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Attestation

We hereby testify: **T. Beucler, J. Yu, M. Gomez, I. Tam**

have had their teaching evaluated by the students according to the procedure currently in force at the University of Lausanne.

The following teaching has been evaluated:

Title:	Semester:	Number of respondent·s:
Introduction to Scientific Programming with Python	Autumn 22	20

Lausanne,   31.10.22

students evaluation of teaching

Introduction to Scientific Programming with Python
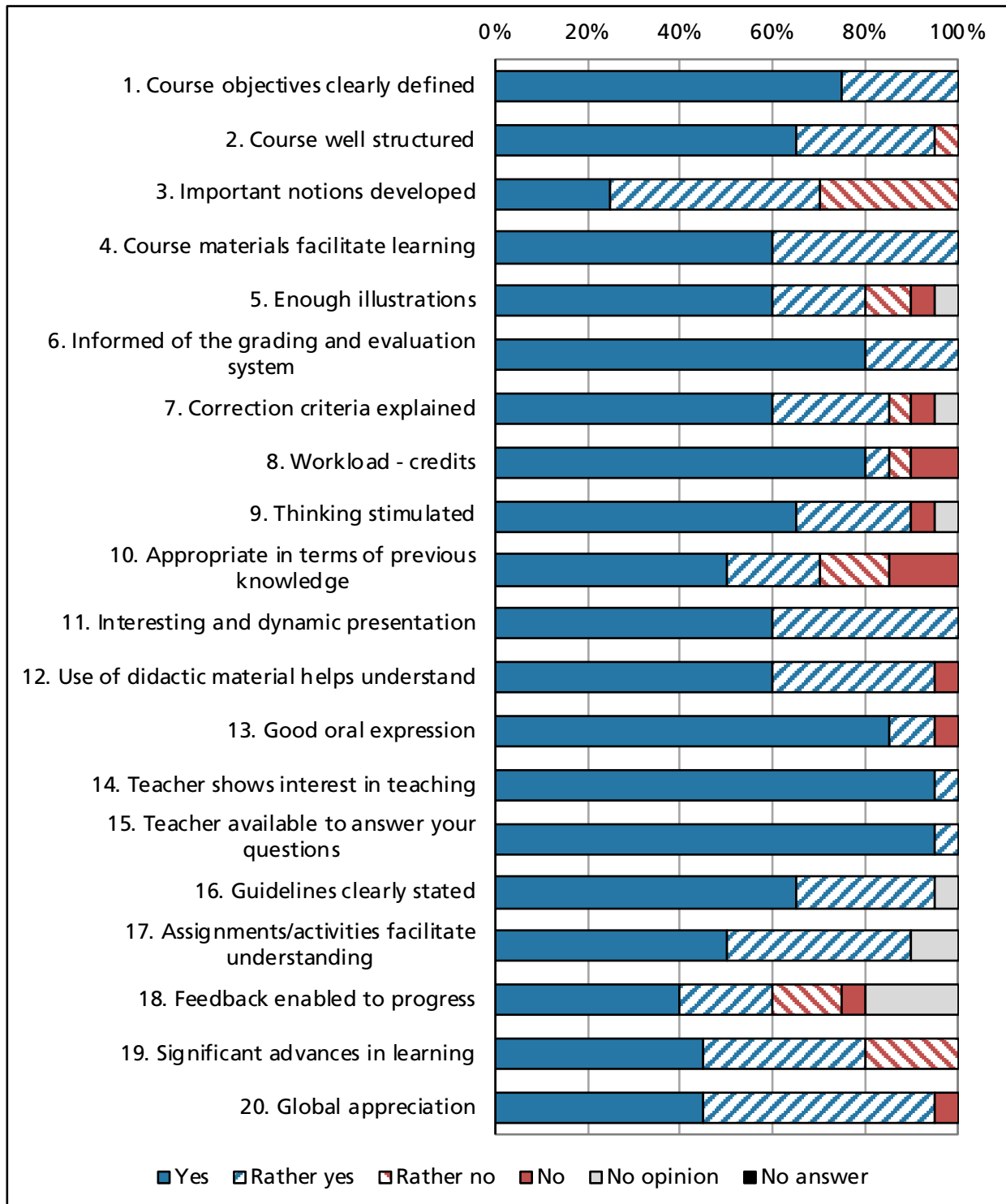T. Beucler, J. Yu, M. Gomez, I. Tam
Autumn 22
20 respondents

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graphic

1. Course objectives clearly defined
2. Course well structured
3. Important notions developed
4. Course materials facilitate learning
5. Enough illustrations
6. Informed of the grading and evaluation system
7. Correction criteria explained
8. Workload - credits
9. Thinking stimulated
10. Appropriate in terms of previous knowledge
11. Interesting and dynamic presentation
12. Use of didactic material helps understand
13. Good oral expression
14. Teacher shows interest in teaching
15. Teacher available to answer your questions
16. Guidelines clearly stated
17. Assignments/activities facilitate understanding
18. Feedback enabled to progress
19. Significant advances in learning
20. Global appreciation

■ Yes ⊟ Rather yes ▨ Rather no ■ No ▨ No opinion ■ No answer

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frequencies and percentages

In which Faculty are you registered:

FTSR	0
FDCA	0
LETTRES	0
SSP	0
HEC	0
FGSE	19
FBM	0
EPFL	0
Other	1
No answer	0
TOTAL	20

In what year of your program:

BA1	0
BA2	0
BA3	0
MA1	12
MA2	7
Other	1
No answer	0
TOTAL	20

For you, this course is:

Optional	9
Compulsory	11
No answer	0
TOTAL	20

		No	Rather no	Rather yes	Yes	No opinion	No answer	TOTAL
1	Course objectives are clearly defined.	0 / 0%	0 / 0%	5 / 25%	15 / 75%	0 / 0%	0 / 0%	20 / 100%
2	The course is well structured.	0 / 0%	1 / 5%	6 / 30%	13 / 65%	0 / 0%	0 / 0%	20 / 100%
3	Important notions are sufficiently developed.	0 / 0%	6 / 30%	9 / 45%	5 / 25%	0 / 0%	0 / 0%	20 / 100%
4	Course materials facilitate learning.	0 / 0%	0 / 0%	8 / 40%	12 / 60%	0 / 0%	0 / 0%	20 / 100%
5	The course was supported with enough illustrations.	1 / 5%	2 / 10%	4 / 20%	12 / 60%	1 / 5%	0 / 0%	20 / 100%
6	You were informed of the grading and evaluation system before the exam.	0 / 0%	0 / 0%	4 / 20%	16 / 80%	0 / 0%	0 / 0%	20 / 100%
7	The correction criteria have been explained.	1 / 5%	1 / 5%	5 / 25%	12 / 60%	1 / 5%	0 / 0%	20 / 100%
8	Workload is appropriate in relation to the number of credits given to the course.	2 / 10%	1 / 5%	1 / 5%	16 / 80%	0 / 0%	0 / 0%	20 / 100%
9	Your thinking is stimulated.	1 / 5%	0 / 0%	5 / 25%	13 / 65%	1 / 5%	0 / 0%	20 / 100%
10	The course is well appropriate in terms of your previous knowledge.	3 / 15%	3 / 15%	4 / 20%	10 / 50%	0 / 0%	0 / 0%	20 / 100%
11	The course is presented in an interesting and dynamic way.	0 / 0%	0 / 0%	8 / 40%	12 / 60%	0 / 0%	0 / 0%	20 / 100%
12	The use of didactic material helps you understand the concepts that were taught.	1 / 5%	0 / 0%	7 / 35%	12 / 60%	0 / 0%	0 / 0%	20 / 100%
13	The teacher's/teachers' oral expression is good.	1 / 5%	0 / 0%	2 / 10%	17 / 85%	0 / 0%	0 / 0%	20 / 100%
14	The teacher shows/teachers show interest in teaching.	0 / 0%	0 / 0%	1 / 5%	19 / 95%	0 / 0%	0 / 0%	20 / 100%

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		No	Rather no	Rather yes	Yes	No opinion	No answer	TOTAL
15	The teacher is readily available to answer your questions.	0	0	1	19	0	0	20
		0%	0%	5%	95%	0%	0%	100%
16	Guidelines for completing the assignments/additional activities are clearly stated.	0	0	6	13	1	0	20
		0%	0%	30%	65%	5%	0%	100%
17	Assignments / additional activities facilitate understanding of the concepts taught during the course.	0	0	8	10	2	0	20
		0%	0%	40%	50%	10%	0%	100%
18	Feedback on your work enabled you to progress.	1	3	4	8	4	0	20
		5%	15%	20%	40%	20%	0%	100%
19	You have made significant advances in learning in this course.	0	4	7	9	0	0	20
		0%	20%	35%	45%	0%	0%	100%
20	On the whole you appreciate this course.	1	0	10	9	0	0	20
		5%	0%	50%	45%	0%	0%	100%

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comments

Each line corresponds to a student's answer		
strengths	**aspects to be improved**	**comments, clarifications, suggestions**
The teacher is passionate Quiz are good but could be overly improved in term of question length, difficulty level	Theory load is too overwhelming, in my opinion "less is more" (same comment as the ML course from last year). In my opinion it would be better to cover less material and going more in depth in the material seen	Be 100% ready with the fork when it's time for the student to fork. Mine has some exercises that were not complete, if I haven't noticed it in time it would have been an issue
Professor is extremely interested in teaching the students, the course is interesting with good material. Really good professor and TAs.	Too much material for the amount of time we had in this course. It was really hard to keep up without previous knowledge. I would prefer less material in order to really understand it or the course should last the whole semester.	
Dynamic and mindful teaching staff; good focus on essentials.	A short feedback on the weekly exercises would be an advantage, esp. for code optimisation purposes.	Ideally, this course could be even a few weeks longer to ensure that the basics are well "drilled", but considering the available time it is well structured, thanks!
tom and the assistants are very kind, helpful and passionate about teaching. the class really helps for coding for scientist, the topic choice seems good to me, it feels like i could really use the libraries in my futur pro life.	very fast and not easy to follow if you've never done coding before. you have to really pay attention	if it's possible, having more periods to cover the same material, for the slower students
good intro course	the material was taught super quickly so was sometimes hard to grasp but the prof was really helpful	
This course provides a good overview of the tools useful for environmental sciences.	The level of the course is pretty advanced given the pre-existing knowledge of Python. For an introduction class, the content is very advanced and required many hours of work to catch up on the basic tools and knowledge on python.	There was not sufficient information on the pre-requisite for this course, or it was not properly conveyed ahead of the class. It would be good for all students not coming from FGSE or who have not taken computer science classes before to have access to an introduction of the basic programming language.

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He tried to do his best.	He taught very quickly, and he didn't explain everything word by word. In his opinion, we already have some basic knowledge of python and he shouldn't explain everything. As he mentioned that he don't have time to do it explain everything in detail, maybe if we have 2 months for this course, we could learn more than now!	
Strong fundamental skills are being taught in an interesting and dynamic way.	an introduction to version control with git would be appreciated	
It is very interactiv with a lot of exercises. It is nice to have exercises to give.	The quizz should be noted only with the participation.	
Permet de découvrir Python, depuis la base. Montre un peu overview de ce qui est possible de faire avec Python et donne aussi envie de travailler avec Python plus qu'avec d'autres logiciels (comme Matlab...) car ces aspects positifs sont bien mis en avant Cours très dynamique, avec un format un peu différent des autres cours, rapide mais donc on s'ennuie jamais. Bien appliqué aux sciences de l'environnement, avec des bons exemples. Donne Les exercices permettent bien de s'approprier mieux les notions. Prof et TA très disponible pour les questions et aussi très réceptifs sur les commentaires et avis des étudiants	Le cours était assez dense, donc il y avait beaucoup de matière, c'était assez rapide et c'est donc difficile de retenir les notions. Donc ce serait peut être bien d'aborder un ou deux chapitre en moins. Après je pense que le cours est aussi fait pour qu'on connaisse les outils qui existent et pas forcément qu'on connaisse par coeur, et à ce niveau là c'est assez bien	
Being quiz and assignment based is positive to balancing workload of course	first few lectures were very fast paced	
Very clear, well structured course and helpful tutorials.	Time management could be improved so that the presentation pace is similar till the end.	Very kind Professor and TAs. Overall it was a very good introduction course to python.
good basics of Python , even if I never had a programming course before	maybe the pace of the tutorials at the beginning of every lecture, it was a bit fast sometimes	original way to teach at it works pretty well :)
It accomplished its objective of introducing me to the basic overview of the pythomn programming and how to search for desired script for a given project.	As someone, who needs a little bit more time to understand a consept, i think the class was really a crashcourse and i will need more time to practice in order to be more comfortable with the basic application of python programming.	

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It gives a really a nice basis for using python for plotting, vizualising and working with types of data that are used in earth sciences.	It would be nice to do some live programming in class and maybe to higlight some of the most common mistakes one does when making a script. It is a lot of trying and failing, which in itself can be good, but there are some errors which could be highlighted in class so that one does not spend hours of trying to figure out something realy banal. It would also be nice if the anaconda or spyder interfaces were introduced and used, not just jupyter. A bit better time during the lectures would also be beneficial. Then the lecturer could spend a bit more time to explain and as mentioned above, do some hands on programming in class instead of all the code being written down before hand.	
The teacher is the biggest strength of this course, he is really motivated and wants us to learn as much as possible	The time for the theory. Indeed, each lesson starts with a theory lesson but we do not have enough time to really understand what is happening during this theory. It would be better to have more time for this part of the lesson during the class instead of time for the exercises during the session,	

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dynamic presentation	really try to change the way knowledge is assessed: you can't just throw a compulsory quiz at the end of a speed-skimmed tutorial (which is the case, the problem being that every lecture is timed according to an unflexible planning, making the tutorial impossible to follow in real time) and expect from students that they will have learnt and assimilated the matter. Pedagogically, this approach lacks competence, as no one is assessed on their knowledge becasue they have been overwhelmed with tons of new notions in a very short amount of time (the problem being the rythm being too fast, even for people having experience in coding). Hence I suggest that , should there be quizz sessions at the end of each lecture, they be taken AFTER the students have had the time to go over the matter. Because if the mark is almost entirely based upon participation (which happens to be the case), then one can just answer the quiz randomly and still get like 95% of the mark. By the way, we should be evaluated on our knowledge UPON being given the lecture, as a homework for instance. this would remove any kind of pressure and help us do better. But in that case, evaluation should not be based mostly on participation.	