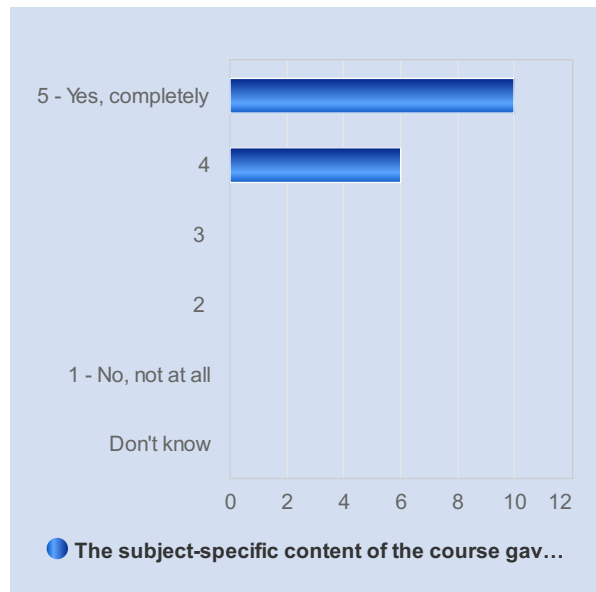


Natural Language Processing (TDDE09 2022-03-21 Lin 1376444)

Respondents: 58
Answer Count: 16
Answer Frequency: 27.59%

1. The subject-specific content of the course gave me the opportunity to achieve the learning outcomes of the course.

The subject-specific content of the course gave me the opportunity to achieve the learning outcomes of the course.	Number of responses
5 - Yes, completely	10 (63%)
4	6 (38%)
3	0 (0%)
2	0 (0%)
1 - No, not at all	0 (0%)
Don't know	0 (0%)
Total	16 (100%)

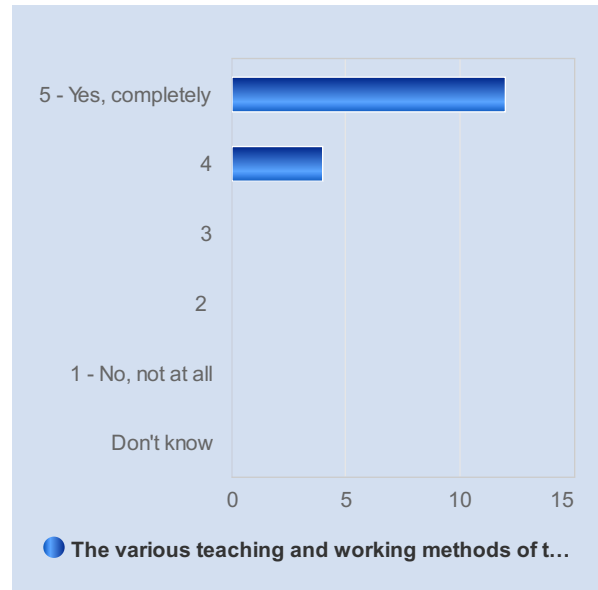


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The subject-specific content of the course gave me the opportunity to achieve the learning outcomes of the course.	4.63	0.50	10.81 %	4.00	4.00	5.00	5.00	5.00

2. The various teaching and working methods of the course were relevant to the learning outcomes of the course. The teaching and working methods may include lectures, seminars, laboratory work, tutorial groups, supervision, project work, and classwork.

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	Number of responses
5 - Yes, completely	12 (75%)
4	4 (25%)
3	0 (0%)
2	0 (0%)
1 - No, not at all	0 (0%)
Don't know	0 (0%)
Total	16 (100%)

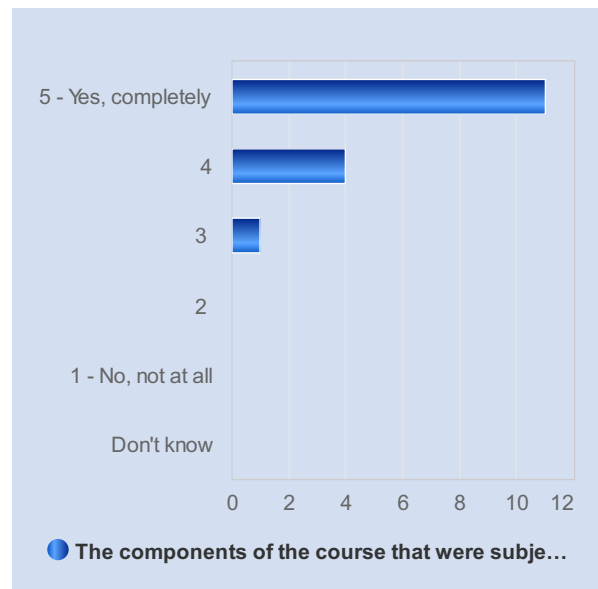


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The various teaching and working methods of the course were relevant to the learning outcomes of the course. The teaching and working methods may include lectures, seminars, laboratory work, tutorial groups, supervision, project work, and classwork.	4.75	0.45	9.42 %	4.00	4.50	5.00	5.00	5.00

3. The components of the course that were subject to grading were relevant to the learning outcomes of the course.

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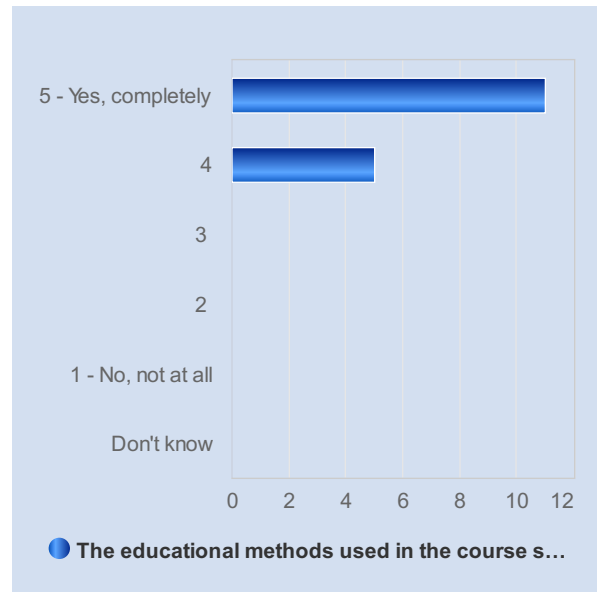
	Number of responses
5 - Yes, completely	11 (69%)
4	4 (25%)
3	1 (6%)
2	0 (0%)
1 - No, not at all	0 (0%)
Don't know	0 (0%)
Total	16 (100%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The components of the course that were subject to grading were relevant to the learning outcomes of the course.	4.63	0.62	13.39 %	3.00	4.00	5.00	5.00	5.00

4. The educational methods used in the course supported my learning.

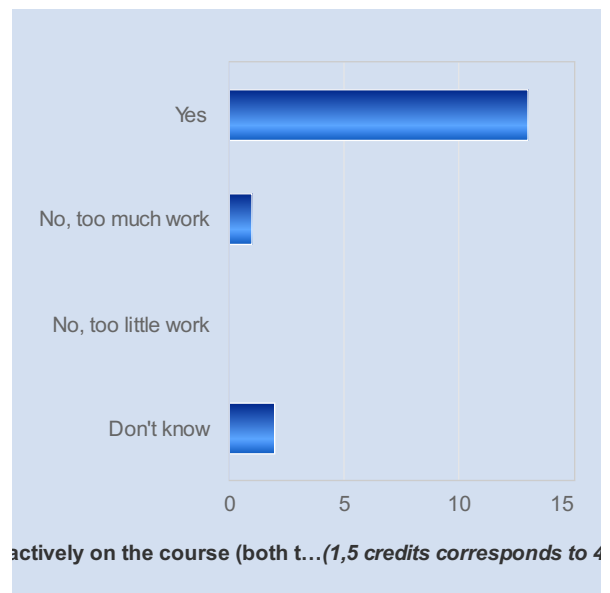
The educational methods used in the course supported my learning.	Number of responses
5 - Yes, completely	11 (69%)
4	5 (31%)
3	0 (0%)
2	0 (0%)
1 - No, not at all	0 (0%)
Don't know	0 (0%)
Total	16 (100%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The educational methods used in the course supported my learning.	4.69	0.48	10.21 %	4.00	4.00	5.00	5.00	5.00

5. The time I worked actively on the course (both timetabled hours and independent study) corresponded to the credit value of the course. (1,5 credits corresponds to 40 hours of full-time study)

The time I worked actively on the course (both timetabled hours and independent study) corresponded to the credit value of the course. (1,5 credits corresponds to 40 hours of full-time study)	Number of responses
Yes	13 (81%)
No, too much work	1 (6%)
No, too little work	0 (0%)
Don't know	2 (13%)
Total	16 (100%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The time I worked actively on the course (both timetabled hours and independent study) corresponded to the credit value of the course. (1,5 credits corresponds to 40 hours of full-time study)	2.93	0.27	9.13 %	2.00	3.00	3.00	3.00	3.00

6. What changes do you consider to be possible that would improve the course with respect to, for example, content, teaching principles, administration, teaching methods, or examination forms? Specify the most important first.

Make your voice heard through constructive criticism! Remember that constructive criticism is easier for the receiver to absorb and act on, so you should avoid unpleasant comments and "ad hominem" attacks. The [Student portal](#) gives more information about the principles of anonymity when giving free-text responses.

What changes do you consider to be possible that would improve the course with respect to, for example, content, teaching principles, administration, teaching methods, or examination forms? Specify the most important first.

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Some small tips and tricks could be added to information in labs and the project.

In labs: *zip in Python where great to solve some problems, but we never heard of it before. It's one way of solving a problem, but a tip could be added to some of the labs. I never worked with Colab and Notebooks before. Could a link to a video introduction (by someone else) be added?

In project: Which computer rooms on campus have the best GPU:s? How does one use ssh to connect to Olympen or Asgård? Storage space for the project where a problem sometimes.

Would be great if course repository, containing examples of model implementations, is more advertised during the course, as they seemed very important in order to progress through the labs.

Reserved computer resources for the most computing intense labs where you need a GPU.

Maybe a bit more reading material and possibly lecture time for the extra labs. Especially the on Eisner algorithm since this was the hardest according to me.

I thought it was unintuitive to write the project plan before completing labs 3 and 4. It was difficult to write before learning the relevant material. I also think it would be useful to give some guidelines on how to use .to(device) properly.

1. Examinationsformer: I och med att grupparbetet graderas från 3-5 så blir man beroende av sin grupp även för att få högre betyg än godkänt. Jag tycker inte det är rimligt, det blir inte lika villkor. Även om detta i någon mån alltid är fallet när det kommer till grupparbeten så blir det extra tydligt då skalan inte bara är U/G. Det borde finnas sätt att individuellt visa prov på kunskaper/arbetsinsatser för högre betyg även om ens grupp inte har den ambitionen. Det borde även förtydligas att extralabbarna kan göras individuellt om inte båda i ett labbar vill göra dem, så att en grupp inte skickar in extra labbar som vanligt, i bådas namn, även om bara en jobbat på dem.

2. Undervisningsformer/pedagogik: Det hade varit bra med några valfria teoretiska frågor för varje vecka, exempelvis där man funderar på varför en algoritm eller arkitektur fungerar, matematiska detaljer etc. Jag tror det skulle hjälpa med lärandemålet att "förklara centrala språkteknologiska koncept, modeller och algoritmer" och vara ett bra komplement till de mer praktiska laborationerna. Det finns frågor av den karaktären i kurslitteraturen, men dessa är inte nödvändigtvis anpassade till kursen eller särskilt insiktsfulla och man vet kanske inte vilka man ska välja (hinner inte göra alla).

3. Undervisningsformer/pedagogik: Jag tycker liveföreläsningarna som spelades in var väldigt bra och skulle gärna se att de förinspelade föreläsningarna var lite mer lika dessa; de förinspelade föreläsningarna var också bra men ibland upplevde jag dem som lite väl "pratiga" med skrala slides och för lite visuella hjälpmedel. De hade kanske kunnat vara något mer åt "rita på tavlan"-hållet.

4. Jag tror kursen skulle tjäna mer än förlora på om projektplanen skickades in en vecka senare. Var lite svårt att ta ställning till vad man ville göra innan man gjort labben om syntactic parsing, vilket påverkar hur intressant projektet blir.

5. Lös idé: eftersom kursen innehåller läsande av vetenskapliga artiklar inom NLP och vissa studenter kanske aldrig behövt läsa tekniska papers av den typen innan, så kanske det hade varit bra med en liten crash course av stilen "how to read a paper". Såklart beroende på om det kan tänkas finnas lite tips/knep för att enklare förstå papers.

6. Även om maskininläring är ett förkunskapskrav så skulle jag inte säga att grundkursen i maskininläring ger särskilt bra kunskaper i vad som är centralt i den här kursen: neural nets / deep learning. Det är ju inte en kritik mot den här kursen egentligen, bara något som kan vara värt att veta.

It would have been nice to have a group/forum to discuss project questions the same way we could ask questions about the lab. The first lab felt a bit harder compared to the others. During the lab sessions, it was hard to get help. If possible, maybe schedule an extra lab session for the first lab.

The project felt vary ad hoc. Especially since it was graded it felt unclear what was required for the different grades.

It would be better if the lab session is on-site, so that the TA can help easily.

7. Give examples of content, teaching principles, teaching methods, examination forms, or any other aspect of the course that you consider to have been particularly successful.

Give examples of content, teaching principles, teaching methods, examination forms, or any other aspect of the course that you consider to have been particularly successful.

The structure of video lectures with one lecture for each unit was very nice

This was a truly great course, taught by someone that actually seems to like students. WOW! The structure with units on video, followed by a walk-through, followed by a lab was good. That could work great even in an on-campus world, perhaps with the walk-through on campus for course unity - and since it must be so much nicer to talk to students that are in the room. Wish I had more time for the advanced labs.

The lectures were great and the labs were really educational!

The labs were a bit difficult but also very insightful, which gave a lot of opportunities to learn, which was great. The same goes for the project.

Overall a really great course with very interesting and relevant material. The labs were very helpful for understanding the lectures better and the lab assistant (Riley) was great.

Marko and Riley were both great and pedagogical teachers. Really nice guys who are a pleasure to associate with.

1. Undervisningsformer: Ett av det bästa med kursen är i min mening att den uppmuntrar och i viss mån kräver att studenter ska läsa vetenskapliga artiklar inom det relevanta området. Det är jättebra träning inför masteruppsatsen! Fler kurser borde göra så. Jag antog innan kursen att jag inte hade kunskaper för att förstå någon litteratur inom NLP, och än mindre göra något användbart av den. Men kursen lär ut tillräckligt för att man ska kunna förstå åtminstone ungefär hur något fungerar och använda det i sin egen model. Roligt!

2. Undervisningsformer/pedagogik: Liveföreläsningarna var väldigt bra. Marco gör ett mycket bra jobb med att ställa frågor och försöka säkerställa att vi studenter faktiskt förstår vad han säger. Det var extra hjälpsamt att gå igenom vissa kodexempel i PyTorch där man får frågor om vilka dimensioner en tensor har etc. De var även bra för att förstå vissa teoretiska saker bättre. STORT plus att de spelades in så man eventuellt kunde kolla igen då man gjorde labben!

3. Undervisningsformer/pedagogik: Laborationerna var väldigt intressanta och smidigt pedagogiskt gjorda. Mycket bra förändring att ha en extra introduktion till PyTorch. Labbassistenten var oerhört hjälpsam och trevlig, och gav utförlig och intressant feedback.

4. Har aldrig varit med om en kurs där man kunnat boka möte med examinatorn, kul idé och superbra om man har frågor och funderingar. Det är verkligen värdefullt att kunna diskutera saker på ett annat sätt än man kan på föreläsningar.

5. Undervisningsformer/pedagogik: De inspelade föreläsningarna var ganska bra och eftersom de var inspelade kunde man alltid titta igen om något var oklart.

6. Både labbassistent och examinator var väldigt trevliga och hjälpsamma, svarar på frågor via mail etc.

The labs are interesting and fun. The difficulty and time required feels just right.

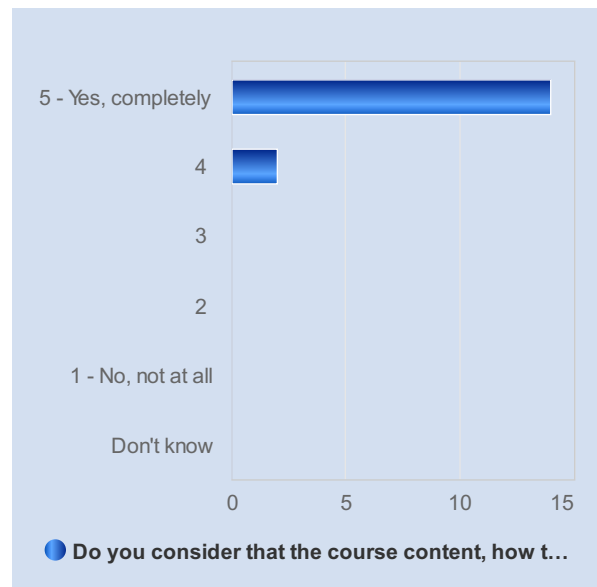
I liked how the lectures were structured. That the students first watch the videos to get an introduction to the topics. Then during the interactive lectures, we got a short recap of the area and a more practical introduction. It helped me to understand the content a lot better. The short reflection that we needed to write after each lab made it easier to know how and what to write in the reflection document of the project. Overall a very interesting and well-structured course.

The lectures were very pedagogical.

Lecture slides are pretty informative.

8. Do you consider that the course content, how the content was taught and examination agree with what is stated in the course syllabus?

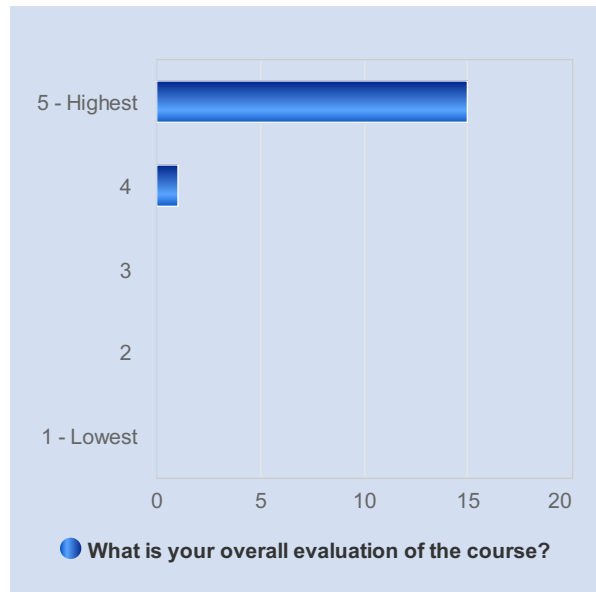
Do you consider that the course content, how the content was taught and examination agree with what is stated in the course syllabus?	Number of responses
5 - Yes, completely	14 (88%)
4	2 (13%)
3	0 (0%)
2	0 (0%)
1 - No, not at all	0 (0%)
Don't know	0 (0%)
Total	16 (100%)



	Mean	Standard Deviation	Coefficient of Variation	Lower Quartile	Median	Upper Quartile	Max
Do you consider that the course content, how the content was taught and examination agree with what is stated in the course syllabus?	4.88	0.34	7.01 %	4.00	5.00	5.00	5.00

9. What is your overall evaluation of the course?

What is your overall evaluation of the course?	Number of responses
5 - Highest	15 (94%)
4	1 (6%)
3	0 (0%)
2	0 (0%)
1 - Lowest	0 (0%)
Total	16 (100%)



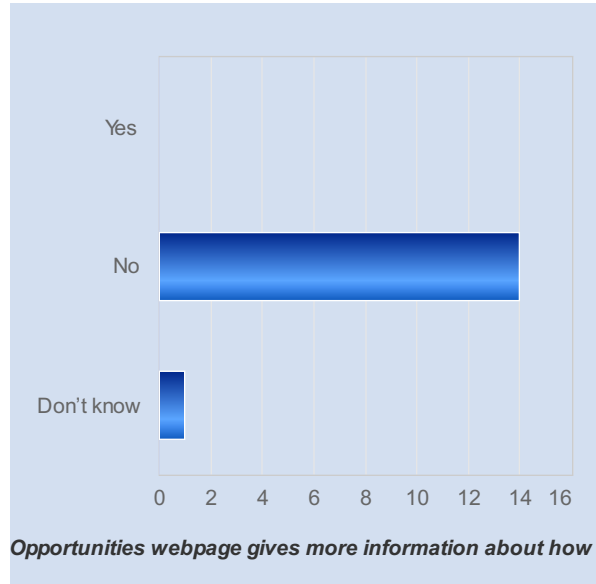
	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
What is your overall evaluation of the course?	4.94	0.25	5.06 %	4.00	5.00	5.00	5.00	5.00

10. LiU works actively to counter all forms of discrimination, harassment, victimisation and exclusion. Have you seen or witnessed any problems during the course with respect to this? The [Equal Opportunities webpage](#) gives more information about how to report if you or someone else has been the subject of abuse.

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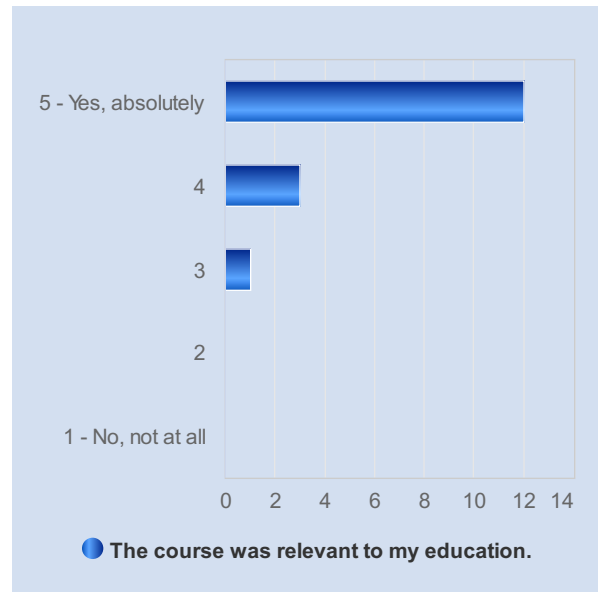
	Number of responses	Cumulated responses
Yes	0 (0.0%)	0 (0.0%)
No	14 (93.3%)	14 (93.3%)
Don't know	1 (6.7%)	15 (100.0%)
Total	15 (100.0%)	15 (100.0%)



Opportunities webpage gives more information about how

11. The course was relevant to my education.

The course was relevant to my education.	Number of responses
5 - Yes, absolutely	12 (75%)
4	3 (19%)
3	1 (6%)
2	0 (0%)
1 - No, not at all	0 (0%)
Total	16 (100%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course was relevant to my education.	4.69	0.60	12.84 %	3.00	4.50	5.00	5.00	5.00