

Attestation of evaluation of teaching by students

We hereby attest that

Frederick Iat-Hin Tam
Shivanshi Asthana
Filippo Quarenghi
Fangfei Lan
Tom Beucler

has/have conducted the evaluation of their teaching by students in accordance with the evaluation procedure in force at the University.

The following teaching has been evaluated:

Teaching name	Semester	Number of respondents
Machine learning for Earth and environmental sciences	Autumn 2025	7

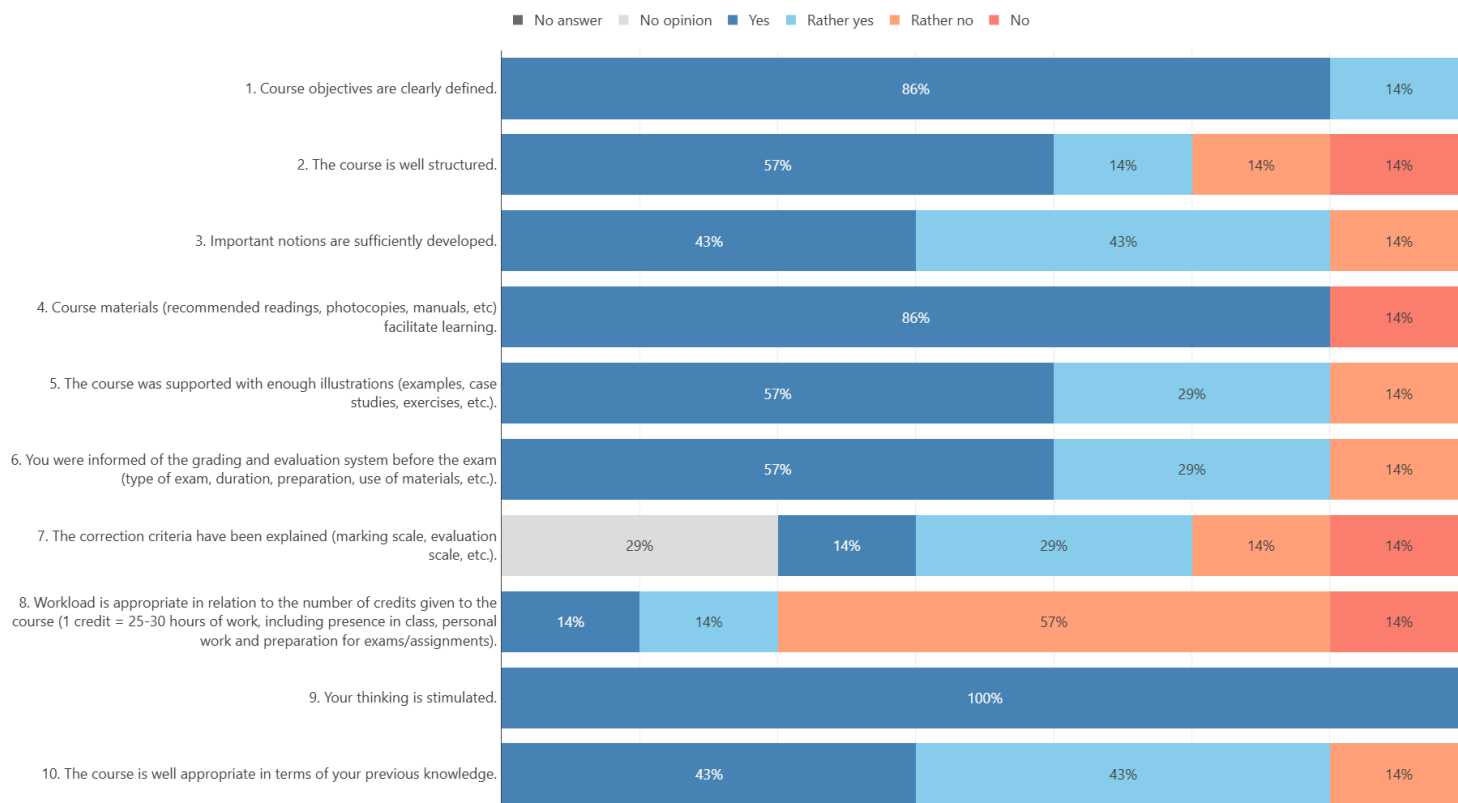
Lausanne, on Nov 03, 2025, 11:17 AM

Evaluation of teachings by students

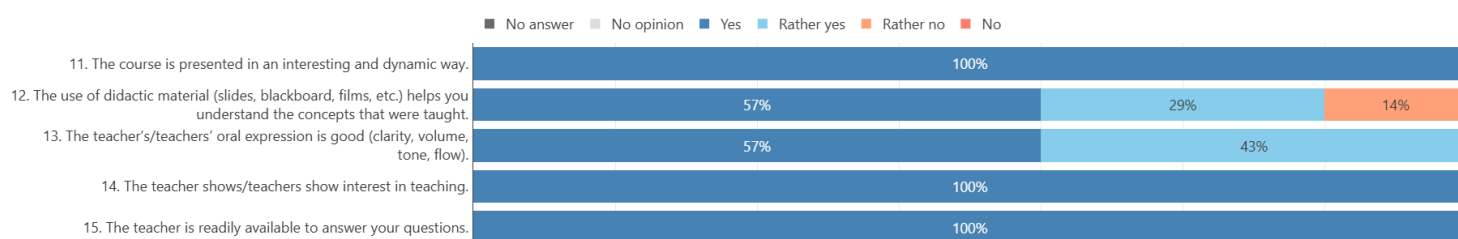
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7 respondents

Graphs

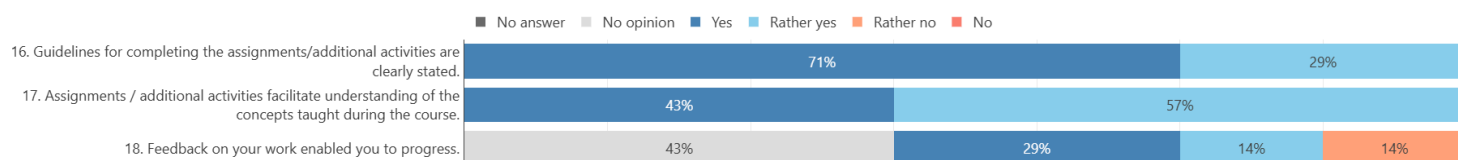
Organisation of the course



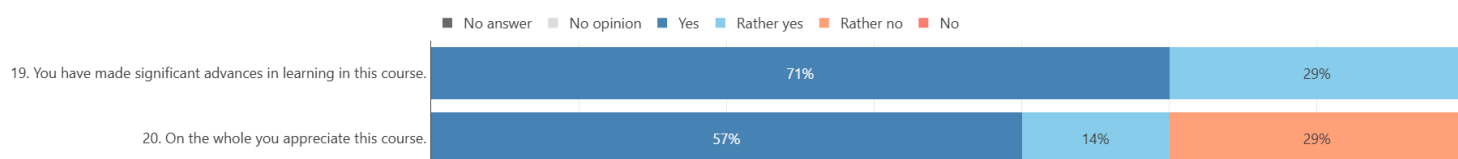
Presentation of the course and interaction



Assignements / Additionnal activities



Global appreciation



Evaluation of teachings by students

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Frequencies and percentages

In which faculty are you registered?	In what year of your program?	What is the nature of this course?
FGSE : 6 FBM : 1	MA2 : 7	Optionnel : 7

Organisation of the course

	No answer	No opinion	Yes	Rather yes	Rather no	No	Total
1. Course objectives are clearly defined.	0 (0%)	0 (0%)	6 (86%)	1 (14%)	0 (0%)	0 (0%)	7 (100%)
2. The course is well structured.	0 (0%)	0 (0%)	4 (57%)	1 (14%)	1 (14%)	1 (14%)	7 (100%)
3. Important notions are sufficiently developed.	0 (0%)	0 (0%)	3 (43%)	3 (43%)	1 (14%)	0 (0%)	7 (100%)
4. Course materials (recommended readings, photocopies, manuals, etc) facilitate learning.	0 (0%)	0 (0%)	6 (86%)	0 (0%)	0 (0%)	1 (14%)	7 (100%)
5. The course was supported with enough illustrations (examples, case studies, exercises, etc.).	0 (0%)	0 (0%)	4 (57%)	2 (29%)	1 (14%)	0 (0%)	7 (100%)
6. You were informed of the grading and evaluation system before the exam (type of exam, duration, preparation, use of materials, etc.).	0 (0%)	0 (0%)	4 (57%)	2 (29%)	1 (14%)	0 (0%)	7 (100%)
7. The correction criteria have been explained (marking scale, evaluation scale, etc.).	0 (0%)	2 (29%)	1 (14%)	2 (29%)	1 (14%)	1 (14%)	7 (100%)
8. Workload is appropriate in relation to the number of credits given to the course (1 credit = 25-30 hours of work, including presence in class, personal work and preparation for exams/assignments).	0 (0%)	0 (0%)	1 (14%)	1 (14%)	4 (57%)	1 (14%)	7 (100%)
9. Your thinking is stimulated.	0 (0%)	0 (0%)	7 (100%)	0 (0%)	0 (0%)	0 (0%)	7 (100%)
10. The course is well appropriate in terms of your previous knowledge.	0 (0%)	0 (0%)	3 (43%)	3 (43%)	1 (14%)	0 (0%)	7 (100%)

Presentation of the course and interaction

	No answer	No opinion	Yes	Rather yes	Rather no	No	Total
11. The course is presented in an interesting and dynamic way.	0 (0%)	0 (0%)	7 (100%)	0 (0%)	0 (0%)	0 (0%)	7 (100%)
12. The use of didactic material (slides, blackboard, films, etc.) helps you understand the concepts that were taught.	0 (0%)	0 (0%)	4 (57%)	2 (29%)	1 (14%)	0 (0%)	7 (100%)
13. The teacher's/teachers' oral expression is good (clarity, volume, tone, flow).	0 (0%)	0 (0%)	4 (57%)	3 (43%)	0 (0%)	0 (0%)	7 (100%)
14. The teacher shows/teachers show interest in teaching.	0 (0%)	0 (0%)	7 (100%)	0 (0%)	0 (0%)	0 (0%)	7 (100%)
15. The teacher is readily available to answer your questions.	0 (0%)	0 (0%)	7 (100%)	0 (0%)	0 (0%)	0 (0%)	7 (100%)

Assignements / Additionnal activities

	No answer	No opinion	Yes	Rather yes	Rather no	No	Total
16. Guidelines for completing the assignments/additional activities are clearly stated.	0 (0%)	0 (0%)	5 (71%)	2 (29%)	0 (0%)	0 (0%)	7 (100%)
17. Assignments / additional activities facilitate understanding of the concepts taught during the course.	0 (0%)	0 (0%)	3 (43%)	4 (57%)	0 (0%)	0 (0%)	7 (100%)
18. Feedback on your work enabled you to progress.	0 (0%)	3 (43%)	2 (29%)	1 (14%)	1 (14%)	0 (0%)	7 (100%)

Global appreciation

	No answer	No opinion	Yes	Rather yes	Rather no	No	Total
19. You have made significant advances in learning in this course.	0 (0%)	0 (0%)	5 (71%)	2 (29%)	0 (0%)	0 (0%)	7 (100%)
20. On the whole you appreciate this course.	0 (0%)	0 (0%)	4 (57%)	1 (14%)	2 (29%)	0 (0%)	7 (100%)

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Comments (each line corresponds to one student)

21. In your view, what are the strenghts of this course?	22. In your view, what aspects of this course might need to be improved?	23. Additional comments, clarifications or suggestions:
Sujet interessant et travail concret	Le cours va très vite et c'est uniquement en lisant le livre de Géron que l'on intègre les notions théoriques. En classe on ne peut même pas poser des questions tant la matière est fraîche.	Système de notation (nom des exos, "S1_2" etc..) des exercices pas clair et pas consistant. Dans les parties à compléter dans les notebooks, pourquoi nous faire compléter autant les parties "plot / affichage des figures" ? Cela prend beaucoup de temps et ne sert pas à la compréhension du cours. Déjà que la charge de travail est grande, si on pouvait gagner 30 min par semaine en enlevant les parties anecdotiques des scripts à compléter...
Très bonne structure du cours et bon équilibre entre théorie, discussions et application de la théorie dans les labs.	Les cours théoriques sont bien structurés, mais peu de temps est dédié à la présentation des slides, qui semble un peu précipitée parfois.	
Dynamisme, pluralité des formes d'enseignement (présentation magistrale, interactions avec les étudiants, quiz sur Moodle, activités/présentations au sujet des papers et labs).	Les lectures (Géron et différents papiers) me semblent absolument nécessaires pour comprendre le cours, y compris avant la première semaine. Il aurait pu être utile d'en avoir été informé ou de décaler la première lecture à la deuxième semaine, pour éviter de prendre du retard irrattrapable. Il m'est même difficile d'évaluer la qualité du cours en raison de mon retard dans les lectures et dans les labs.	Le professeur nous a informé que nous ne devrions pas passer plus de 10-15h de travail par semaine sur ce cours. J'ai l'impression de ne pas arriver à comprendre la matière même en y travaillant 10h/semaine en dehors des heures de cours.
La disponibilité du corps enseignant pour suivre les étudiant.e.s. ainsi que les quizz.	La multiplicité des supports d'apprentissage ne me plaît pas et rend le contenu important du cours "flou". Le format du cours est proche d'une classe inversée, format qui ne plaît pas à la majeure partie des étudiant.e.s que je connais, moi compris. Je préférerais un cours plus classique, avec potentiellement moins d'interactions (e.g. sans les présentations des étudiant.e.s et le temps de préparation) au profil temps de cours "ex cathedra".	Pour moi, les lectures sont de trop étant donné le temps passé à faire les séries d'exercices et le projet.
lecture in advance before we read the articles, very high wilingness of Tom Beuchler and the assistants to help	group activities good for refreshing of what we read, but som of them are very tough questions and very short amount of time to prepare	in general: very high workload, not possible to do all together (at least for me)