

Course evaluation report - CEQ, FMSF10

Basic facts

Course name	Stationary Stochastic Processes		
Course code	FMSF10		
ECTS credits	7.5 hp	Study hours according	the curricula
Year	202526	Lectures	24 h
Study period the course was finished	HT_LP1	Group work	16 h
Programme	all (PI)	Laboratories	6 h
Registrated students	197	Time with supervisor	0 h
Number answers and response rate	36 / 18 %	Self study time	145 h
Number answers from males	25		
Number answers from females	7		

Summary of questionnaires

The CEQ-score span between -100 och +100, there -100 means that "I fully disagree to the statement" and +100 "I fully agree to the statement".

Presence at teaching

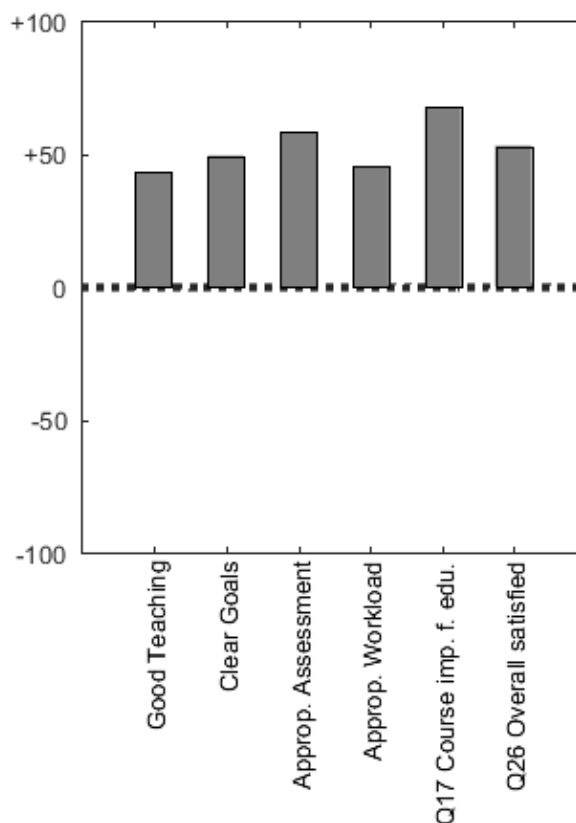
Part of teaching	Number	Share
0 %	1	3 %
20 %	2	6 %
40 %	5	14 %
60 %	3	8 %
80 %	15	42 %
100 %	10	28 %

CEQ-scales & special questions

Scale	CEQ-score	StdDev
Good Teaching	+43	44
Clear Goals and Standards	+49	41
Appropriate Assessment	+58	34
Appropriate Workload	+45	46
Generic Skills	+19	46

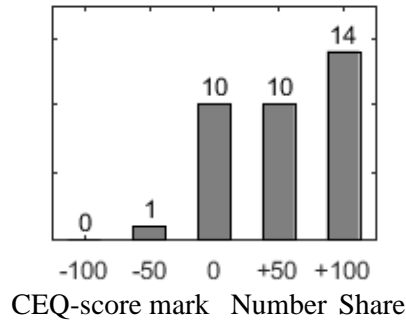
Special questions

The course seems important for my edu.	+68	35
Overall, I am satisfied with this course	+53	45



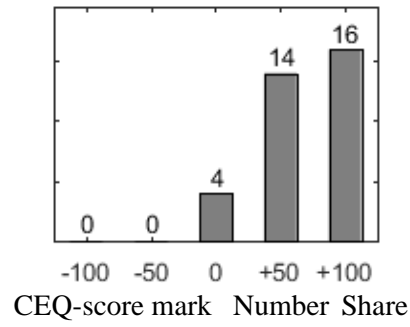
Distribution of the answers from question 26: "Overall, I am satisfied with this course"

Distribution of the answers from question 17: "The course seems important for my education"



Dissatisfied (<0)	1	3 %
Neutral (0)	10	28 %
Satisfied (>0)	24	67 %
No answer	1	3 %

Mean of CEQ-score	+53
Standard deviation (StdDev)	45
Males	+50
Females	+57



-100	0	0 %
-50	0	0 %
+0	4	11 %
+50	14	39 %
+100	16	44 %

Mean of CEQ-score	+68
Standard deviation (StdDev)	35
Males	+71
Females	+57

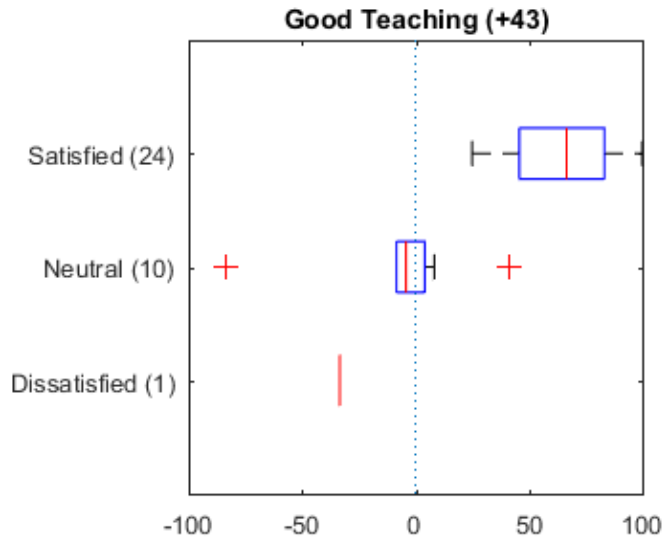
Summary scales divided on satisfaction

Statistical examination between dissatisfied and neutrals has not been done due to at least one of the groups consist of less than five students

Statistical examination between dissatisfied and satisfied has not been done due to at least one of the groups consist of less than five students

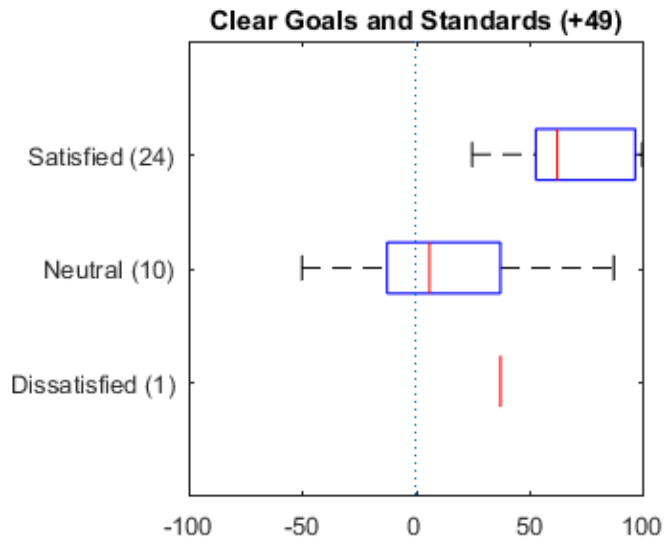
Good Teaching

CEQ-score of the course **+43**
 Statistical significant distinction between neutrals and satisfied



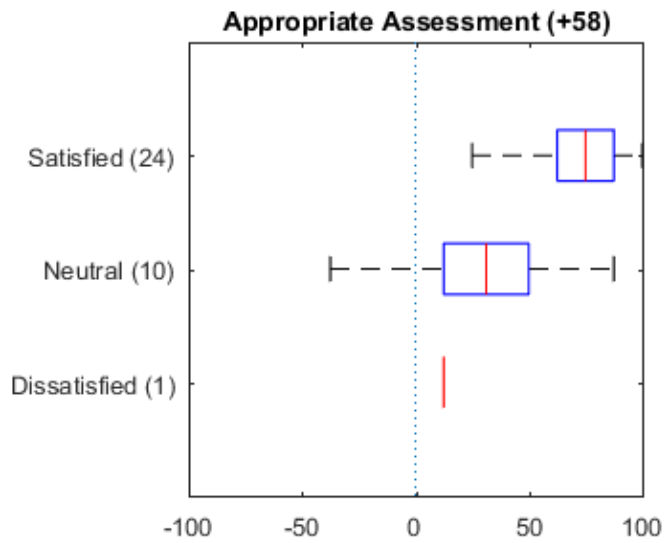
Clear Goals and Standards

CEQ-score of the course **+49**
 Statistical significant distinction between neutrals and satisfied



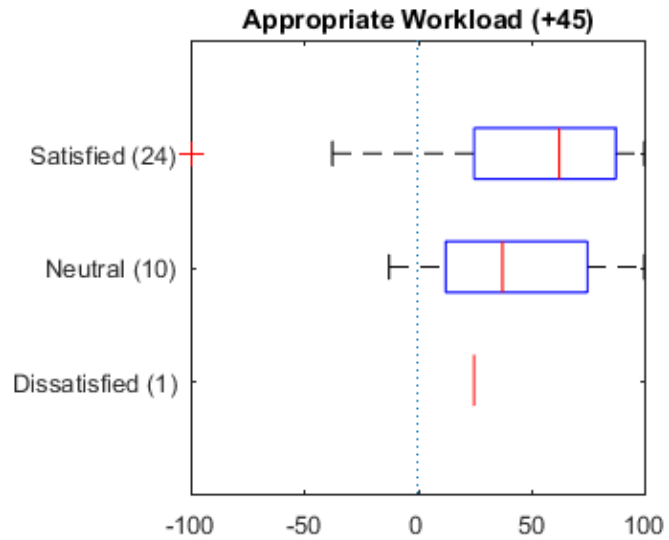
Appropriate Assessment

CEQ-score of the course **+58**
 Statistical significant distinction between neutrals and satisfied



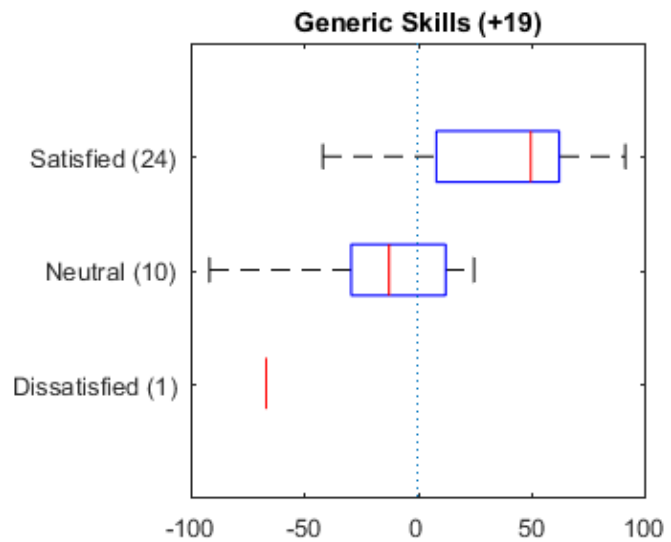
Appropriate Workload

CEQ-score of the course +45
 No statistical significant distinction



Generic Skills

CEQ-score of the course +19
 Statistical significant distinction between neutrals and satisfied

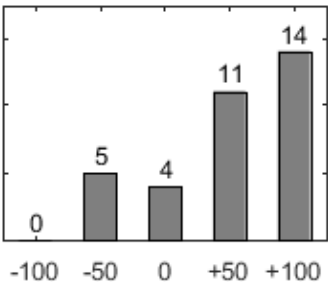
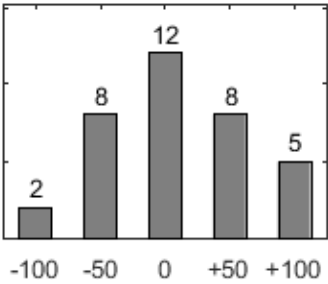
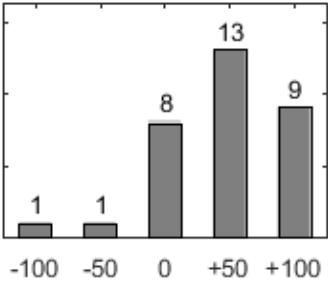
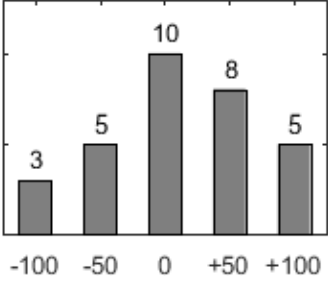
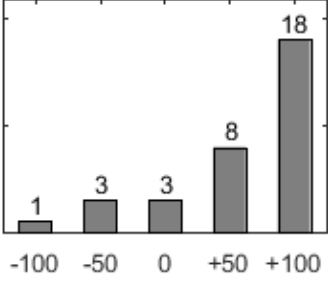
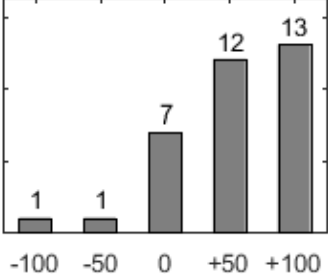


Answers to each question

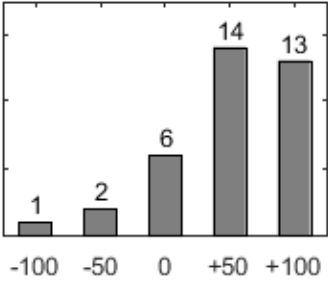
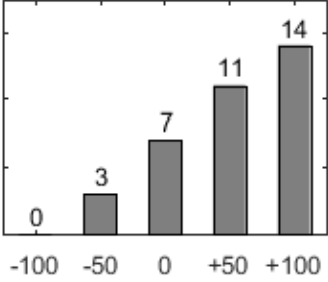
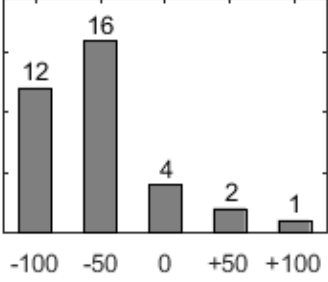
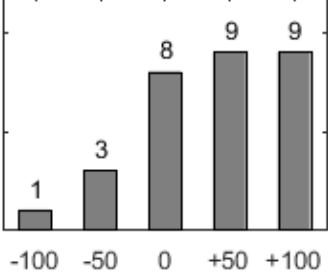
The questions in bold are reverse positive.

Statistical examination between dissatisfied and satisfied has not been done due to at least one of the groups consist of less than five students

Good Teaching (+43)

Question	CEQ-score	Histogram												
3. The teaching has motivated me to do my best	+50	 <table border="1"> <caption>Data for Histogram 3</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>0</td> </tr> <tr> <td>-50</td> <td>5</td> </tr> <tr> <td>0</td> <td>4</td> </tr> <tr> <td>+50</td> <td>11</td> </tr> <tr> <td>+100</td> <td>14</td> </tr> </tbody> </table>	Score	Frequency	-100	0	-50	5	0	4	+50	11	+100	14
Score	Frequency													
-100	0													
-50	5													
0	4													
+50	11													
+100	14													
7. During the course I have received many valuable comments on my achievements	+9	 <table border="1"> <caption>Data for Histogram 7</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>2</td> </tr> <tr> <td>-50</td> <td>8</td> </tr> <tr> <td>0</td> <td>12</td> </tr> <tr> <td>+50</td> <td>8</td> </tr> <tr> <td>+100</td> <td>5</td> </tr> </tbody> </table>	Score	Frequency	-100	2	-50	8	0	12	+50	8	+100	5
Score	Frequency													
-100	2													
-50	8													
0	12													
+50	8													
+100	5													
15. The teachers made a real effort to understand the problems and difficulties one might be having in this course	+44	 <table border="1"> <caption>Data for Histogram 15</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>1</td> </tr> <tr> <td>-50</td> <td>1</td> </tr> <tr> <td>0</td> <td>8</td> </tr> <tr> <td>+50</td> <td>13</td> </tr> <tr> <td>+100</td> <td>9</td> </tr> </tbody> </table>	Score	Frequency	-100	1	-50	1	0	8	+50	13	+100	9
Score	Frequency													
-100	1													
-50	1													
0	8													
+50	13													
+100	9													
18. The teaching staff normally gave me helpful feedback on the progress of my work	+11	 <table border="1"> <caption>Data for Histogram 18</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>3</td> </tr> <tr> <td>-50</td> <td>5</td> </tr> <tr> <td>0</td> <td>10</td> </tr> <tr> <td>+50</td> <td>8</td> </tr> <tr> <td>+100</td> <td>5</td> </tr> </tbody> </table>	Score	Frequency	-100	3	-50	5	0	10	+50	8	+100	5
Score	Frequency													
-100	3													
-50	5													
0	10													
+50	8													
+100	5													
19. My lecturers were extremely good at explaining things	+59	 <table border="1"> <caption>Data for Histogram 19</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>1</td> </tr> <tr> <td>-50</td> <td>3</td> </tr> <tr> <td>0</td> <td>3</td> </tr> <tr> <td>+50</td> <td>8</td> </tr> <tr> <td>+100</td> <td>18</td> </tr> </tbody> </table>	Score	Frequency	-100	1	-50	3	0	3	+50	8	+100	18
Score	Frequency													
-100	1													
-50	3													
0	3													
+50	8													
+100	18													
21. The teachers on the course worked hard to make the subject interesting	+51	 <table border="1"> <caption>Data for Histogram 21</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>1</td> </tr> <tr> <td>-50</td> <td>1</td> </tr> <tr> <td>0</td> <td>7</td> </tr> <tr> <td>+50</td> <td>12</td> </tr> <tr> <td>+100</td> <td>13</td> </tr> </tbody> </table>	Score	Frequency	-100	1	-50	1	0	7	+50	12	+100	13
Score	Frequency													
-100	1													
-50	1													
0	7													
+50	12													
+100	13													

Clear Goals and Standards (+49)

Question	CEQ-score	Histogram												
1. It was easy to know the standard of work expected	+50	 <table border="1"> <caption>Histogram Data for Question 1</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>1</td> </tr> <tr> <td>-50</td> <td>2</td> </tr> <tr> <td>0</td> <td>6</td> </tr> <tr> <td>+50</td> <td>14</td> </tr> <tr> <td>+100</td> <td>13</td> </tr> </tbody> </table>	Score	Frequency	-100	1	-50	2	0	6	+50	14	+100	13
Score	Frequency													
-100	1													
-50	2													
0	6													
+50	14													
+100	13													
6. I usually had a clear idea of where I was going and what was expected of me in this course	+51	 <table border="1"> <caption>Histogram Data for Question 6</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>0</td> </tr> <tr> <td>-50</td> <td>3</td> </tr> <tr> <td>0</td> <td>7</td> </tr> <tr> <td>+50</td> <td>11</td> </tr> <tr> <td>+100</td> <td>14</td> </tr> </tbody> </table>	Score	Frequency	-100	0	-50	3	0	7	+50	11	+100	14
Score	Frequency													
-100	0													
-50	3													
0	7													
+50	11													
+100	14													
13. It was often hard to discover what was expected of me in this course	-51	 <table border="1"> <caption>Histogram Data for Question 13</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>12</td> </tr> <tr> <td>-50</td> <td>16</td> </tr> <tr> <td>0</td> <td>4</td> </tr> <tr> <td>+50</td> <td>2</td> </tr> <tr> <td>+100</td> <td>1</td> </tr> </tbody> </table>	Score	Frequency	-100	12	-50	16	0	4	+50	2	+100	1
Score	Frequency													
-100	12													
-50	16													
0	4													
+50	2													
+100	1													
25. The teachers made it clear right from the start what they expected from the students	+37	 <table border="1"> <caption>Histogram Data for Question 25</caption> <thead> <tr> <th>Score</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100</td> <td>1</td> </tr> <tr> <td>-50</td> <td>3</td> </tr> <tr> <td>0</td> <td>8</td> </tr> <tr> <td>+50</td> <td>9</td> </tr> <tr> <td>+100</td> <td>9</td> </tr> </tbody> </table>	Score	Frequency	-100	1	-50	3	0	8	+50	9	+100	9
Score	Frequency													
-100	1													
-50	3													
0	8													
+50	9													
+100	9													

Appropriate Assessment (+58)

Question	CEQ-score	Histogram												
8. To do well in this course all you really needed was a good memory	-47	<table border="1"> <caption>Histogram Data for Question 8</caption> <thead> <tr> <th>Score Range</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100 to -75</td> <td>9</td> </tr> <tr> <td>-75 to -50</td> <td>16</td> </tr> <tr> <td>-50 to -25</td> <td>8</td> </tr> <tr> <td>-25 to 0</td> <td>0</td> </tr> <tr> <td>0 to 25</td> <td>1</td> </tr> </tbody> </table>	Score Range	Frequency	-100 to -75	9	-75 to -50	16	-50 to -25	8	-25 to 0	0	0 to 25	1
Score Range	Frequency													
-100 to -75	9													
-75 to -50	16													
-50 to -25	8													
-25 to 0	0													
0 to 25	1													
12. The teachers seemed more interested in testing what I had memorised than what I had understood	-68	<table border="1"> <caption>Histogram Data for Question 12</caption> <thead> <tr> <th>Score Range</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100 to -75</td> <td>18</td> </tr> <tr> <td>-75 to -50</td> <td>10</td> </tr> <tr> <td>-50 to -25</td> <td>4</td> </tr> <tr> <td>-25 to 0</td> <td>1</td> </tr> <tr> <td>0 to 25</td> <td>0</td> </tr> </tbody> </table>	Score Range	Frequency	-100 to -75	18	-75 to -50	10	-50 to -25	4	-25 to 0	1	0 to 25	0
Score Range	Frequency													
-100 to -75	18													
-75 to -50	10													
-50 to -25	4													
-25 to 0	1													
0 to 25	0													
16. The assessment methods employed in this course required an in-depth understanding of the course content	+47	<table border="1"> <caption>Histogram Data for Question 16</caption> <thead> <tr> <th>Score Range</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100 to -75</td> <td>2</td> </tr> <tr> <td>-75 to -50</td> <td>1</td> </tr> <tr> <td>-50 to -25</td> <td>6</td> </tr> <tr> <td>-25 to 0</td> <td>13</td> </tr> <tr> <td>0 to 25</td> <td>12</td> </tr> </tbody> </table>	Score Range	Frequency	-100 to -75	2	-75 to -50	1	-50 to -25	6	-25 to 0	13	0 to 25	12
Score Range	Frequency													
-100 to -75	2													
-75 to -50	1													
-50 to -25	6													
-25 to 0	13													
0 to 25	12													
20. Too much of the assessment was just about facts	-63	<table border="1"> <caption>Histogram Data for Question 20</caption> <thead> <tr> <th>Score Range</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>-100 to -75</td> <td>15</td> </tr> <tr> <td>-75 to -50</td> <td>14</td> </tr> <tr> <td>-50 to -25</td> <td>4</td> </tr> <tr> <td>-25 to 0</td> <td>1</td> </tr> <tr> <td>0 to 25</td> <td>0</td> </tr> </tbody> </table>	Score Range	Frequency	-100 to -75	15	-75 to -50	14	-50 to -25	4	-25 to 0	1	0 to 25	0
Score Range	Frequency													
-100 to -75	15													
-75 to -50	14													
-50 to -25	4													
-25 to 0	1													
0 to 25	0													

Appropriate Workload (+45)

Question	CEQ-score	Histogram												
4. The workload has been much too heavy	-47	<table border="1"> <caption>Histogram Data for Question 4</caption> <thead> <tr> <th>Score Range</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100 to -75</td> <td>11</td> </tr> <tr> <td>-75 to -50</td> <td>14</td> </tr> <tr> <td>-50 to -25</td> <td>8</td> </tr> <tr> <td>-25 to 0</td> <td>1</td> </tr> <tr> <td>0 to 25</td> <td>1</td> </tr> </tbody> </table>	Score Range	Count	-100 to -75	11	-75 to -50	14	-50 to -25	8	-25 to 0	1	0 to 25	1
Score Range	Count													
-100 to -75	11													
-75 to -50	14													
-50 to -25	8													
-25 to 0	1													
0 to 25	1													
14. I was generally given enough time to understand the things I had to learn	+57	<table border="1"> <caption>Histogram Data for Question 14</caption> <thead> <tr> <th>Score Range</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100 to -75</td> <td>1</td> </tr> <tr> <td>-75 to -50</td> <td>2</td> </tr> <tr> <td>-50 to -25</td> <td>5</td> </tr> <tr> <td>-25 to 0</td> <td>10</td> </tr> <tr> <td>0 to 25</td> <td>17</td> </tr> </tbody> </table>	Score Range	Count	-100 to -75	1	-75 to -50	2	-50 to -25	5	-25 to 0	10	0 to 25	17
Score Range	Count													
-100 to -75	1													
-75 to -50	2													
-50 to -25	5													
-25 to 0	10													
0 to 25	17													
22. There was a lot of pressure on me as a student in this course	-29	<table border="1"> <caption>Histogram Data for Question 22</caption> <thead> <tr> <th>Score Range</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100 to -75</td> <td>8</td> </tr> <tr> <td>-75 to -50</td> <td>12</td> </tr> <tr> <td>-50 to -25</td> <td>9</td> </tr> <tr> <td>-25 to 0</td> <td>4</td> </tr> <tr> <td>0 to 25</td> <td>2</td> </tr> </tbody> </table>	Score Range	Count	-100 to -75	8	-75 to -50	12	-50 to -25	9	-25 to 0	4	0 to 25	2
Score Range	Count													
-100 to -75	8													
-75 to -50	12													
-50 to -25	9													
-25 to 0	4													
0 to 25	2													
24. The sheer volume of work in this course made it impossible to comprehend everything thoroughly	-49	<table border="1"> <caption>Histogram Data for Question 24</caption> <thead> <tr> <th>Score Range</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>-100 to -75</td> <td>15</td> </tr> <tr> <td>-75 to -50</td> <td>12</td> </tr> <tr> <td>-50 to -25</td> <td>3</td> </tr> <tr> <td>-25 to 0</td> <td>2</td> </tr> <tr> <td>0 to 25</td> <td>3</td> </tr> </tbody> </table>	Score Range	Count	-100 to -75	15	-75 to -50	12	-50 to -25	3	-25 to 0	2	0 to 25	3
Score Range	Count													
-100 to -75	15													
-75 to -50	12													
-50 to -25	3													
-25 to 0	2													
0 to 25	3													

Generic Skills (+19)

Question	CEQ-score	Histogram												
2. The course has developed my problem-solving skills	+60	<table border="1"> <tr><th>Score</th><td>-100</td><td>-50</td><td>0</td><td>+50</td><td>+100</td></tr> <tr><th>Frequency</th><td>1</td><td>1</td><td>6</td><td>10</td><td>17</td></tr> </table>	Score	-100	-50	0	+50	+100	Frequency	1	1	6	10	17
Score	-100	-50	0	+50	+100									
Frequency	1	1	6	10	17									
5. The course has sharpened my analytic skills	+51	<table border="1"> <tr><th>Score</th><td>-100</td><td>-50</td><td>0</td><td>+50</td><td>+100</td></tr> <tr><th>Frequency</th><td>1</td><td>2</td><td>5</td><td>14</td><td>13</td></tr> </table>	Score	-100	-50	0	+50	+100	Frequency	1	2	5	14	13
Score	-100	-50	0	+50	+100									
Frequency	1	2	5	14	13									
9. The course helped me develop my ability to work in a group	-16	<table border="1"> <tr><th>Score</th><td>-100</td><td>-50</td><td>0</td><td>+50</td><td>+100</td></tr> <tr><th>Frequency</th><td>8</td><td>6</td><td>11</td><td>7</td><td>2</td></tr> </table>	Score	-100	-50	0	+50	+100	Frequency	8	6	11	7	2
Score	-100	-50	0	+50	+100									
Frequency	8	6	11	7	2									
10. The course has made me feel more confident about tackling new and unfamiliar problems	+49	<table border="1"> <tr><th>Score</th><td>-100</td><td>-50</td><td>0</td><td>+50</td><td>+100</td></tr> <tr><th>Frequency</th><td>1</td><td>3</td><td>5</td><td>13</td><td>13</td></tr> </table>	Score	-100	-50	0	+50	+100	Frequency	1	3	5	13	13
Score	-100	-50	0	+50	+100									
Frequency	1	3	5	13	13									
11. The course has improved my skills in written communication	-40	<table border="1"> <tr><th>Score</th><td>-100</td><td>-50</td><td>0</td><td>+50</td><td>+100</td></tr> <tr><th>Frequency</th><td>11</td><td>11</td><td>7</td><td>4</td><td>1</td></tr> </table>	Score	-100	-50	0	+50	+100	Frequency	11	11	7	4	1
Score	-100	-50	0	+50	+100									
Frequency	11	11	7	4	1									
23. The course has helped me to develop the ability to plan my work	+11	<table border="1"> <tr><th>Score</th><td>-100</td><td>-50</td><td>0</td><td>+50</td><td>+100</td></tr> <tr><th>Frequency</th><td>5</td><td>3</td><td>10</td><td>6</td><td>7</td></tr> </table>	Score	-100	-50	0	+50	+100	Frequency	5	3	10	6	7
Score	-100	-50	0	+50	+100									
Frequency	5	3	10	6	7									

Free text answers

The free text answers are pre-reviewed by the students' representatives.

What were the best aspects of the course

Satisfied students

The lectures on canvas were great, and it was clear which exercises were connected to those particular videos. The assignments were at a reasonable level, you did not have to spend weeks on them to finish them.

Very good lecturer that made it easy to understand the material.
The labs were good and interesting.

Mycket intressant kurs med en stor verktygslåda i vad man kan komma att stöta på i framtiden. Maria var en bra föreläsare vars föreläsningar jag inte ville missa. Det var bra tider (ej 08-10 eller 15-17) på föreläsningar och övningar och arbetsvolymen var lagom.

Tyckte väldigt mycket om kursen och Maria är en väldigt duktig föreläsare! Trivdes även väldigt bra med datorövningarna och övningsledarna var trevliga och hjälpsamma.

Bra kurs. Maria är bra föreläsare!

The course seemed very relevant for my education and the lecturer, Maria Sandsten, is very intuitive and good at explaining concepts and also makes the course interesting.

Upplägget på kursen var väldigt bra tydligt vad som skulle göras och när för att ligga i fas.

Maria var en fantastisk föreläsare! Kursen blev intressant och den kändes mycket väl strukturerad vilket verkligen uppskattas som student.

Föreläsningar och datorlabbar

Kursen har många applikationer och är relevant för många olika ämnesområden/specialiseringar. Kursen kändes grundläggande på det sätt att det känns som ett ämne som alla ingenjörer bör ha kännedom kring och jag tror att jag kommer ha stor användning av det jag har lärt mig i kursen i framtiden. Undervisningen var tydlig vilket fick kursen att kännas enkel att ta till sig.

The exam was very well-designed.

Maria Sandsten är en mycket bra föreläsare, som verkligen ansträngde sig för att förstå vad folk har för svårigheter med ämnet, och alltid var villig att förklara.

Neutral students

Tycker det va kul att få testa lite olika modeller och labbarna var okej

Ganska lärorika och tydliga föreläsningar, intressanta laborationer, rimlig arbetsbörda.

Innehållet var bra

Lärde sig intressanta labbar

Dissatisfied students

En bra sak med föreläsningarna var att det fanns bilder på olika processer som fanns på slidesen och diskuterades, pole-zero maps, periodogram osv. De gav mycket förståelse.

What aspects of the course are most in need of improvement?

Satisfied students

I do not like mosquizto

Jag är väldigt nöjd måste jag säga! Jag har inte många anmärkningar :)

Ojämn svårighetsgrad från tenta till tenta

En av labbhandledarna var otroligt irriterande. Under redovisningen av laborationen ställde han provocerande frågor, han avbröt konstant och uppskattade verkligen inte att man pratade sins emellan i paret om den ena inte kunde svaret frågorna.

One of the examiners for the computer exercises, Rahul Manavalan, was very unfriendly and seemed more motivated by catching students on small errors rather than actually testing to see if the general concepts were understood. I also heard this from several other student who where unhappy with his behaviour that can only be described as very unpleasant. The other of the examiners for the computer exercises were very friendly and helpful.

Handledarna på labbtillfällena var inte alltid jätteinsatta i ämnet

Jag tyckte att examination var oväntat svår

Skulle kunna hänvisa till någon lista med vanliga frågor eller problem som dyker upp med datorlabbarna. När man fastnade där och inte hade möjlighet att ta sig till övningstillfällena för att få hjälp blev det väldigt mycket googlande och gissningslek med ai-verktyg för att få det att gå ihop.

Kursboken var ganska överflödiga, allt man behövde kunna kunde man ta till sig från föreläsningar, föreläsninganteckningar och inspelade videor.

hard to say

Neutral students

Tycker föreläsningarna ver rätt slöa och labbarna var för simpla. Det enda som behövdes var lite copy and paste och ibland var labbhandledningen fel.

Jag tycker att laborationshandledningarna behöver ses över lite grand. Ibland var det svårt att förstå själva frågan eller just vad som efterfrågades. I den sista laborationen var det dessutom efterfrågat att manuellt mäta avstånd mellan många punkter, vilket har absolut ingenting med själva kursinnehållet att göra och lär inte ut någonting alls (kan tycka att detta skulle vara givet i förväg). Utöver det hade mer utmanande uppgifter på seminarier önskats.

Jag tycker att kursboken var ganska svår att ta till sig på grund av dess struktur och den lider av att väldigt många bevis utelämnas vilket gör att den ofta framstår otrovärdig. Även om matten som krävs är på en nivå över vårans behöver man åtminstone en motivering för varför det är rimligt, för annars blir dessa saker

omöjliga att komma ihåg. Ett exempel är som dyker upp många gånger i kurs(bok)en men som man aldrig får en särskild klar bild av vad den faktiskt är och varför den är viktig. Föreläsningarna var tyvärr mycket slides.

Föreläsaren är inte särskilt pedagogisk och gör inte innehållet så intressant

Övningsuppgifterna kändes långt ifrån det som undervisades i föreläsningarna och labbarna kändes lite överkurs

Dissatisfied students

Upplägget på föreläsningarna hade kunnat förbättras. Det var slides som ofta gick ganska fort, så att man inte hann anteckna och följa med, framförallt i definitioner, härledningar och bevisföring. Det hade varit bra om det togs på tavlan istället så att man hade tid att förstå och hänga med.

En annan sak var att det fanns obligatoriska mozquitzos, men man kunde inte se sina svar och vilka som var rätt/fel när man lämnade in. Detta gjorde det svårt att veta vilka saker man förstod och vilka man inte förstod, och gjorde att det kändes frustrerande att göra quizen, istället för en koll på vad man kan och inte vilket jag skulle tro att syftet var.

No answer whether satisfied or not

The labs were not very engaging and contained a lot of busy-work, one example being having to do a bunch of measurements on your screen with a ruler. Many times the code snippets given that you were supposed to start off with to make your own code were actually faulty. I don't feel like I learned much from the labs but they took a lot of time in which I could have been studying instead.