

Midterm1 survey

Last Modified: 03/14/2016

1. What is your status at the University of Maryland?

| # | Answer | Bar | Response | % |
|---|------------------------|-------------|----------|-----|
| 1 | First Year | <div></div> | 56 | 49% |
| 2 | Second Year | <div></div> | 28 | 25% |
| 3 | Third Year | <div></div> | 12 | 11% |
| 4 | Fourth Year | <div></div> | 6 | 5% |
| 5 | Other (please specify) | <div></div> | 12 | 11% |
| | Total | | 114 | |

| Other (please specify) |
|---|
| transfer |
| Super senior |
| Returning Student |
| I am a transferred student |
| Post-baccalaureate, first semester back |
| Transfer junior |
| PhD student |
| junior |
| I transferred from Montgomery College |
| 1st year, Transferred as Junior |
| returning student |
| 2nd degree |

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 5 |
| Mean | 2.04 |
| Variance | 1.77 |
| Standard Deviation | 1.33 |
| Total Responses | 114 |

2. Are you a member of any of the following programs (Check all that apply)

| # | Answer | Bar | Response | % |
|---|-----------------------|-------------|----------|-----|
| 1 | Honors College | <div></div> | 14 | 13% |
| 2 | College Park Scholars | <div></div> | 8 | 7% |
| 3 | Gemstone | <div></div> | 1 | 1% |
| 4 | None | <div></div> | 90 | 80% |

| Statistic | Value |
|-----------------|-------|
| Min Value | 1 |
| Max Value | 4 |
| Total Responses | 112 |






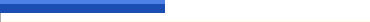



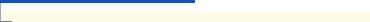











3. What are your primary reasons for taking this course? (Check all that apply)

| # | Answer | Bar | Response | % |
|---|--|-------------|----------|-----|
| 1 | Requirement for Major/Minor | <div></div> | 99 | 87% |
| 2 | Core Requirement | <div></div> | 8 | 7% |
| 3 | Interested in the subject material | <div></div> | 59 | 52% |
| 4 | Requirement for an advanced degree (e.g. Graduate School, Medical School, Law School...) | <div></div> | 4 | 4% |
| 5 | Fits my schedule | <div></div> | 10 | 9% |
| 6 | The instructor(s) for the course | <div></div> | 5 | 4% |
| 7 | Prerequisite for another course | <div></div> | 25 | 22% |
| 8 | Other | <div></div> | 3 | 3% |

| Other |
|---|
| Repeat Course |
| I do HCI, and have always wanted to learn to code |
| for the love of programming |

| Statistic | Value |
|-----------------|-------|
| Min Value | 1 |
| Max Value | 8 |
| Total Responses | 114 |

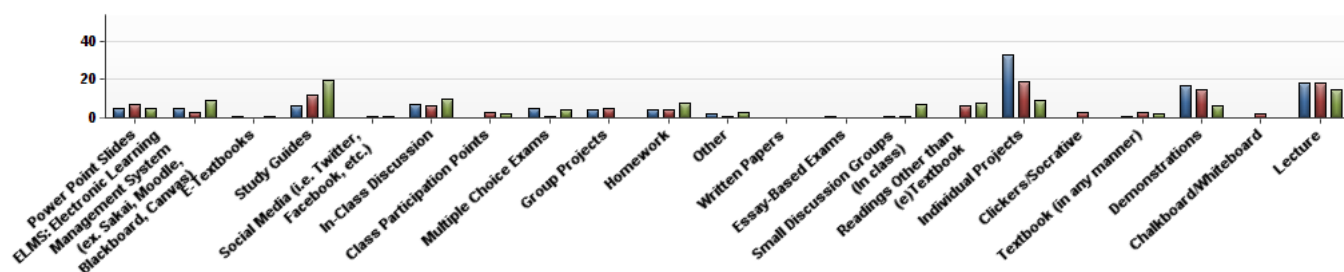
4. Based on the syllabus and class time to date, which of the following components do you expect to see used in this course? (Check all that apply)

| # | Answer | Bar | Response | % |
|----|---|--|----------|-----|
| 1 | Power Point Slides |  | 55 | 48% |
| 2 | ELMS: Electronic Learning Management System (ex. Sakai, Moodle, Blackboard, Canvas) |  | 85 | 75% |
| 3 | E-Textbooks |  | 14 | 12% |
| 4 | Study Guides |  | 74 | 65% |
| 5 | Social Media (i.e. Twitter, Facebook, etc.) |  | 3 | 3% |
| 6 | In-Class Discussion |  | 51 | 45% |
| 7 | Class Participation Points |  | 16 | 14% |
| 8 | Multiple Choice Exams |  | 62 | 54% |
| 9 | Group Projects |  | 21 | 18% |
| 10 | Homework |  | 60 | 53% |
| 11 | Other |  | 4 | 4% |
| 12 | Written Papers |  | 4 | 4% |
| 13 | Essay-Based Exams |  | 8 | 7% |
| 14 | Small Discussion Groups (In class) |  | 33 | 29% |
| 15 | Readings Other than (e)Textbook |  | 44 | 39% |
| 16 | Individual Projects |  | 95 | 83% |
| 17 | Clickers/Socrative |  | 67 | 59% |
| 18 | Textbook (in any manner) |  | 11 | 10% |
| 19 | Demonstrations |  | 54 | 47% |
| 20 | Chalkboard/Whiteboard |  | 41 | 36% |
| 21 | Lecture |  | 96 | 84% |

| Other |
|--|
| Practice Exams |
| Piazza |
| eclectic types of practice projects related to exam/with solutions |
| short answer exams |

| Statistic | Value |
|-----------------|-------|
| Min Value | 1 |
| Max Value | 21 |
| Total Responses | 114 |

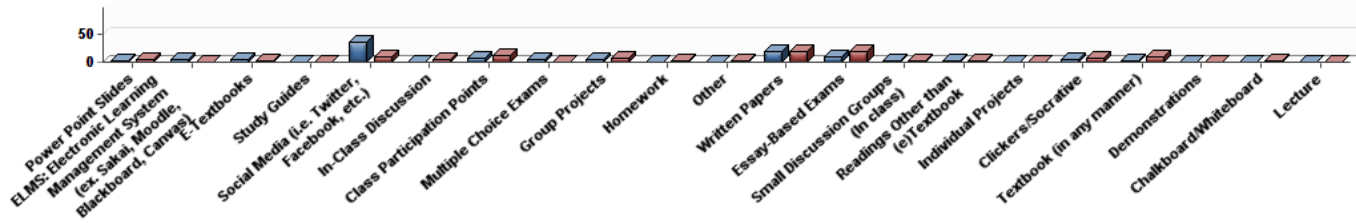
5. From the list rank the three components MOST important for your learning in this course. Drag and drop items into boxes



| # | Answer | | | |
|----|---|----|----|----|
| 1 | Power Point Slides | 5 | 7 | 5 |
| 2 | ELMS: Electronic Learning Management System (ex. Sakai, Moodle, Blackboard, Canvas) | 5 | 3 | 9 |
| 3 | E-Textbooks | 1 | 0 | 1 |
| 4 | Study Guides | 6 | 12 | 20 |
| 5 | Social Media (i.e. Twitter, Facebook, etc.) | 0 | 1 | 1 |
| 6 | In-Class Discussion | 7 | 6 | 10 |
| 7 | Class Participation Points | 0 | 3 | 2 |
| 8 | Multiple Choice Exams | 5 | 1 | 4 |
| 9 | Group Projects | 4 | 5 | 0 |
| 10 | Homework | 4 | 4 | 8 |
| 11 | Other | 2 | 1 | 3 |
| 12 | Written Papers | 0 | 0 | 0 |
| 13 | Essay-Based Exams | 1 | 0 | 0 |
| 14 | Small Discussion Groups (In class) | 1 | 1 | 7 |
| 15 | Readings Other than (e)Textbook | 0 | 6 | 8 |
| 16 | Individual Projects | 33 | 19 | 9 |
| 17 | Clickers/Socrative | 0 | 3 | 0 |
| 18 | Textbook (in any manner) | 1 | 3 | 2 |
| 19 | Demonstrations | 17 | 15 | 6 |
| 20 | Chalkboard/Whiteboard | 0 | 2 | 0 |
| 21 | Lecture | 18 | 18 | 15 |

| Answer | - Mean Rank | - Mean Rank | - Mean Rank |
|---|-------------|-------------|-------------|
| Power Point Slides | 1.00 | 1.00 | 1.00 |
| ELMS: Electronic Learning Management System (ex. Sakai, Moodle, Blackboard, Canvas) | 1.00 | 1.00 | 1.00 |
| E-Textbooks | 1.00 | 0.00 | 1.00 |
| Study Guides | 1.00 | 1.00 | 1.00 |
| Social Media (i.e. Twitter, Facebook, etc.) | 0.00 | 1.00 | 1.00 |
| In-Class Discussion | 1.00 | 1.00 | 1.00 |
| Class Participation Points | 0.00 | 1.00 | 1.00 |
| Multiple Choice Exams | 1.00 | 1.00 | 1.00 |
| Group Projects | 1.00 | 1.00 | 0.00 |
| Homework | 1.00 | 1.00 | 1.00 |
| Other | 1.00 | 1.00 | 1.00 |
| Written Papers | 0.00 | 0.00 | 0.00 |
| Essay-Based Exams | 1.00 | 0.00 | 0.00 |
| Small Discussion Groups (In class) | 1.00 | 1.00 | 1.00 |
| Readings Other than (e)Textbook | 0.00 | 1.00 | 1.00 |
| Individual Projects | 1.00 | 1.00 | 1.00 |
| Clickers/Socrative | 0.00 | 1.00 | 0.00 |
| Textbook (in any manner) | 1.00 | 1.00 | 1.00 |
| Demonstrations | 1.00 | 1.00 | 1.00 |
| Chalkboard/Whiteboard | 0.00 | 1.00 | 0.00 |
| Lecture | 1.00 | 1.00 | 1.00 |






6. From the list rank the two components LEAST important for your learning in this course. Drag and drop items into boxes



| # | Answer | | |
|----|---|----|----|
| 1 | Power Point Slides | 2 | 5 |
| 2 | ELMS: Electronic Learning Management System (ex. Sakai, Moodle, Blackboard, Canvas) | 4 | 0 |
| 3 | E-Textbooks | 4 | 2 |
| 4 | Study Guides | 0 | 0 |
| 5 | Social Media (i.e. Twitter, Facebook, etc.) | 36 | 9 |
| 6 | In-Class Discussion | 1 | 5 |
| 7 | Class Participation Points | 7 | 11 |
| 8 | Multiple Choice Exams | 5 | 1 |
| 9 | Group Projects | 5 | 7 |
| 10 | Homework | 0 | 2 |
| 11 | Other | 1 | 3 |
| 12 | Written Papers | 19 | 20 |
| 13 | Essay-Based Exams | 10 | 19 |
| 14 | Small Discussion Groups (In class) | 2 | 2 |
| 15 | Readings Other than (e)Textbook | 3 | 3 |
| 16 | Individual Projects | 1 | 1 |
| 17 | Clickers/Socrative | 5 | 6 |
| 18 | Textbook (in any manner) | 3 | 10 |
| 19 | Demonstrations | 1 | 1 |
| 20 | Chalkboard/Whiteboard | 1 | 2 |
| 21 | Lecture | 0 | 1 |

| Answer | - Mean Rank | - Mean Rank |
|---|-------------|-------------|
| Power Point Slides | 1.00 | 1.00 |
| ELMS: Electronic Learning Management System (ex. Sakai, Moodle, Blackboard, Canvas) | 1.00 | 0.00 |
| E-Textbooks | 1.00 | 1.00 |
| Study Guides | 0.00 | 0.00 |
| Social Media (i.e. Twitter, Facebook, etc.) | 1.00 | 1.00 |
| In-Class Discussion | 1.00 | 1.00 |
| Class Participation Points | 1.00 | 1.00 |
| Multiple Choice Exams | 1.00 | 1.00 |
| Group Projects | 1.00 | 1.00 |
| Homework | 0.00 | 1.00 |
| Other | 1.00 | 1.00 |
| Written Papers | 1.00 | 1.00 |
| Essay-Based Exams | 1.00 | 1.00 |
| Small Discussion Groups (In class) | 1.00 | 1.00 |
| Readings Other than (e)Textbook | 1.00 | 1.00 |
| Individual Projects | 1.00 | 1.00 |
| Clickers/Socrative | 1.00 | 1.00 |
| Textbook (in any manner) | 1.00 | 1.00 |
| Demonstrations | 1.00 | 1.00 |
| Chalkboard/Whiteboard | 1.00 | 1.00 |
| Lecture | 0.00 | 1.00 |

7. Lab quizzes have so far been electronic, allowing you more time to complete the assignment after the discussion section. This contrasts with the exams, where the entire assignment is on paper. What format would you prefer for future quizzes?

| # | Answer | Bar | Response | % |
|-------|--|--|----------|-----|
| 1 | Continue a fully electronic format |  | 88 | 81% |
| 2 | Switch to a fully paper-based format, mirroring the exam experience |  | 5 | 5% |
| 3 | Use a hybrid format where some questions are on paper (e.g., coding questions) while others are online (e.g., multiple choice questions) |  | 4 | 4% |
| 4 | Alternate between electronic and paper-based quizzes |  | 5 | 5% |
| 5 | No opinion |  | 7 | 6% |
| Total | | | 109 | |

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 5 |
| Mean | 1.51 |
| Variance | 1.38 |
| Standard Deviation | 1.18 |
| Total Responses | 109 |

8. In class we sometimes assign reading material and verify that you have read it through a reading quiz. When would these assignments be most effective in helping you learn.

| # | Answer | Bar | Response | % |
|-------|--|-------------|----------|-----|
| 1 | Reading before lecture, allowing the quiz to help guide the topics discussed in detail in class. | <div></div> | 32 | 29% |
| 2 | More in-depth reading after the lecture provided an initial introduction to the material. | <div></div> | 16 | 15% |
| 3 | A mixture of the two, with some readings before and others after class depending on the topic being covered. | <div></div> | 49 | 45% |
| 4 | Neither - reading outside of class does not help me learn. | <div></div> | 12 | 11% |
| Total | | | 109 | |

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 4 |
| Mean | 2.38 |
| Variance | 1.05 |
| Standard Deviation | 1.03 |
| Total Responses | 109 |

9. Which of the following do you expect from the instructor of this course? (Check all that apply)

| # | Answer | Bar | Response | % |
|---|---|-------------|----------|-----|
| 1 | Hold Office Hours | <div></div> | 89 | 90% |
| 2 | Know your name | <div></div> | 11 | 11% |
| 3 | Interact with you in class (Questions, Discussion, etc) | <div></div> | 68 | 69% |
| 4 | Be accessible outside of office hours | <div></div> | 50 | 51% |

| Statistic | Value |
|-----------------|-------|
| Min Value | 1 |
| Max Value | 4 |
| Total Responses | 99 |

10. How soon do you expect your instructor to...

| # | Question | Immediately | Within 24 hrs | Within 2 days | Within a week | Longer than a week | Never | Total Responses | Mean |
|---|-----------------------------------|-------------|---------------|---------------|---------------|--------------------|-------|-----------------|------|
| 1 | ...respond to email? | 10 | 71 | 24 | 1 | 0 | 0 | 106 | 2.15 |
| 2 | ...post grades? | 4 | 15 | 21 | 66 | 1 | 0 | 107 | 3.42 |
| 3 | ...return assignments? | 2 | 9 | 23 | 68 | 4 | 0 | 106 | 3.59 |
| 4 | ...be available to meet with you? | 4 | 18 | 42 | 39 | 1 | 0 | 104 | 3.14 |
| 5 | ...respond to phone calls? | 2 | 35 | 28 | 7 | 1 | 11 | 84 | 3.04 |

| Statistic | ...respond to email? | ...post grades? | ...return assignments? | ...be available to meet with you? | ...respond to phone calls? |
|--------------------|----------------------|-----------------|------------------------|-----------------------------------|----------------------------|
| Min Value | 1 | 1 | 1 | 1 | 1 |
| Max Value | 4 | 5 | 5 | 5 | 6 |
| Mean | 2.15 | 3.42 | 3.59 | 3.14 | 3.04 |
| Variance | 0.34 | 0.77 | 0.61 | 0.73 | 1.84 |
| Standard Deviation | 0.58 | 0.88 | 0.78 | 0.85 | 1.36 |
| Total Responses | 106 | 107 | 106 | 104 | 84 |

11. What misconceptions do you think the instructor(s) have about students?

| Text Response |
|---|
| We are homework, reading, and quiz completing machines. |
| We already know how to code. |
| We know more than we actually do |
| dont know |
| That we can easily apply concepts learned in class to new things |
| Just because there aren't a lot of submissions, does not mean we haven't started working on the project |
| Sometimes the stuff said makes sense to people with no knowledge of programming or comp sci in general |
| That they have a lot of free time |
| none |
| I think most professors know a lot more about the students than the students tend to know about themselves |
| The ability of people without programming experience to understand everything quickly. |
| N/a |
| no misconceptions. |
| I'm not sure |
| NA |
| Mihai seems on point |
| our different skill levels/ amount of interest in discussing a particular topic |
| Students don't always procrastinate, they just have a lot of work from their other classes. |
| That most of us have a coding background |
| That TA's understand students |
| They know more than they actually do |
| They often think that just because we have yet to submit the assignment to public testing we haven't started it, which is sometimes the case but not always. They also think that we have a lot more time on our hands for this class than we actually do. |
| I feel like he sometimes forgets that some students have no programming or java background. |
| That we have the intuition concerning how to start projects correctly and succinctly. |
| They know how to get started on projects. Sometimes instructions are confusing |
| That all of us knows how to program. |
| That we already know stuff about coding |
| Nothing really. |
| Students have work for other courses |
| they can grasp a subject easily |
| That students that don't talk in class aren't interested in the material taught in class |
| That we understand all the terminology |
| I don't know |
| nothing really |
| n/a |
| None |
| Alot of use are completely new to Java and in class we spend too much time learning theory rather than concrete problem solving and coding syntax. |
| That students grasp topics fast, I'm in the small percentage that have not had any cmsc experience but I admit that I am learning and got a pretty high C on the first text which I am proud of |
| Sometime it is hard for students to understand things as quickly as we learn them in this class. |
| I can't think of anything |
| I think the instructor believes we understand how to begin and complete the projects more than we actually do. |
| That we have plenty of time to projects and assignments for there class, but we have more than just one class |
| N/A |
| That when we complain about our grades, or we question the guidelines of the class in terms of "due dates and deadlines" or other class procedures, that we are really just arguing for the sake of covering our ass or for our convenience. In reality that is rarely the case, student concerns matter, and are valid. |
| They don't turn in projects early because they have not even looked at them or read the descriptions. |
| That we always have free time to start early on projects |
| They know everything already. |
| We know all the basics and can do the complex projects given. I do not know the basics of java and these projects are extremely difficult and confusing for me. I think that it is forgotten that this is an intro course and there are students who are brand new to the coding world. |
| Mihai has been doing this for long enough that he's great at anticipating all the tricks that students will have in class, and be able to address them. However, the pace of the class really seems to vary - it was extremely slow at first, and now I feel like we don't have a huge amount of breathing room (even through HW is due a week after the test, it |

| |
|--|
| would be nice to have a day or two where I didn't have to worry about starting the next thing) |
| Nothing I can think of |
| That we can start your classes homework immediately. Its all about planning and scheduling. It will get done. |
| N/A |
| Don't know |
| That we aren't doing the project early because we don't want to. I do want to start earlier, I really do, but I have a very hard semester and my other classes require time as well. |
| We're knowledgeable enough to know the basics |
| We understand things that might seem easy |
| N/A |
| I do not know |
| That due to the high project grades we have a pretty good understanding of the material when in fact it was just testing and debugging. |
| Nothing |
| That we have a background or can easily grasp the knowledge for this class |
| None? Very reasonable. |
| so far nothing.pretty solid person. |
| That we all understand the material when a few students raise their hand to answer the question. |
| None |
| We can absorb all what we have been assigning to read |
| He thought we could read all the readings and memorize them :-) |
| None. He is a very open minded person. |
| Not everyone learn the same way |

| Statistic | Value |
|-----------------|-------|
| Total Responses | 69 |

12. How satisfied are you with your performance in the class so far?

| # | Answer | Min Value | Max Value | Average Value | Standard Deviation | Responses |
|---|-------------------------|-----------|-----------|---------------|--------------------|-----------|
| 1 | Click to write Choice 1 | 0.00 | 4.00 | 2.78 | 1.20 | 105 |

13. What would you like to change about your study habits to improve your performance?

| Text Response |
|--|
| Do more readings about programming. |
| Nothing. |
| More interactive studying |
| N/A |
| read the readings |
| Actually read the notes |
| Find a better way to study for exams. |
| Nothing. I feel like I'm killing it |
| don't really know how to study for exam |
| None |
| Study often in smaller intervals |
| Put in more time |
| do more outside learning about java and maybe other languages |
| Start projects earlier to get a complete understanding of the code I'm writing |
| I would like to scrutinize more of the code that the professor provides on ELMS. |
| Prepare better for exams by reviewing everything that we have covered (not only the study guide) |
| More focus on concepts rather than specifics |
| I would like to start studying at least a week in advance. |
| no change. |
| Probably spend more time on reviewing the code after every lecture, and ask TA or Prof.P if there are any confusions. |
| Since it is my first time being exposed to computer science, I think I should study a lot more on the basics instead of moving on. |
| More projects and relationship between project and exam. |
| More individual effort and time put into projects and readings. |
| none |
| Do more on paper code writting. |
| I should do more readings and practice, it seems that I need to do more in order to keep up with my classmates |
| I need to study better ahead of time and get through concepts that confuse me before the night of the test |
| I would like to be able to work through more programming exercises, to get a better handle on the syntax |
| I would start studying earlier and do more coding practice problems. |
| I need to practice new concepts in exercises routinely, but often cannot due to schedule conflicts |
| PracticlNG with eclipse more. |
| I would like the exam questions to reflect more of what is discussed in lecture. |
| less homework in other classes would be nice... |
| I would like to attend more lectures. I'm really bad at over sleeping (and believe me I know the class starts at noon) |
| More practice exam problems to go over and better notes. |
| I would like to be able to know more about the material prior to coming to class (readings) and then have powerpoints to review what we talked about in class. |
| I always want to improve my procrastination. |
| study more through practice (using Eclipse to test code and then learn from it) |
| read before class |
| More group collaboration to solve a Project |
| Study ahead of time rather than last minute |
| looking at More videos online and understanding terms better |
| Get the projects done before Sunday night. |
| Start projects earlier. |
| I would start studying for exams and quizzes days before. |
| Review more reading material before class, go to TA/prof office hrs |
| . |
| Code more often |
| More hands-on examples |
| Going into office hours, starting projects earlier |
| I should spend more time to read outside resources. |

| |
|--|
| Completing the ungraded challenge parts of projects |
| On the last test the coding problems at the end were the easiest for me. The hardest parts were the term questions that are based strictly on remembering something that we went over for like 2 seconds in lecture. |
| More examples and practice |
| I would like to start the projects a day earlier |
| Practice coding more. |
| Try to write more code by hand. |
| Reviewing all materials handed out to me such as in-class code, study guides, and readings. |
| I want to go into more office hours. Because I have the conviction that coding is not like physics or mathematics, it's a very different science. One that you can learn only via the help of others, it is not to be pursued solo. With that being said, I intend on going to more office hours in the future. |
| Practice more smaller programs to implement new knowledge |
| I need to study concepts more |
| Take more initiative to go to office hours and look at the study guides more in-depth. |
| Possibly work more on code academy. I study a lot but reaching myself all the basics is very time consuming. When compared to the other cmsc131 class this class is doing completely different projects that are exponentially more difficult. I think we need to focus more on more basic projects to lead to more complex ones later in the semester. I think it shows that they are difficult through my ability to pass the exam on the basics of coding but not being able to complete a project and getting half credit because of my inability to learn the material so quickly. This class is structured for experienced coders and it should be an introduction course. |
| I need to prepare more thoroughly for tests by making sure I know the multiple choice material in and out, not just how to just how to code. Also need to be better about doing the extra credit assignments, they really make a difference. |
| Get started on projects earlier |
| Reread the posted readings |
| Do more readings and challenge projects |
| Nothing, just keep paying attention in class and doing assignments so I will do better on exams. |
| Now that I understand the structure of the test it will make studying a bit easier. I now know that I must pay attention to the format of the codes I am writing so I can recreate that on the exam. |
| I'd like if smaller practice assignments with answers were posted on ELMS not for a grade but simply as a learning tool to help me better understand all the capabilities of Java and help me learn the most about topics in class. |
| Attend more office hours and work with TAs |
| more practice on eclipse to test my efficiency and accuracy. |
| More practice of exam style questions i.e. multiple choice questions and others type of coding More programming |
| I can handle the projects just fine but missed a lot of points on the exam, probably because I can't trial and error the exam. |
| Well Im not really sure how to study for exams and I thought I would do much better than I did, but I'll wait to get it back to see what I did wrong. |
| Just study hard. |
| I do study, especially from sources online, and still don't fully understand everything. |
| I need to learn more specific functions. |
| Nothing |
| Try a variety of practice exercises to improve understanding of how new things in Java work and interact with each other. |
| work more on projects and study the material. I am just not understanding the whole coding thing. |
| Stop watching unrelated YouTube videos and stay off social media sites. |
| Nothing |
| I should spend more time on reading wider range of the course's relative materials. |
| Even though having programmed for multiple years, I still struggled on vocabulary. Therefore I should be studying more towards the exam rather than furthering my programming knowledge. This would include studying from notes, past exams, and the e-text |
| Pay more attention about the readings. |
| Organize programming study groups. |
| I would like to do things step by step instead of just looking at the big picture so I don't miss details. |
| Starting projects late |
| Nothing I am doing well in the class and study as necessary. |

| Statistic | Value |
|-----------------|-------|
| Total Responses | 90 |

14. What would you like us to change about the way the class is being taught to help you improve your performance?

| Text Response |
|---|
| Prepare us more for the projects |
| More demonstrations. |
| Go over something more than once. |
| Greater variety of examples |
| Help us to relate what we are learning in class to the projects and tests that we take. |
| nothing in particular |
| More practice problems |
| Include more review material for test. |
| Nothing. I'm fine. |
| more short coding exercises - maybe like homework every so often? |
| Slow down be more specific |
| More lecture time devoted to coding |
| Powerpoint slides and more example code |
| Maybe provide some practice codes before exam days |
| more explanation on and understanding on what we type into eclipse instead of just typing it. |
| Give more examples of how specific codes are used |
| Instead of just doing demonstrations in Eclipse, the professor should gather tutorials from online that have information that explains what is going on. |
| Have lecture notes and power points instead of only using eclipse to lecture concepts |
| No change |
| I would like to be able to see the source code before we talk about in class so I can follow along on my own computer. |
| no. |
| I want to have more coding exercises or more coding examples that related to proj and exam/quiz. and maybe there could be some optional coding problems posted and we can practice them. (please show the solutions afterwards) |
| I would like more demonstrations and examples on how to use some of the things we learn in class. |
| More examples in project based format. It's great that we can watch a demonstration on something like JUnit testing and regurgitate information about heaps and stacks but without applying these ourselves they are meaningless facts. |
| More intuitive examples would be helpful, followed by more difficult ones. Get the base concepts of solving a problem and then apply it to a problem Also, learning syntax and other methods would be helpful, though I understand that base knowledge is key before using such methods |
| I think writing down and working through coding problems as a class would be more effective in keeping students on task than only talking through problems |
| More TA office hours. |
| i am a very very small minority in this class (those who have never coded before) so my opinion does not matter |
| Make discussion actually useful and informative |
| Nothing |
| Some form of easy to take notes.. It took me a while to figure out how to take effective notes for this class and I'm still not sure I like that style. |
| offer more office hours |
| More notes or PowerPoint slides. |
| Learn style. Learn about how to approach problems from a coding perspective. |
| i think that little very easy simple WRITTEN assignments that are not graded but show the concept covered in class would be VERY helpful. |
| Record lectures, but have a participation based point for attendance. That way the students get the benefit of having a recorded lecture while still going to the original. Repetition is the mother of learning. |
| Have the professor make distinction between each topic, such as writing the topic that is covered on the board. There seems to be a subtle transition which I cannot follow. |
| Make powerpoints with some of the information so it's easier to take notes and remember the stuff that was said in any given class. |
| Have mini group projects during discussion. |
| more small coding exercises in addition to projects |
| do more problems together. |
| Use lecture to help hint at project solutions |
| Power points/Study guides |
| easier code to follow that he writes in class |
| Provide more readings outside of class to read in order to provide the students more in depth knowledge of the material. |
| More reading |
| More quizzes to help internalize material. |
| Instructors demonstrate how to code some project(not exactly the one we are doing, but some that re similar) |
| Starting projects without starter code. |

| |
|---|
| I think we should have a small projects or excersice that would mimic or give us a base of understanding of the bigger project. I feel like we are given codes that are needed in the project but I;m not exactly sure how to use them. |
| At beginning of lecture provide a few bullet points on what will be covered that day. |
| Id like to learn more concrete material in lecture that will be on the exam rather than just focusing on theory the whole time. |
| Examples broken down step by step and ask for socrative feedback |
| The discussions are not helpful to me. I feel like my TA does not make the class worthwhile. |
| spend more lecture time going over examples and less talking about how important it is to start the projects early - I think it was good to talk about this a lot during the first few weeks to emphasize it, but now we get the point. |
| More in-depth explanations for more complicated concepts. |
| PowerPoint slides that explain definitions of terms |
| Teach material needed for the project before the project is given. |
| Nothing |
| All I can say is so far in the class I found myself really wishing that I would've had prior Java experience before. And I don't think the class should be like that. Maybe in class or in discussion we could go deeper into the semantics of coding itself, and in class maybe we could go over code itself more in depth. |
| I like how it is run |
| Nothing |
| More demonstrations in class and more focus towards intro level things in discussion. They all tall like we know it already. |
| Treat the course as an intro course and not a higher level course. I think Prof. Pop is a great professor but does not understand there are students who can not keep up with the material and do not have a background in java. Way more focus needs to be centered on intro concepts and how to make projects of more basic ideas. |
| Would be nice to have a detailed list of topics that we could check off for each exam (there were a few things on the last exam I wasn't expecting, and there hadn't really been a reading on them). |
| More specific study guides for exams. Because there are no old tests, it's hard to know what the tests will look like or how to study for them |
| Maybe short power points when introducing a new topic. It is a bit hard to understand a new topic strictly from demonstration. Defining the topic in a brief power point could help |
| N/A |
| Maybe use powerpoint slides if needed. I do feel like the time used in lecture could really be used more efficiently to teach the material. I feel like sometimes we stay on something for too little/long and aren't able to understand everything. |
| The class is focusing on broad coding ideas instead of just java syntax (which is great) but I felt like a lot of the test used java format. (The grading could have not been focused on this though, I have not seen the grading method yet). |
| Discussion should have more structure. At the moment they seem to cover an array of material with no real focus on one topic. This is mainly because we're placed in a mixture of students who have experience to those who don't. So everyone asks different questions that the TA tries to address but cannot do so thoroughly enough. In my case the TA acknowledges that there is a mixture but teaches at a level that is dumbed down for the experienced students and the less experienced are trying to understand what is going on. |
| Brake down concepts to their most fundamental forms. |
| Provide more material/methods/etc. to aid students (like myself) that will benefit greatly from work put in outside of class. This well help the hard working students who many not have computer science come naturally but will work hard and want to learn it. |
| nothing |
| Go over exam topics |
| Increase the percentage of our grades that projects are worth and decrease exam percentage because we will never be asked to write code perfectly the first time in a real life scenario. |
| Need more TA hours for my course. |
| What is taught in class should help with the projects. Does not have to be exact examples but the coding required on the projects are not very well explained in class. |
| I wish that the professor would take tome to fully explain each concept (e.g. a while loop) before showinh how to implement the code instead of just writing the code and then explaining. |
| Nothing |
| Sometimes discussion period could have more exercises, a lot of it has been Q/A and doesn't engage students that aren't struggling to much and I kinda just want practice. do more same example that is actually in the project. |
| I am pleased with the way the course has been thought thus far. Maybe change the lighting? If the lights were brighter it helps me stay focused. Sometimes I have trouble reading the board. Today, for instance when words were written on the board I couldn't read them it was faint. My eyesight isn't good though. |
| Nothing |
| I would like to have correction of the codes of graded assignments. |
| Make the projects based on stuff we learned that week rather than what we will learn the following week. |
| Have the exams solely programming, rather than having multiple choice and short answer.k |
| explain more how the methods work. And maybe give us some example questions to work on for several minutes, then explain them. |
| Encourage programming study-groups, and teach pseudo-code in next discussion to suppliment discussion of algorythms with classmates and to avoid plaigerism. Use next lecture to teach how to design basic objects; this will help those continuing to struggle with static vs instance method concept. |
| More Quizzes to help polish concepts. |
| None. The professor is so passionate about the subject and responsive to students' concerns. He is an expert in indirect guidance so that students are being helped but they are learning things independently. |
| More/better study guides that actually is very relevent to the exam. |
| Nothing, I know most of the material. |

| Statistic | Value |
|-----------|-------|
|-----------|-------|

15. If you had a mentor to help you with the course, how would the mentor best help you?

| # | Answer | Bar | Response | % |
|---|--|-------------|----------|-----|
| 1 | Help with class material | <div></div> | 40 | 39% |
| 2 | Help with projects and/or other major graded assignments | <div></div> | 56 | 55% |
| 3 | Other | <div></div> | 6 | 6% |
| | Total | | 102 | |

| Other |
|--|
| force me to work. |
| Both of those |
| help with projects and class materials |
| It would be helpful for me to be a peer mentor and explain things to my classmates |
| Help with both class material and projects |
| class materials and projects |

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 3 |
| Mean | 1.67 |
| Variance | 0.34 |
| Standard Deviation | 0.59 |
| Total Responses | 102 |

16. Please add any further comments you may have about the class so far.

| Text Response |
|---|
| The TA's graded my exam unfairly. |
| none |
| great class |
| A project or hands on assignment for every single concept in class. To some degree. Even that web activity video game we played with the hexadecimal numbers was actually super helpful. |
| Thank you for the surveys and providing outlets for feedback to help us learn! |
| N/A |
| Lecture is actually really great, but I don't feel like I'm getting anything out of discussion. I wish in the discussion we worked on ways to study for the exams and even doing things that mimic things we have to do for our projects and other assignments |
| I think a textbook would be helpful so that we could work through examples and exercises. Since we don't have a textbook, I think it would be helpful to have ungraded exercises that we can do to enhance our coding abilities. |
| I wish the TAs were more accessible on Fridays and that Piazza was easier to use in general. |
| I did well on each of the projects so far, but it was not reflected in my exam grade. I could know how to code for what the problems asked but could not translate that to the paper test. |
| Great class overall |
| Grades harsh |
| I feel like I'm not getting most of my knowledge from lecture but instead I'm getting it from getting together with people to discuss the projects and learning from them what the different components are supposed to do. |
| I feel like I learned more from this class so far than my previous java class at my previous college. |
| group brainstorming is probably the best way to get work done. Also, my TA said to make friends now in 131 so that you'll have more friends to collaborate with when you get into the harder later courses. |
| I like the use of the reading quizzes as it helped me learn more about the in class material |
| N/a |
| I feel the lecture is not as effective as the discussion, but both are really good. |
| Lecture and lab are both taught well and worth going to. At the beginning of lecture, I feel that too much time is spent encouraging people to start projects earlier, do the readings, etc. It seems to take up 5-10 minutes every lecture, which is a significant portion of a 50 minute class. Conversely, I like how the lecture continues all the way up until 12:50 but doesn't run over or feel rushed at the end. |
| It would be extremely helpful to have a study guide that provides us with all the terms that are expected for us to learn. |
| I think the projects can have longer due dates, instead of just one week. |
| I was scared to take this class because I barely had any programming experience, but it has been very manageable. I do not feel like I am behind because of my lack of experience. The class caters well to new programmers. |
| If TAs were more accessible to ask questions. |
| N/A |
| So far the experience has been enjoyable. The projects are very fun, especially when I receive credit for doing them. |
| Nothing so far |
| This class should be restructured to better suit new to the subject students. It is an introduction course and that seems to have been completely forgotten. |
| I've realized how much I learn from explaining to my peers. Would love to have a formal system for peer tutoring |
| Very good class. I like the projects a lot and professor and tas are very helpful. A more comprehensive study guide for exams to help us succeed would be very encouraging |
| Class is moving at a good pace and I am enjoying my time as a CS major so far |
| I think some more planning on what to say in lecture would help and making sure that we stay on topic would go a long way. |
| I am enjoying how this class is progressing. I think it is a lot of fun and is very interesting. The professor teaches really well. |
| I personally do not find the coding difficult. The logic on the other hand is challenging. |
| Maybe summarize some material and put it on elms. |
| I need more TA hours available. |
| Coding examples should resemble what the projects will be asking to code. Some of the required code for the projects were never discussed or given any example of using in class. Which leads to never fully understanding how to use properly. |
| My main problem with the projects so far has been what you expect as valid entries by users. I just assumed because the directions didn't state to make a senario invalid and return an error it would be safe to assume the user wouldn't enter those parameter values. |
| I don't think that Socrative enriches the class. I think the time would be better spent just teaching and asking a question. Socrative just takes too long. |
| I don't think the second due date is necessary because it gives a false sense of security. I'm sure everyone just assumes the second due date is the official one and procrastinate even more. There is no incentive as of right now to start early if current projects can be completed in 1-2 days of really good focus. (I would be that person if I didn't have a job). I suppose this will fix itself as projects become harder... |
| I love this class even though it requires me lot of efforts. My Professor and TA are helpful. They have been definitely instructing go through and out of me fear.... |
| Good class, might want to start playing with code earlier. |
| I love the way class is taught. I love the fact that we go in depth in some of the concepts. Those concepts may not be directly related to coding but it is good to know the history and the motivation behind some of the coding we learn. |
| None |

| Statistic | Value |
|-----------------|-------|
| Total Responses | 43 |