

Notes from the mid-course evaluation meeting of the course TMA947 Non-linear optimization, September 25, 2020

Attendants: Ahmed Groshar, Sana Hamdi, Sanna Persson, Alexander Rodin, Jesper Strömberg, Quanjian Yu, Ann-Brith Strömberg

1. Do the student representatives experience that the course make them qualified to absorb the learning objectives in a good way?
 - There is a need for more office hours. Preferably two hours directly after the exercise session (but the teacher needs a coffee break).
 - The students would like to get hand-outs of solutions to recommended exercises. Preparing these would, however, be too time consuming for the teachers. The students really want to see solutions to *some* of the exercises; see solutions to variety of problems. There are solutions to quite a few exercises in the course book
 - During the exercise sessions it is sometimes hard to follow the solutions that the teachers draw on the tablets, when the explanations are verbal. The students would prefer if solutions are prepared (as a pdf) before the occasions. Also, since the internet connections are sometimes quite bad (for some students, at least), it would help if the teachers write down a little more of the solutions on the tablets; also, the teachers should consider saving the tablet notes and upload these (which could be a good complement to the students' own notes).
 - According to teachers, their notes are usually not "good enough" to present as such.
 - The teachers would prefer to be interrupted during the exercise sessions. Either orally or by using the chat in zoom.
 - *To do for the teachers: discuss the above aspects during next week.*
2. Are the connections between the learning objectives, the learning activities, and the examination moments clear in the course?
 - The students need information, well in advance, about how the remote exams will be conducted. Specifically, what types of questions will occur (as compared to the usual physical exams). (*To do for the examiner and the lecturer.*)
 - The labs are nice and pretty applied.
3. Is all information about the moments and deadlines in the course clear to the students?
 - The students would benefit from the lecture recordings being uploaded a little earlier, such that there is some reasonable (real) time to see and digest their contents before the corresponding exercise sessions.
 - Right now, the exercises are ahead of the lectures, which is disadvantageous.
4. Are deadlines reasonable relative to each other (and to those of other courses)?
 - There are no clashes with deadlines in the data science course

- It would facilitate for students if deadlines for handing in exercises prior to the exercise sessions could be extended. Since this is an examination moment, there are only very few hours to play with.
5. Any special information needed from the examiner?
 - When is the re-examination date? (*To do for the examiner*)
 6. Anything the examiner should do for the remainder of the course?
 - Will there be a (mid-course evaluation) poll at this point in the course? The representatives will suggest questions to the examiner, who will compile them. (*To do for the students*)
 7. Should the examiner add some questions to the course questionnaire (after the end of the course)?
 - There are a few standard extra questions about the labs and projects.
 - These should be asked for in the mid-course poll.