

Project Title: **UVA Course Evaluation Spring 2020**Course Audience: **167**  
Responses Received: **99**  
Response Ratio: **59.28%**

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**Report Comments***Final Report***Course Questions:**

Scale: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

1. I had access to the course materials I needed to effectively learn remotely, including access to required textbooks, course readings, technology tools, and other materials required for class assignments and projects.
2. The shift to remote instruction made learning course content and/or skills more challenging.
3. I put forth more effort to engage in this course after the shift to remote instruction.
4. My life situation made it challenging to effectively learn remotely.
5. Comment on your experience, both the opportunities and challenges, in shifting to remote instruction in this course.

**Instructor Questions:**

Scale: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

1. The instructor clearly communicated course changes during the transition to remote instruction.
2. The instructor implemented learning activities and assignments that allowed me to demonstrate understanding of the course material.
3. The instructor provided me useful and timely feedback on my learning.
4. The instructor was available to help support my learning.
5. The instructor created an environment that respected differences and diverse perspectives.
6. The instructor made all students feel welcome.
7. Overall, the instructor was an effective teacher.
8. What constructive suggestions do you have to help the instructor improve this course for future students?

**Impact Questions:**

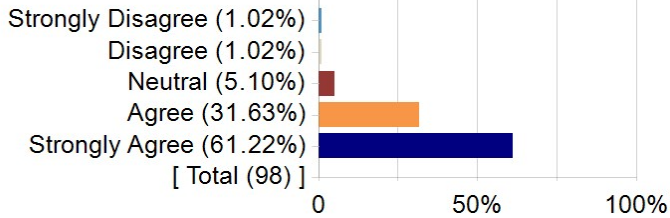
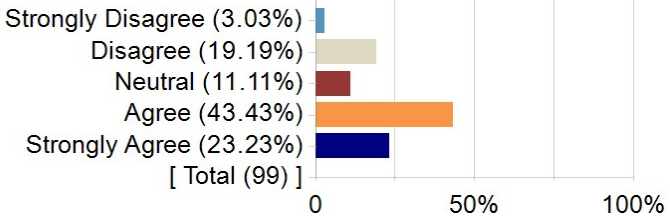
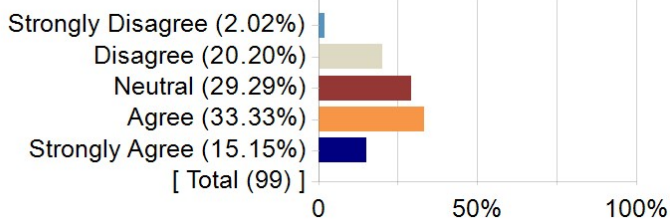
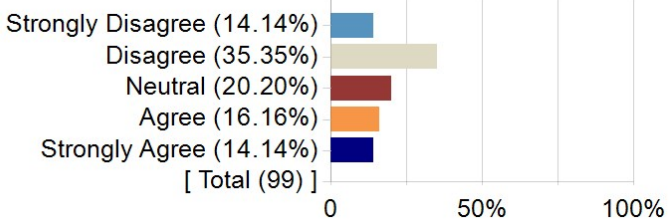
Scale: 1 = Negative Impact 2 = No Impact 3 = Positive Impact

1. In this course, what impact did the following have on your learning after Spring Break (once your classes stopped meeting in person):
  - Real-time lectures
  - Recorded Lectures
  - Real-time class whole-class discussions
  - Real-time small-group discussions
  - Online discussion boards
  - Recorded video demonstrations
  - Virtual office hours

## Response Rate

Raters	student
Responded	99
Invited	167
Response Ratio	59.28%

## Course Questions

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## Course

*Mean values are displayed below.*

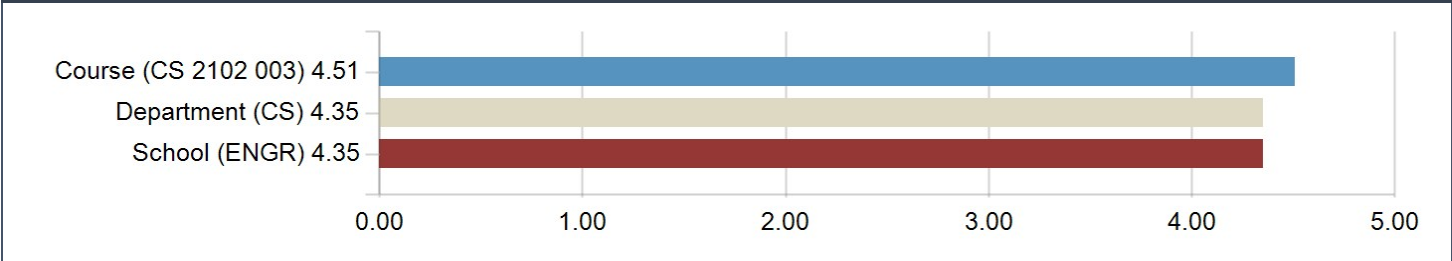
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### Course Questions

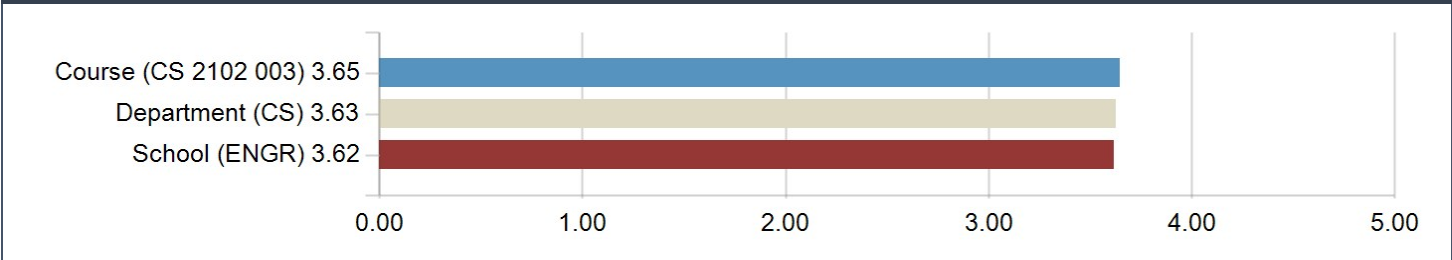
Question	Course (CS 2102 003)		Department (CS)		School (ENGR)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean
I had access to the course materials I needed to effectively learn remotely, including access to required textbooks, course readings, technology tools, and other materials required for class assignments and projects.	98	4.51	4197	4.35	10572	4.35
The shift to remote instruction made learning course content and/or skills more challenging.	99	3.65	4221	3.63	10663	3.62
I put forth more effort to engage in this course after the shift to remote instruction.	99	3.39	4214	3.38	10647	3.38
My life situation made it challenging to effectively learn remotely.	99	2.81	4213	3.06	10631	2.99

Course Questions

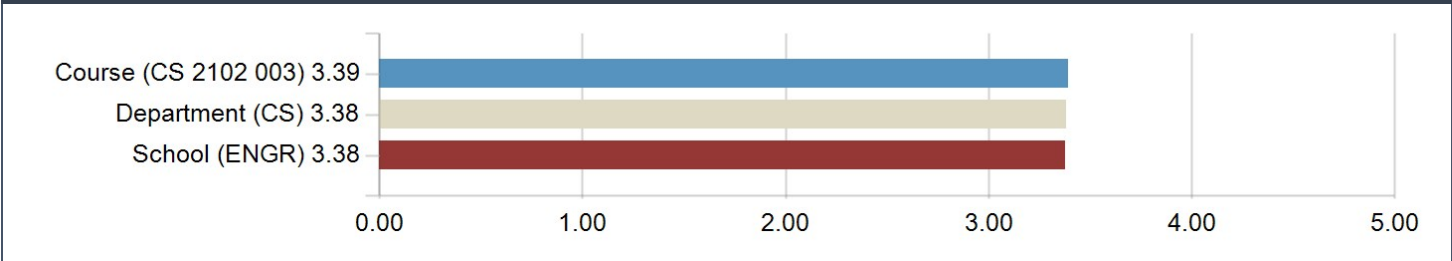
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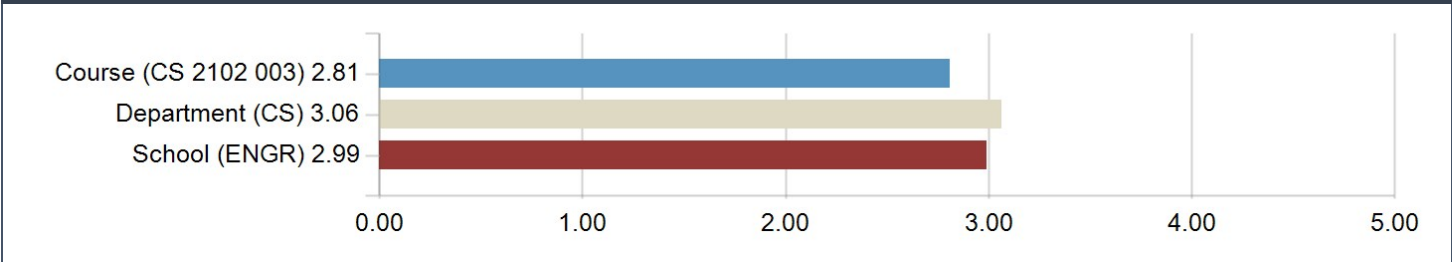
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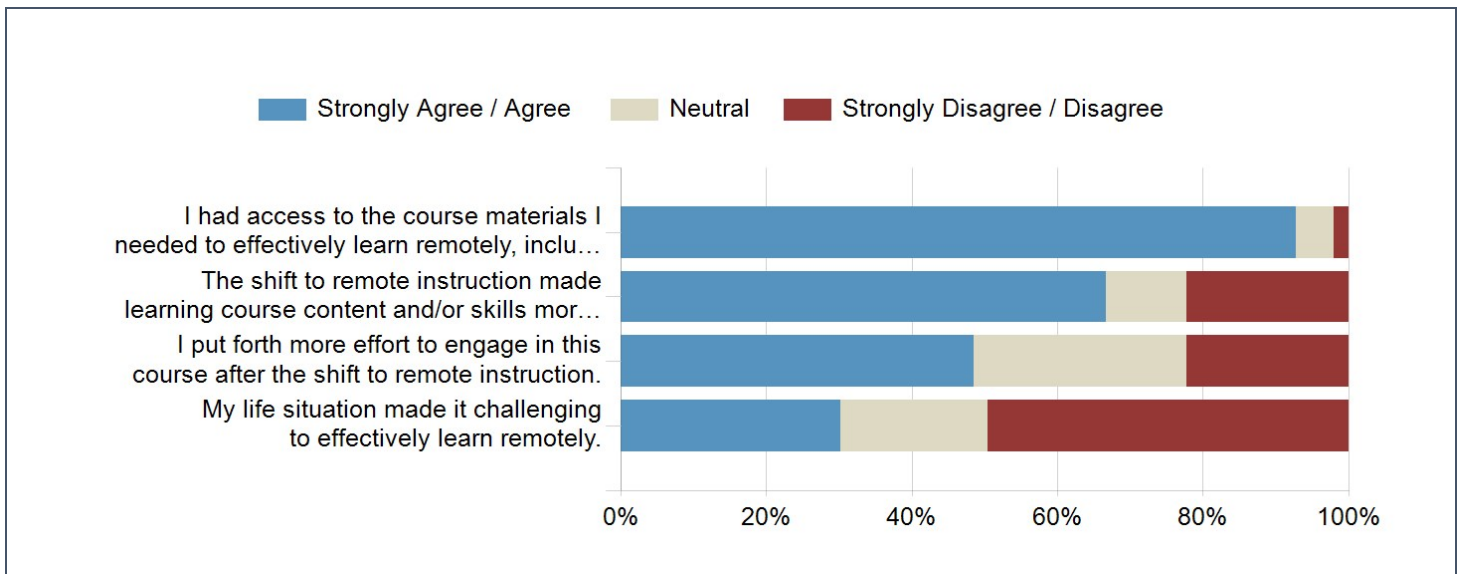
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4. My life situation made it challenging to effectively learn remotely.



Course Questions

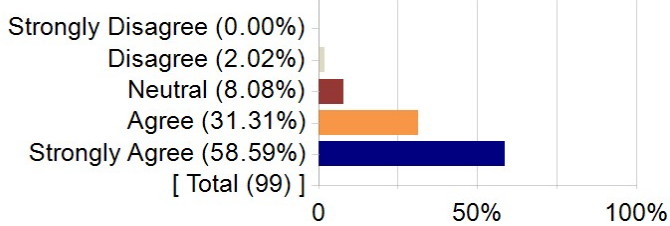
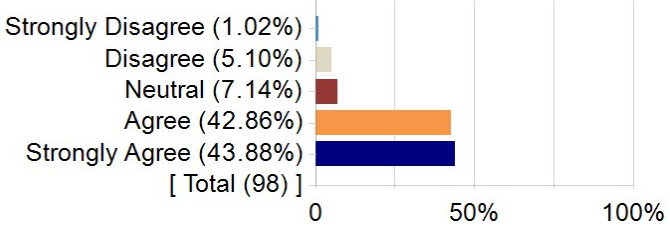
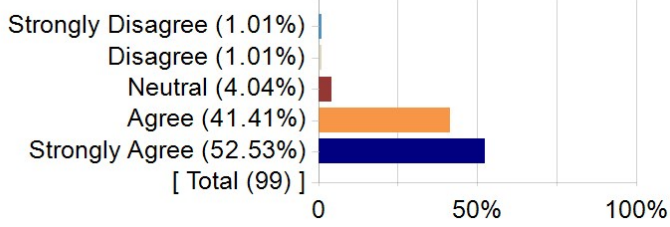
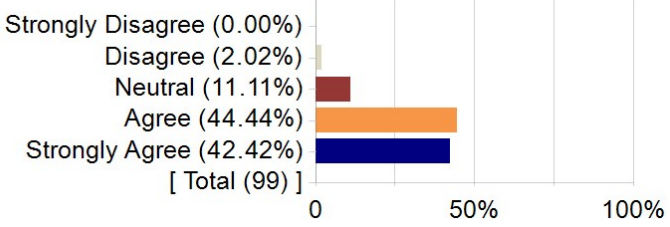


## Instructor

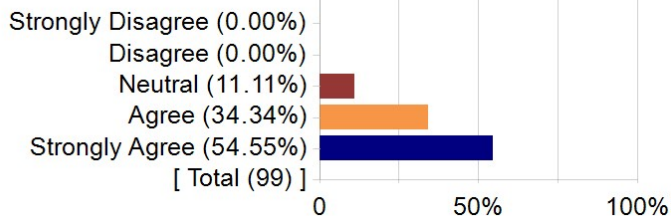
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### Instructor Questions

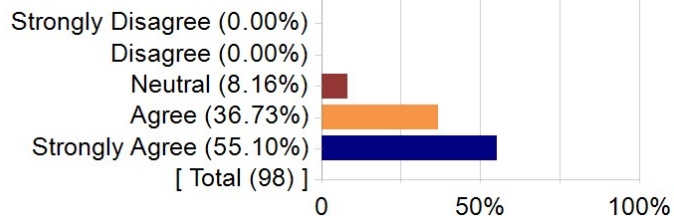
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Standard Deviation			0.74																																																																														

5. The instructor created an environment that respected differences and diverse perspectives.



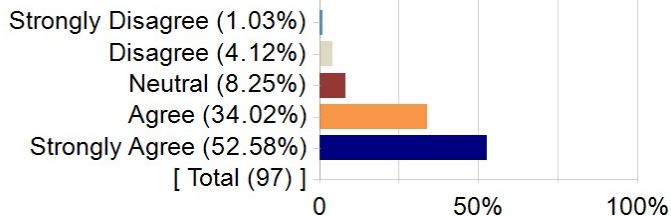
Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neutral	3	11	11.11%
Agree	4	34	34.34%
Strongly Agree	5	54	54.55%
Statistics			Value
Mean			4.43
Median			5.00
Standard Deviation			0.69

6. The instructor made all students feel welcome.



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neutral	3	8	8.16%
Agree	4	36	36.73%
Strongly Agree	5	54	55.10%
Statistics			Value
Mean			4.47
Median			5.00
Standard Deviation			0.65

7. Overall, the instructor was an effective teacher.



Options	Score	Count	Percentage
Strongly Disagree	1	1	1.03%
Disagree	2	4	4.12%
Neutral	3	8	8.25%
Agree	4	33	34.02%
Strongly Agree	5	51	52.58%
Statistics			Value
Mean			4.33
Median			5.00
Standard Deviation			0.87

### Instructor Questions

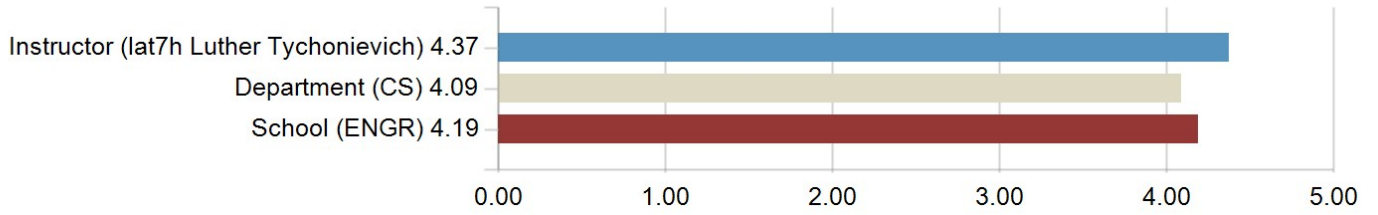
Question	Instructor (lat7h Luther Tychonievich)		Department (CS)		School (ENGR)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean
The instructor clearly communicated course changes during the transition to remote instruction.	170	4.52	4221	4.24	11961	4.27
The instructor implemented learning activities and assignments that allowed me to demonstrate understanding of the course material.	171	4.36	4248	4.17	12055	4.17
The instructor provided me useful and timely feedback on my learning.	172	4.45	4261	3.84	12084	3.95
The instructor was available to help support my learning.	171	4.37	4245	4.09	12049	4.19
The instructor created an environment that respected differences and diverse perspectives.	172	4.53	4253	4.34	12072	4.37
The instructor made all students feel welcome.	170	4.54	4245	4.41	12052	4.42
Overall, the instructor was an effective teacher.	170	4.47	4237	4.16	12021	4.22

### Instructor Questions

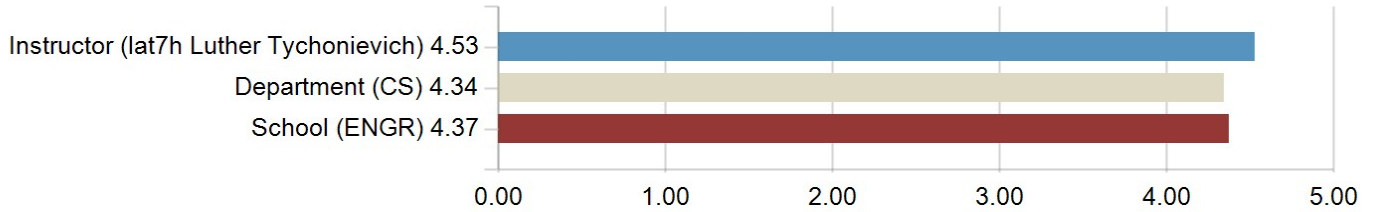




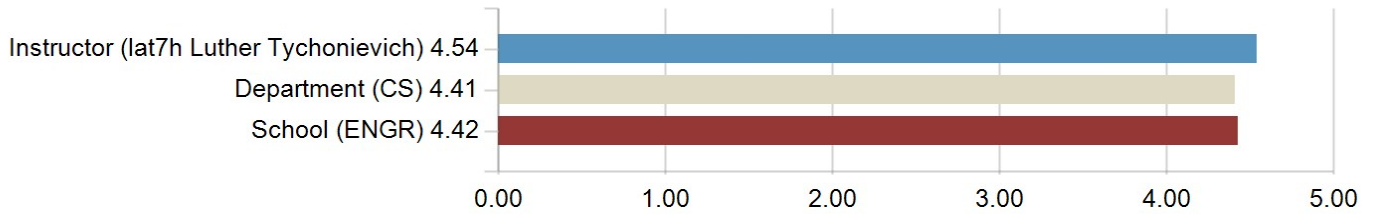
4. The instructor was available to help support my learning.



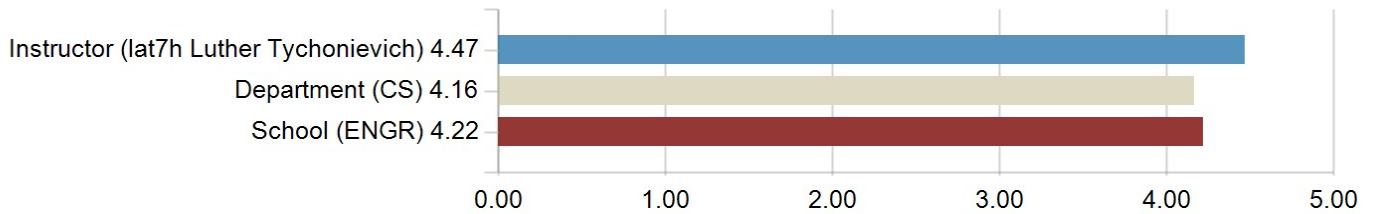
5. The instructor created an environment that respected differences and diverse perspectives.



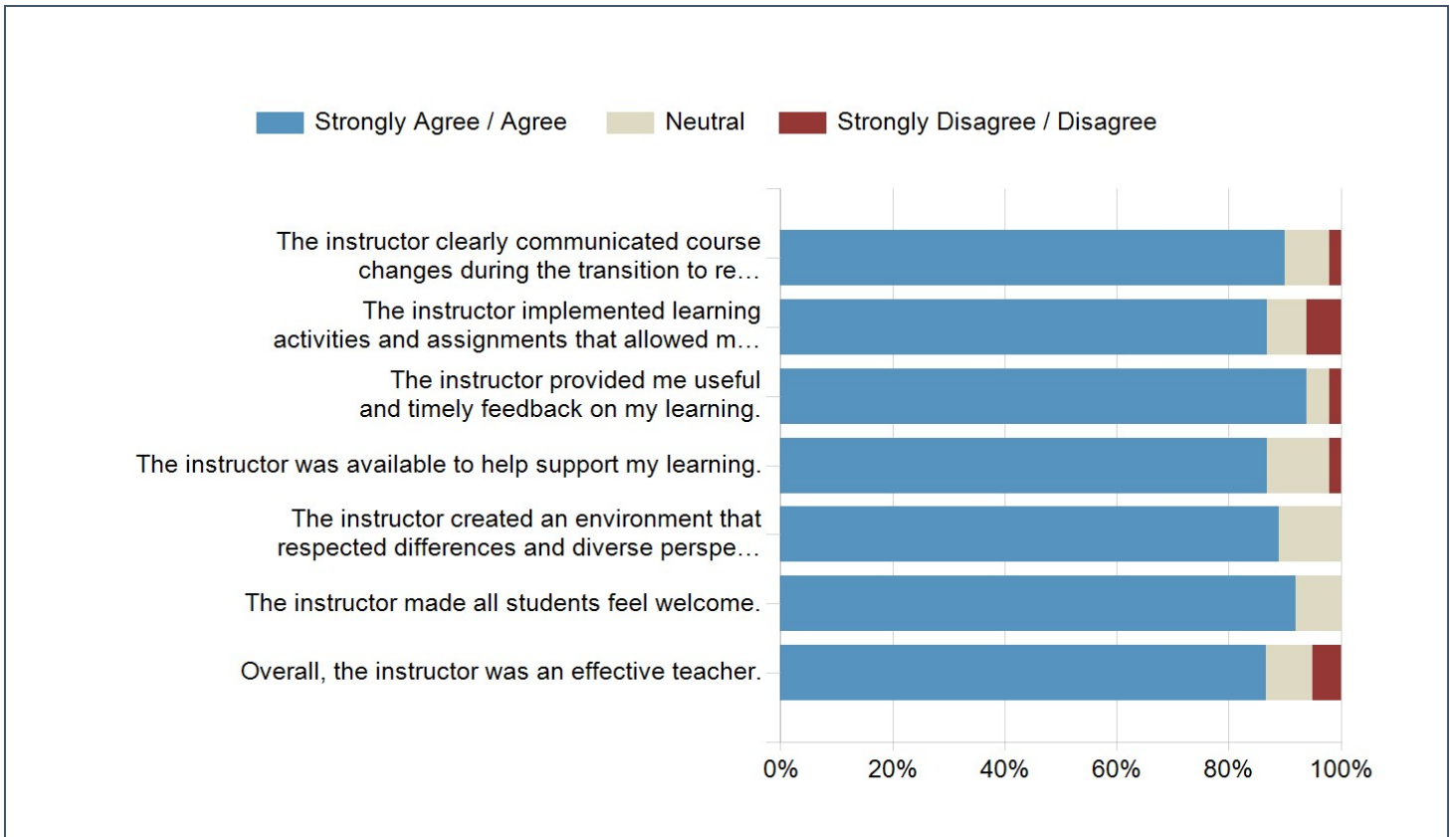
6. The instructor made all students feel welcome.



7. Overall, the instructor was an effective teacher.



### Instructor Questions



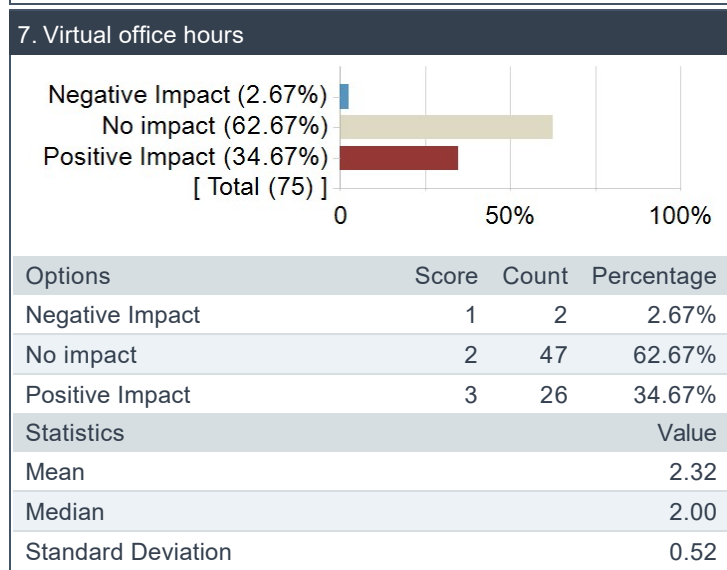
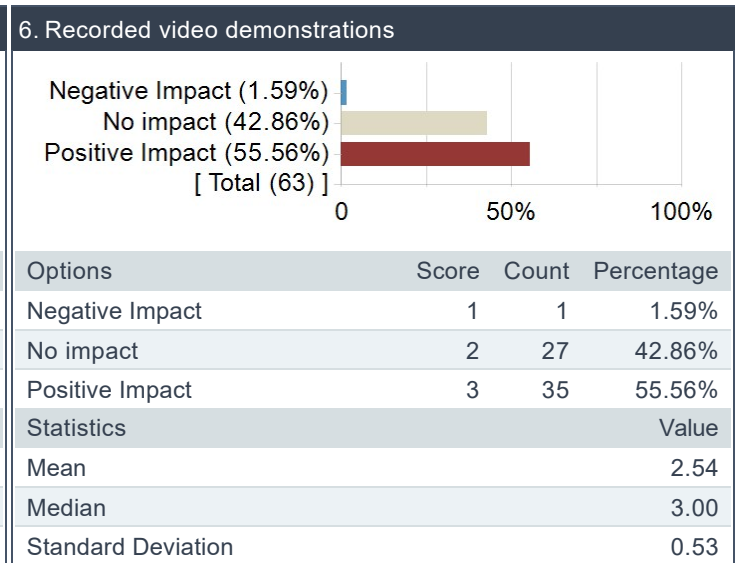
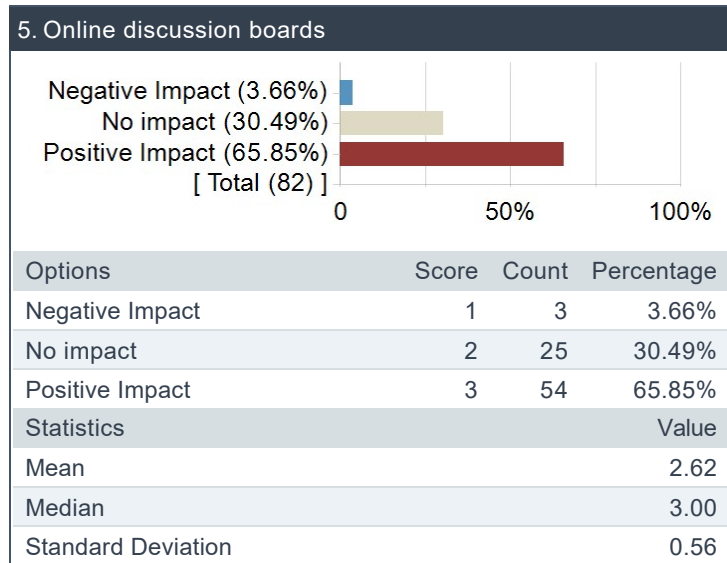
**Impact - In this course, what impact did the following have on your learning after Spring Break (once your classes stopped meeting in person):**

Mean values are displayed below.

Scale 3 = Positive Impact 2 = No Impact 1 = Negative Impact

**Impact Questions**

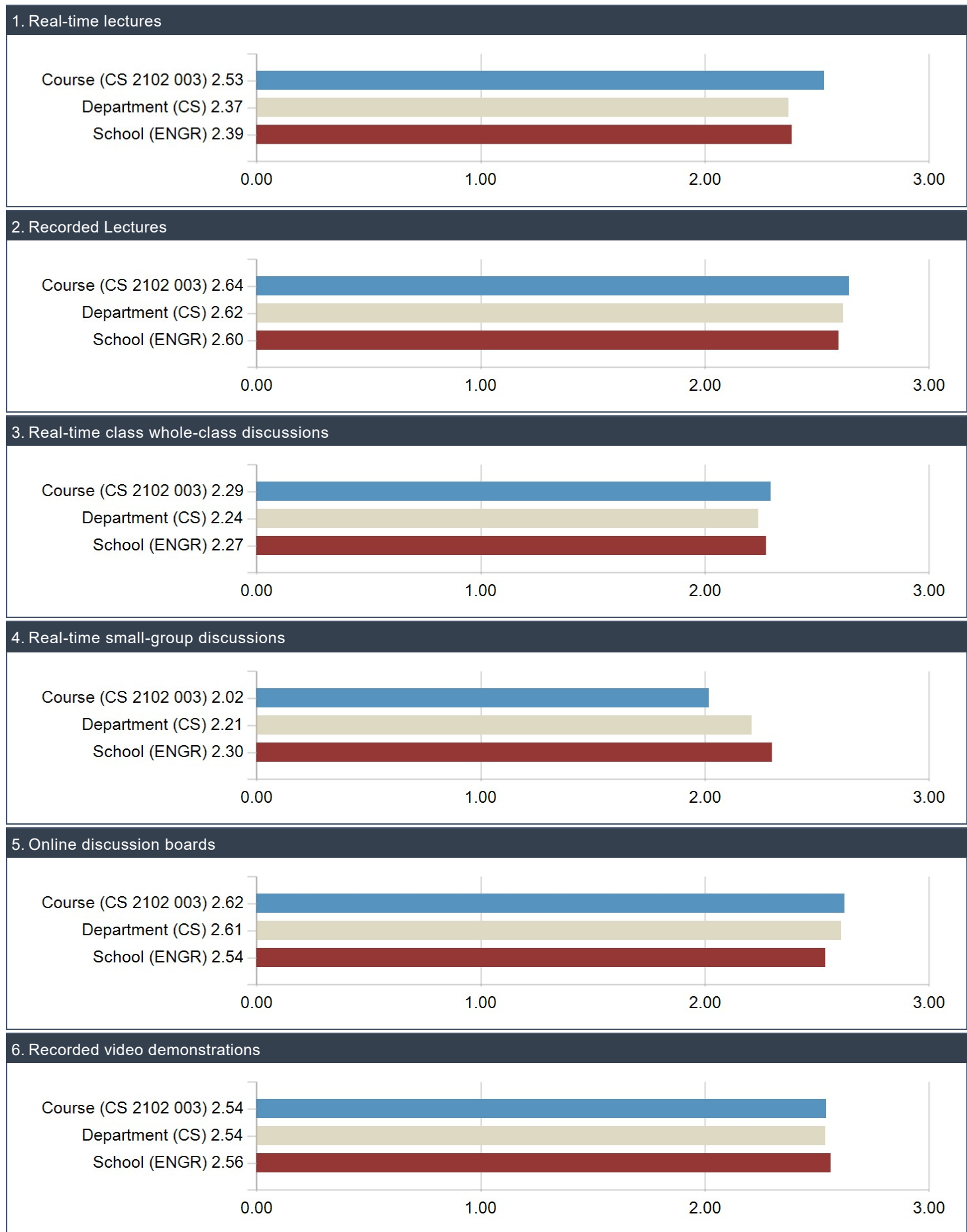
1. Real-time lectures				2. Recorded Lectures			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Negative Impact	1	9	9.38%	Negative Impact	1	3	3.33%
No impact	2	27	28.13%	No impact	2	26	28.89%
Positive Impact	3	60	62.50%	Positive Impact	3	61	67.78%
Statistics			Value	Statistics			Value
Mean			2.53	Mean			2.64
Median			3.00	Median			3.00
Standard Deviation			0.66	Standard Deviation			0.55
3. Real-time class whole-class discussions				4. Real-time small-group discussions			
Options	Score	Count	Percentage	Options	Score	Count	Percentage
Negative Impact	1	10	14.71%	Negative Impact	1	15	25.00%
No impact	2	28	41.18%	No impact	2	29	48.33%
Positive Impact	3	30	44.12%	Positive Impact	3	16	26.67%
Statistics			Value	Statistics			Value
Mean			2.29	Mean			2.02
Median			2.00	Median			2.00
Standard Deviation			0.71	Standard Deviation			0.72



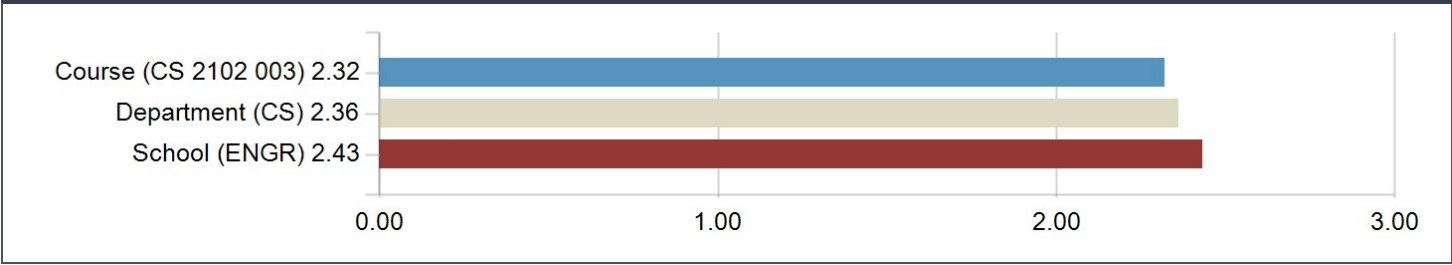
## Impact Questions

Question	Course (CS 2102 003)		Department (CS)		School (ENGR)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean
Real-time lectures	96	2.53	3269	2.37	7431	2.39
Recorded Lectures	90	2.64	3612	2.62	8621	2.60
Real-time class whole-class discussions	68	2.29	2402	2.24	5879	2.27
Real-time small-group discussions	60	2.02	2294	2.21	5698	2.30
Online discussion boards	82	2.62	3345	2.61	7031	2.54
Recorded video demonstrations	63	2.54	2702	2.54	6250	2.56
Virtual office hours	75	2.32	3527	2.36	8490	2.43

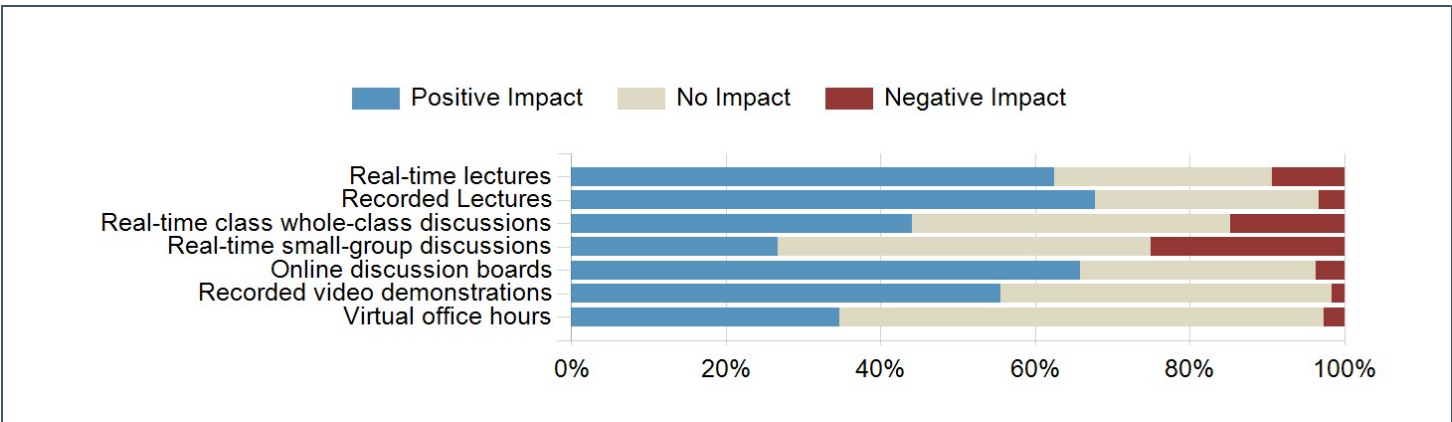
## Impact Questions



7. Virtual office hours



Impact Questions



## Ranking

### Course

Highest		
1	I had access to the course materials I needed to effectively learn remotely, including access to required textbooks, course readings, technology tools, and other materials required for class assignments and projects.	4.51
2	The shift to remote instruction made learning course content and/or skills more challenging.	3.65
Lowest		
	In this course, what impact did the following have on your learning after Spring Break (once your classes stopped meeting in person):	2.42
1	Real-time small-group discussions	2.02
2	Real-time class whole-class discussions	2.29
1 3	Virtual office hours	2.32
4	Real-time lectures	2.53
5	Recorded video demonstrations	2.54
6	Online discussion boards	2.62
7	Recorded Lectures	2.64
2	My life situation made it challenging to effectively learn remotely.	2.81

### Instructor

Strengths		
1	The instructor made all students feel welcome.	4.47
2	The instructor clearly communicated course changes during the transition to remote instruction.	4.46
Needs Improvement		
1	The instructor implemented learning activities and assignments that allowed me to demonstrate understanding of the course material.	4.23
2	The instructor was available to help support my learning.	4.27

## Comments

### Comment on your experience, both the opportunities and challenges, in shifting to remote instruction in this course.

Comments
Remote instruction in general is less fulfilling. I simultaneously felt like I was learning less and like I was less encouraged to actually learn. Not by fault of the instructor! I found this to be the case in every single one of my classes.
The shift to online class was a challenge for me in this class. I felt it was difficult to learn and understand the topics through zoom lecture
I thought the online transition was pretty smooth and I was glad that there were still live lectures so I could maintain some semblance of a schedule. The in-class quizzes were sometimes a bit stressful but overall they were fine.
The environment at home is generally quite hectic compared to being at UVA, with a lot more people and opportunity for distraction.
There was no difference between in person and on line learning. The transition occurred smoothly and the instructor made clear the expectations for on line learning.
I think the transition to remote instruction was handled well.
Shift to online instruction made learning the course content slightly more difficult, but nothing out of the ordinary; definitely fair and manageable
I have bad internet which made zooming very difficult
The challenge with remote instruction was that the in-class quizzes got more difficult. I understand the reasoning behind the shift in difficulty, but I felt that I put in more effort to get a worse grade.
"In-class" quizzes during remote instruction felt more challenging despite the open note policy, as the quizzes were designed more differently than the labs.
The staff did everything in their control to make the shift to online learning as smooth as possible, and they did a great job of this. I truly cannot think anyways I would improve their handling of this situation. However, as a comment more directed towards the university when it considers reopening in the fall, I feel very strongly my retention and understanding of the material was compromised by remote instruction and I am sad to have missed out on some academic opportunity.
Discrete math was the one course that made the shift to online class seem almost effortless. Professor Tychonievich did an excellent job communicating the shift and working to make the change as simple and direct as possible. Overall, not much changed from our regular class – we just moved to online in-class quizzes with an easy-to-use online submission process. While it was sometimes challenging to pose questions during online lectures (online communication is naturally difficult at times), Professor Tychonievich's lectures were as clear and interesting as before the change.
I believe the shift to remote learning was done well, however, the course assessments seemed to get much harder and question styles seemed different than the practice. This hindered my ability to do well in the class as I wasn't exposed to as many question types
It was hard to stay engaged in the chaos of my home life.
The recorded lectures were certainly good, but it did make getting up early for them live somewhat challenging.
Professor Tychonievich is probably the best teacher/professor I've ever had. He worked very hard to not loose any lecture quality during the shift to remote transition, however, I felt that he struggled a bit with the online shift. Overall, he is a great professor either way.
This class was structured in such a way that it could have been transitioned online from the start with minimal adjustments. However the online lectures were lacking. Also there has got to be a better way to test and quiz than having student upload pdfs of scans of our work. It is horribly time consuming to be doing such things during a test, not to mention inconsistently time consuming, and extremely prone to technical difficulties.
All other classes became bearably harder after break. This one was completely impossible, the content became so much harder since it was "open note" to prevent cheating but the notes did not help as there were more harder questions and same amount of time
I watched most of the lectures online already, there was little difference for me.
I think the transition was very smooth on your part.
The online experience was still very accommodating! Personally I still attended all the lectures real-time and found it really helpful – especially still being able to ask questions. Prof T did a great job adjusting on-the-go and I don't think the switch to online detracted from our learning at all.
With the shift to remote instruction, the lectures were more difficult to engage with and because of my home situation, when I did have to miss lectures, there was not the opportunity to watch the lecture in its entirety. This is because the professor would forget to record for parts of his lecture. We had "in-class" quizzes which were not flexible and did not effectively account for differences and



Comments
changes in our living situations or with challenges with now submitting work online.
I didn't observe any stark differences or challenges or opportunities. Initially, keeping up-to-date on deadlines was challenging as different courses were taking different approaches to shifting online and frequently communicating, but that was resolved.
Overall the only real difference I experienced was the need to photograph the in class quiz answers and upload them. Otherwise, the course remained basically the same throughout the shift.
I had little difficulties shifting, but it was slightly harder to pay attention in class.
Remote instruction did not feel much different from real time in person lectures. It was just a little harder to work with other students on understanding concepts since social distancing.
The switch online in this class was not that bad. I liked having the classes live, but disliked that the quizzes were harder because they were open note.
I think the shift to remote instruction was an opportunity for instructors to figure out creative methods of online instruction. In Discrete Mathematics, the ability to still offer a written test with the use of photography was much better as I am worse at taking tests online (I like to show my work on the same paper).
Other than a few rocky quizzes (one of which was caused by the entire CS server being nuked), there were no substantive changes to this course after it transitioned to remote instruction.
The quizzes in this class became a lot harder after we shifted to remote learning. As a whole, the class itself did not change, but the instructors did alter the material a bit and the grading scheme to account for this increase in difficulty.
There were some system errors that added stress to students, but much of this was out of the control of professors. Otherwise, the transition went smoothly.
It was a smooth transition to online classes.
It was very stressful using the new quizzing method online because we had to upload our documents quickly. It was also just nicer to have it on paper and underline things in the questions in the quiz. That is just how I would personally like to take the quiz.
I did miss the aspect of class that we got to compare answers and talk about solution with the people around me, but overall I felt the transition went very smoothly.
I felt like the course was already pretty good and not much needed to be transferred online. The only problem is that I feel like the quizzes jumped a lot in difficulty after moving online.
The professor did a good job of transitioning to remote instruction, and I did not feel that my learning experience was significantly diminished.
I missed the talking to your partner experience before predicting an answer. I believe this forced us to think of the solution more which would then make the final solution more sense if ours was incorrect.
There were some technological difficulties towards the end that interfered with the schedule/exam period but I believe the professor handled it well. The shift to remote instruction changed the difficulty of the exams and material, which was difficult to get used to in the middle of the semester.
I think the shift to zoom lectures was the best possible online representation of how the class was conducted on grounds. While taking and submitting quizzes was more difficult due to the unavoidable nature of timing technical difficulties, I do think that overall the transition was as smooth as it could have gone.
I thought that because the lectures were already recorded pre-shift to remote instruction and I had been watching the recordings, the shift to remote instruction did not greatly affect my experience adversely. I also thought that the professor did well in the transition.
The shift was fairly well-handled. The assessments became much more difficult.
Nothing really changed, other than not have some small group talk.
The in-class quizzes became much more difficult to do well on with the shift in remote instruction in the course as I used to do extremely well on them but then my grade kept lowering. However, the professor at the end of the course did a diligent job in helping the students do better in the course by accounting for the challenges with a lower grading scale that made it easier for students to do better overall in the class. The optional last in class quiz and final exam were a great incentive for me to do well in the class and it lessened the stress and pressure for me at the end of the semester.
I found it more difficult to focus and get work done without the resources found on grounds.
Luther is a fabulous instructor and also very prepared when it comes to teaching. The resources required for the course were always available online, as he extremely technologically inclined. As expected, there were challenges converting online, but they were by no means his doing.
I will say that this class was manageable and made me felt like I knew the material. However, the grading scheme is extremely skewed and does not make a lot of sense. It is geared toward understanding the logic portion of the course, which I felt like was one of the harder sections. If you could not get an A or 'mastery' in logic, then the highest you can score is a C+, even if your class average is a 95%.

Comments
Less access to interaction with other students about material
In the beginning, it was a challenge to get accustomed to the quiz format that we had online since there was a specific amount of time we had to complete the quiz and upload it, which sometimes took more time.
Transition went well.
The online teaching was a challenge to both us and the instructor but we made it through.
the class became so hard after switching to online learning! I had nothing below I think a 90 before the shift, and then started getting 60, 70, 80 on the new format quizzes. It was not because I did less work or anything, the assessments just got a lot harder.
I almost feel like switching to online learning forced me to understand the material much more because of how much harder the in-class quizzes got. As in, all of the harder parts of the class that I thought I could get by without knowing I suddenly had to go back and learn (like properly translating prose into logic or fully understanding quantifiers). So though I know a lot of students felt they were too hard, I appreciated how much it helped me learn the topics!
The quizzes were definitely harder because they were all open note after the break, but the professor altered the grading thresholds to reflect this, so overall I think it was handled fairly.
The lectures became very difficult to understand after the shift to remote learning. Additionally, the quizzes became very frustrating because small typos or errors lead to several quiz grades being thrown out.

### What constructive suggestions do you have to help the instructor Luther Tychonievich improve this course for future students?

Comments
Making quizzes significantly harder because we have access to the internet AND keeping a 20-minute limit was almost redundant in purpose and likely the reason many of our quiz grades began to decrease. the initial 20-minute time is how long it took us to attempt and complete the questions. I am not going to spend time surfing the web before I attempt a quiz (when I typically do well on them anyway) if I only have 20 minutes. either keep the same difficulty and time limit or make them difficult and give maybe 10 more minutes
For quizzes, perhaps you could record a video of you going through each problem and allow people to watch it on their own time? It felt like classes may have been a little bit pressed for time, and I think saving time on explanations in-class may help.
I thought the class was well-organized and effectively taught, but I do feel like it could be pretty easy to forget some topics from the beginning of the year. Some of them were only touched on briefly.
None can be provided
Consistent availability of resources are the only major issue. This is more of an improvement of the class structure itself than the instructor.
Post the lab earlier in the week and make it a mandatory group assignment. That would help students actually learn and do the lab.
This isn't a suggestion – more of a comment. I really liked the lab practices because they helped me to understand what I should know how to do for the quizzes. I liked the grading format as well.
Overall, good course delivery and course structure; great coverage of relevant subject matter and plentiful and fair opportunities to assess and demonstrate mastery. One criticism is how out of the four categories, the penalty for not mastering "logic" seems to be a bit harsh. More specifically, while logic is definitely the most important skill to master for discrete math for future courses, the differential between not mastering logic, v. not mastering other topics, seems to be large. For example, not meeting the cutoff for logic is the difference between a C+ and an A, even if all the other topics are well mastered. (That being said, I was able to reach full mastery – and I felt that there were plenty of opportunities to fairly demonstrate mastery and logic, and I appreciate the inclusion of logic questions throughout the term, especially after the pandemic, to allow for additional chances for logic mastery.)
For certain lectures, I felt that they could have been more organized as it would have made them easier to understand. I felt that having weekly quizzes was helpful in making me stay on top of the material. If the course is remote again in the future, I think it would be helpful to allow for more time on the in-class quizzes. The time constraint added what felt like unnecessary stress to the assignment.
Would like to see more difficult example problem walk-throughs before out-of-class quizzes.
I really enjoyed this course! There's honestly not much that I can think to improve on. Perhaps the only thing would be that it seemed like there were a lot of occasions throughout the course where quiz or lab answer keys were incorrect, causing confusion for a lot of students. I completely understand that this isn't necessarily avoidable, but it might be something to watch more closely in the future.
It is easy to see that Professor Tychonievich teaches a difficult subject and I think he does an excellent job conveying the intricacies of his material to students while still presenting topics that are manageable and that will prove useful in future courses. I very much enjoyed his class this semester as well as his to-the-point and direct style of teaching that relied heavily on examples and class

Comments
questions. While his grading style was confusing at first, I found throughout the semester that I very much liked his clear expectations and categorization of topics. This class taught by Professor Tychonievich is a wonderful experience and a great way to stretch the mind into thinking about novel and challenging ideas.
Add more diverse problems to labs so that practice is more encompassing of what would be seen on the quiz
N/A
You are an alright professor, but I felt like I never understood the material in class, and how it was applied to create the online quizzes. I feel like there was a gap between the class instruction, and the knowledge required to do well on the quizzes. That being said, I really like how you structured the course, with the quizzes and with no final exam.
I think adding some grade calculation explanation early in the semester would be good, since that wasn't clear until the last month or so.
Prof T is the best professor I've ever had
This class is so boring and teaches so little content that can stand on its own that you get retaught it in whatever course the content is used. Probability for example, you need to know set theory– its taught to you in a day. Digital logic design, you need to have a higher understanding of logic– is taught to you in a week. I learned half the content of this class in other classes this semester, why require it if its week content, that is all half common sense, going to be retaught again again? Absolute waste of time, and everyone knows it. So keep teaching the content in other classes and scrap this one, or find a way to make it worth while. I put zero effort into this class, that disappoints me.
His grading parameters are completely unfair. His content and assessments became exponentially harder after break.
I think the online quizzes were a little challenging, especially the questions which we did not cover in class.
I really loved your teaching style. Everything was connected like a story, which made it fairly easy to follow along. I think you handled everything really well, and I'm very thankful to have had you as a teacher.
None! Great class. Thanks for a great semester!
Our "in class" quizzes should have had additional time accounted for to take a picture of our answers and submit it from the beginning instead of having it cut into the 20 minutes we were supposed to be given to take the quiz. The review session before the quiz should have also been recorded and made available to students to study later on. Having the quiz be only available for 30 minutes on Friday morning also did not account for any altered living situations or studying conditions students are now in due to COVID–19. The quiz should have been made available for a longer period of time even if it was still timed.
Initially, keeping up with deadlines and where information on the shift was online was challenging. I think it would be helpful for anything set in stone on Piazza to be communicated through email or on the master website as well. I sensed that the quizzes were a bit harder after the shift, but I think that they were reasonable in–light of the shift to open–note. I do find myself questioning how effective the weekly quiz format really is. I think that having the online quizzes due every Monday morning was a good way of getting students to engage more thoroughly with the content from the week, and the Friday quizzes did to some extent as well; however, I felt like the pressure to learn the week's content for the Friday quiz caused me to focus more on memorizing formats to use on the quiz rather than actually getting an understanding of the content that I would retain. Those Fridays that are chewed up by the quizzes might be more effectively used in–full for instruction or discussion. I would not have been opposed to tests in the course.
I felt there were occasionally times when terms were used without prior explanation of the particular usage, which could be confusing. Some effort put to correct this would be appreciated.
I think it would greatly help the students if the in–class quizzes took place on Mondays and the online quizzes were due Fridays.
Professor Tychonievich is a great instructor and helps students understand concepts well. More examples in class would be great.
Nothing, I liked him better as an in person professor, but the switch to online learning was unavoidable.
Professor Tychonievich is one of the best professors I've had at UVA. I really liked the structure of the class, and he did a good job of adapting it to be online.
Overall, I believe that Professor Tychonievich is a phenomenal instructor and taught this class very well. He has a unique energy that I have not seen from other instructors at UVA thus far. He was very effective and reliable when teaching the course content, and he felt extremely accessible if necessary. Although I already knew a great deal of the material coming in, I still felt I learned some concepts and brushed up on others to adequately prepare me for other CS theory courses later on in the curriculum.
This is one of the best–organized courses I have taken at UVA. The weekly quizzes force us to continuously learn and internalize the material. Tychonievich is also an excellent, charismatic teacher that always makes sure the class truly understands the topic at hand. He also includes plenty of real–world examples and problems.
I would release the labs at the beginning of the week rather than at the end. I feel that this would help students realize the important information to focus on at the beginning of the week so that they don't spend extra time studying things that might not be so necessary.
Prof. Tychonievich was a great professor. He was extremely honest with his students, and was very willing to admit mistakes. However, I did not find him especially approachable.
No recommendations, I thought everything went well

Comments
He is a great teacher and I learned so much from this class. If it was online again, a suggestion for future quizzing methods would be to allow students to print out the quiz and upload a scanned version of it. This is easy said than done, but I really do appreciate the flexibility that he showed through and after the shift. :) Thank you.
I really enjoyed this class and the way that it was taught!
I really have no complaints. The course was great and the teacher was great
Would like more study guides or specifics of what each topic is on the final exam
I think there is a gap between the material taught in lecture and the difficulty of the in-class exams and online quizzes. I do appreciate the access to labs and past year's quizzes as they were very helpful in seeing how the material could be applied.
Have more transparency on how each quiz will affect the individual grading sections
I really appreciated the way that you were open to suggestions and asked for feedback throughout the course. I really enjoyed the course overall and the only constructive suggestion I have would be that I didn't feel that the initial grading format was representative of effort and learning. It seemed crazy that I could have grades in the high 90s for 3 of the categories and a high B in the fourth and end up with an overall C+. I appreciate the way that you shifted the cutoffs and adapted the grading system once we moved online, but I do think that in the future a more straightforward calculation of grades would be helpful and a more accurate representation of learning.
No suggestions, thought the course was great in its current state.
None.
I really liked the question-answer based system we had on Fridays – I liked being able to have you answer questions that I asked and I also liked hearing your answers for other people's questions (because I often had questions about that too).
I would have like a more simple and basic explanations for the various things that we learned in class because it seemed as though we would move on to the more difficult applications to quickly. I also felt like the online quizzes were extremely difficult and more difficult than the things that we learned on or were quizzed on in class.
You were a great professor. Thank you for your clear explanations and owning any mistakes. This sets a good example for students to not be afraid to make errors. Keep doing this. Thank you!
He was a great professor and I enjoyed learning through his style of discrete math.
None.
Although I do enjoy this professor and his witty anecdotes, there were times where I felt he was not approachable. He is very intelligent and for the most part, would answer questions and help students through issues. Sometimes, however, he was fairly crude in his response with a kind of 'This is how things are' attitude, which made students uneasy.
N/A. I think the professor did everything in his power, before and after the shift, to ensure the students success. My only suggestion would be to continue the course in the same way in the future!
Great job. Lectures were informative and helpful
Overall, I believe prof. T was a very good professor for this course, so thank you!
Just wanted to sincerely thank you for everything! You were an amazing professor!
Questions were always answered clearly.
I would suggest spending more time on functions and relations (in particular their notations), because the quizzes that I did poorly on were by and large a result of not recognizing the notation that was used in the quiz.
While at UVA, Luther Tychonievich was one of my best teachers. However, once online learning started, his lectures and assessments dropped in quality.