# Natural Language Processing (TDDE09 2024-03-11 Lin 1468098)

Respondents: 69
Answer Count: 23
Answer Frequency: 33.33%

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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	15 (65%)
4	4 (17%)
3	0 (0%)
2	3 (13%)
1 - No, not at all	1 (4%)
Don't know	0 (0%)
Total	23 (100%)
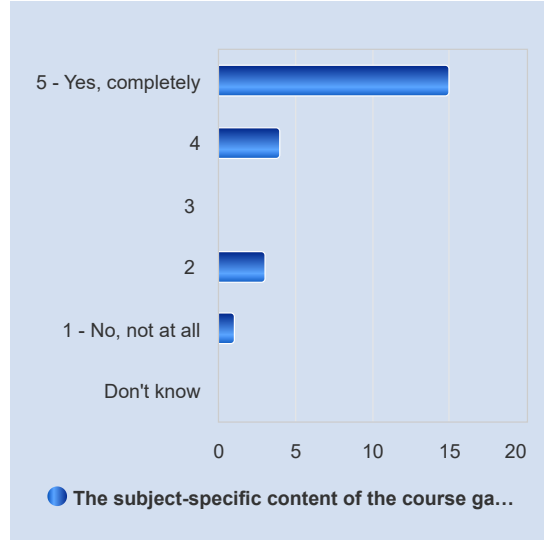
● The subject-specific content of the course ga…

	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.	4.26	1.25	29.36 %	1.00	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.

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.	Number of responses
5 - Yes, completely	13 (57%)
4	7 (30%)
3	1 (4%)
2	1 (4%)
1 - No, not at all	1 (4%)
Don't know	0 (0%)
Total	23 (100%)

● The various teaching and working methods o…

	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.	4.30	1.06	24.70 %	1.00	4.00	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.

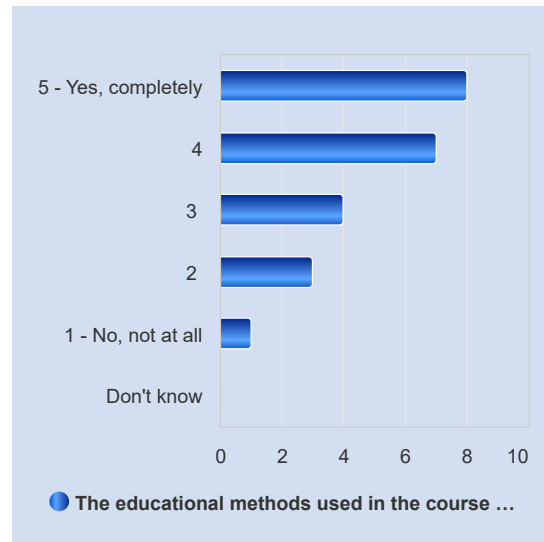| The components of the course that were subject to grading were relevant to the learning outcomes of the course.	Number of responses
5 - Yes, completely	15 (65%)
4	4 (17%)
3	2 (9%)
2	0 (0%)
1 - No, not at all	2 (9%)
Don't know	0 (0%)
Total	23 (100%)
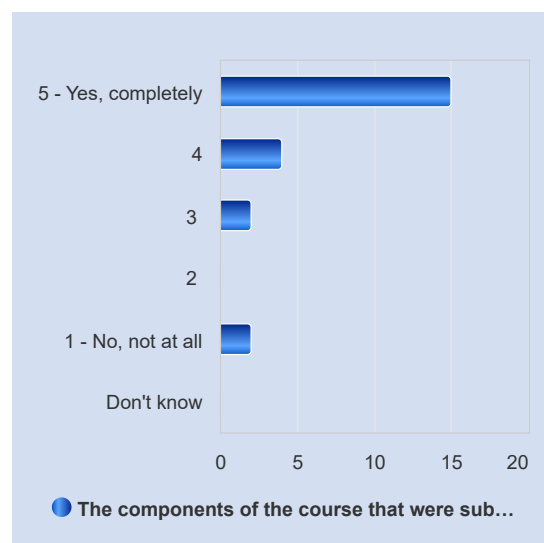
● The components of the course that were sub…

	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.	4.30	1.22	28.40 %	1.00	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	8 (35%)
4	7 (30%)
3	4 (17%)
2	3 (13%)
1 - No, not at all	1 (4%)
Don't know	0 (0%)
Total	23 (100%)

The educational methods used in the course …

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The educational methods used in the course supported my learning.	3.78	1.20	31.84 %	1.00	3.00	4.00	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	2 (9%)
No, too much work	19 (83%)
No, too little work	0 (0%)
Don't know	2 (9%)
Total	23 (100%)
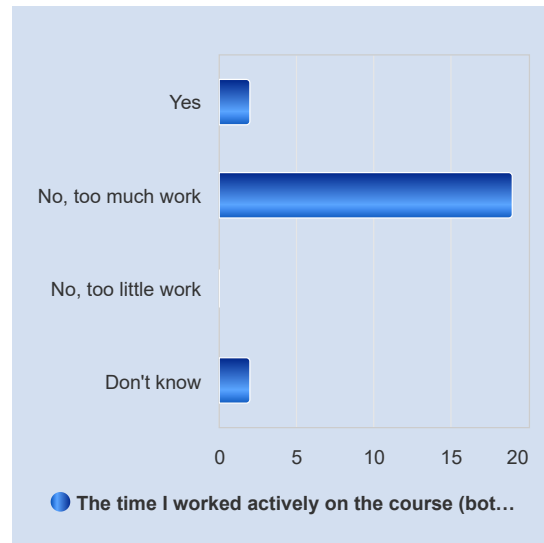
● The time I worked actively on the course (bot…

	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)*	2.10	0.30	14.36 %	2.00	2.00	2.00	2.00	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 Course evaluation page on Lisam 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.

Do not put the project and post-project paper during the exam period. If you want to have the deadlines during those weeks it should not have an impact but make it so you can start working on the deliverables in advance.

The lab series takes a considerable time to complete, around 20+ hours a week and does not correspond well to the credits given, though the contents of the lab series is very good and insightful. The deadlines of a lab each week made this even more stressful.

The project and post-project paper should not be scheduled during re-exam and exam weeks. I felt that it was a little much to try and manage both studying for multiple exams and managing multiple aspects of a project at the same time. Especially since a lot of time during the course was spent on the labs and the quizzes related to the lectures, I felt that I had to put other courses on hold to manage the intense deadline schedule. That along with the fact that we had to do 3 different oral examinations was a little much in my opinion. The project felt a bit crammed in at the end of the course. A solution could be to skip the "mini-conference" as you call it toward the end of the course, since this disrupts the exam period for us students, and instead have a project report for the entire group to work on, this way, the group can start working on the report earlier and doesn't have to wait until exam week to start working on the post-project report.

The flipped classroom with quizez do not provide any learning, if you fail to pass the quiz you must gain points under the lecture to get passing grade, but as the question still are not answered in lecture in a clear manner, if you still fail a question during seminar that you didnt quite understand you do not receive any feedback of how your thinking was wrong.

The work load was very much too high if I'm being honest. The requirement to get credits during lectures, labs, a presentation, a project, a paper all the while also having too little resources to finish the labs on time was exhausting. More lab sessions are needed as well as more assistants. This course felt like studying two courses when considering the work load. Also the choice of having credits attached to lectures was one myself, and many others I know who took the course, did not appreciate since there were just too many segments at a time were one had to perform. This in conjuction with having to finish a lab in just 5 days while the resources for help was very limited.

The course is by far the most interesting course I have ever take, it is also the hardest. My impressions is that the work load is too high for a 6 hp course, at the same time I would have liked to go into some of the topics more in depth. Therefore I think that splitting the course into two 6 hp course and exploring e.g. transformers more in depth would be beneficial. I see three benefits to this. First, a more manageble workload for the type of students that already takes the course. Second, to attract more students to take the course(s). Third, enable us to explore natural language processing in even more depth.

I would like the lectures to be on-site instead of reverse classroom. This brings more dynamics, where you can ask questions during the lecture. Although we were given this opportunity during the on-site seminars, I value them less than to be give on-site lectures instead, if I were to chose between the two. I think that incorporating both on-site lectures and seminars would be ideal.

I would say the amount of labs is a bit too much to be able to complete them all within the given time-frame, although it should be noted that the labs are very good, the workload of the course is just a bit too much. I think a lot more students would be willing to take the course if the workload was a bit less demanding, since the course have a rumour of being very hard. This is of course both positive and negative, since the learning outcomes are easily reached if you put the hours in to it.

Less work during the exam-period, some of the seminar slots interfered with exams and being able to complete the post-project paper before the exam period would have been greatly preferred. The weekly structure and the scheduling promoted working over the weekends, even though it was supposedly advised against, since lab sessions where only available on wednesday and friday, and the lectures where on monday, which meant that it was very difficult to not be forced to finish the lab as well as do the lecture prep over the weekend which was quite exhausting. Grading lecture preparation was very strange even though it was relatively easy to reach the target, and i probably would have preferred it to not be this way. The "grade-scoring" system was very complicated and unintuitive, and it would probably be a good idea to simplify it for the coming course runs.

The time spent on the labs, project and post-project paper did not align with the estimates.

A bit mean to have to write the reflection during tenta-p

Labs for higher grade need to be more manageable. It was not worth it to try them since the course already took so much time.

Flytta allt en vecka bak tidsmässigt. Exempelvis alla inlämningsdatum osv., ifall det inte går ta bort något labb så att man hinner med projektet och texten innan tenta-p. Lägga in lite mer utförliga instruktioner på vissa labbar. Göra class sessions mer praktiska, eftersom vissa av dem kändes att vara "oanvändbara" för labbar och projektet genom exempelvis att lägga in en 30 min recap på videomaterialet.

There were quite a few things in the course that I thought didn't work well and should be improved upon.

Firstly, I thought that the logistics behind the examination were really confusing. In order to figure out whether I had passed the labs, I needed to keep track of the amount of points from the quizzes, the in-class assignments, and the labs. Then I also had to remember that the points for the quizzes and in-class assignments were only bonus points if I had already passed(?) and divide these by two. It just ended up being a real mess, especially when I had to visit each individual lab page to remind myself of how many points they each gave.

Secondly, the in-class sessions did not contribute to my learning at all. Firstly, I spent most of them stressed trying to only catch what the answers were to the questions in the forms. Secondly, the things that I *did* actually want answers to where in the form, but no solutions were ever presented. What is the point of getting us to answer questions regarding the content of the lectures if we don't find out what the correct answer is

Then we had the labs. These took way too long to complete; having one per week is unreasonable. Because of this, this course ended up taking way too much time and I hardly had any time for other courses. This is especially true because of how poorly planned the lab sessions were; having only 2 sessions per week/lab was not enough considering that we often had to wait about 40 minutes to get assistance.

This also ment that I had to watch the lectures over the weekend, meaning that I spent even more time on the course.

Two of the lab assistants weren't very helpful. One would sit silently and hardly help (didn't seem to invested in what the lab was about) and another would simply give us the solution without explanation. When you had to wait 40 minutes to get help, only to then not get any real help was really frustrating.

The project felt rushed and unplanned. Two weeks was not enough to conduct any real research.

It was unclear what should be included in the post-project paper. The instructions in the pdf felt different from what was said at the seminar.

the scheduling was too cramped and there was always a deadline. since the labs were often submitted around the lab on friday we had to watch the lectures on the weekend. since noone wants to watch lectures on the weekend, I know me and some friends started the quiz and listened for keywords, it set the goal of the lectures as answering the quiz instead of learning.

The purpose of the reflection report seemed forced and I did not learn to much

the labs are too stressful and the waiting time for help from the lab assistants is too bad, considering most of them needed to be elsewhere for demo. There are too many course moments in such a short time, making it very stressful and taking up most of the time.

I understand the purpose of the quizzes, however, I was mainly focused on getting them right instead of processing all the covered material in the slides when I knew I had to pass them. I would have liked more specific feedback for some of the labs (not just "there's a bug in the code for one of them). The project was fun, but it would be good to start it a little bit earlier since the time was very limited and much work had to be done during the exam period.

1. During the labs there were too few TA:s. While all the TA:s were really helpful and passionate in their teaching, the ratio of students per TA was just too high so sometimes you had to wait 45+ minutes to receive assistance. More TA:s for next year pls.

2. The final post-project paper was a miserable experience. Having to write a meta report on your learnings instead of the actual contents of your project felt silly and unnecessary. The instructions also felt unclear and contradictory. "Write a 200 word summary of your project, but also do it in a way that a non-course student could understand" is one example of such a contradiction. It also felt like the different parts of the paper had a lot of overlap between the sections so you were repeating yourself having to explain the project over and over. 0/5, just let us write a normal report that can assume some domain knowledge.

P.S. It also felt silly to be asked questions like "why did you choose this project?" and "How is this project important for the field?" when there was such a heavy bias towards the default project. So there I am having to make up some profound reason for why I choose my project when the actual reason was that it was the default and if I wanted to do something different we had like 4 days to deliver the entire baseline, when the default project just got that for free. If you want to encourage people to be more creative with picking their projects there need to be more focus and emphasis on that and also, there can not be such a clear advantage of choosing the default project.

3.

4. I also found it weird how Marco commented on our general lack of previous machine learning knowledge when the titular course in neural networks is DURING THE SAME PERIOD IN THE SAME SEMESTER!!! FOR THE LOVE OF GOD STOP MAKING US HAVE TO CHOOSE BETWEEN NLP AND NEURAL NETWORKS DURING OUR ONLY SPRING SEMESTER WHY WOULD YOU DO THIS TO ME???

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 remote lectures along with the in class assignment gave a good overview of the topics in the course. The contents of the lab series gave me a deeper understanding of the areas covered in the course.

I felt that the content of the lectures were great and the labs were interesting.

The lectures and the quizzes forced you to pay attention which is good.

Flipped classroom never work.

The help, when received, was very helpful. The assistants did a great job and were very understanding. The labs which had descriptive text on what output were to be expected after a segment of code was also great to have. Since otherwise at best we as students just had to guess if an output from a part of a lab was correct or not. The content of the course was highly relevant and interesting but there was too much empasis on figuring things out yourself since this particular subject of study is very difficult in general to understand and get a grip on.

It has been diffficult to keep up with the flipped class format and quizes but I have learned so much from them. I think they are a key part in why I have managed this course and finished it with so many learnings. In this way you can go back and watch a video again if something was unclear and you can watch them when it fits your schedule and you feel energized.

The labs are very good, the course content as well. Both teachers and examiner/lecturer are excellent in knowledge and teaching ability, it is one of, if not the best, course I have studied at LiU

Flipped classroom + quiz was great. It forced me to actually process the new information. Feedback/grading of the labs worked well

The quizes to the video lectures were very good. They also made it much easier to learn from the video lectures (I usually have trouble concentrating on video lectures, but these went much better.)

Inspelade föreläsningar.

The labs were actually very interesting when they weren't too stressful

The lectures were really good and pedicogical.

The labassistants were great and the video lectures were top notch

online lectures coupled with on-campus sessions

The video speed is good, but requiring to do a quiz + a lesson for each took too much time.

I think that the course in general was well structured and had nice content. The flipped classroom approach is good and I liked that we got to discuss some ethical topics too. The possibility of booking appointments with the examiner was very nice!

I want to give all of my praise to Marco as a teacher. I cannot overstate how good of a teacher he has been throughout the entire course. The structure of the course was well put together with thought out quizzes and discussion questions to help you take in and process the material. It is also very clear that he cares about the subject matter and views it from multiple angles. The course is also very friendly if you want to deep dive into different topics and it is very easy to get too hooked if you're not careful. All around an amazing teacher in charge of an amazing course. I think this course was an amazing start to NLP and I am left wanting more!

I also want to extend similar praise to the TA:s as they have all been very helpful and interested during the course. Just have more of them next time ;)

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	16 (70%)
4	3 (13%)
3	1 (4%)
2	0 (0%)
1 - No, not at all	1 (4%)
Don't know	2 (9%)
Total	23 (100%)
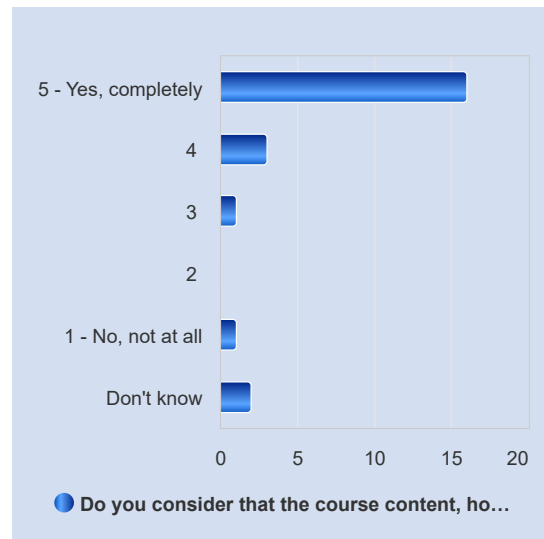
● Do you consider that the course content, ho…

	Mean	Standard Deviation	Coefficient of Variation	Min	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?	4.57	0.98	21.40 %	1.00	5.00	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	8 (35%)
4	10 (43%)
3	0 (0%)
2	4 (17%)
1 - Lowest	1 (4%)
Total	23 (100%)
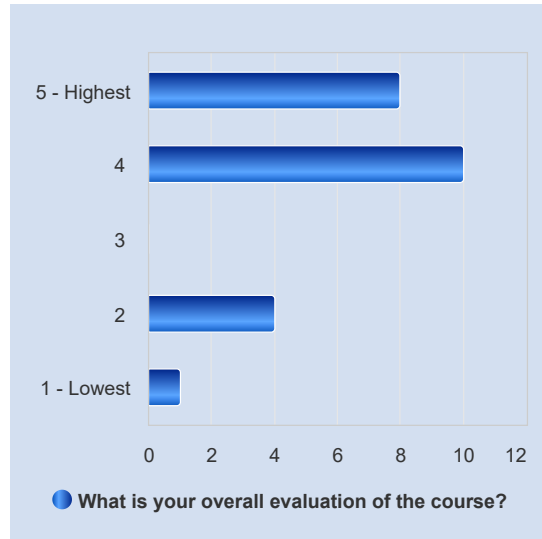
|	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
What is your overall evaluation of the course?	3.87	1.22	31.46 %	1.00	4.00	4.00	5.00	5.00

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.

| 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.	Number of responses	Cumulated responses
Yes	0 (0.0%)	0 (0.0%)
No	22 (95.7%)	22 (95.7%)
Don't know	1 (4.3%)	23 (100.0%)
Total	23 (100.0%)	23 (100.0%)
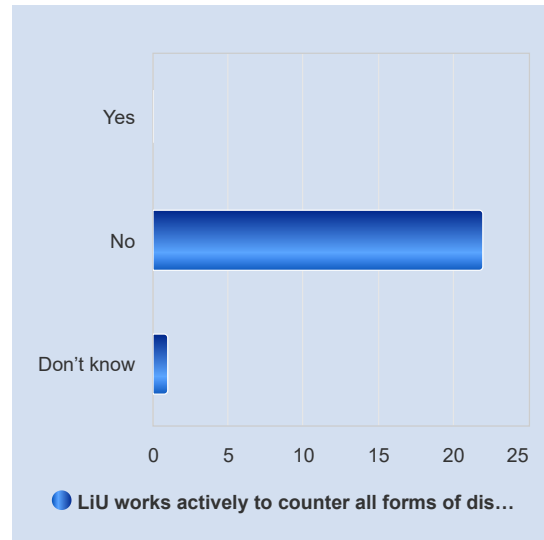
11. LiU is committed to promoting equality and equal opportunities in participation in and delivery of education. Has the course in question been designed and delivered in a way that takes this into account?

| LiU is committed to promoting equality and equal opportunities in participation in and delivery of education. Has the course in question been designed and delivered in a way that takes this into account?	Number of responses	Cumulated responses
Yes	17 (73.9%)	17 (73.9%)
No	1 (4.3%)	18 (78.3%)
Don´t know	5 (21.7%)	23 (100.0%)
Total	23 (100.0%)	23 (100.0%)
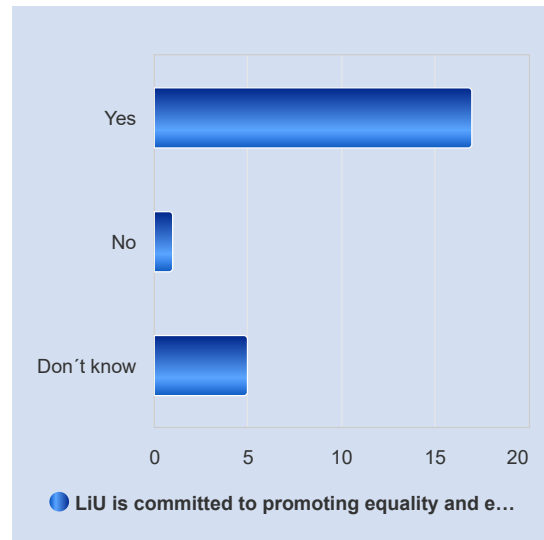
Provide examples or describe in what way the course has been adapted to this, or in what way the course has *not* been adapted to this.

Clear communication, flipped classroom and retake opportunities for labs.

We discussed ethical topics and I liked that.

12. The course was relevant to my education.

The course was relevant to my education.	Number of responses
5 - Yes, absolutely	16 (70%)
4	6 (26%)
3	1 (4%)
2	0 (0%)
1 - No, not at all	0 (0%)
Total	23 (100%)
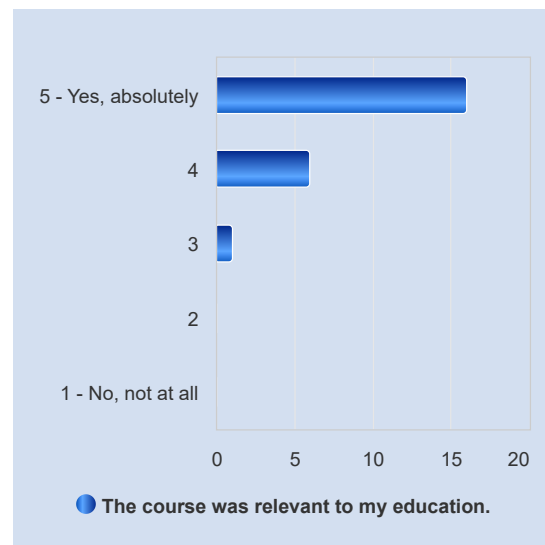
● The course was relevant to my education.

	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course was relevant to my education.	4.65	0.57	12.31 %	3.00	4.00	5.00	5.00	5.00