

Emnerapport / Course report ved / at Infomedia #187

Emnekode / Course code	INFO284
Emnetittel / Course title	Machine Learning
Semester	Vår 2026
Emneansvarlig / Course coordinator	Rustam Galimullin
Sist evaluert (semester / år) / Last evaluation (semester / year)	Vår 2024

Hva er emnets undervisnings- og vurderingsform? / What are the teaching methods and forms of assessment used in the course?

The course consisted of lectures and programming labs. As for the assessment, students had a semester-long group project worth 30% of the final mark, and the final multiple-choice exam worth 70% of the final mark. The group project was for groups of up to 4 students, and consisted in using machine learning methods for analysis of two given datasets and writing the final project report.

Oppfølging fra tidligere evalueringer / Follow up from previous evaluations

In the previous evaluation it was mentioned that it would be nice to have the exam as school exam, not home exam, and this is what has been happening for at least two years.

Evalueringemetode(er) / Form of evaluation	Semester Project (30%)\School Exam (70%)
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Sammendrag av studentene sin evaluering / Summarize the results from the student evaluation

Out of 135 students signed up for the course, we have received only 7 evaluations, which is quite usual for student evaluations, and it is by no means representative. Out of 7 evaluations, 3 are somewhat negative, with the comments being

'I had never used any GitHub and had only briefly used Google Colab, so since my group couldn't get google colab to work, we used GitHub. But bc I did not know how to use it, I was really behind during the first assignment when it came to contributing because I was still trying to figure out GitHub. It would have been nice if stuff like this was also covered in the course, maybe like a bonus seminar idk, so that it helps us be on the same page and that way we can all work on the group assignment together.'

and

""The obligatory assignment was way to big to only count 30%. I found it extremely difficult, and did not receive much help from the seminar leader (even when I asked direct questions, got very vague and uninterested answers). It was also disappointing that we didnt get any practical help - we have never used github before, we have never had to convert a ipynb file to pdf before, etc. This should have been covered in the labs. Also very impractical that we didnt have labs the weeks right before we handed in the assignment.

The curriculum is also very wide. I was very disappointed by the lecturer's (lack of) info surrounding the exam. No practice exam, only one exam provided (when there was another lecturer), and no help when questions were asked. It does not seem like the lecturer had any understanding of the students' stress when asked. This is a shame, as he seems to care about the course material, but not that the students enjoy it."

Emneansvarligs evaluering / The course coordinator's evalutaion

With very few responses to the survey, I believe that we can assume that only a handful of students were unhappy, which is totally fine in such a big class. Addressing the comments, I think that second year students can figure out on their own how to use GitHub and especially how to make a pdf. Regarding GitHub, it takes maybe one-two short-ish youtube videos to get oneself familiarised, and in the era of LLMs, I believe that our students are more than capable figuring out the basics on their own. This is a part of their self-study, and I suspect that if we are to introduce an additional lab on this, then next time some students may complain that we do not show how to make graphs in Python or even how to install Python. All in all, as second year students, I believe that they are able to get the basics of GitHub on their own.

Regarding my disinterest in students' stress levels, I will just state the facts. As the student mentions there was a practice exam. Additionally, they were allowed to bring textbooks and any other printed materials to their multiple-choice exam. Finally, I have written an exam guide on MittUiB for them. At this point, I am honestly at loss, what else I could have provided barring the exam itself to alleviate their stress levels. Regarding vague answers to exam-related questions, the questions I remember receiving in person and email were almost exclusively of the type 'Will topic X be on the exam?' or 'Do I need to understand formula Y for the exam?'. Usually, my answers were along the lines, 'Everything we have covered in the lectures may appear in the exam'. Vague? Maybe. But on the other hand, if I had identified topics that will not be covered in the exam, this would imply two things: first, that I need to announce to ALL students that those topics won't be covered during the exam; second, that something we have covered in the lectures is not important. I find neither option good.

Regarding the semester assignment being too hard or students not having enough time, I believe that the time argument is not really fair here as they had the WHOLE semester in the group of FOUR to do the task. Their complaint that there were no seminars before the submission deadline is not entirely true. Perhaps, they meant that there was not lab CLOSE to the submission deadline. But this only indicates that time management was an issue as in the context of the WHOLE semester, one week with no labs should not be make or break. Moreover, submissions we have received were on average quite good, with some really outstanding work. But I suspect that authors of those submissions were actually working in a team for an entire semester. Finally, the assignment itself, technically-wise, if not too challenging if one uses LLMs, which many, if not all, students did.

Last opp karakterfordeling her [studentServlet.pdf](#)
(Du finner den i Inspira, alternativt kan du ta kontakt med administrativ kontaktperson)

Upload the grade distribution here
(You'll find it in Inspira, you can also contact the administrative contact person)

Evt. kommentar til karakterfordeling / Comments on the grade distribution

The distribution of grades is somewhat normal, with the big plateau in the middle, and it is positively skewed. The most common mark is a B. Each mark, from A-F, was calculated by 10% steps, i.e. 90-100% is an A, 80-90% is a B, and so on, with the only exception for E, which started as low as 35% percent. I did this to allow more students get an E instead of an F.

Mål for neste evalueringsperiode - forbedringstiltak? / Goals for the next evaluation period - what can be improved?

I think in general the course is in good shape. A clear area of improvement is to perhaps update lab assignments. The semester project work well in allowing students to 'learn by doing', which is infinitely better for their learning than listening only to my lectures. Each lecture was supplied with reading and videos, but I am not sure that many students took the opportunity to look at the provided materials. There seem to be a slight imbalance regarding students' satisfaction with different TAs, but I am not sure if there is a way to complete iron out this.