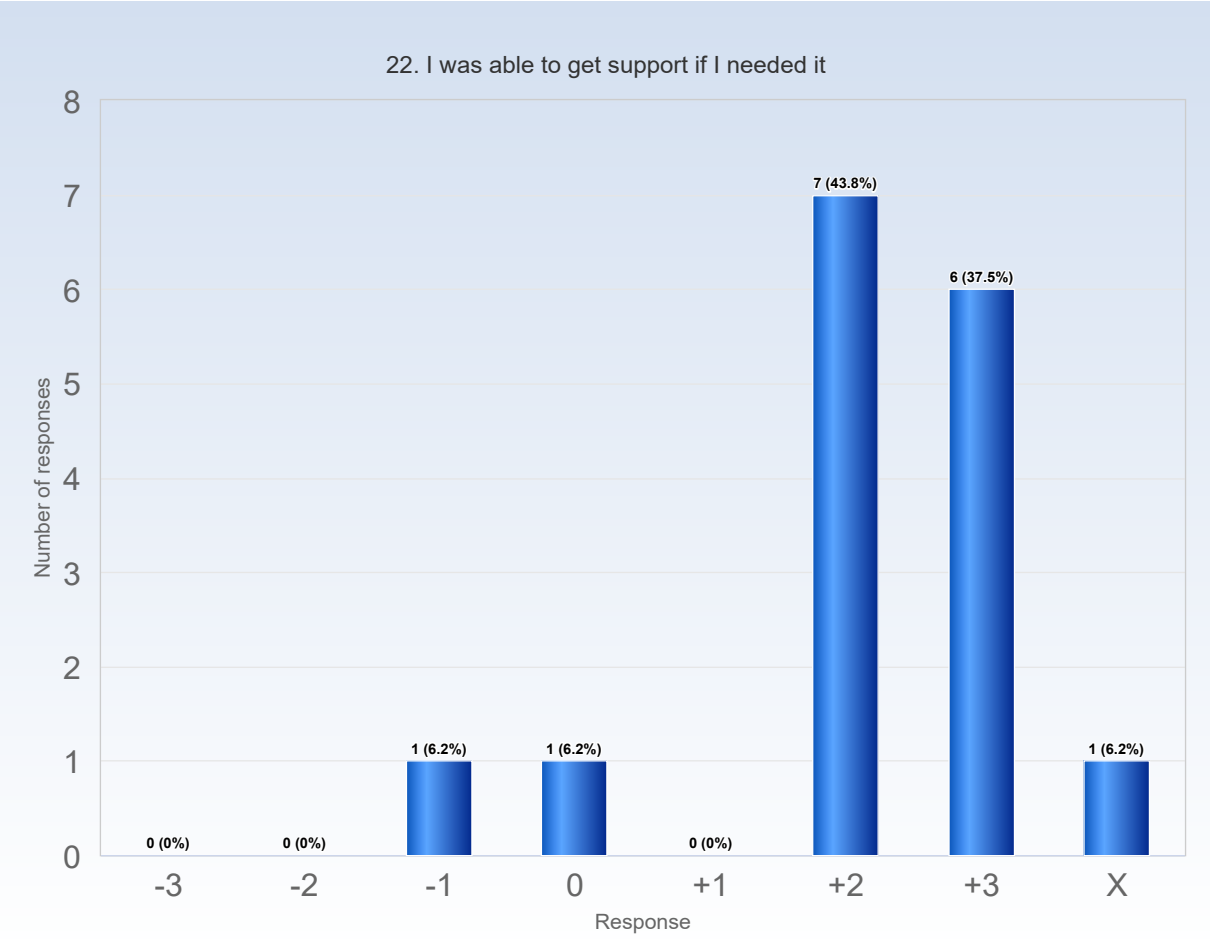
Comments (My response was: +2)
I felt like I never influence the activity but I was able



Comments

Comments (My response was: -2)

I felt that I can dicuss during the relection lecture but not collaborating with others. I only collaborate to one person which is my project partner



Comments

Comments (My response was: X)
Yes, the teacher and TAs always answer my questions sufficiently

SPECIFIKA FRÅGOR

How was your learning experience watching the recorded online lectures?

SPECIFIKA FRÅGOR

How was your learning experience watching the recorded online lectures?
I am both happy and unhappy about it. Happiness: I can stop or replay the recording and also screenshot. Unhappiness: it is not interactive, so it is hard to ask question right away.
The recorded online lectures were a good way to learn but some concepts are not covered so it is also necessary to read the book.
I just watched the first lectures. I understood better reading the book, thus I just read the slides.
Good
Detailed, and well-organized. Slides are useful to keep and check.
Okay.
That's nice.
Not very good so I suggest using offline lectures
Not really good.
Nice.
nice
The online lectures are convenient since it can be seen at anytime and can be repeated as many times as one likes.

How was your learning experience in the reflection lectures?

How was your learning experience in the reflection lectures?
I like it because it is helpful for passing the first part of exam. However, sometimes the chosen sentences in the slides are ambiguous and confusing.
The reflection lecture in class coud be more access on the resolution of exercises. Because at home, we already study the theory a lot by watching the videos and reading the book.
I was able to better understand some concepts.
I think those lectures are not very useful...
Reflection lectures are concept-based and sometimes confusing. If a conclusion material with an explanation is given after class, it would be helpful, because sometimes just too busy taking notes and may miss something.
Good.
We discussed a lot.
Not very good but this is mainly because I didn't finish the lecture on time
Pretty good.
Good!
nice
It is a bit difficult to think about concepts and their inferences. And its help to me is not that big.

How as your learning experience in the tutorials?

How as your learning experience in the tutorials?
I am satisfied with how both TAs answer my questions.
The tutorials are very good for understanding the exercises and asking our questions. But not all the exercises are covered (and often the difficult ones because at the end of the series, it's regrettable).
TAs well explained the exercises. Since I had a lot of work during project weeks (also for other 2 courses) I was not able to do the exercises for some weeks.
Good
Great. Helps a lot.
Good.
That was great and really helpful.
It's okay
Fabulous.
Very Good! I can improve my understanding of difficult abstracts by solving problems.
excellent
The tutorials are good. We can practice problems, ask what we don't understand and get answers from TAs at real time.

How was your learning experience doing the projects?

How was your learning experience doing the projects?
It is helpful to understand how to use the concepts. Both TAs also always help me figure it out by answering my questions via email.
The projects were difficult to do, but taught me a lot and are a good way to put theory into practice and have more concrete examples.
It was really stressful to do the projects. TA can not help you and at the beginning I was alone. I found someone to do the project later, but it was still really difficult to understand some tasks (especially when the topic was discussed weeks after). Project1 and 2 were also really close and I did not have time to study other things.
Ok
Not hard to finish it, but it would be tricky to write and modify the reports.
Good, I did learn a lot, the project instruction is enlightening, more than just requirements.
I had a fun time in implementing my knowledge into practice.
It's really fun. Doing projects give me the sense of participation
Learnt some functions from matlab. It is great even though it took some time to finish it.
It's really good for two people to learn together and solve problems through teamwork.
nice
The projects are interesting and challenging.

How was your learning experience in the industry lecture?

How was your learning experience in the industry lecture?
I did not come so I have no word for this.
The industry lecture was interesting but the subject was too complicated for my level of study, I did not understand everything.
I thought that the lecture was in remote (zoom), but it was in class so I could not participate.
I did not understand anything...but it must be due to the fact that I have no knowledge in all this. It must be very useful nevertheless!
Inspiring to listen to it.
Good.
It was good. I learnt a lot of new ideas in nowaday communication implementation.
It's okay
I learnt what they do in the industry now. It is pretty good.
Nice.
nice

How was your learning experience overall?

How was your learning experience overall?
Actually, this is an interesting course. I wish it can be stretched out a whole semester.
Overall my learning experience was good.
I am still studying some topics that I did not understand well, but I think I have now a good basic knowledge on Signal Theory.
Not very good, I did not have the impression to deeply understand the concepts, I was only able to do calculations of functions, etc but without understanding the purpose. We really should have more complete exercises (longer and harder, this is how concepts go in the brain I think).
Good and fluent. But I guess I need to practice a lot on exercises and old exam problems to try getting a good grade.
Very Good.
That's great for me.
Okay but if there is more offline lectures it would be fine
It is pretty good overall.
Good!
nice
It's OK but the course itself is a bit difficult.

Please find the exam info at https://people.kth.se/~oech/examinfo22.pdf

Please find the exam info at https://people.kth.se/~oech/examinfo22.pdf
Thank you
Thanks.
Thank you.
Thank you
Thx
ok
thanks