

INFO371 høst 2013

Faglærers vurdering av gjennomføring

Praktisk gjennomføring

The course focused on two main parts –

1. network analysis and community detection in particular and
2. topic analysis in text processing.

The class turned out to be more challenging than I anticipated which led to more time spent on the first part. This is understandable since was a new lecture taught for the first time.

The lectures tried to provide both a theoretical background as well as practical application and familiarization with various software tools and programming libraries relevant for the topics discussed. Since the theory of the subject is undeniably very mathematical. I tried to build the required intuitions required to understand the main ideas of the field.

The students were evaluated based on a group programming project of their choice and an oral exam that was mostly based on individual essays about a subtopic of the course. The students were allowed to group themselves as they wanted, which led in most cases to good projects. However, one group fell apart which caused unnecessary stress to the involved students.

Strykprosent og frafall (studiekonsulent legger ut statistisk materiale, faglærer kan evt. kommentere)

Out of 19 registered students, 16 finished the course successfully which I find satisfactory.

Karakterfordeling (studiekonsulent legger ut statistisk materiale, faglærer kan evt. kommentere)

The average is B (9 A, 4 B, 2 C, 1 D). This is mostly due to the high quality of group projects.

Studieinformasjon og dokumentasjon

The course material consisted of a lecture book, a selection of papers and slides. The slides were prepared as supplementary material to other course material. Their focus was on parts that were not covered in the other course material and was difficult to understand during the lecture. The slides were often published later than planned.

Tilgang til relevant litteratur

It was difficult to find appropriate literature covering the class topic from an entry level as most textbooks and papers are very math-heavy. The textbook was not available until a few weeks into the course.

Faglærers vurdering av rammevilkårene

Lokaler og undervisningsutstyr

OK

Andre forhold

OK

Faglærers kommentar til studentevalueringer .

Metode – gjennomføring

The anonymous student evaluation was performed electronically via Mi Side.

Oppsummering av innspill

A total of 9 students (out of 19) filled out the evaluation. The average rating of the entire course

was “good”.

The things which the students liked the most about this course were the content of subject itself together with their practical hands-on experience. They also appreciated the teacher’s engagement, helpfulness, understanding of the topic and pedagogical skills.

On the negative side, most students were unhappy with the amount of math and how long it took to publish lecture slides. There was also a significant number of students dissatisfied with the difficulty level of the course literature. Some were unhappy with the course page and with the teacher’s performance.

More than 50% of students said they are happy with the amount they learned in the course, but there were some that were not satisfied.

I have to say that I am happy that most students managed to see through the technical and mathematical complexity of the subject and found it useful and interesting.

As for the negatives, I am very thankful for all critique. This is the first time the course was taught and it was difficult to find the right level of difficulty and some material was prepared as a reaction to how the students reacted during the class. Students that were not satisfied with the course lacked more structure in the lectures. Based on the experience from this year, it will be easier to improve this element in the future.

Faglærers samlede vurdering, inkl. forslag til forbedringstiltak

I am generally satisfied with the course although there are different places that can be improved. I think that it is important to build on this year's experience to improve the course as suggested by the students.

Another idea potentially worth considering is splitting the coursework into two classes, one dealing with networks and community detection, the other with text analysis and topic detection. Prior exposure to machine learning techniques would also make the coursework easier to digest.