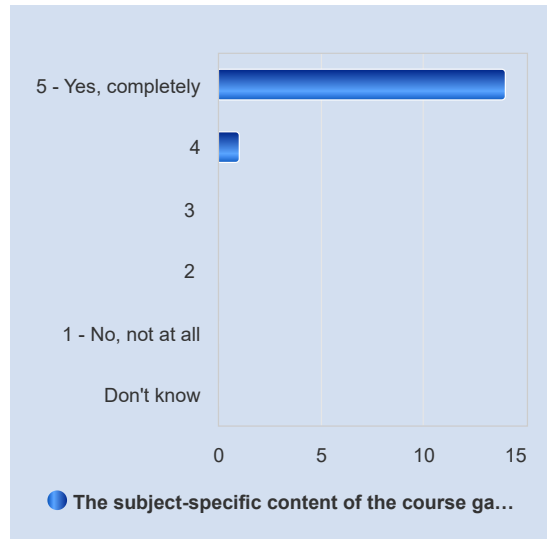


Natural Language Processing (TDDE09 2025-03-17 Lin 1533314)

Respondents: 36
Answer Count: 15
Answer Frequency: 41.67%

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	14 (93%)
4	1 (7%)
3	0 (0%)
2	0 (0%)
1 - No, not at all	0 (0%)
Don't know	0 (0%)
Total	15 (100%)

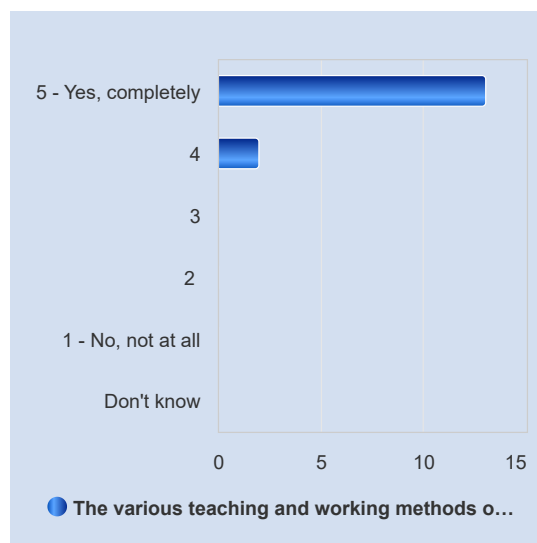


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The subject-specific content of the course gave me the opportunity to achieve the learning outcomes of the course.	4.93	0.26	5.23 %	4.00	5.00	5.00	5.00	5.00

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 (87%)
4	2 (13%)
3	0 (0%)
2	0 (0%)
1 - No, not at all	0 (0%)
Don't know	0 (0%)
Total	15 (100%)

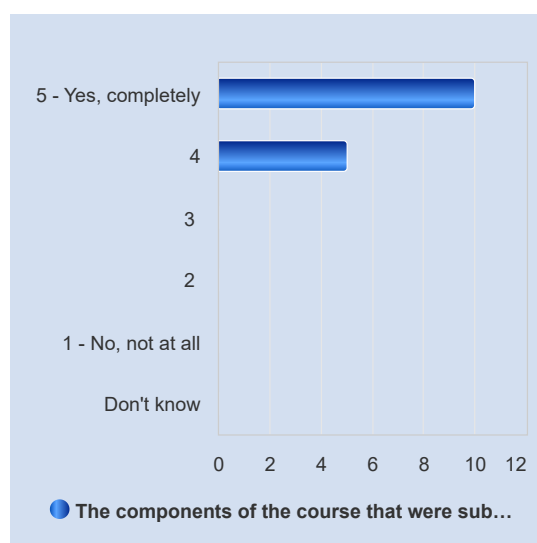


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The various teaching and working methods of the course were relevant to the learning outcomes of the course. The teaching and working methods may include lectures, seminars, laboratory work, tutorial groups, supervision, project work, and classwork.	4.87	0.35	7.23 %	4.00	5.00	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.

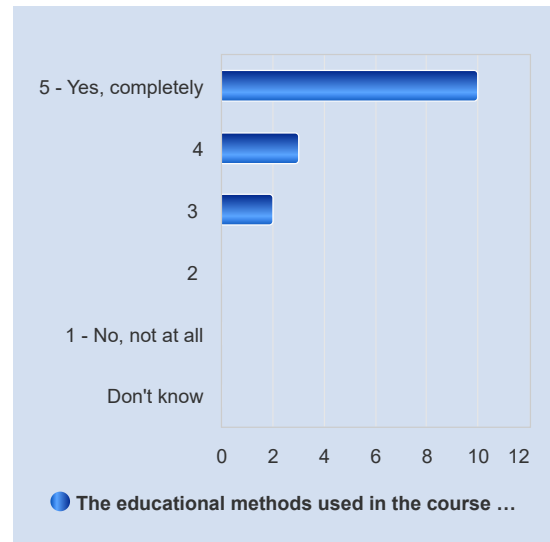
	Number of responses
5 - Yes, completely	10 (67%)
4	5 (33%)
3	0 (0%)
2	0 (0%)
1 - No, not at all	0 (0%)
Don't know	0 (0%)
Total	15 (100%)



	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.	4.67	0.49	10.46 %	4.00	4.00	5.00	5.00	5.00

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

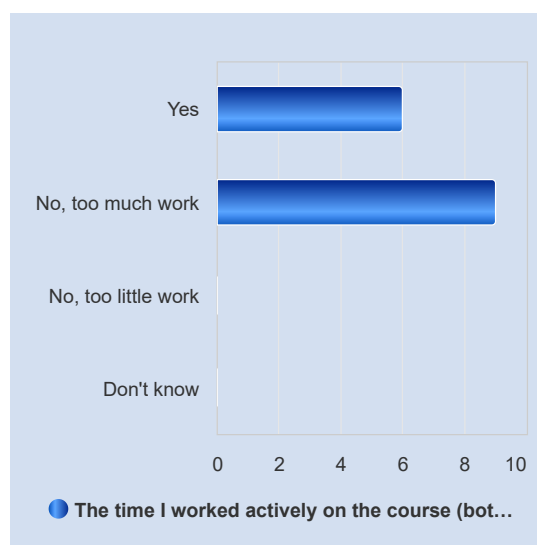
The educational methods used in the course supported my learning.	Number of responses
5 - Yes, completely	10 (67%)
4	3 (20%)
3	2 (13%)
2	0 (0%)
1 - No, not at all	0 (0%)
Don't know	0 (0%)
Total	15 (100%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The educational methods used in the course supported my learning.	4.53	0.74	16.39 %	3.00	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	6 (40%)
No, too much work	9 (60%)
No, too little work	0 (0%)
Don't know	0 (0%)
Total	15 (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)	2.40	0.51	21.13 %	2.00	2.00	2.00	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 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.

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.

The course was a great opportunity to explore NLP, and I appreciated the wide range of topics as well as the focus on current research. That said, the number of deliverables each week made the experience feel a bit overwhelming at times, especially in the later part when things coincided with re-exam and exam periods.

For context, the workload included:

- 5 quizzes (1 each week)
- 5 labs (1 each week)
- A portfolio and oral exam
- A project abstract and presentation (including peer feedback)
- A project paper and post-project paper (with self-assessment form)

While each of these was appreciated and had value on its own, the overall workload made it difficult to keep up without affecting other courses. To keep the course more manageable, I'd suggest slightly reducing or removing some of the less central or secondary tasks to reduce the overall weekly load and free up time to explore some topics more deeply.

Additionally, as a visual learner, I found it a bit challenging to follow the pre-recorded videos at times. It would be helpful if they included a visual marker/pointer and more detailed slides to make it easier to follow along.

Lastly, I'm really glad I took this course, as it clarified many things for me. I just wish I had more time for it.

There are too much of each different segment of the course, the project is very stressful and you have to prepare a presentation, write a report, a personal report and prepare for an oral exam all the same time, while most people also have similar assignments in other courses. There are too many different examination forms, can't the oral exam be skipped and instead just give complementary work on the labs and have lab presentations instead? The labs also take quite a lot of time and I don't think I completed a single one in the estimated 8 hour time span.

1. Clarify Grading Criteria from the Start

The course should clearly outline the grading structure at the beginning, particularly for the quizzes. It wasn't clear that failing a single unit of the quiz would lead to failing the entire quiz, even if other units were passed with high scores. This information should be included in the course syllabus or explicitly stated during the first lecture to avoid confusion

2. Improve Communication About Quiz Requirements

The requirement of obtaining a particular average score per unit should be made clear upfront. As a student, it was challenging to understand that failing one quiz unit could impact your overall grade, especially when succeeding in other areas. Early clarification on this would have helped students better prepare.

3. Flexibility with Retakes

While retaking failed quiz units during the exam period was an option, it would be helpful if the course allowed for more flexibility in retaking quizzes throughout the semester, not just at the end. This could reduce stress and give students more chances to improve their grade incrementally.

4. Oral Exam Preparation

Since the oral exam is a significant part of the assessment, it would be helpful to have clearer guidance on how to prepare for it. Offering practice sessions or a more structured review session for the oral exam would ensure that all students are equally prepared, given that it's a high-stakes component of the grading

The idea behind the project was great and a good learning opportunity. However, it almost felt difficult/awkward to evenly distribute the work between 4-6 group members. Engaging all the members in each part of the project would be ineffective time-wise, but consequently more time has to be spent on informing the other members on what you have done, almost making it easier to just have a few members do most of the work. This is of course a subjective experience, but I would definitely say that 6 members was a bit excessive for the scope of this project.

Also, the group project being solely examined on the presentation was perhaps a bit tough, and suggestively using the project description as a measure for grading the group part as well would have been reassuring (since you as an individual can directly affect the quality of the report, which is not possible to the same extent during a group presentation). Naturally, a group task has to be examined on the entire group's performance, but it just felt a bit unfortunate to not be able to fully control your own grading outcome. Although, I appreciated that a smaller part of the grade was attributed to the group part so that you could make up for this in the other graded parts of the course.

Finally, the workload of the course was probably the most significant of all the courses I have taken during my time at LiU, especially when aiming for a higher grade. I would say that this is not necessarily something that is easy to fix, as all the content of the course was very valuable, and the concepts are quite hard to grasp, making the extra time almost necessary to give the students a fair chance at understanding everything. Reducing the coverage of the course too much would probably result in more students feeling completely lost in the material, but perhaps the scope of the course could be reduced slightly to make the workload more sustainable (e.g., by removing a task or two from each lab).

I think that starting the project in the last few weeks of the course made us having to do much work during the exam period, which is not exactly helpful if you have other exams. I think that perhaps starting the project earlier and run it in parallel with the last unit(s) may ease the workload bit for the later weeks. This time can be used to come up with project ideas so that when the labs are over, the students can use the computers directly.

the new format of the course is so much reasonable.

There was very little time spent on the project, especially when dividing work among a group of several students. Perhaps fewer or less extensive labs and more focus on project. Perhaps the last lab about state of the art NLP areas (LoRA) could be part of the project instead.

Though every part of the course (labs, lectures, quizzes, etc.) was definitely manageable, everything together ate up SO MUCH time that I had to let myself get behind schedule in my other courses. If possible, students would probably do FAR better if this course was over the entire semester rather than just one period, but I get that this might not be possible due logistics or whatever. Honestly, the area of NLP seems so wide that you could have an entire master on just NLP.

I would rather have a written exam or traditional presenting of labs than an oral exam.

The project felt quite stressed time-wise. The project reports also felt very cramped with space. We wanted to write about many different things, and there simply was not enough space for it. On the other hand, it does help you practice writing concisely.

Since the labs were the part that helped me the most to improve my learning experience and understanding, I would have appreciated a better distribution of time to properly work on them. Given the limited time and the short duration of the period, having to work on, review, add feedback, and write comments for a better portfolio across seven extensive labs felt overwhelming. It was difficult to fully grasp and make the most of all of them.

The advanced labs were a great opportunity to reinforce our understanding of other parts of the course content, and they provided a good challenge with minimal guidance. However, the lack of time to properly work on them affected my ability to stay focused and engaged with the following labs.

The timing of the project and portfolio presentation also made it hard to focus on everything at once, which prevented me from enjoying and learning from the project as much as I would have liked. Additionally, I felt that the 15-minute meetings with the tutor didn't offer enough guidance so i never felt confident that we were on the right track.

There are a lot of examining components: quizzes, labs, oral exam, presentation, project, project paper, and I might even forget something, which feels like more than any course I've taken before. I don't know which one I'd cut but I'd definitely cut something. Fortunately I had a lot of time this study period and could put quite a lot of time into the course but if that weren't the case I could see myself being slightly overwhelmed by all of the examining components.

However, as I said, I didn't really find any of them unnecessary - quizzes motivates students to watch and actually understand the lectures, the labs and the accompanying oral exam really forces you to fully understand the notebooks (those two were definitely what I personally learned the most from and what I'd definitely keep) and the project related tasks makes you interact with literature and I always find presentations good.

The course structure is well-curated and the teaching method is the best so far.

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.

Pretty much every aspect of the course was meaningful and well executed. Two examples are:

Clear and engaging in-person lectures coupled with video lectures and quizzes as preparation (which were also high-quality).

Well-prepared labs with positive and helpful lab assistants, as well as great feedback after each lab.

Labs, Projects, Quizzes

The distribution of theoretical content across lectures, videos, and quizzes was a great approach that helped me fully understand the course material in an easy and accessible way.

The lab content was also extremely helpful for deepening my understanding of the course. The structure — including days with tutor support, independent work, feedback, portfolio tasks, and examination — worked very well for me and allowed me to fully grasp what was intended.

Overall, I can say I'm pretty happy with the course. I feel like I learned a lot and genuinely enjoyed most of it.

The labs were really helpful along with some of the pre-recorded videos.

The Labs, projects, and incorporating research into scientific papers

As I said, I really liked the lab series. And without the oral exam I wouldn't have tried to understand it as well as I did. After doing the labs and really working on understanding them, I feel like my understanding of how language models in particular has become quite solid, and my ML, AI and PyTorch in general have improved a lot.

I definitely learned a lot!

Despite (or perhaps because of) the very heavy workload, this is the best course I have taken. Marco is such a skilled educator who really puts in an effort!

Although the format of having video lectures might not quite match my preferred learning style, the content itself was of the highest quality!

I'd say that all parts of the course are successful, it's just a lot.

I like the setup of the course with lectures along with videos and the labs and project.

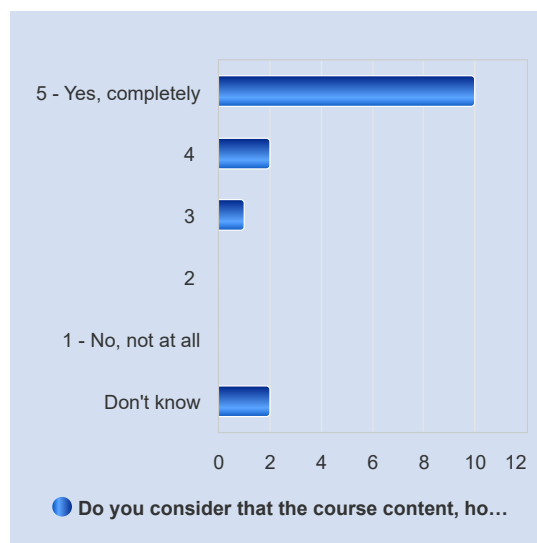
i think in all aspects the course was reasonably designed(redesigned). In terms of content, it was so much relevant and beneficial. In terms of teaching principle it was good.in terms of teaching methods was good except for the last part(section 5) where we did not have slides. examination was also clear and reasonable.

The examiner regularly visits lab-sessions. If a lab has taken a lot of time on average, he shortened the later labs. This was nice as it made the course more manageable. The structure of the labs are nice, they clearly build up a subject and dont just drop you off in the middle of a difficult subject.

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?

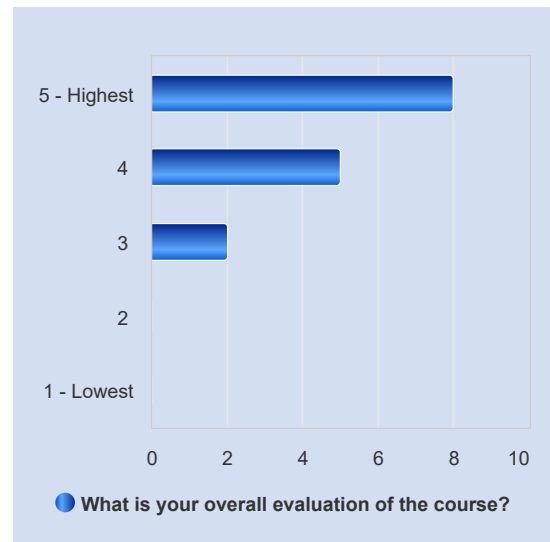
	Number of responses
5 - Yes, completely	10 (67%)
4	2 (13%)
3	1 (7%)
2	0 (0%)
1 - No, not at all	0 (0%)
Don't know	2 (13%)
Total	15 (100%)



	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?	4.69	0.63	13.44 %	3.00	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 (53%)
4	5 (33%)
3	2 (13%)
2	0 (0%)
1 - Lowest	0 (0%)
Total	15 (100%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
What is your overall evaluation of the course?	4.40	0.74	16.75 %	3.00	4.00	5.00	5.00	5.00

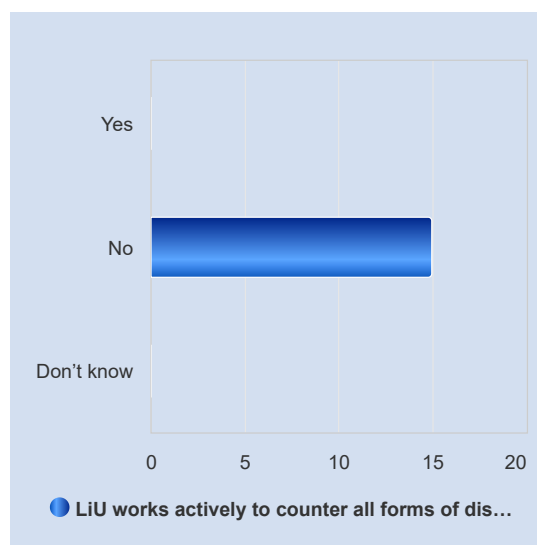
10. LiU works actively to counter all forms of discrimination, harassment, victimisation and exclusion. Have you seen or witnessed any problems during the course with respect to this?

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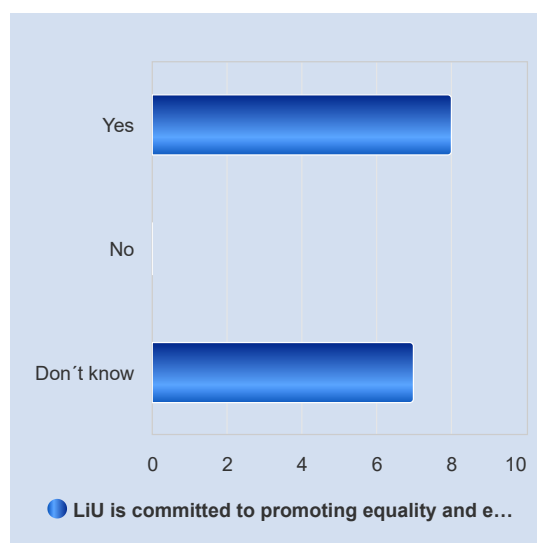
	Number of responses	Cumulated responses
Yes	0 (0.0%)	0 (0.0%)
No	15 (100.0%)	15 (100.0%)
Don't know	0 (0.0%)	15 (100.0%)
Total	15 (100.0%)	15 (100.0%)



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?

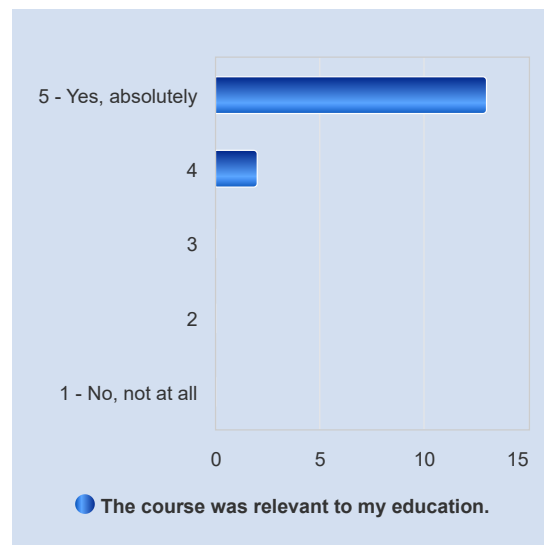
LiU is committed to promoting equality and equal opportunities in participation in and delivery of education. Has the course in question been designed and delivered in a way that takes this into account?

	Number of responses	Cumulated responses
Yes	8 (53.3%)	8 (53.3%)
No	0 (0.0%)	8 (53.3%)
Don't know	7 (46.7%)	15 (100.0%)
Total	15 (100.0%)	15 (100.0%)



12. The course was relevant to my education.

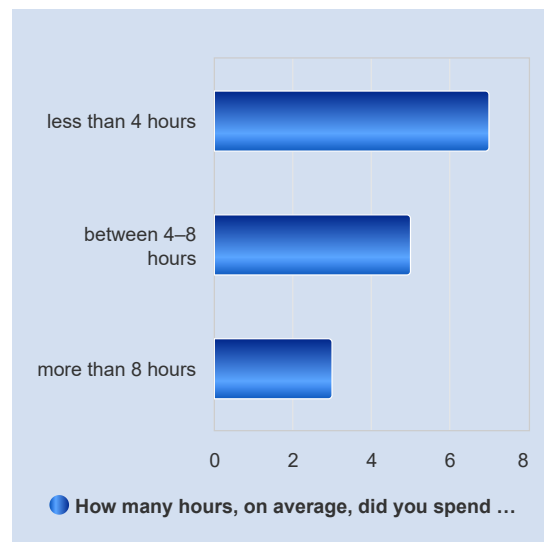
The course was relevant to my education.	Number of responses
5 - Yes, absolutely	13 (87%)
4	2 (13%)
3	0 (0%)
2	0 (0%)
1 - No, not at all	0 (0%)
Total	15 (100%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course was relevant to my education.	4.87	0.35	7.23 %	4.00	5.00	5.00	5.00	5.00

13. How many hours, on average, did you spend each week working with the theory material for the week's topic (watching the video lectures, taking the quizzes)?

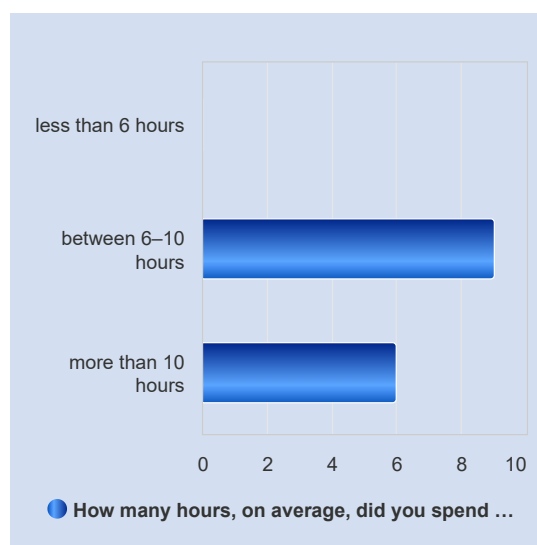
How many hours, on average, did you spend each week working with the theory material for the week's topic (watching the video lectures, taking the quizzes)?	Number of responses
less than 4 hours	7 (47%)
between 4–8 hours	5 (33%)
more than 8 hours	3 (20%)
Total	15 (100%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
How many hours, on average, did you spend each week working with the theory material for the week's topic (watching the video lectures, taking the quizzes)?	1.73	0.80	46.09 %	1.00	1.00	2.00	2.00	3.00

14. How many hours, on average, did you spend each week working with the basic lab for the week's topic (reading the lab instructions, solving the tasks, incorporating feedback)?

How many hours, on average, did you spend each week working with the basic lab for the week's topic (reading the lab instructions, solving the tasks, incorporating feedback)?	Number of responses
less than 6 hours	0 (0%)
between 6–10 hours	9 (60%)
more than 10 hours	6 (40%)
Total	15 (100%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
How many hours, on average, did you spend each week working with the basic lab for the week's topic (reading the lab instructions, solving the tasks, incorporating feedback)?	2.40	0.51	21.13 %	2.00	2.00	2.00	3.00	3.00