

## Muddy card evaluation for the course TDDD50 Green Computing VT2024

Performed: 2024-02-19, # cards handed in: 32

### High level summary:

We found that 27 students had mainly (or partly) positive comments about the course and 20 students had comments reflecting something they would have liked differently or that indicate misunderstanding about the way the course is. 6 students have provided constructive comments that can be considered in this version of the course.

### Positive comments summary:

Several students commented the course with terms like “good lectures”, “relevant articles”, “good practice for thesis”, “new ideas, subjects, and skills”, “stressfree discussions”, “interesting topics”, “fun discussions”, “good learning opportunity”, “good for understanding the paper”, “discussions are informative”, “workflow manageable”, “good to practice presentations”, “even workload during the period”, “good to get feedback on slides”, “nice learning form”, “many chances to ask your question”, “discussions are good, appreciate time allocated to them”, “relevant topics”, and so on.

### Comments by teachers:

We are happy to see that, overall, the course setup is appreciated and several students seems to consider the organization and content aligned to the learning goals.

### Summary of less happy comments:

The comments seem to be of two categories. We will also comment the constructive ones via email.

- a) Not grasping the set up or the requirements clearly, e.g.
  - “what should be in a good presentation” (see slides 5-8 in seminar 0 slides, also use the feedback option before the presentation!)
  - “deadlines should be clearer” (see slide 17 in seminar 0 which we have followed-up with additional leeway for the first seminar presenters),
  - “1 hp for presentation and reading every paper to[o] high effort” or “having 3 weeks to finish the course if you have the first seminar is to[o] short”, (No! you get 1hp for presentation and 3hp for writing report and participating in \*all\* discussions, see the syllabus)
  - “too much of grade depending on how you can present in front of people in a language you are not used to” (No! one 1hp for presentation, UPG2: G/U)
  - “unclear which type of questions to bring to the seminars” or whether “questions should be good questions to discuss meaning questions that might not have clear answers, or if they should be ... graphs and statements are clarified” (see Sem 0 slide 10, any questions specific to the paper being discussed is a good question – if a question can be applied to any article it is most likely not a relevant question)
- b) Different difficulty levels for articles/seminars reflecting on workloads
  - “very uneven workload” (every student has roughly the same workload, but it spreads across the period differently, depending on which seminar they present in. The last seminar presenters have more calendar time for preparation and also more hints on what types of presentations have been a useful/good presentation, and still get the same 2 week deadline for preparing the report.)
  - “stressful ... due to parallel course requiring reading articles” (not sure what to do about this, it is a final year G2 course, and prepares for a thesis work)