

Til
Det Naturvidenskabelige Studievn
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Handlingsplan for DM533 efter kursusevalueringer af studerende

The course DM533 was offered for the first time. There were 26 students enrolled to this course. At the start of the course, 5 cancelled their registration, while 12 took part in the final exam. Of these, 11 passed the exam. In addition, one student who could not attend the exam was granted the possibility to take part to the reeksam. There were 12 students who filled the course evaluation form and 8 who did not.

Overall the course was not well received. The most striking result from the evaluation is that the majority of the students found the course not well planned. Too much material was put in the course resulting often in hurried lectures. Above all they felt the lack of exercise sessions. In any case, throughout the course too little practical examples were given in class. Thus, they faced the exam with a lot of uncertainty about what would have been its content. The closed-book form for the exam was found inappropriate. In addition, the students felt not well informed beforehand on the content of the course. They found unexpected the presence of probability theory, statistical tools and logic. Finally, some complained about the time of the course, that was scheduled at 16 in both weekly sessions. They argue, in contrast, that they had free everyday from 8-12.

Taking into consideration these comments, the following concrete actions will be undertaken. Some of them require the course description to be changed and approved.

- Remove the closed-book constraint to the written exam. It seems that students are not used to this form of exam. Since I organize the written exam in a way that it contains applied elements, the presence of the book should not make any difference to test the level of the student. A unanimous comment

was the lack of an exam example. This should be solved when the course is given for a second time.

- Organize exercise sessions going through the past exam or exercises very similar to those likely to appear at the exam. It has to be decided whether these exercise sessions will take the time that was left to lectures or will be simply added hours to the course.
- Reconsider the course content removing material. At the moment, the idea is to maintain the broad extent of the subject matter but to shorten the content within each part. However, some parts are overlapping with other courses and a precise understanding is needed. A candidate for drastic shortening is the part on search, which is covered in several other courses. The part on games deserve special attention, it needs a better planning with another course specifically on this topic but that is offered discontinually. Some details on logic systems, like skolemization, are covered in programming languages and can also be given for known if students are all in the computer science curriculum.
- Specify explicitly in the course description that some of the topics treated will be founded on statistics and probability theory.
- Give more direction and logic flow to the course, emphasizing the relevant topic or the idea to grasp from each tool presented.
- Be aware that topics from probability theory and Bayesian inference are not so easy to grasp by computer science students (eventually, not even their favorite).
- Since it is myself who makes the schedule for the elective courses at IMADA, I will rise the penalty of scheduling courses at 16. However, as I could verify, there was no time free in the morning for this course. This contrast with the information provided by a student. A possible explanation of this fact is the high number of student who registered to the course but then did not attend it from the beginning.

In conclusion, I remain convinced that this is an interesting course that should be present in the curriculum of computer science students. I am aware that a lot can and should be done in order to improve it.

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