Course Report WASP Graduate School

Date: 2022-12-14
Authors[1]:

Graphical Models, Bayesian Learning and Statistical Relational Learning, 6hp
Semester: Spring 2021

Number of registered students: 72
Answering frequency (course evaluation): 7/72 (%)

Examination results

Number of students examined: 72
Fail: 26.4 (%)
Pass: 73.6 (%)

Brief summary of student viewpoints and suggestions

Results of WASP base-line quantitative questions

- What is your overall rating of the course (3)
- Did you enjoy the course? (2.71)
- Was it time well spent? (3.14)
- *…<other selected quantitative results>…*

Answers to free text-questions to be (shortly) summarized under "Strengths" and "Weaknesses"

- What was the best aspect of the course?
- What would you suggest improving?
- What advice would you like to give to future participants?
- Other comments. Is there anything else you would like to add?

"Strengths" according to students[2]

- Well organized
- Interesting topics and assignments
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"Weaknesses" according to students[2]

- Workload too high
- Too difficult for some students

[1] *The report should be written by the examiner together with the teachers and possibly others, such as teaching assistants*
[2] *Based on both quantitative results and key viewpoints from students' free-text answers*

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Comments from teachers on the implementation and outcome of the course[3]

- Last iteration we chose to reduce the module assignments and instead have a larger specialized hand in within one of the modules, to "connect the modules" in the sense of broadening and specializing while also reducing the total workload. The students did not perceive this have been achieved.
- Module 3,
    - There were comments from the students regarding inconsistent grading, the teacher believes this is due to differences in how the students motivate their arguments and solutions, because it's not only the final answer that matters.

Proposed changes/comments/measures

- Instead of promoting the "connection between modules" in the form of a specialized hand in assignment, we propose to make the connections rather in the content of the modules and to create a bridge between "different names for the same thing".
- Organize a teacher meeting to improve the "connection between the modules" and to perhaps change the prerequisites in the course plan.
- Module 1,
    - make the first hand in optional to reduce workload.
    - In an effort to increase the connection Module1->Module2: Change the theory around cliquetree algorithms to be more simulation based, to give the students better understanding of how the theory of the first lectures relates to applications.
- Module 2,
    - Revise the examination problems to avoid implementation from scratch and give more guidance. Also provide more exercises during the course days.
    - Clearer guidelines for revisions of assignments
- Module 3,
    - 2019 this was too easy, but this year perhaps too hard.
    - Next year the level will be adjusted to land between the two extremes.
    - Emphasize that the important part of a solution is the presentation and motivation of the arguments, not just the conclusion.

[3] *Including changes effected during the course*