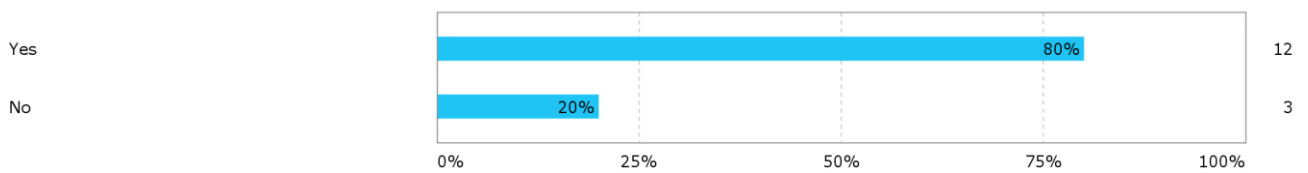


INF227 (kun et utvalg av kommentarene er med i denne rapporten)

	Respondenter	Prosent
Ny	0	0,0%
Distribuert	16	51,6%
Noen svar	1	3,2%
Gjennomført	14	45,2%
Frafalt	0	0,0%
I alt	31	100,0%

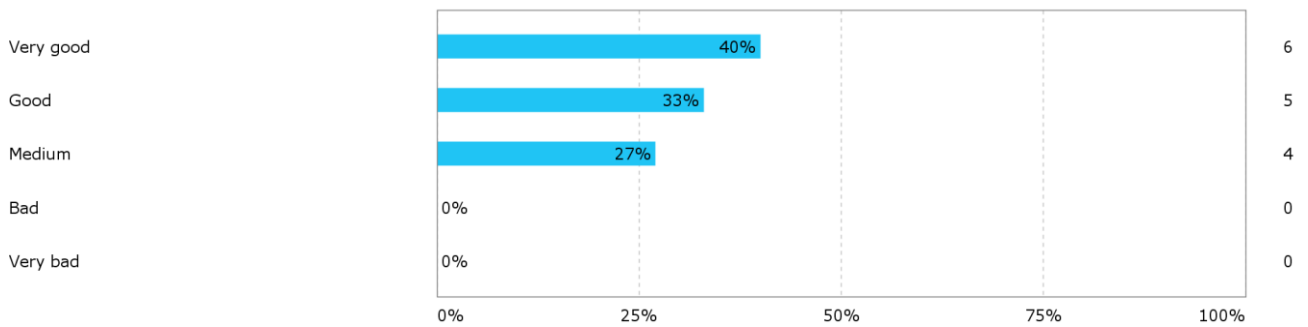
Is this your first time registered in INF227?



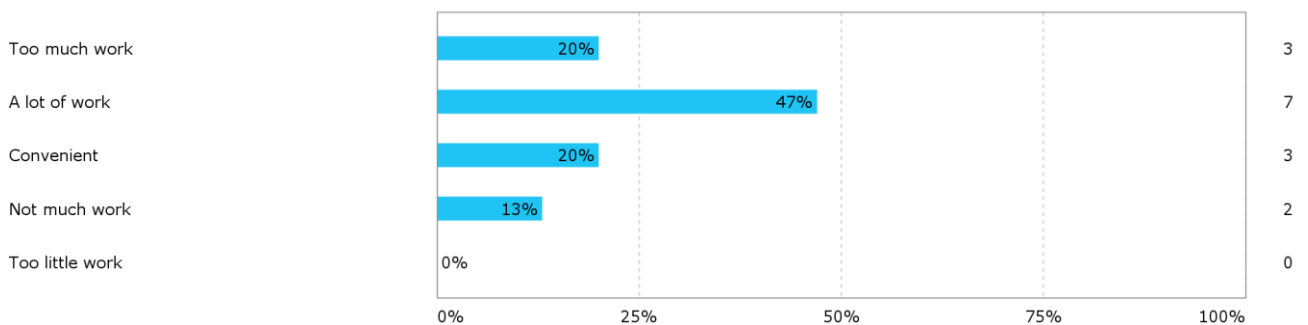
How many times have you been registered in INF227?

- 2,00
- 3,00
- 2,00

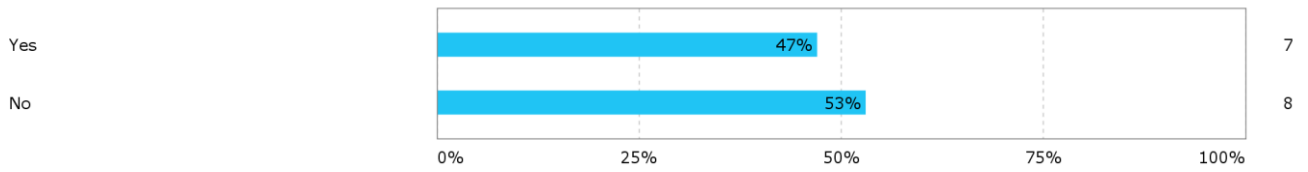
How was the correlation between the course purpose and the course content?



How was the workload in relation to the number of credits?



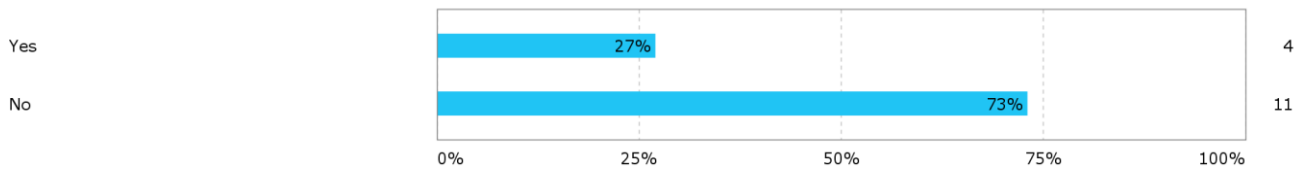
Did you have insufficient previous knowledge to take the course?



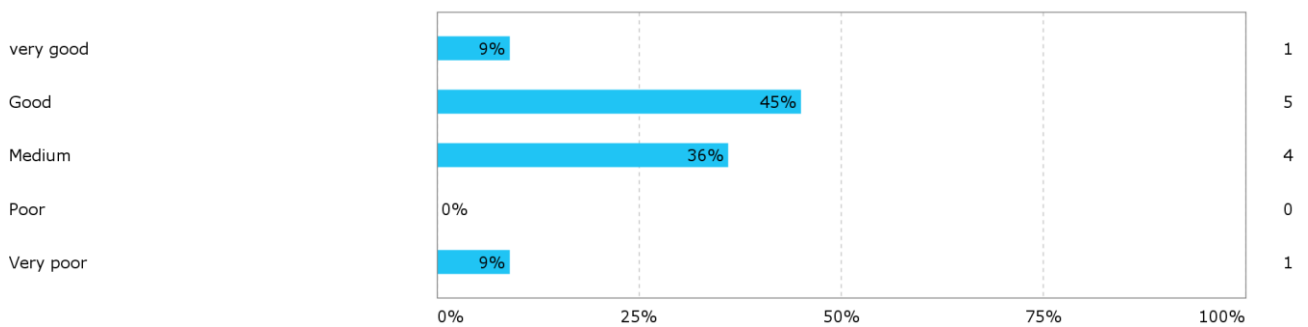
What kind of previous knowledge did you miss?

- Basic mathematics, arithmetics, algebra and any prior knowledge of induction.
- mathematical logic, had only predicate logic
- First time around I did miss some knowledge about general proof-strategys. Vellmann - "How to prove it" saved the day. MNF130 might be what I was missing.
-

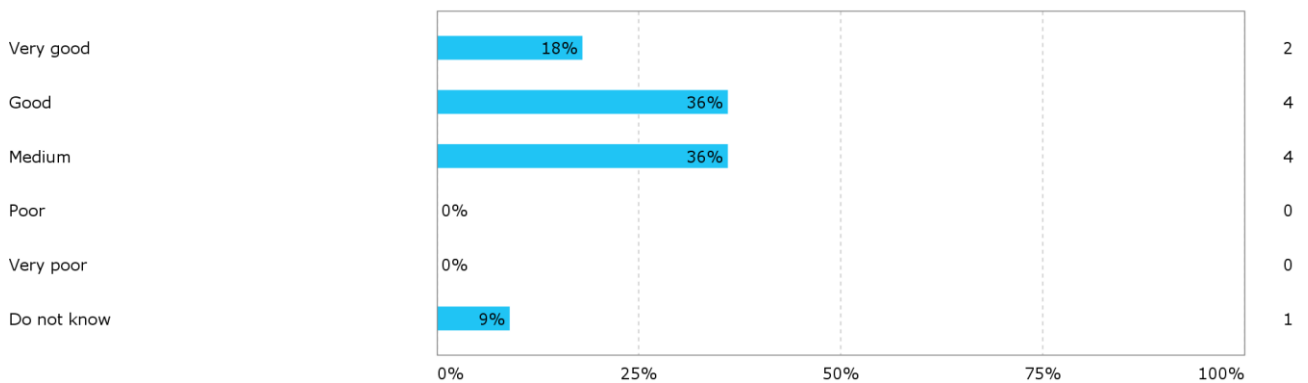
Have you withdrawn from INF227?



How did it work out to take this course with other courses you have taken this semester? (workload, time, organization of the schedule, etc.)



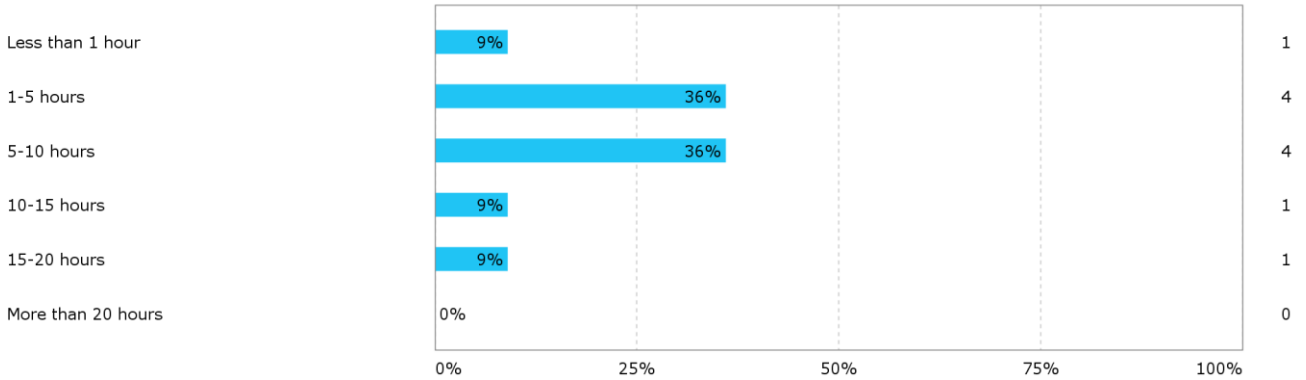
How did it work out to do the compulsory assignments/exercises?



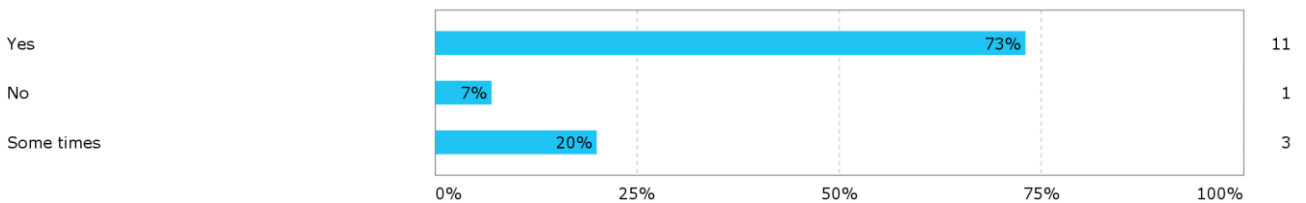
Do you have any other comments with regards to the compulsory assignments/exercises?

- Time of say two weeks to work on the obligatory exercises is limited. We need more time especially because there are always clashes with other obligatory exercises. Failing or not doing well on an obligatory exercise can actually negatively affect the performance of a student. It has also a severe psychological effect that can follow one on to the exams. Especially when you know that you can do better. And I believe time scheduled for obligs is the major factor here. And lecturers demand a lot in obligs.
- The compulsorys are very hard, and I think it filters out the students who doesn't get the key points or have the capacity/time for the workload. They are so hard that people who might get a passing grade on the exam might not pass the compulsorys. Good that they demand work.

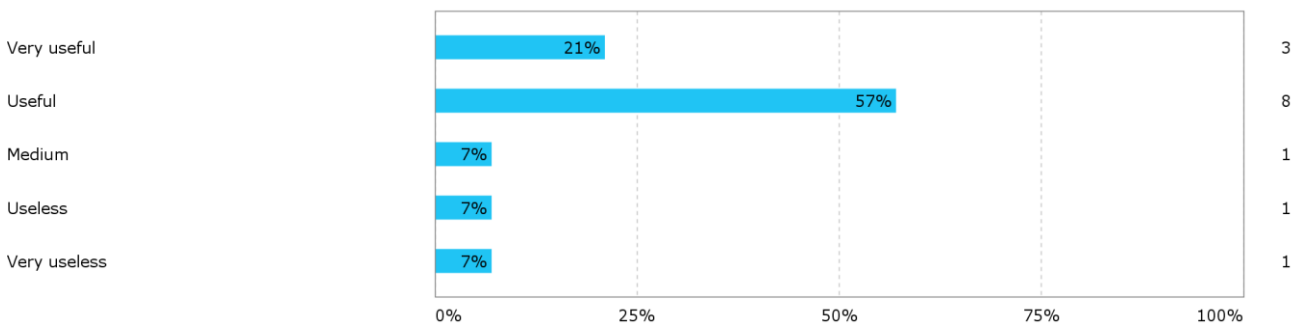
How much time (working hours) have you spent on the course per week (including lectures)?



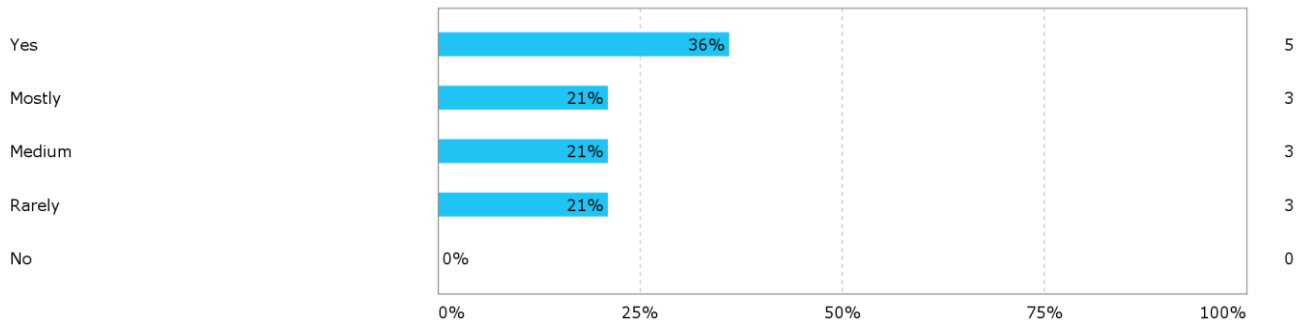
Do you usually attend lectures?



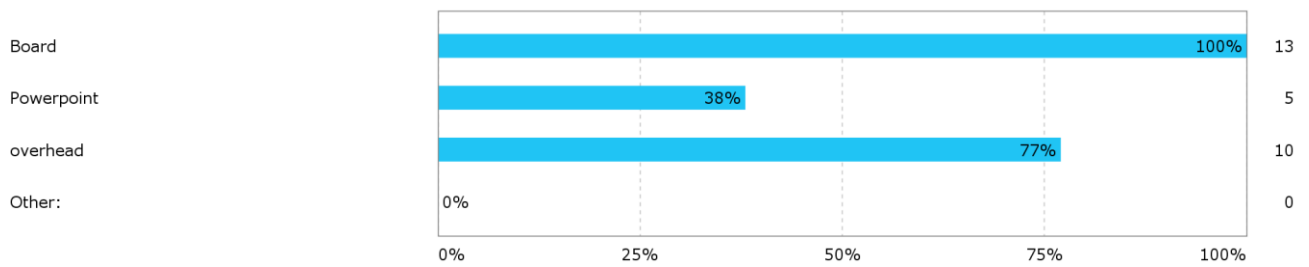
How will you evaluate the lectures in this course?



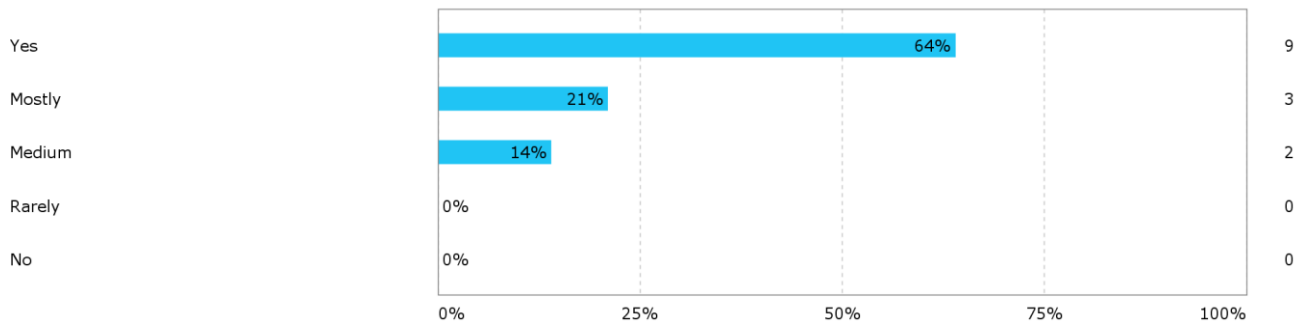
Were the lectures understandable?



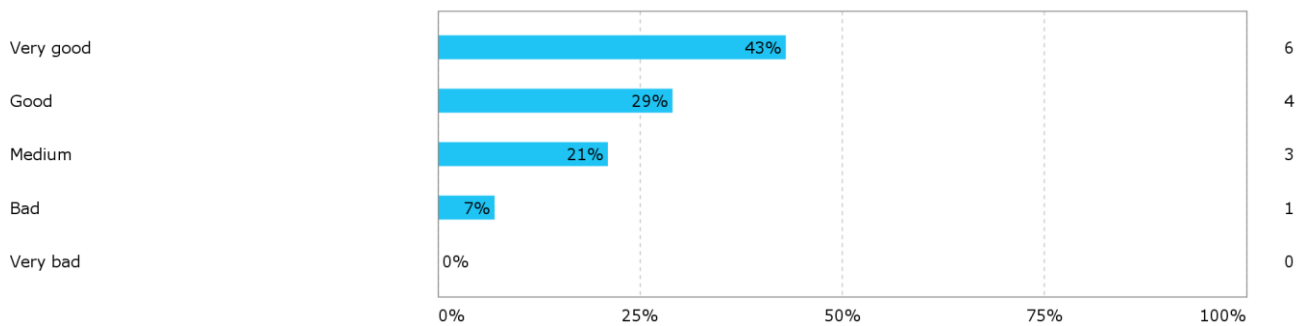
What kind of media has been used in the lecture?



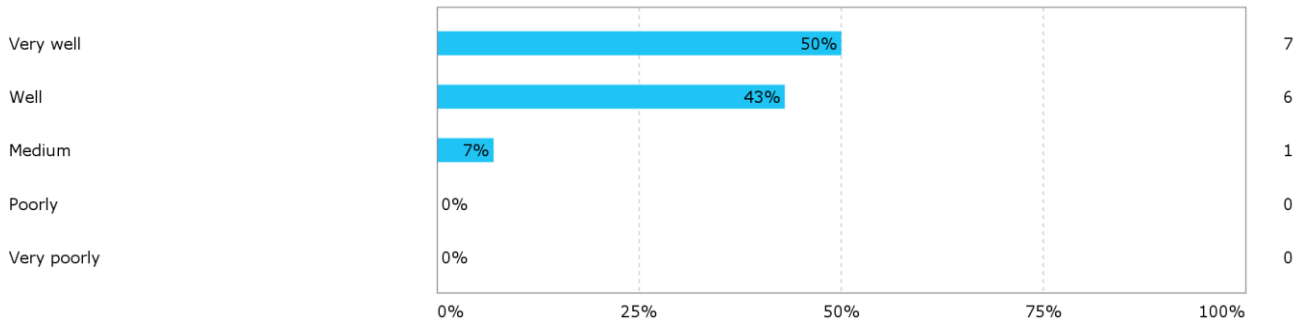
Was used media suitable for the course?



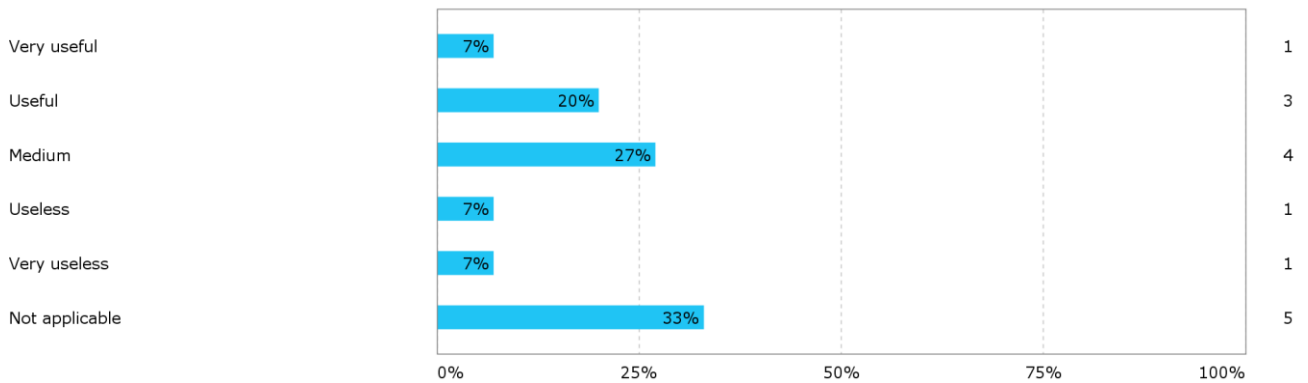
How was the communication between students and the lecturer?



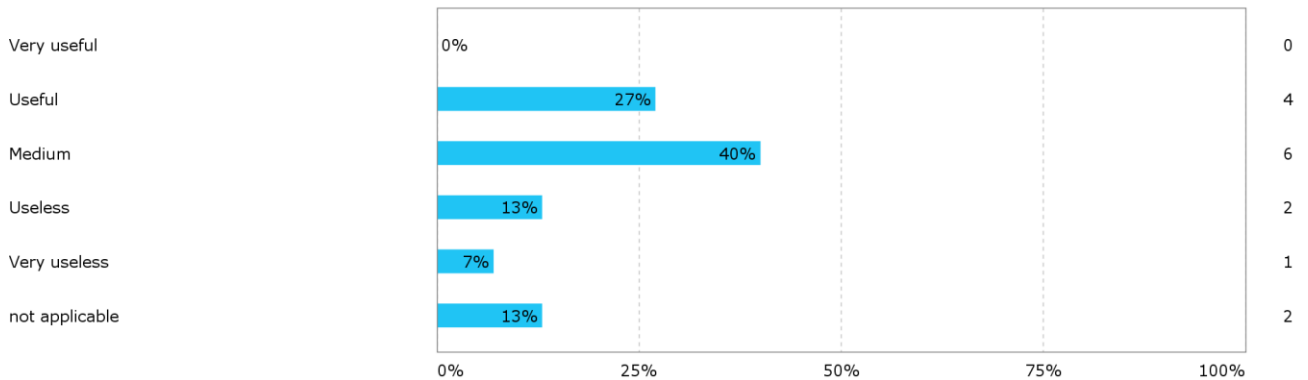
Do you think it seemed as if the lecturer was well prepared?



How will you evaluate the lecture notes in this course?



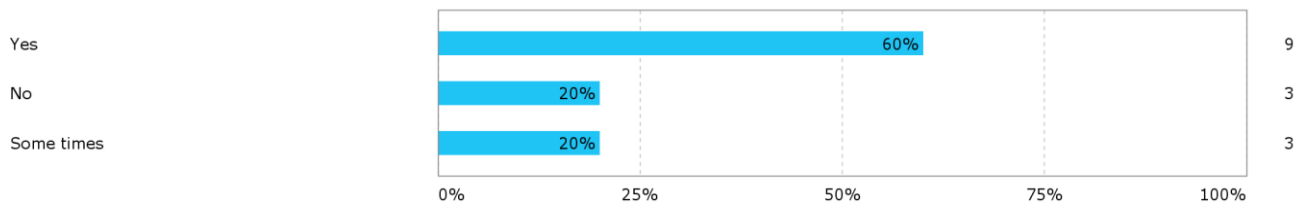
How useful or useless have the information/material in the file store on MySpace been?



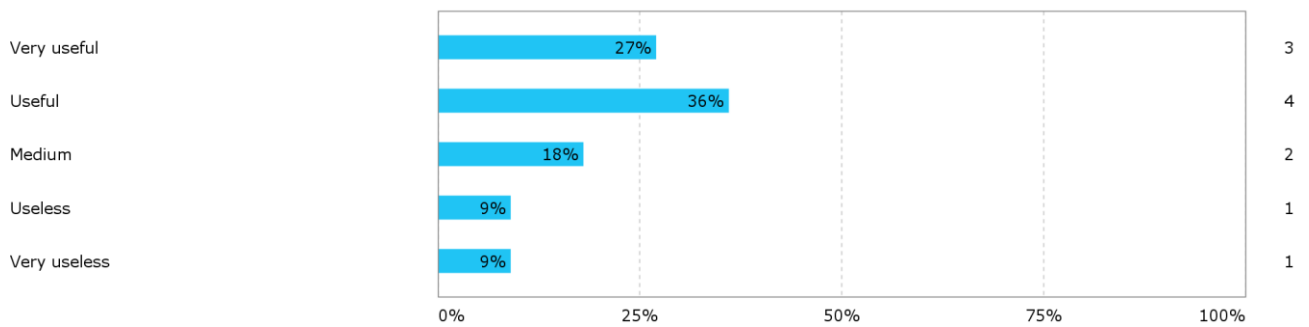
Do you have any comments on the educational arrangement (level, did you get enough help etc.)?

- The difficulty level was beyond my expectations, the learning curve was too steep early on.
- INF227 is a nice course for students of Computer Science. All should be done to make it more and more interesting for the students. Group meetings should be made more effective and interesting. Maybe group meetings should even be made compulsory provided if they are made more valuable.
 - Always room to ask questions, but if you don't understand something, it is hard and daunting to get up to speed.

Do you usually attend the group lessons?



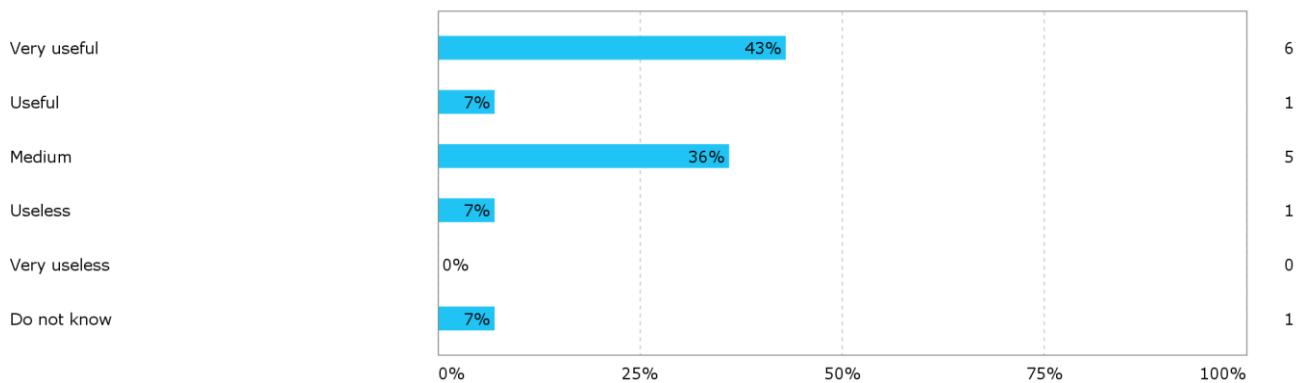
How useful or useless was the group meetings in this course?



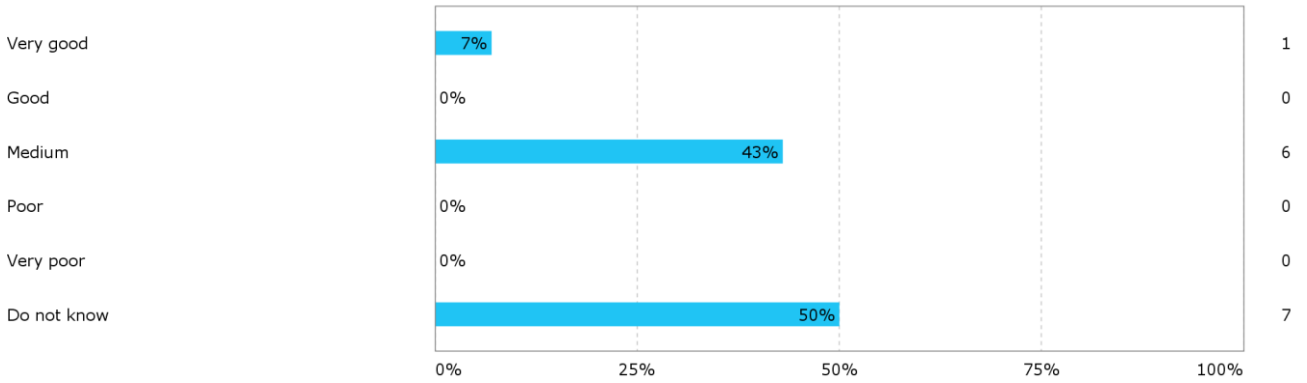
Do you have any other comments to the group meetings in this course?

- More focus on individual help. all the exercises were solved in plenum making it hard to contribute if you did not understand the exercise
- Great group exercises!

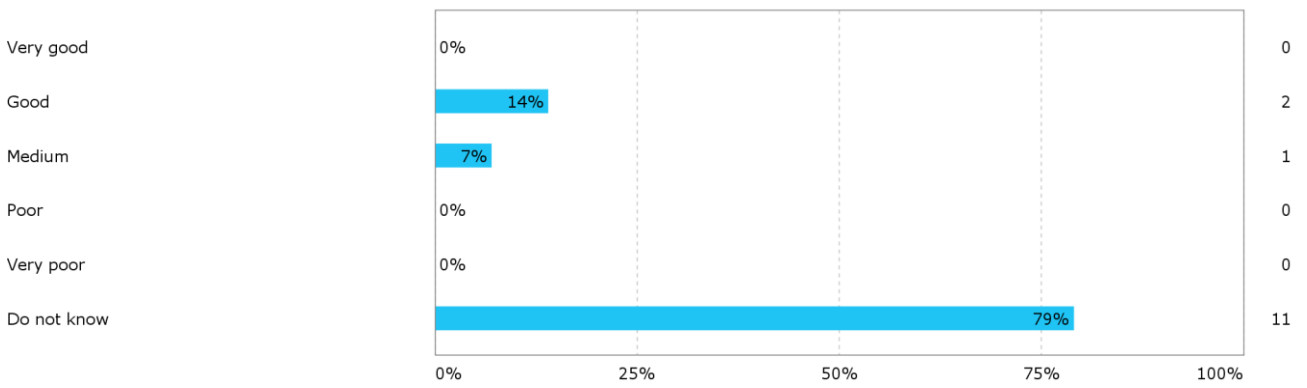
How useful or useless did you find the textbook in this course?



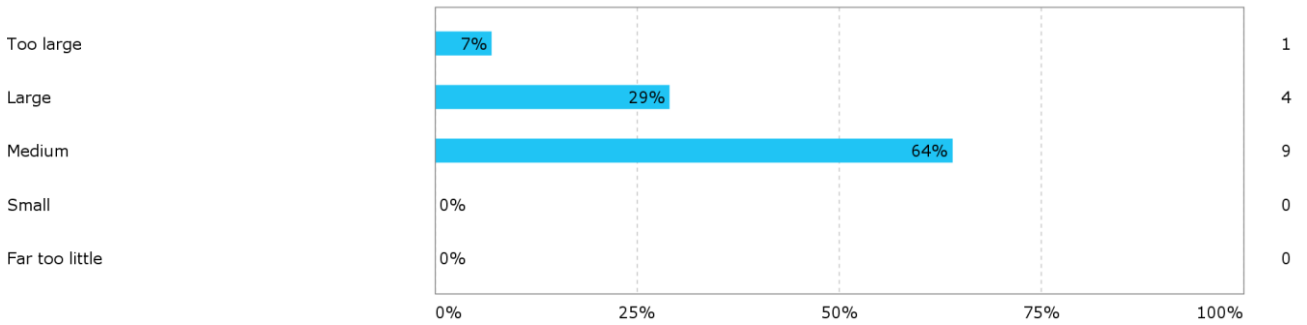
How has the use of tools in the course worked?



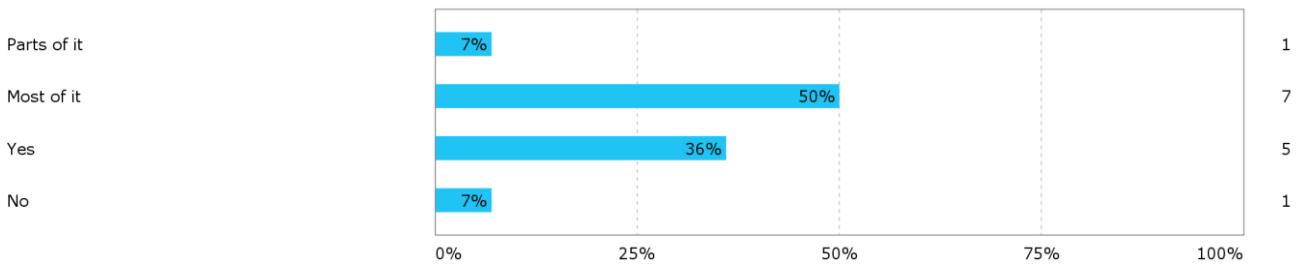
How has the use of the computers in the terminal room worked in this course?



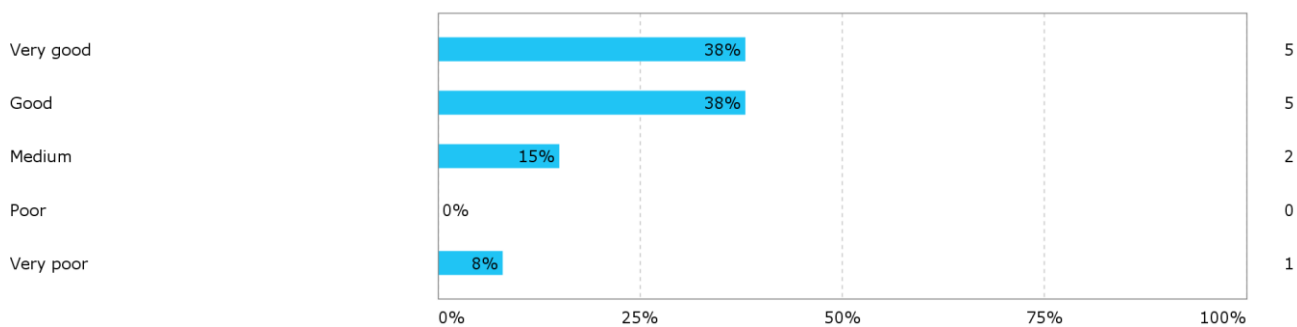
How do you assess the volume of the curriculum?



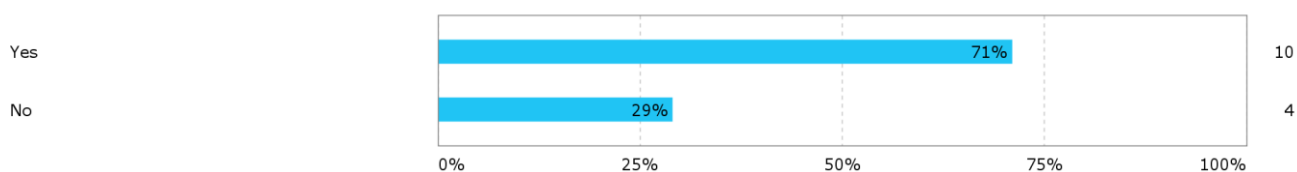
Have you read the curriculum of INF227?



How do you assess the content of the curriculum?



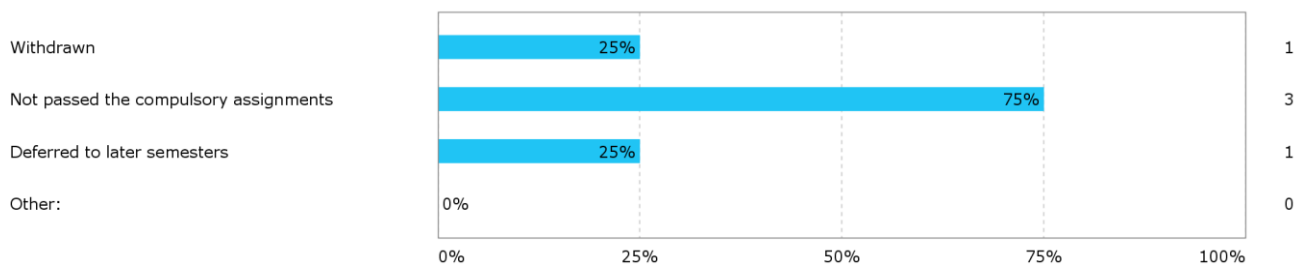
Did you take the exam in INF227 this semester?



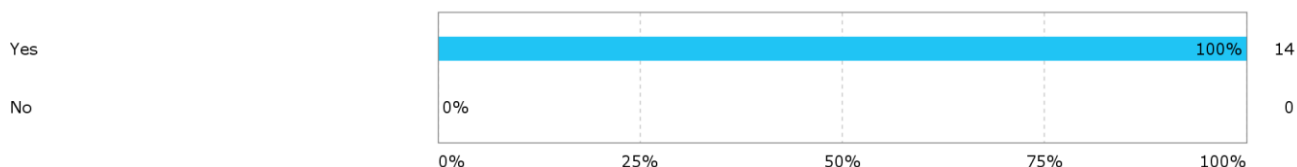
How was the correlation between the lectures and the examination?

- If you had done alot of previous exams, you were prepared for the exam, if only going to lectures you would not be as well prepared
- The examination was more practical, while lectures were focused mostly on theory. But the exercises we dealt on the exam was based on the theory we studied.
- Good. The last compulsory assignment was harder overall than the exam.
- Lectures and compulsorys focus on proofs of the concepts, but in the exam you are supposed to use the tools you have seen proven to be right. It is a good correlation, and the exam gives the impression that it is thoughtfully designed.

Why did you not take the exam this semester?



Do you understand norwegian?

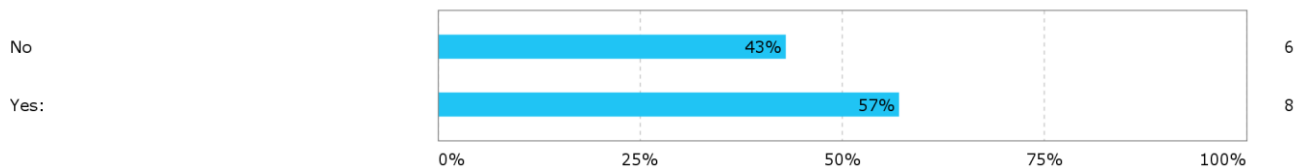


Hva syns du om forelesninger som blir gitt på engelsk?

- Synes det er bra, da pensum er gitt på engelsk
- Jeg foretrekker dette da terminologien i hovedsak er på engelsk

- Det blir bedre kontakt/kommunikasjon mellom foreleser og studentene i de emnene der forelesningene er på norsk - derfor er norsk å foretrekke når alle studentene forstår norsk. Men det viktigste er at studentene forstår godt det som blir sagt. I INF227 gikk engelsk greit.
- Jeg bryr meg ikke om forelesninger blir gitt på engelsk eller norsk, så lenge foreleseren ikke bytter språk hele tiden.

Do you have any general comment/suggestions for improvement?

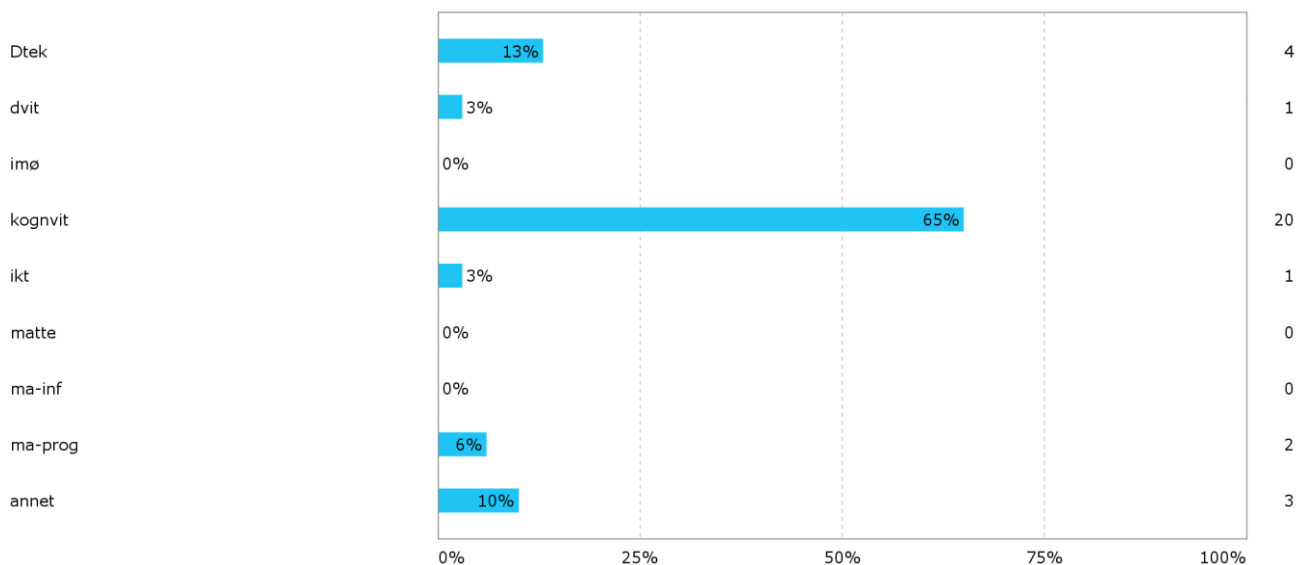


Do you have any general comment/suggestions for improvement?

- Yes:

- To give a much more basic understanding of the subject early on.
- It was a very nice introduction. I think there are many interesting topics in logic that should be discussed in more details in an advanced course. I would definitely attend such a course.
- A little focus on proof strategy in the start of the course might help some of us.
- The book. It isn't really bad, but it's hard to read when you don't know how Michals brain works. It reads more like lecture notes, with jumps, sudden changes in notation, new symbols which are not properly explained. Or even better, when he uses things he established two chapters earlier and presumes that the reader just remembers what it is and where it came from.

Studieprogram



Språk

bokmål

nynorsk

engelsk

