NETTSKJEMA

Underveisevaluering INF205/INF305 (vår 2025)

Lasta ned: 17. mars 2025 kl. 05:12

I am taking the following this semester (vår parallel 2025)

Antal svar: **7**

Svar	Antal	% av svar	Diagram
INF205 : Resource -efficient programming	7	100%	100%
INF305 : Scientific computing	3	42.9%	42.9%

Did you mostly engage with the material synchronously or asynchronously

Antal svar: **7**

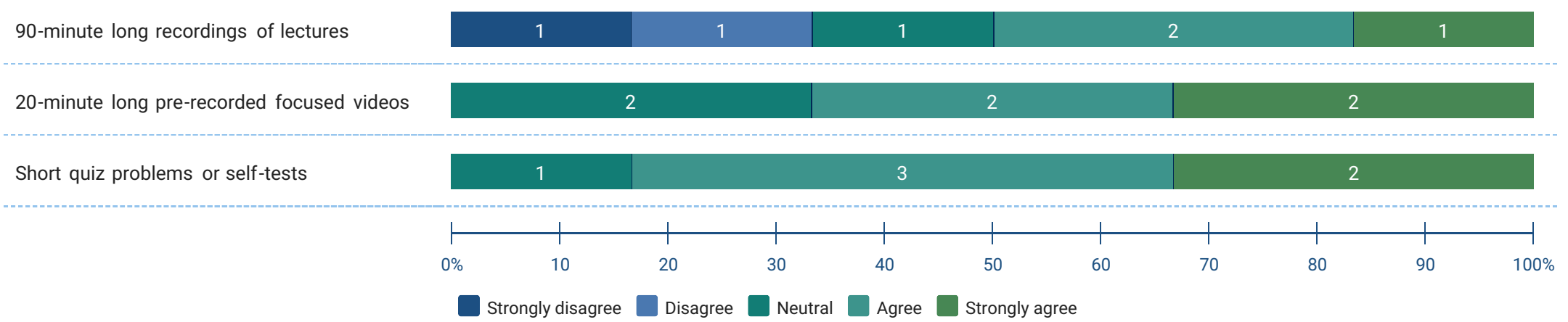
Svar	Antal	% av svar	Diagram
mostly synchronously	2	28.6%	28.6%
mostly asynchronously	5	71.4%	71.4%

Did you mostly participate on-site in person, or mostly remotely?

Antal svar: **7**

Svar	Antal	% av svar	Diagram
mostly in person	1	14.3%	14.3%
mostly remotely	6	85.7%	85.7%

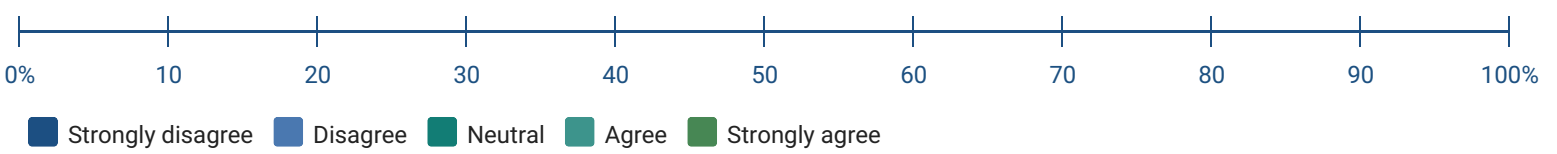
Asynchronous learning: The following material/ideas would be useful. (Only answer if you said that you prefer asynchronous learning.)



Rader	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
90-minute long recordings of lectures	1	1	1	2	1
20-minute long pre-recorded focused videos	0	0	2	2	2
Short quiz problems or self-tests	0	0	1	3	2

Since only very few people attend in person: What should the time set aside for our meetings be used for, instead of lectures?

Rader	Diagram
We should do normal lectures, even if there is essentially nobody in the room, but only if they can be streamed.	4 1 2
Even if a streaming is impossible, due to lack of equipment in the room, and next to nobody shows up, we should be using the lecture time for lectures (that nobody attends).	1 2 4
We should go through material for asynchronous learning briefly, and otherwise, discuss concrete problems and examples.	4 3
There should be a few regular lectures, but if no room with streaming capacity can be found, they should simply be done via zoom or teams directly, instead of holding them in person.	4 2 1
We can use part of it for student presentations.	2 1 3 1
If we have student presentations, these should as a rule be in person, and they should only be done remotely if there is a really good reason.	2 4 1



Rader	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
We should do normal lectures, even if there is essentially nobody in the room, but only if they can be streamed.	0	0	4	1	2
Even if a streaming is impossible, due to lack of equipment in the room, and next to nobody shows up, we should be using the lecture time for lectures (that nobody attends).	1	2	4	0	0
We should go through material for asynchronous learning briefly, and otherwise, discuss concrete problems and examples.	0	0	4	3	0
There should be a few regular lectures, but if no room with streaming capacity can be found, they should simply be done via zoom or teams directly, instead of holding them in person.	0	0	4	2	1
We can use part of it for student presentations.	2	1	3	1	0
If we have student presentations, these should as a rule be in person, and they should only be done remotely if there is a really good reason.	0	2	4	1	0

This is what I would like to provide as a feedback on INF205 this semester:

Antal svar: **4**

Svar
I think the lectures were ok but the foundation lacked were lacking. this was my fist introduction to C and i think it would have been better to have some mandatory activities at the start were the focus was to learn C from the ground up.
Fun and interesting assignments. Presentations can be a bit more structured. Good examples, I wish for even more examples.
I think there there could have been more basic exercises in C++, meaning things like using the most common data types, learning to use pointers, referencing and dereferencing, when to use stack vs. heap, creating header files and linked compiling, etc. I think the assignments were too focused on larger problems. An abundance of multiple-choice, instant-feedback, infinite attempt quizzes are also really great for learning the basics. I found it difficult to learn to write good C++ code when I more importantly had to figure out how I wanted to solve the more complex tasks given in the assignments. I often failed to figure out how to do the things I wanted in order to have "good" C++ code, even though I solved the actual tasks. It feels like the given tasks belonged more in INF305 than INF205.
Fun course, i have wanted to learn more of C++ for a while now. I both liked and disliked how the course ended in march. cause that gives me more time to focus on other courses, but i would have liked to get more time to work with C++.

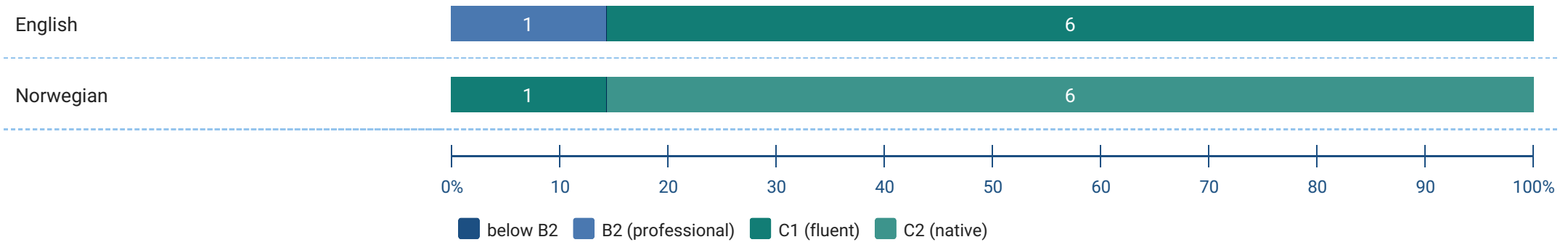
This is what I would suggest to change for the next iteration of INF205

Antal svar: **4**

Svar
Change of worksheet task asweel as instructions for what to use to code. use more time at the start to Introduce a tool like VS code or another IDE. start with small simple codes before learning how to use makerfiles and building more and more advanced projects.
Not the fault of the professor, but the course crashed with 3 other courses. The tuesday lecture is at the same time as 2 (!) other lectures. I prefer to show up in person and not watch lectures online, but I prefer to watch lectures online which I can not show up to rather than read through presentations (again, not the professors fault).
Add multiple-choice quizzes with questions like: 1) Basic understanding of C++ concepts 2) Short snippets of example code and how best to solve/finish the code. Let the quizzes give instant feedback and have infinite attempts. Having the quizzes be mandatory with every student needing at least 80% correct or something is also possible. Have more, but smaller tasks for the assignments. Let the assignments revolve around efficient implementation of pointers/memory in heap or stack. Give tasks where it become obvious to the student why they have to be careful with memory and pointers.
The course was fine, the only thing that i would like to change is that the last assignment built on the earlier one. wasnt proud of my second assignment, but the shared_liabrary was difficult to read and understand. So either way i had issues.

Language competency

Rader	Diagram



Rader	below B2	B2 (professional)	C1 (fluent)	C2 (native)
English	0	1	6	0
Norwegian	0	0	1	6