Course Report AS7021 VT21

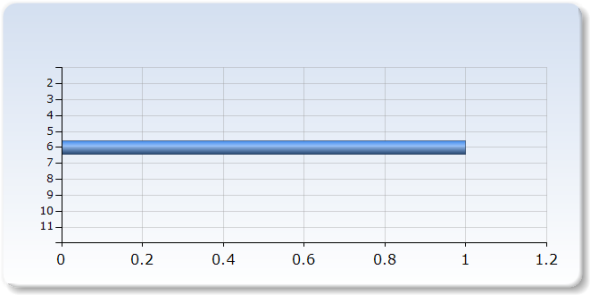
Respondents: 1
Answer Count: 1
Answer Frequency: 100.00%

. Teacher

Teacher
Daniel Mortlock

. Number of students who took the exam

Number of students who took the exam	Number of Responses
2	0 (0.0%)
3	0 (0.0%)
4	0 (0.0%)
5	0 (0.0%)
6	1 (100.0%)
7	0 (0.0%)
8	0 (0.0%)
9	0 (0.0%)
10	0 (0.0%)
11	0 (0.0%)
Total	1 (100.0%)



. Number of students who passed the course (at the time of answering this survey)

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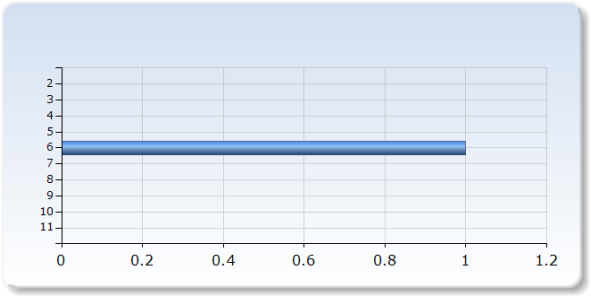

. Description of changes since the previous time the course was given.

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The Bayesian Methods course was last given in Spring Term 2019, two years prior the current instance. The biggest change was, hence, from in-person teaching to entirely online delivery due to the Covid pandemic. There were also some changes to the emphasis in the topics, with more emphasis on examples and applications as compared to fundamentals in theory. The number of contact hours was also increased, with a number of optional drop-in sessions, with the aim of giving students the best chance to get feedback on their posterior sampling (i.e., MCMC) codes.

. What are the course's strong points according to the students (summary based on the numerical results as well as their free text answers)

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Only two of the six students who completed the course gave responses, and these were almost completely numerical, so there is very little information to go on here. The responses were largely positive, with agreement in particular on the structure of the course, the level of help from the teacher, and the level of understanding achieved, and the students clearly appreciated working through examples (both in the lectures and through the assignments and problem sheets).

. What are the course's weak points according to the students (summary based on the numerical results as well as their free text answers)

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Only two of the six students who completed the course gave responses, and these were almost completely numerical, so there is very little information to go on here. Moreover, these responses were either positive or equivocal, with the exception of one student whose "overall impression" was low - but none of the more specific responses match this, so there is no way to know what led the student to this response.

. The teacher's analysis of the course

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The course went reasonably well despite the shift to online learning, and in particular the lives sessions were effectively interactive (which has not always been the case in online teaching). The one thing that could have worked better would be to have the continuing engagement in the later stages of the course where the students were doing the main coding task.

. Conclusions as well as suggestions for improvements

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The (not Covid forced) changes to the course for the 2021 edition seem to have largely worked well, in the sense of improving the course relative to previous editions, so for 2023 (or whenever else the course next runs) the emphasis on examples and practical considerations will be retained. The main area of improvement would be to integrate the coding tasks and drop-in sessions more strongly with the course as a whole.