UNIVERSITY OF NEBRASKA-LINCOLN

- CrsEval
- Survey Results
- CSCE970

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UNL Online Course Evaluation System

Individual Course Report - CSCE970 Sec. 001

CSCE970 Section 001: PATTERN RECOGNITION

Semester:'08-'09: Spring Semester
Survey Trigger:UNL Spring '09
Instructor: Stephen D. Scott
Students: 17
Respondents: 11

	64.7%

Download raw response data (CSV/Excel)

Evaluation of Course and Instructor

Base Questions item 4

	Freshman	Sophomore	Junior	Senior	Graduate Student
1. My year in college is:	0	0	1	0	10

Base Questions item 5

	4.0 to 3.5	3.5 to 3.0	3.0 to 2.5	2.5 to 2.0	Below 2.0
2. My overall grade point average is:	10	1	0	0	0

Base Questions item 6

	More than 18 hours	15 to 17 hours	12 to 14 hours	9 to 11 hours	Less then 9 hours
3. I am enrolled for the following number of credit hours this semester:	0	0	4	7	0

Base Questions item 7

	More than 40 hours	30 to 40 hours	20 to 30 hours	10 to 20 hours	Less than 10 hours
4. I currently work the following number of hours per week at a job:	0	0	5	4	2

Base Questions item 8

	Yes	No
5. This course is my major field of study:	7	4

Base Questions item 10

	Strongly Disagree (1)	Disagree (2)	Indifferent (3)	Agree (4)	Strongly Agree (5)	N/A ()	mean	mode	Std. Dev.
6. I see myself as a motivated student in this course.	0	0	2	3	5	1	4.30	5	0.82
7. I was academically prepared to take this course.	0	0	1	5	5	0	4.36	5,4	0.67
8. I was challenged to think in this course.	0	0	0	4	7	0	4.64	5	0.50
9. My course grade will be a fair representation of my learning.	0	0	2	7	2	0	4.00	4	0.63
10. I treated the instructor fairly and respectfully.	0	0	1	3	7	0	4.55	5	0.69
Question Set Statistics							4.37	5	0.68

Base Questions item 12

	Strongly Disagree (1)	Disagree (2)	Indifferent (3)	Agree (4)	Strongly Agree (5)	N/A ()	mean	mode	Std. Dev.
11. Before taking this course, my interest in this subject was very high.	0	0	0	7	3	1	4.30	4	0.48
12. I understand the objectives of this course.	0	0	1	7	3	0	4.18	4	0.60
13. The organization of the course topics is reasonable and logical.	0	0	1	6	4	0	4.27	4	0.65
14. The pace at which course topics are covered is reasonable.	0	2	1	4	4	0	3.91	5,4	1.14
15. This course helped me improve my rational thinking, problem-solving and decision-making ability.	0	1	2	5	3	0	3.91	4	0.94
16. After taking this course, my interest in this subject is very high.	0	0	3	4	4	0	4.09	5,4	0.83
Question Set Statistics							4.11	4	0.79

Base Questions item 14

	Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	N/A	mean	mode	Std.

	Disagree (1)	(2)	(3)	(4)	Agree (5)	()	mean	mode	Dev.
17. The textbook, workbook, and/or lesson notes help me understand course material.	0	0	3	7	1	0	3.82	4	0.60
18. The method (or methods) of presenting information in class enhances my learning.	0	1	2	6	2	0	3.82	4	0.87
19. The coursework helps me understand and apply the subject matter.	0	0	0	8	3	0	4.27	4	0.47
20. The amount of coursework is reasonable for what I am expected to learn.	0	0	2	6	2	1	4.00	4	0.67
21. Testing methods fairly measure my understanding of the course material.	0	0	1	6	2	2	4.11	4	0.60
Question Set Statistics							4.00	4	0.66

Base Questions item 16

	Strongly Disagree (1)	Disagree (2)	Indifferent (3)	Agree (4)	Strongly Agree (5)	N/A ()	mean	mode	Std. Dev.
22. The instructor is prepared for the class and is concerned about his or her preparation.	0	0	0	4	7	0	4.64	5	0.50
23. The instructor makes good use of class time.	0	0	1	6	4	0	4.27	4	0.65
24. The instructor is enthusiastic and interested in teaching this course.	0	0	0	4	7	0	4.64	5	0.50
25. The instructor treats students in a professional manner.	0	0	0	4	7	0	4.64	5	0.50
26. New concepts and examples are clearly explained at a level students can comprehend.	0	0	1	4	6	0	4.45	5	0.69
27. The instructor motivated me to understand and apply course concepts.	0	0	2	5	3	1	4.10	4	0.74
28. The instructor provides useful feedback on how I am doing in the course.	0	0	1	5	4	1	4.30	4	0.67
29. The instructor is accessible for help outside of the classroom.	0	0	0	6	5	0	4.45	4	0.52
Question Set Statistics							4.44	5	0.61

Base Questions item 18

	Strongly				Strongly				

	Strongly Disagree (1)	Disagree (2)	Indifferent (3)	Agree (4)	Strongly Agree (5)	N/A ()	mean	mode	Std. Dev.
30. The classroom physical environment (e.g. temperature, lighting, acoustics) is comfortable for learning.	0	0	1	6	4	0	4.27	4	0.65
31. The classroom is free from outside distractions.	0	1	2	6	2	0	3.82	4	0.87
32. The classroom design and furnishings do not interfere with my learning.	0	1	2	5	3	0	3.91	4	0.94
33. The classroom has adequate instructional equipment and technology.	0	0	1	4	6	0	4.45	5	0.69
Question Set Statistics							4.11	4	0.81

Base Questions item 20

34. What are 1 or 2 specific things that helped you learn in this class?

- The programming assignments were fun and informative.

- The amount of repetition for key concepts in the course, especially those that were completely foreign to me. It would sometimes take a few lectures for these concepts to really sink in, but I always felt like I had a pretty good grasp on them by the time we moved on to the next major topics.

- 1. Very thorough homeworks 2. Very good book to complement lectures

- Dynamic programming, Markov models

- Try to relate the concepts covered in class with my experience in my research because I did not realize the world of applications in the image and video processing. Now I am really interested in it.

- The homework assignments were comprehensive and helped me understand the course material. Also, class exercises were useful.

- The final project

Base Questions item 21

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

- I often lost sight of the big picture during lecture; it was hard to see the forest from the trees in many cases. I would have liked to see a road map of where we've been and where we're going before each new unit.

- Coming into the course with less background knowledge than the majority of the class. It didn't really cause any problems, but it did require me to work harder on a lot of things than the rest. This was balanced out by being more apt at other aspects of the course, so I don't feel like I had to spend more time overall than the rest.

- Some times I found the topics too specific such that I lost some interest in some of them. For example with all respect, I did not find too much interesting the biological field. On the other hand, it was indeed really helpful to understand the concepts and the basics of the course.

- I think you can expect us to parse the formulae on our own time; sometimes the underlying idea was obscured by a detour to explain an expression.

- Annotations of the formulas

Base Questions item 22

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

- I think that if from the beginning people could relate the concepts in the class towards his/her research, people could get more encourage.

- I personally found the in class group tasks to be helpful for some more intricate topics, and, at least for people like me, it would make it easier to grasp and retains some of the concepts when they're reinforced with these tasks.

- More practical application of the theories could be put into the assignments.

- Wiki seemed a little less relevant, perhaps because we already had homework and a project. I'm not completely opposed to it though.

- I'm still not quite sold on the idea of the wiki, especially because we already have a project. It feels like an added task without a lot of added benefits. Instead of a wiki, I'd opt for more homework assignments.

- Perhaps spend more time and provide more examples on the fundamentals of Bayesian networks and assign some basic, but important exercises that ensure that the fundamental ideas of Bayesian networks are understood. For example, an assignment of problems where particular things in a simple network such as the d-separated nodes are identified for various sets of nodes, identification of conditional independencies given some observations, basic inference, and maybe a simple story problem where a network structure is designed. Sure, these could be done by anyone in their own time, but there's usually plenty of required work to prevent such "volunteer" work from being done. This is probably what would have helped me the most, since I usually have to convince myself of things rather than just taking someone's word.

- You can definitely push students harder with out-of-class learning. For instance, it would be quite reasonable to point them to an HMM paper the first day and expect them to understand HMMs--at least at a high level--by the next class. It seemed that with everything explained in class students didn't have to struggle at all; hence, they were less engaged and may not understand the ideas very deeply.

Base Questions item 23

37. Other comments that you would like to make:

- Overall, I found this a very enjoyable course, despite how foreign it was to me coming into it. It was much more accessible to me than I had anticipated, and even several aspects of the course (such as the wiki) had a larger learning curve for me from not working with anything like it in the past, I feel like I gained a lot of practical knowledge about pattern recognition as a result of taking the course.

- more examples for each algorithm

- The use of a pointer is fine, but I found the tapping very distracting.

- I think this is a helpful course. I also think that if it could be more generalized in terms of the application being covered as examples, it would become more interesting. However, I do think that my suggestion would be hard to accomplish because of the different research field of all the student taking this course.

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