

Informatics Student Course Feedback 2020/21

<http://www.inf.ed.ac.uk/teaching/surveys/2020-21>

This report contains feedback from students about a course taught in the School of Informatics during the 2020/21 academic year, in response to the following questions:

- What advice would you give to a student taking this course in future?
- What did you find most valuable about the course?
- What improvements, if any, would you make to the course?
- Please add any other comments you have about workshops, tutorials or labs on this course
- Please add any other comments you have about the presentation of course materials online and their accessibility
- Reflecting on your experience of hybrid teaching and learning on this course, what has worked well for you?
- Is there anything else you'd like to tell us about your experience of hybrid teaching and learning on this course that would help us improve our approach?

Each course organiser receives this report as well as statistics on multiple-choice responses. All these reports, together with student feedback about individual members of teaching staff, are collected and sent to the Director of Learning and Teaching.

Please note that these are personal responses from individual students: some courses only have a few responses and a small sample can be unrepresentative.

Stereotyping and bias, especially unconscious bias, is a serious concern in any survey gathering personal responses. All students received the rubric below before completing the surveys, and you can read a brief introduction to issues of unconscious bias on the university web pages at <http://edin.ac/2iypZBv>

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Rubric given to all students taking the end-of-course feedback survey

We value your opinions on the courses you take here at the University, as they allow us to shape future delivery and development. We welcome constructive comments about your courses, whether positive or negative, and ask you to give details about any issues in order to help the course organiser to understand and address them.

We encourage you to be aware of the potential for bias in the completion of these questionnaires, so we have developed resources which may be helpful to you:

- Equality, Diversity and Unconscious Bias (<http://edin.ac/2iypZBv>)

You also have a responsibility to provide feedback in a manner which does not breach the University's Dignity and Respect Policy:

- University of Edinburgh Dignity and Respect Policy (<http://edin.ac/1Cq0VZY>)

The results of the questionnaires will never be analysed in a way that seeks to identify individual students from their responses. However, should you wish to remain anonymous, please do not identify yourself in your answers to the survey questionnaire implicitly or explicitly.

Comments Report

1. Accelerated Natural Language Processing [INFR11125_20-21_SV1_SEM1_ONLINE_CACORE19] -

1.7) What did you find most valuable about the course?

- - It was great to discuss ethics and bias in ML.
- I appreciate how inclusive and accessible the course was. The organizers consistently navigated sensitive subjects with grace.
- Generally I found the responses on Piazza detailed and helpful.
- A systematic study of NLP
- Clear lectures, interesting assignments.
- Great course material and lectures. I quite enjoyed the asynchronous delivery.
- The discussion tutorials also usually sparked some interesting discussion and helped understand the content of the course
- I appreciate that the lecturers try to address any issues that the students have. Also, given the current covid situation. It is really good to have group works so that we can learn from each other. I do think that education and learning can be accelerated by learning from your peers too. If it was an individual assessment, I think it would breed egoism and selfishness, many students would not be able to learn and truly benefit from the course.
- I did have a basic understanding of NLP and also motivate me to study more about it in the future.
- I enjoyed the mid-term; gradescope made it easy to complete online and the feedback was very clear.
- I have experience with NLP but not a solid theory on some foundational aspect like generative/discriminative models, HMMs and language models and these are the parts that I really enjoyed learning more about.
- I learned a lot of knowledge from the course, it's a really good course. I understand how to deal with words and sentences by some methods.
- I liked the discussions!
- I think the most important point is that the textbook and the lecture support each other, really helpful
- Many things. I wanted to do this course for years so I guess the topic itself was enough
- Quizzes, lecture videos, great feedback on assignments/exams, great exam guide and preparation
- Range of topics. TAs when available.
- Really I don't have any large complaints, which is remarkable given the situation that we've been in. Hats off.
- Not masks off, though. Perhaps next year.
- Sharon's video recordings of lectures
- Sharon's lectures were really clear and informative, and I like how she stated things in various ways to better grasp understanding
- The content was excellent, I learnt so much, Sharon is the wonderful at explaining things clearly.
- The course has been very interesting, and I feel like it's given me a good grasp of the fundamentals.
- There was a reasonable amount of practicality as well as theory.
- The eclectic variety of the course and the docent concepts covered really helped me have a better grasp of language processing as a whole.
- The integration of the linguistics components and the textbook were both excellent
- The intellectual challenge has been significant and worthwhile. There is a lot of very useful information and knowledge in this course.
- The introduction into the usage of different embeddings including both sparse and dense vector embeddings.
- The lectures were good. Tutorial questions were of a well-balanced difficulty level and helped me learn.
- The online lectures, the recommended reading and my lab partners.
- The practical side was most interesting and engaging; e.g making the bi-gram model in Assignment 1.
- The way the lecturers told you everything they expected from you on a week by week basis was very helpful to stay up to date. The lectures are done in a very intuitive way and explained very clearly.
- Working with others was the most valuable part of this course, as someone with a Linguistics-background and very little coding

experience, working with others helped me to understand coding in a different way to just a pure python class. Lots of materials are available to self-study from, either via the lecturers themselves or the textbook.

- not only the theory but the application on the real examples such as the African English and gender issue

1.8) What improvements, if any, would you make to the course?

- A2 was too open-ended for a taught master's course. I felt anxious about meeting the bar for what a good research question would be, in addition to the actual experiments. If anything, it felt a bit lazy to not have the assignment defined clearly. This is something I would expect to do in a guided research seminar, dissertation, or MScR.
- As I had neither a linguistics background nor a computer science background, I found this course extremely difficult. I am in a lucky position in that I don't have many external responsibilities and can dedicate myself 100% to this. For someone who had, say, caring responsibilities, coming in with a background like mine would make the course near-impossible. I don't know how to remedy that situation, but I believe you should know. On a different note, I would appreciate optional additional exercise worksheets posted online, e.g. some simple problems to do with CKY or Viterbi etc that we could work through in our own time
- Better learning resources such as detailed notes and worked examples. Genuine tutorials with a tutor aiding the learning of material. Less harsh marking when the instructors themselves are guilty of poorly formed sentences and ambiguous instructions. More actual academic support instead of lip-service to concern for student welfare when they will not fare well under such badly delivered material and excessive demands.

- For one, it seems like an attempt to directly carry over the in-person format to online. There are a few problems with this: Having labs AND tutorials with mandatory participation elements is already a lot more than the average course. Those tutorial worksheets just feel like busywork and being in high school again; instead, introduce the topics of discussion at the beginning of tutorials and go from there.
Having assignments running while classes are still ongoing is also an absolute pain. I need to put EVERYTHING on hold, including all my other classes, to actually complete these assignments. IAML has a similar assessment schedule so I literally have to stop doing everything else for a week, even things that are "good for health" like just going outside, just to finish that--and then do ANLP the following week. That's 2 weeks worth of content for 4 classes that I need to catch up on after. And it's not valid to say "we release them 3 weeks before the deadline" because the course content needed to complete those assignments is only covered 1 week before the deadline.
Do this instead:
Ok, have a midterm test. But then leave assignments for after classes are finished.
Or, have an assignment instead of a midterm test, then an exam or another assignment after classes are finished. But 5 assessed components is really pushing the limit of tolerability.

Lastly: on the focus of this course on math, while not as bad as IAML, there are many assumptions made about the student's math ability. Not everyone is in the last year of their 4-year Informatics degree having taken 3 years of math prior. Either block students without proof of mathematical ability (like having taken math courses previously during their degree) from taking the course or focus more on the practical implementation of algorithms via e.g Python libraries and the high-level workings.

- Get rid of the apparently underattended TA Q&A sessions and make more time for interaction between students and TAs during the tutorials. That's when I think of questions and want them answered, but constantly being told "I have to move on, just go to a Q&A session" undermines the usefulness of the tutorial and makes me have to spend a lot of extra time.
- I do not think there is a big enough link to the theory of what we're learning and the practice. For both assignments I felt like I was not prepared. Since we're going to be implementing these things in code, I think giving basic pseudo code for these hmms and classifiers would have been very helpful.
- I do, however, have a few complaints:
 - 1) numbering of stuff was very unclear. But this got a bit better by the end of the year.
 - 2) there weren't any proofs of why dynamic programming works in each case. After some consideration, I have convinced myself
 - a) Levenshtein Distance: can do proof via alignments
 - b) Viterbi/HMM algorithms: works by Markovness
 - c) CKY algorithm: works because we assume that the grammar is in CNF.
 - 3) the question on the midterm about AAVE asked what problems could happen if done by people who were "white". I found this quite ironic - given that the point is to control for unconscious biases, be politically correct, etc., one should be aware that white people can speak AAVE. Race doesn't determine speech...
- I don't think the syntax part was delivered as good as the other sections mainly because during the course I couldn't get the possible applications of the theory being explained. this is amplified by the fact that the syntax theory is fairly complex.

Furthermore, the course had so many activities, 2 assignments, a mid-term, weekly tutorials and discussion groups, a final exam, and labs, and while all of them was very useful it is very hard to keep on track with all of this especially with the reading materials.

- I think the course could go a bit faster and cover more content, but I appreciate that this is an introductory course which needs to cater to a lot of people with very different backgrounds.
- International Englishes training for students like me from heavily native-English background, because it took a lot of effort to follow Shay's videos.
- It needed to be massively better organised.

I understand that Coronavirus has an impact here, but assignment specs changed halfway through, the exam time is currently fixed and horribly unfair to a lot of the class (though I appreciate that they've tried to change this), marking was late, group assignments were late, and simple requests like "upload the full lecture videos alongside split-up ones" and "don't have split-up videos cut off mid-sentence" have gone unresolved.

It appears to have been a de-facto requirement that you partner with a CS-background student for the assignments.

- It seemed like there were a lot of moving parts... labs, group meetings, engagement... I feel like especially the expectation that we have to both make two posts in advance of tutorial groups AND then attend to essentially discuss the exact same thing was a bit overkill. Perhaps letting students choose one or the other at the beginning of the semester (only doing forum-style posting in lieu of discussion, or only doing live discussion in lieu of posting) would be a good idea.

- Maybe we need more chances to calculate, more questions in the quiz.
- More accommodating of different learning styles. Fewer assessment components.
- My primary grievance with the course was the partnered courseworks. I understand that at least part of the intention is to get us to use GitHub collaboratively, but I feel like that could instead be implemented more in the labs. In my case, my partner did next to no work on the assignment, and the work which they did do was to a low standard/incorrect, meaning that I essentially completed it by myself anyway and my partner and I received the same grade.
- None
- Partner I was given did not help at all with anything. I understand that we should learn from each other but it's super tough to coordinate a shared project in a virtual world where I did not meet him at any point and I didn't know his skills. I would be better off if coursework was smaller in volume but individual.

In general, we had loads of partners and I understand the motive (to meet more people from the course). However, this just resulted in more meetings to keep track of and general overwhelming.
- SC's part is not very clear. The video and explanation are quit incoherent and hard to follow in the first time.
- Shay's lectures were good but could use some work (especially that lecture on logistic regression/dependency parsing). Maybe more visual representations and concrete examples would help the viewer.
- Shay's videos were a little hard to follow- felt like he was reading from a script too much, would have liked more natural explanations and examples of what was being taught
- Some live session for courses
- The course was very difficult to follow at times. There was often a real feeling of disjointedness. The sequence of labs, tutorials and lectures frequently felt jumbled in a way which felt unnecessary, and heightened my level of stress and uncertainty.
- The first half of the lecture was clear, however the second was difficult to follow.
- The time of the final exam is not reasonable. In some timezone it is midnight.

Online tutorial often makes people feel awkward and ineffective.
Some parts of tests or works are too open, posing great challenges to non-Native English speakers and those unfamiliar with relevant cultures.
- This course added very little new content over the introductory course INF2A, so it might be useful to highlight this for other future students, should they want to take the class. Some of the slides must be rather ancient, considering at one point they state that the UK is part of the EU, so it might be useful to revise them to see if any actual research had gone out of date since they were written. Finally, I would really really really recommend increasing the English language requirements of this course (or generally of the whole university but that leads too far), because many of the discussion group members had no or very futile interactions with the rest of the group due to a lack of proper English knowledge.
- This course needs to be supplemented with far more maths/coding for those not of a CS background. There was almost 0 consideration for those of us from a linguistics background, while basic linguistic concepts (ie. first year degree linguistics) were covered in great depth. CPSLP should not be advertised as the concurrent coding course, as the standard expected in ANLP is far beyond that taught at that point in CPSLP. This was exceptionally frustrating at times, and was detrimental to students from linguistics backgrounds - more than once have we described feeling as if we 'leech' off our assignment pairs as we don't have the coding skills required.

This course also needs actual tutorials - giving 1 tutor 5 groups at once is unacceptable and unfair on both her and us. I think for a course such as this, discussion in a tutorial would be exceedingly valuable, and there simply was next to none (not the tutor's fault; I know she did her best!).

2. Accelerated Natural Language Processing -

2.1) What advice would you give to a student taking this course in future?

- A lot of work but very interesting.
- Do a lot of reading on the topic before the course. Be extremely comfortable with mathematical concepts like probability.
- Do all the work! It's a lot but constant effort will ensure you do well in all the assignments and exam. I don't feel like I need a lot of revision after doing everything.
- Do it. If your background is in CS I wouldn't say it's very difficult at all, and the lecturers are very good.
- Do not fall behind. Review the material before the semester begins if possible.
- Do the readings before the videos.
- Don't be vain and don't be afraid.
- For someone coming in with an appropriate background, I don't have much in the way of advice. For someone coming in with my background I would tell them that this is going to dominate all other subjects, and it only gets a little easier!
- I would personally advise against. It will be stressful, nothing will be taught - you will rely fully on the Jurafsky and Martin textbook which is quite shallow and hand-wavy and any online resources you are able to come across, which is difficult. Only the TAs will be of much help when you are fortunate to get access to them. Overall, for the £2-4,000 it costs it is a very low standard that disserves the student, and questions are often met with dismissive responses.
- If you are from a linguistics background, you need to be prepared to do a significant amount of extra work. And I mean hours and hours of extra maths and coding work. To be honest, I probably wouldn't recommend taking this course if you are from a linguistics background, unless your credit load in that semester is low.
- If you have never had anything to do with NLP then this course will give you a great and concise introduction to NLP, however if you had any teaching about things like regular expressions, context-free grammars and their parsers and first-order logic, then you are better off spending your time somewhere else. Or I guess you could take the class for some easy credits.
- It has a lot of linguistics so if you prefer to import sci-kit learn for everything then I suggest you take a more applicable course.
- It is a very high-quality course but think twice before you choose this course if you have little background in programming. You will spend a looooot of time on it.
- Keep up with the work, and meet as many people in the course as you can in the beginning so you don't feel alone in your anxiety.
- Learn Python beforehand so that you can reasonably do the assignments without needing a CS partner.
Don't do it during Coronavirus.
- Learn something about python and try to learn some other languages.
- Make sure to network well in the first few weeks to find assignment partners with some competency in the course.
- Make sure you keep up with the work every week! It's easy to fall behind and have a lot of work to catch up on.
- Maths gets complicated very quickly. Prepare the maths beforehand.
- Nice course and definitely worth to take. But you should be prepared with some language knowledge before taking it. SG part is excellent, very clear lecture and attractive, but SC part sometimes is hard to follow.
- Only take this course if you have no other commitments outside studying as the structure requires you to be available pretty much constantly throughout the semester. If you have work or caring commitments you will struggle to keep up with the assessments and content.
- Put aside a decent amount of time each week to engage with ANLP, it's a lot of content but it's worth giving your full attention to when possible.
- Staying on top of lecture videos is the most important, and labs are typically very helpful with coursework
- Study the course before you arrive if not from informatics background
- Take care, the most difficult part of the exam will be related to the recommended readings and some discussion problem.
- The course will not only be technical but will also require you to think about the structure of languages
- Useful to read relevant parts of urafsky and Martin i advance, or watch their videos on Youtube on language processing
- keep on track, if you fall behind you are facing an uphill battle.

3. Accelerated Natural Language Processing -

3.2) Please add any other comments you have about workshops, tutorials or labs on this course

- Actually, I do not think the lab session is helpful (except the git session). I think maybe more practical skills like how to use nltk could be added.
 - Good tutorials that make you think, and nice solutions. I like the quiz format to make sure you understood everything.
 - Having a mix of abilities in the discussion groups was useful for me to expand my knowledge. I would have preferred if a tutor was present more of the time however rather than split between several.
 - I enjoyed the discussion groups as a way to get to know my classmates better, and the tutor was excellent, if anything I would have enjoyed more whole-class discussion groups with the tutor walking us through hand-implementing an algorithm, they were very helpful.
 - I found them of little benefit. In the tutorials, there wasn't long enough together to develop a teammate connection with the others, and there was very little time with the tutor (although he was doing his best and very talented). I don't recall any question that someone came to understand through discussion with fellow-students - if we came confused, we left confused (except for tutor input). In the labs, having partners with very different abilities meant that one partner was learning nothing while the other was rushing through the material too fast - this is despite having carefully read together the written instruction about helping each other out and asking each other for help; I don't think simply presenting this as a written instruction is very effective as humans are not that logical. Overall, I achieved and learnt much more per minute (and felt more confident and positive about the experience) when I worked alone than in the labs and tutorials. I think it would have been better to be in the same peer support group across all courses on the SLP programme, to help each other with the material and look out for each other personally.
 - I liked meeting with my course mates - in light of the circumstances this was an essential part of feeling like I was part of the university community. However, I don't think they were really that useful. The video call format is not conducive to discussing maths. The tutor seemed stretched very thin, they would always answer questions very quickly as they were always in a rush to move on to the next group. In fact, some of the final tutorials, when I had other assignments due, felt very much like chores and I was only there to get the participation grade. The most useful aspect of them was getting to know my course mates. I believe this could be reinforced by having more overlap between different module's tutorial groups, i.e if there were some of the same people in my ANLP and CPSLP tutorials
 - I really enjoyed the discussion groups but the labs and the tutorial exercises were somewhat redundant and it made it much harder in case you fall behind in the course, especially since most of the tutorials relied on material from previous weeks e.g. syntax units. I really believe that 15% of the mark being allocated to them is a bit of overkill.
 - I think working with just one partner isn't ideal, especially in the online format. My partner for the first assignment barely did anything and got my grade. I also think the tutorials aren't helpful without an actual tutorial leader present at all times. Otherwise we're just conspiring on what we think is correct.
 - I would like to also receive solutions to tutorial discussion questions, perhaps after the tutorial. On more than one occasion our group did not know the answers to the discussion questions but had no problem with the exercises leaving us with not a lot to discuss during the tutorial.
 - I'm not sure. Most of the time it felt like a burden doing the required engagement component. That feeling of "I'd rather get some sleep to think sharper during the discussion but I have to spend the next hour doing this worksheet, or else I lose 15% marks".
 - Interesting labs!
 - It was really quite strange that the TA only visited us for ten minutes each tutorial session. He always seemed very rushed and more inclined to move on to the next group than answer all our questions. It'd be better to get rid of the TA Q&A sessions entirely and just give them a full (or perhaps even half) hour with all the groups.
 - Nice tutorial and
 - People seem not to be very participated in the meeting because the score is only related to post 2 questions and personal summary.
 - Some tutorial problems are quite unclear
 - The 'labs' were unhelpful as it assumed knowledge rather than taught knowledge about coding. The 'tutorials' (this year given as discussion groups) were absolutely useless in every way, and they need to be actual tutorials. I appreciate the pressures of online learning, but other courses managed to make tutorials work.
 - The discussion group was very interesting and I enjoyed it, but it really didn't help me to understand the difficult theoretical aspects of the course (the algorithms) any better. I would have preferred to have been led through problems/solutions by an experienced instructor. Also my discussion group never turned on their cameras so I spent 10 weeks staring at a blank screen (apart from the tutor).
- The idea of a discussion group instead of a traditional tutorial was rather nice and it managed to work out quite decently with my group,
- which had most members interacting with one another, but the course organisers should ensure everyone can *speak* proper academic English because some members have been mostly inactive due to shyness.
- The labs were not helpful, manually replicating algorithms that are widely available in libraries is not useful. The discussion groups
- were occasionally interesting, although the requirement to make posts to teams, and the detailed / prescriptive nature of the discussion questions and requirement to report back meant the discussions were very restricted and unnatural.
- The time spent with the tutor was very limited -- we often were just discussing randomly without really knowing what we were talking
- about.

- The tutor was nice, but the discussion group was virtually useless. We were able to help each other out here and there, but overall we were mostly just as clueless as each other and felt like there was no reason for us to be giving each other advice.
- The tutorial worksheets were very useful in making me stay up to date. The focus on discussion questions, posts, notes, etc. I didn't need.
- The tutorials were great forums for discussion and the tutors usually stimulated the sessions well.
- There were none!
- Tutorial sessions didn't actually involve help from the tutors. The tutor would appear just for a couple of minutes. Covering lab sessions with a tutor would be useful, and having labs for implementing algorithms like CYK.
- Tutorials were awkward and not helpful at all because they were student led, and often none of the students in th group understood the topics well enough to be comfortable explaining it to others. Would have much preferred structured, tutor-led tutorials where topics/ exercises from that week are actually explained by the tutor.

4. Accelerated Natural Language Processing -

4.1) Please add any other comments you have about the presentation of course materials online and their accessibility.

- - The course organizers did a decent job of organizing the course content on Learn, but it was such a headache. Every time I would access the course, I would have to sign in, which resulted in an error page, I would sign in again, and be redirected to the home page before being able to enter the course. Please stop using Learn.
- The video player is not user-friendly. Playback speed and caption options would be reset every single time. It would be nice to use a different service, e.g. YouTube, and have a playlist (with plenty of time after each video in case we want to pause and return to an earlier part of the video before it moves on to the next one) and/or one video with everything combined.
- All good.
- Amazing! Grouping the content by week, and then by unit, and also addressing us every week on Learn with encouraging words and reminders of what we had to achieve each week by which day? Absolutely ground-breaking!
- Better to have one page. Exam dates were hidden on different pages. You have to click through multiple links to get to things. Its easier to scan one page than click through to multiple.
- Everything is generally presented coherently. I didn't enjoy the re-use of last year's lectures.
- I felt that some of the more complex parts of the course, for example the forward backward algorithm, weren't covered that clearly in lectures and at multiple times I found myself using the textbook/internet to learn concepts which could have been presented more clearly in the slides.
- I really liked the little summaries of Shay before each lecture recording. I think this is something Sharon could have done as well instead of simply uploading her recordings from previous years. The tutorials were generally well written and clear and quite useful. I also liked the summary of learning points at the start of each tutorial.
- Much as I hate Learn and would prefer for the material to have been listed on a simpler, pure html/css website that actually works OK on mobile, I must admit that the course materials were nicely organized for this course. My one complaint is that the assignments were listed in the week they came out in, which meant that I would have to try and remember the precise week the assignment came out in every time I wanted to have a look at it. It would be nice if the assignments had been listed in a separate folder.
- Nested links to documents within documents is not a good way to present instructions for online learning. The learn site could have been more intuitively organised. The volume of posts on Piazza meant it was overwhelming, and could only really be used as a means to solicit answers from course instructors.
- Shay's lectures were uncomfortable to watch and extremely unclear in format, which made the content almost impossible to follow.
- The automated subtitles struggled with transcribing Professor Cohen's speech a lot. For future years it may be worth replacing the automated subtitles with a manual transcription to make the course more accessible to people with audioprocessing issues and the D/ deaf community.
- The online lectures are really useful, I like to watch them repeatedly at slow speeds. I've missed hearing about a few things due to everything being announced online.
- The video format was rather inconvenient in terms of buttons for fullscreen, pause, rewind, etc, but this problem was not too serious.
- The videos being cut up from last year's lectures made it very hard to follow any through-line in teaching. They were, frankly, quite badly edited, so, although the lecturers were good-humoured and clearly understand the topics very well, I often found it difficult to retain information.
- The videos often were cutoff before the lectures were over.
- Very nice switch to online - mix of recordings and new ones, the self quizzes were very helpful and the midterm exam was nice to do online.
- add in-video question just like Coursera, edx
- fairly accessible and beautifully presented, I believe Dr Sharon was more engaging because the content of her lectures was better organized, the videos also showed the lecturer in class which also engaging.

7. Accelerated Natural Language Processing -

7.1) Reflecting on your experience of hybrid teaching and learning on this course, what has worked well for you?

- All was online.
- As above.
- Being able to access and work through the materials in my own time.
- Everything! Teacher contact, lecture format, self quizzes, tutorial... I like it!
- Group discussion is great! I met some new friends there. And the lecture video is helpful, I can replay at anytime.
- Honestly it has been a real struggle throughout.
- I have found that generally it has worked well for me. The online lectures have a number of features that make it easier for me to learn the content and on the Piazza forums, responses have been quick and informative.
- I have not felt too much of a difference in completing this course compared to an in person class.
- I really appreciate all the work that the faculty put in for this course this year. That being said, it was certainly not the same as in-person learning.
This isn't anyone's fault. But I think that the University should have reduced tuition fees.
- I would not classify this course as an instance of hybrid learning since all activities were virtual.
The videos are informative and well organised. The tutorials were also well organised
- If I am honest, almost nothing in this format has worked well for me. Aside from Sharon's lectures, I had to teach myself everything with almost no instructional lecture, tutor, or classmate contact. The drop in sessions are a poor format and are intimidating for shy students, and leave all the question asking up to the student. Either a scheduled meeting format, or a structured, live lecture where we can ask questions, or both, would have been better. Since the lecturers didn't have to lecture, I feel like we are paying for some lecturer interaction, no?
- It wasn't "hybrid teaching", it was all online.
- N/A
- No.
- Not giving students any dedicated lab or tutorial times is not on. Your standard of materials and teaching are far below that of online MOOCs, so why would students attend here and pay through their noses for this? Often the academics are apathetic in receiving criticism of their courses and seem to have no concern to improve them as there is no real way to hold them accountable. But with everything going online there are likely to be external review sites proliferating and I dont think institutions that detriment students and effectively cheat them out of an education will last very long. Education matters, it is not the afterthought here, universities should stop treating is as such - maybe employing people strictly on their desire and ability to teach is the necessary resolution. As there must be a link between the current teaching staffs' research interests and demeaning attitude towards teaching.
- Really enjoyed having videos I could review and pause when needed, so I didn't miss anything.
- Since the course was wholly online, I thought the discussion groups were quite nice to interact with other students. I also really liked my assignment partner and working over distance felt less lonely this way.
- The ability to access lecture recordings at any time was helpful.
- The discussion group meetings weren't always productive but made me feel like I was actually part of a student cohort, which was nice.
- The pre-recorded content was put together thoughtfully, and even though the recordings were old they were clearly organised and edited recently. I am sad I had to miss out on having Sharon as a live lecturer, I hear she is so good! Also, the quizzes were great.
- The weekly outline, prioritising certain readings, the material in general. Tutorials and the midterm exam timing.
- There were zero in-person experiences. A bit disappointing that the "hybrid" model is always talked about when it's really 100% online.
- Tophat was good to check knowledge as we go along where more face to face feedback isn't possible. The weekly summaries were a good way to keep myself on track.
- What do you mean? Everything was online.
One positive aspect of online lectures is that they are rewatchable.
I liked the emphasis on tutorial discussions and the Tophat quizzes
- recorded lectures meant I can prioritize other courses when needed and then go back to ANLP when I need to which is very handy since I arrived late to edinbrugh and had a lot of catching up to do.

- self-pace to the materials

- 7.2) Is there anything else you'd like to tell us about your experience of hybrid teaching and learning on this course that would help us improve our approach?
- Detailed notes. Live hours to ask instructors/TAs about course content. Sincere responses to questions - and question/answers compiled into living documents that can easily be referred to, rather than splattered across Piazza. Worked examples of tutorial questions recorded for student to review.
 - Don't call it hybrid teaching when everything is online.
 - Hybrid learning on this course in general (for me) has been a disaster. While flexibility of timing may be a good thing for other courses, it was a very bad thing for this course, and it was very easy to fall behind. The re-use of old lecture materials rather than recording new clips is unacceptable.
 - I appreciate the lengths to which the course staff went to ensure we had enough synchronous activities but it was not as motivating as attending lectures and asking questions personally.
 - I don't have a lot of confidence that others weren't cheating by discussing answers together.
 - I would have appreciated more time with a tutor/ TA/ lecturer guiding the learning "face to face"
 - I'd like to have some real hybrid teaching, like live lectures and in-person discussion groups, instead of being a total shut-in.
 - It's ridiculous to force everyone in different timezones to take an exam simultaneously. It should have been done like the midterm.
It should be feasible to upload full videos upon request.
It should be feasible to have better segmenting of videos so that information is not cut off.
 - Lectures should be longer, and produced from scratch. Problems/solutions should be explained 'in person'.
 - More live session please!
 - None
 - Tell people in advance that things will be online. If not sure, just decide to do an online course.
 - The assessments should have been adjusted to remove/ reduce the need to work across time zones.
 - The expectations of students and student learning outcomes for the first online year of anlp during a pandemic were far too high and unrealistic for the circumstances.
 - There was really no hybridness to teaching, since it was all online. Could have clarified this in advance,
 - When I have asked questions over zoom or teams I often say I could use some guidance in a particular area and am frustrated by the everpresent response 'what exactly is it you don't understand about it?' - if I knew that then I could find out the answer myself! The most useful thing I find is going through examples with someone who knows what they are doing, but I often have difficulty trying to explain to lecturers / tutors that's what I need, with their inclination to be to focus on specifics.
 - there is no hybrid it was fully online, in-person sessions would have been welcomed since we barely had any real connection with classmates and I don't think that piazza is the best social platform.

10. Thank you -

10.1)

Thank you very much for taking the time to complete this questionnaire. Your response and comments will be fully considered.

Please provide any additional comments you may have about the course, the teaching on the course or the resources that support it in the box below.

- Best course of the year, thank you Sharon!
- I really want to thank the staff this has been an amazing course overall
- Please take students educations seriously, it goes beyond the amount of money they pay for it - manys life savings go into this. Their, and this is genuine however exaggerated it sounds, hopes and dreams go into this, and their future prospects. Their mental wellbeing is dependent on being able to understand content well and this cannot be done with subpar content. Also it is disregard for the duty of teaching to treat it like this, and for the individuals who invest so much time and energy into these courses - a lot of it to genuinely learn something not just to game some scores on an exam, poor teaching, bad resources, and lack of instruction make this impossible to achieve at a satisfactory level.
- Re: "approachable and willing to help"
"don't email us" and just the fact of never seeing these people in person makes me give this feedback.
I know you have 300 students and you'd be swamped but surely there is a better way.
- Since this year is very special, in fact, we can't enjoy many resources. I hope that the final exam can be simple and don't fail.
- Thank you for your hard work! I liked Piazza very much.
- Thank you so much for delivering this course. It is an unforgettable experience for me.
- Thank you very much.