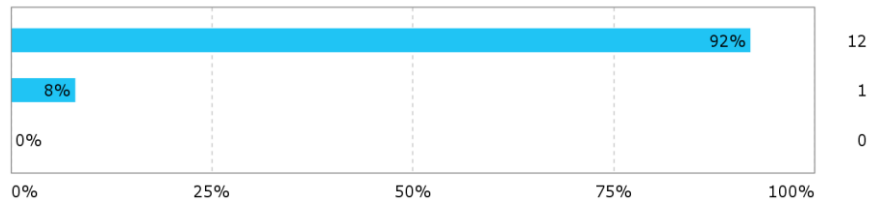


INF207

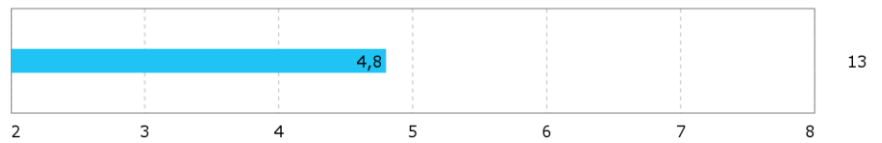
Er du?

Bachelorstudent
Masterstudent
Annet



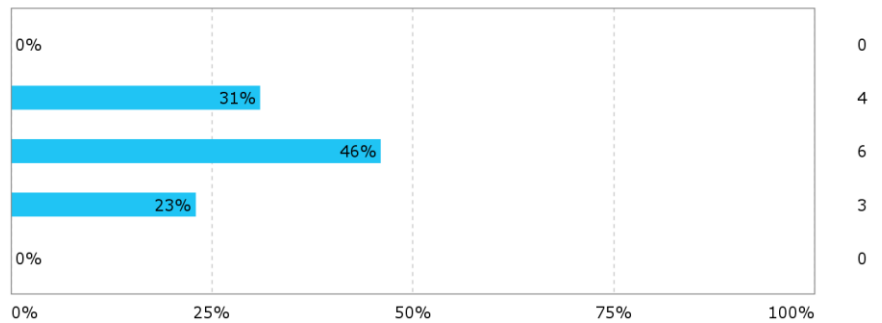
Er du? - Annet

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



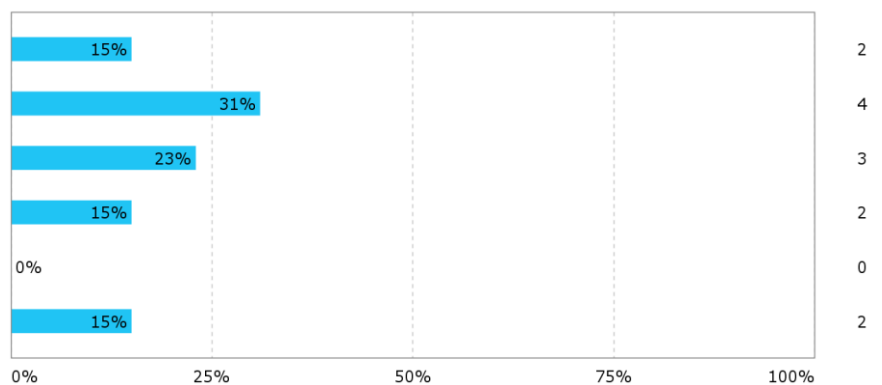
Hvor mye teoretisk kunnskap har du tilegnet deg på dette emnet? (1 = ingen, 5 = mye)

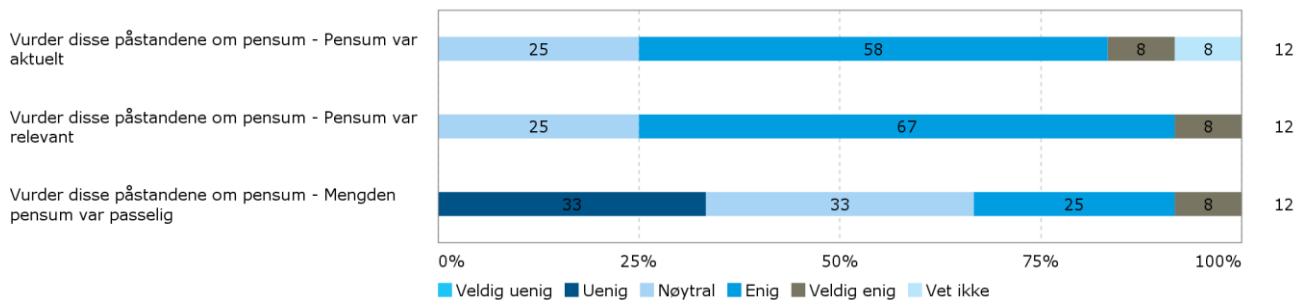
1
2
3
4
5



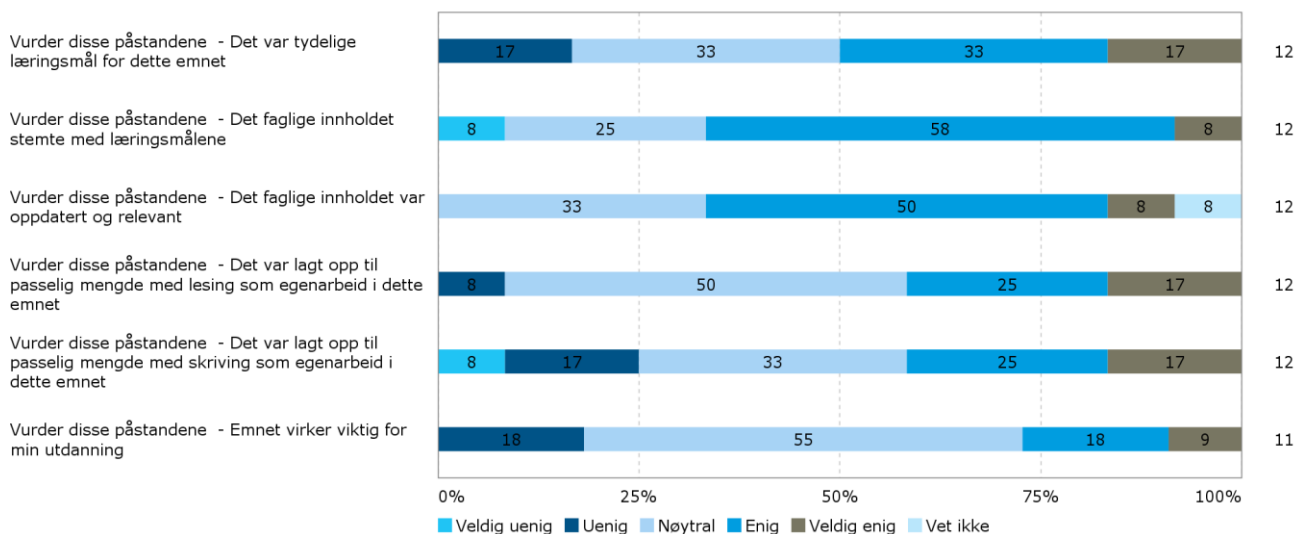
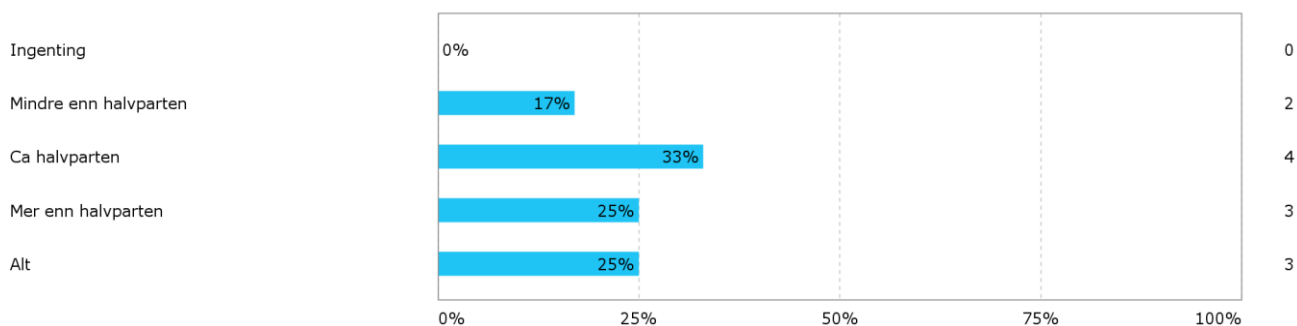
Hvor mye praktisk kunnskap har du tilegnet deg på dette emnet? (1 = ingen, 5 = mye)

1
2
3
4
5
Ikke aktuelt på dette emnet

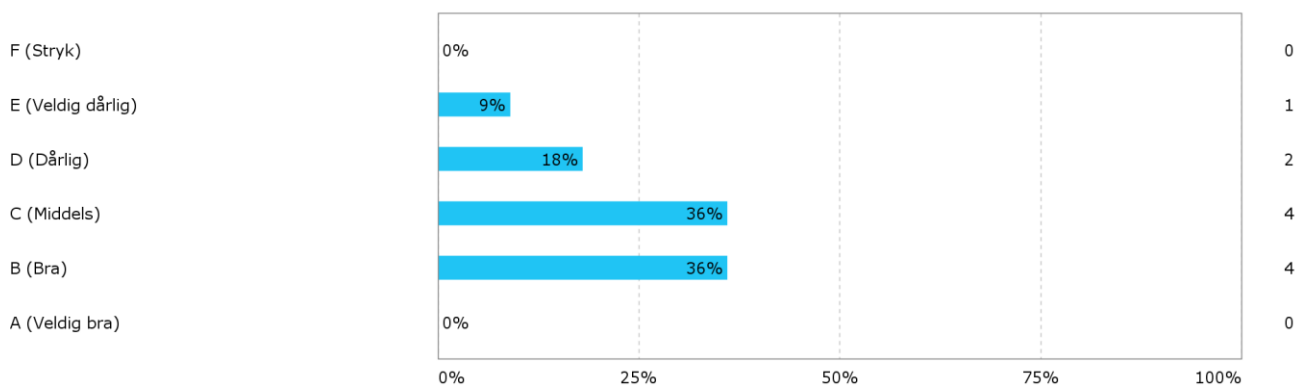




Hvor mye av pensum leste du?



Hvilken karakter vil du gi dette emnet?



Hva likte du mest med dette emnet?

- Seminarene
- Nothing.
- Hele emnet føles spennende og relevant for kontemporære problemstillinger i samfunnet. At vi hadde en midterm exam som teller 20% gjør det lett å komme i gang med stoffet tidlig, og sørger for at vi opparbeider oss godt grunnlag for å fortsette med resten av faget. Ved å splitte vurdering i to får vi også en mer grundig og saklig vurdering av våre evner, som jeg føler er positivt. Foreleser har lovet at allt som kommer på eksamen har vært i forelesningene, og denne klarheten føler jeg også er veldig positiv. Oppgaveløsning i fellesskap på seminarene er bra for å avdekke hull i kunnskapen vår, og for å bedre forståelsen av stoffet.
- Emnet går innom endel sentrale og svært fascinerende emner (for eksempel spill teori, informasjonskaskader). Man lærer å se på vanlige situasjoner fra andre perspektiver
- Easy to follow lectures and well summarized slides.
- Easily understandable material, good labs and coherent lectures.

Hva likte du minst med dette emnet?

- Forelesningene
- for mye powerpoint
- The lectures, the lack of assignments.
- It was more of a social science course, and not a computer science course as I'd expect.
- Vi brukte 100% av tiden på labbene til å løse praktiske oppgaver, men helt i slutten av semesteret får vi vite at det likevevell kunn blir teoretiske spørsmål på den siste eksamen (80% av karakteren). Dette er ikke bare dårlig planlagt, men litt dårlig gjort mot elevene. Dette gjøres forøvrig opp for med gode eksempler på eksamensoppgaver lagt ut av foreleser i ett eget dokument, slik at det til syvende og sist ikke er tvil om hva slags type oppgaver som faktisk kommer på eksamen.
- Forelesningene.
Kun opplesning fra Powerpoint
- Lecturer talked very low and didn't use the microphone properly.

Lab assignments had little to do with the exam format.

- Very basic. While it can be seen as an introductory course and the last chapters are a bit advanced, I do not feel the practical value of the class just yet.

Har du forslag til hvordan emnet kan forbedres?

- gruppeleder og foreleser mer engasjert.
Gi tydelig informasjon om ting - slik at mange studenter slepper må gå å spør dei i pausene og på mail.
forleser prøve å vere mer engasjert
- The lectures really has to be more engaging and provide more information than just the powerpoint slides. There was a point I realized that the lectures was a waste of time, as the content of the lectures was solely based on what was written in the slides. I stopped going, because I could just read the powerpoint slides later.

The mid-term exam was poorly executed, we didn't get a real feedback on the grade, as we were promised. Instead of the mid-term, the course should have assignments that covers the entire curriculum, like the other variant of this course does, INFO207. This forces us students to actually study. The mid-term was fine, as it covered the chap. 1-6, bit really made us work with those chapters, but as there where nocompulsory assignments besides the blog post, the course became deprioritized really fast.

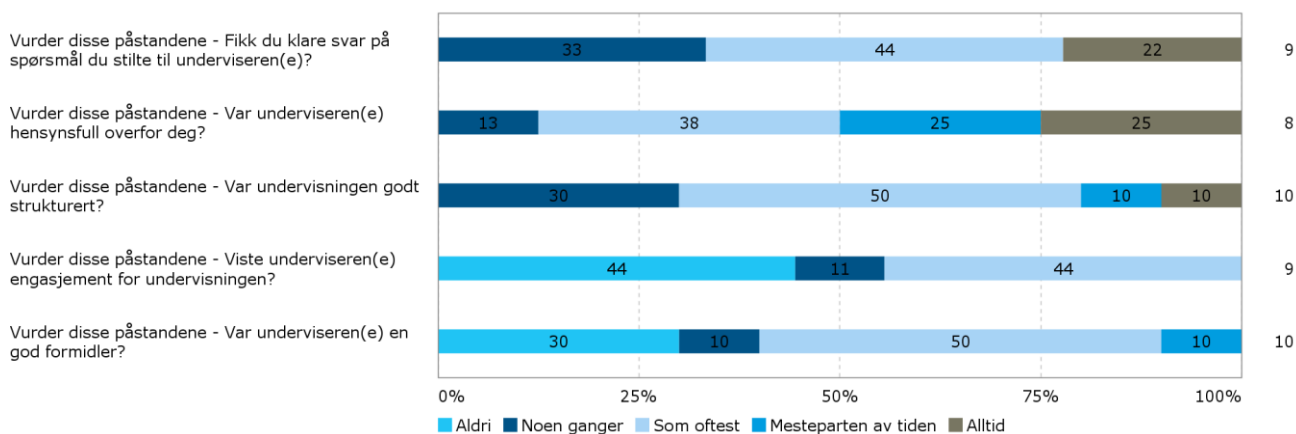
Also, what I find to be interesting is how different this course is carried out on the different faculties. Talking to fellow students that took the Social Science variant of this course last year, they said it was presented with little mathematics and more focus on the theoritcal aspects of the topics. I understand, of course, that this course is a part of the department of informatics, but if the "same" course differs greatly from year to year, maybe the variants should have the setup of the curriculum.

- Det burde varsles tidligere at det kun blir teoretiske oppgaver på eksamen, eventuelt burde vi få en liten muligheten til å trene på/diskutere form og innhold på teoretiske kortsvars-oppgaver oppgaver på seminarene.
- Bedre forelsninger!!!
- Mer informasjon om hva som skjer og mer engasjerte lærere.

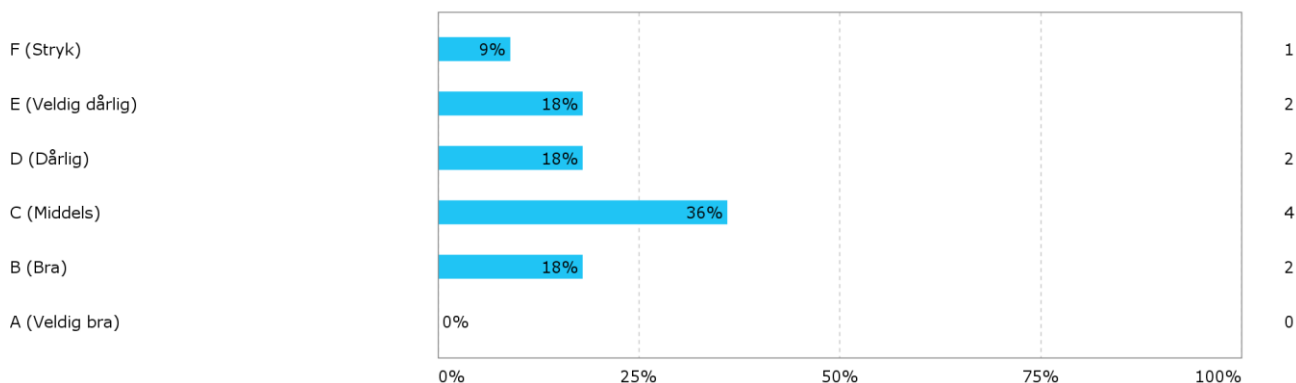
- Maybe a pop quiz at the end of the semester. There are a lot of terms one has to learn and large multiple choice test or something would be a good teaching tool.

Tilbakemeldinger på organisert praktisk undervisning:

- -gruppeleder forberede seg bedre til timene.
- -foreleser leser for mye rett av power point.
- -Nærme eksamen får beskjed om eksamen ikke kommer til å bli som oppgavene i gruppetimene men teoretiske spørsmål fra power point slides.
- -Fikk vite når vi skule ha midtveiseksamen kun 1 uke før.
- they were alright
- Gruppeleder burde være nøye med å tydelig vise fremgangsmåter for utregning, selv om det er litt grunnleggende eller enkle ting.
- Ok med oppgave gjennomgang
- Deltok ikke
- reading from the book during a group session is not a good use of time
- Midterm exam is a pretty good idea. Keep it. While I'm hesitant to wish to add more assignment at the end period of the semester, dividing the midterm exam grade into two would enable it to cover bigger part of the curriculum. The last chapters has no handouts or somethint before exam.



Hvilken karakter vil du gi underviseren(e)?

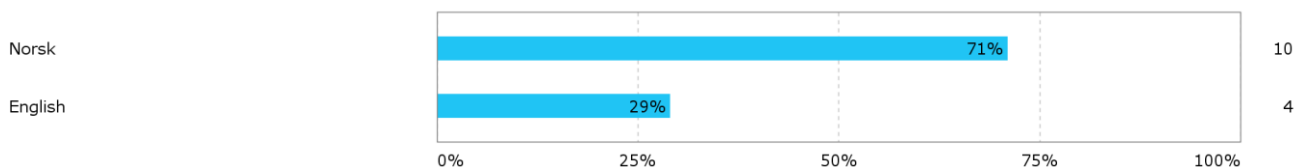


Har du forslag til hvordan underviseren(e) kan forbedre sin undervisning?

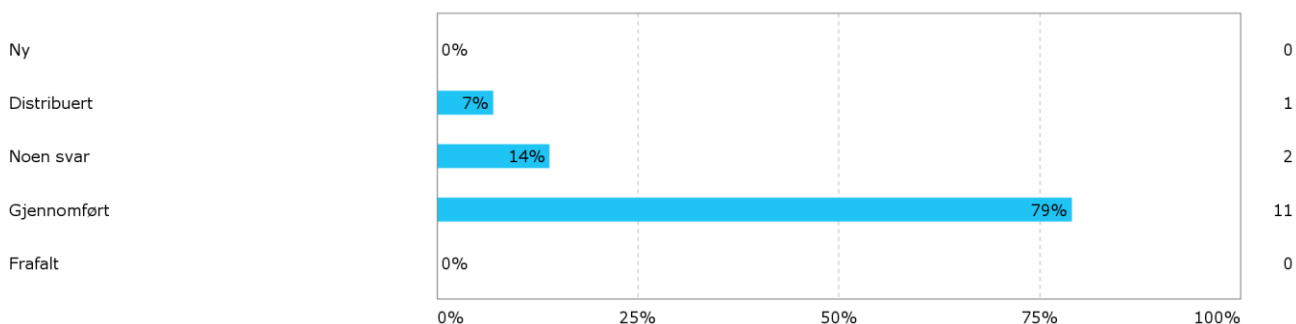
- stoppe å lese rett av power point.
- mindre power point.
- mer engasjert.
- Less direct reading from slides.
- Foreleser er litt sky/redd for å bruke stemmen, noe som gjorde det vanskelig at mikrofonen ikke fungerte i noen forelesninger. Jeg tror at foreleser ofte hadde svak stemme fordi hun var syk, og i så fall var det jo ingen ting å gjøre med det. Foreleser virket noen ganger annstrenget eller stresset når hun underviser. Kanskje en mer avslappet og engasjert stil hadde forbedret formidlingen?

- Mer engasjement for faget. Forelesningene synes jeg var vanskelige å følge med på fordi innholdet ble presentert på en kjedelig måte. Deltok på svært få forelesninger på grunn av dette.
- While they were good at teaching and conveyed the information correctly, could probably benefit from speaking more clearly. At times hard to follow due to "mms umms" etc. Details.
- Engasjere seg i det som skal formidles, ikke bare lese direkte fra powerpointene (som for såvidt også var dårlige).

Språk



Samlet status



The course of Social network theory combines approaches from mathematics, information theory, economics, sociology, psychology and other disciplines in the study of networks. This makes this course very complex and very interesting the same time. This was a new subject for me and I personally learned a lot of useful information myself. Students attending the course were interested as well and provided good questions and comments. However, it was quite unfortunate that I was sick for 3 months during the course, and, although I did lecture the full course I was not able to provide sufficient energy which was mistakenly seen by some of the students as "lack of enthusiasm". Many of the positive and negative comments of the students coincide, for example, some complain on too many assignments others on lack of them, some liked the organization of lectures others did not. To my opinion having three compulsory assignments of studying the theoretical material, preparing

exercises and blog post were quite fine. All these assignments and all obligations of students were announced multiple times via lectures and the students' webpage. So a complain that somebody did not know that the final exam will contain theoretical questions is not fair. We had a midterm exam based solely on exercises which gave students 20% for the final grade and the final exam was based on theory and gave them 80% for the final grade. The midterm exam covered all main exercises (all chapters of graph and game theories).

About the organization of the lectures: the aim was to provide students with slides containing all necessary information for the final exam. All further explanations were oral and on the blackboard. As mentioned above, the course is quite complex and having primary well organized source of information was important. I believe this was a right strategy since as a result 50% of students got highest final grades.

On the comment "no feedback to the midterm exam grades": All tasks of the exam were solved at the lab classes. Anyone who disagreed with his/her grade had an opportunity to ask me for explanations (there was nobody). All students also got answers to the questions of the final exam via the students' webpage.

On the comment that the date of midterm exam announced just one week before it: The date of the midterm exam (October 19) was announced in the very beginning of the course (August 25) – almost 2 month in advance.

On the comment on lack of theoretical training during lab classes: Lectures were organized to provide sufficient preparation for theoretical questions.

On the comment on "talking very low and no proper use of microphone": There indeed was a problem with a microphone during the last two lectures. Then I did my best to speak loudly and asked the students to notify me if it was not sufficiently loud.