Vassar College Course and Faculty Evaluation

McCarthy, John	Total Enrollment:	19
CMPU 203-01	Number of Responses:	14
Fall 2014	Percent Responding:	74%

	High 5	4	Med 3	2	Low 1	N/A	Total
Part I - Rate the course on the following components							
1. Organization	10 71%	2 14%	1 7%	0 0%	1 7%	0 0%	14 100%
2). Readings or other required material	0 0%	2 14%	6 43%	0 0%	1 7%	5 36%	14 100%
3). Written or other assignments	4 29%	7 50%	1 7%	0 0%	2 14%	0 0%	14 100%
4). Examinations	3 21%	2 14%	2 14%	0 0%	0 0%	7 50%	14 100%
5). How well the course met its objectives as stated by instructor	4 29%	8 57%	0 0%	2 14%	0 0%	0 0%	14 100%
Part II - Rate the instructor on the following							
6). Effectiveness of lecture or presentation	2 14%	6 43%	3 21%	2 14%	1 7%	0 0%	14 100%
7). Ability to illuminate difficult material	5 36%	3 21%	5 36%	0 0%	1 7%	0 0%	14 100%
8). Ability to guide discussion	4 29%	2 14%	6 43%	1 7%	0 0%	1 7%	14 100%
9). Openness to students' point of view	6 43%	5 36%	1 7%	0 0%	0 0%	2 14%	14 100%
10). Helpfulness of comments on coursework and individual consultation	8 57%	4 29%	1 7%	1 7%	0 0%	0 0%	14 100%
11). Overall effectiveness of instructor	6 43%	4 29%	2 14%	1 7%	1 7%	0 0%	14 100%
Part III - General							
12). How strong was your initial desire to take this course?	7 50%	4 29%	3 21%	0 0%	0 0%	0 0%	14 100%
13). How much time, attention, and effort did you give to this course?	12 86%	2 14%	0 0%	0 0%	0 0%	0 0%	14 100%
14). As a result of this course, how much have your knowledge and understanding of the subject matter increased?	7 50%	4 29%	2 14%	1 7%	0 0%	0 0%	14 100%
Part IV - Answered only if applicable to the course							
15). How effective was the laboratory?	2 14%	3 21%	6 43%	1 7%	2 14%	0 0%	14 100%

					Yes	No	
16). Was the lab taught by this instructor?					12 92%	1 8%	13 93%

	High 5	4	Med 3	2	Low 1	N/A	Total
17). How effective was the performance, studio, or production aspect of this course?	0 0%	2 20%	0 0%	0 0%	0 0%	8 80%	10 71%
18). How effective was the team-teaching aspect of this course?	1 10%	2 20%	1 10%	0 0%	0 0%	6 60%	10 71%

Vassar College
Course and Faculty Evaluation

Course: **CMPU 203 01**   Instructor: **McCarthy, John**   Term: **201403**

Please comment freely on any aspects of the course or instructor - strengths, weaknesses, changes that should be made. This part of the questionnaire is read only by the instructor whose name appears above.

The lecture style in this class really did not work for me. Conducting lectures only in code, though it provides a lot of examples and notes later, is almost impossible to follow when dealing with new concepts. The best lectures of the year were those which started on a whiteboard or with an overview of ideas presented outside of code. Labs were, in my opinion, not even remotely helpful. I felt no desire to come to lab after the halfway point in the semester.

Though I was firmly against the essay at first, I've since relaxed judgement on this point. The essay makes a kind of sense. However it could have been better explained at the beginning of the year.

Vassar College
Course and Faculty Evaluation

Course: **CMPU 203 01**   Instructor: **McCarthy, John**   Term: **201403**

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✿ CONGRATS ON YOUR 1ST SEMESTER AT VASSAR! ✿

I'm glad you are you and nobody else. Class was great. You type too fast. Sometimes we don't understand, but when I ask questions you answer them and it makes a lot of sense. But sometimes (read: most times) its hard for students to ask questions during class b/c the default is that we do know and thats not the case. Office hours are great! thanks for chatting with me. Turn back time for assignments is almost unbelievable Its so fast! I appreciate the 20 pp system thing but I would have much rather gotten those points from actually participating + paying attention in class than from other students. LAB: i like the presentation idea, but I feel that a more vassar lab would have benefited me more. But other than that class was wonderful! I really do feel like you care about us. I feel loved, and thanks for that ♡. Sometimes thats all we need :)

12318

Vassar College
Course and Faculty Evaluation

Course: **CMPU 203 01**   Instructor: **McCarthy, John**   Term: **201403**

Please comment freely on any aspects of the course or instructor - strengths, weaknesses, changes that should be made. This part of the questionnaire is read only by the instructor whose name appears above.

At the outset, I was not confident in my abilities at all. Additionally, the learning curve felt incredibly steep for me. But after putting in more time and attention, I found the challenge to be a motivating factor, and as a result I feel much more capable and motivated to continue learning

12319

Vassar College
Course and Faculty Evaluation

Course: **CMPU 203 01**   Instructor: **McCarthy, John**   Term: **201403**

Please comment freely on any aspects of the course or instructor - strengths, weaknesses, changes that should be made. This part of the questionnaire is read only by the instructor whose name appears above.

Was a great deal of fun! I loved diving into concepts I had never heard of and coming out with at the least a vague understanding and at other times a great fascination. I ended up working with others more than in any CS course (I usually just plug my head phones in and work) and each project was a challenge but very rewarding.

I think we'd benefit from more in class discussions, i.e. turn to whoever is near and debate. These sort of problem solving/philosophical quandries were a great deal of fun, and great for breaking up lecture.

Vassar College
Course and Faculty Evaluation

Course: **CMPU 203 01**   Instructor: **McCarthy, John**   Term: **201403**

Please comment freely on any aspects of the course or instructor - strengths, weaknesses, changes that should be made. This part of the questionnaire is read only by the instructor whose name appears above.

I'm probably the only person who was not to happy with the class. I got lost very quickly, and felt ashamed for being so far behind. I don't think I learned anything, nor did I use much of what I did learn in programming. I will need to study more to grasp the concept of software design.

Vassar College
Course and Faculty Evaluation

Course: **CMPU 203 01**   Instructor: **McCarthy, John**   Term: **201403**

Please comment freely on any aspects of the course or instructor - strengths, weaknesses, changes that should be made. This part of the questionnaire is read only by the instructor whose name appears above.

Overall this was a challenging yet occasionally quite rewarding course. I found the assignments to be unique among my experience in Comp Sci due to the rigorous testing and essays. I lost lots of sleep, but I learned

12309

Vassar College
Course and Faculty Evaluation

Course: **CMPU 203 01**   Instructor: **McCarthy, John**   Term: **201403**

Please comment freely on any aspects of the course or instructor - strengths, weaknesses, changes that should be made. This part of the questionnaire is read only by the instructor whose name appears above.

Not too hot in class teaching, but very helpful in individual consultation and office hours. Although the class was just brutal and ruined my life this semester, I learned so so so so many things! Walked into this class from 102 not knowing much about programming; leaving with so much knowledge, power, and irreplaceable friendship!

Great Job Jay!

(A-) (or 0.91) lol

Vassar College
Course and Faculty Evaluation

Course: **CMPU 203 01**   Instructor: **McCarthy, John**   Term: **201403**

Please comment freely on any aspects of the course or instructor - strengths, weaknesses, changes that should be made. This part of the questionnaire is read only by the instructor whose name appears above.

The course felt hard to get into with the first assignment because coming up with the functions was difficult at first, but having data 2 to expand on data 1 was helpful in seeing how much we learned since data 1. Maybe add more to data 2 though because it was still very similar to data 1 with only a few tweaks. Game 1 → Game 2 was a great project to do though. Office hours were extremeley helpful.

12316

Vassar College
Course and Faculty Evaluation

Course: **CMPU 203 01**   Instructor: **McCarthy, John**   Term: **201403**

Please comment freely on any aspects of the course or instructor - strengths, weaknesses, changes that should be made. This part of the questionnaire is read only by the instructor whose name appears above.

I find it rather easy to get lost during class times and it is difficult to get back to understanding what is going on once I am. The videos do help though. Also teaching things that don't help with assignments lend to a sort of conflict when due dates come around. Overall, you are a good teacher & I learned a lot. Hope to see you next semester

12314

Vassar College
Course and Faculty Evaluation

Course: **CMPU 203 01**   Instructor: **McCarthy, John**   Term: **201403**

Please comment freely on any aspects of the course or instructor - strengths, weaknesses, changes that should be made. This part of the questionnaire is read only by the instructor whose name appears above.

PROF. JAY,

You ARE, CLEARLY A GENIUS, WAY SMARTER AT MATH/COMPUTER SCIENCE THAN I WILL BE. HOWEVER I think this made it At times DIFFICULT to UNDERSTAND WHAT you ARE teACHING. Maybe slow DOWN a bit? Also when you JUMP AROUND IN EMACS so Quickly, My BrAIN CANNOt follow. office hours is where you shine, working with students 1 on 1 or 1 with small groups seems better for you. I really liked GAME 1/2 ASSIGNMENTS AND your system for grading

THANKS for the semester!

Vassar College
Course and Faculty Evaluation

Course: **CMPU 203 01**   Instructor: **McCarthy, John**   Term: **201403**

Please comment freely on any aspects of the course or instructor - strengths, weaknesses, changes that should be made. This part of the questionnaire is read only by the instructor whose name appears above.

I felt like I wasn't part of the 'target audience' of the class. It felt much more directed a people who's life passion is programming and not someone who just wants to learn how to do some coding. A lot of the material was very high level meta stuff that I don't remember and will likely never use

I strongly dislike the vagueness of the assignments. The essays feel like a waste of time and I'm never confident in what I've written.

Vassar College
Course and Faculty Evaluation

Course: **CMPU 203 01**   Instructor: **McCarthy, John**   Term: **201403**

Please comment freely on any aspects of the course or instructor - strengths, weaknesses, changes that should be made. This part of the questionnaire is read only by the instructor whose name appears above.

One thing that I would like to mention is about the lab. I kinda like the idea of talking about our stuff, but honestly it was only interesting when I did my own presentation. And I feel like there wasn't much time left to actually do some work during lab time because I felt bad about doing it while others were talking. But other than that classes were great, the instructor was really helpful with the assignments, and I loved the fact that the classes were recorded.

Vassar College
Course and Faculty Evaluation

Course: **CMPU 203 01**   Instructor: **McCarthy, John**   Term: **201403**

Please comment freely on any aspects of the course or instructor - strengths, weaknesses, changes that should be made. This part of the questionnaire is read only by the instructor whose name appears above.

This was among the most interesting courses I've had at Vassar. I liked that the assignments forced us to learn and grow as programmers; I definitely got more out of them (here) than in any other CS class. Lecture was occasionally dry + I think giving examples of "this is why this lecture matters for you / your program / your life" would be great. Anyway, I loved the course + you as a professor. I feel like I can go out + program anything now!

I also think you would be a great professor for CMPU-100 (or whatever the intro class is); this class definitely inspired me + I feel like you could generate a lot of interest in CS at Vassar if they let you introduce kids to CS, yourself. (and you want to!)

20 responses

View all responses

Summary

Did you grow as a programmer since 203 started?
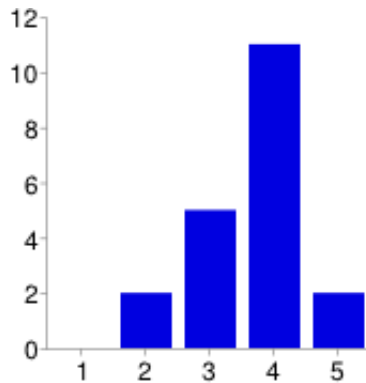
1	**0**	0%
2	**2**	10%
3	**5**	25%
4	**11**	55%
5	**2**	10%

Did you grow as a _Java_ programmer since 203 started?
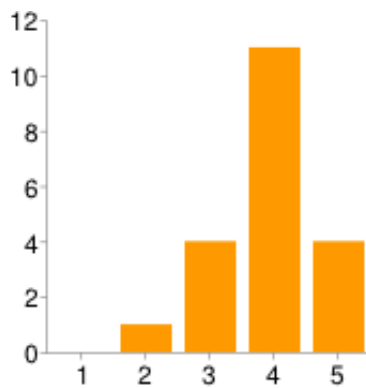
1	**0**	0%
2	**1**	5%
3	**4**	20%
4	**11**	55%
5	**4**	20%

Is lecture time and the book the main reason for any growth you've had?
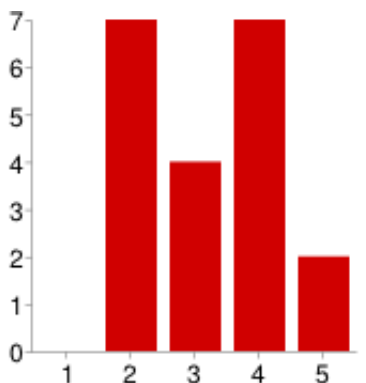
1	**0**	0%
2	**7**	35%
3	**4**	20%
4	**7**	35%
5	**2**	10%

Is lab time the main reason for any growth you've had?
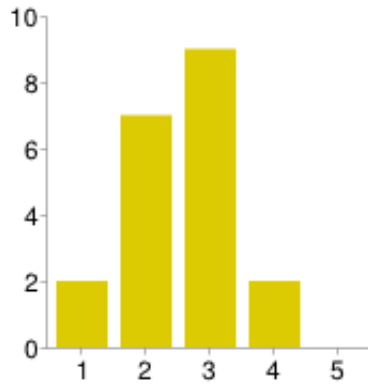
1	2	10%
2	7	35%
3	9	45%
4	2	10%
5	0	0%

Is the assignment the main reason for any growth you've had?
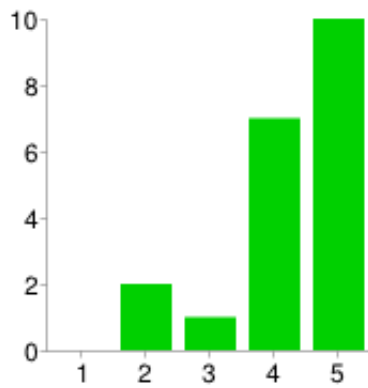
1	0	0%
2	2	10%
3	1	5%
4	7	35%
5	10	50%

Do I make good use of lab time?
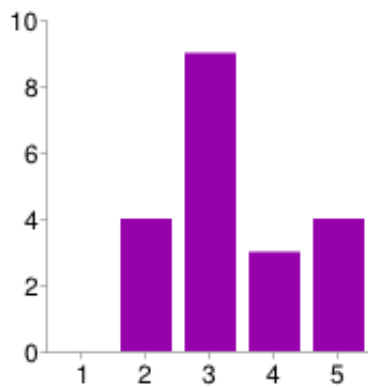
1	0	0%
2	4	20%
3	9	45%
4	3	15%
5	4	20%

Do you feel like you were a "good" programmer before 203?
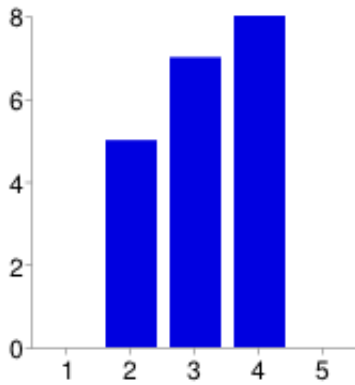
1	**0**	0%
2	**5**	25%
3	**7**	35%
4	**8**	40%
5	**0**	0%

Do you feel like you were a "good" _Java_ programmer before 203?
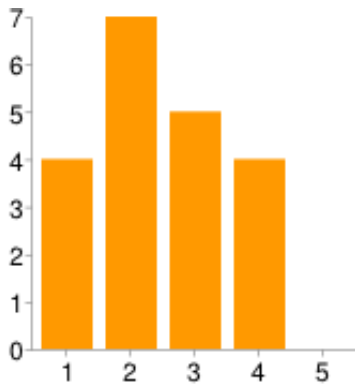
1	**4**	20%
2	**7**	35%
3	**5**	25%
4	**4**	20%
5	**0**	0%

Do you feel like you could write a "real" Java program before 203?
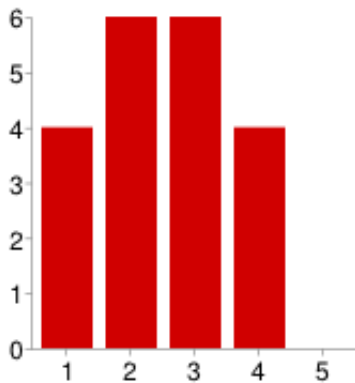
1	**4**	20%
2	**6**	30%
3	**6**	30%
4	**4**	20%
5	**0**	0%

Who did you have for 101?
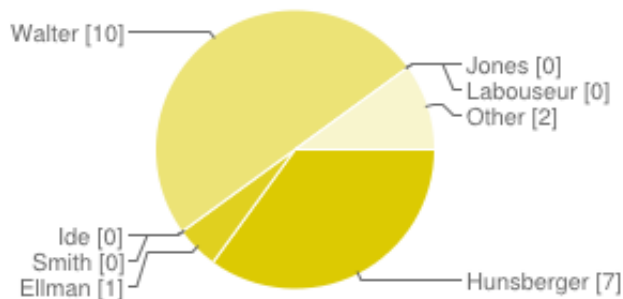
Hunsberger	**7**	35%
Ellman	**1**	5%
Ide	**0**	0%
Smith	**0**	0%
Walter	**10**	50%
Jones	**0**	0%
Labouseur	**0**	0%
Other	**2**	10%

Who did you have for 102?
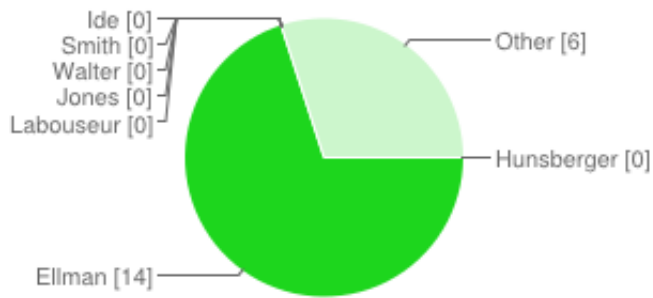
Hunsberger	**0**	0%
Ellman	**14**	70%
Ide	**0**	0%
Smith	**0**	0%
Walter	**0**	0%
Jones	**0**	0%
Labouseur	**0**	0%
Other	**6**	30%

The purpose of the assignment was to learn about sets
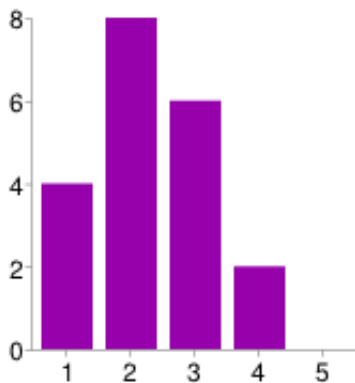
1	**4**	20%
2	**8**	40%
3	**6**	30%
4	**2**	10%
5	**0**	0%

The purpose of the assignment was to learn about interfaces and data abstractions
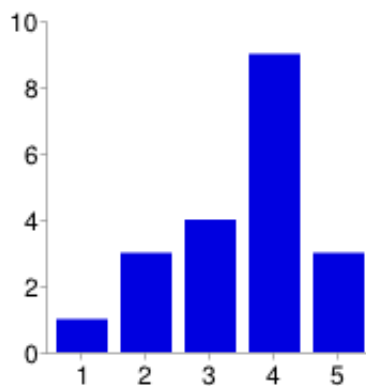
1	**1**	5%
2	**3**	15%
3	**4**	20%
4	**9**	45%
5	**3**	15%

The purpose of the assignment was to learn about properties and property-based testing
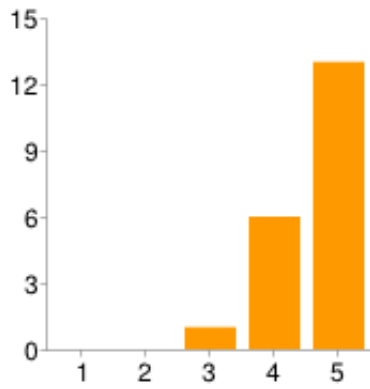
1	**0**	0%
2	**0**	0%
3	**1**	5%
4	**6**	30%
5	**13**	65%

The assignment was a "real" Java program
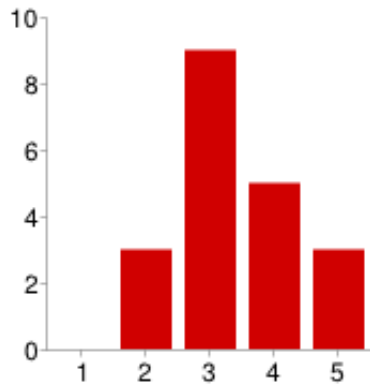
1	**0**	0%
2	**3**	15%
3	**9**	45%
4	**5**	25%
5	**3**	15%

The assignment was hard
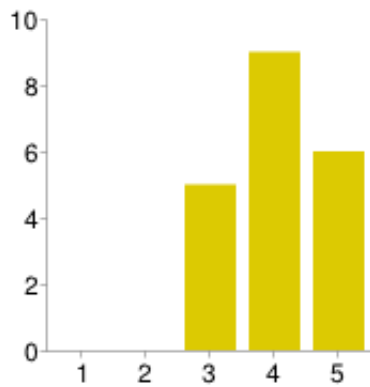
1	**0**	0%
2	**0**	0%
3	**5**	25%
4	**9**	45%
5	**6**	30%

The assignment was interesting
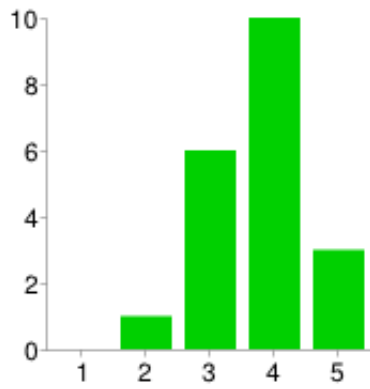
1	**0**	0%
2	**1**	5%
3	**6**	30%
4	**10**	50%
5	**3**	15%

Property-based testing found errors in my program
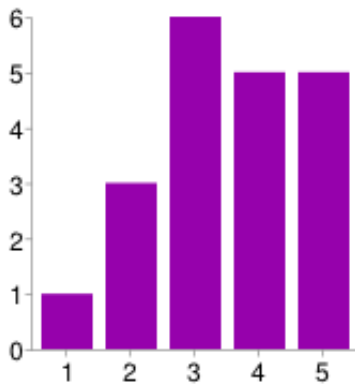
1	**1**	5%
2	**3**	15%
3	**6**	30%
4	**5**	25%
5	**5**	25%

Property-based testing found errors in my understanding of sets
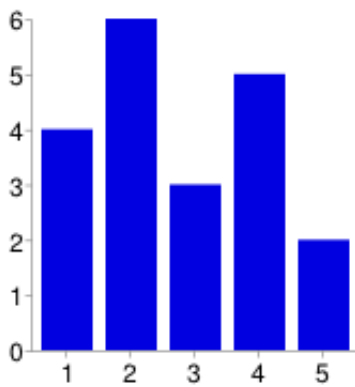
1	**4**	20%
2	**6**	30%
3	**3**	15%
4	**5**	25%
5	**2**	10%

Property-based testing was a waste of time
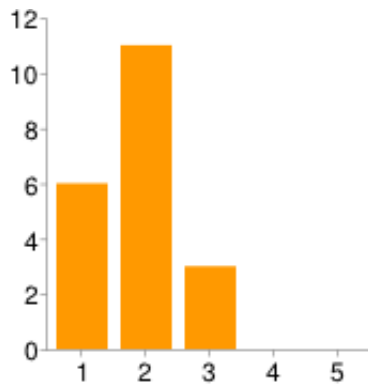
1	**6**	30%
2	**11**	55%
3	**3**	15%
4	**0**	0%
5	**0**	0%

Writing the persuasive essay was useful to my growth as a programmer
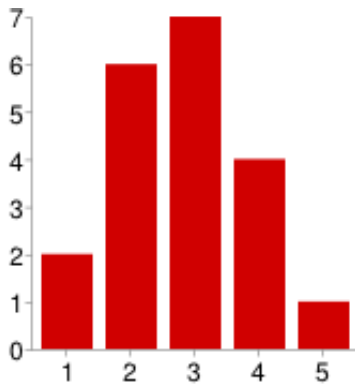
1	**2**	10%
2	**6**	30%
3	**7**	35%
4	**4**	20%
5	**1**	5%

Writing the persuasive essay was interesting
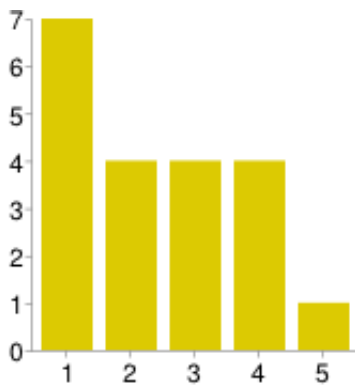
1	**7**	35%
2	**4**	20%
3	**4**	20%
4	**4**	20%
5	**1**	5%

Writing the persuasive essay caused me to revisit my program or testing
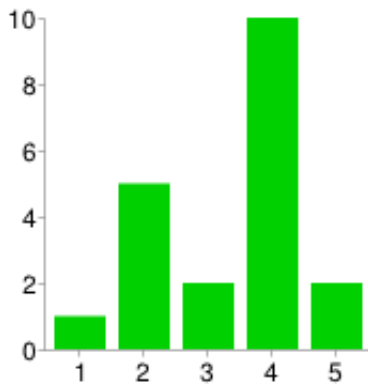
1	1	5%
2	5	25%
3	2	10%
4	10	50%
5	2	10%

Writing the persuasive essay was a waste of time
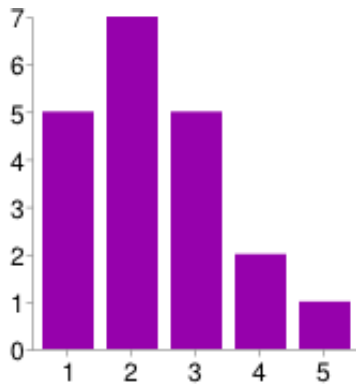
1	5	25%
2	7	35%
3	5	25%
4	2	10%
5	1	5%

I like the flexibility of essays and assignments
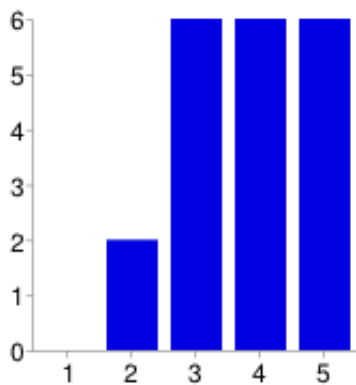
1	0	0%
2	2	10%
3	6	30%
4	6	30%
5	6	30%

The flexibility of essays and assignments scares me and gives me anxiety
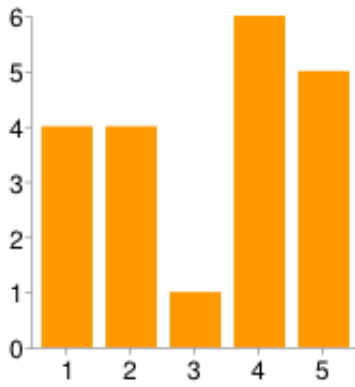
1	4	20%
2	4	20%
3	1	5%
4	6	30%
5	5	25%

I am excited about future assignments
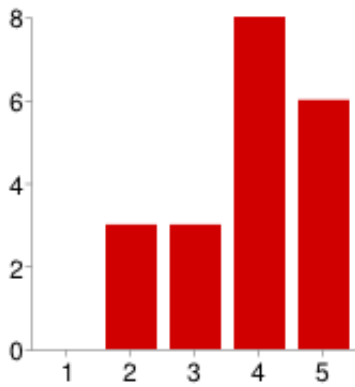
1	0	0%
2	3	15%
3	3	15%
4	8	40%
5	6	30%

Have you come to any office hour visit?
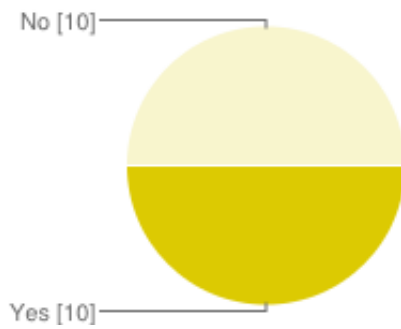
| Yes | 10 | 50% |
| No | 10 | 50% |

Office hour visits are useful
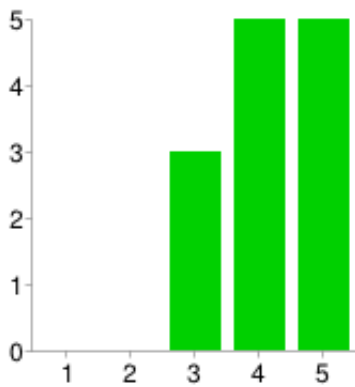
1	0	0%
2	0	0%
3	3	15%
4	5	25%
5	5	25%

Github comments are useful
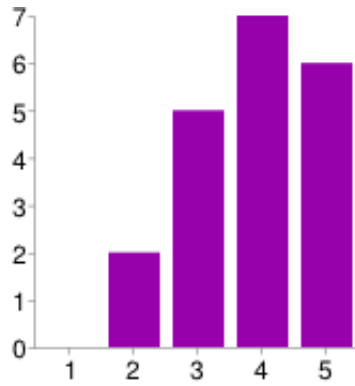
1	**0**	0%
2	**2**	10%
3	**5**	25%
4	**7**	35%
5	**6**	30%

The mailing list is useful
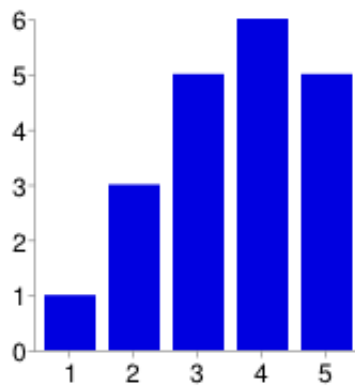
1	**1**	5%
2	**3**	15%
3	**5**	25%
4	**6**	30%
5	**5**	25%

I feel that Jay loves and cares about me
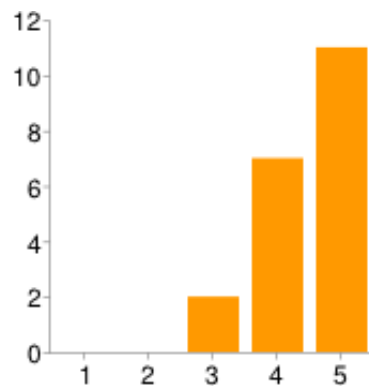
1	**0**	0%
2	**0**	0%
3	**2**	10%
4	**7**	35%
5	**11**	55%

Please give me feedback and suggestions on lecture time

I think lectures are exciting and interesting (surely better than any I've had elsewhere at vassar)

Could you possibly go a bit slower? There have been occasions when you create a program in the blink of an eye and I'm still trying to figure out what it does when you start testing it.

I think lecture time is helpful but maybe there could be more of an explicit core, accompanied by examples. Instead of working and learning from examples. Personally, I know it helps me more to define the subject of the class before going through it.

It's alright, except that you tend to go a little too quickly for students with laptops trying to follow along with you on their own IDEs and we tend to usually get lost in the middle.

Talking about the current assignment for a few minutes at the beginning of class is nice. It gets me into computer science mode with something I'm familiar with before we jump into something I'm likely less familiar with.

It is very enjoyable! Very interesting tangents and I like that everything conceptual is put down in real code.

Lecture is helpful in introducing new topics but I feel it is repetitive at times. The programs written and run in class are extremely helpful as notes and examples.

No problems here.

Lecture time is useful to illustrate concepts, and having the code from class posted online is invaluable.

I'm a little confused if we're supposed to be using the specifications in our assignments (although the past one didn't really need any). I want to see some more correspondence between the lectures and assignments.

It was okay, but I have nothing really good or bad to say about it.

Please give me feedback and suggestions on lab time

Use the coaches!

The last lab where we went over property testing was very useful and helpful for testing and writing our essays.

The original plan for lab time of talking about what we've done on our assignments seems great. Getting to hear other's ideas and progress on a project I'm also working on should definitely be helpful, or at least interesting. The execution on this assignment was lacking, but I think that's more in part due to the tendency of all Vassar students to procrastinate than anything. Maybe announcing/posing a tentative structure for the upcoming lab beforehand would be useful? Possibly something like "Talk about implementation of finite sets as BSTs. Come with questions or problems. Move onto discussion of properties that could be tested if time allows." could be useful in providing a weekly goal for students to hit and have something prepared to engage with during lab. Maybe?

I'm happy with how it's been used so far; maybe can give more feedback as the semester progresses.

I'm not really sure what to expect of lab time. It didn't really help much, and felt similar to a lecture time

Lab kind of feels like just another lecture time.

I don't think we've really see what labs are yet.

Essentially lab has felt like a more disjointed lecture up until now. I am hoping that it changes as we get more feedback and programming time.

Allowing us to do examples ourselves or work on assignments in lab time while having the professor and/or coaches as a readily available resource would be a valuable use of lab time.

Lab time is very well used. I thinks its great that this class emphasises learning form each other's code. Because it really stresses the fact that there are multiple ways to go around the same problem.

Please give me feedback and suggestions on assigments

Assignments are very open ended and intimidating and I should have left more time to fully realize the solutions. However, there is a clear purpose to the assignments which I enjoy.

They're interesting! No problems here. Very excited for game1.

I think the assignments asses well our understanding of the ongoing classes, but maybe the instructions could be a little clearer. For example, it seemed the fact that the assignment was graded on our way of testing our interface was quite unclear to most of us.

Although I _kind of_ see the point in the essay component, I feel a bit icky about it. Writing essays for a CS course has been unheard of before, especially at Vassar, and it's worse that, simply put, only the essay is graded, based on its persuasiveness. Maybe it would be more acceptable to have a 50/50 code/essay grading scale. Maybe.

I feel like I did not know what exactly was being graded for the first assignment, so clarifying that aspect for future assignments would be helpful.

The first assignment started out difficult, but became much easier when I finally understand what I needed to do to implement methods and testing properties. However, writing the essay was easily the most difficult part, and if possible, I'd like to have feedback for all of our essays before the next assignment is due to know what to write next time.

Something more concrete for the essay would be very much appreciated. I have never written about code prior to this assignment. Trying to do so for the first time in such an open-ended environment didn't feel helpful to me, nor did I ever feel like the product of my writing is worthwhile or does justice to the effort put into the code. This could likely be a shortcoming of my own, which I will need to rectify with office hours visits for following assignments. However, I do feel that I am not alone in that this experience is the first time I've written about code.

If the assignments were meant to be freely-coded and we were only graded on the essay, why were we required to code in BSTs? Also under the previous premise, why does the code have to be optimized if it works?

A lot of fun, but the first one was a bit of a shock because of how differently you style java code vs Ellman. The first assignment could have definitely used more specific directions since if this same assignment had been assigned in 102, I would have turned in something vastly different.

Please give me feedback and suggestions on the use of Github

Constructive criticism would be more useful than saying only that something isn't correct or not optimal.

I love Github !!!

I think the use of Github is a little weird. It makes me a little nervous that everyone will see my mistakes and the stupid things I might be doing. But in way it's good because someone can help you when you are stuck at some point,

It's cool!

Github is pretty useful, but most students don't really have the time in their busy schedules to _really, thoroughly_ look at fellow students' codes and give them all feedback.

The comments you put on Github are helpful to know how my code is going so I can correct it as I go along. However, I haven't seen other people comment that much. I'm also concerned that people will look at someone else's code and copy their's; I know the code isn't graded, but it also tempts them to not work through the problem themselves.

I am still very confused about github and I don't really think it has been helpful on a personal level thus far.

The more we use it, the more I like it. It was very new at first and took a while to figure out. But the responses I've gotten were helpful, or at least encouraging in that I knew I was getting close. Making time to look at everyone's commits it not something I've worked out, but knowing how much I appreciated the few I got, it's something I'm going to work on.

This isn't my idea, I forget who mentioned it, but perhaps having 'review periods' or benchmarks in the assignment or some form of segmentation might help to make commenting on github a bit more coherent and accessible to everyone and more of a brainstorm environment than just people who are finished helping people who aren't.

Github is great!

Github comments are useful in highlighting which areas of our code could use work.

## Please use this space for any other anonymous comments

I am still very unfamiliar with your grading and assignment styles but I am adjusting and hopefully will improve over time.

You're very helpful during office hours, and it would be so, so great if you could transfer

that greatness into the classroom -- it's not that simple, of course.

The class made me anxious at first, but I feel a little better now that the first assignment is done and I have a better idea of what I'm supposed to learn in this class. You're a really fun and nice teacher, and I love the idea that our later assignments build off of previous ones so we can learn, but I wasn't happy with the idea that our code isn't graded since I spend most of my time on the code, but that also means I'll have to try to re-prioritize everything and finish my code a.s.a.p (if possible) to work on the essay. However, the first assignment did help me grow more as a programmer since it was a completely different way of thinking and it was the first time I have ever struggled on coding something.

Number of daily responses
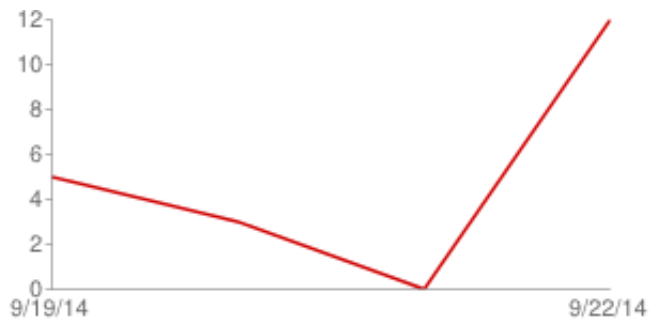
13 responses

View all responses

Summary

Did you grow as a programmer since 203 the data1 assignment?
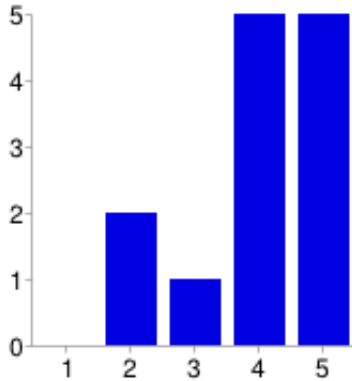
1	**0**	0%
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4	**5**	38%
5	**5**	38%

Did you grow as a _Java_ programmer since 203 the data1 assignment?
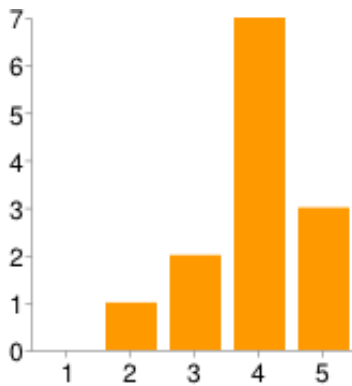
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2	**1**	8%
3	**2**	15%
4	**7**	54%
5	**3**	23%

Is lecture time and the book the main reason for any growth you've had?
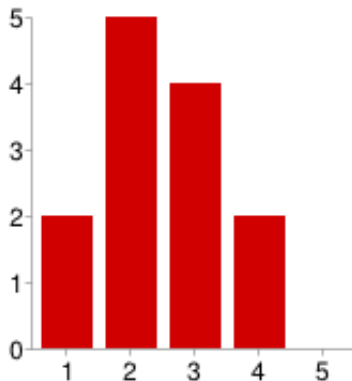
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Is lab time the main reason for any growth you've had?
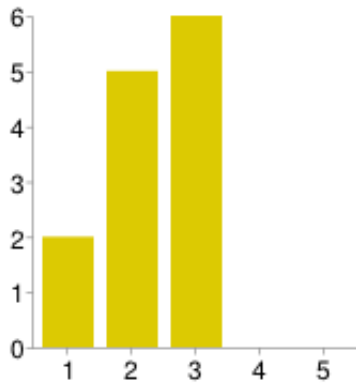
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Is the assignment the main reason for any growth you've had?
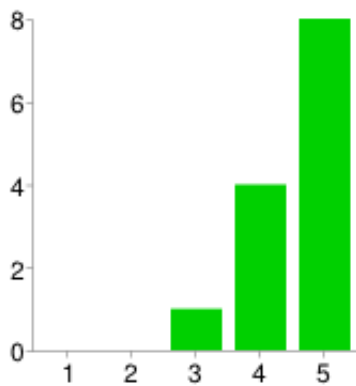
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2	0	0%
3	1	8%
4	4	31%
5	8	62%

Do I make good use of lab time?
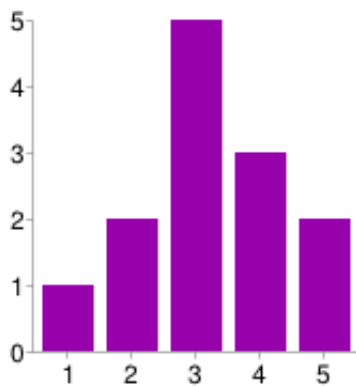
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4	3	23%
5	2	15%

The purpose of the assignment was to learn about graphics and games
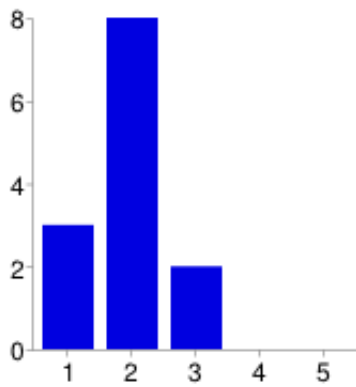
1	**3**	23%
2	**8**	62%
3	**2**	15%
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The purpose of the assignment was to learn about interfaces and data abstractions
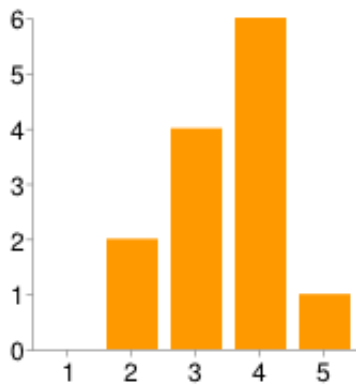
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4	**6**	46%
5	**1**	8%

The purpose of the assignment was to learn about properties and property-based testing
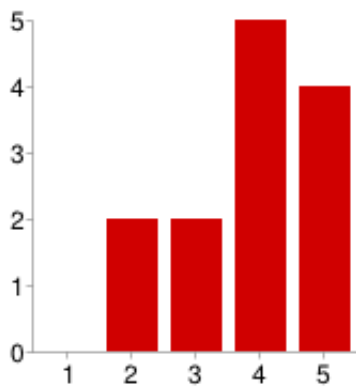
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5	**4**	31%

The assignment was a "real" Java program
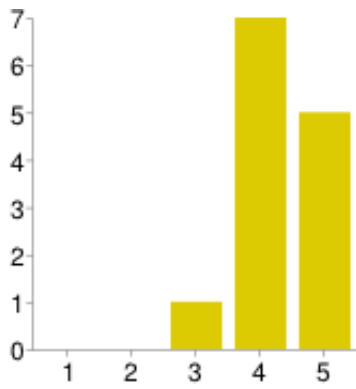
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3	**1**	8%
4	**7**	54%
5	**5**	38%

The assignment was hard
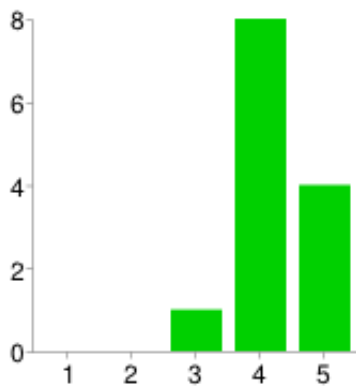
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3	**1**	8%
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5	**4**	31%

The assignment was interesting
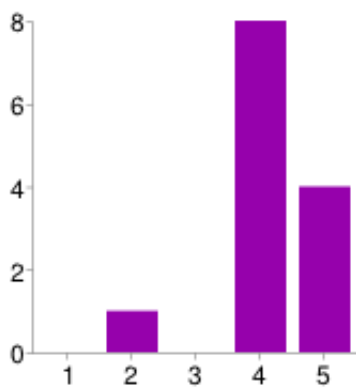
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4	**8**	62%
5	**4**	31%

Property-based testing found errors in my program
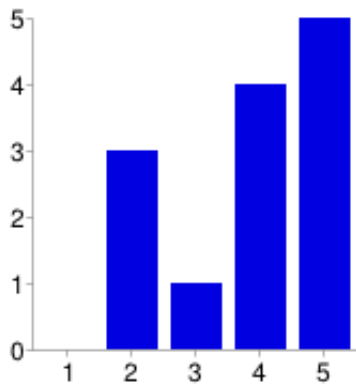
1	**0**	0%
2	**3**	23%
3	**1**	8%
4	**4**	31%
5	**5**	38%

Property-based testing found errors in my understanding of the rules of my game
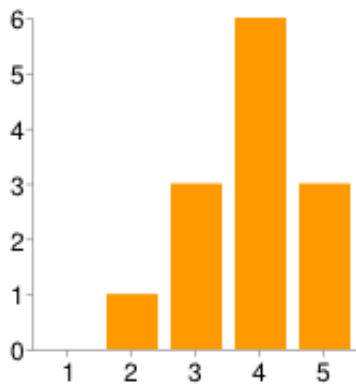
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4	**6**	46%
5	**3**	23%

Property-based testing was a waste of time
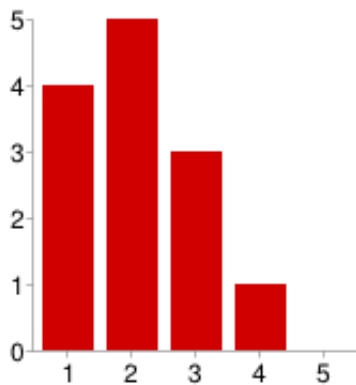
1	**4**	31%
2	**5**	38%
3	**3**	23%
4	**1**	8%
5	**0**	0%

Writing the persuasive essay was useful to my growth as a programmer
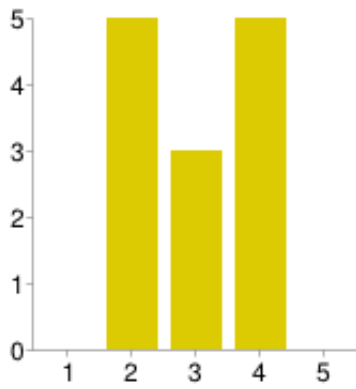
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3	**3**	23%
4	**5**	38%
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Writing the persuasive essay was interesting
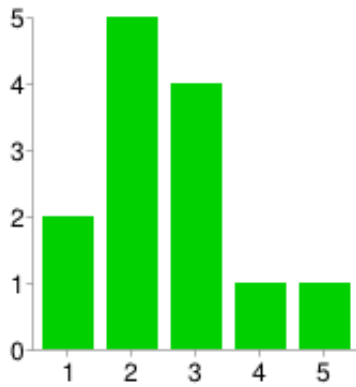
1	**2**	15%
2	**5**	38%
3	**4**	31%
4	**1**	8%
5	**1**	8%

Writing the persuasive essay caused me to revisit my program or testing
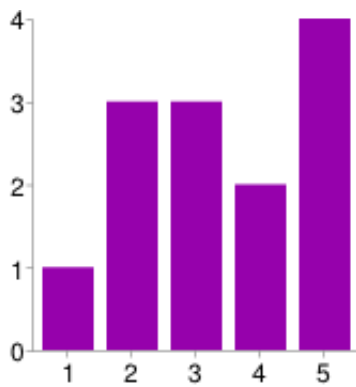
1	**1**	8%
2	**3**	23%
3	**3**	23%
4	**2**	15%
5	**4**	31%

Writing the persuasive essay was a waste of time
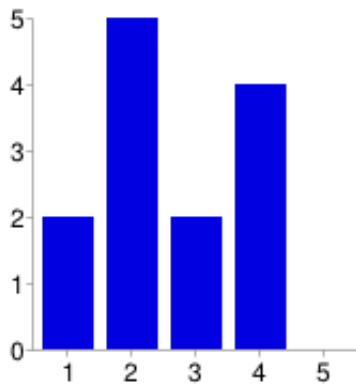
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4	**4**	31%
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I like the flexibility of essays and assignments
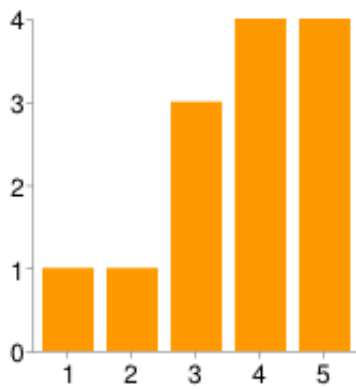
1	**1**	8%
2	**1**	8%
3	**3**	23%
4	**4**	31%
5	**4**	31%

The flexibility of essays and assignments scares me and gives me anxiety
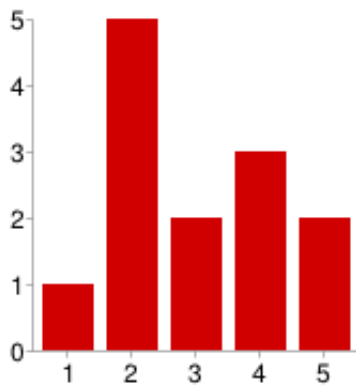
1	**1**	8%
2	**5**	38%
3	**2**	15%
4	**3**	23%
5	**2**	15%

I am excited about future assignments
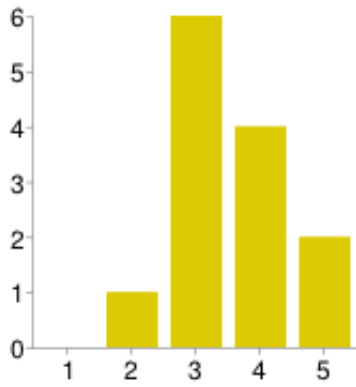
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3	6	46%
4	4	31%
5	2	15%

Have you come to any office hour visit?
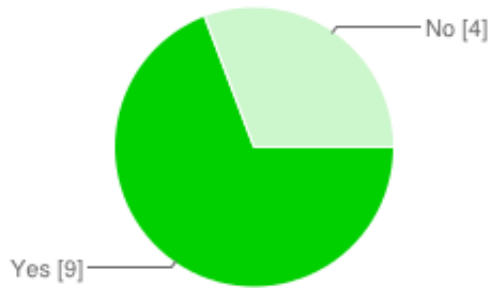
| Yes | 9 | 69% |
| No | 4 | 31% |

Office hour visits are useful
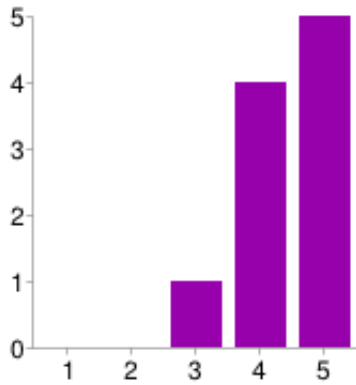
1	0	0%
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3	1	8%
4	4	31%
5	5	38%

Github comments are useful
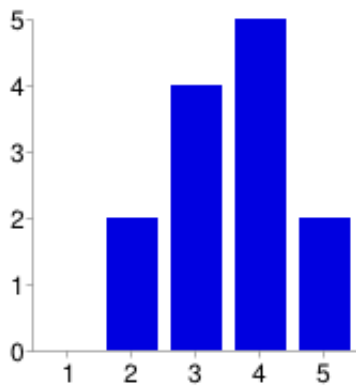
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3	4	31%
4	5	38%
5	2	15%

The mailing list is useful
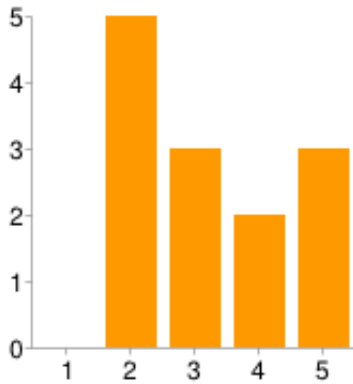
1	**0**	0%
2	**5**	38%
3	**3**	23%
4	**2**	15%
5	**3**	23%

I feel that Jay loves and cares about me
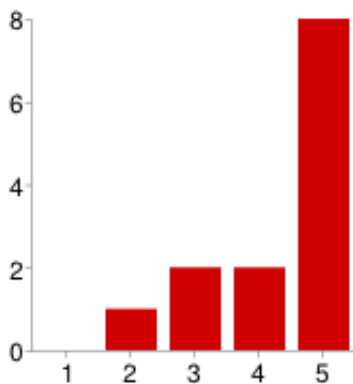
1	**0**	0%
2	**1**	8%
3	**2**	15%
4	**2**	15%
5	**8**	62%

Please give me feedback and suggestions on lecture time

It might just be me, but I sometimes usually just get lost in the last 20 or so minutes of class, usually because what we're working on gets more complex and speeds up because of what little time we have.

The enthusiasm for the material that you bring to class is definitely keeps me interested and invested in the class.

1. Thanks for loving us 2. Lecture time is really abstract I know you think you don't have to blatantly state how we could use things we learn in lecture in the assignment but like... That would help me a lot. 3. I wish the participation points for this class would work, but as of right now it seems like it's not and I wish I could get those points another way. Like talking in class or coming to office hours? Not just commenting on GitHub *\(^o^)/*

Please give me feedback and suggestions on lab time

Lab time is useful.

With the new set up of having presentations and coaches available to help, lab time is very helpful now.

Please give me feedback and suggestions on assigments

Maybe have checkpoints throughout the assignment, like, we need to have our program working by a certain point, or our tastings, etc, so a lot of people aren't rushing until the very end cause set deadlines are more motivation to manage time.

I feel like the only reason someone should get a zero is if they obviously did not put any effort into a hw assignment. That's the only thing that gives me anxiety - the fact that I have worked incredibly hard and know that despite the multiple hours dedicated to the hw, there is still a possibility of getting a zero. Partial credit is a much better system.

Assignments are well structured.

Please give me feedback and suggestions on the use of Github

Github comments are useful for pointing out specifics on what needs work or rethinking.

I'm not sure how many bonus points have been awarded for github comments, so it would be useful if we knew if/when we were getting extra points from our peers.

(·_·; Participation points got me worried. I wish there were more ways to get them.

It was difficult for people to comment on each other's games cause there were three different libraries and no one has the same kind of code so it takes a lot of time to figure out what others' code does.

Please use this space for any other anonymous comments

Good job Jay (T_T)＼(^-^)

You know, the essay part of the assignments makes more sense now. Every code is going to be different and (hopefully) correct in its own way, and there is no single "solution set" to any of the assignments, so maybe the essay component is a good idea.

Still very much enjoying your class.
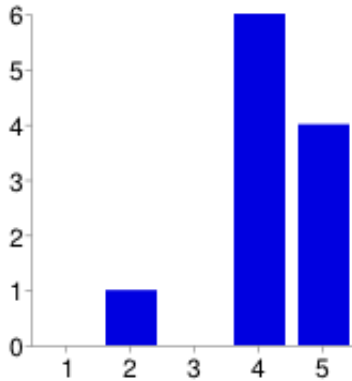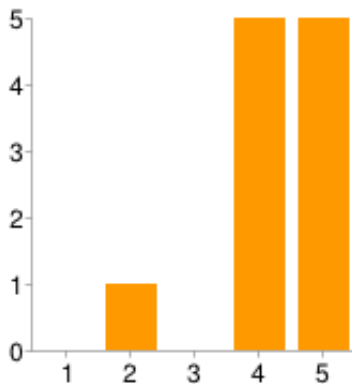
Number of daily responses
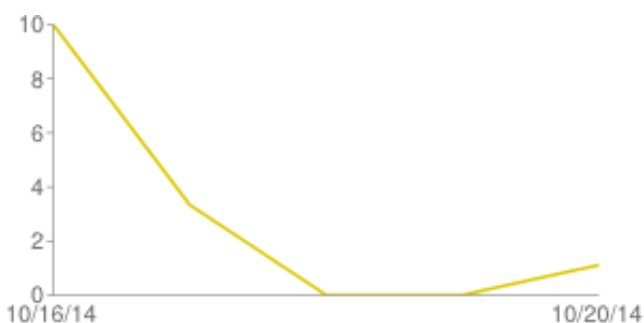
11 responses

Summary

Did you grow as a programmer during data2?

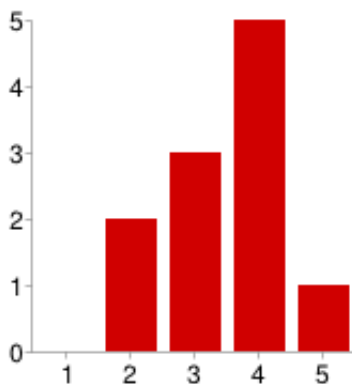|		
1	**0**	0%
2	**1**	9%
3	**0**	0%
4	**6**	55%
5	**4**	36%

Did you grow as a _Java_ programmer during data2?

1	**0**	0%
2	**1**	9%
3	**0**	0%
4	**5**	45%
5	**5**	45%

Was lecture time useful and interesting during data2?

1	**0**	0%
2	**2**	18%
3	**3**	27%
4	**5**	45%
5	**1**	9%

Using generics in data2 was hard
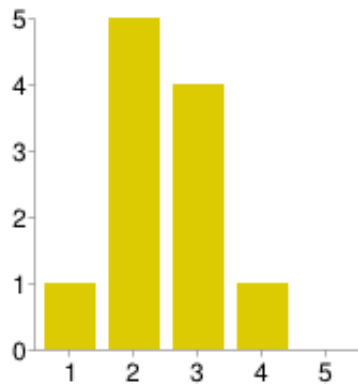
1	**1**	9%
2	**5**	45%
3	**4**	36%
4	**1**	9%
5	**0**	0%

Using generics in data2 was interesting
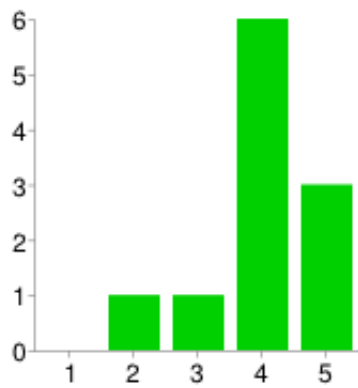
1	**0**	0%
2	**1**	9%
3	**1**	9%
4	**6**	55%
5	**3**	27%

Adding a count in data2 was hard
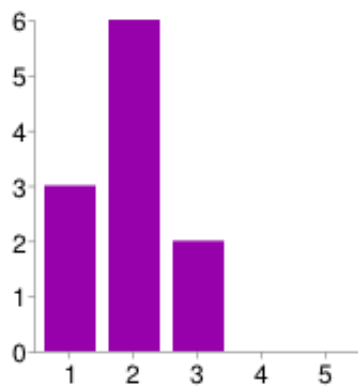
1	**3**	27%
2	**6**	55%
3	**2**	18%
4	**0**	0%
5	**0**	0%

Adding a count in data2 was interesting
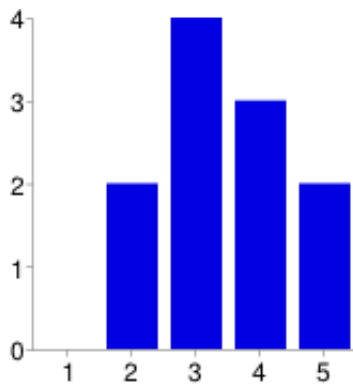
1	**0**	0%
2	**2**	18%
3	**4**	36%
4	**3**	27%
5	**2**	18%

Implementing and using iteration abstraction in data2 was hard
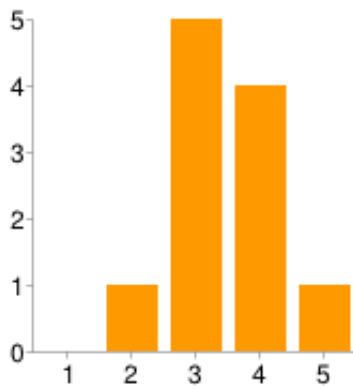
1	**0**	0%
2	**1**	9%
3	**5**	45%
4	**4**	36%
5	**1**	9%

Implementing and using iteration abstraction in data2 was interesting
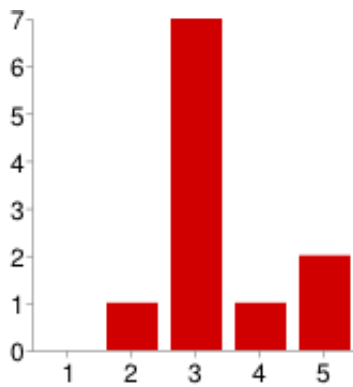
1	**0**	0%
2	**1**	9%
3	**7**	64%
4	**1**	9%
5	**2**	18%

Implementing self-balancing in data2 was hard
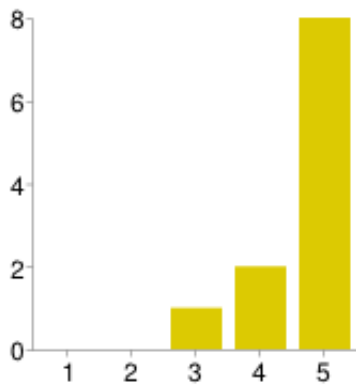
1	**0**	0%
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3	**1**	9%
4	**2**	18%
5	**8**	73%

Implementing self-balancing in data2 was interesting
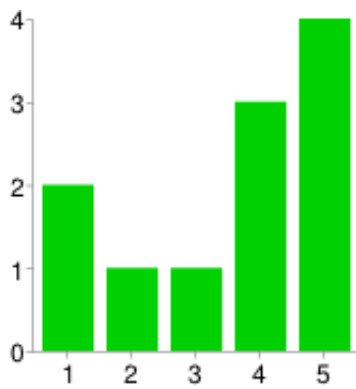
1	**2**	18%
2	**1**	9%
3	**1**	9%
4	**3**	27%
5	**4**	36%

Producing documentation in data2 was hard
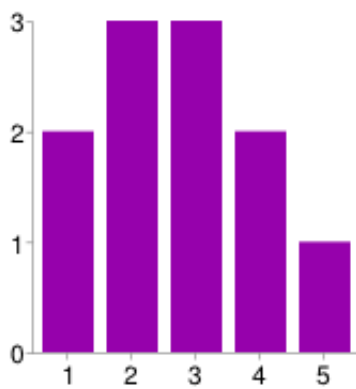
1	**2**	18%
2	**3**	27%
3	**3**	27%
4	**2**	18%
5	**1**	9%

Producing documentation in data2 was interesting
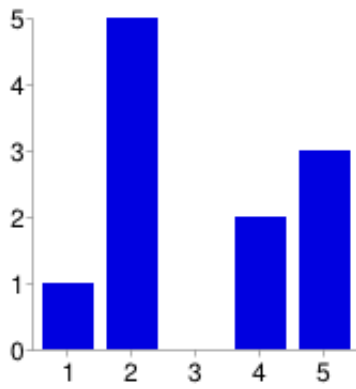
1	1	9%
2	5	45%
3	0	0%
4	2	18%
5	3	27%

data2 was too similar to data1
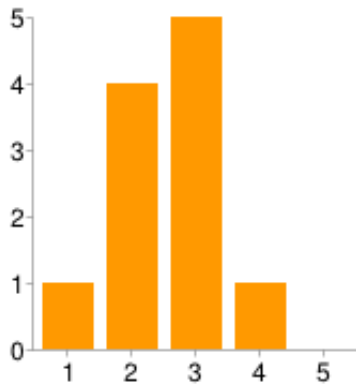
1	1	9%
2	4	36%
3	5	45%
4	1	9%
5	0	0%

data2 was too hard
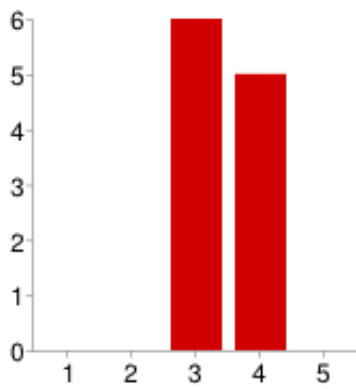
1	0	0%
2	0	0%
3	6	55%
4	5	45%
5	0	0%

data2 was too easy
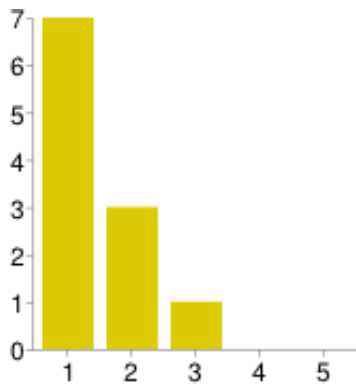
1	7	64%
2	3	27%
3	1	9%
4	0	0%
5	0	0%

Thorough testing found important errors in data2
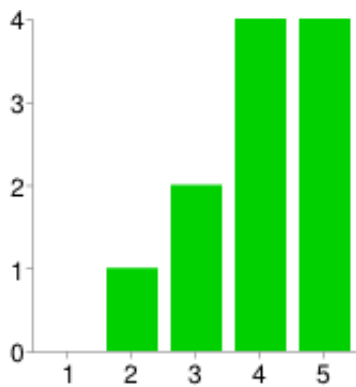
1	0	0%
2	1	9%
3	2	18%
4	4	36%
5	4	36%

Writing the essay in data2 was helpful
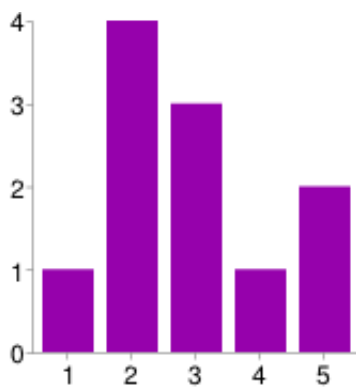
1	1	9%
2	4	36%
3	3	27%
4	1	9%
5	2	18%

What was the point of data2?

Understanding and implementing balanced binary trees. How binary trees are used to store data and how to extract data from the trees.

The point of data2 was to know how to use some form of iteration abstraction! And also to learn about self-balancing trees.

Iteration abstractions? Yet the most time was spent on trying to figure out self-balancing.

To learn how to use generics, implement iteration, implement self-balancing trees. To learn how to change/edit tester accordingly.

Sequencing and generics but balancing took too much effort.

Try and create a balanced tree, fix data1, learn how to create/implement a sequence, and of course property testing.

Testing with generics

Learn how to use and test generic types and iteration abstraction (with a little bit on how to use self-balance tree)

To understand how to implement sequences and generic data types.

The point of data2 was to reinforce ideas of property testing while demonstrating that we can create sets of generic objects-- to which we can apply functions to each member. Self-balancing was its own challenge separate from the other pieces of data2.

??? Iteration? Generics? Interfaces? Self-Balancing? ??? Probably none of these?

How could I improve the third assignment?

Make balancing easier or explain earlier on.

If you want to make it harder (or more challenging) and feel more connected, I would make it so students would have to test the balance tree. There was a lot of SBST that did not work properly but the costs did not catch it. I also felt that the assignment was three separate parts, the Multiset, the sequence, and then the balancing. Although I felt I learned a lot, I did not feel much interconnectedness while programming. An example of this could be implementing more tests for sequence to show more properties of sequences, rather than just comparing sumIt and cardinality. That might just me not doing enough to show the interconnectedness, or it might be the nature of the assignment. This is not necessarily a bad thing, just a note.

I honestly thought it was a great assignment. Probably talk about self-balancing trees earlier. And also make it clear which things were of more importance!

I don't think enough emphasis was placed upon the iteration abstraction portion of this assignment. I feel like there was more that could have been done with it!

I struggled with the API, and considering that it is a major part of the grade, some examples and more discussion on the API would have been helpful.

I feel like it having "checkpoint" assignments might be useful to some people in the future. i.e. after two weeks requiring that generics work and are tested and after four weeks making sure that self-balancing works, is tested, the essay/api are written, etc. This also prevents people from procrastinating.

I could have spent more time on the documentation (which I kinda typed up super quickly because I was working so much on the other stuff)

I liked the way the third assignment was done.

Self-balancing was very difficult/not something that felt rewarding when it sort of worked maybe? Also I didn't feel like it was something I should have been able to do after the lectures.

I think it was okay. Maybe the self-balancing part was just painful and unnecessary. Just focusing more on the iteration abstraction might help students in learning what is more important?

Maybe offer a little bit more time to do the assignment. Also expressing maybe with an example how to do the documentation would be nice, just so people don't stress out if they think they dont have enough information.

I feel that Jay loves and cares about me
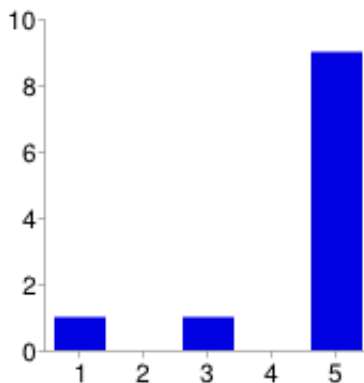
1	**1**	9%
2	**0**	0%
3	**1**	9%
4	**0**	0%
5	**9**	82%

Please give me feedback on lecture time

Getting better with more interactions between students.

I wish lectures connected more to the assignments. I often feel like I'm tackling the assignments blind.

Lectures seem to go at a very quick clip, but I always leave class feeling that I have learned something new and interesting.

The way you name things is sometimes confusing.

I feel like lecture time was way more helpful for this assignment than the ones before.

I wish a fraction of each lecture was devoted to assignment-specific things. Like the last 15 minutes or so so that we don't drift off towards the end of class and leave thinking about things we might want to introduce into our assignments later.

I have an interesting feeling about lectures. They are helping me learn a lot, but only a number of them actually apply to the assignments. Because of this I feel like there are two tiers of helpfulness in the lectures 1) general programming help/increase in knowledge and 2) knowledge which can help us in the assignment. They are both helpful, but it seems that when the due date comes around, I think we study a lot from only like two class periods. I also think that when the due date comes, a lot of people code rather than pay attention (I am guilty of this too). It is hard to fix this, but also something to point out.

Please give me feedback on lab time

The presentations are a great idea.

A+

I like the labs. Seeing other's work is very helpful.

Lab time is now very constructive and helpful to see presentations / your feedback on what people present on!

The labs in the game* weeks are more useful than in the data* weeks just because there's more troubleshooting/creative thought we can do as a group. I feel like when everyone has the same code (data* weeks) we can check github to resolve issues and labs are a less useful. But I'm looking forward to these last 3-4 labs.

Please give me feedback on assignments

A+, though they're very challenging, and make me want to cry multiple times, I do see the merit in pushing myself through the assignments.

I liked the assignments so far, because they're pushing my limits.

I always feel very unsure of what I'm doing. I never have any confidence, since there is very little guidance on the assignment pages.

Assignments feel challenging, and especially for data2 I wish I had a couple extra days to work on it, but I think that could be alleviated by starting earlier.

game assignments require too much creativity..haha..ha..ah..ha

Please give me feedback on Githb

"Githb" is a nice way to bond with other students in the course.

it is helpful to get feedback as well as see others' code if you are stuck.

I would like to see more comments from you as well as classmates in general. It seems like a good idea, but I think it isn't being implemented optimally.

GitHub is incredibly useful.

Github comments are definitely helpful for pointing out where we could improve our code!

I like it but forget about it and don't use it enough.

Please give me feedback on the mailing list

I think we (the class) don't use it for asking general questions enough, but the idea seems good.

To be honestly, the mailing list does not really give that much useful information.

Too much commit emails, but that's fine.

good resource

Please give me feedback on anything else

We should do more exercises in class. Like have students code in class.

I think it would be useful if the best/a few of the best assignments got put up somewhere where we could view them afterwards. i.e. the best essay for each week ends up in the google group so that those who lost points can see where they can improve in the future.

203 video was stellar

Office hours are where you shine as a professor!

Number of daily responses