BSc/MSc

DD2445 Complexity Theory Course Poll October 13

Please circle your answers.

1. What do you think about the **peer evaluation of pset 1** so far? Is this a useful exercise for you?
5 = very useful; 4 = fairly useful; 3 = neutral as to the value; 2 = not very useful; 1 =not useful at all.

1	2	3	4	5
I	///	JHT	///	//

2. Do you have any **comments, criticisms or suggestions for improvement regarding the peer evaluation process?** (Please continue on the back if you want additional space.)

3. What do you think about the **language of tuition** for this course?

Strongly prefer English	Weakly prefer English	Neutral	Weakly prefer Swedish	Strongly prefer Swedish
JHT ////	I	//	//	

4. How is **your command of Swedish?**

Native language	Reasonably good	Do not really know Swedish
JHT JHT	//	//

5. Halfway through the course, what is your **personal rating of the course** so far? 5 = very good course; 4 = fairly good course; 3 = neutral/OK; 2 = not so good course; 1 = not good course at all.

1	2	3	4	5
	I	////	////	JHT

6. Where did you **hear about this course?** (Please indicate all options that apply.)

Mailing list or other e-mail	Info at CSC (webpages etc)	Other official KTH info	Announcement at bulletin board	Word of mouth
I	JHT JHT //	JHT //		///

7. Which of these sources, if any, had a **significant impact on your decision to take the course?**
(Please indicate all options that apply.)

Mailing list or other e-mail	Info at CSC (webpages etc)	Other official KTH info	Announcement at bulletin board	Word of mouth
I	JHT //	///		///

8. I am a

(Master's or Bachelor's student)   PhD student or PhD

9. **Any other comments or questions?** (Please continue on the back if you need additional space.)

PhD

DD2445 Complexity Theory Course Poll October 13

Please circle your answers.

1. What do you think about the **peer evaluation of pset 1** so far? Is this a useful exercise for you?
5 = very useful; 4 = fairly useful; 3 = neutral as to the value; 2 = not very useful; 1 =not useful at all.

1	2	3	4	5

(two marks near 4)

2. Do you have any **comments, criticisms or suggestions for improvement regarding the peer evaluation process?** (Please continue on the back if you want additional space.)

3. What do you think about the **language of tuition** for this course?

Strongly prefer English	Weakly prefer English	Neutral	Weakly prefer Swedish	Strongly prefer Swedish

(mark at Strongly prefer English; mark at Neutral)

4. How is **your command of Swedish?**

Native language	Reasonably good	Do not really know Swedish

(mark at Native language; mark at Do not really know Swedish)

5. Halfway through the course, what is your **personal rating of the course** so far? 5 = very good course; 4 = fairly good course; 3 = neutral/OK; 2 = not so good course; 1 = not good course at all.

1	2	3	4	5

(mark between 3 and 4; mark between 4 and 5)

6. Where did you **hear about this course?** (Please indicate all options that apply.)

Mailing list or other e-mail	Info at CSC (webpages etc)	Other official KTH info	Announcement at bulletin board	Word of mouth

(mark at Mailing list or other e-mail; mark at Word of mouth)

7. Which of these sources, if any, had a **significant impact on your decision to take the course?** (Please indicate all options that apply.)

Mailing list or other e-mail	Info at CSC (webpages etc)	Other official KTH info	Announcement at bulletin board	Word of mouth

(mark at Mailing list or other e-mail; mark at Info at CSC; mark at Word of mouth)

8. I am a

Master's or Bachelor's student   (PhD student or PhD)

9. **Any other comments or questions?** (Please continue on the back if you need additional space.)

BSc and MSc student comments (one student per paragraph)

Do you have any **comments, criticisms or suggestions for improvement regarding the peer evaluation process?**

[Was it a useful exercise?] Probably yes. I have not really started yet. (I have been busy with other courses since pset 1.)

Quicker feedback.

Maybe the solutions we get should be anonymized to decrease potential biases.

It's time consuming. I think the discussions on Piazza are sufficient.

In my opinion, the bonus point setup and the amount of details stating the rules (repeatedly) is a bit ridiculous (we're all adults – at least I hope that – so there should be no need for several emails of rules for every case one can think of).

Peer evaluation costs a lot of time and is not of much use to further understanding of the problems. The bonus points are a good idea, though.

Bonus point distribution is not really fair and leads to bonus points for copying homework solutions if you are fast. We don't get a constructive discussion and still there are a lot of mathematically inexact "solutions" not fixed.

I like the basic idea, but I think it is wrong to have the peer reviewing itself be graded, especially if you did not manage to solve all problems yourself. Piazza is a good tool, though. I prefer doing a quick "live" peer review in class, that is not in itself "graded".

I like the "solution collecting" part of the peer evaluation. It has spawned some interesting comments and discussions, and given some new insights and better understanding. Although the first-come-first-serve basis for distributing points is a bit strange. I am more neutral towards the actual evaluation of other solutions, since I find it hard to know exactly what kind of, and how big mistakes are reason to grade "incorrect".

I think it's bad because:
1. It's a lot more work to correct in this format than to just solve.
2. It disincentivizes partial completions. If I am aiming for C on the sets and don't want to do some problems it's hardly worth it because I'm going to have to analyze and understand all the solutions anyway, and understanding is "75%" of the work in solving!

Any other comments or questions?

Lecture notes are great.

;-)

[Commenting on the language of tuition, indicating a strong preference for English:] "polynomiella hierarkins kollaps"

Don't have peer review, it sucks. I'd suggest core problems that must be solved on each problem set to pass, if you want to increase coverage of core topics. Increasing general overage is pointless if the student just wants to pass.

PhD student comments (one student per paragraph)

Do you have any comments, criticisms or suggestions for improvement regarding the peer evaluation process?

Works very well. I think it is a very good idea. There is some rush to post "easy" answers but the discussions are very good. I learned a lot.

Any other comments or questions?

None.