Anonymous Two-Thirds Evaluation for INF2820 (2012)

Dato	11.04.2012 09.49
Innleverte besvarelser	13
Ikke-innleverte besvarelser	0
Invitasjoner godkjent	27

1. Personal Background

1.1 Lecture Attendance

(almost) all	8	61,5 %
most	1	7,7 %
some	2	15,4 %
(almost) none	2	15,4 %
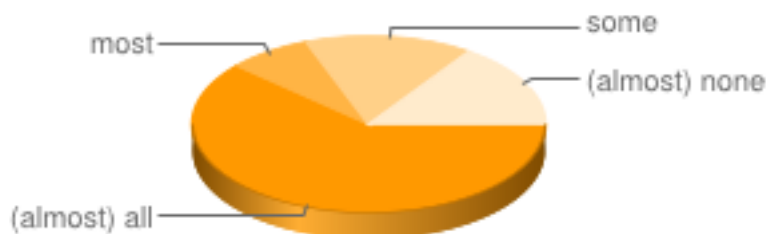
1.2 Laboratory Attendance

(almost) all	5	38,5 %
most	3	23,1 %
some	0	0,0 %
(almost) none	5	38,5 %
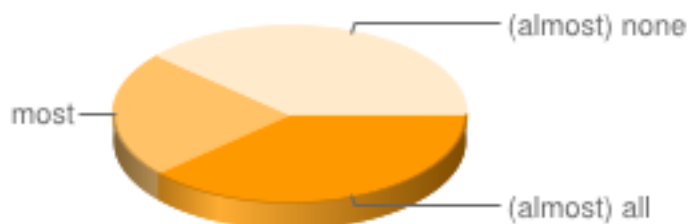
1.3 Average Weekly Hours of Self-Study (Outside of Lectures)

below two	1	7,7 %
below five	2	15,4 %
below ten	8	61,5 %
more than ten	2	15,4 %

1.4 Prior Knowledge of Programming Languages

one	1	7,7 %
two	3	23,1 %
up to five	8	61,5 %
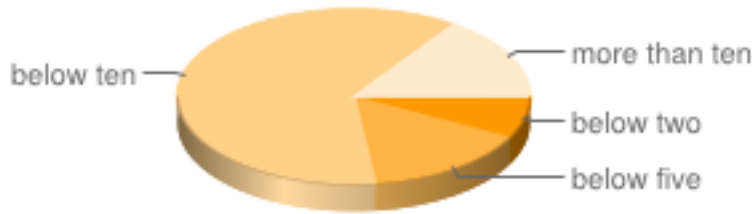
| more than five | 1 | 7,7 % |

1.5 Lifetime Lines of Code Written

hundreds	2	15,4 %
thousands	5	38,5 %
tens of thousands	4	30,8 %
more than that	2	15,4 %
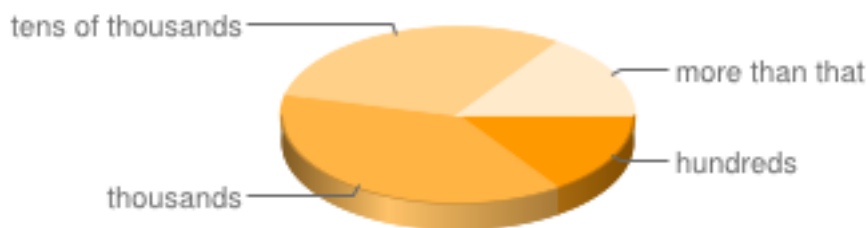
2. Feedback on Course at Large

Thinking primarily about the second half of the semester (the past three weeks), please rate your course experience this far according to the following dimensions on a scale from one to four (inclusive).
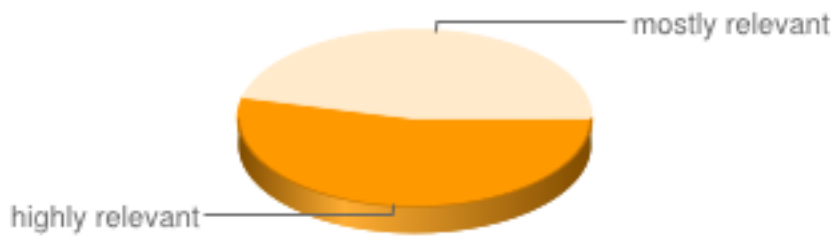
2.1 Course Organization

crystal clear	4	30,8 %
mostly clear	8	61,5 %
somewhat unclear	1	7,7 %
somewhat mysterious	0	0,0 %

2.2 Significance of Course Content

| highly relevant | 7 | 53,8 % |

mostly relevant	6	46,2 %
somewhat irrelevant	0	0,0 %
irrelevant	0	0,0 %

2.3 Overall Difficulty

a lot easier than average	0	0,0 %
a bit easy	4	30,8 %
a bit hard	9	69,2 %
really difficult	0	0,0 %

2.4 Pace of Instruction

too slow	0	0,0 %
leisurely	6	46,2 %
at time too fast	6	46,2 %
all too fast	1	7,7 %
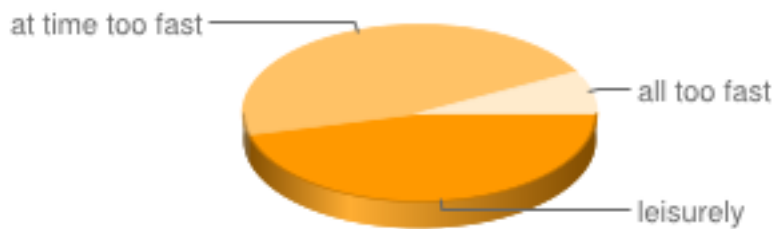
2.5 Preference on Presentation Styles

board only	0	0,0 %
more board	9	69,2 %
more slides	3	23,1 %
slides only	1	7,7 %
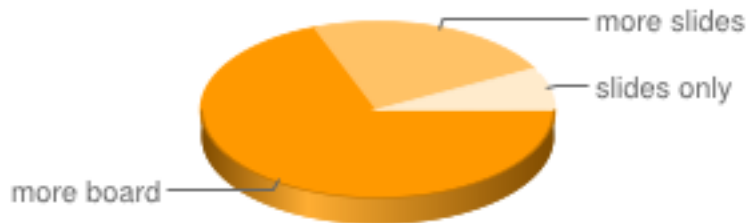
2.6 Difficulty of Problem Set (1a)

trivially easy	0	0,0 %
a bit easy	6	46,2 %
a bit hard	5	38,5 %
above my head	2	15,4 %
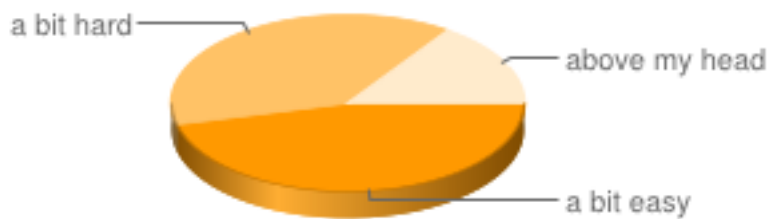
2.7 Difficulty of Problem Set (1b)

trivially easy	0	0,0 %
a bit easy	7	53,8 %
a bit hard	6	46,2 %
above my head	0	0,0 %
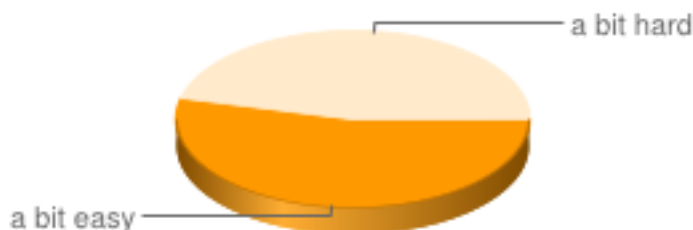
2.8 Difficulty of Problem Set (2a)

trivially easy	1	7,7 %

a bit easy	4	30,8 %
a bit hard	6	46,2 %
above my head	2	15,4 %
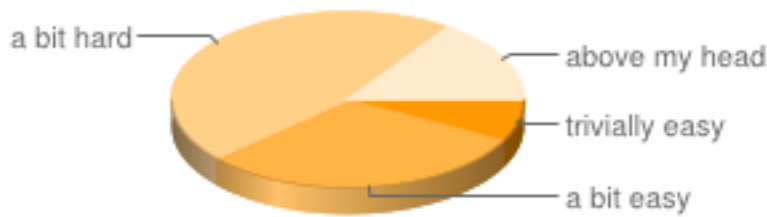
2.9 Difficulty of Problem Set (2b)

trivially easy	1	7,7 %
a bit easy	2	15,4 %
a bit hard	7	53,8 %
above my head	3	23,1 %

2.10 Utility of Sag, Wasow, & Bender (2003)

great book	3	23,1 %
useful	5	38,5 %
a bit weird	4	30,8 %
pretty obscure	1	7,7 %
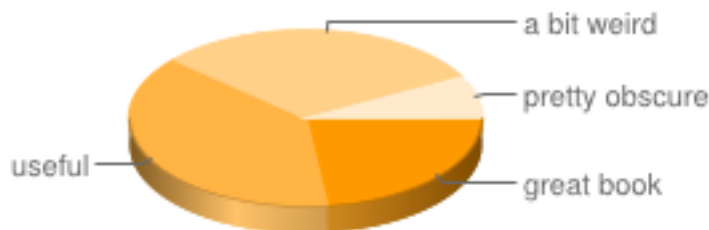
2.11 Utility of Jurafsky & Martin (2008)

great book	3	23,1 %
useful	8	61,5 %
a bit weird	1	7,7 %

pretty obscure	1	7,7 %
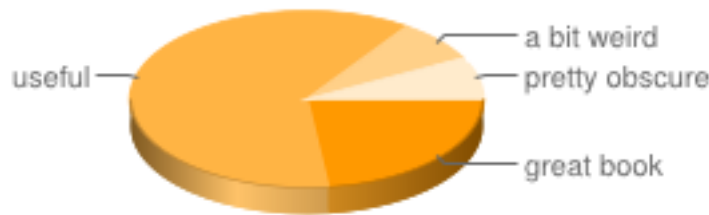
2.12 Preference for Language of Instruction

norsk	4	30,8 %
begge–both	4	30,8 %
english	5	38,5 %

3. Suggestions for Revisions

Please give free-text feedback, preferably in a couple of sentences, to the following general questions.

3.1 What have you learned so far and expect to be useful?
- I missed the first two of oe's lectures, so I'm a bit behind on the new concepts.
- Techniques for teaching a program how to identify correct grammar
- I've learned the limitations of FSA's and CFG's and why we need further internal structuring to capture the different syntactic phenomena. Learning this gives a more linguistic insight to the structure of languages itself, rather than a computer-scientific approach, concerned with solving computational problems.
- Using nltk and python, understanding and creating automata, parsing, understanding and using LKB, and more.
  I expect the programming tools and the skills learned to be most useful, though everything else seems to be at least slightly useful.
- What we had in exercise 2b.

3.2 What had you expected, but miss so far?
- Learning techniques that are easier to apply to normal programming, without using specialized NLP tools.
- Nothing.
- Nothing, really.
- Skulle gjerne sett at man hadde hatt en gruppetime til med mer fokus på oblighjelp enn ukesoppgaver.

  Utover dette, føler jeg ikke at jeg lærer så mye nyttig.

3.3 If you were to teach the course yourself, what would you do differently?
- Only one lecture does not feel sufficient to make up my mind about this. I greatly enjoyed the lecture, and cannot think of anything that I would have wanted done differently.

- Ting er lagt opp veldig bra.
- Teach the content in ways that relate better to practical solving, rather than teaching in a close to 100% abstract and generalized way.
  Teach the students how to properly use any required working tools, like LKB.
  Not expect the students to figure out everything by themselves, when they are working against a deadline.
  Put all tips, advices etc on slides on the web, so that any students who might not have the opportunity for all lectures can still get the help they need.
- I don't know.
- Nothing, everything works great, I think.
- In the lectures, from time to time: Give the students a couple of minutes to look at/discuss with neighbor the example presented, before asking for/giving the answer.

  Not use too much of the group time for lectures.
- Det hadde vært flott med flere lab-timer, selv om jeg vet at det ikke er aktuelt pga. kostnader.

4. Finally, Some Meta-Evaluation

4.1 Utility of This Questionnaire

just fine	4	30,8 %
not bad	7	53,8 %
a litle weird	1	7,7 %
obscure	1	7,7 %

4.2 Is there anything in this questionnaire that you would like to see changed?
- Several of the questions lack an "it's fine the way it is"-option, in my opinion.
- «A bit hard» er jo egentlig det samme som «passe».
- Just kidding.
- Nothing.
- For some of the questions, there could also be a choice of "I don't know" and a choice of "Other (please specify)."

  For example, for those who have not read the books, none of the given choices in the questionair is proper.
- I understand the idea that we have to give an opinion and not just 'ok', but for some questions - when we actually are happy with how things are today we are forced to ask for a change, e.g.:
  2.5: I marked for 'more boards' because I don't want more slides, but I am quite happy with the amount of both of them as it is.
  2.4: I think the pace of instruction is quite ok.

  For each group of questions: Would be nice to have a possibility for a textual comment at the end of each group, to

explain answers when needed.