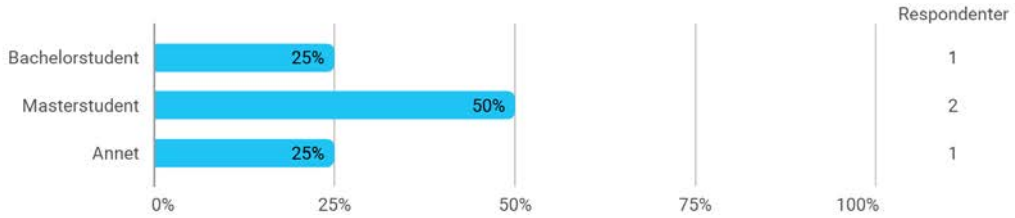
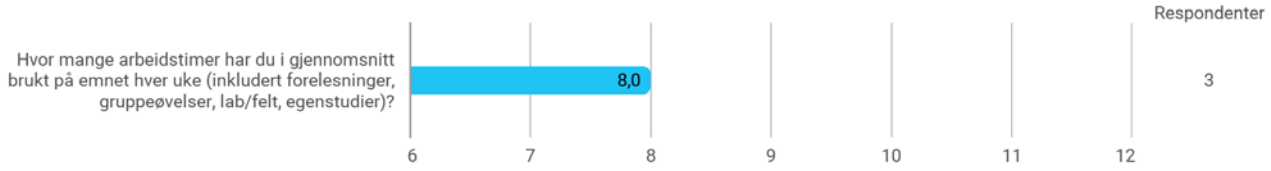
Er du?

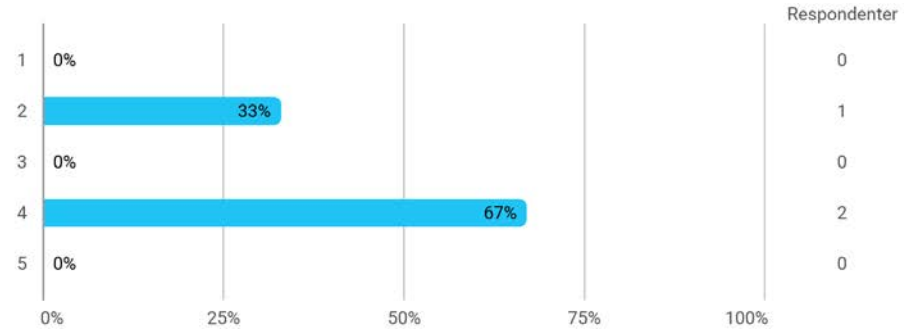


Er du? - Annet

- Postmaster



Hvor mye teoretisk kunnskap har du tilegnet deg på dette emnet? (1 = ingen, 5 = mye)



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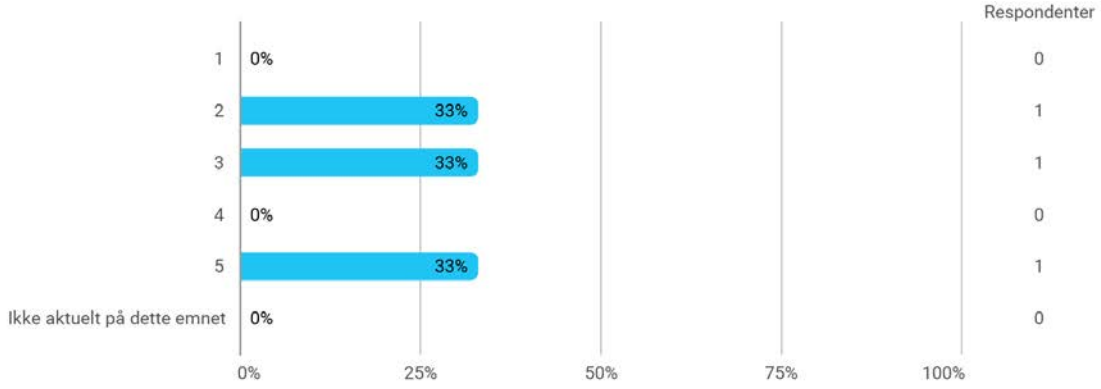
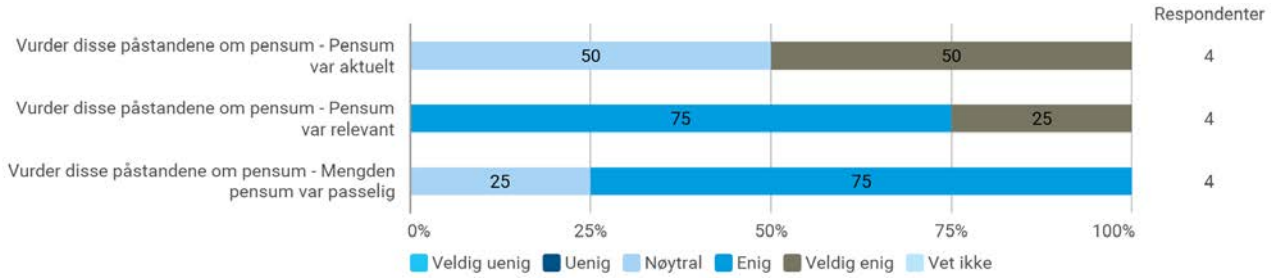
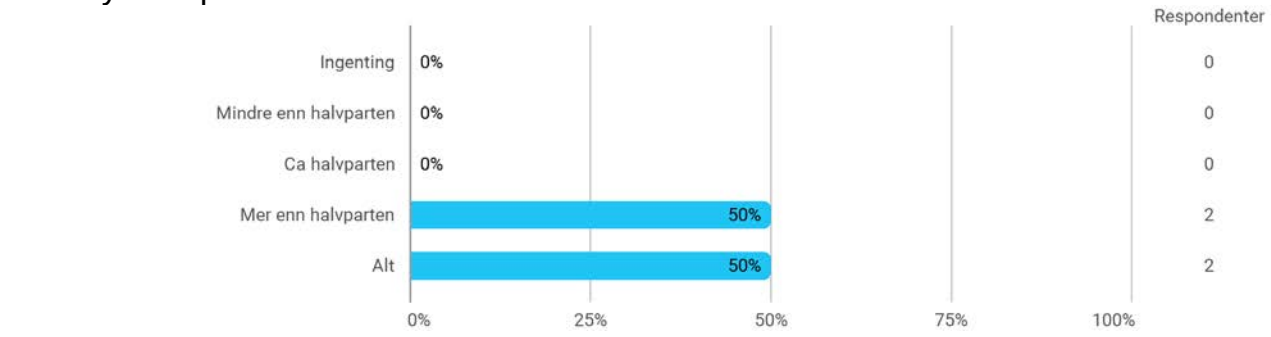
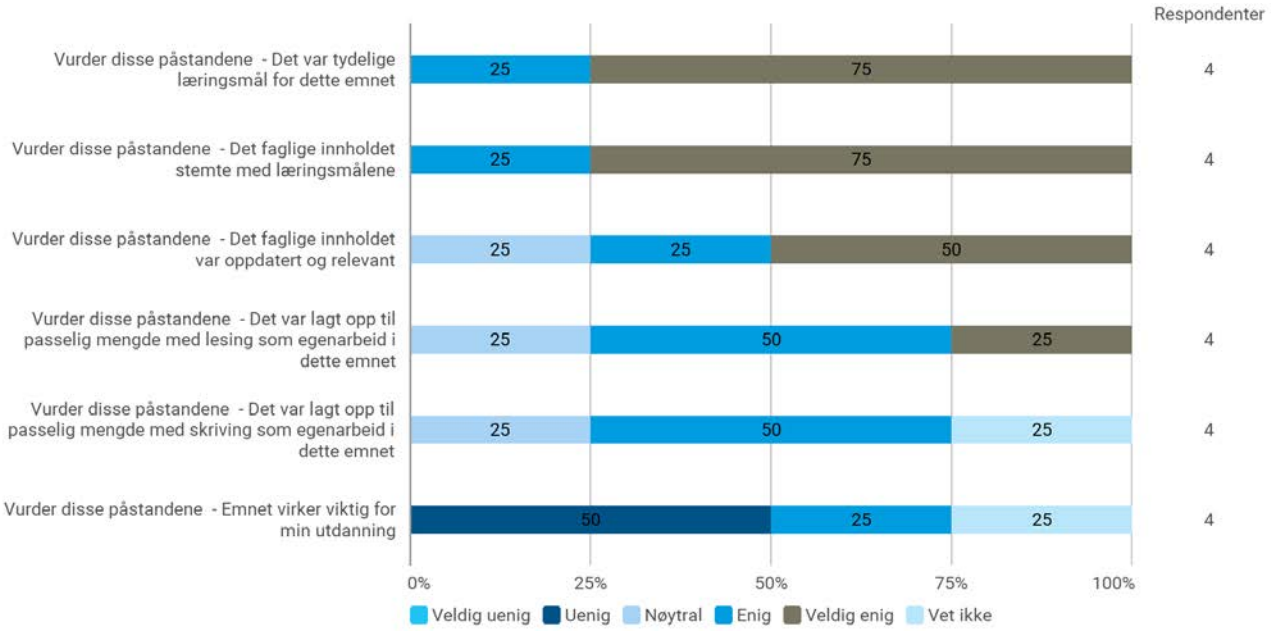


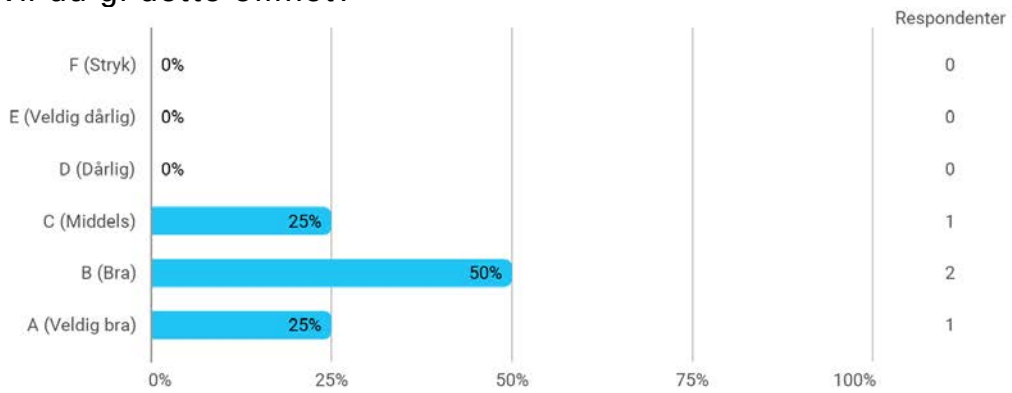


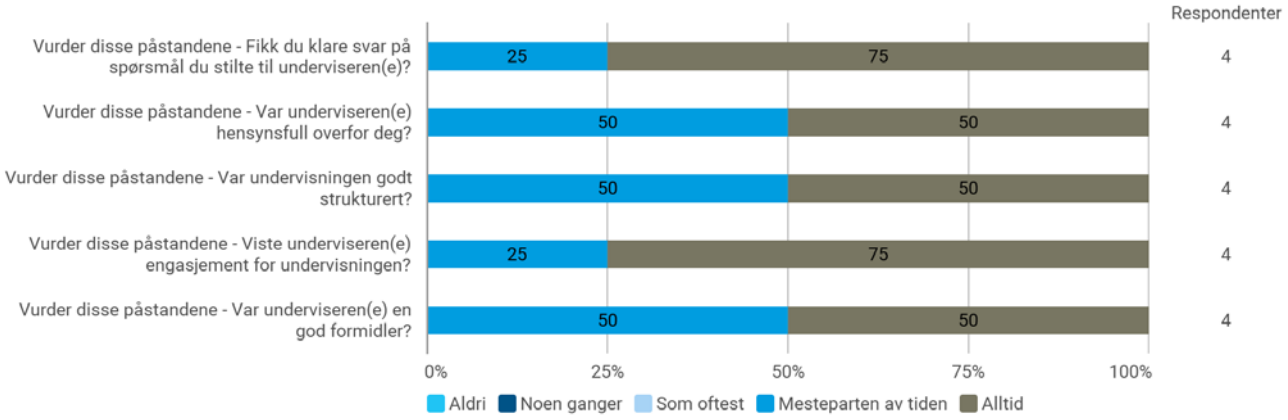
Hvor mye av pensum leste du?



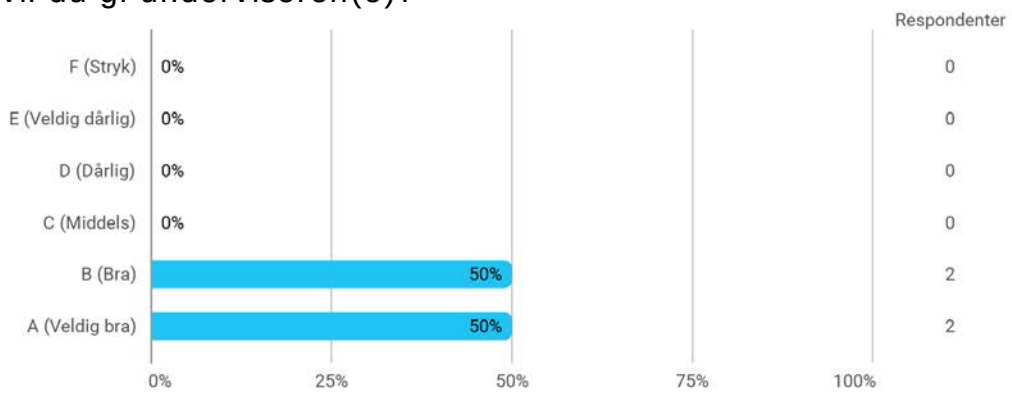


Hvilken karakter vil du gi dette emnet?

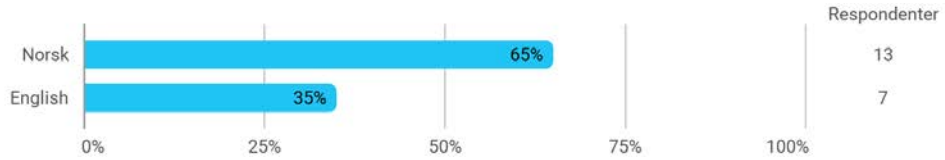




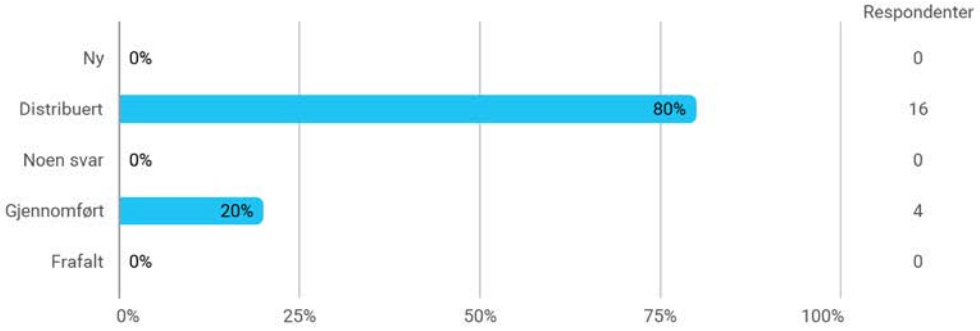
Hvilken karakter vil du gi underviseren(e)?



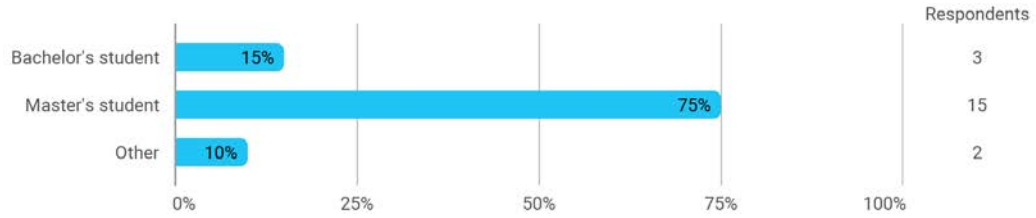
Språk



Samlet status

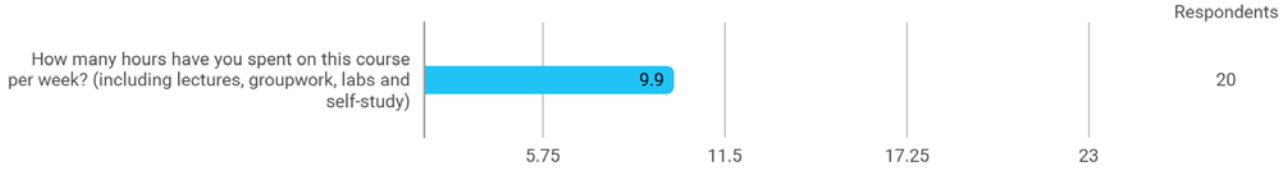


Are you a ?

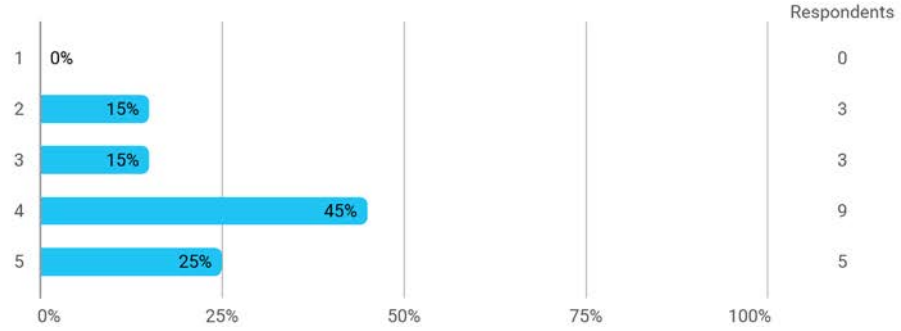


Are you a ? - Other

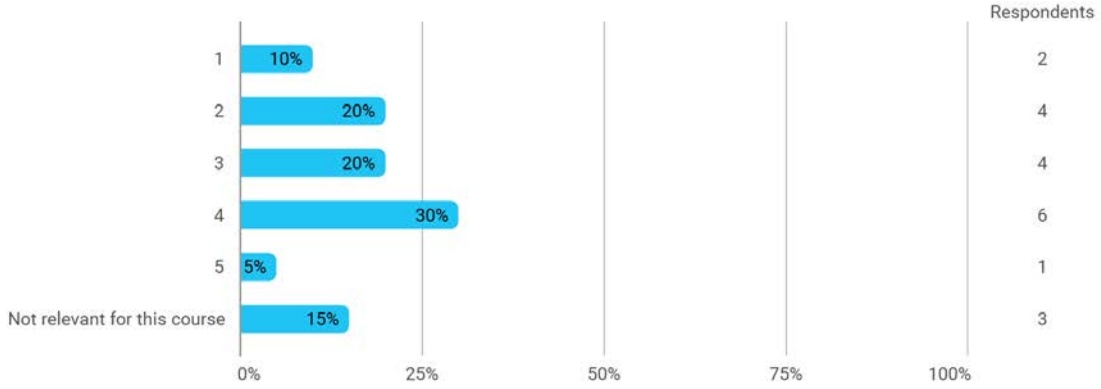
- post-studium etter bachelor
- phd student

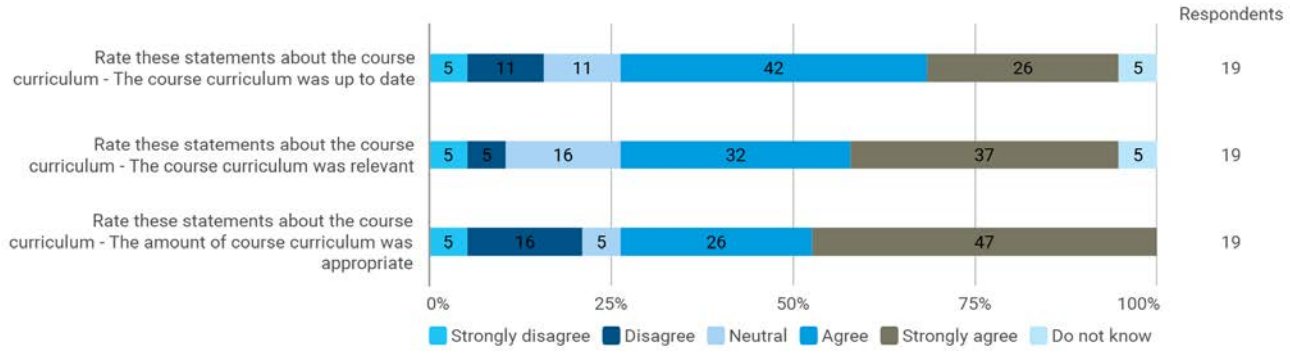


How much theorethical knowledge have you gained from this course? (1 = none, 5 = a lot)

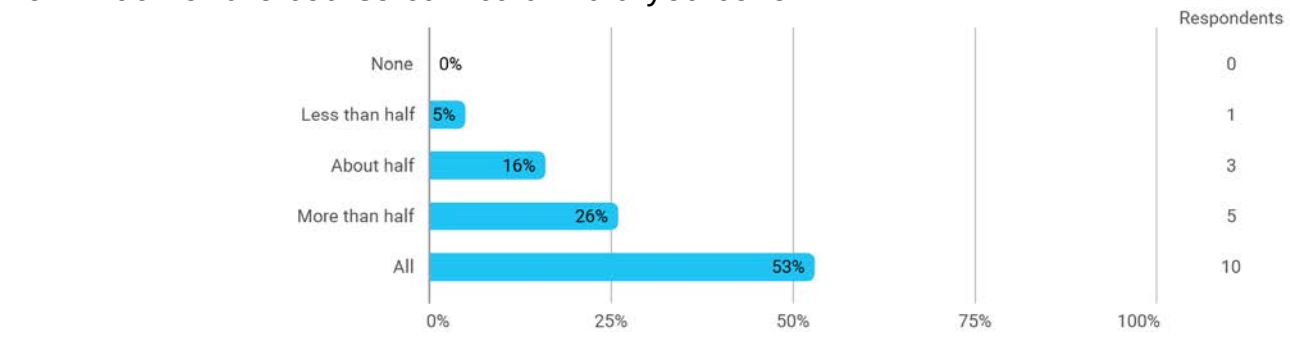


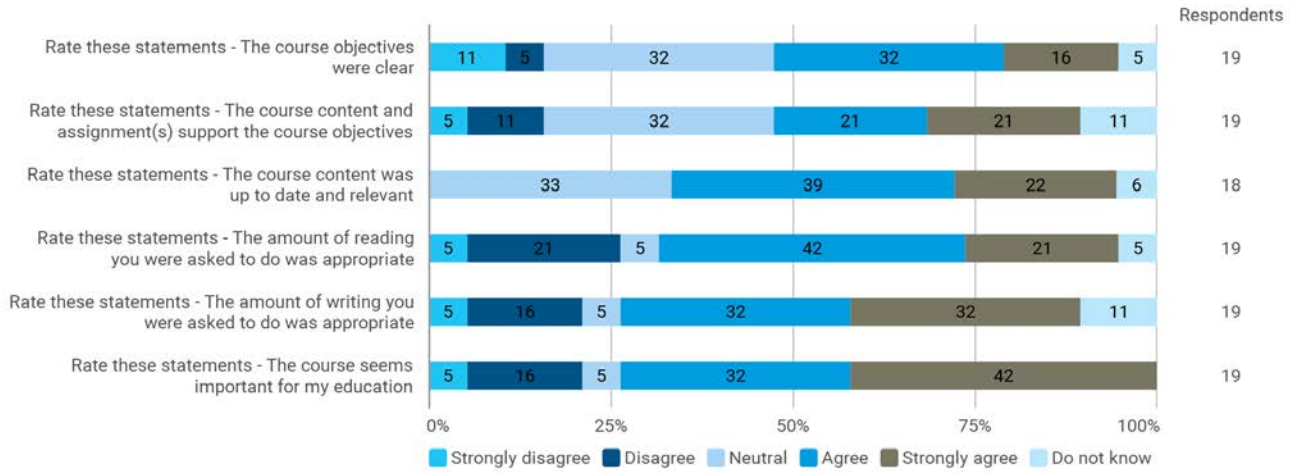
How much practical knowledge have you gained from this course? (1 = none, 5 = a lot)



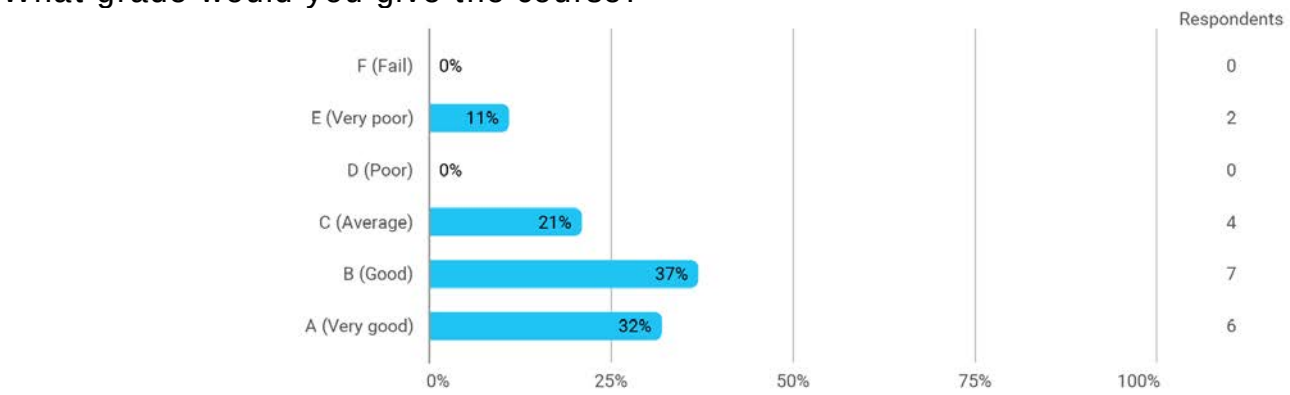


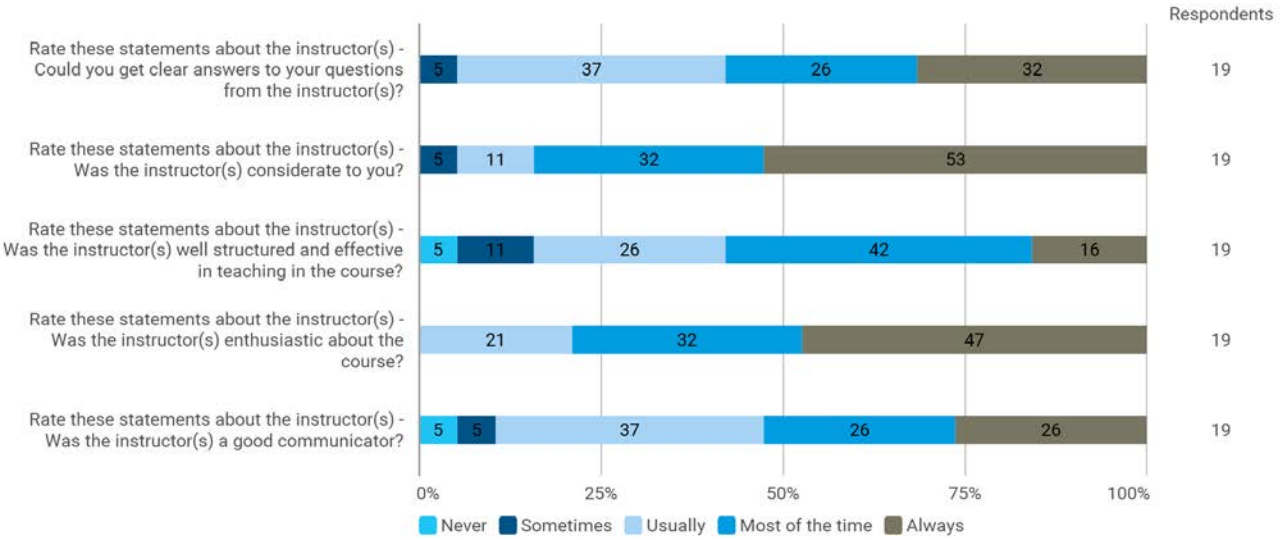
How much of the course curriculum did you cover?



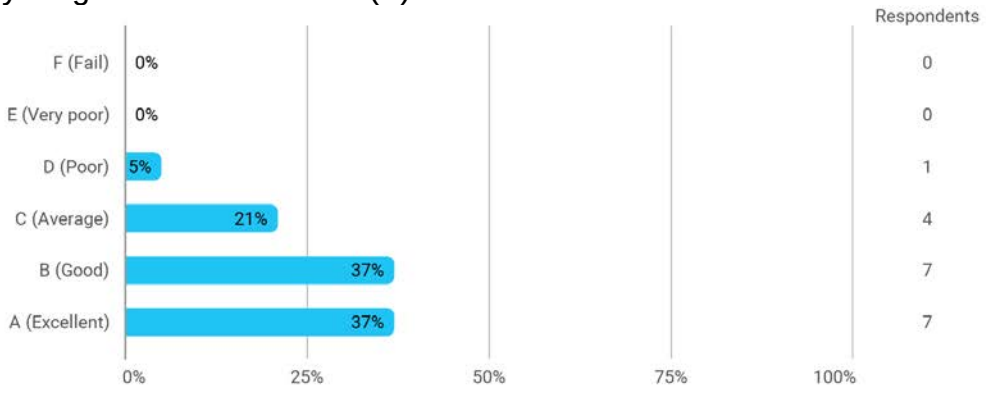


What grade would you give the course?





What grade would you give the instructor(s)?



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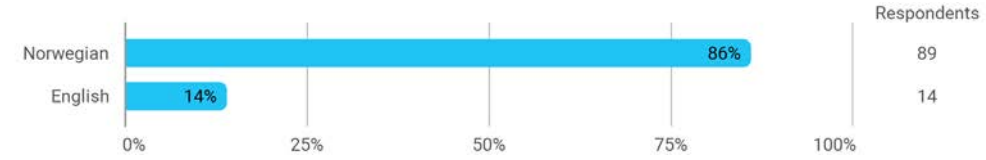
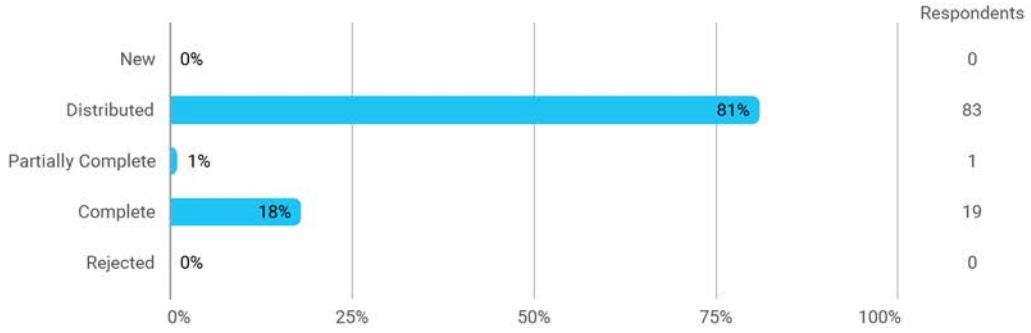
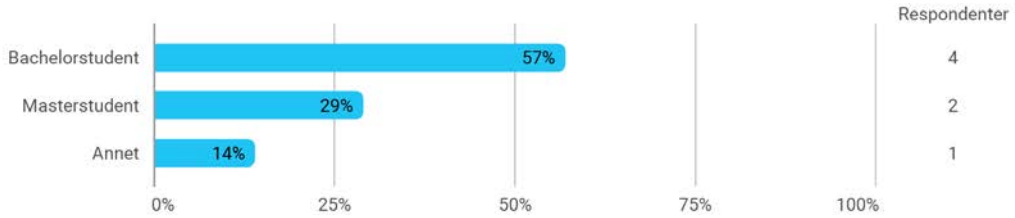


Overall Status

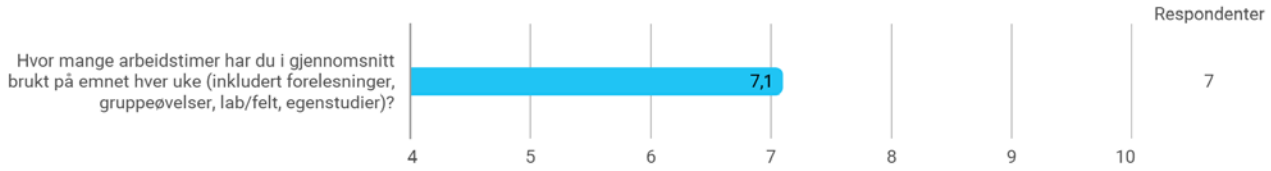


Er du?



Er du? - Annet

- Postmaster



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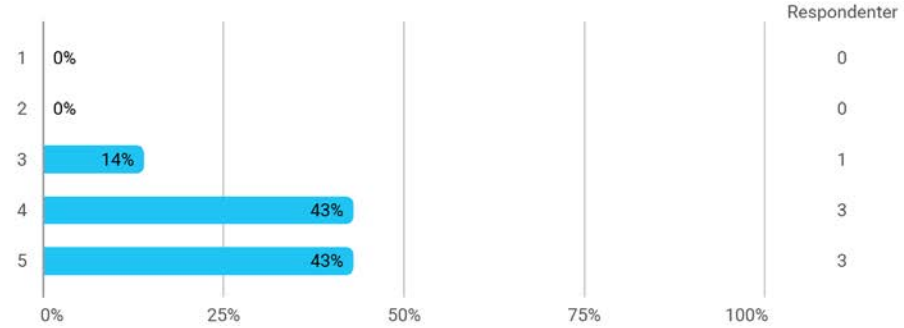

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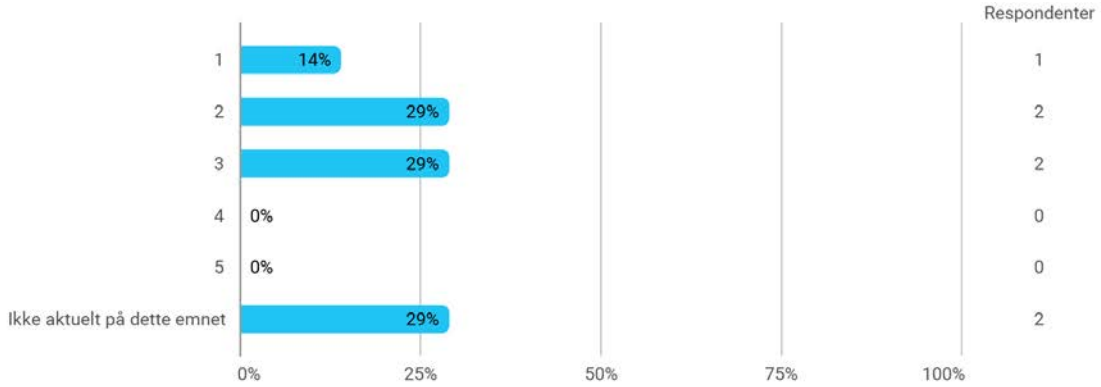

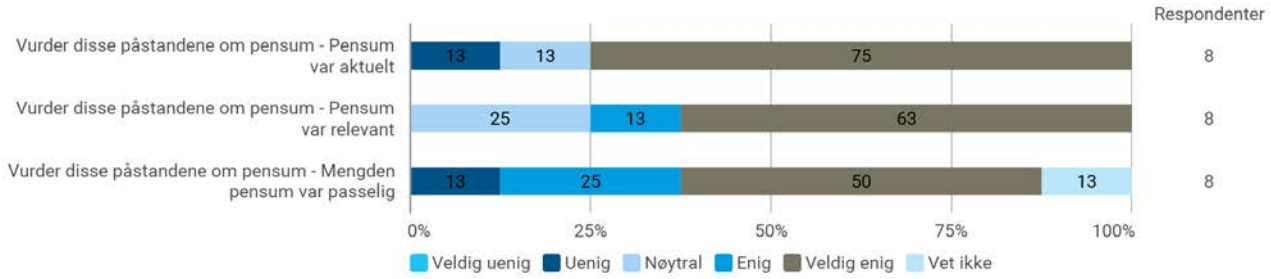

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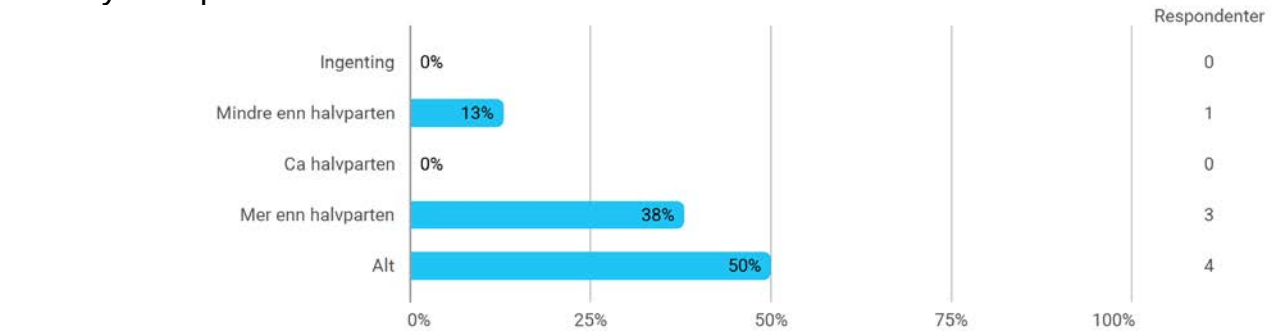
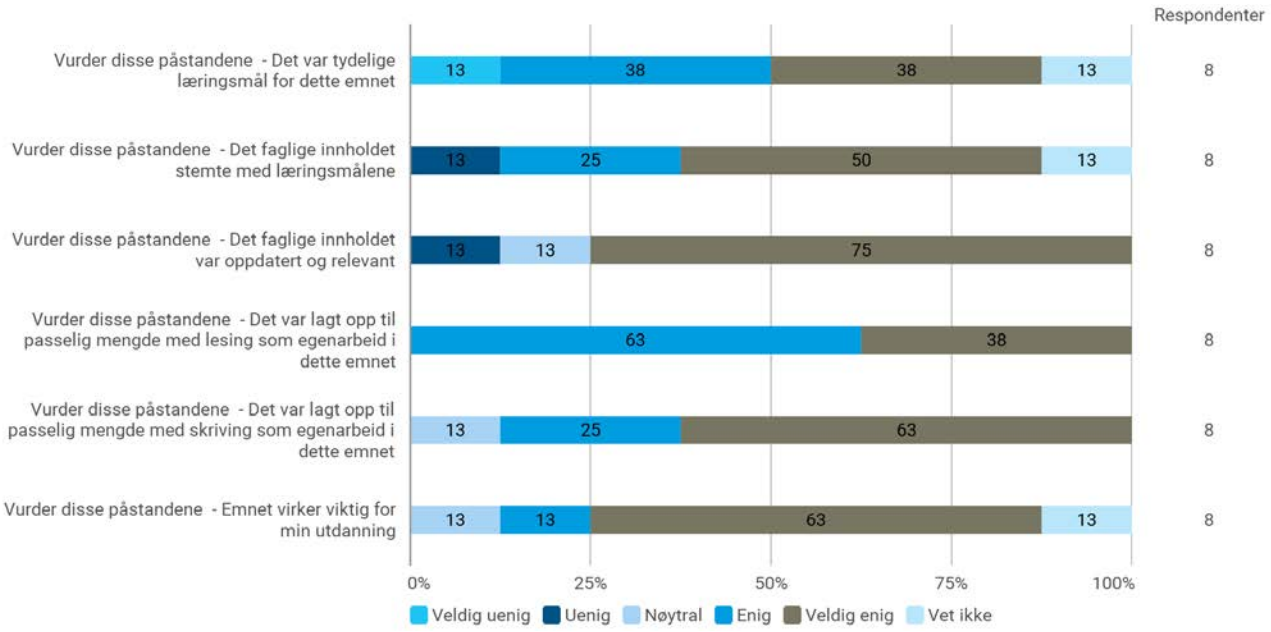
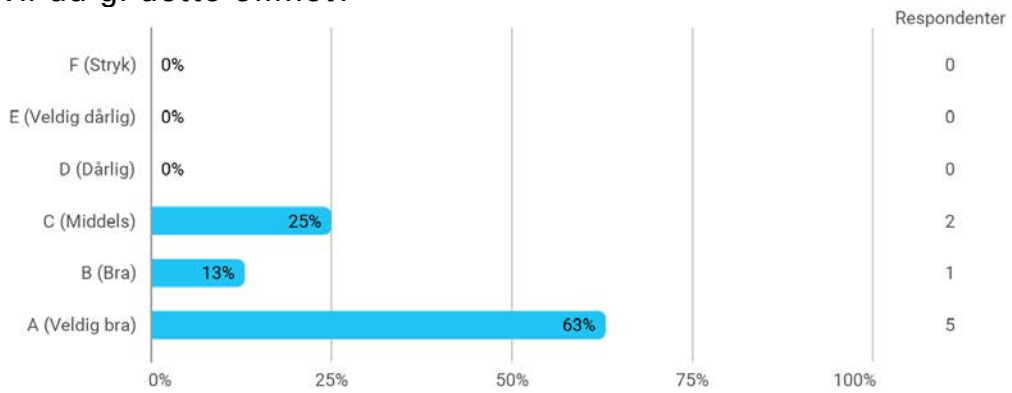
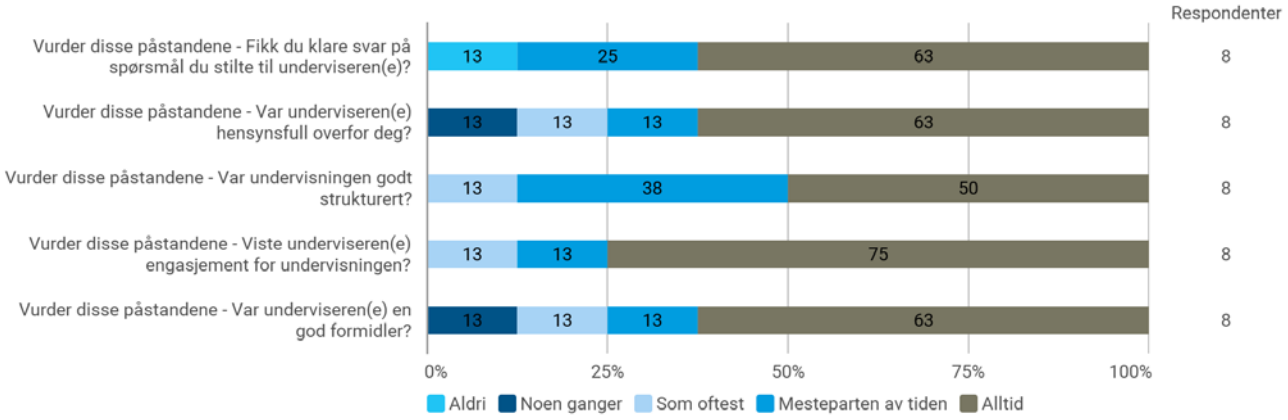




Hvilken karakter vil du gi dette emnet?





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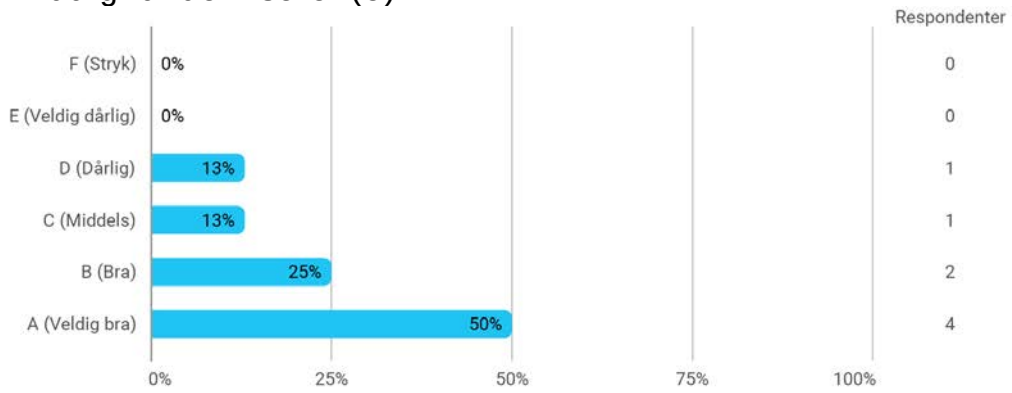
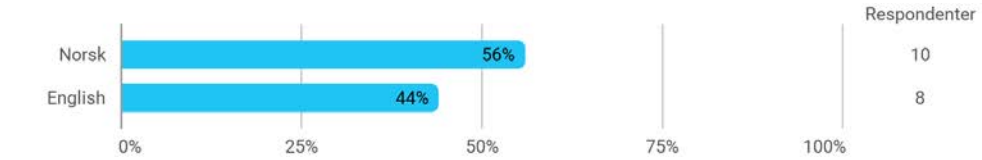
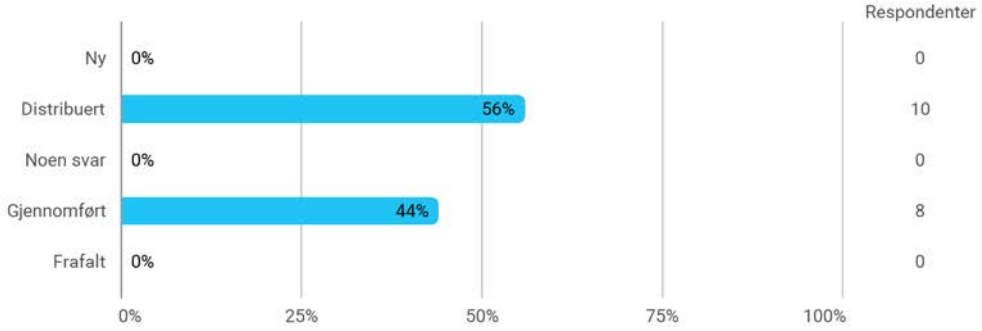


Språk

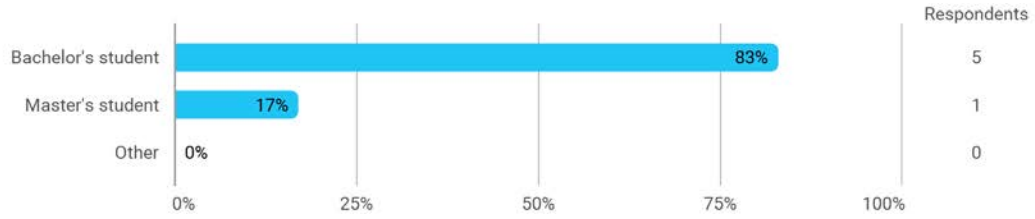


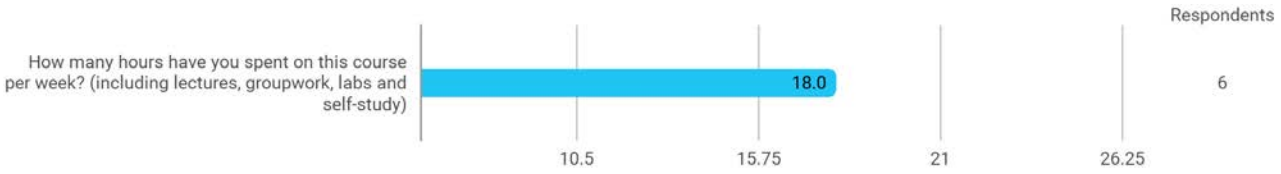
Samlet status



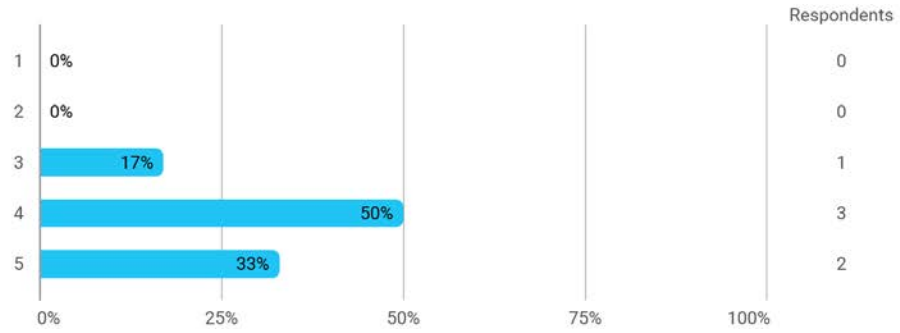
INF240 Autumn 2018- Course evaluation

Are you a ?

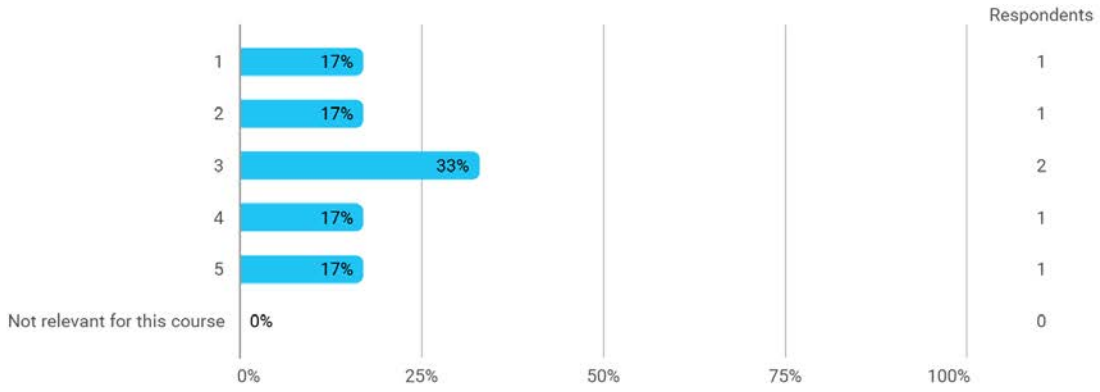


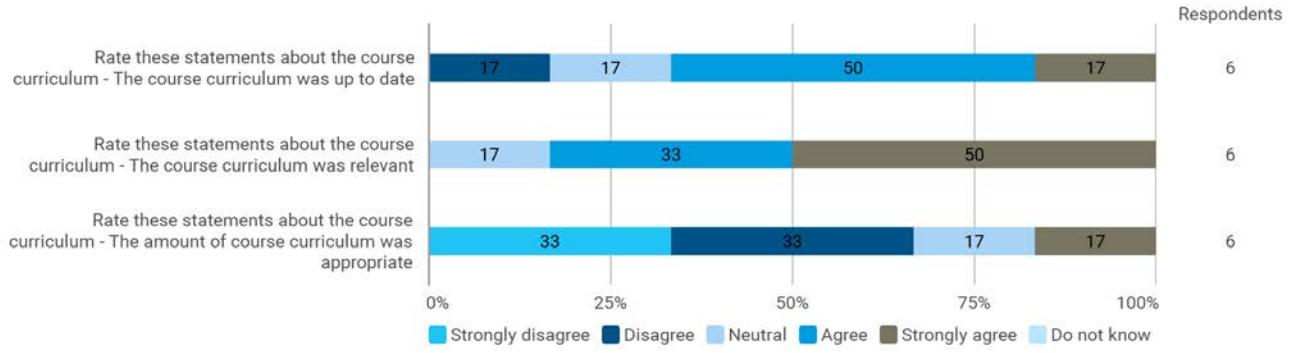


How much theorethical knowledge have you gained from this course? (1 = none, 5 = a lot)

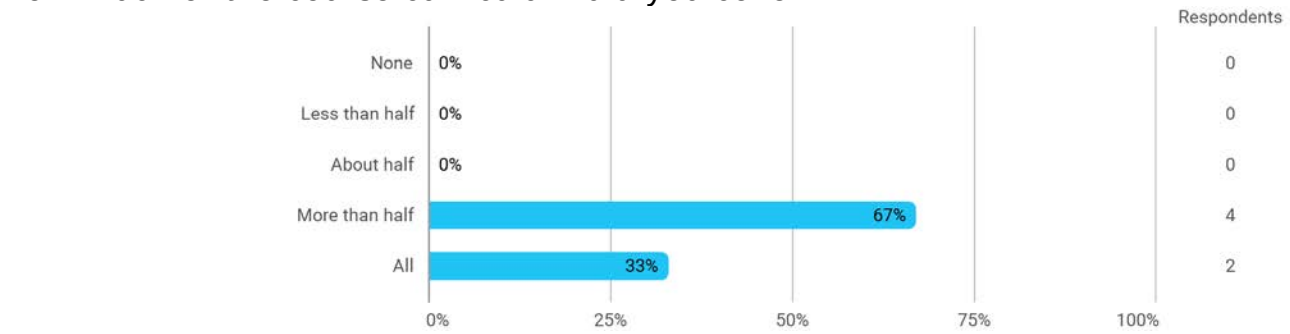


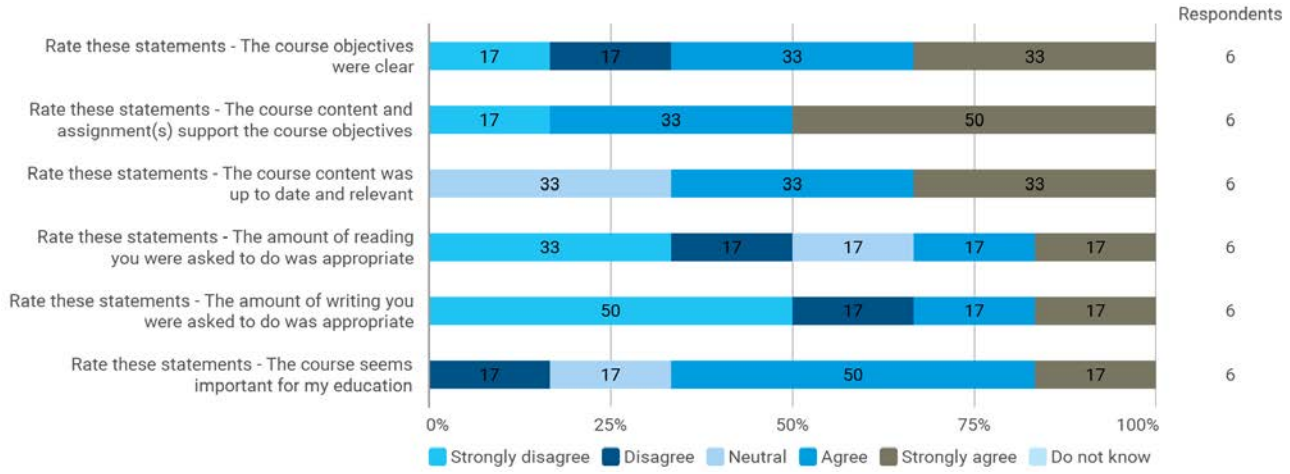
How much practical knowledge have you gained from this course? (1 = none, 5 = a lot)



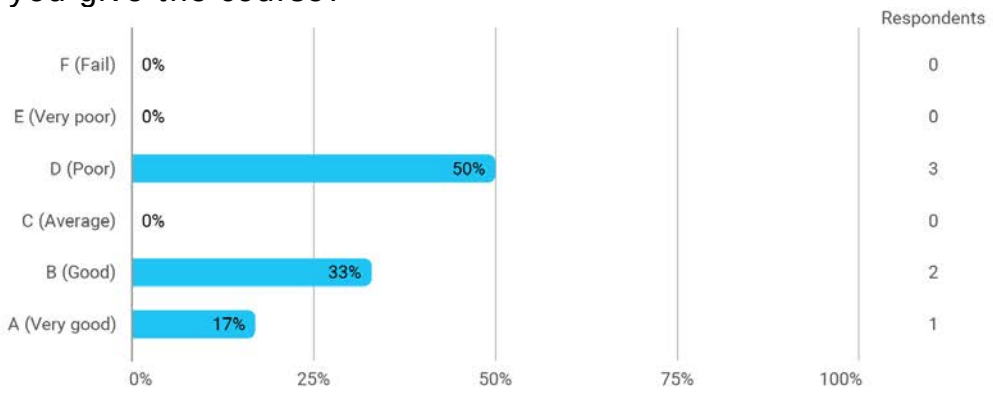


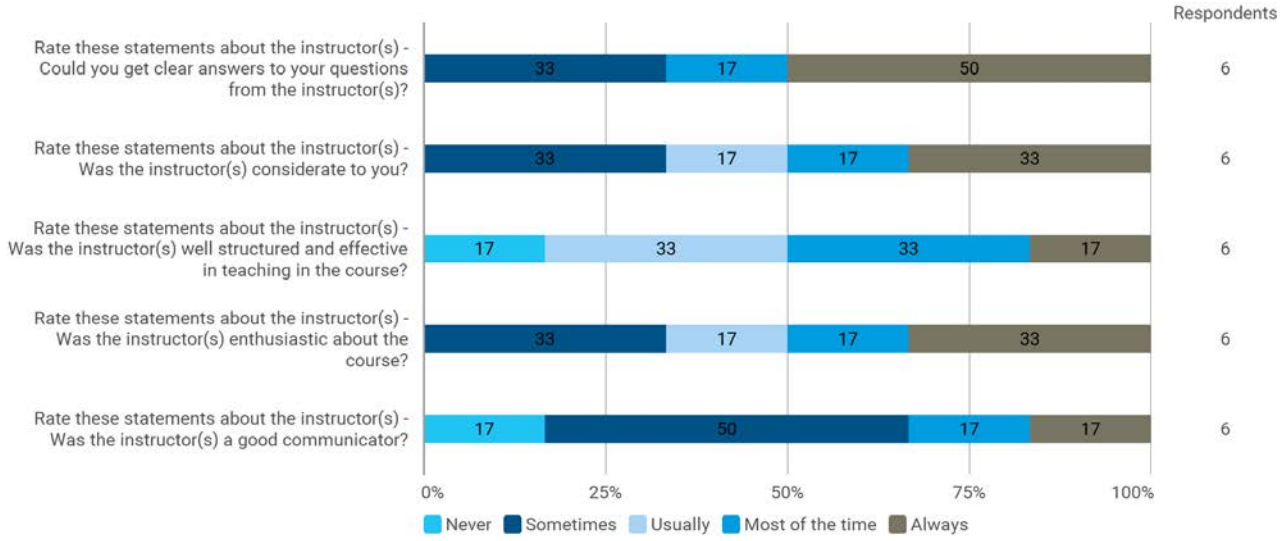
How much of the course curriculum did you cover?





What grade would you give the course?





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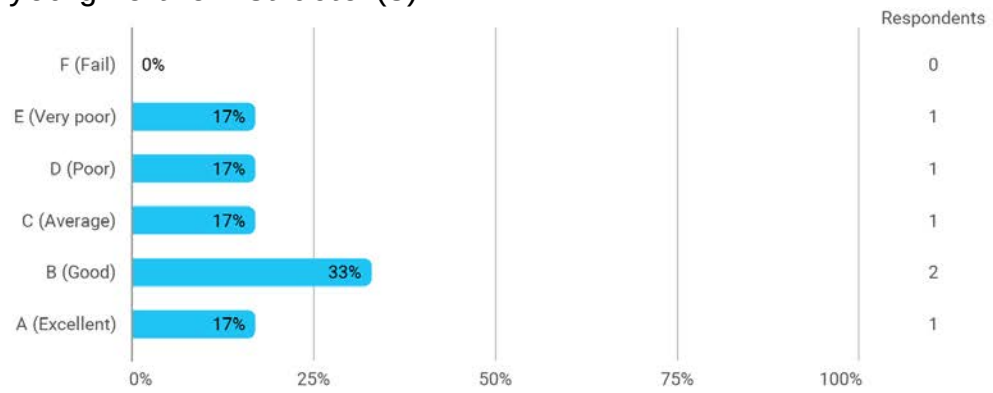
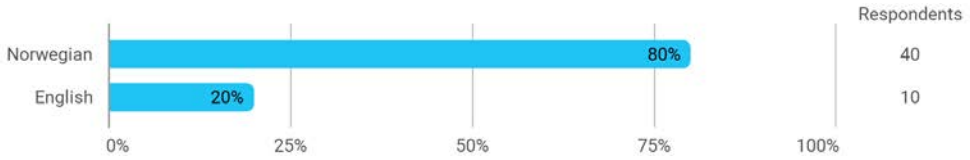
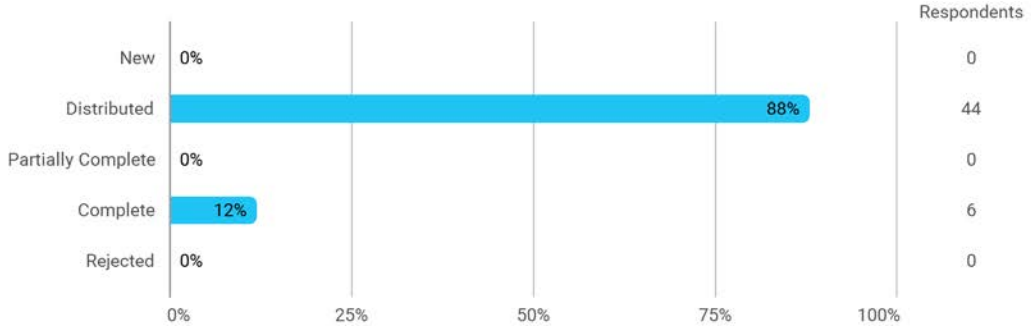


Language



Overall Status



Comment from the instructor

Roughly 50 students attended the exam, and only 6 students did the survey, which unfortunately does not provide comprehensive feedback, even not for the students who followed the lectures closely.

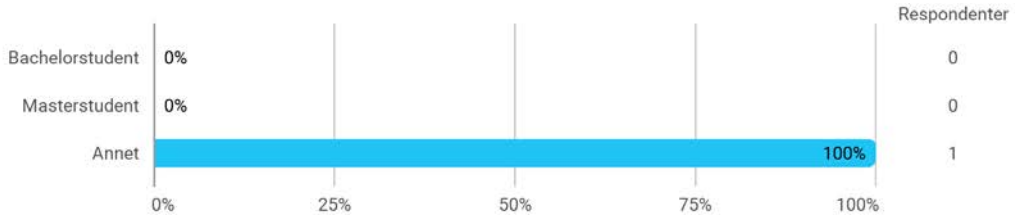
The course INF240 is intended to cover most basics of both cryptography and coding theory to help students build necessary knowledge for further study in the fields. The amount of contents in this course could overwhelm students with a weak background in math.

I was not aware that it is an obligatory course for bachelor students too. I can understand that most of the bachelor students got overwhelmed by the amount of mathematics needed in this course, which is handlable/acceptable to master students. I had this impression from the fact that 4 international master students got full scores in their assignments and nearly full score in their final exams, while some bachelor students can hardly answer half of the questions in the exam.

It's a challenge to keep a good balance for both bachelor and master students with different levels. (Even in the evaluation report from only 6 students, one student considers the coding theory part is the most exciting part, while one student asked to cut down the coding theory part because of heavy mathematics)

According to the student's suggestion, I will adjust the teaching method in the lecture (using more blackboard as suggested) and compress the content of coding theory in this course. I am not a native speaker in English/Norwegian, I will continue working hard to improve my language skill.

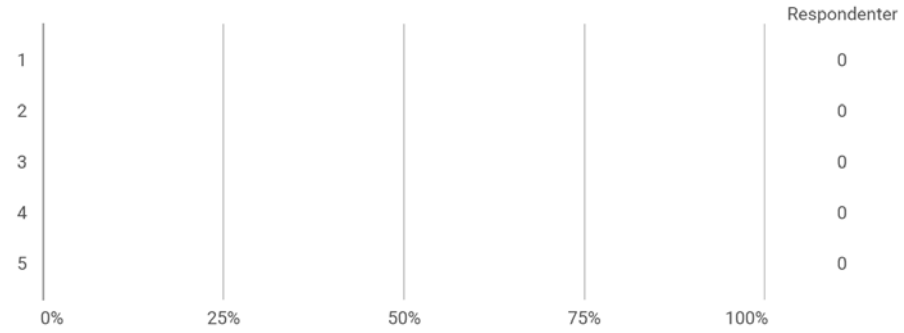
Er du?



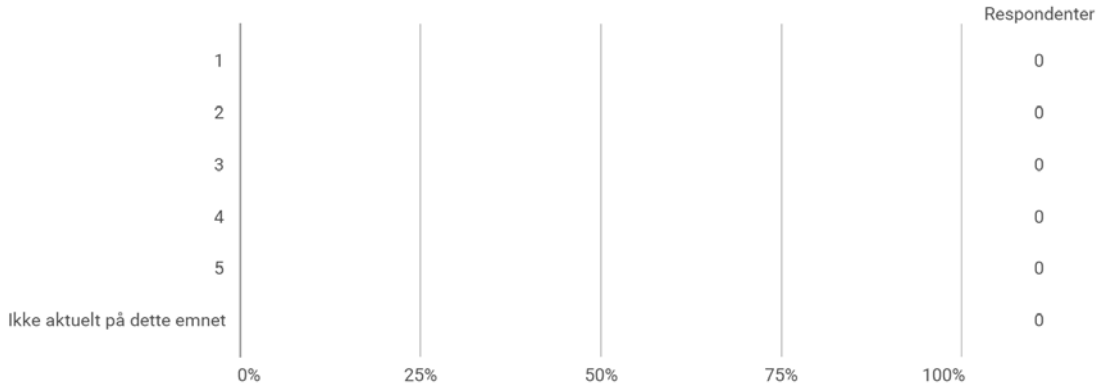
Er du? - Annet

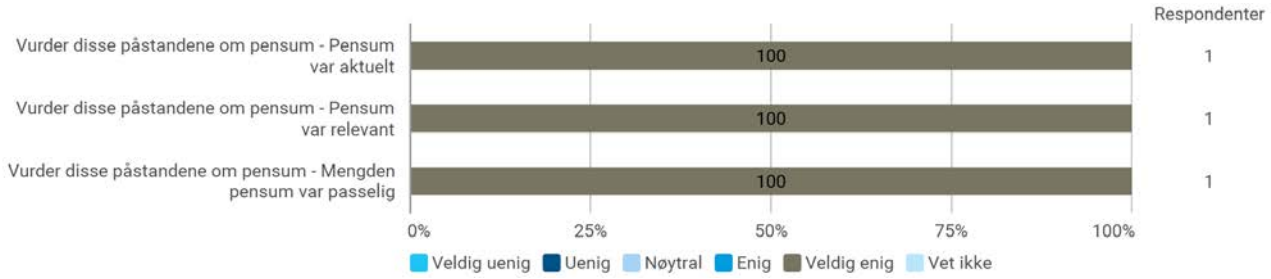
- Postmaster

Hvor mye teoretisk kunnskap har du tilegnet deg på dette emnet? (1 = ingen, 5 = mye)



Hvor mye praktisk kunnskap har du tilegnet deg på dette emnet? (1 = ingen, 5 = mye)





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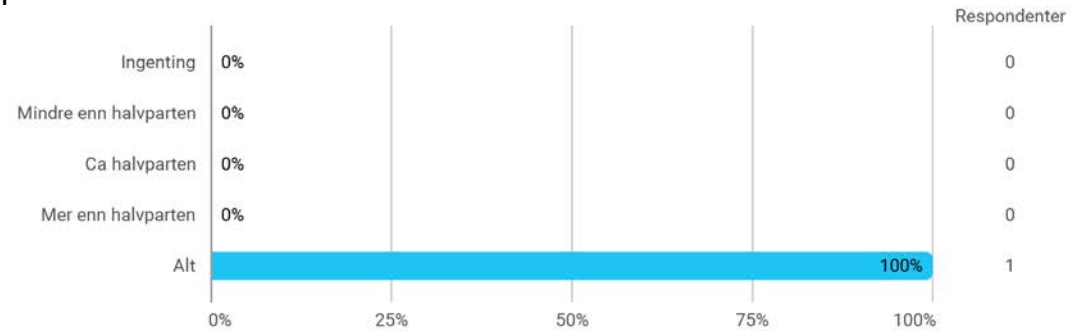

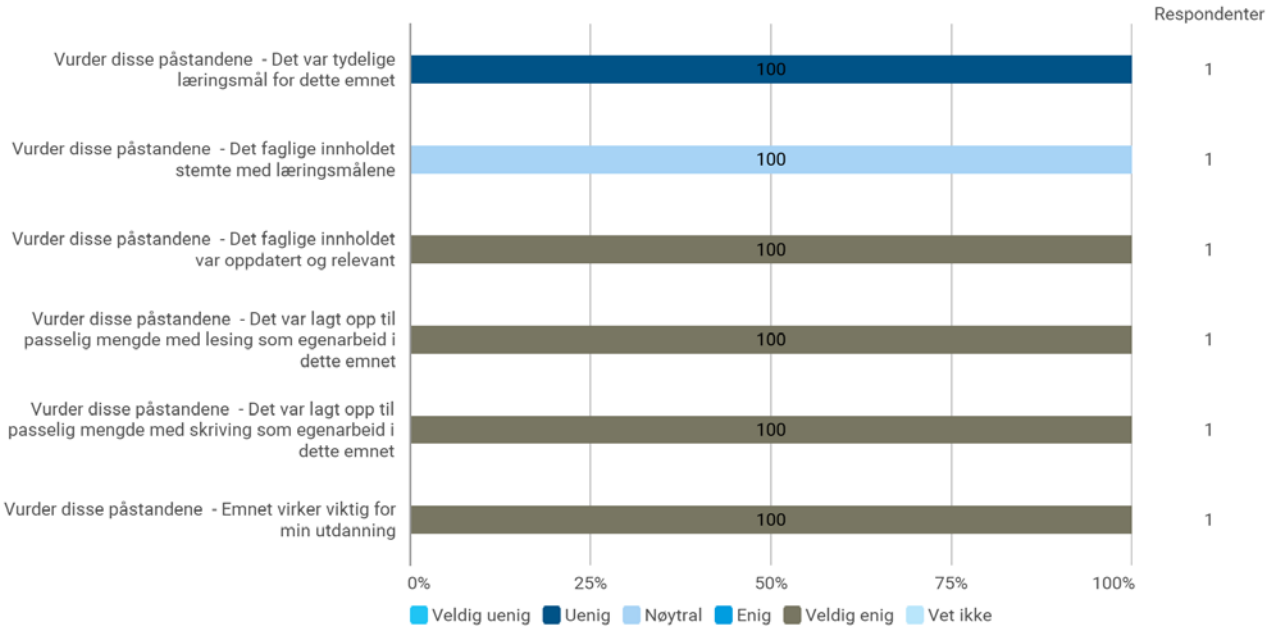

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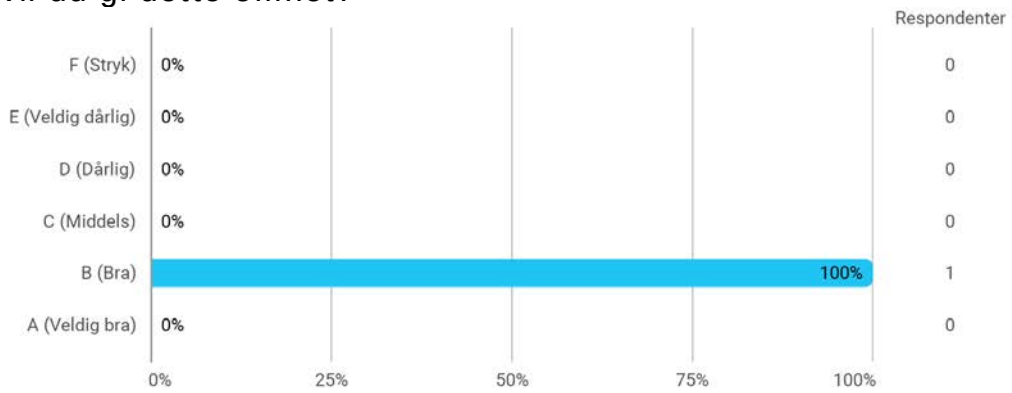

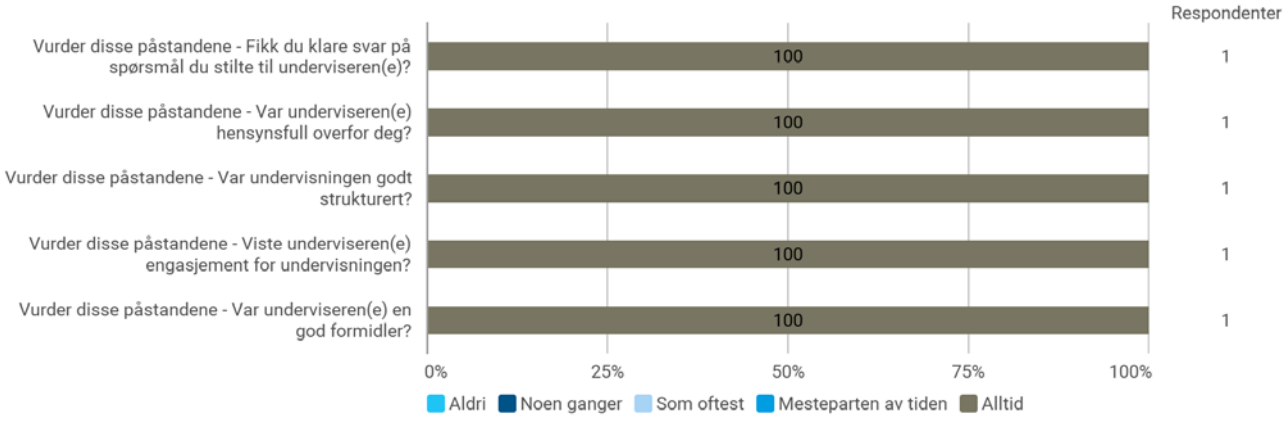

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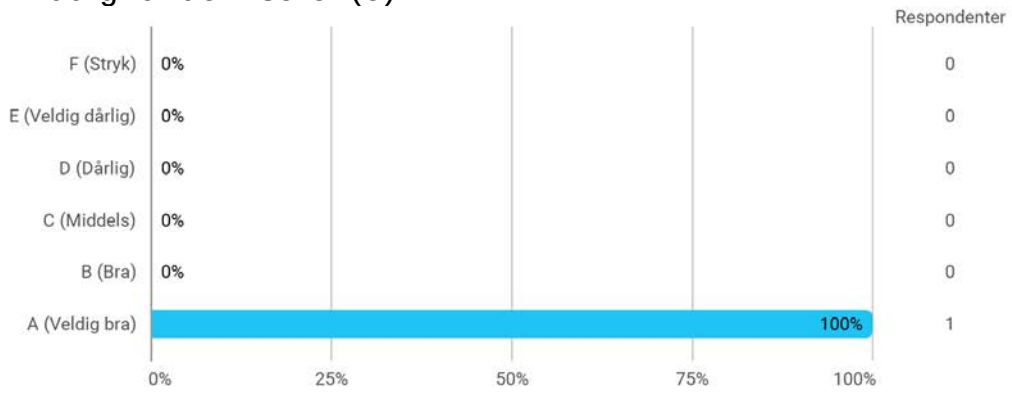
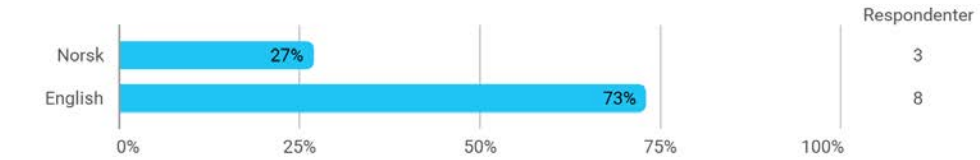
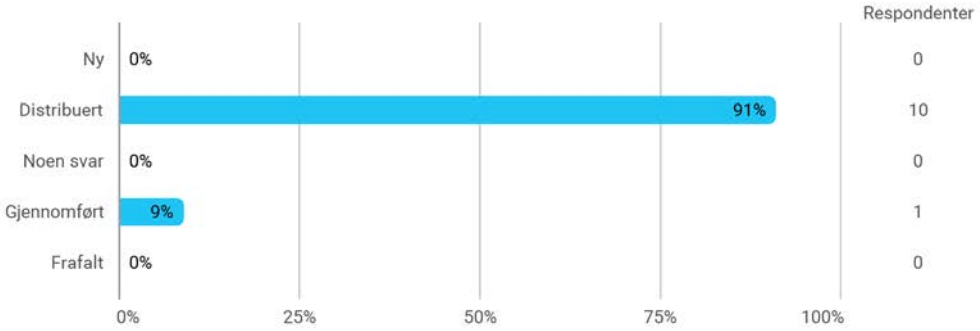


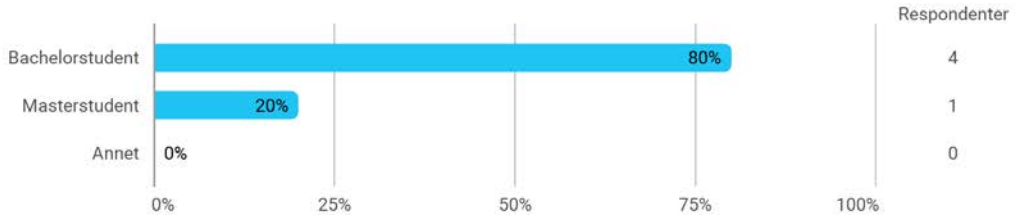
Språk



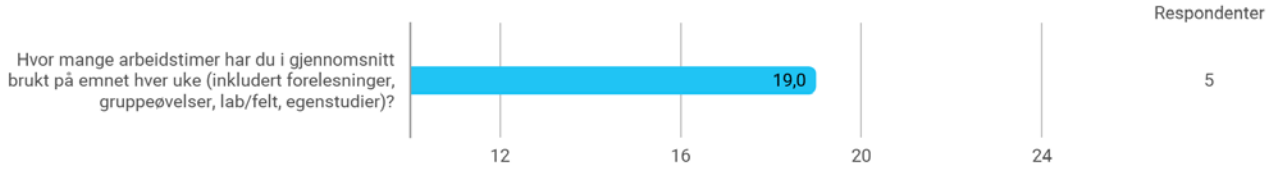
Samlet status



Er du?



Er du? - Annet



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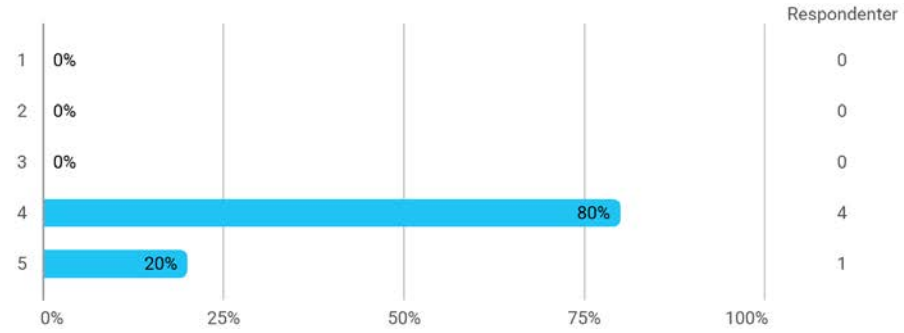

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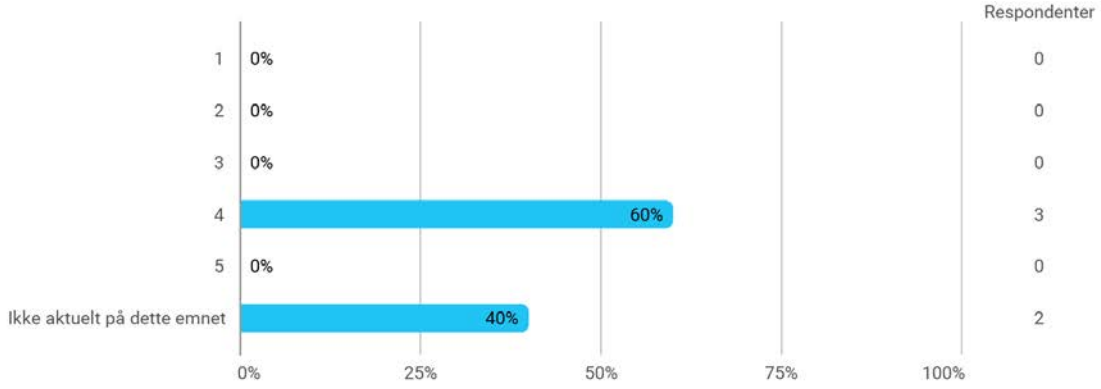

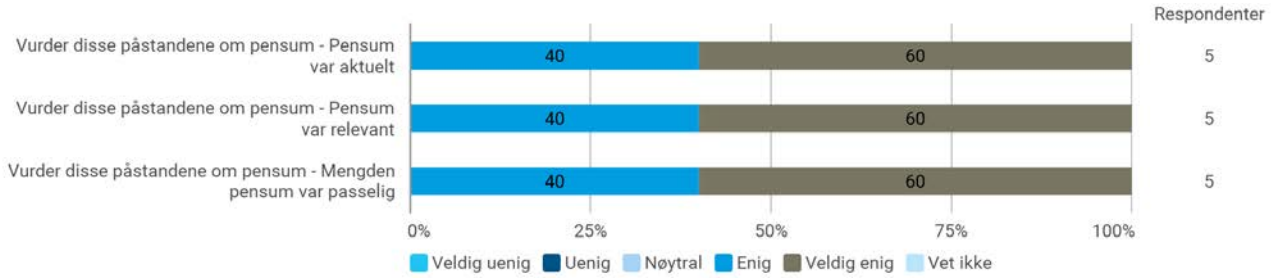

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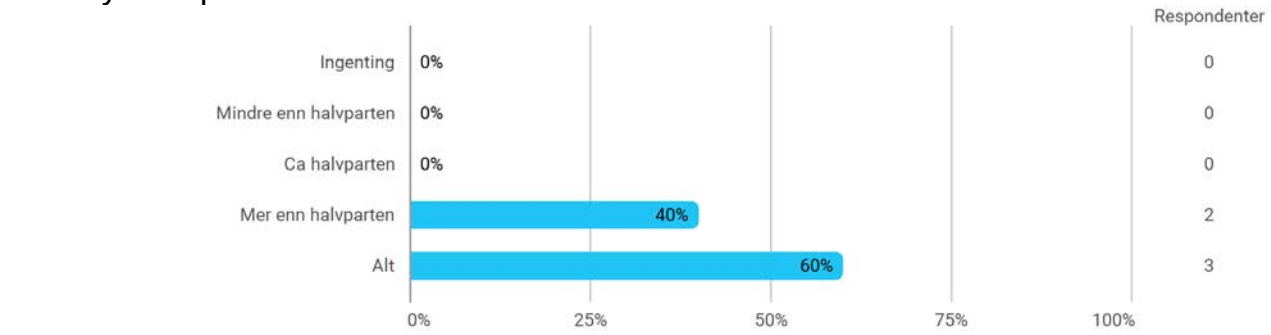
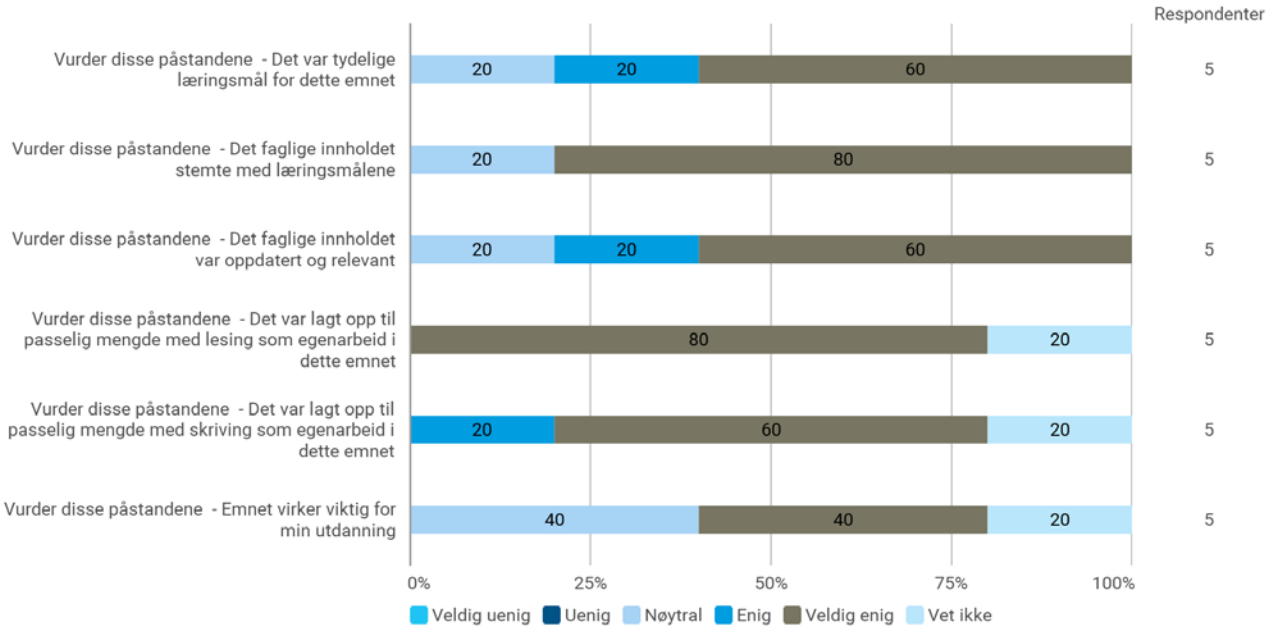
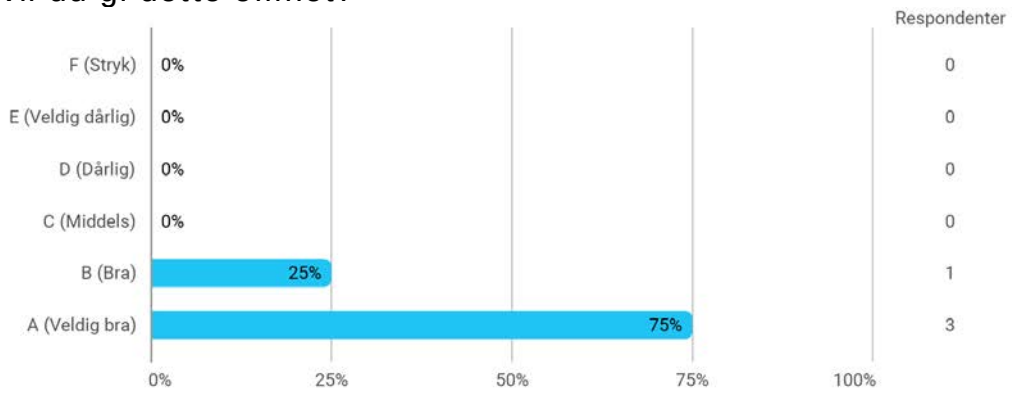
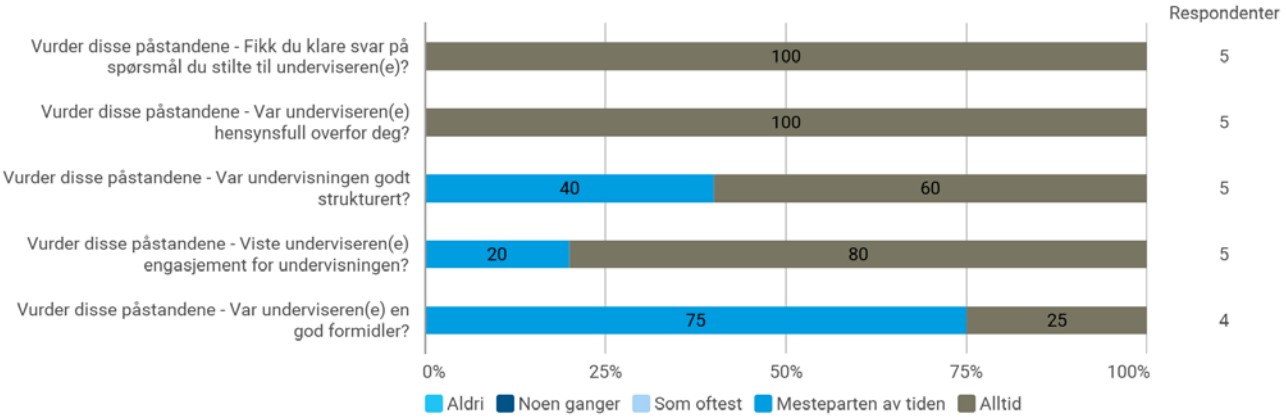


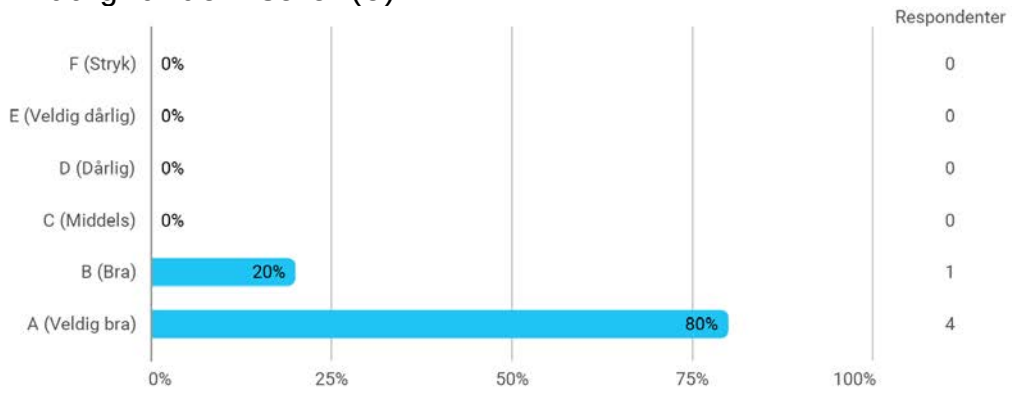


Hvilken karakter vil du gi dette emnet?

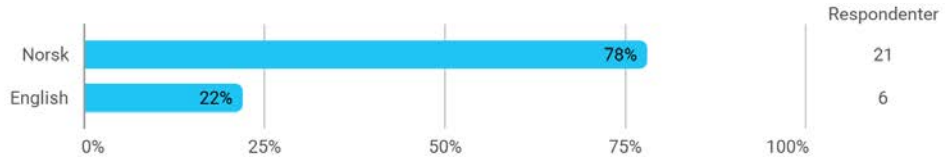




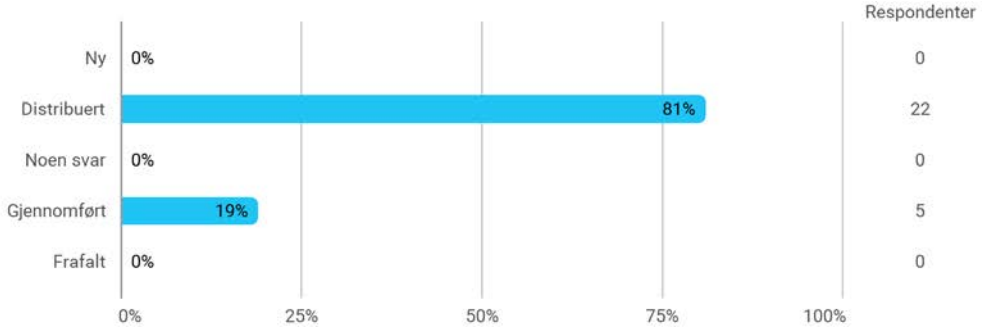
Hvilken karakter vil du gi underviseren(e)?



Språk



Samlet status



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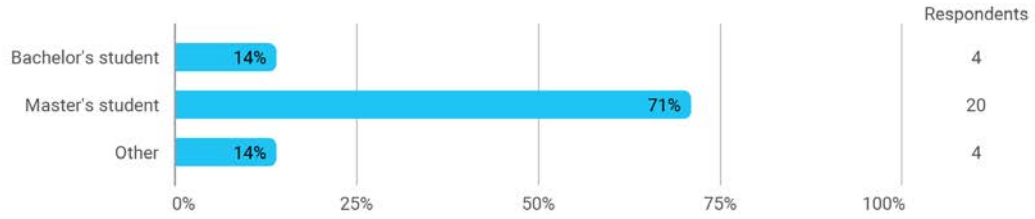
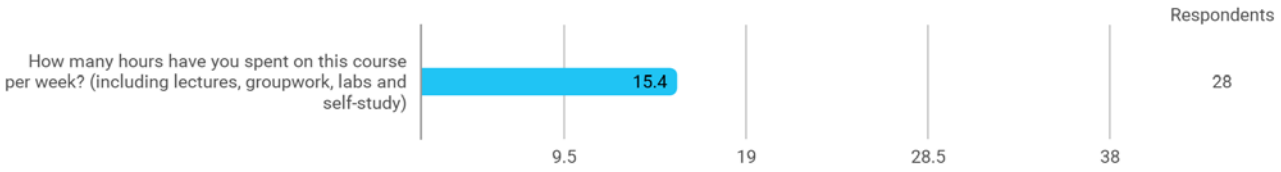
Are you a ?

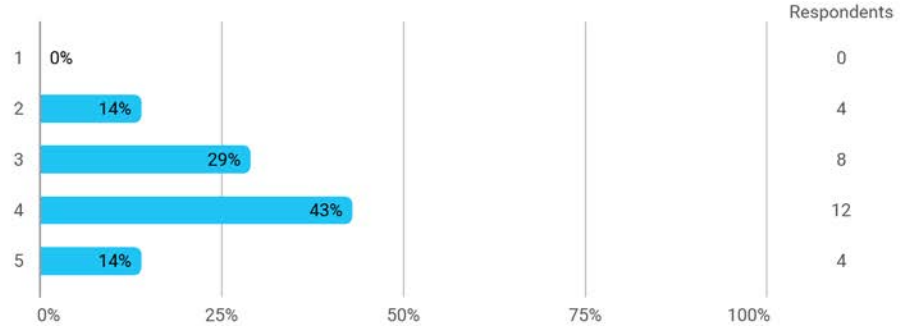


Are you a ? - Other

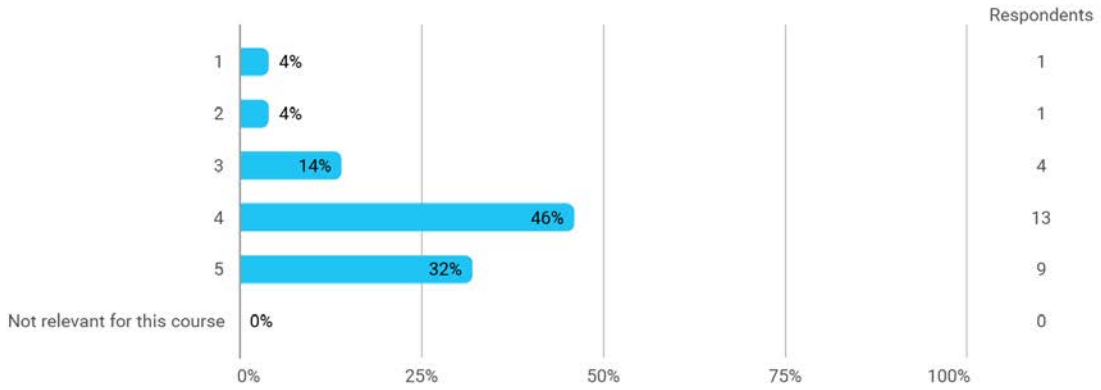
- Phd
- PhD i fysikk
- Post Bachelorstudent
- PhD student

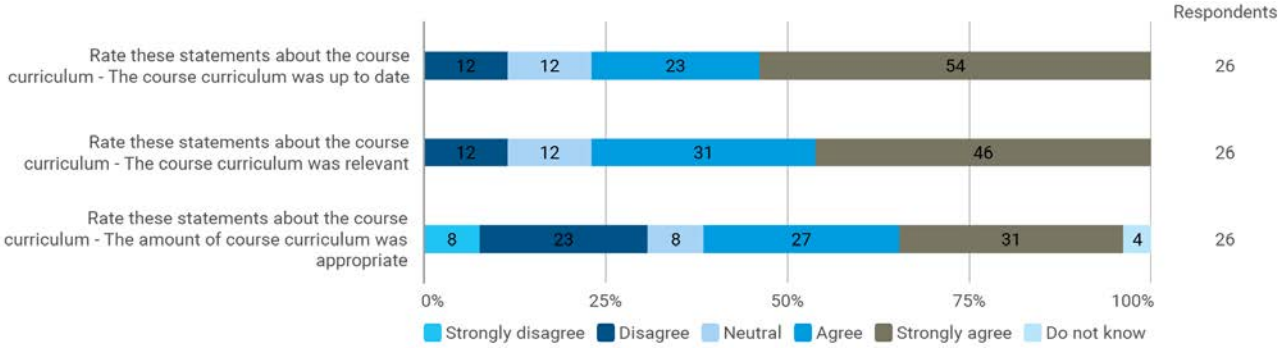


How much theorethical knowledge have you gained from this course? (1 = none, 5 = a lot)

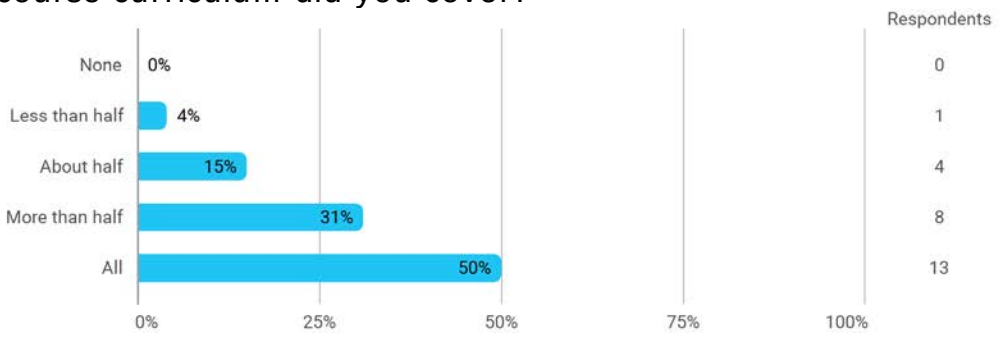


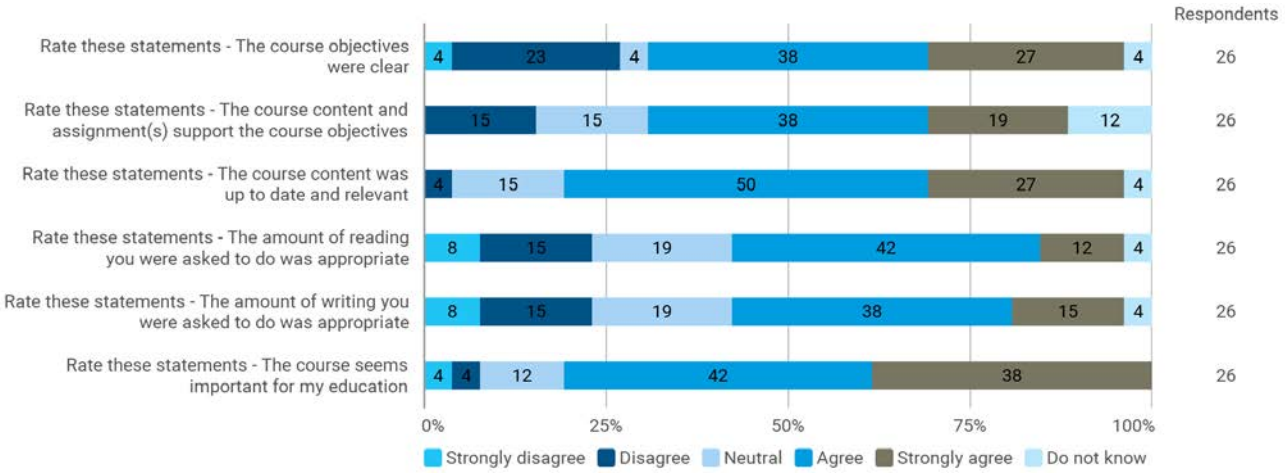
How much practical knowledge have you gained from this course? (1 = none, 5 = a lot)



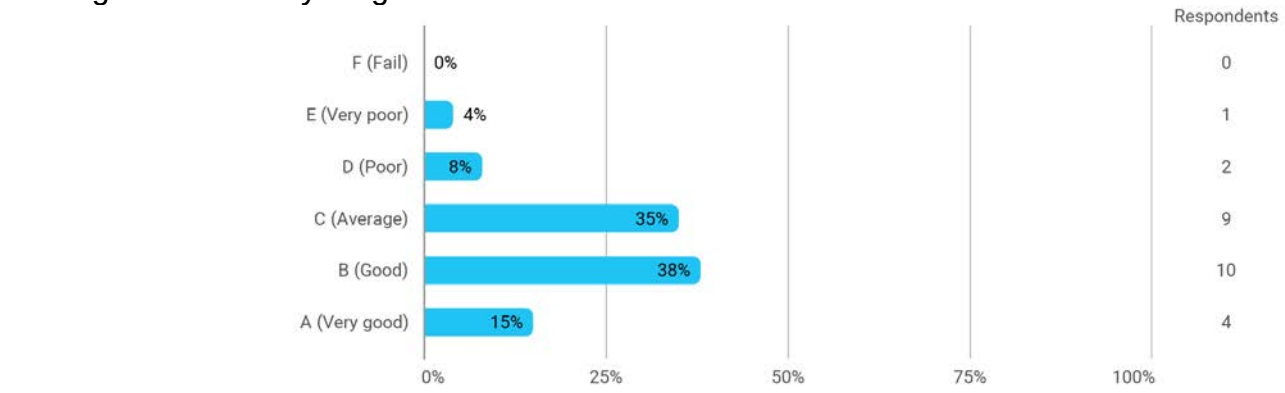


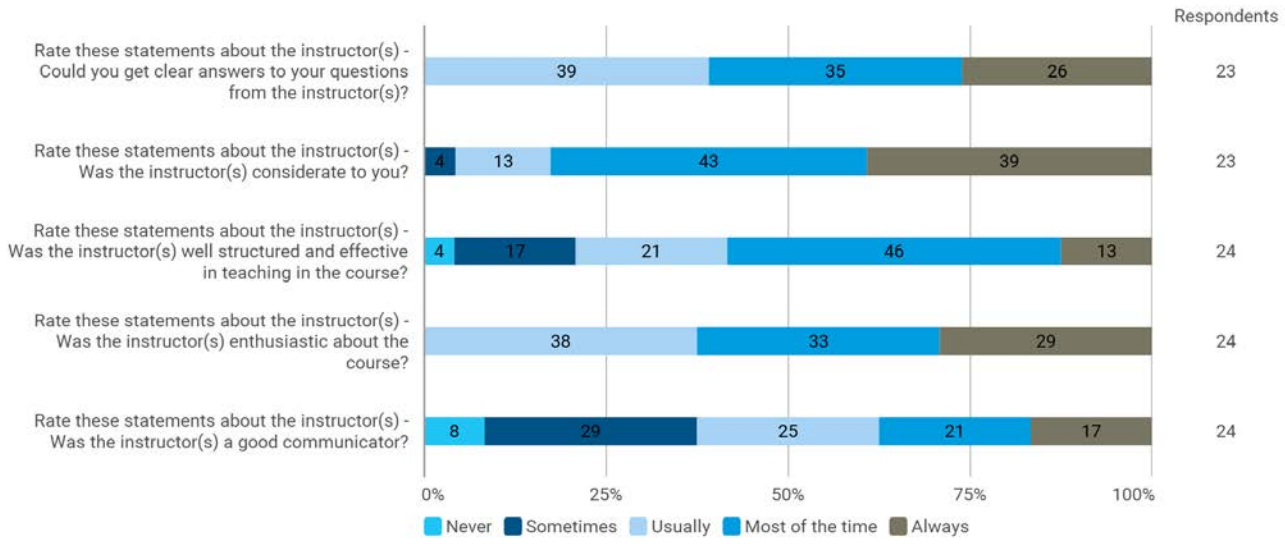
How much of the course curriculum did you cover?



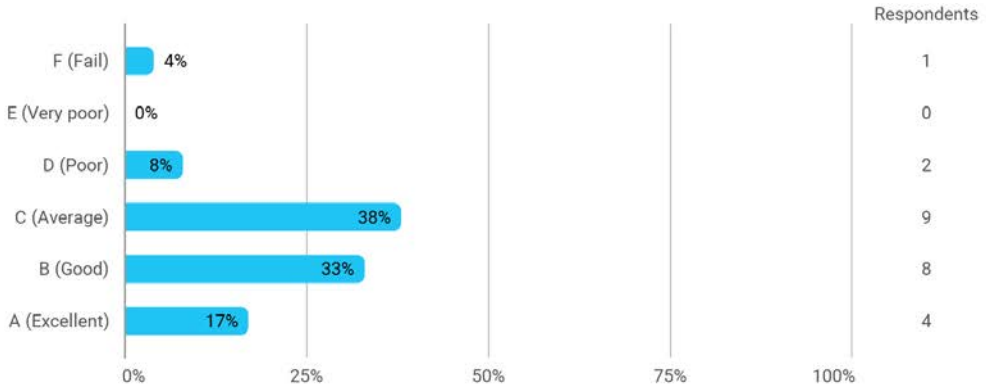


What grade would you give the course?

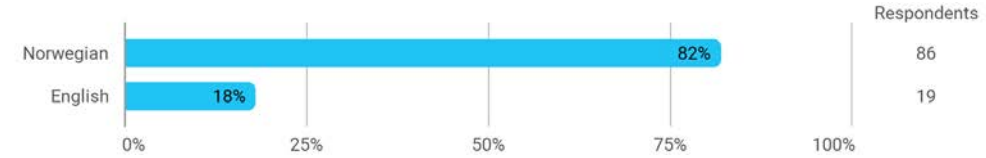




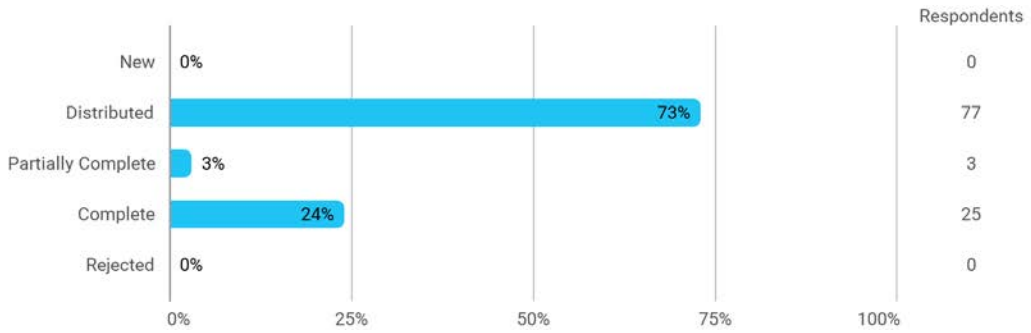
What grade would you give the instructor(s)?



Language



Overall Status



Comments from the course instructor(s)

This was the first time that I lectured this course and there is room for improvement.

A majority of the students liked the projects and exercises. This is encouraging as I believe that machine learning is learned best by doing.

Many students criticised the amount of math and theory at the course. We had two goals at the course: the students should learn how to apply machine learning methods in practice and should understand why and how the methods work. For the latter, we need some math and theory. Thus, most of the theoretical content cannot be removed. However, theory can be taught better and I will try to improve this.

Another common criticism was that there were too much stuff in the course. I agree with this and in the future we will focus more on the key aspects. In the future, we are planning to lecture a special course in probabilistic machine learning and some probabilistic stuff such as Bayesian networks and parts of Bayesian learning will be moved to that course. Furthermore, I plan to streamline some of the lectures by removing some topics.