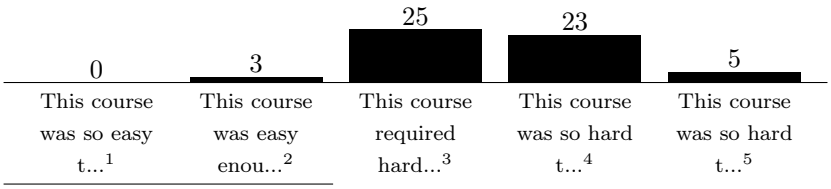
Sammanställning av Course evaluation for Statistisk maskininlärning (61808)

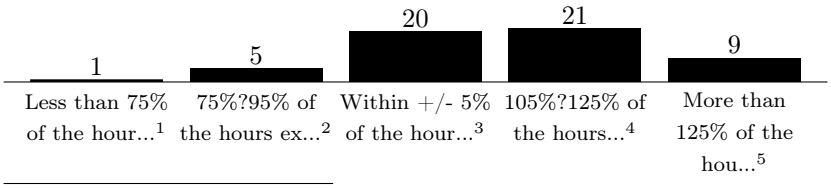
Sammanställd	
Antal svar	57 av 218 (svarsfrekvens 26 %)
Tillgänglig	2022-03-06 – 2022-03-27
Kontaktperson	Itkansli LSC (it-kansli@it.uu.se), verksam vid institutionen för informationsteknologi
Kurs	Statistisk maskininlärning (61808)

1. How would you rate the course's degree of difficulty? Description: Here, you are asked how difficult you think the course was, taking its requirements and level into consideration. Please comment on your answer.



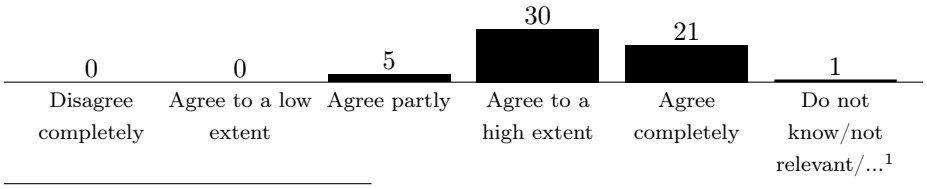
[1] This course was so easy that I did not have to work to pass
[2] This course was easy enough that I dind't have to work hard to pass
[3] This course required hard work to pass
[4] This course was so hard that I struggled to pass
[5] This course was so hard that it felt impossible to pass

2. How did you perceive the course's workload in relation to its size (number of credits)? Description: Here, you are asked how you perceived the workload, i.e. how much total time you invested in relation to full-time. Baseline: a 5-credit course given in a period of 10 weeks is expected to correspond to 1/3 of full-time, or 13.3 hours per week. Please comment on your answer. *(Antal obesvarade = 1)*



[1] Less than 75% of the hours expected
[2] 75%?95% of the hours expected
[3] Within +/- 5% of the hours expected
[4] 105%?125% of the hours expected
[5] More than 125% of the hours expected

3. I took a great deal of responsibility for my own learning during the course. Description: Here, we want to know to what extent you took responsibility for your own learning, or if you e.g. relied more on the efforts of others. Please comment on your answer. *(Medel = 4,3, SD = 0,6) (1 = Disagree completely, 5 = Agree completely)*

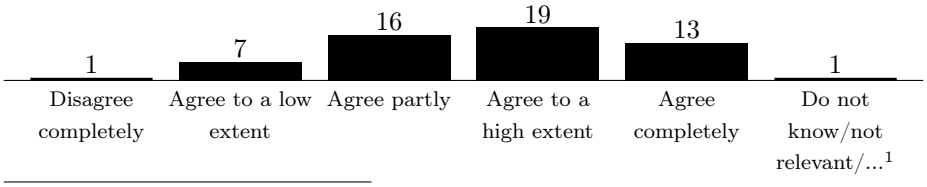


[1] Do not know/not relevant/do not wish to answer

Comments:

- Plenty of help available but with everything being online that?s usually just how it is [5]
- As the course was not on campus, almost all of my studying took part at home. Only the ”mini”-project and now in TentaP I am with other students, and there we help(ed) equally. [5]
- I read most of the recommended chapters in the book, did most of the work on the mini project together with the second group members (the others did not participate that much, would be better to have 2 as minimum group size) and did almost all available practice questions in the course. But there are so many concepts and aspects that it is a little overwhelming for a beginner. [5]
- I participated on all lessons, lab and lectures but could have done more on my own outside the scheduled lectures/lessons to really understand the content of the course. [3]
- I watched all lectures on 1x speed, took the notes, did my stuff. Interesting subject, so watched couple of youtube clips on the subject aswell. [5]

4. I contributed to other students' learning during the course. Description: Here, we want to know to what extent you took responsibility for the learning of others. Have you, for example, taken an active role when studying with others, doing lab work with others, etc.? Please comment on your answer. *(Medel = 3,6, SD = 1,0) (1 = Disagree completely, 5 = Agree completely)*



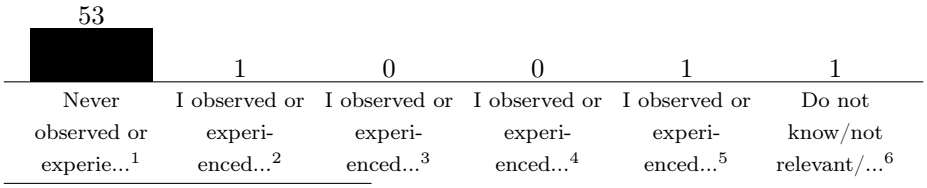
[1] Do not know/not relevant/do not wish to answer

Comments:

- Doing the project together definitely caused us to help learn each other and explain things more clearly [5]
- The only thing done together was the ”mini”-project, were we all contributed to each others learning. Now in TentaP we sit together and here we also help each other equally. [4]
- I took the lead of the mini project, but otherwise not any larger responsibility for others. [3]
- I have been active during the lab and group assignment to contribute to others learning. [4]
- My lab partner was clueless. I gave him clues. [5]

- I found this course very hard but I did my best during labs and the mini project [4]
- I did alot during lab prep, and the ”mini” projekt [4]

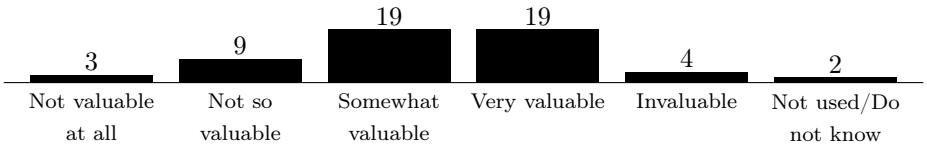
5. How often did you observe (or experience) students being treated unfairly in terms of content, grading, or teaching quality? For example, due to program affiliation, gender, transgender identity or expression, ethnicity, religion or other believes, disability, sexual orientation or age? Please comment. *(Antal obesvarade = 1)*



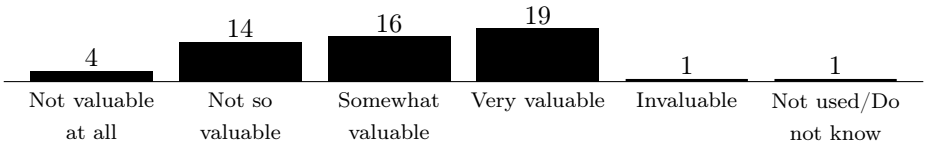
[1] Never observed or experienced this during the course
[2] I observed or experienced this once during the course
[3] I observed or experienced this a few times during the course
[4] I observed or experienced this regularly (once per week)
[5] I observed or experienced this frequently (more than once per week)
[6] Do not know/not relevant/do not wish to answer

6. How valuable were the different activities in the course for your learning? *(Antal obesvarade = 1) (1 = Not valuable at all, 5 = Invaluable)*

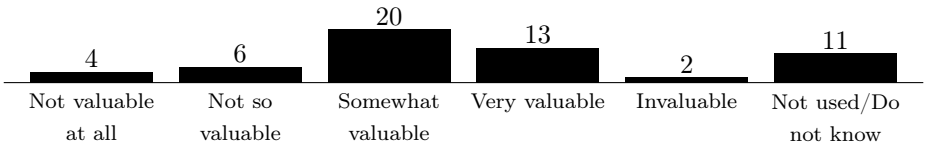
a. Lectures *(Medel = 3,2, SD = 1,0)*



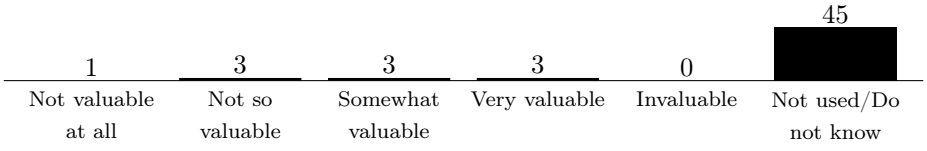
b. Lab sessions *(Medel = 3,0, SD = 1,0)*



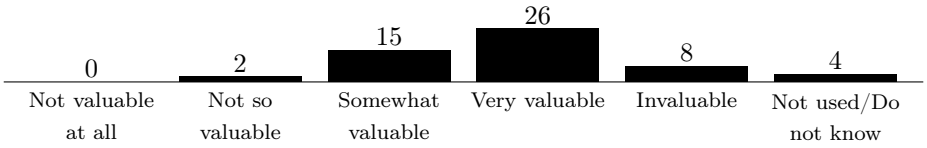
c. Problem solving sessions *(Medel = 3,1, SD = 1,0)*



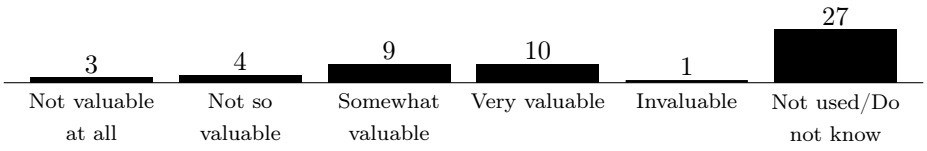
d. Seminars *(Medel = 2,8, SD = 1,0)*



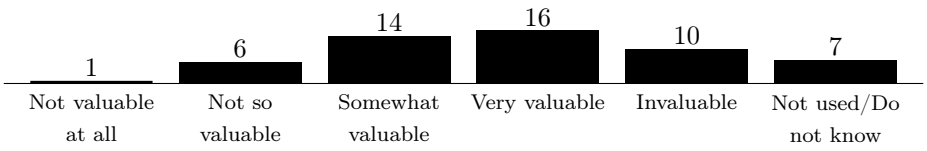
e. Discussions with fellow students *(Medel = 3,8, SD = 0,7)*



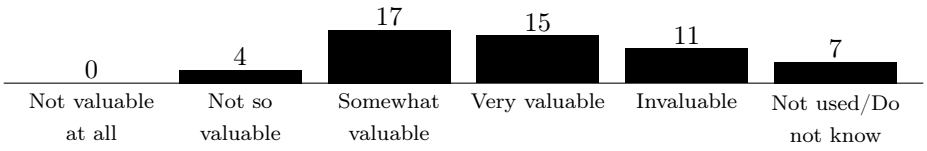
f. Discussions with members of the teaching staff *(Medel = 3,1, SD = 1,1)*



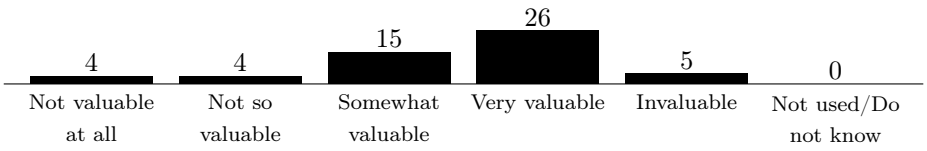
g. The course literature and other resources provided by the course *(Medel = 3,6, SD = 1,0)*



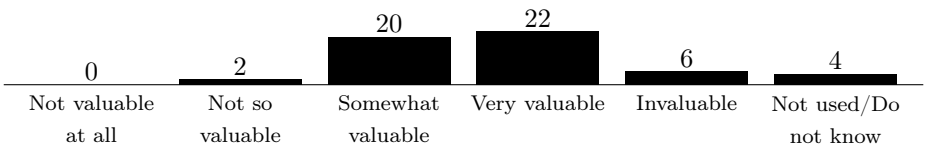
h. External material (web pages, youtube videos etc.) that were NOT provided by the course *(Medel = 3,7, SD = 0,9)*



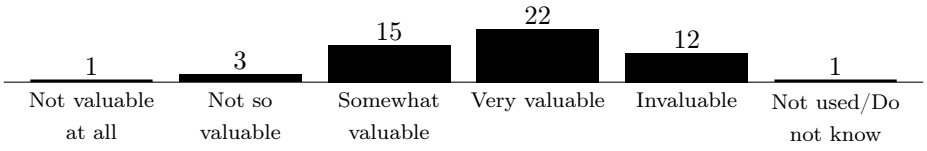
i. Project work / group work *(Medel = 3,4, SD = 1,0)*



j. Self-studies or assignment work at home *(Medel = 3,6, SD = 0,7)*



k. Studying for the exam *(Medel = 3,8, SD = 0,9)*



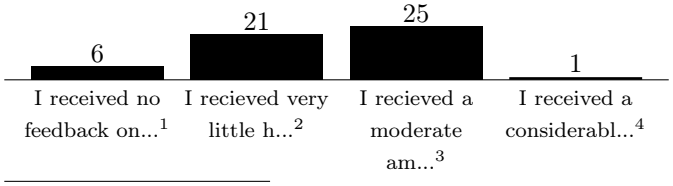
Comments:

- Really liked the mini project and the lectures. However I feel like the exam sometimes focuses too much on calculating basic stuff by hand, I?d like more of the explaining questions as well. [a: 5, b: 4, c: 4, d: Not used/Do not know, e: Not used/Do not know, f: Not used/Do not know, g: 5, h: 3, i: 5, j: Not used/Do not know, k: 3]
- The lectures and exercises focussed on very different things so these course parts felt very un-connected, simply put the lectures did not help with the exercises. The lab was good except that the computers in the computer room did not work, luckily my group-mate had fixed so we could work on her computer. I did not discuss much with the teachers or students. The course literature was good. Linked and other related videos on youtube was very good. The group-work was mostly irritating and difficult. I think it's bad that we had one method each, as we had a harder time understanding the other members results and code. I had liked to work together on the code for the different models. It also took up way too much time to be considered "mini". Would have liked there to be set time in the schedule to work on the project. Self study, did not have much time left for this because of the project. Exam study is progressing ok, but! Different info about difficulty. On the exam page it says "similar to the old exams below (not the more recent online ones)." And then further down that "These exam questions are representative of those which will be used in the final exam." and a list that includes exams from 2020, whn we had online exams. On the question/summary lecture the lecturer said that the exam will be similar to the ones up on studium, despite the change in arrangement. [a: 3, b: 4, c: 4, d: Not used/Do not know, e: 3, f: 3, g: 4, h: 5, i: 3, j: 3, k: 4]
- Combination of lectures, lessons and studying with other students is the best combo. The teachers were very open so it encouraged a good discussion environment! [a: 4, b: 3, c: 3, d: Not used/Do not know, e: 4, f: 4, g: 4, h: 4, i: 4, j: 4, k: 4]
- The lectures and the lessons did not provide the material that was later testen on the examination. The only thing that gave me more knowledge of the course was studying previous exams and looking up information myself but even that could not fully make me understand sometimes. [a: 2, b: 3, c: 1, d: Not used/Do not know, e: 4, f: Not used/Do not know, g: 4, h: 4, i: 3, j: 2, k: 4]
- Good work with the course litterature. It's one of the best course books I've had. [a: 5, b: 4, c: Not used/Do not know, d: Not used/Do not know, e: Not used/Do not know, f: 4, g: 5, h: 5, i: 3, j: 4, k: 4]
- there was to little time to study of the exam [a: 3, b: 4, c: 4, d: Not used/Do not know, e: 5, f: Not used/Do not know, g: 3, h: 3, i: 3, j: 3, k: 4]
- I did all of the assigned problems that we got through out of the course and I did all of the past exams (some multiple times). Still two out of four questions on the exam I had no idea how to solve. Questions that I previously havent seen through any of the problems given. That is in my opinion a very, very bad exam. [a: 3, b: 4, c: 3, d: Not used/Do not know, e: 4, f: Not used/Do not know, g: 3, h: 4, i: 3, j: 3, k: 2]
- Like stated before, i have no clue where the questions at the exam came from, and it feels like some of them were picked from some random placein a large chunk of text in the course book (which is impossible for anyone to know, unless they want to know

more than anyone in the subject ever) [a: 1, b: 2, c: 2, d: 2, e: 4, f: Not used/Do not know, g: 2, h: 2, i: 2, j: 3, k: 1]

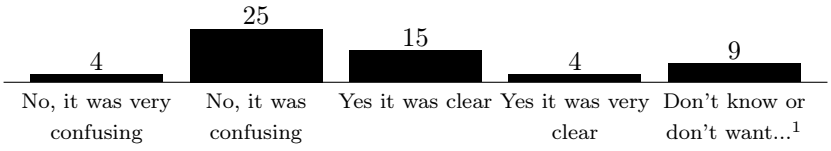
- Studying for the exam was valuable on its own, however the exam was a lot harder than previous exams, so in that sense it was not that valuable to study for the exam. [a: 4, b: 2, c: 3, d: 2, e: 4, f: 2, g: 2, h: 4, i: 4, j: 4, k: 3]
- It was hard to study for the exams since we were giving 6 exams from prev years and no more exercise. It was the first time the teacher held the course and since he didn?t allow us to bring a paper written by ourself as previous years and not making the exams somewhat easier is was super hard to prepare for it. [a: 3, b: 1, c: 1, d: Not used/Do not know, e: 5, f: 5, g: 1, h: 5, i: 4, j: 4, k: 5]
- The exam was very different from previous ones. All theory questions were completely new. Seems unfair that we were?nt allowed to bring a sheet of notes to the exam when previous student were. [a: 3, b: 1, c: 1, d: Not used/Do not know, e: 4, f: 1, g: 3, h: 3, i: 1, j: Not used/Do not know, k: 2]

7. Disregarding grading, the teaching staff gave me helpful feedback on my work and suggested improvements *(Antal obesvarade = 4)*



[1] I received no feedback on my work
[2] I recieved very little helpful feedback on my work
[3] I recieved a moderate amount of helpful feedback on my work
[4] I received a considerable amount of helpful feedback on my work

8. It was easy to understand the standard of work expected for a particular grade *(Medel = 2,4, SD = 0,8) (1 = No, it was very confusing, 4 = Yes it was very clear)*



[1] Don't know or don't want to answer

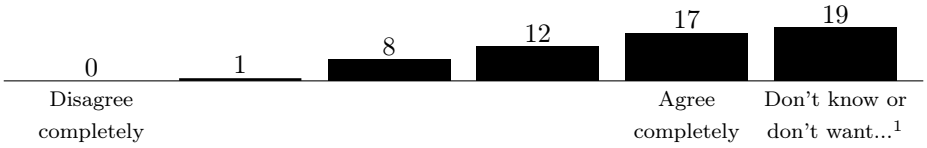
Comments:

- The project instruction severely lacked clarity. [2]
- If i have understanded correctly that a grade above 3 depends only on the exam then it is very clear. The requrements on the report and lab were clear. [3]
- Since the exams differ in their difficulty (some questions were much more difficult than others, i.e. march 2019 March I think when there was a two page derivation of matrices in the answers amongst other things) while other exams had no such questions it is a little unclear what to expect from the exams. [2]
- Jag var med på alla föreläsningar och lektioner, deltog aktivt på projektet och pluggade ordentligt inför tentamen. När jag gick in i tentasalen gjorde jag det med säkerhet. Trots detta är jag helt säker på att jag inte kommer klara tentan eftersom den inte liknade de

äldre tentorna (alltså det jag trodde förväntades) alls. Tentan var mycket med kryptisk och innehöll många fler och svårare beräkningar än de tidigare tentorna. Jag tycker att det är orimligt att man inte ska klara sig om man har deltagit aktivt under hela kursen. [2]

- For the exam it is very confusing to understand how 23 points is the limit to pass the exam. [2]
- Exam was only new things noone had ever seen. [1]
- The exam was impossible. I had no idea it would be that different from the old ones. [2]
- We were not allowed to bring as many aids to the exam as earlier years, and the exam was significantly harder. It was suggested by the teacher that the exam would be of similar difficulty as earlier exams, which it was not. [2]

9. The assessment methods used in this course made sure that only students with an in-depth understanding received high grades *(Medel = 4,2, SD = 0,9) (1 = Disagree completely, 5 = Agree completely)*

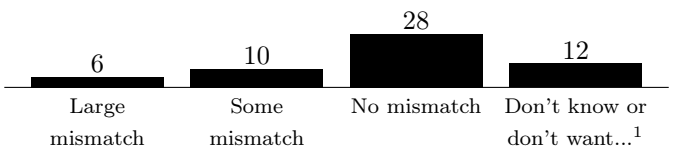


[1] Don't know or don't want to answer

Comments:

- Mostly agrees but still think the exam should focus a little bit more on the explaining questions, instead of calculating splits or parameters by hand [4]
- Unsure. I think the ones who have had/has taked time to study for the exam will get a higher grade, so I have no great expectations for myself, as I have not had that much time for studying (it went to the "mini"-project). The self study is what i feel will create a deeper undertanding. [3]
- Some of the questions on the exam rather focused on our ability to remember some sentences from the course book, which many of us didn't even use. I do not think this reflects in-depth understanding. [3]
- To much "just use" in this course and to little of building methods [3]
- It made sure that anyone with a normal understanding (ie normal as in definatly passing the exam) had no chance at passing the exam. [5]
- Again, considering the exam and the requirements of the project. [5]
- You had to have a in depth understanding just to pass [4]

10. Did you experience a mismatch between the prerequisites of this course and what you have learned from previous courses? *(Medel = 2,5, SD = 0,7) (1 = Large mismatch, 3 = No mismatch)*

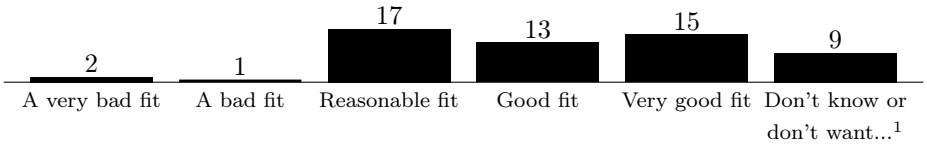


[1] Don't know or don't want to answer

Comments:

- Do not remember prerequisites. [Don't know or don't want to answer]
- exam seemed to need multivariate calculus which is not a prerequisite for this course [2]
- The notation for some things are confusing in the beginning, and still a little bit. [2]
- Statistics and some matrix operations [1]
- The programming skills required to understand was higher than what is covered in programming 1. [2]
- It felt like there should have been another course before this one [1]
- I mean the course was totally fine, just the exam was not made for this course.
- Completely different exams and plan [1]

11. How well does this course fit in your degree program – did it help you obtain knowledge you expect from your degree program? *(Medel = 3,8, SD = 1,0) (1 = A very bad fit, 5 = Very good fit)*



[1] Don't know or don't want to answer

Comments:

- Great fit with Engineering Physics and I?m glad it?s gonna become mandatory! [5]
- Perhaps in the future this will feel more relevant, but in our other courses (mainly biology related) we often use other algorithms and methods. [3]
- Did not feel very relevant for my program. [2]
- Ingesting course but worthless teacher (Jens) [4]

12. What do you think were the best thing(s) about this course? Description: Here, you can highlight efforts, characteristics or parts of the course you thought were good. *(Antal obesvarade = 26)*
    - I like that there is a lot of useful material on the course page in studium
    - Very good lecturers and i really liked the book. Mini project was also really cool! PyTorch lab worked really well in google colab too
    - The teaching assistants made a very good job.
    - As the course parts felt a bit disconnected form each other they are hard to evaluate.
    - The contents of the course were very interesting and useful!
    - Lektionerna, datalabben och miniprojektet. Man lärde sig mer här om hur de SANSLÖSA mängderna teori vi gått igenom på föreläsningarna faktiskt ska användas i praktiken. Jättebra lektionsledare också, all eloge!
    - The project work was interesting and exciting. Got to learn a lot of new things doing that. The coursebook provided was also very helpful.
    - Very satisfying to apply the models and try to get a good results (mini-project, lab). The descriptions of the different models were very easy to follow, and I have learned a lot.

- The problem solving sessions, as the solutions were uploaded to Studium so you could work in your own pace. The guest lecture by D. Sumpter was very appreciated!
- The content, span and positive attitude from teachers. Also many real life examples and combination of teaching moment such as lectures, lessons, labs, programming, mini project.
- Projektet
- The lectures were very valuable for my learning of the content, they had a good structure and good lecturers.
- I thought the lectures were very intresting and the fact that we had a project that also gave course points was good.
- The book in combination with the lectures was great for learning. The exam was well written, impressed how it felt both fair and broad.
- Good amount of material and much info on the studium page.
- - Super interesting topics/lectures - Very well structured - Helpful staff
- The text book was great. The overall effort and administration from the lecturers was good. Neural network lab was good.
- The lectures were often good and useful, but the Neural Networks were particulary fun!
- Lectures and lessons were great
- It was just a really good course. Super happy about it.
- Project work. It helps to learn myself
- I think the best things are the coding sessions, I thought the exercises were very good with google colab.
- Nothing
- The mini project.
- The project was very fun and a good learning experience. The exercises too, and lectures were generally good.
- Good structure on the course page!
- The choice of content, the lab and the textbook.
- I liked that there was peer review on the miniproject. The ”applications/ethics” lecture we had at the very end was interesting
- The lectures were good.
- Some of the contents of the course were very interesting and project in itself was very helpful in learning.
- Interesting subject

13. Please provide constructive suggestions for course development. Description: With your help, the course can be made better, and something that is already good can be made even more prominent/effective. *(Antal obesvarade = 23)*
    - The lab was fun but did not really contribute much to learning, it feels as if the mini-project is acctually a mega-project? submissions a bit close to the exam
    - Possibly add some teacher feedback on the mini project. And perhaps focus more on the explaining questions on the exam.
    - Make the lecture/lecture-notes to more closely match up to the course-book. Rethink the project, Maybe have DA -task as prepwork, method implementation as a lab and afterwards hand in feature importance+conclusion?

- Everyone aims to work together on the method implementation for the project. Either remove the ”mini” or reduce the workload. Connect the lctures and exercise seiions, perhaps by having examples in the lectures (solving a problem) or examplifying the equations on a small dataset.
- Being very strict on the format of the report made things more difficult. Some packages didn't seem to work in latex which made it all more stressful. Having to manually apply formatting took a lot of time. As the one responsible for in
- Tycker man kan ta bort momentet i miniprojektet där man ska bedöma andra studenters projekt. Kändes som en ganska onödig grej eftersom mycket av den kritik vi fick var slarvig och helt enkelt inte stämde. Hade varit bättre tycker jag om denna första bedömning gjordes av lektionsledarna eftersom de faktiskt har koll.

  Tycker också föreläsningarna kan vara med exemplifierande. Vi har gått igenom sida upp och sida ner med teori som vi aldrig fått lära oss hur den appliceras på problem. Vet liksom inte vad jag ska med all denna teori till när jag inte vet hur den ska användas.

  Tentan i den här kursen var helt omöjlig. Speglade inte alls det som varit fokus på föreläsningarna eller lektionerna. Liknade heller inte alls tidigare tentor. Även här, problemet är att man sitter på tentan och känner igen begrepp och teori men man har då ingen aning alls om hur den ska appliceras på problem. Jättejättesvårt.
- The course is a bit too much on a 2 months stretch. The learning curve is very steep and too much information to take at once.
- It felt like the exam this year had too much text when compared to previous years, and that every problem was more time consuming than old exams, so much that it was hard to finish.

  One other problem was that the wording/description of the tasks were confusing several times. I am sure I have gotten some unnecessary mistakes because I misunderstood the intent of the question.

  I also do not think the course prepares you enough for the more theoretical questions on the exam. Questions that are more about understandning rather than ”knowing” should be things that are also drilled into your mind during the course.

  Another thing that I have been thinking about is that it feels like we do not learn ”best” practices, a series of steps to get the most out of a model as possible. Instead there are hints on what to do and how to do this in the course literature / lessons. But I would like it to be more explicit: ”These transformations of the data is usually tried for these models”, ”This is a standard procedure for feature selection”.... etc. (Perhaps this is brought up in another course?).
- The exam felt like it did not really reflect accurately what we'd done on the problem solving sessions and some of the answers to the questions weren't really emphasized enough on the lectures.
- Consider chaining the structure for the course, so that there are some time between the exam and labs and submission etc. The exam felt way to hard.
- Use examples on the lectures. The lectures never actually solve questions that are on the exam. The exam is completely independentf from the programming which is weird
- There is a lot of content in the course and many aspects, maybe it could be increased to a 7.5 credit course and give some more time and space for practicing the things the course discusses? For instance, the second true/false questions about gradient descent and logistic regression... I thought I had followed the course quite well but I had no idea how to even think about that question asked about something that is reasonable or if it is a just made up of two incompatible things. Maybe add some true and false questions/discussions for the lessons as well?
- Rimlig tenta!!!

- On the lessons I felt that I could not finish all the recommended exercises and therefore it was stressful and I did not learn as much because I wanted to finish the excersizes quickly before the next lesson. On the computer lessons it went to fast and we got to short time to finish the questions before the teacher went through the answers, so I could not finish all the excersizes on the lesson so it was stressful.
- I think the lectures and the lessons has to be more specified about the exam. We never calculated anything that actually came up on the exam which makes it hard to justify that the exam reflected the course material. During the lectures the material was very abstract and we only wrote the formulas but had very weak knowledge of how to actually use the formulas. It would therefore be a good ide to calculate these problems during the lessons so that we actually can apply what we have learned. Instead, we only had to use python and do calculations that only were relevant for the mini project. The whole python part was also very unnessesary. The fact that we had every other lesson in Python only for it to be used solely in the mini project was quite a waste of time. For next time, it could be an idea to minimize the amount of work in the mini project and instead focus both the lectures and the lessons on what the examination will be about.
- I did not like the project structure. The project itself was fun and interesting but with all the rules and specific guidelines it felt more like a lab than a project.
- Maybe change to a bit more interactive lecture type, the lectures was a bit slow but this could have been bacuse of zoom
- The exam felt a bit far from what i perceived to be the main topics of the course in some tasks. It felt a bit hard to study for some questions.
- In the neural network lab: the first questions ?understand this concept? should fit better as preparations questions. For the project work: I found it too time consuming and not really focusing on what was important and interesting about the course. I think I would rather have shorter mandatory exercises to hand in for understanding the algorithms and maybe a shorter project to examine some aspect of the course (maybe a free choice of some interesting concept). For the computer exercises: they were just way too hard to even try to solve on my own. I spent 2 hours on one 1a exercise once (after that experience I just watched the TAs and chilling during the ?work on your own time?). For problem solving session: those were instead very easy and could be done in 45-60 minutes.
- Is it by the rules to have an obligatory project that does not account for hp? Because the ”miniproject” was a large part of the course but was not credited in any way
- It could be more interactive and clear explanation
- The exam did not the match the difficulty of the course. The exam was significantly more difficult than previous ones and brought up stuff never before done.
- First of all, maybe create an exam that at the very least has some resemblance to previous exams. Secondly, the past exam solution was horrible and when asked if it were possible to expand upon the solutions I got an answer that told me it was not possible to give us better solutions. It would be so MUCH easier to study for the exams with solutions that either just has the answer or references to lecture notes.
- Have exercises in the problem solving sessions be on the same level of difficulty as the exam questions, the exam seemed very hard in comparison.
- Peer review could be skipped, it is much better to get feedback from a teacher and I don’t think it gave much to me to have to review someone else’s work.
- I think that there was a mismatch between the knowledge given in the lectures and the required knowledge for the project. A important part of the project was tuning of

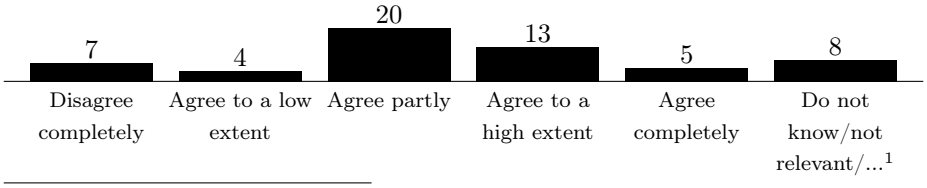
the method, and this I think could have been given more time on how to do this for different methods.

- Do not have help sessions on the lunch break, it is very ineficien and hard to make time for. Would be much better to have some time planed for help about the project in the schedule! Especially since many have never done this kind of thing befor.
- The mini-project should just be called project. Also the instructions for the project are overwhelming and confusing. Too many moments for a course that is only worth 5 hp.
- I think that it was unfair that previous years was allowed to bring an A4 page with notes to the exam and we didn't even though the exam was the same. There should be some exercise session with handwritten problems like the ones that was on the exam because now we did not get any training on that. The programming was good for the miniproject but we need some that are concerning exam like problems. I think also the workload was more than 5 hp and the miniproject was actually quite big.
- Make an exam thats passable with a good understanding of all the concepts instead of forcing students to remember every little tweek of every single calculation thats possible. And if you really want to force students to have to know every detail ev
- Miniproject should be renamed to megaproject.

  TA:s should get better instructions on how to give clear feedback.

  Don't give feedback on the project after the course has ended. It would have been fine, I think, to have the very last submission on the sunday before the new period. This week is absolute madness for me because I simply do not have time to revise the project with the thousand deadlines we already have in the new course. Not okay. I am extremely upset and sick of this.
- Give feedback on the miniproject within the time the course is still going, or after the exam. Recieving it when other courses have already started and the course load is heavy in the beginning is not sustainable. Also, the teacher assistant should not be able to give out new things to correct when emailed about previous feedback recieved through studium. The exam should reasonably be approximately as hard as the previous exams, since it is the same course,
- The lecture that presented LDA, QDA, and k-NN was rushed at the end since there was not enough time. This lecture, in particular, should be held as thoroughly as possible since it lays the foundation for later project work and the final exam. The name of the "mini-project" should be changed to simply "project". This is because the current name (i.e. "mini") does not reflect the relatively large amount of work and time needed to complete the project with high quality.
- Change project to something more modern.

14. Overall, I am satisfied with this course. Description: Here you are asked how well you think the course worked in relation to everything from teacher, content, forms of instruction, and examination to scheduling. Please comment on your answer. *(Medel = 3,1, SD = 1,1) (1 = Disagree completely, 5 = Agree completely)*



[1] Do not know/not relevant/do not wish to answer

Comments:

- Make better use of the course-book. Rethink the project format. [1]
- As stated (multiple) times above, the ”mini” project had to big of a workload and the lectures and exercise sessions felt disconnected. [3]
- Jag var förhållandevis nöjd med kursen tills tentan. Jag tycker inte att den återspeglade det vi fått lära oss eller det vi trodde vi förväntades kunna (inte lik gamla tentor). [2]
- I think this course needs to reevaluate how it is structured and what the goal of the course should be. The mini project was very much not mini and too much time of the lectures and lessons were spent on the mini project. Therefore, the examination was examined on things that we had never gone though and it could therefore be argued that it did not in fact reflect the course material that we had studied during this period. [2]
- Considering the time I put in, the project was by far the least valuable part of the course when it comes to the amount that I learned [4]
- For a 5hp course it took way too much time. The mini project was a mega projekt, study for the exam felt alrig [1]
- Miniproject should be renamed to megaproject.

  TA:s should get better instructions on how to give clear feedback.

  Don’t give feedback on the project after the course has ended. It would have been fine, I think, to have the very last submission on the sunday before the new period. This week is absolute madness for me because I simply do not have time to revise the project with the thousand deadlines we already have in the new course. Not okay. I am extremely upset and sick of this. [1]