

TIK4040 course evaluation S24

Updated: 26 April 2024 at 10:21

What do you think about the course overall? (1–10, 10 being the best score)

Number of submissions: 19 Average: 7.05 Median: 7

Submissions	Count	% of submissions	
1	0	0%	0%
2	0	0%	0%
3	0	0%	0%
4	1	5.3%	5.3%
5	4	21.1%	21.1%
6	2	10.5%	10.5%
7	5	26.3%	26.3%
8	2	10.5%	10.5%
9	3	15.8%	15.8%
10	2	10.5%	10.5%

Comments/suggestions for improvement

Number of submissions: 8

- Skulle gjerne ønsket mer hjelp til å finne ut av hva man kan skrive master om. Fremføringer med forslag til temaer, prosjekter, osv
- More lectures and information on the master writing process would have been nice
- Could have been more lectures and session. Feedback and seminars with torjus has been nice, although could have been more of that
- I dont really have a grasp of what the course is
- A bit confusing with the overlap between TIK4031. Could be communicated more what the difference is between the two courses.
- The timings of the lectures and seminars feel a bit disjointed, it's almost like I forget that I even have this module because there can weeks between each lecture/seminar. I would have also liked to get properly started with the seminars earlier, that would have been helpful when deciding on thesis topic and applying for a supervisor. It would also have been good for the exchange students, who have to finish their thesis by June (mostly)
- Opplever å ha fått mer forståelse for hva som innebærer/kreves for å skrive en masteroppgave. God struktur og gjennomgang, både på forelesningene og seminarene.
- We had a lot of reflection and thats great, but ex working On empiricism before being able to do research is difficult And a bit unnecessary in my opinion. Also, more focus on actually finding our thesis- I just recently found something to write about, and this means having to do the whole course again through writing. Feels unmotivating.

What do you think about the size and scope of the curriculum? (1–10, 1 is not challenging enough, 10 is overwhelming)

Number of submissions: 19 Average: 6.11 Median: 5

Submissions	Count	% of submissions	
1	1	5.3%	5.3%
2	1	5.3%	5.3%
3	0	0%	0%
4	1	5.3%	5.3%
5	7	36.8%	36.8%
6	2	10.5%	10.5%
7	2	10.5%	10.5%
8	1	5.3%	5.3%
9	0	0%	0%
10	4	21.1%	21.1%

Comments/suggestions for improvement

Number of submissions: 5

- It's not really a challenging course because most people don't know what they want to write about and the giving of feedback in class is therefore not so fruitful
- Spent very little time thinking about this course
- WAs there any curriculum?
- Nice to not have so much curriculum when there is a lot in the other courses.
- So much to read! So little time. 3 articles to read while having two other courses with just as much to read is overwhelming to say the least. I know the TIK-center think we are full time, but that's not true- we're 200% students. We work several days a week just to pay rent, and honestly it feels like some of the staff forget this when making reading lists. While higher education is supposed to be hard, living as a student is hard too- and while someone might think that working much is a personal choice, I'd like to see faculty staff survive on 9k kr a month. Just saying.

How do you rate the relevance of the curriculum? (1–10, 10 being the most relevant)

Number of submissions: 19 Average: 6.47 Median: 7

Submissions	Count	% of submissions	
1	2	10.5%	10.5%
2	1	5.3%	5.3%
3	0	0%	0%
4	0	0%	0%
5	4	21.1%	21.1%
6	1	5.3%	5.3%
7	4	21.1%	21.1%
8	2	10.5%	10.5%
9	1	5.3%	5.3%
10	4	21.1%	21.1%

Comments/suggestions for improvement

Number of submissions: 4

- I guess "the corriculum" has mostly been making sure to figure out how to do the master-thesis?
- It's helpful to get you started with the thesis process so the course is very helpful in that regard
- No curriculum has been consulted. That has been nice but could be helpful with some more focus on that
- We have not worked with the curriculum in the lectures.

How do you rate the difficulty of the curriculum? (1–10, from too easy to too difficult)

Number of submissions: 19 Average: 5.11 Median: 5

Submissions	Count	% of submissions	
1	3	15.8%	15.8%
2	0	0%	0%
3	0	0%	0%
4	0	0%	0%
5	8	42.1%	42.1%
6	4	21.1%	21.1%
7	2	10.5%	10.5%
8	2	10.5%	10.5%
9	0	0%	0%
10	0	0%	0%

Comments/suggestions for improvement

Number of submissions: 0

This question has no answers

How do you rate the coherence between the different parts of the course? (1–10, 10 being the most coherent)

Number of submissions: 19 Average: 6.95 Median: 8

Submissions	Count	% of submissions	
1	0	0%	0%
2	0	0%	0%
3	1	5.3%	5.3%
4	1	5.3%	5.3%
5	4	21.1%	21.1%
6	0	0%	0%
7	3	15.8%	15.8%
8	8	42.1%	42.1%
9	0	0%	0%
10	2	10.5%	10.5%

Question without text

Number of submissions: 2

- Very clear how they build on each other
- I dont feel the lectures match the seminars.

How to you rate the written assignments or exercises in the course? (1–10, from disliked to liked)

Number of submissions: 19 Average: 7.42 Median: 8

Submissions	Count	% of submissions	
1	0	0%	0%
2	0	0%	0%
3	1	5.3%	5.3%
4	2	10.5%	10.5%
5	0	0%	0%
6	1	5.3%	5.3%
7	5	26.3%	26.3%
8	4	21.1%	21.1%
9	3	15.8%	15.8%
10	3	15.8%	15.8%

Comments/suggestions for improvement

Number of submissions: 10

- I grunn bra oppgaver, men litt vanskelig å kastes ut i når man aldri har skrevet noe slikt før
- Could have had more assignments to prepare for the exam
- I think this was necessary to get me started on the thesis.
- It seems like the different seminar leaders have very different structures and plans for the course. Maybe they should plan more togheter so everyone gets the same amount of help.
- It's good that we have to hand in assignment to sort out where we are at in the process
- They were okay, but since none of them were in any way binding, I didn't always put in as much effort as I maybe should have.
- very helpful to get thought process going
- More feedbacks on the assignments would be great
- They Are valuable for later
- Good to do the written assignments to prepare for exam.

How to you rate the lectures? (1–10, from low to high)

Number of submissions: 19 Average: 7.05 Median: 7

Submissions	Count	% of submissions	
1	0	0%	0%
2	0	0%	0%
3	0	0%	0%
4	0	0%	0%
5	3	15.8%	15.8%
6	5	26.3%	26.3%
7	4	21.1%	21.1%
8	3	15.8%	15.8%
9	3	15.8%	15.8%
10	1	5.3%	5.3%

Comments/suggestions for improvement

Number of submissions: 6

- Wish we had more
- Bra seminarer
- The lectures felt a bit random
- Good! Would maybe have been better with individual feedback, to pick up those who need more guidance
- too few but very useful
- Ive only had 2 but the ones we had wAs food

How do you rate the lecturers? (1–10, from low to high)

Number of submissions: 19 Average: 7.89 Median: 8

Submissions	Count	% of submissions	
1	0	0%	0%
2	0	0%	0%
3	1	5.3%	5.3%
4	0	0%	0%
5	1	5.3%	5.3%
6	1	5.3%	5.3%
7	3	15.8%	15.8%
8	4	21.1%	21.1%
9	7	36.8%	36.8%
10	2	10.5%	10.5%

Comments/suggestions for improvement

Number of submissions: 3

- Bra seminarleder
- torjus does a great job and visir from UB was nice too
- Erlend er super flink! Veldig klok, enkel for oss studenter å kommunisere med (stille dumme spørsmål), og han er veldig flink å interagere med oss studenter

How do you rate the external visits? (1–10, from low to high)

Number of submissions: 19 Average: 4.21 Median: 5

Submissions	Count	% of submissions	
1	7	36.8%	36.8%
2	0	0%	0%
3	1	5.3%	5.3%
4	0	0%	0%
5	4	21.1%	21.1%
6	2	10.5%	10.5%
7	2	10.5%	10.5%
8	3	15.8%	15.8%
9	0	0%	0%
10	0	0%	0%

Comments/suggestions for improvement

Number of submissions: 7

- No external visits?
- Didn't have this
- There were no external visits
- Not sure if we had external visits during this course.
- not relevant
- Not relevant
- No visits.

How do you rate the information flow in the couse? (1–10, from low to high)

Number of submissions: 19 Average: 6.47 Median: 7

Submissions	Count	% of submissions	
1	0	0%	0%
2	1	5.3%	5.3%
3	1	5.3%	5.3%
4	0	0%	0%
5	4	21.1%	21.1%
6	3	15.8%	15.8%
7	4	21.1%	21.1%
8	3	15.8%	15.8%
9	2	10.5%	10.5%
10	1	5.3%	5.3%

Comments/suggestions for improvement

Number of submissions: 2

- fine but nothing out of the ordinary
- No ownership to this course. I would suggest having an introduction lecture very early where the description of the course is done