

Course evaluation PSY9511 – Spring 2025

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Assessment of the course

The course aims to teach the students about core methodology in machine learning, including both traditional statistical approaches, deep learning, and encompassing principles. The course is taught via eight physical seminars and six mandatory assignments. The seminars are structured as two-hour lectures (with student engagement), and one hour reserved to help students with practical issues, often relating to the mandatory assignments.

Student's feedback

Generally, the students seem happy with the content and report high academic benefit, and the majority do not think the course should be changed substantially. However, there are some specific methods mentioned in the evaluations that are listed as learning outcomes but no longer taught to a substantial degree (discriminant analysis, naïve bayes, support vector machines, reinforcement learning). The students are very satisfied with the teaching and reasonably satisfied with the practical assignments, and the balance between the two seem appropriate. Furthermore, there has been an apparent drop in the attendance of students in the seminars this semester, also somewhat reflected in the course evaluations. The amount of effort needed to pass the course seems appropriate, with a slight tendency towards the course being too demanding. Some of the students report that it has been somewhat challenging to find relevant reading material on their own.

Overall assessment and further development

Overall, the feedback from the students suggest that they are very pleased with the course and how it is being organized. However, based on their feedback, some adjustments should be made:

- Some level of mandatory attendance should be required to qualify for the mandatory assignments, and ultimately passing the course
- The topics mentioned in the learning goals that are no longer a major part of the course should be removed
- A list of optional reading material should be developed, covering both the general topics of the course, and the interaction with the broad subject fields of the students

Given the content of the course, its technical nature, and the maturity of the students, the course presumably offers a very suitable sandbox for investigating how modern generative AI (e.g. ChatGPT) can be used as a valuable teaching tool. Using the course to spearhead this pursuit at the Department/Faculty is an interesting opportunity to both develop the course and gain general insights into this broader topic