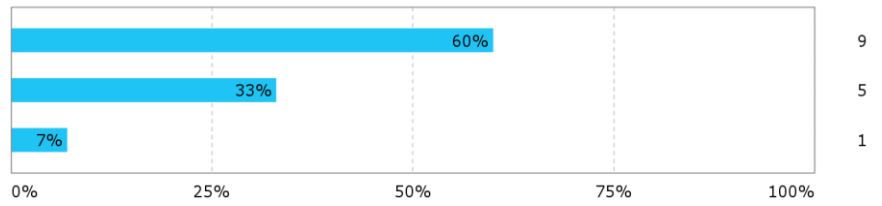


INF240 Er du?

Bachelorstudent
Masterstudent
Annet



Er du? - Annet

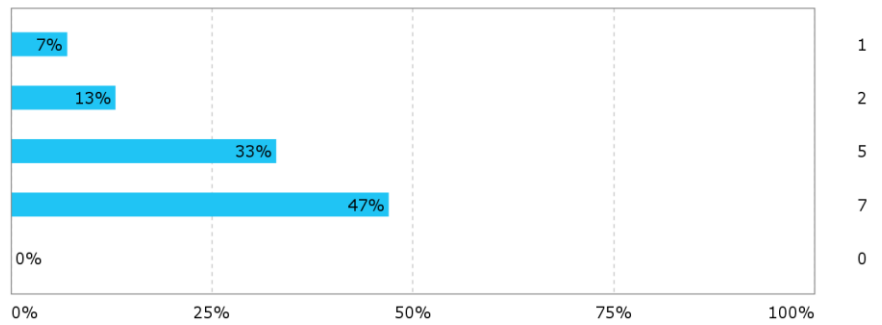
- PhD

Hvor mange arbeidstimer har du i gjennomsnitt brukt på emnet hver uke (inkludert forelesninger, gruppeøvelser, lab/felt, egenstudier)?



Hvor mye teoretisk kunnskap har du tilegnet deg på dette emnet? (1 = ingen, 5 = mye)

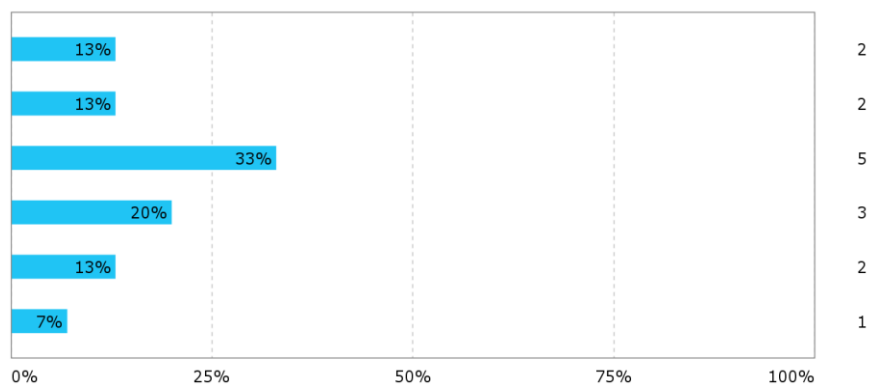
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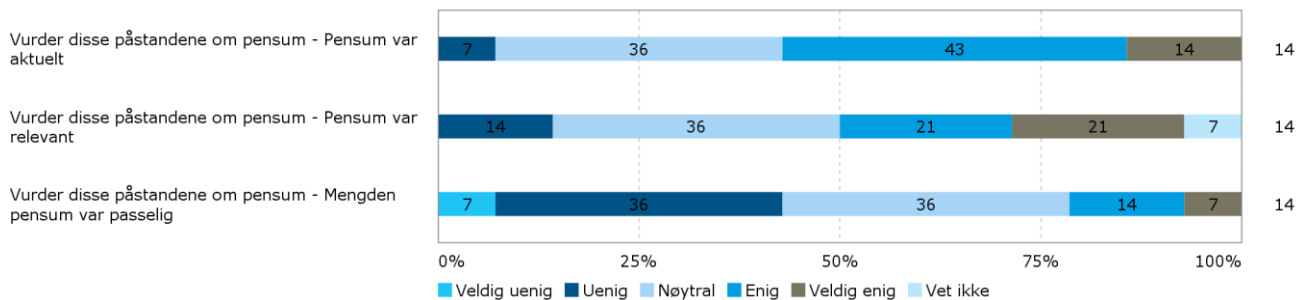


Hvor mye praktisk kunnskap har du tilegnet deg på dette emnet? (1 = ingen, 5 = mye)

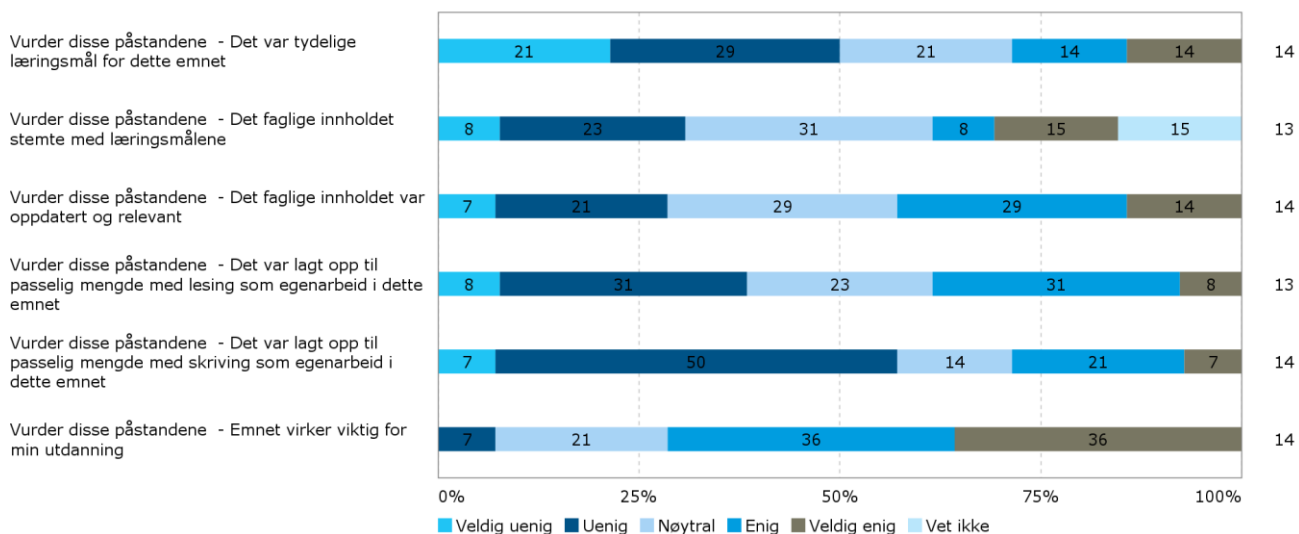
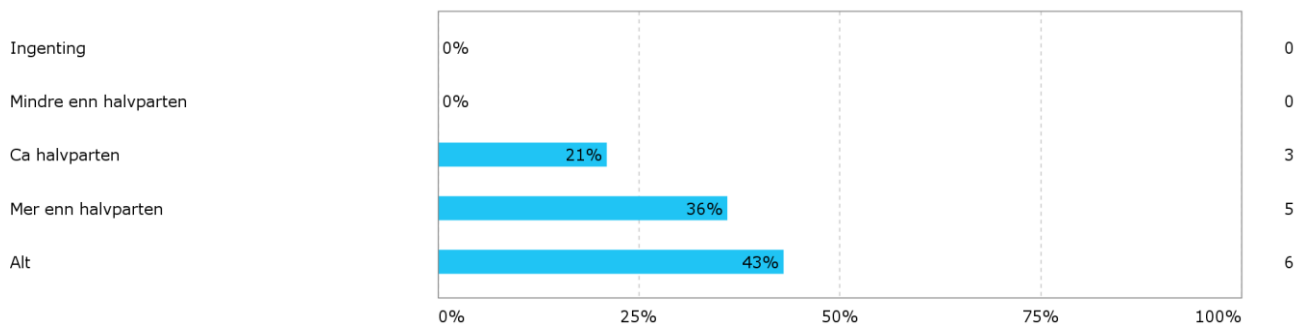
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Ikke aktuelt på dette emnet

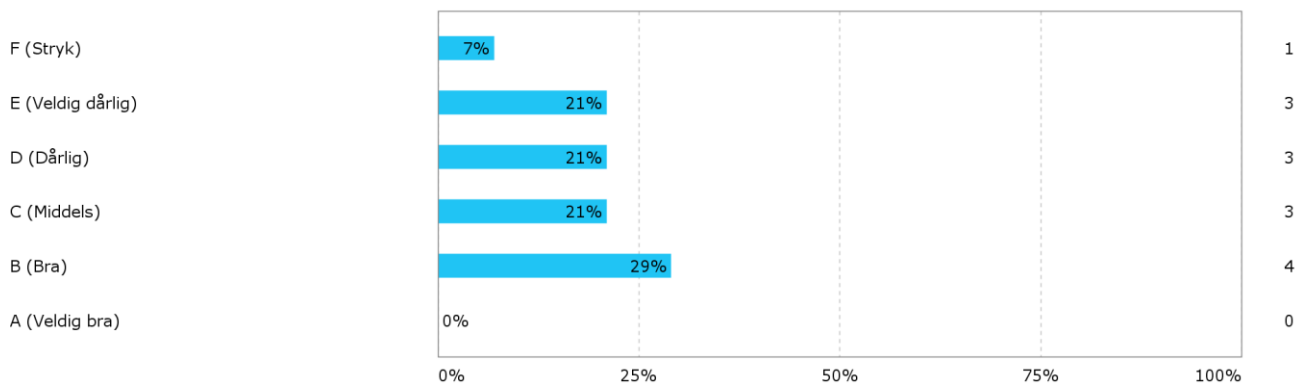




Hvor mye av pensum leste du?



Hvilken karakter vil du gi dette emnet?



Hva likte du mest med dette emnet?

- Pensumboken var bra. Kodeteorien er interessant.
- The book. The book was very good. It had plenty of information and the questions were good at possible with the information presented. This is how I and everyone that took this class learned the information required for the class.
- The book.
- It contains a lot of good in-depth information about cryptosystems, which is useful for people who will be working with crypto later.
- Good book.
- Det var gøy å jobbe med noe virkelighetsorientert og relevant.
- introduksjonen til grunnleggende kryptografi og kodeteori
- I like whole category about cryptography, so for me was the information about the book existence, then I was self studying whole year.
- At du lærer om kryptologien og teknikkene bak.
- topic
- Interessant stoff og fint med forelesninger på nett for de som ikke har anledning til fysisk oppmøte.

Hva likte du minst med dette emnet?

- Too much Content to digest
- Ekstremt dårlig informasjon om emnet og eksamen på mitt uib. Tilbake melding om obligatorisk oppgave var veldig dårlig gjennomført. Fikk ingen fasit eller veiledning etter obligatoriske oppgaver ble rettet. kodeteorien som ble forelest etter pensum boken kom alt for sent. Det er ikke mulig å beherske kodeteorien med kun slidesene på nettsiden.
- The professor. I have never seen a human not want to be doing what he was doing as much seeing the professor "teach" in this class. I quote the word teach because that is far from what he did during lectures. Tor's method of teaching is to go into 0 detail on any subject give a brief overview without any of the actual information required to know for the assignments and then. After going over none of the processes or the steps to take to get to what he was talking about or none of the math behind it. This would be fine if he asked questions about the brief overview on assignments on test but on the assignments the questions were more like here is an example of a textbook question, now here is an extra part that was never taught to you and has no information anywhere. Not only this but no overview of assignments or solutions or even attempts at explaining the assignments after them being marked. We received no feedback other than a mark which is utterly useless because we both have no way of know what we did wrong, and no way of learning our mistakes. He never taught anything in depth, and obviously didn't to be there showing up to class late or right when class was starting and leaving the room often right after the class was over. His assignments were ridiculously hard compared to the material in class and maybe even impossible without hours of studying from different textbooks that were not required (given as suggestions from the group leader). The group leader was also very confused at times from the questions that he had written and what he wanted or where to learn the information. Tor was useless as a lecturer. Almost no one showed up to class because it was a waste of time to go. No information was taught, instead he would ramble on about friends who were researching the field and then never actually teaching the field we were "learning" about. Tor can also be quoted as saying "The people not in class today are not going to like this because my lecture slides are terrible". It was not just the people that didn't go to class that day that did not like the class due to the nightmare of his notes and "teaching". I went to class almost everyday save for the week I spent in the hospital. I learned nothing from Tor, I wish i dropped the class after the first lecture as many did because it was a waste of my time and I will most likely retake this course again at a different University in order to actually learn this topic that is important in this day and age. As an exchange student this is one of 3 classes I will ever take at UiB the other two classes were perfect, the professors were likeable, cared about our learning, and good at teaching. Tor was none of the above and I hope he is not representative of the rest of the faculty of Math and Natural Science.
- No lecture plan. Very little information. The curriculum list was incomplete and did reflect changes given verbally in the lectures. The Coding Theory was not a part of the book. The lectures were hard to follow, and lecturer did not seem very well prepared. The mandatory excercises were too large and instructions on how to solve some of them were not well presented. Very little communication between the lecturer and the group assistant. Group assistant did not have access to the mandatory excercises handed in online at mitt.uib.no.
- The mandatory excercises seemed a bit big, especially the first one. My personal math skills might have contributed to it, but the assignments in this course required 5-10 times more time than in my other courses this semester.

- High and completely undocumented math prerequisites. Theory is fine, math is fine, but the math assignments were enormously demanding and work intensive, without furthering my understanding of cryptography much. By far the most frustrating course I ever had.
- Et fryktelig vanskelig emne å følge dersom man ikke kunne delta på forelesning. Utydelig va som var pensum i (siste del av) emnet. Det ble utlevert en PowerPoint på over 100 sider med stikkord, men ingen referanser til hvor vi kunne lese mer eller hva som egentlig var pensum.
- Definetely teacher. I would not recomend this course to anybody else. Lectures were boring, he couldnt explain the topic well, so lot of people just stop going on lectures and start self learning. Then there is one extra topic (Coding theory), which is not covered in the book, and was not mention before, and there should be on last exam 50% of this topic, so it is not absolutely fair...
- Gruppeleder og foreleser. Foreleser går raskt igjennom stoffet, men mye av det problemet ligger på at norske studenter ikke spør så mye spørsmål som de burde. Også er kodeteorien ikke i pensumboken, så jeg får inntrykket av at han vil ha det forrige pensumet men får ikke lov, men viser det uansett.

Gruppeleder er et problem når hun essensielt er truende i gruppetimen.

Det var et tidspunkt hvor hun fikk en klagepost om at hun sa ifra at hun ikke kom til en gruppetime en time før gruppetimen. I neste gruppetime tar hun dette opp med å si navnet på e-posten, spør om personen er i rommet, og når personen ikke er der så står hun og generelt sett kjefter om at dette ikke er akseptabelt.

- Way too practical. The form of assignments - just insane calculations were required, none of the theoretical knowledge
- Det burde vært bedre lesestoff når det kom til kodene, da det i hovedsak bestod av slides som var tungtleselige.

Har du forslag til hvordan emnet kan forbedres?

- We can have this course in 2 stages in two semesters.
- Foreleser må engasjere seg i mitt.uib. Gruppeledere må gi en mer utfyllende tilbakemelding av innleveringene. Foreleser burde enten fjerne kodeteorien eller gi forslag til bok og kapittel slik at vi vet hvor vi kan lære pensumet.

Når det gjelder undervisningen så er det bedre at foreleseren bruker tavlen mer. Powerpoint blir for statisk til å henge med. Spesielt når foreleser legger så mye vekt på matematikken som han gjør.

- Hire a professor who cares about his students and wants to teach. If the professor does not want to be there the students will follow. This is literally my only complaint because I had to teach myself all required information for the course.
- Provide other material for the coding theory part because the slides are hard to follow. More active use of mitt.uib.no.
- The course is probably good for the people whom the content will be relevant for. I think the title "introduction" imply it'd be a little bit more general/easy than it turned out to be, compared to for example "introduction to programming".
- Either put the required math prerequisites in the clear on the course home page, or make it more accessible and with an appropriate amount of theory and meaningful assignments.
- Ville gjerne hatt tydeligere pensum til siste del av emnet. En liste over temaer vi burde kunne og gjerne en referanse til oppslagsverk/litteratur. Hadde også vært fint med en enkel fremdriftsplan.
- Change the teacher.
- Ta dette mer i en programmeringsrettning. Ikke ha oppgaver som nå, men få studentene til å programmere de forskjellige kryptoalgoritmene. De er skrevet meget bra i boken og hadde vært utrolig gøy å programmere.
- Do it more theoretical (I want to more proofs). Change the way how assigments work. I think there was unnecessarily much calculations and the actual understanding was not needed.
- Det burde kanskje lages et kompendium for kodedelen.

Tilbakemeldinger på organisert praktisk undervisning:

- Det ble lagt for mye vekt på matematikk i regneøvelsene av gruppeleder. Det at gruppeleder gikk gjennom teori på tavlen hver regneøvelse var veldig bra. Gruppelederen burde ha vært der 2 timer som vanlig istedet for 1.5 timer. gruppeleder droppet noen ganger regneøvelse på veldig kort

varsel. Karakterer ble rettet veldig strengt. Obligatoriske oppgaver var veldig vanskelig på grunn av dårlig ressurser til faget (ikke nok med bare pensum boken).

- The group sessions were okay. This is where the class learned any information from the course that was not self taught.

The group leader was very frustrated with the lack of teaching being done in the class and our lack of knowledge on how to even start questions because we were never taught the topics.

Besides this she was very helpful in helping us attempt to comprehend the topics in the book

- Group sessions should not start 40min late every single time because the group assistant have other, more important, things to do beforehand. Very good explanation on some topics that should have been a part of the lectures.
- Lots of work, see previous comments.
- The student assistant was generally unprepared, unprofessional and unfriendly. Some times she hadn't even looked at the assignments. Certain answers were obviously wrong, for some she was, quote, "60% sure". She berated a student in class for asking why a class was cancelled only an hour in advance. Unbelievable!
- Svært misfornøyd med gruppetimene. Studentassistenten som ledet dem kom alltid 15-30 minutter for sent. Hun var nedlatende og til tider frekk. Mens vi regnet oppgaver sa hun gjentatte ganger at vi var trege og late. Hun leste opp privat mail sendt til henne fra en student foran klassen, og sa navnet til avsenderen høyt - foran alle. Til slutt sluttet jeg å gå i gruppetimene, da jeg bare ble sint og fornærmet av å være der.
- kanskje det er lurt å legge ut fasit på gruppeoppgaver, la studentene jobbe med oppgaver på gruppen og komme med spørsmål, eller gå gjennom oppgavene i felles
- The teacher's assistent say on the start of the year, that we can't have class at 12:15 (like was in schedule), but we had to postponed it (12:45, then 12:30). It is fail, because we were trying to do a lot and didn't have enough time. Then next thing, she usually came in and said that she didn't read the problems. I would suggest more planning and organization for this course (and preparation for teachers), or one more person for group session, because sometimes it was just waste of a time.
- At gruppeleder alltid kom en halvtime for sent er vel ikke for gøy.
- Boring.
- Gruppeleder var var tidvis nedlatende og lite forståelsesfull for problemer som var "innlysende".

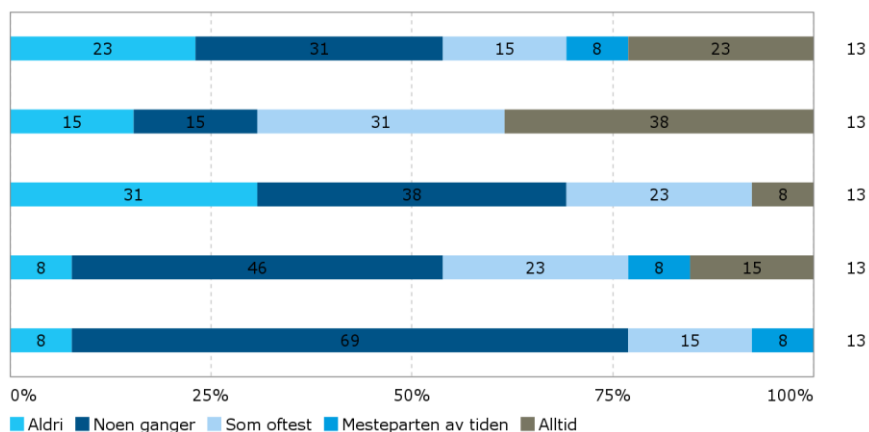
Vurder disse påstandene - Fikk du klare svar på spørsmål du stilte til underviseren(e)?

Vurder disse påstandene - Var underviseren(e) hensynsfull overfor deg?

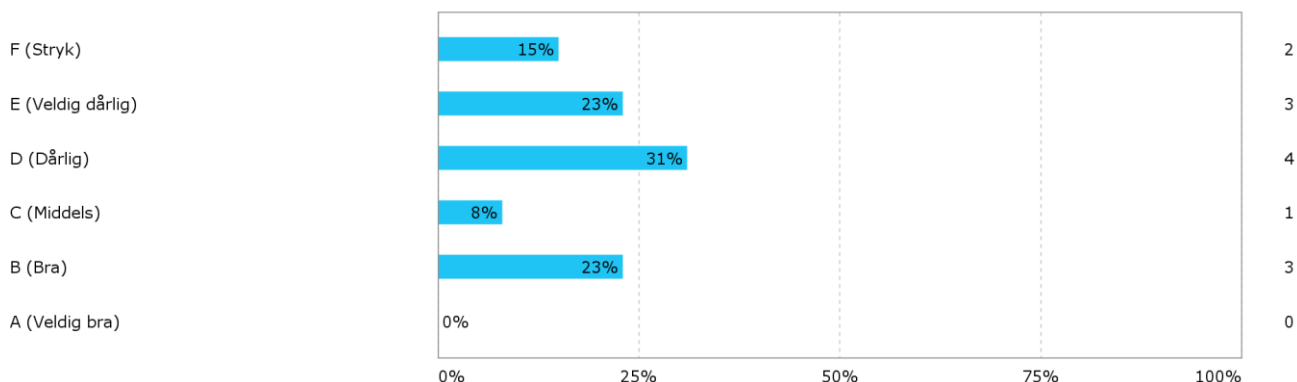
Vurder disse påstandene - Var undervisningen godt strukturert?

Vurder disse påstandene - Viste underviseren(e) engasjement for undervisningen?

Vurder disse påstandene - Var underviseren(e) en god formidler?



Hvilken karakter vil du gi underviseren(e)?



Har du forslag til hvordan underviseren(e) kan forbedre sin undervisning?

- bruk tavlen. fiks slidesene. foreslå pensumbok for kodeteori delen.
- I would recommend him actually teaching the course. I put my complaints about the teacher in the worst thing about the course as I didn't know this was going to be here.

but to summarize:

Pretend that you care about the course and our learning.

Actually teach the topics that you are going to test us on.

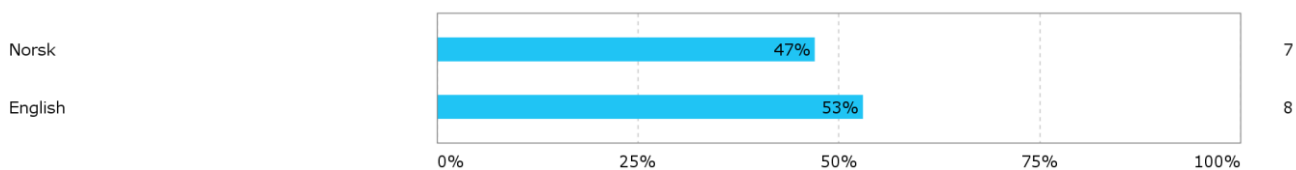
Talking about a subject briefly and then asking us technical questions on the intricate details about them is not useful to us.

Communicate better by showing some enthusiasm, asking questions in class. explaining things in detail slowly instead of blazing through question.

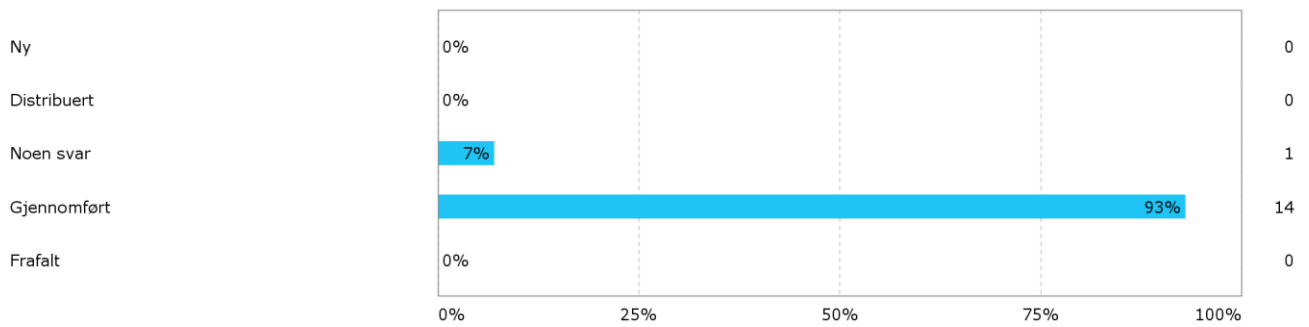
Plan your lectures before hands it seemed like you were never sure what the slides were going to say or how to teach the information.

- Some of the could have been better. Use the blackboard more actively because it is easier to follow. Be more active on mitt.uib.no and provide more written information about the course, the plan, important (and less important) messages, etc.
- I didn't attend many of the lectures, because I thought the learning output was poor. Just a barrage of slides and very little engagement and actual teaching. I did attend the organized sessions, which were not a good experience (see earlier question).
- Foreleser var ikke hjelpsom da jeg spurte om han kunne fortelle meg hva pensum var, siden jeg ikke kunne komme på forelesning på grunn av jobbing. Han gjorde faget vanskelig å følge hjemmefra, da det ikke var fremdriftsplan eller tydelig definert pensum. Dersom jeg hadde spørsmål, opplevde jeg å bli overkjørt, da han svarte før jeg var ferdig å forklare spørsmålet mitt.
- Preparation for groupsession, reading the material before and know what we should do, not asking the students what we should do. Be a leader/teacher.
- Tor er en flink person som er flink å forklare vist du spør han. Men når han ikke blir spurt så pleier han bare å gli over emnet hvor det som er vanskelig for studentene ikke blir fanget opp og puttet i samme kategori som det som er lett.
- Forholde seg til innholdet i læreboken
- Kunne ikke være til stede på forelesningene så mange ganger, men underviser virket engasjert og kunnskapsrik.

Språk



Samlet status



Hei,

Her er en kort tilbakemelding for kurset INF 240.

The evaluation for INF 204 contains many useful and constructive comments that will be considered seriously and they will be implemented at the next opportunity to significantly improve the course, including the lectures, and group sessions, and "obligatoriske" exercises further.

P,S.

Jeg trenger et vesentlig bedre lokale for forelesningene neste gang enn grupperommet i Vil Vite med bedre plass til stor tavle og skjerm for slides samtidig.