How is the class going right now for you?

Q1

1. Excellent materials presented from different perspectives and using varying approaches for learning and acting in the world. The pace is great.
2. I enjoy the class very much, but often feel lost during the lectures.
3. This is by far the most informed class I have taken at ASU. The material is more difficult than most similar classes, but mostly because of my initial unfamiliarity of it. I am very pleased with the quality of the material presented, and of the knowledge I have learned from this class.
4. I feel that it is a little difficult for me. But I think this class is very helpful for my research. Therefore I's like to put more effort on it
5. I'm a little behind in the reading, though I'm catching up. I'm still uncertain about what my class project will be, though I have thought about it. I didn't take 471, so when you say "you remember from 471" I don't have those memories and it reminds me I need to review that course material. I haven't been good about review 471 material.
6. The class is interesting; I wish we could devote some time during some of the classes to talk about the "cool" factor of the topic that we are discussing though. For example, "cool" for RL is Andrew Ng's helicopters;
7. The teaching in the class is going good but we are getting very few chances of applying the things that we are learning in class due to lack of regular assignments and exams.
8. I like the way the class is going right now. The different topics that we have seen, they have been presented in a way that it is easier to connect them and relate them which lets you create a bigger idea of the structures, algorithms and ideas developed. As well as what topics have points to be improved and ideas that are opened to think about.
9. A li'l slow. In general, I think going Depth First into topics is a good idea, but I think in this case the branching factor is too high, and we went into all kinds of sub-topics which might have been avoided.
10. The class is going fine. We've covered a lot of material rather quickly, but I have a descent grasp on most of what we've covered, but I don't have a full grasp yet, nor do I feel that I would do well if tested right now on the material. I was learning the material to absorb the concepts and not to be tested on it since that was what we were told the class structure would be like for the year. If we were told that we would be tested on the material, I would have structured my learning pattern a bit differently.
11. Class is not going at a fast pace, so I am able to complete readings on time.
12. Pretty well, understanding concepts and following most of the class
13. The class is good so far
14. Very similar to the planning class.
15. I enjoy the class.
16. I can understand the ideas presented in the class. It is very interesting too see other researchers' smart idea on modeling their problems as well as doing inference on the proposed model.
17. Pretty well overall, though I could definitely benefit from a little more reinforcement of the things we are learning. The informal lecture-based nature of the class - with no real "hands on" component - makes it difficult to solidify the concepts discussed.
18. I feel like I'm able to understand the lectures better. I've gotten a bit behind with the reading and posts but I hope to catch up this week

Are the lectures useful? Do they connect to the readings?

Q2

1. Yes, I find the lectures to be very stimulating. They often challenge me to dig deeper, which I find to be a great thing.
2. They are useful in explaining the readings.
3. Yes, absolutely. I find them to be very engaging, and very informative of the current state of AI. Usually, I feel like most lectures (even by teachers in 500 level classes) are usually going to slow, and I really enjoy the speed you present the material. Of course, this makes everything more difficult, but then again this is a comprehensive and difficult subject.
4. I think the lectures are very useful and have a close connection to the readings. The only thing is that for each topic, it is better to provide us some materials introducting fundamental knowledge.
5. The lectures are useful, but it's hard to connect them to the readings.
6. The lectures are useful; to me the most useful readings have been from the new edition of the R&N book. It seems like we don't discuss the other readings as much in the class that they are slotted for, but they work out eventually because we make a lot of references to the readings in future classes (eg. LRTDP paper)
7. Yes. Lectures are pretty useful and complements and extends our readings.
8. The lectures are a good way to go over the base that one has built reading the papers and it is a opportunity to ask those questions that aroused while reading the paper. The slides show the theory of the paper from another point of view, structured and commented differently which helps building a stronger understanding of what the paper is trying to show.
9. Yes. They are.
10. I have found the lectures to be very useful as they do describe and explain what we read about, but theory without seeing application always leaves a blank space for me. Therefore reading all the papers and attending all the lectures teaches me half of the material. Putting the knowledge into practice (as with the project we have to do) fills in the gaps left behind from just reading and listening.
11. Yes
12. Yes, they are definitely helpful in explaining the core of the readings or background knowledge to build context on the readings
13. Yes, the lectures are useful to understand better what we see in class
14. Yes, very much so.
15. Yes.
16. The are well connected to the readings and are very helpful when I try to review what I have learnt.
17. Yes, and yes.
18. The lectures are useful, especially after completing the readings

How much time/effort have you spent on this class in doing readings etc. yourself (as against just auditing the lectures?)

Q3

1. On average 5 hours is spent in reading direct subject matters or related subjects.
2. ~5-10 hours a week reading papers for this class.
3. I would like to spend more time doing reading, but my other commitments have been getting in the way recently. Because of this, I am only dedicating a few hours a week reading, although I could easily be doing much more.
4. I tried to spend 2 hours to read the corresponding content before class. And at weekend, I will also find some time to review the content.
5. 3+ Hours a week
6. At least 6 hours a week on the assigned readings, checking/updating the class wiki and blog.
7. 3 Hours at least before the class. 3-4 Hours a day otherwise.
8. I have spent a decent amount of time reading the papers proposed and accessing the bibliography to be able to understand some parts the papers were based on. Some papers we have read, were quite long or had a considerable complexity which made the reading a task of more than one day for sure. Sometimes one had to spend a weekend to cover all the information necessary for the paper to be ready for Monday class.
9. Time spent reading so far = 0.2 * Time listening to lectures
10. For the readings that we were required to do reviews on, I read them as if I was being tested on them, looking only for the items that were asked of us. Because of that, I read them slower and absorbed less as compared to the other papers that we were told to just read for knowledge, where I spent less time reading, but I felt that I absorbed more since I wasn't being forced to read for something in particular. That being said, I have spent an average amount of time/effort, as in maybe 3 to 4 hours a week outside of class.
11. For every class I have devoted about 8-10 hours atleast per week.
12. probably around 12 hours
13. I spent about one and a half / two hours per day
14. I've read every paper required for review. I've read other papers in advance for my project. The recordings of the lectures have been very useful for the classes I have missed.
15. Enough to understand the lectures and discuss (i.e. ask questions) in class.
16. I spend 2 hours before every class to browse the materials that will be used in the class.
17. I generally spend a few hours a week reading on my own.
18. I'm spending about 4-5 hours outside of class reading and working on my class project

Should the student presentations be scheduled during class hours or should they be scheduled on a separate Friday meeting? (if the latter, will you be able to attend them?)

Q4

1. Either way is good.
2. During class hours.
3. I would be more than happy to attend any meetings or presentations, as I am more than happy to come to the class whenever it is.
4. I prefer that it is scheduled during class hours. The reason is that I have a weekly group meeting at each Friday afternoon.
5. During class. I would most likely not be able to attend Friday meetings.
6. Definitely on separate Friday meetings. We don't want to expend precious class time on student presentations - these are definitely useful, and will bring a different perspective of areas. I think it would be useful for the instructor to go through the list of high-level topics chosen by the students and schedule the presentations in such a way that the base-level theory of that field or a related area is covered the Mon and Wed of that week, and then the Friday will talk about state-of-the-art work.
7. Both are good for me but i will prefer the in-class presentation.
8. I would say that at the end of each class, one or two presentations could be performed and if the number of classes is not enough then take some Fridays to schedule the rest of presentations. I think it would be a good idea to schedule the presentations referring to their topic and have a class about that topic that day and at the end the presentation related to the topic seen. Obviously, if the topic of the presentation fits into the topics covered by the course.
9. Friday, and yes, will attend.
10. The student presentations will be a difficult planning item as everyone should be around for them since we are using that as our way to learn more about the state-of-the-art. However, in order to afford enough time, a Friday class seems more appropriate. It's a balance of making sure everyone is present and making sure everyone can present. If we are given strict time limits, that would solve some problems, while also forcing us to cut back on presentation material. My vote is for a Friday class simply because it's not a big deal for me to attend, but I'm sure it'd be better if we did these in class.
11. Friday meetings. Yes
12. Either is fine, I can attend Friday meetings.
13. Should be scheduled on a separate Friday meeting in order to avoid miss the classes instead
14. I can only attend every other Friday. I havent been able to attend either of the friday make up classes.
15. Friday is better.
16. Friday meeting. I think I can attend in the time slot we used for make up classes.
17. No preference. I should be available for either.
18. I'd be glad to have them scheduled outside of class just to have more time for them

Do you feel comfortable about the fact that your grade depends on participation, paper presentation and project? Do you think additional means of assessment (e.g. midterm/final) should be used?

Q5

1. I am real comfortable with this method. Really making something work or proving a concept/theory is a much better learning experience.
2. Yes, as per the agreement in the original syllabus. A midterm/final should be optional.
3. N/A
4. I am OK with that.
5. Yes, I'm comfortable with participation, paper presentation, and project.
6. I am comfortable with this - however, if the instructor has qualms, I am not averse to having a midterm. Final doesn't seem a very good idea, especially with a bunch of conference deadlines close to it.
7. I think additional means of assessment should also be used. Not only for grades but this will provide us a chance to go through the learned stuff and prepare them.
8. Since this is a graduate level course and it is about a wide area as AI is, I think that one would take the course because is interested in the material and will try to follow it since that is why is registered. With the participation, through paper reviews, thinking caps, class comments, wiki; the students can discuss and put in practice the knowledge that they are obtaining from the papers and handouts. Gives the opportunity to the student to show that is reading the papers and is able to review them, that is able to discuss about questions posted, which shows a monitoring of the class that would be shown with a midterm in an undergraduate level course. The students taking the course are interested in several topics of AI and they will show this fascination by their presentations and projects chosen which should show the work and time that they have spent on it and therefore their interest for the class and the grade. Personally, I feel comfortable about the current grading system for a graduate level class.
9. Final should be used. Midterm should not be used. Comfortable with participation + final.
10. Honestly, since we were told at the beginning of the semester that our grade will depend on participation, paper presentation, and project, I feel that changing that now is minor deception and I do not feel comfortable with the springing on of having a midterm and/or final exam. I really enjoy the fact that the class has been structured as it is, and I'm very comfortable with the current grading tactic. My only concern would be in participation currently because if it's solely based on people asking/answering questions in class then I will be shortchanged as I usually don't have questions in class and answering questions spontaneously is never a good idea for me as I usually have to really think hard about questions and get nervous if I attempt to answer the, especially in a class full of intellectuals.
11. Although this is a graduate class. Some small project assignments would be good. More thinking caps please....
12. I am comfortable with participation/presentation and project however I like tests just to assess my understanding of the material.
13. Yes I feel comfortable
14. I would not at all mind a take home mid term. I am somewhat uncomfortable with a large portion of the grade being given to material we have had no chance to master and receive feedback on (via projects/assignments). With a take home if I'm missing something I can obviously go research that topic until I have a confident answer. A take home would also serve to ensure everyone was on the same page as to the relative importance of information. Participation does not check mastery, paper presentation checks mastery of a very small

subset, the project can be almost unrelated to course material. I think some form of comprehensive demonstratrion of knowledge is necessary. I would prefer if I had more than 1 hour to do this, given the scope of this class, I suggest a take home mid term.

15. Yes (and I think the participation and project should have higher percentage)

16. I feel pretty comfortable with that, though I should probably participate more. Given the diverse nature of the material (especially for the presentations/projects that are being done), I'm not sure how practical a midterm/final would be, though I'm sure it could help with reinforcing specific key ideas, or highlighting their importance.
17. I'm comfortable with the grade based on participation, paper presentation and project. I just hope lateness won't count for some of the postings

Do you have ideas to improve the way class is conducted (e.g. improve discussions/interactivity etc).

Q6

1. Maybe take 10 minutes to probe interesting question postings on the wiki/blog.
2.
3. No, I think it is doing just great!
4.
5. I'd like to better understand what specific problem each new algorithm we talk about addresses. I don't see the flow between each solution and what specific situation it is meant for. I'd like a discussion about the purposes, strengths, and weaknesses of each of the topics we've discussed so far. The class could use more interactivity, but I'm not sure how to do that.
6. I know it might not be possible to cover the entire gamut of areas that fall under AI within the time constraints of this course, but it would still be useful at the end of every major topic to devote some time (maybe half of a class?) to the areas that are related to that topic which we won't be covering in depth. This needn't have to be the instructor's burden; if the students are informed in advance of the major topic for the coming week (say on a saturday) they can mail in suggestions (or post on the wiki/blog) about related areas.
7. We can have short quizzes or review questions after the completion of an individual topic.
8. One idea that I would like to share, consists on scheduling small presentations of 5 minutes in the class that students would do about sections of papers or handouts and would try to explain to the class what the section is about. The audience would make questions and they can as well help the presenter answer them, in a way that with the participation of everybody, a small part of the paper can be well understood followed by the intervention of the professor to make sure everything is understood and right and no mistakes were made or questions answered wrong.
9. The discussion seems to go into digressions a little too often.
10. Improvement that I could possibly see would be in demonstrations of the learned material or minor projects, but minor projects would detract away from the final project and time spent on the reading, and demonstrations take a lot of time away from an already short lecture time. Also, since most of the stuff is theory anyway, it's a little difficult to do many demonstrations. I felt that if the upside-down helicopter video was shown, that would have been helpful, but as it was the link was put up on the wiki/blog for everyone to see at their leisure, which was a smart, time-saving move. So really, no, I don't think the class could really be improved more than it already is.
11. More material like relevant software may be posted on the website/blog to play around with....
12. Nope, I really enjoy the class style.
13. I think that the professor should give us further orientation in the final porjects, in order to improve them and do them better
14. The class does an excellent job on the theory aspect, and little to nothing on the application of this theory. For example, we know metric FF does not always obtain an optimal plan, so why not provide metric FF and ask students to create a domain for which the planner does not find the optimal. I'd like to be more familiar with actual planners and to see their differences first hand.
15. No, currently I don't.
16. It can be interesting to learnt about the important history events in every specific research domain, for example, who on which year presented which theory or algorithm, that leaded to

a revolution in the area. I noticed that we do have this kind of information in the class, which is interesting to me.

17. I enjoy the classes