

students evaluation of teaching

Machine Learning for Earth and Environmental Sciences SA23

T. Beucler, J. Yu, I. Tam

Spring 23

6 respondents



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Attestation

We hereby testify:

T. Beucler, J. Yu, 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:
Machine Learning for Earth and Environmental Sciences SA23	Spring 23	6

Lausanne, 26.11.23

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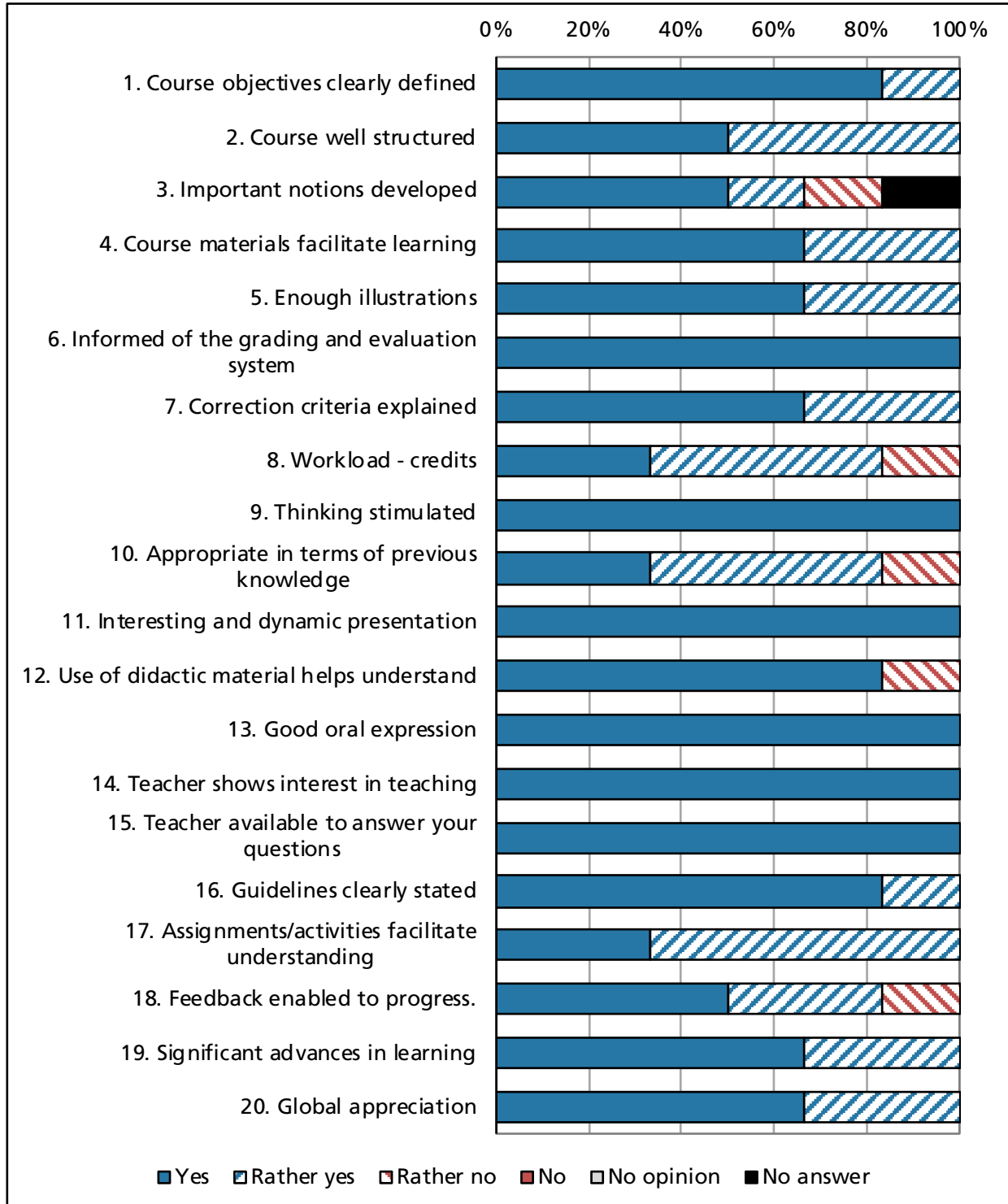
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graphic



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frequencies and percentages

In which Faculty are you registered:

FSTR	0
FDCA	0
LETTRES	0
SSP	0
HEC	0
FGSE	6
FBM	0
EPFL	0
Other	0
No answer	0
TOTAL	6

In what year of your program:

BA1	1
BA2	0
BA3	0
MA1	0
MA2	4
Other	1
No answer	0
TOTAL	6

For you, this course is:

Optional	4
Compulsory	2
No answer	0
TOTAL	6

	No	Rather no	Rather yes	Yes	No opinion	No answer	TOTAL
1 Course objectives are clearly defined.	0	0	1	5	0	0	6
	0%	0%	17%	83%	0%	0%	100%
2 The course is well structured.	0	0	3	3	0	0	6
	0%	0%	50%	50%	0%	0%	100%
3 Important notions are sufficiently developed.	0	1	1	3	0	1	6
	0%	17%	17%	50%	0%	17%	100%
4 Course materials facilitate learning.	0	0	2	4	0	0	6
	0%	0%	33%	67%	0%	0%	100%
5 The course was supported with enough illustrations.	0	0	2	4	0	0	6
	0%	0%	33%	67%	0%	0%	100%
6 You were informed of the grading and evaluation system before the exam.	0	0	0	6	0	0	6
	0%	0%	0%	100%	0%	0%	100%
7 The correction criteria have been explained.	0	0	2	4	0	0	6
	0%	0%	33%	67%	0%	0%	100%
8 Workload is appropriate in relation to the number of credits given to the course.	0	1	3	2	0	0	6
	0%	17%	50%	33%	0%	0%	100%
9 Your thinking is stimulated.	0	0	0	6	0	0	6
	0%	0%	0%	100%	0%	0%	100%
10 The course is well appropriate in terms of your previous knowledge.	0	1	3	2	0	0	6
	0%	17%	50%	33%	0%	0%	100%
11 The course is presented in an interesting and dynamic way.	0	0	0	6	0	0	6
	0%	0%	0%	100%	0%	0%	100%
12 The use of didactic material helps you understand the concepts that were taught.	0	1	0	5	0	0	6
	0%	17%	0%	83%	0%	0%	100%
13 The teacher's/teachers' oral expression is good.	0	0	0	6	0	0	6
	0%	0%	0%	100%	0%	0%	100%
14 The teacher shows/teachers show interest in teaching.	0	0	0	6	0	0	6
	0%	0%	0%	100%	0%	0%	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	0	6	0	0	6
	0%	0%	0%	100%	0%	0%	100%
16 Guidelines for completing the assignments/additional activities are clearly stated.	0	0	1	5	0	0	6
	0%	0%	17%	83%	0%	0%	100%
17 Assignments / additional activities facilitate understanding of the concepts taught during the course.	0	0	4	2	0	0	6
	0%	0%	67%	33%	0%	0%	100%
18 Feedback on your work enabled you to progress.	0	1	2	3	0	0	6
	0%	17%	33%	50%	0%	0%	100%
19 You have made significant advances in learning in this course.	0	0	2	4	0	0	6
	0%	0%	33%	67%	0%	0%	100%
20 On the whole you appreciate this course.	0	0	2	4	0	0	6
	0%	0%	33%	67%	0%	0%	100%

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comments

Each line corresponds to a student's answer		
strengths	aspects to be improved	comments, clarifications, suggestions
Great teacher and TAs, they seem to like what they are doing	<p>I was not able to work on exercises and my project simultaneously. Key concepts of certain algorithms could be introduced before we have to decide on our projects.</p> <p>For instance If one would like to do something with CNN, one should have followed the class about this topic before deciding to work on image classification.</p>	<p>If this class stays mandatory for ASSC GEOGRAPHY students, an advanced math class could help in the cursus. I must admit I was lost looking at several equations.</p>
<p>Tom is super excited about teaching and explains difficult concepts in easy ways. All main topics covered, very practical. Final project is super cool as we can apply it and there is a lot of support</p>	<p>Prioritize quality over quantity. Quizzes are a interesting tool, but sometimes it looks more like a test than actually a way to check how people are learning (not only because of the count down, which adds pressure, but also because of trick/unclear statements that go too much in detail and are more about ambiguos interpretation than the subject itself). Time for correction is normally too short and won't let us comfortable in asking questions. The theoretical part is super important to understand well things, but it is normally given in a rush</p>	<p>About quizzes: having a quizz only once a week on the day we have exercise time, with less trick statements, as the goal is to test our understanding (I mean, while creating the quizz you have more time to analyse every word than compared to when you have many questions to answer in a limited time, so being direct, with less long texts, would also help)</p> <p>About the theoretical part, it would be great to have more time for that, without so much rush. It could help to have extra activities (like presenting in group) on the second class of the week, when we have more time, so the theory is explained calmly on the first class, as we have a lot of time left during fridays, even with the exercises</p>