

Evaluatieresultaten: Topologie en meetkunde

Evaluatiebeschrijving:

Algemene informatie

Uitgenodigd:	61
Aantal reacties:	11
Opkomst:	18%
Eigenaren:	<ul style="list-style-type: none">• Cavalcanti, G.R. (Gil)• Pino Gomez, A. del (Alvaro)

Cursusinformatie Osiris

Cursuscode:	WISB341
Collegejaar:	2020
Periode:	3
Docenten:	<ul style="list-style-type: none">• dr. A. del Pino Gomez• dr. G.R. Cavalcanti
Ingeschreven studenten:	60
Meegedaan aan tentamen	57 (95%)
Geslaagd*:	31 (54.4%, 51.7% van het totaal)
* = Eindcijfer minstens een 6 of een C-.	

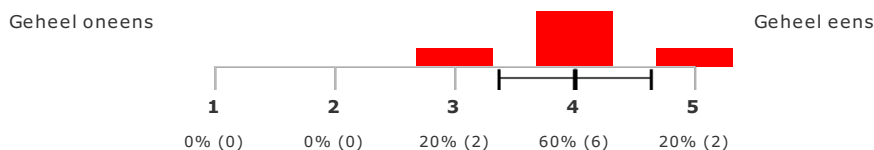
Behaalde cijfers

10,0	0%	(0)	
9,5	1.8%	(1)	■
9,0	3.5%	(2)	■
8,5	1.8%	(1)	■
8,0	3.5%	(2)	■
7,5	1.8%	(1)	■
7,0	17.5%	(10)	■
6,5	5.3%	(3)	■
6,0	19.3%	(11)	■
5,5	0%	(0)	
5,0	7%	(4)	■
4,0	5.3%	(3)	■
3,0	5.3%	(3)	■
2,0	1.8%	(1)	■
1,0	0%	(0)	
NVD	26.3%	(15)	■
Gemm.:	6.14		
Std. dev.:	1.68		

Overzicht van vragen

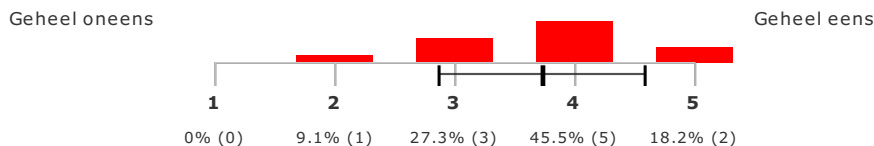
Cursusinhoud en werkvormen

Het onderwerp van de cursus was relevant en sloot aan bij mijn beleving



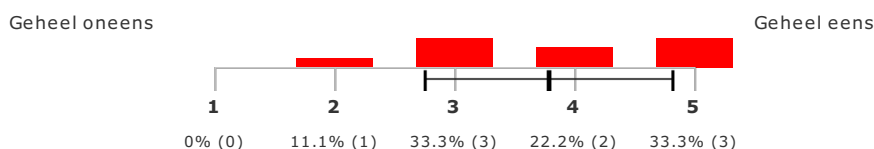
N = 10
Avg. = 4.0
Std. dev. = 0.6

Mijn interesse in dit onderwerp is door de cursus toegenomen



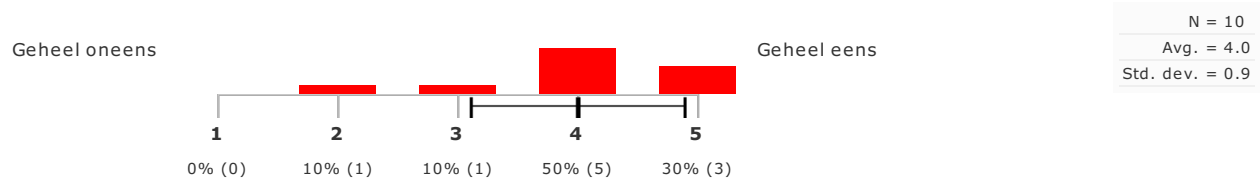
N = 11
Avg. = 3.7
Std. dev. = 0.9

De werkvormen in de cursus vond ik aansprekend

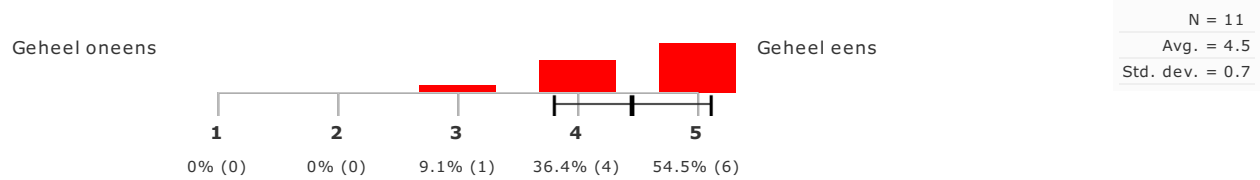


N = 9
Avg. = 3.8
Std. dev. = 1.0

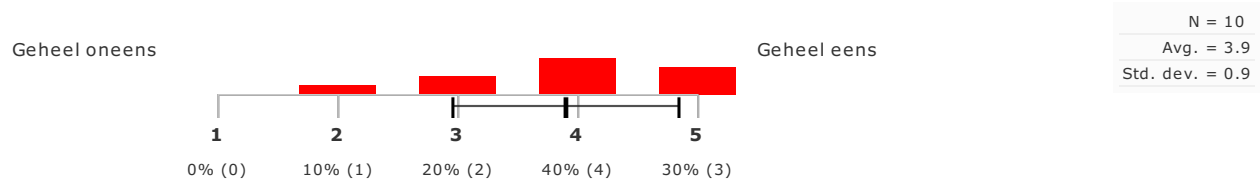
Er was voldoende variatie in werkvormen in de cursus



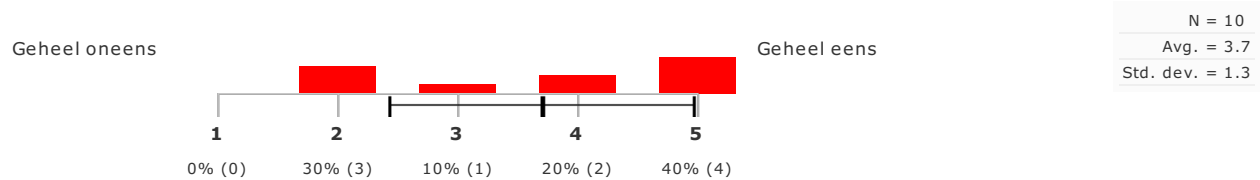
Ik heb veel geleerd in deze cursus



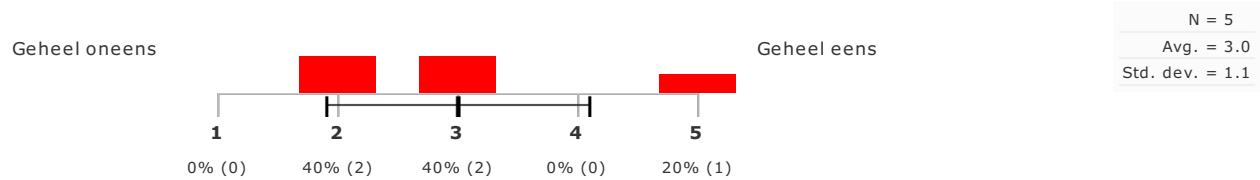
Ik kon de opgedane kennis (hoorcolleges, studiemateriaal) goed gebruiken in opdrachten (o.a. werkcolleges, practica) en discussies



De inhoudelijke aansluiting tussen de verschillende onderdelen in de cursus was duidelijk

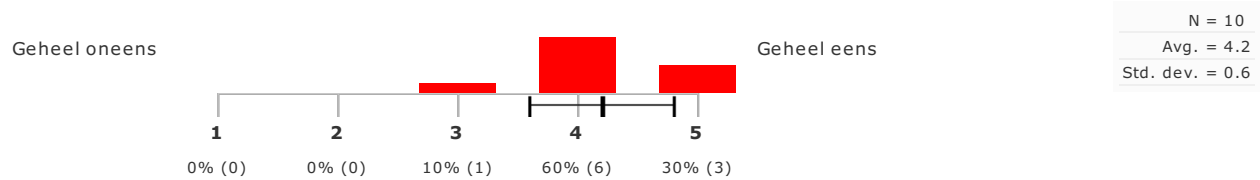


In de cursus werden voorbeelden aangereikt uit onderzoek en/of de dagelijkse praktijk

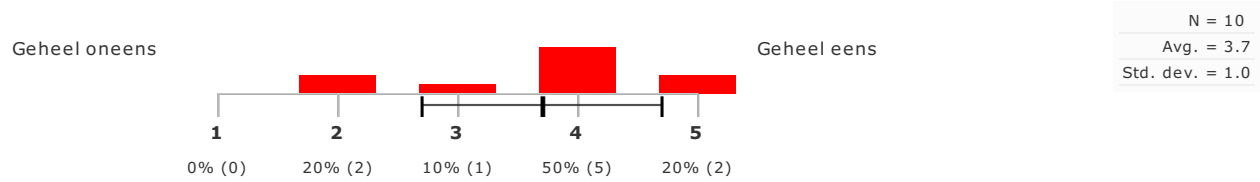


Ingangseisen en leerdoelen

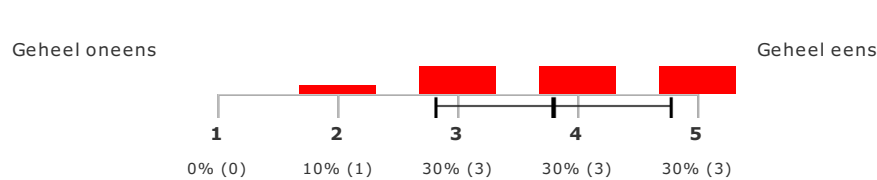
De ingangseisen van de cursus waren voldoende duidelijk voor aanvang van de cursus



Ik had voldoende voorkennis om deze cursus te volgen



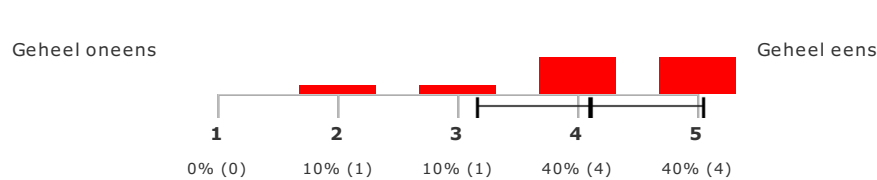
De cursusinformatie inclusief de leerdoelen gaven een goed beeld van wat er van mij verwacht werd in de cursus



N = 10
Avg. = 3.8
Std. dev. = 1.0

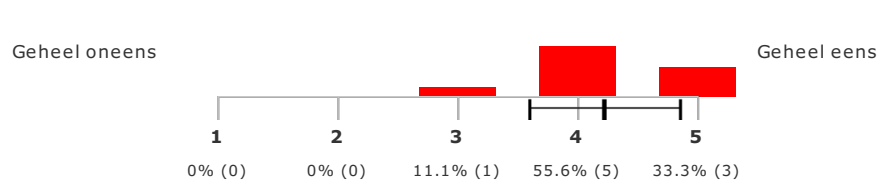
De docent(en)

De docent/cursuscoördinator moedigde mij aan om actief aan de cursus deel te nemen



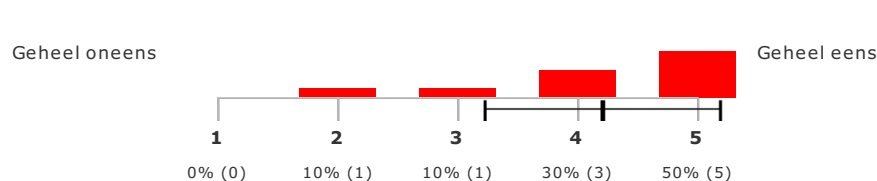
N = 10
Avg. = 4.1
Std. dev. = 0.9

De overige docent(en) moedigde(n) mij aan om een actief aan de cursus deel te nemen



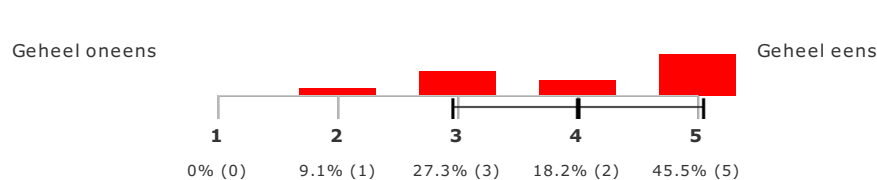
N = 9
Avg. = 4.2
Std. dev. = 0.6

De werkcolleges/opdrachten werden goed begeleid



N = 10
Avg. = 4.2
Std. dev. = 1.0

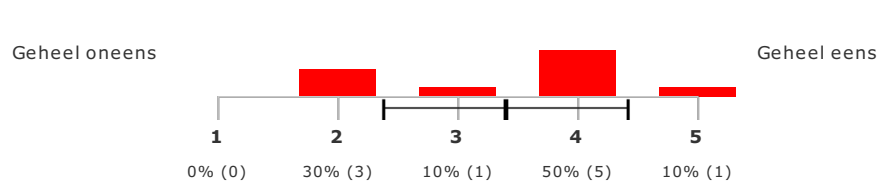
De docent vond ik goed



N = 11
Avg. = 4.0
Std. dev. = 1.0

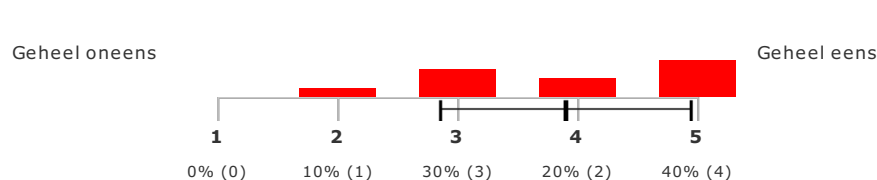
Organisatie

De cursus was goed geroosterd.



N = 10
Avg. = 3.4
Std. dev. = 1.0

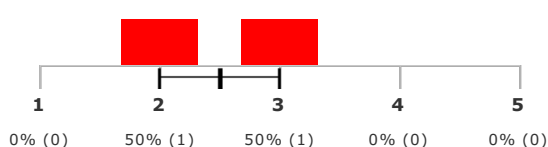
Alle (cursus)informatie werd tijdig aangereikt



N = 10
Avg. = 3.9
Std. dev. = 1.0

De leslocatie was op orde

Geheel oneens



Geheel eens

N = 2
Avg. = 2.5
Std. dev. = 0.5

Studiebelasting

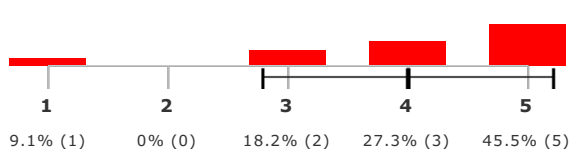
Hoeveel uur per week heb je aan deze cursus besteed (inclusief contacturen)?

(1)		9.1%	10
(2)		18.2%	15
(4)		36.4%	20
(3)		27.3%	25
(3)		27.3%	30

Toetsing en feedback

De feedback heeft mij geholpen om mijn resultaten te verbeteren

Geheel oneens

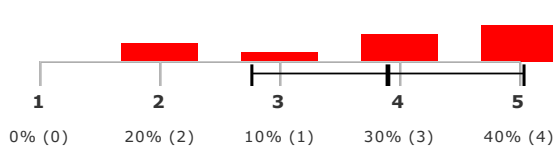


Geheel eens

N = 11
Avg. = 4.0
Std. dev. = 1.2

De toetsing was een goede afspiegeling van de inhoud van de cursus

Geheel oneens

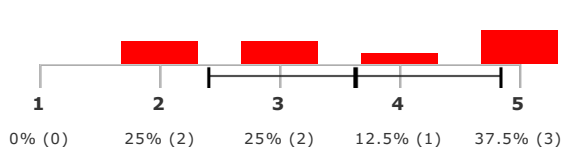


Geheel eens

N = 10
Avg. = 3.9
Std. dev. = 1.1

De moeilijkheidsgraad van de toetsing was in overeenstemming met de oefeningen van de cursus

Geheel oneens

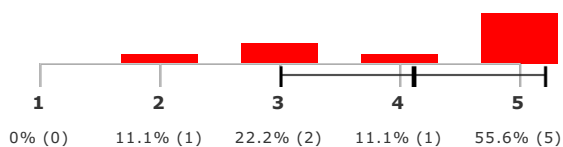


Geheel eens

N = 8
Avg. = 3.6
Std. dev. = 1.2

De wijze van toetsing, de te leren stof, beoordeling, etc waren duidelijk

Geheel oneens



Geheel eens

N = 9
Avg. = 4.1
Std. dev. = 1.1

Open vragen

-

-

- I think it was nice to go a bit beyond the material of the course, however it took out a lot of time of doing the homework and working on other courses. Changing the deadlines was a big help. A solution may be to do the presentation at the same time as the final deadline to turn in the project. I found that having to do the presentation meant that I essentially did most of the work before the presentation so that the deadline was effectively only two weeks and I ran short on time.

- Because of the midterm project, I finished this course. I think I would have given up otherwise, but I didn't want to leave my project partner. I think the project was a lot of work, but it was fun. It really fitted my personal interest and therefore made the course more worth my time.
- I liked the project, in a half semester course I don't think I was familiar enough with the subject at that point to have done a midterm exam so a project was a better assessment in my opinion
- Yes, but maybe content what is slightly closer to what we are already doing. Like a big inlever + presentation
- I think that the project was a very good substitute for the midterm, and I personally found that the project was the most stimulating aspect of the course. However the time I spent on the project impeded me from completing the homework tasks to the best of my ability.
- It was pretty fun to work on a project, although the content wasn't really applicable to the final exam. Our very poor planning (starting the day before the presentation) probably made it less enjoyable and more stressful than it should have been.

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- Yes, they were helpful to visualize everything and make sure I understood it. A bit too much time was spent on it though.
- The quizzes were really great. They helped me very much to gain intuition about subjects and I think it was time well-spent.
- Yes the quizzes helped me to absorb theory from the lectures
- By the quizzes we lost a lot of time we could have spend doing examples thoroughly
- Yes I agree.
- Yes, I think there were some very valuable examples introduced during the quizzes.

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- Yes, they were very helpful and gave a clear outline on the motivations and objectives of the material of the course.
- I liked the videos very very much! Especially the one about van Kampens theorem. I found the lectures about van Kampen a bit dry and hard to follow, but the video made it much clearer. I would have liked there to be more videos, also at the end of the course, since then I really lost track of what we were doing. Please make a video about the universal cover and how to calculate the fundamental group with that! I still don't understand that and I think a video would really help with that.
- Yes the videos were useful because then during the lecture I would know the aim of what we were doing
- Yes they were amazing!!!
- The videos were very useful.
- Yes, the videos were very helpful. Easy to watch again and consult whenever necessary.

Wat ging volgens jou in deze cursus goed en wat moet zeker behouden blijven indien deze cursus wordt aangepast?

- The quizzes and the videos should certainly be kept!
- The lecturer was excellent, the project was a good idea, overall really liked the course
- I liked everything but the pacing felt extreme sometimes
- I enjoyed the project, and I think it should be kept in further iterations of the course. However the balance between project work and homework was skewed towards the end. Furthermore I did not enjoy the peer-review aspect of it. I think the videos were very useful and more should be developed in future.
- I think the course was very interesting. It made me second guess my original decision for which master-track I want to do. Alvaro and the TA's gave the lectures very well.
- Ik vond dit een leuk vak en het was duidelijk wat er op de toets van je verwacht werd.
- I really appreciated the quizzes, they were a nice way to check if you had understood the different concepts and aks extra explanation if needed. The quizzes also contained nice examples and illustrations of the theory we had discussed earlier, which helped in understanding everything better. I also really liked the videos, they gave a clear overview of the theory we would discuss in class and helped build some intuition before discussing the hard theoretical parts of proofs etc.
- Not anything in particular.
- The videos the lecturer made were very useful and insightful. The menti meters also helped with getting a better grip on the subject matter. It also gave me a better view of my own understanding of the course, whether I correctly understood what we had done thus far.

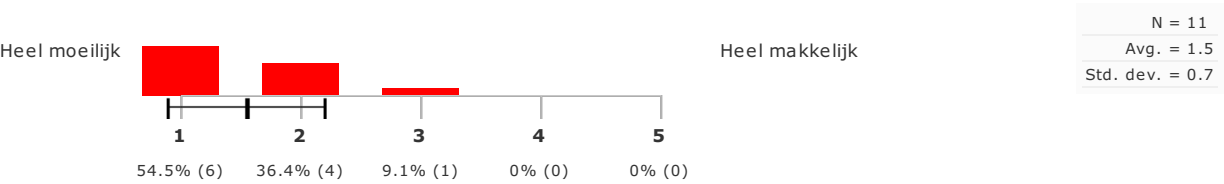
Wat kan er volgens jou anders en hoe?

- Ik ben niet zo'n fan van het gebruiken van bolletjes in vragen. Bijvoorbeeld op het tentamen stonden stukken van de opgaven soms in de lopende tekst en soms bij de bulletpoints wat het geheel nogal onoverzichtelijk maakte. De mate van rigor die nodig was was niet heel erg duidelijk, in het hoorcollege werden veel details onder het tapijt geveegd die wij in de inlevers en op het tentamen wel moesten verklaren.
- I would like the course to be a bit more organised. The different lectures didn't connect that well, which made it really hard to read back notes if you didn't understand some material or wanted to find something back.
- The time management between project and homeworks. Furthermore I think it would be more helpful to have had the lecture notes compiled as one (preferably LaTeX) document at the begging of the course. Personally i found switching between Hatcher and the lecture notes a bit tedious at times. Also I think that providing solutions to the homeworks could be beneficial
- The hand-ins were too long I think. I ended up spending most of my time doing them leaving me with almost no time to do the remaining exercises. I also think that the exam was too long and hard, especially if we compare it too the one that was done the year before.
- Het schema werd heel vaak veranderd en daardoor was het niet helemaal meer duidelijk te volgen wat je in welk college moest doen. Op verschillende plekken stonden verschillende dingen. Verder vond ik het boek niet heel goed en was er voor mijn gevoel niet een fijn naslagwerk.
- I think the pace and the work load of the course were too high. At several points during the course I felt overwhelmed with the amount of work I had to do and the amount of theory I had to try to understand. At those moments I highly doubted whether I would be able to successfully complete the course and was considering giving up on the course. At one point I really only persevered because of the group project we had to do, and I didn't want to let down my project partner. However, for the following years of the course, I think it might be better not to do a project, or make it a smaller assignment. The homework assignments were already quite large, and the project subjects were "bonus" subjects that would not be on the exam, so it kind of felt like working on the project was at the expense of practicing the exam material. Another thing that might help is to make the homework assignments smaller. I think if they were half the size they were now they would still be great practice, but a lot less stressful. Lastly, it might be a good idea to scratch some subjects from the course matter. There really was a lot going on and at times I completely lost track of the connection between different course subjects, just because there were so many. If there were fewer subjects I think the connection between them could be clearer.
- My own attention span if anything.

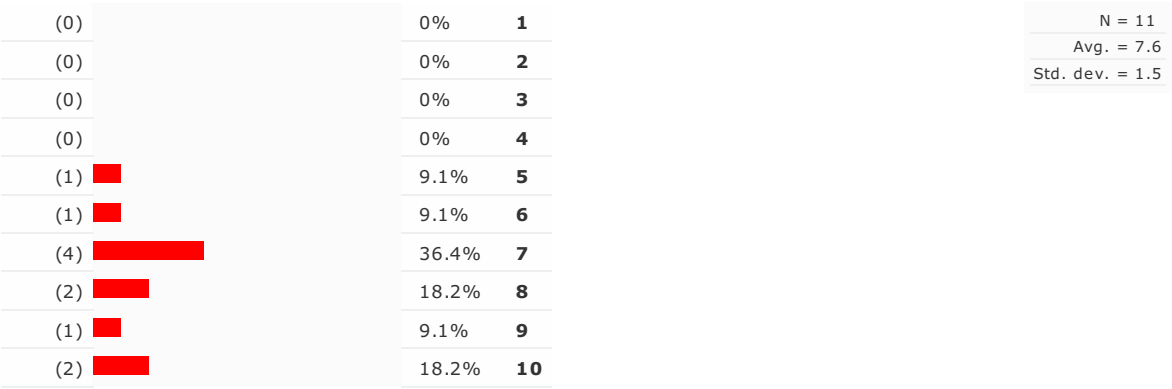
• Alvaro is very sympathetic teacher and I really felt that he wanted to help where he could, however, his lectures are too chaotic. It felt as if he did not have enough time to fully prepare a lecture. He knew what he wanted to tell and had some outline of the lecture, but during the lecture he sometimes took too much time for a lemma or theorem that was not that important and then hastened through the parts that were actually important. The course material is also not great. We only have the lecture notes and Hatcher. While Hatcher might be great if you already have some understanding of algebraic topology, if you are still learning it, Hatcher is not useful. Hatcher skims over the proof and the examples are also not explicit enough. Furthermore, Hatcher sometimes uses different notation, which can be very confusing. And the lecture notes are written out by hand, thus to find a certain subject, you have to scroll through them, for you can't use ctrl+f. It would be better to use a different book or type out the lecture notes with more examples. And last, the assignments were way too much. The project was very interesting and I learned a lot from it, so I would recommend to continue with that, however, it might be best if then the final exam was removed and the deadline for final hand-in was moved to the exam week, such that this hand in can be a bit bigger and cover the last material. Furthermore I think that the second hand in should be shortened even more, for in combination with the presentation of the project (and just working on the project in general) this was too much. I personally have not made any exercises after week 2, just because the hand-ins and the project itself already took up so much time, for even without making the exercises for the tutorials, I easily was working on this course for 30 hours per week, some weeks even more and now that the course is finished I am completely exhausted, completely drained. I am sure corona has something to do with this, but even without only online education this course is just too much.

Jouw oordeel

Wat vond je van de moeilijkheidsgraad van de cursus?



Welk cijfer geef je de cursus als geheel?



Reacties

Pino Gomez, A. del (Alvaro)

Hello everyone,

thanks a lot for the feedback. I am happy to see that you liked the quizzes and the videos. This is certainly something that I would like to continue implementing and improving in future years. For the quizzes, I think it will work better to spread them out a bit more, instead of having longer ones once in a while. For the videos, the goal is to eventually cover all of the topics we see during the course (as some of you requested).

Your comments about the projects paint a very clear picture (that agrees with what I observed myself during the course by talking to you): they are interesting and engaging, but they take a lot of time (time that may be better spent on the standard material from the course perhaps). For future iterations, my impression is that it may be more productive to (greatly!) reduce their scope (or even do without them altogether and instead ask the students to create a portfolio with slightly more advanced exercises).

So: I am sorry that the working load was so extreme for so many of you; I intend to address this. I hope that you found the content beautiful nonetheless (and it really is beautiful!).

Lastly: A recurring comment (perhaps not universal, but some of you seem to agree), is that Hatcher is not accesible enough. To an extent, this is a matter of taste, but I do understand what you mean. At the same time, my notes (which are more taylored to the course) are handwritten and therefore less convenient than a typed set of notes. As such, developing a set of lecture notes in latex is on the TO-DO list. However, due to time constraints, this will only happen after a more comprehensive library of videos has been created. This may solve the issue already, since the videos should provide the intuition behind the theory explained in Hatcher and the lectures.

So: thanks again for taking the time to fill the evaluations, it really is very helpful. If you have further comments, do not hesitate to contact me.