INF2820: Computational Linguistics (Spring 2008)

(Mid-Way Questionnaire; Please Use at Least a Few Minutes)

The following questions are intended to provide feedback on your course experience so far. The main purpose of this mid-way questionnaire is to try and adapt course organization short-term, i.e. improve your learning experience for the rest of the term. Please try being constructive *and* critical.

On a scale from one to five (inclusive), please rate our course according to the following dimensions:

(a) *content*   (1) highly relevant, (2) relevant, (3) so-so, (4) somewhat irrelevant, (5) irrelevant.

1	2	3	4	5	α
1	11	−	−	−	1.9

(b) *course organization*   (1) crystal clear, (2) clear, (3) so-so, (4) somewhat unclear, (5) mysterious.

1	2	3	4	5	α
2	9	1	−	−	1.9

(c) *difficulty*   (1) a lot easier than average, (2) easy, (3) so-so, (4) hard, (5) a lot harder than average.

1	2	3	4	5	α
−	1	6	4	1	3.4

(d) *first assignment*   (1) trivially easy, (2) easy, (3) so-so, (4) hard, (5) way above my head.

1	2	3	4	5	α
1	1.5	4	5.5	0	3.2

(e) *pace of instruction* (1) too slow, (2) leisurely, (3) so-so, (4) at times too fast, (5) all too fast.

1	2	3	4	5	α
0.5	2	6	3.5	0	3.0

(f) *preferred style* (1) board only, (2) more board, (3) half and half, (4) more slides, (5) slides only.

1	2	3	4	5	α
0	1	9	2	0	3.1

Please give free-text feedback, minimally in a couple of sentences, to the following general questions:

(e) What have you learned so far and expect to be useful? What had you expected, but miss so far?

- – I expected more 'hardcore' linguistics (not sure I miss it though);
- – I expected more programming;
- – I find the theory interesting but fail to see how it could be (very) useful;
- – I had hoped to learn a lot more Lisp;
- – I feel generally confused and satisfied;
- – I hope semantics and pragmatics will have a place in the rest of the course.

(f) If you were to teach the course yourself, what would you do differently?

- – add a couple of hours of instructions or exercises per week;
- – keep more to 'core' pensum (avoid overly specialized linguistic discussions);
- – spend less time (in class) on *feinschmecker* linguistics;
- – make development environment easily available for home usage;
- – distribute model solutions earlier;
- – provide broad overview of the course early on;
- – make available previous exam(s), so students know what to expect;
- – provide a more gentle introduction to Lisp.