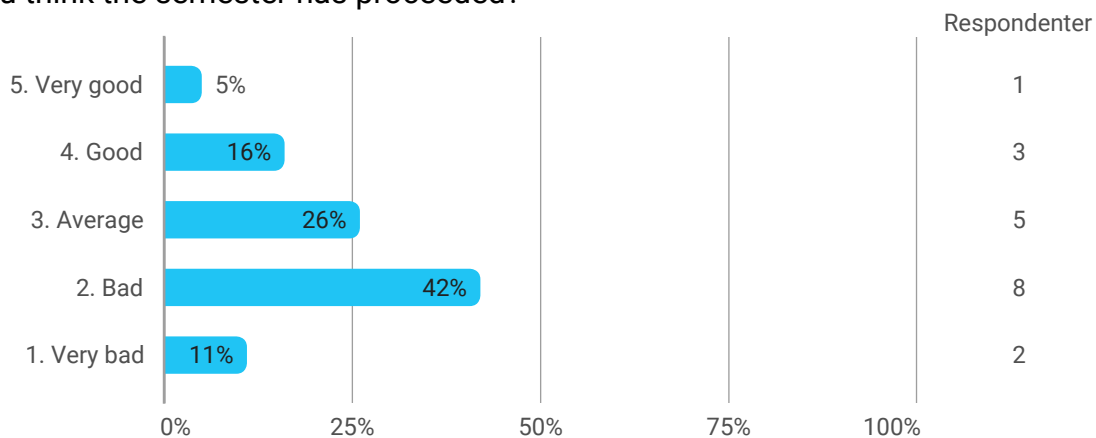
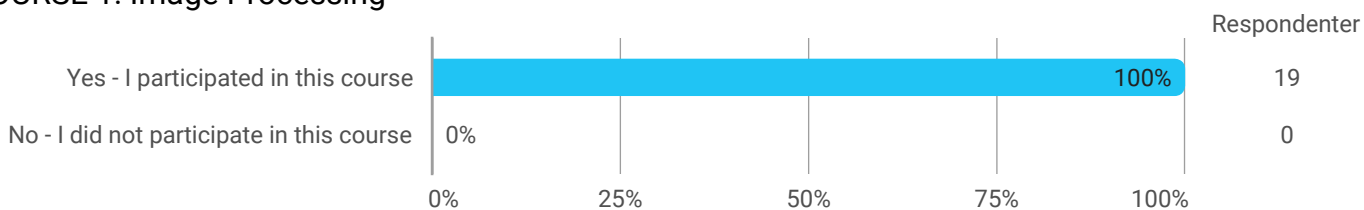


In general, how do you think the semester has proceeded?

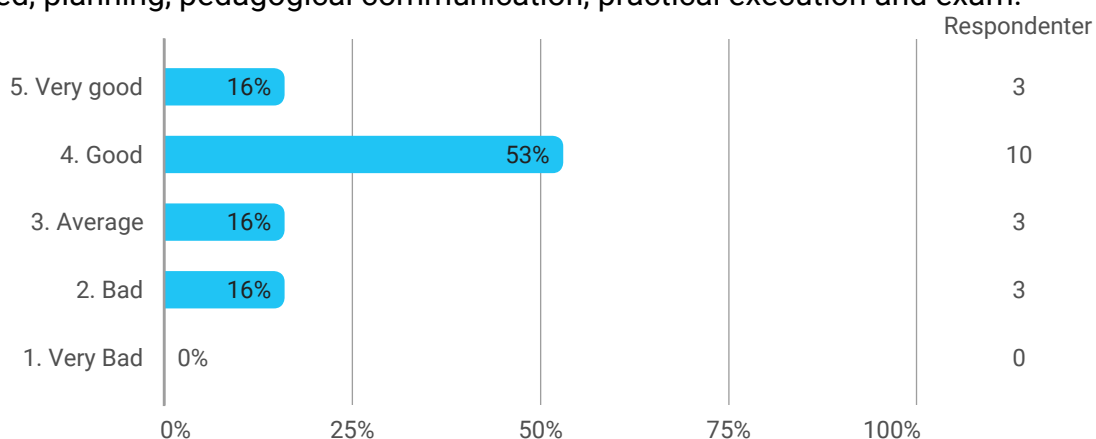


COURSE 1: Image Processing



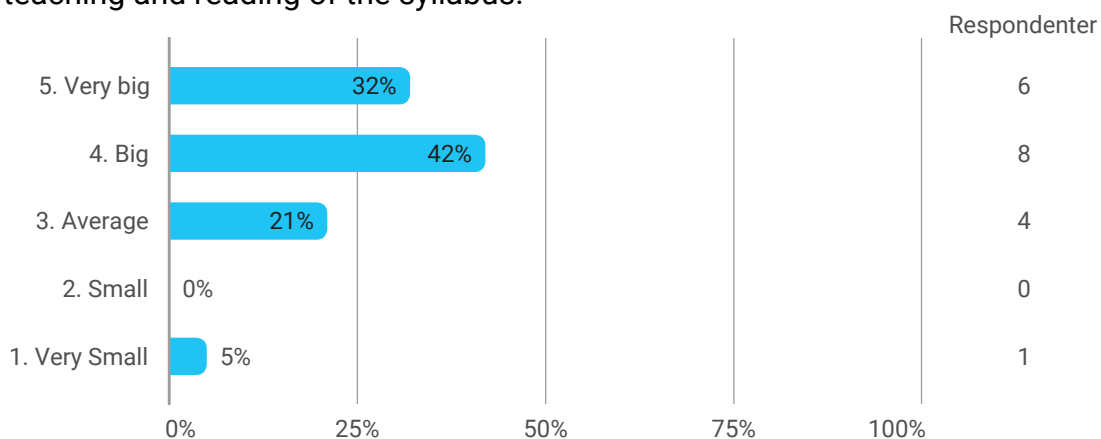
How do you assess the course as a whole?

You may include things like coherence between teaching and learning objectives, syllabus, the forms of teaching used, planning, pedagogical communication, practical execution and exam.

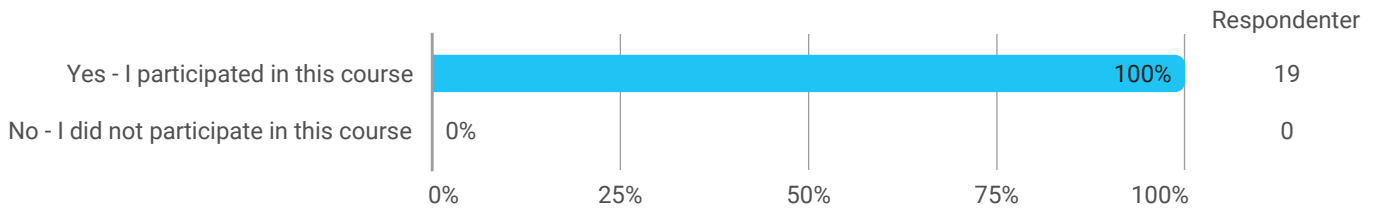


How do you assess your own effort in the course?

You may include things like preparation, active participation in the teaching sessions, proposals for improvements of teaching and reading of the syllabus.

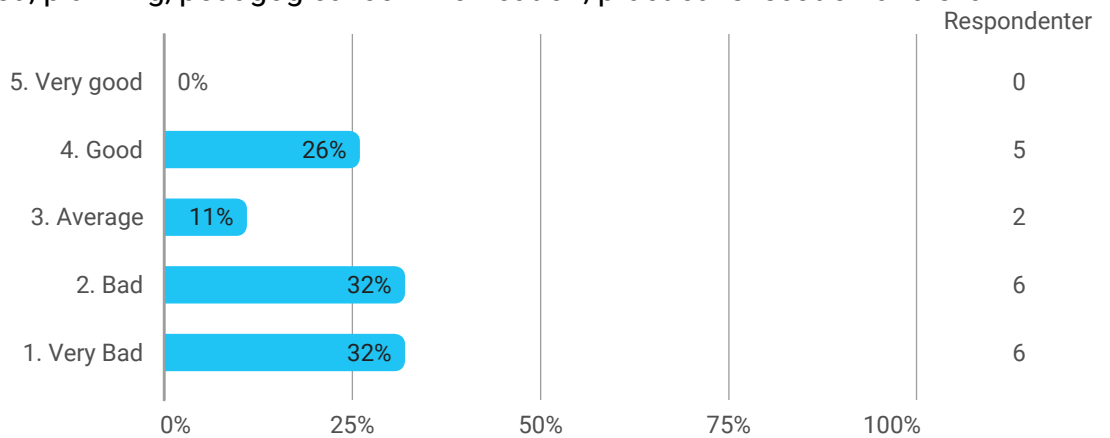


COURSE 2: Human Senses and Perception



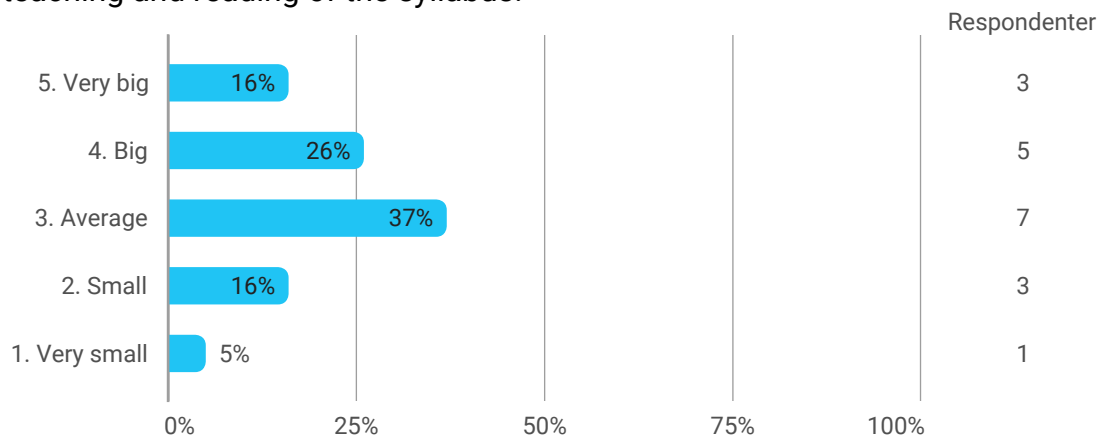
How do you assess the course as a whole?

You may include things like coherence between teaching and learning objectives, syllabus, the forms of teaching used, planning, pedagogical communication, practical execution and exam.

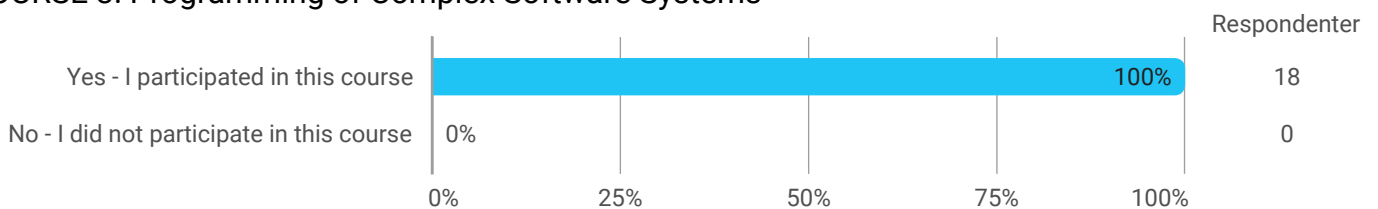


How do you assess your own effort in the course?

You may include things like preparation, active participation in the teaching sessions, proposals for improvements of teaching and reading of the syllabus.

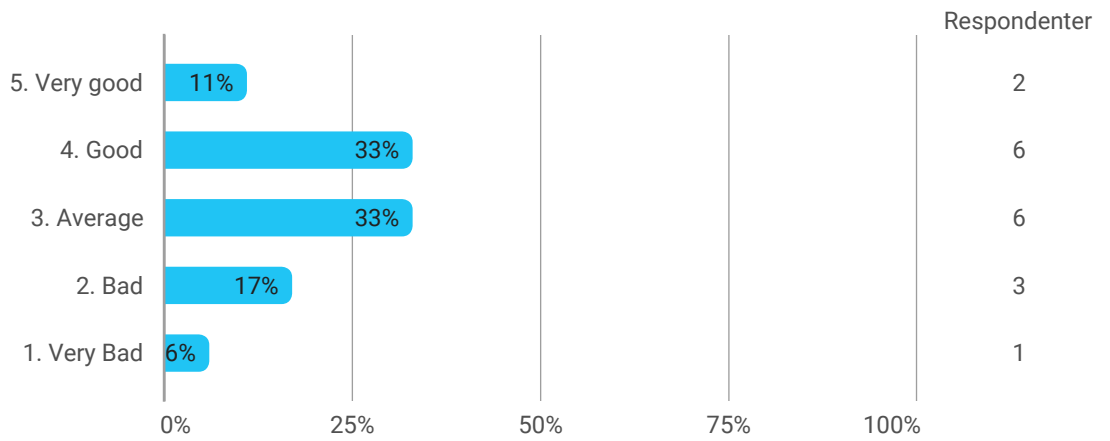


COURSE 3: Programming of Complex Software Systems



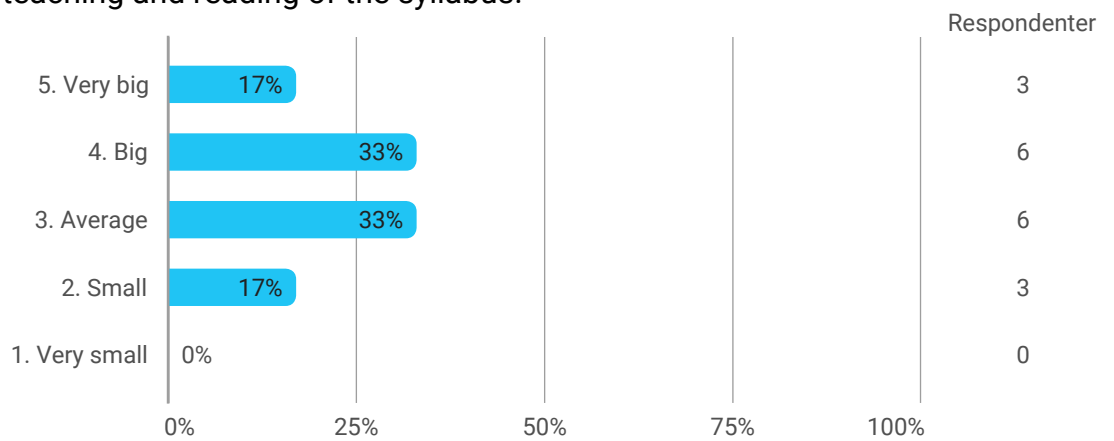
How do you assess the course as a whole?

You may include things like coherence between teaching and learning objectives, syllabus, the forms of teaching used, planning, pedagogical communication, practical execution and exam.

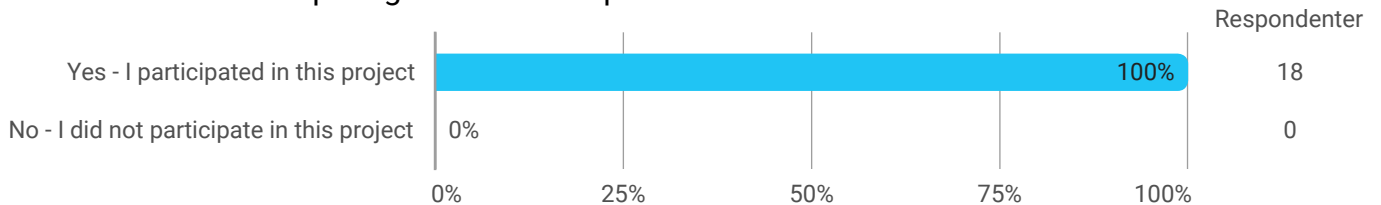


How do you assess your own effort in the course?

You may include things like preparation, active participation in the teaching sessions, proposals for improvements of teaching and reading of the syllabus.

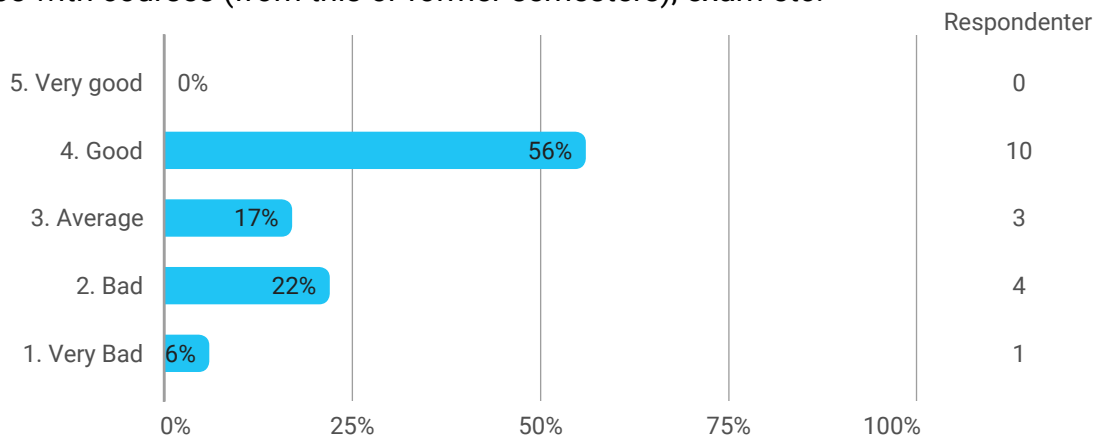


PROJECT 1: Visual Computing-Human Perception



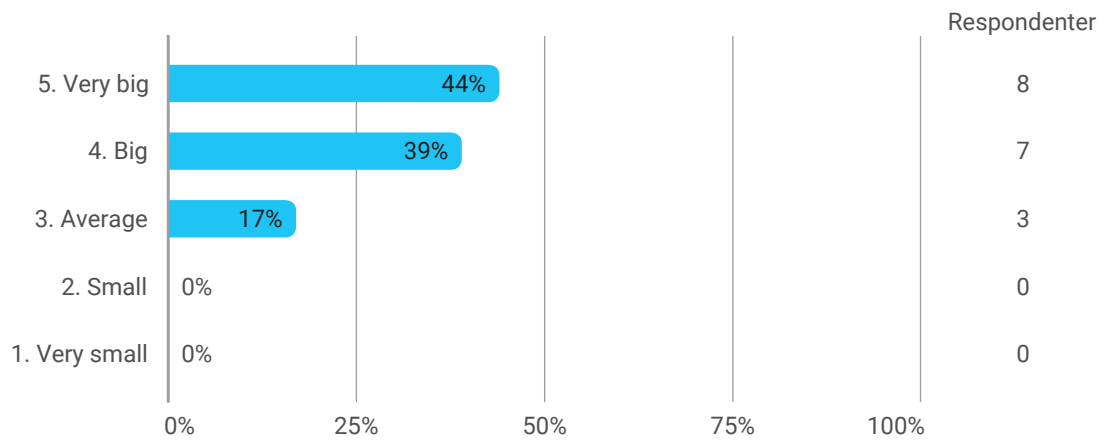
In general, how do you think the project has proceeded?

You may include things like alignment of content and learning objectives, project subject, project supervision, coherence with courses (from this or former semesters), exam etc.



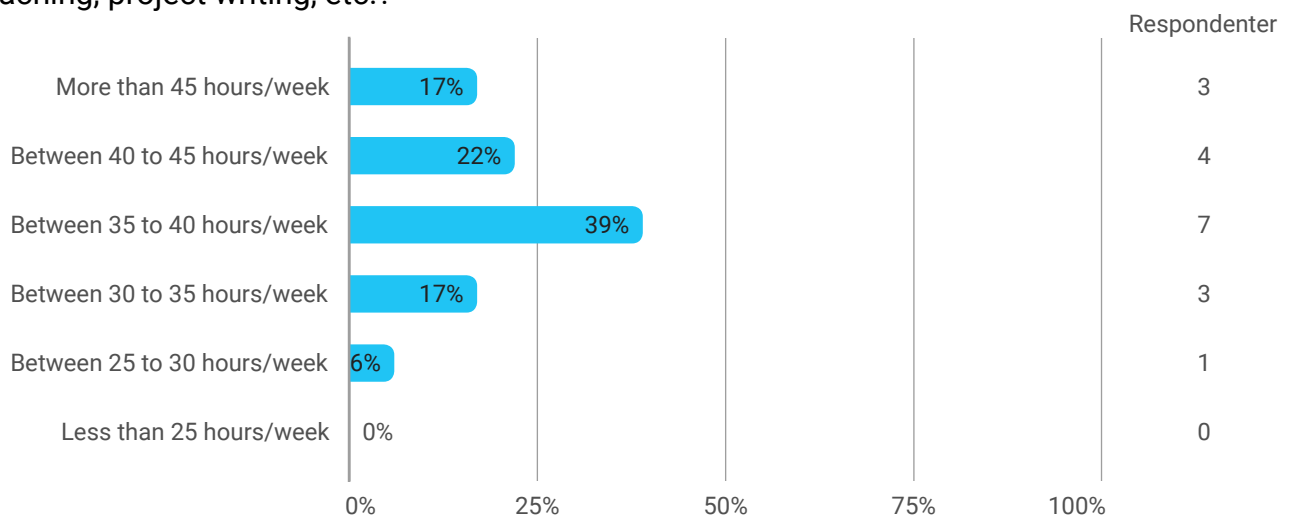
How do you assess your own effort during the project?

You may include things like preparation, active participation in the group work, knowledge sharing, collaboration, etc.

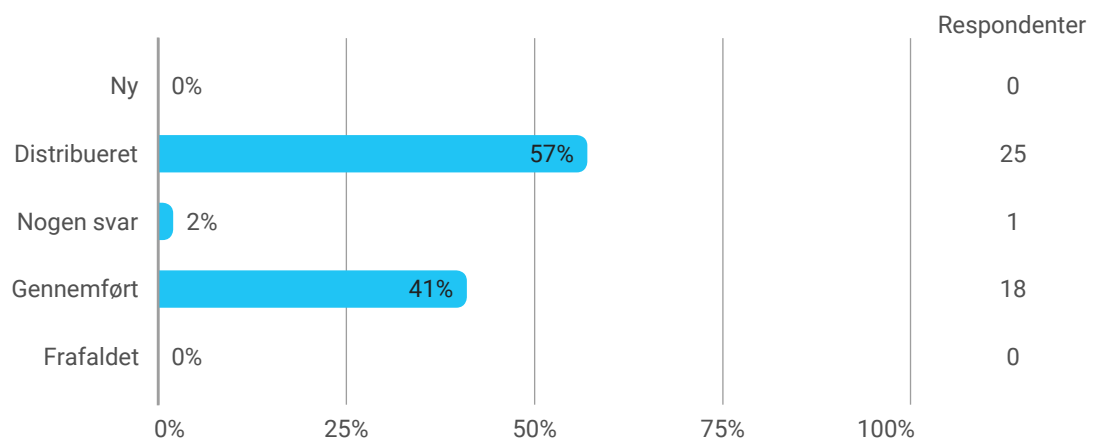


Level of activity and motivation

During the semester: How many hours per week did you spend on preparation for and participation in the teaching, project writing, etc.?



Samlet status



**Study board conclusions of the semester and teaching evaluation report**

| | |
|--------------|-------------|
| Year: | 2020 |
| Campus | Copenhagen |
| Semester | MED3C |
| Coordinator: | Sofia Dahl |
| Date: | May 5, 2021 |

This document represents the public version of the evaluation of the semester. The document forms together with the semester and teaching evaluation report the basis of any adjustments to the semester's description, planning, execution and/or evaluation of the next iteration of the semester and are used by the coming semester coordinator and semester planning group.

The document also represents the study board's response to the students, teachers, coordinators and other interested parties about possible consequences of conditions that the students of the semester have pointed out.

The public conclusions and recommendations of the semester coordinator

The pandemic made this third year quite special. Although physical presence at the campus was allowed most of the semester, most activities were planned to be held fully online to avoid any unnecessary risk or delay in teaching activities (e.g due to mild symptoms in teacher or students). On-site presence was prioritized for students group work and some Image Processing lectures. The planned activities worked mostly as planned, but it is also clear that online teaching is not as motivating and engaging and does not easily replace sharing the same physical space.

Future semesters can take advantage on some of the developed online material and new routines of recording and making lecture sessions available for recap and students hindered at attending, but hopefully the teaching can be held more on site.

The tendency of "pre-formation" of groups already before actual group forming is a persisting problem that makes group forming difficult for students not involved in this during the summer. A possible way around this is random groups or utilizing an external company as has been tried on the first year.

Conclusion: See next page



Conclusion of the study board

The Study Board (MSN) has processed the semester evaluation report and offers the following observations/conclusions:

- Student survey response rate: 18/44
- The survey response rate is good, but of course it is not complete. Nevertheless, students' general evaluation of the semester as a whole is not impressive. 53% of survey respondents score the semester "bad" or "very bad"
- MSN is pleased to note the initiatives taken to prioritize the central Image Processing courses in terms of physical presence at the University
- MSN acknowledges the coordinator's observations about problems associated with students forming groups prior to actual group forming. This is very much an issue that has the Study Board's attention
- Courses appear to have been successful, including flipped classroom initiatives, which certainly will become more and more wide-spread in our educations
- MSN is impressed with the students' results in the Programming Complex Software Systems course and the students' feedback is also very positive
- The Human Senses and Perception course scores very low in the survey. Students to some extent fail to understand how the Human Senses and Perception course relates to the semester and the entire study programme. There is a challenge regarding this next time the semester runs, which will be the last time the semester runs according to the current study plan, and a new one will be phased in reaching MED3 in 2022