



Course Evaluation System at UNL

[Fee](#)

[Back](#)

[Log off](#)

[Home](#)

[Upcoming Surveys](#)

[Survey Results](#)

[FAQ](#)

[System Overview](#)

[Feedback](#)

On this page

Question Period: '04-'05: Fall Semester

Department: **Computer Science and Engineering (CSCE)**

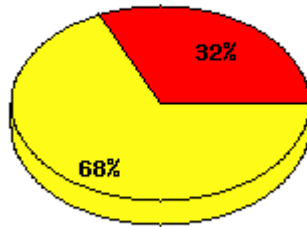
Professor: [Stephen Scott](#)

Class: [CSCE 156A INTRO COMP SCI II Section 150](#)

Response Statistics

Total Surveys: **41**

Evaluated Surveys: **28**



Completed Surveys

Uncompleted Surveys

Created by VH Graph

[1] My year in college is:

Freshman	Sophomore	Junior	Senior	Graduate Student
0	20	5	3	0

[2] My overall grade point average is:

4.0 to 3.5	3.5 to 3.0	3.0 to 2.5	2.5 to 2.0	Below 2.0
8	10	8	2	0

[3] I am enrolled for the following number of credit hours this semester:

More than 18 hours	15 to 17 hours	12 to 14 hours	9 to 11 hours	Less then 9 hours
0	12	9	4	3

[4] I currently work the following number of hours per week at a job:

More than 40 hours	30 to 40 hours	20 to 30 hours	10 to 20 hours	Less than 10 hours
0	2	3	7	16

[5] This course is my major field of study:

Yes	No
23	5

[6] I see myself as a motivated student in this course.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
4	2	2	8	12	0

Average	Median	Mode	Standard Deviation
3.8	4.0	5.0	1.4

[7] I was academically prepared to take this course.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
1	1	4	15	7	0

Average	Median	Mode	Standard Deviation
3.9	4.0	4.0	0.9

[8] I was challenged to think in this course.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
0	0	3	9	16	0

Average	Median	Mode	Standard Deviation
4.5	5.0	5.0	0.7

[9] My course grade will be a fair representation of my learning.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
1	9	3	13	2	0

Average	Median	Mode	Standard Deviation
3.2	4.0	4.0	1.1

[10] I treated the instructor fairly and respectfully.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
0	0	1	15	12	0

Average	Median	Mode	Standard Deviation
4.4	4.0	4.0	0.6

[11] Before taking this course, my interest in this subject was very high.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
0	2	2	12	12	0

Average	Median	Mode	Standard Deviation
4.2	4.0	5.0	0.9

[12] I understand the objectives of this course.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
0	1	4	15	8	0

Average	Median	Mode	Standard Deviation
4.1	4.0	4.0	0.8

[13] The organization of the course topics is reasonable and logical.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
1	2	3	15	7	0

Average	Median	Mode	Standard Deviation
3.9	4.0	4.0	1.0

[14] The pace at which course topics are covered is reasonable.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
3	8	5	9	3	0

Average	Median	Mode	Standard Deviation

Average	Median	Mode	Standard Deviation
3.0	3.0	4.0	1.2

[15] This course helped me improve my rational thinking, problem-solving and decision-making ability.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
2	4	4	16	2	0

Average	Median	Mode	Standard Deviation
3.4	4.0	4.0	1.1

[16] After taking this course, my interest in this subject is very high.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
2	4	5	10	7	0

Average	Median	Mode	Standard Deviation
3.6	4.0	4.0	1.2

[17] The textbook, workbook, and/or lesson notes help me understand course material.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
3	2	7	11	5	0

Average	Median	Mode	Standard Deviation
3.5	4.0	4.0	1.2

[18] The method (or methods) of presenting information in class enhances my learning.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
3	4	8	11	2	0

Average	Median	Mode	Standard Deviation
3.2	3.0	4.0	1.1

[19] The coursework helps me understand and apply the subject matter.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
0	4	3	20	1	0

Average	Median	Mode	Standard Deviation
3.6	4.0	4.0	0.8

[20] The amount of coursework is reasonable for what I am expected to learn.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
3	6	4	13	2	0

Average	Median	Mode	Standard Deviation
3.2	4.0	4.0	1.2

[21] Testing methods fairly measure my understanding of the course material.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
3	6	7	10	2	0

Average	Median	Mode	Standard Deviation
3.1	3.0	4.0	1.2

[22] The instructor is prepared for the class and is concerned about his or her preparation.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
1	2	5	13	7	0

Average	Median	Mode	Standard Deviation
3.8	4.0	4.0	1.0

[23] The instructor makes good use of class time.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
2	3	6	13	4	0

Average	Median	Mode	Standard Deviation
3.5	4.0	4.0	1.1

[24] The instructor is enthusiastic and interested in teaching this course.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
0	3	1	13	11	0

Average	Median	Mode	Standard Deviation
4.1	4.0	4.0	0.9

[25] The instructor treats students in a professional manner.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
1	0	4	17	6	0

Average	Median	Mode	Standard Deviation
4.0	4.0	4.0	0.8

[27] The instructor motivated me to understand and apply course concepts.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
5	6	6	8	3	0

Average	Median	Mode	Standard Deviation
2.9	3.0	4.0	1.3

[28] The instructor provides useful feedback on how I am doing in the course.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
2	8	6	9	3	0

Average	Median	Mode	Standard Deviation
3.1	3.0	4.0	1.2

[29] The instructor is accessible for help outside of the classroom.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
2	1	1	17	4	3

Average	Median	Mode	Standard Deviation
3.8	4.0	4.0	1.0

[26] New concepts and examples are clearly explained at a level students can comprehend.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
2	5	4	13	3	1

Average	Median	Mode	Standard Deviation
3.4	4.0	4.0	1.1

[30] The classroom physical environment (e.g. temperature, lighting, acoustics) is comfortable for learning.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
0	0	2	18	8	0

Average	Median	Mode	Standard Deviation
4.2	4.0	4.0	0.6

[31] The classroom is free from outside distractions.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
0	0	1	18	9	0

Average	Median	Mode	Standard Deviation
4.3	4.0	4.0	0.5

[32] The classroom design and furnishings do not interfere with my learning.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
0	1	1	15	11	0

Average	Median	Mode	Standard Deviation
4.3	4.0	4.0	0.7

[33] The classroom has adequate instructional equipment and technology.

Strongly Disagree (1.0)	Disagree (2.0)	Indifferent (3.0)	Agree (4.0)	Strongly Agree (5.0)	N/A
0	0	0	14	14	0

Average	Median	Mode	Standard Deviation
4.5	4.5	5.0	0.5

[1] What are 1 or 2 specific things that helped you learn in this class?

- -Good textbook
 - -Good instructor
 - 1) The professor's attitude about the course and its content.
 - 2) The room - for once, it was simple, well lit, and free of distractions
 - Assignments
 - Exams
 - I projector was very nice.
 - Labs, homeworks, the book was really good
 - My friends
 - The Dumb Question Asker daily activity was interesting. A lot of the time, we thought we were asking a really dumb question, but it ended up that we learned a lot more about that subject than we thought there was.
 - The Examples on the web site
 - The Homework.
 - The assignments were well-written. The instructor answered in-class questions regarding the homework well.
 - The books helped me a lot. Lab examples sometimes helped me.
 - The course material, particularly the more theoretical aspects, was interesting
 - The lab demonstrated the concepts we learned in class.
- The book was helpful with examples.
- The labs were pretty useful, but only when we had been properly instructed on the material before attempting to do the lab.
 - The teacher used two sets of notes so we got a second opinion basically. The teacher spent a good portion of time answering questions.
 - The textbook, coming to class, code examples given in labs.
 - The things discussed in lectures helped clarify concepts and examples presented in the textbooks. Also I think I learned the most from the homework.
 - The way Dr. Scott required one person to ask at least three questions during each class.
 - I talked with Dr. Scott several times outside class to help me. Notes and schedule being posted online helped, even though we didn't stay on schedule.
 - nothing
 - the book was great and I made really good use of the resource center
 - the programming assignments

[2] What are 1 or 2 specific things that caused a problem with your learning in this class?

- -Participation points. It's 10% of the total grade and it doesn't worth that much.
- 1) I'm a little too large for the seating, which makes getting comfortable impossible.
- Forced participation via asking three questions for a grade, because I think that will detract from overall participation. Some topics were not covered as much in depth as others.
- Frequent questions from students seem to interrupt the flow of the lecture.
- I wouldn't say anything interfered with my *learning* in this class, but I would definitely say the fact that the lectures, labs, and homeworks are all pretty much unrelated was sort of detrimental to the class.
- It seemed as if there was a lot of wasted time at the beginning of classes with some students asking irrelevant, unimportant, questions that took up a lot of class time.
- Lectures, labs and homeworks are on different topics
- Not a lot of PHP walkthroughs
- Not having enough time to read the book. The programming assignments alone are very involved. They forced me to neglect other classes, and I didn't have any free time, since I also have a job. Too much was expected of us.
- Other Students would ask non relevant questions that the professor always answered
- Programming things I'd never done before and have barely been taught. EDU tests sometimes sucked.
- Resource center - staff always helping one or two other students. I could never get to the front of the queue.

Lab - no one on site to help with printer difficulties or questions.

- Some of the material I had never been exposed to.
- Spending 50+ minutes on the Academic Dishonesty topic when it doesn't apply to most of us. It certainly DID apply to those 8 people who cheated, and it was good to touch on the topic - but I think the time went a little overboard. We aren't paying for the course to learn how to not cheat, we're paying to learn.
- The biggest problem was not having enough lab help. Xuli did a great job but before he got another TA to help, it was really bad having to wait around to get your worksheet checked off.
- The coursework was beyond what we learned in class.
- The instructor had a bad habit of just reading straight off the slides which caused me to be less and less interested in attending class as I am perfectly capable of reading slides or the book on my own.
- The labs definatly need some reform. Frequently, I was not able to finish the work, despite the fact that I did the required reading and took the pretest. I also think that there was too much work to do in the required time.
- Too many PowerPoint presentations... It is a good way to present information, but after a while they give me a headache.
- Wasted class time, not talking about material thoroughly. The instructor not always knowing forsure how to do the things we are talking about.
- that most of the teaching was from power point slides I need examples
- the assignments were pretty hard and the tests seem way harder then they should be.
- the material seemed to be presented over my head and in general in classes, while tests and homework were very specific. this caused me to feel frustrated and lost sometimes during the year

[3] Please provide 1 or 2 practical suggestions on ways to help improve student learning in this course.

- - Give more examples
- 1) More visual examples are always nice - toward the end of the semester when we'd used the java-based implementation of binary sort trees, I was able to clearly understand the structure with much more ease than a plethora of powerpoint presentations.
- Add a recitation or change format to combined lecture/lab. It would be good to get some hands-on while we are learning it. Instead of just rushing through a few things in a short lab period, but not trying most concepts out at all.
- Allow for more time behind a computer with someone able to help that person there.
- Don't assume that everyone knows every "simple" concept in a topic, provide easy access to online tutorials and encourage their use.
- Don't waste so much time at the beginning of classes with stupid questions. The dumb question asker is fine, I'm just talking about all the nonsense that seemed to go on at the beginning of each class for 20 minutes before the actual lecture. Save the individual questions for after class so that lecture time isn't wasted and then those of us who don't care about 1 person's specific question don't have to sit there and listen to it.
- Get rid of forced participation and include more visual demonstration of code i.e. compile and run some code of what it is we are working with.
- Give more example of code
- I would have liked the labs, in particular, to have matched up more with the lecture material
- I would limit the amount of questions about non related class topics at beginning of class.
- Maybe clarify a bit on what you want us to do to earn our Subjective Grade. There's the Dumb Question Asker part of it, but from daily attendance and the occasional question I only got one extra subj. point. Sooo... is it more like "a question a

day keeps a failing grade away" or something like that?

- More assignment orientated lectures. Though the lectures did a good job at explaining the concept, it was quite difficult to apply the concepts to the homework.
- More assignments, less work on each.
- More indepth examples would be nice.
- More talk on actual coding.

More instructed time spent on computers coding. The labs just don't seem too good.

- Reform the lab.
- Some of the assignments were very long, and we had to discover most of the things on our own. The instructor should provide pertinent "working" examples in order to get the students comfortable with the material. Assignments should be broken down in smaller parts, at least at the beginning.

The course is covering too much at once. 'A little bit of everything' kind of approach is very confusing.

Also, labs are not connected with lecture. We should cover things in lecture and then apply them in lab, and not the other way around.

- The "dumb question asker" is a good idea that needs to be revised - students aren't asking questions when they're the "dumb question asker".
- The instructor used old materials from other instructor. So he seems not to understand them very well. He spends lots of time on which topic he knows well, and if he doesn't know the topic well, he kinda rushes and we didn't get it
- Ummm, maybe try to get a teacher that can actually teach. Not someone who kinda knows the material. You should pay them for there teaching ability (first) and then worry about the stupid research (second).
- perhaps adding a pre-test before every main subject (BSTs, Searching, etc..) given in lecture
- slower pace, and more detailed explanations of code and syntax. concepts were explained, but code was not, but tests and homeowrk expected mastery of sytax.
- spend time on teaching the things needed to do the assignments, if you want to teach a whole bunch of other stuff then u should find a way to incorporate that stuff into the assignments. but when a very big part of your grade is due and it only requires knowlege of one thing then your probably not going to be very motivated in learning other things at the same time.
- there HAS to be more than one TA, for the harder/longer labs at least.

[4] How did you like this online course evaluation system?

- All three of the above comment boxes could be collapsed into a single box with a caption along the lines of "What did you like and dislike about the class, and how would you improve it?" As is, this section is overwhelmingly long. Also, breaking the survey up into several pages would be a good idea, it would be far too easy to lose all of your work on the survey.
- Good
- I don't like it much
- I like it alot, very easy to use
- I like it very much. It's sweet, simple and easy to use.
- I like it.
- I like this system.
- I liked it.
- I prefer paper one
- I think this is pretty good for an online course evaluation.
- It is good.
- It should provide more options besides "agree" and "strongly agree". I think instructors want more feedback.
- It was easy and convenient
- It was nice and simple to use.
- It's good
- Its fine.
- Its too long
- Saves lead and paper and class time... top notch.
- acceptable
- good
- great
- it works
- it's nice :) it's the same as last year's
- the radio buttons toward the top might be a bit amibiguous

[5] Other comments that you would like to make:

- Dr. Scott is a good professor and I would take a class with him again.
- Even if I did really well in this class, I would feel like I have to take another intro to compsci class. I'm not really sure I learned much in the ways of practical programming, but maybe that's my fault.
- I lost my love for computers because of this course.
- I turned in the CSE156 Lab evaluation with my responses for this actual class. I cited several complaints in that evaluation. In truth, I thought the lab was very well done. My problems were mainly with the lecture. I just put my comments in the wrong evaluation.
- Maybe you could actually try to have a college where people can actually get what they pay for!
- N/A
- None
- The Dumb Question Asker policy didn't really seem to contribute anything to the class. I found myself not asking questions as much as I would have so that I wouldn't take them away from the DQA.
- The instructor seems to be willing to help students in class, but in his office, he is not nice as in class.
- The role of the instructor was insignificant. He was there to assign homework (written by another professor) and that is about all. What I have learned is due to research on my own time.

The last assignment, for example, dealt with PHP, which was not covered in class AT ALL. The examples in lab were trivial compared to what we had to do.

Labs were way too long. If I don't get them done before coming to lab, I only get thru one activity. So labs were basically homework. I did them at home and only came to lab to turn in or show my work. Otherwise they are impossible to complete in 2 hours.

- both the instructor and TA did a good job.
There really should be at least 2 TAs for the lab.
- course was average, seemed though that the expectations were for me to teach myself details and specifics of the topics, while the teacher explained general concepts in class. i felt that class time was almost a waste, because even if i went i still had to teach myself many things outside of class.
- no
- none.

Using EDU in the labs did *not* interfere with my work on the labs.

5 (5.0)	4 (4.0)	3 (3.0)	2 (2.0)	1 (1.0)	N/A
13	5	4	3	2	1

Average	Median	Mode	Standard Deviation
3.9	4.0	5.0	1.3

Using EDU in the labs enhanced my learning of the lab material.

5 (5.0)	4 (4.0)	3 (3.0)	2 (2.0)	1 (1.0)	N/A
4	7	9	4	2	2

Average	Median	Mode	Standard Deviation
3.3	3.0	3.0	1.2

Using EDU on the exams did *not* interfere with my work on the exams.

5 (5.0)	4 (4.0)	3 (3.0)	2 (2.0)	1 (1.0)	N/A
10	2	6	5	4	1

Average	Median	Mode	Standard Deviation
3.3	3.0	5.0	1.5

Using EDU on the exams enhanced my learning of the course material.

5 (5.0)	4 (4.0)	3 (3.0)	2 (2.0)	1 (1.0)	N/A
5	2	7	5	8	1

Average	Median	Mode	Standard Deviation
2.7	3.0	1.0	1.5

The dumb question asker policy helped me learn.

5 (5.0)	4 (4.0)	3 (3.0)	2 (2.0)	1 (1.0)	N/A
7	3	9	5	3	1

Average	Median	Mode	Standard Deviation
3.2	3.0	3.0	1.3

Xuli Liu (lab TA) was helpful whenever I sought help from him, and was helpful in my learning of lab material.

5 (5.0)	4 (4.0)	3 (3.0)	2 (2.0)	1 (1.0)	N/A
12	10	3	1	1	1

Average	Median	Mode	Standard Deviation
4.1	4.0	5.0	1.0

Dong Li (grader) was helpful whenever I sought help from him.

5 (5.0)	4 (4.0)	3 (3.0)	2 (2.0)	1 (1.0)	N/A
5	5	4	1	1	12

Average	Median	Mode	Standard Deviation
3.8	4.0	4.0	1.2

Bo Tang (grader) was helpful whenever I sought help from her.

5 (5.0)	4 (4.0)	3 (3.0)	2 (2.0)	1 (1.0)	N/A
6	6	3	0	0	13

Average	Median	Mode	Standard Deviation
4.2	4.0	4.0	0.8

Give your opinion on how well the topics covered in class matched your expectations and how much they interested you.

- Computer programming presented in this way just isn't exciting me. The programs we create are boring. We need to create something more useful and exciting. maybe a simple game or something. The webpage was an exception to this, it was kind of fun.
- Crap, crap, crap!
- Everything matched my expectations. I expected it to go further on basic OOP ideas and start where 155 left of. It did. C++ interested me a lot, as did PhP. Homework 5 was the most fun.
- I lacked interest because I did not think the way the material was applied in lab and homeworks was interesting.
- I liked most of the topics covered so they seemed fun to learn about
- I really interested in what I've learnt in class. It's very useful.
- I was just pleased with this class
- I was very interested in all the material covered in this course but the way it was presented was a little lacking. Lots more practical examples would have made my interest in the course material comparable to my interest in the course itself.
- I'm very interested in the topic, but like I said, with this kind of pace CSE 156 should have been my only class.
- Most of the material fit into the course description pretty well. I didn't really understand why we studied graphs though.
- My interest waned due to frustration. The lectures and labs didn't correspond with each other after the first couple of labs. It turned into two different classes instead of one enhancing the other.
- Overall I guess we covered most of the topics that we intended to cover and for the most part they were pretty interesting.
- Some topics seemed to be covered very quickly because we got behind on other topics. And it limited the amount of detail that we talk about.
- The homeworks were too difficult.
The covers what we didn't learn in class
- The pretty much matched up perfectly because I was planning on learning different data structures.
- The topics covered matched my expectations and some were interesting and some were not.
- The topics were interesting but the labs are too long I really don't get to grasp the concept of them
- Topics covered were the correct topics to be covered. I felt that the lecture class alone did not provide enough information for you to do some of the assignments. I often found myself googling around for information.
- Topics were covered very well in this class. Naturally, there were some topics that didn't flow well with me, but after a while, things started to click. As far as my expectations are concerned, I believe they have all been exceeded.
- We should have learned more algorithms and syntax of C++ and PHP - that way, we shouldn't have to spend 15+ hours figuring out how to write a program.

- as far as the lectures went, it was all very interesting. Most of the actual coursework was just kind of tedious, though.
- i expected more teaching in class than actually happened. i felt that expectations for assignments exceeded the amount of teaching in the classroom. the topics bored me and even when i was interested, i still felt as though i taught myself more than the instructor did.
- so far its about what iv expected from the csce department here at unl, but thats not exactly saying a whole lot.

What is your opinion on the amount of work required for the course?

- A bit too much.
- A little bit hard but it's doable.
- A little heavy on the homework; I would've liked exams or maybe labs to be worth more of the grade
- Definately not too much. If you think about the course without the lab, it would be 3 credit hours. And compared to other 3 hour classes i'm taking, we did an equal/less amount of work.
- I feel like I worked the hardest in this class, but didn't get much in return.
- I think its about right. 5 homeworks and the labs was a lot to do but not so much that it interfered with other classes.
- I thought the workload was all ok, except for the last homework assignment which i thought was too much work compared to our experience in pHp
- It is no more or less than any other course I have.
- It seemed very reasonable. I homeworks were related to course topics.
- It was adequate. There were lots of things that we needed to do to earn our grade.
- It was fair because we had two weeks for almost all of the assignments.
- It's about right, I think.
- N/A
- Seemed appropriate.
- The amount of work in the course was a bit extensive, as I'd find myself staying up very late often, and getting very little sleep. I do believe however, that the homework assignments better exposed me to the materials/topics covered in class.
- The amount of work required for this course is extreme. In my opinion as a student who has taken this course, the amount of course work should be either greatly reduced or left the same provided that the class is expanded to five days a week with according credit levels.
- The amount of work was fine.
- The homeworks seemed pretty insane. I spent soooo many hours on the homework. I had to teach myself tons of stuff and it was very difficult and time consuming. I do feel I learned a lot this way but it shouldn't have been quite this hard. This is supposed to be an introduction class.
- The number of homeworks was fine, but each homework was too long. Twice as many homeworks with about half as much work each would be much better.
- To get a decent grade in the course you have to put in about 20 hours a week and I had so many other hard classes that I did not have time to put that much time into this class.
- Way, way, way too much for the number of credit hours.
- it is a lot of work but it helped me learn
- it was alot, i spent atleast 50 hrs for each assignment and felt like the assignments should be weighted alot heavier on my grade for how much work i put into them. If im putting that much time into the class and getting 100's on the assignments and then i still get a C- in the class, then something is wrong.
- the amount of work was reasonable.
- too much

What is your opinion on using the EDU system for labs? What about for exams?

- - It's convenient to use the EDU system for lab
- - It's also convenient to use the EDU for exams.
- EDU is fine for labs, can make things easier and quicker. i hated the EDU for exams because i don't like not being able to ask questions about the test because i often need more specific detail for questions, but was left quessing since i was in the labs by myself. i think it takes away from the ability of test takers and often hindered my ability to do well on the exam.
- EDU worked out just fine. The time limit on the lab worksheet closed early on me once. other than that it worked OK.
- For labs and exams it is ok, except for the check box questions. Those were unclear when answering.
- For labs, it seemed ok, but for exams, I had a very hard time with it. I do much better with paper exams. I wish I had requested a paper exam, if possible, I think my overall course grade would be much better. I don't know how to describe it, but it's like the questions aren't "real" and I have trouble thinking seriously about them when they are on the screen.
- For labs--good. For exams--awesome. I love being able to take my exams for this course within a set of days, instead of just on one day. That way, if I have three exams on Thursday, I can just take my CSE test sometime that is not Thursday.
- I find EDU for the labs indifferent. The system neither interferes nor is proactive in teaching the material. As for exams, I STRONGLY disagree with the policy of protoring exams over EDU. All EDU does for exams is make the instructors job

easier while at the same time isolating the students from the instructor.

- I hate it for exams. Without the instructor there if I'm confused as to what a question is really asking or if I just want clarification on something its impossible to get that help. One other thing I don't like is if I don't exactly know how to answer a problem correctly, at least on a regular exam on paper I can show some work and write notes to get some partial credit. You can't do that with EDU. Also the grading method of certain types of questions was unfair to the student. Overall its a really bad system for taking exams and the lab pre/post tests, but its acceptable for the lab worksheets I suppose.
- I like the system, but the people at the testing center (i.e. students) are sometimes loud, and it's hard to concentrate.

Also the people that work at the testing center are not nice, so that was disappointing.

- I liked it for both of them.
- I liked the EDU system for both labs and exams. They were easy to use, and gave you results immediately
- I really dislike EDU except for pre-test and post-test for labs, I really don't like it's use for the worksheets and especially for exams!
- I think it is fine in the labs.
EDU's for exams, I'm undecided. I like the flexibility but sometimes small questions I have on the test which can't be answered due to no instructor around, lead to a missed problem. I think when it all comes down to it, I could care less about loosing a few points over being able to take it when I want. The final was supposed to be on Friday. Instead it could be taken in a week time period. I hate waiting around for a final so the online thing was good in this sense.
Scheduling an additional time for the tests (not the final) was annoying though.
- I think that EDU was a bad deal for the labs because students would cheat once they figured out Xuli's pattern on grading and the grading was not very subjective. On the exams I found that it had the same problem in not being very subjective and if we had a question about something on the exam we couldn't just raise our hands and ask it, or ask for clarification on any of the questions.
- It was fine. Anything that eliminates paper is good, but this particular system didn't really make a contribution either way.
- It's ok for labs, and it could be better for exams - it's not very intuitive, and should have areas to put questions/comments in for each question because the instructor isn't there to answer them.
- Seems like a great way to do things. For the exam it allows alot more flexibility on when it can be taken which is nice when you're trying to find time to study.
- The worksheet edu was nice but combining that with the Posttest, I felt as if every lab was a race to get done in time.
- To be honest, I hate EDU. The system is very buggy, slow, and is a major inconvenience for me as well as some of my other colleagues. There is nothing wrong with using an online system - just find a better one.
- it is okay...
- it's fine
- labs can run into problems with time limit or getting denied access to. the exam i had one problem when i wanted to go back and fill in the questions i hadnt answered at the end. its supposed to ask if i want to fill something in for those and it had an error and just graded it with those blank so that was problematic.
- sucks
- the labs is ok but the exams is not so good

State your opinion of each TA.

- All the TA's were helpful. always answered questions when asked and considered any requests or concerns given.
- Bo Tang and Dong Li graded my homework; that's about it.

Xuli Liu was cool :) He was helpful in the labs and was always happy to be in lab.

- I don't really have much of one.
- I like the TAs they are great and make the labs fun.
- I liked the lab TA. He did a good job but the class was very crowded so he was usually busy. Getting the second lab TA was a big help.
- I talked to only Xuli, and he was always nice and willing to help us.
He always tried to explain well.
I think he should have taught this course instead of Dr. Scott.
- I thought Xuli Liu was an outstanding lab TA. He understood the material and could explain it to us well. Also he could fluently speak understandable English (this has been a problem in other lab classes I've had).
- Lab - well-structured, pretty detailed, should be more available to answer questions during lab.
Other TAs - Never tried to reach them.
- Lab TA: helpful, but it is *not enough* to have only one TA. Another one was hired but much later in the semester, when the hard labs were over.

Bo Tang: very helpful with questions about homework, more helpful than instructor.

Dong Li: he seems nice, but I haven't had much contact with him.

- The TA's were very knowledgeable and helpful.
- The lab TA couldn't even speak ENGLISH. If you needed help, you couldn't understand anything he said. So, it was useless.

- They were all great.
- Xuli - Did a nice job, tried to help everyone as fast as possible, very knowledgeable, very strict grader.

Bo Tang - Fair grader but never emailed me back in regards to a question I had, even though I sent it twice.

Dong Li - Also a fair grader.

- Xuli - I don't think you could have found a better TA. Definitely someone who was prepared and knew what he was doing. He can't answer 15 questions at once though, so there needs to be another TA for the lab.
Dong Li - N/A
Bo Tang - N/A
never met with either grader
- Xuli Liu -- excellent lab instructor
Dong Li -- I've had little contact with
Bo Tang -- I've had little contact with
- Xuli Liu is very helpful and willing to help his students with labs and homework. I frequently email Xuli with questions about the homework and he responds very quickly with a well thought out answer.
- Xuli Liu is very knowledgeable and willing to help. At the beginning of the semester I do believe he was overwhelmed with the number of students who needed help, but did manage to help as many students as possible. He is a very kind and approachable person.
- Xuli Liu was just outstanding in his duties. He made up his time when I had questions that are not related to lab.
- Xuli Liu-I liked him very much and he was very excited about helping me with my problems whenever I asked him.
Bo Tang-We never met but the grading seemed fair.
Dong Li-We never met but the grading seemed fair.
- Xuli Liu: I liked him and he helped me.

The other lab TA wasn't as good at programming so it took him awhile to help me.

- Xuli is great. He is a gifted instructor. Dong Li is pretty good, but wasn't familiar with the overall homeworks when I asked questions. I had little or no contact with Bo Tang.
- Xuli is very friendly and has very good knowledge about computer programming and algorithm.
I didn't contact much with Dong Li and Bo Tang so I don't have any opinion for these two TAs.
- Xuli was helpful, but his accent made it tricky to understand him at times.

Bo and Dong both were fine at grading the assignments, but I felt that they were both too stingy with the extra credit points.

- Xuli was nice in lab and he was helpful when you would ask him questions in lab.

Bo Tang and Dong Li, they seem nice through e-mail but I never met them.

- Xulu Liu: I thought he was very helpful when I got the opportunity to talk to him during lab, although he was far over-worked during lab.
- the only problem I had w/ a Ta was when Dong Li the grader wouldn't cooperate when I was asking them to revise a grade after a misunderstanding, I eventually had to seek the instructor who had to step in and ask the TA to fix my grade.
Other than that Dong Li was fine and the other two were pretty good too.