Background information
Course: Category Theory for Computer Scientists
Programme: PhD Course
Semester: HT 2020-HT 2021 (it was interrupted by the Covid pandemic)
Number of registered students: 6
Response frequency: 4/6 = 67%
Date: 2021-12-08

Result of examination
The students could get 3 points for active participation in lectures and exercise sessions, and a further 2 points for a separate project. So far, 5 students have all cleared the 3 points for active participation, one student is waiting to finish some course goals. A further 2 students have opted to do a project, and this is ongoing.

Brief summary of students’ opinions and suggestions
This was good according to the students
All of the students agreed to some extent that they were satisfied with the course.
- The teacher adjusts the content with regards to the questions of students.
- I liked that it was interactive

This can be improved according to the students
- The course textbook was not really suitable for computer science students, and they would like more examples related to programming rather than mathematics.
- The course ran over multiple periods during the pandemic, which was not ideal.
- Some students wanted more structure to the course.
- Some of the exercises required more mathematical background than the students had, and hence the students found them too hard.

Suggestions for possible changes or measures
- Find a better textbook better suited to computer science students.
- Find better exercises that connect with the students background
- Run the course in a smaller time interval and provide more structure.
Eventual changes that has been made in the course since the last time it was given

This was the first time the course was run.

State the name of the person who wrote the course report, e.g. the course director or some other appointed person at the department.

Justin Pearson
Sammanställning av kursvärdering för Category theory for PhD Students

Course evaluation/survey for the PhD course in category theory given by Justin Pearson.

<table>
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<th>Sammanställd</th>
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<tr>
<td>Antal svar</td>
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<td>Tillgänglig</td>
<td>2021-11-16 – 2021-11-26</td>
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<tr>
<td>Kontaktperson</td>
<td>Justin Pearson (<a href="mailto:justin.pearson@it.uu.se">justin.pearson@it.uu.se</a>), verksam vid Datalogi</td>
</tr>
<tr>
<td>Kurs</td>
<td>Category theory for PhD Students</td>
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1. Overall, I am satisfied with this course. Description: Here you are asked how well you think the course worked in relation to everything from teacher, content, forms of instruction, and examination to scheduling. \( (\text{Medel} = 4,0, \text{SD} = 0,7) \) \( (1 = \text{Disagree completely}, 5 = \text{Agree completely}) \)

<table>
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<td>Disagree completely</td>
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<td>Agree partly</td>
<td>Agree to a high extent</td>
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Comments:

- It relates mostly everything, we need this aspect of view. [5]

2. What do you think was the best thing about this course? Description: With your help, the course can be made better, and something that is already good can be made even more prominent/effective. \( (\text{Antal obesvarade} = 2) \)

- The teacher adjusts the content with regards to the questions of students.
- I liked that it was interactive

3. Please provide constructive suggestions for course development. Description: With your help, the course can be made better, and something that is already good can be made even more prominent/effective. \( (\text{Antal obesvarade} = 1) \)

- Try not having a multi-year pandemic mid-course the next time, that would be a real improvement.
  The course could in general use some more structure, and perhaps a less opaque book, but I also appreciated both of those things so I am not sure if it can be helped. Maybe it’s git a local max.
- Maybe adding more content from a programmer’s viewpoint could help understand the concepts.
- The course book was difficult to follow, in particular the exercises.

4. How did you perceive the course’s workload in relation to its size (number of credits)? Description: Here, you are asked how you perceived the workload, i.e. how much total time you invested in relation to full-time. Example: a course worth 5 credits during a period corresponds to 1/3 of full-time. \( (\text{Medel} = 2,8, \text{SD} = 0,4) \) \( (1 = \text{Far too little}, 5 = \text{Far too large}) \)
The workload is not below what I expected, but it was frustrating since the course material was a bit too difficult to digest without help from Justin. If there is better course material, then this will be fixed [2].