

DD2445 Complexity Theory Course Poll December 10

BSc/MSc

Please **circle** your answers.

1. How often have you **read new material in the textbook or notes to prepare for an upcoming lecture?** 5 = almost every lecture; 4 = roughly every 2nd lecture; 3 = roughly every 4th lecture; 2 = maybe for a couple of lectures all in all; 1 = pretty much never.

1 2 3 4 5
// // | |

2. How often have you **gone over the textbook or notes to repeat the material covered in a lecture before the next lecture?** 5 = almost every lecture; 4 = roughly every 2nd lecture; 3 = roughly every 4th lecture; 2 = maybe for a couple of lectures all in all; 1 = pretty much never.

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// // | | //

3. What do you think about the **peer discussion phase for pset 3?** Was this a useful activity for you? 5 = very useful; 4 = fairly useful; 3 = neutral as to the value; 2 = not very useful; 1 = not useful at all.

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// // | | //

4. What do you think about the **peer evaluation of pset 3?** Was 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
// // | | //

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

6. Looking back at this course, what are some **good aspects that you think should stay the same for the next course offering?** (Please continue on the back if needed.)

7. Looking back at this course, what are some **less good aspects that you would like to see changed regarding how this course is organized?** (Like less polls, perhaps? ;-)) How would you suggest to change things? (Please continue on the back if needed.)

8. I am a

Master's or Bachelor's student

PhD student or PhD

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DD2445 Complexity Theory Course Poll December 10

PhD

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1 | 2 | 3 | 4 | 5 |

BSc and MSc student comments (one student per paragraph)

[1. How often have you read new material to prepare for an upcoming lecture?]

It is my ambition, but often I only have time to review Jacob's notes.

I have no time, because I already spend >> 11 h on this course per week.

In the beginning always. Now: almost never... no time.

[3. What do you think about the peer discussion phase for pset 3?]

I had not time to answer all I wanted.

Felt childish to race to post, so I skipped it.

[5. Do you have any comments, criticisms, or suggestions for improvements regarding peer evaluation and discussion?]

Somehow change discussion phase rules to reward work, not ability to quickly copy-paste pre-written solutions.

Piazza discussion is probably quite good and giving, helping us understand everything, but many of us lacks the time and energy to actively participate. It is too much already.

It is very time consuming to have to read up on and understand all hard questions one skipped, to be able to correctly grade someone else's attempts.

Useful in general, but I don't like handing out all the points to the person who is first to post... Maybe at least require an hour's delay between discussion process start and your second posted solution?

The discussions are great, but I don't think the peer evaluation itself should be "graded." I find it unfair that you can get points by simply being the quickest to post your solution.

Both the peer evaluation and discussion have their advantages, but I'm not sure how effective they are since they are very time-consuming for so little benefit, in an already extremely time-consuming course.

Don't give points for the first posted solution (dumping unreadable placeholder problem); pretty unfair. Change point system of discussion for questions (there were some pseudo-questions which weren't useful but aimed for points).

[6. Looking back at this course, what are some good aspects that should stay the same?]

Polls. Written lecture notes. Arora-Barak (course book). Jakob's lectures (but he could slow down and do more pauses).

The material is interesting. Lecture notes are good. The discussions on Piazza are quite good. The polls are good.

The lecture notes and your careful planning is very good.

Most things!

High quality lectures, handing out lecture notes beforehand, having problem sets, peer discussions.

The lectures are great, they should definitely stay very similar. They do a nice job providing intuition for the texts in the book. Also great that lecture notes are provided, which makes it easier to follow.

Principal set-up with problem sets. Lecture notes printed for everyone (though they could be more readable).

[7. Looking back at this course, what are some less good aspects that should be changed?]

Less stringency on the harder pset problems. Maybe a little fewer problems.

The workload is too great. Too many lectures/material and too many problems requiring too much detail.

Decrease the time we have to spend on the psets with 50%. Either by not requiring so exact and mathematical solutions, or by reducing the number of questions. I agree with whoever wrote on the last poll that the psets alone makes this a 7.5 hp course, and that the course in total should be ~12 hp.

Problem sets (while great!) were stressful. A large break between the discussion phase ending and the next problem set being handed out would have been nice.

Personally I would like to skip peer evaluation in general, but I realise they might be needed to “force” participation in discussions. A compromise would be to not have the evaluation itself be P/F. I would prefer to not give points based on how quick you are to submit a solution to Piazza.

I think primarily the peer discussion could use some changes, to make it less time-consuming, but also more fair (in terms of point distribution). I don’t have any good ideas for how this might be done, though.

Problem sets were too large (too many problems from too many different areas). Reduce the number of topics a little, but go more in detail. P.S. Please don’t put lemma 22.9 on PS4 (keep it smaller than PS3).

PhD student comments (one student per paragraph)

[3. What do you think about the peer discussion phase for pset 3?]

Did not really participate.

[6. Looking back at this course, what are some good aspects that should stay the same?]

I think that peer evaluation is a good (though not always fun) thing. In general I think not having an exam is prudent. That wouldn’t allow for solving interesting problems. Also very nice with the notes.

Peer evaluation and homeworks.

[7. Looking back at this course, what are some less good aspects that should be changed?]

--- No comments ---