Report for CS 4102 - 003 Algorithms John Hott

Project Title: **UVA Course Evaluation Spring 2020**

Course Audience: **118**
Responses Received: **71**
Response Ratio: **60.17%**

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

Creation Date: **Wednesday, May 20, 2020**

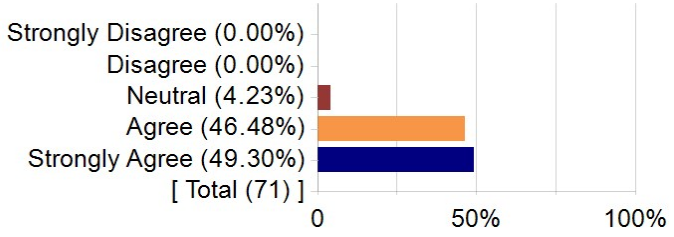
Technology powered by BLUE

Response Rate

Raters	student
Responded	71
Invited	118
Response Ratio	60.17%

Course Questions

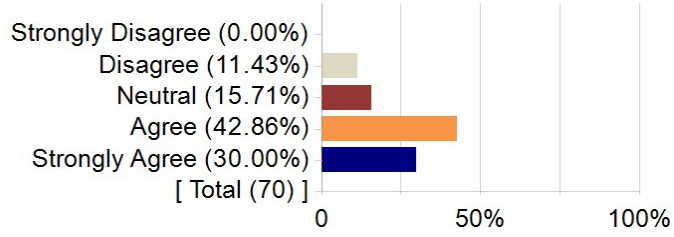
1. I had access to the course materials I needed to effectively learn remotely, including access to required textbooks, course readings, technology tools, and other materials required for class assignments and projects.



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neutral	3	3	4.23%
Agree	4	33	46.48%
Strongly Agree	5	35	49.30%

Statistics	Value
Mean	4.45
Median	4.00
Standard Deviation	0.58

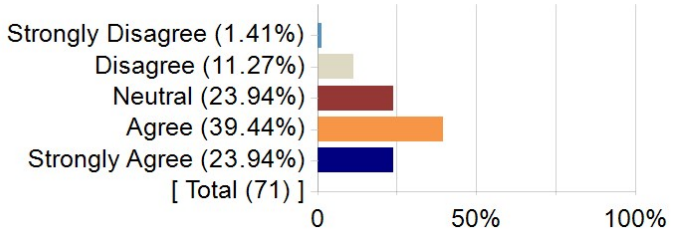
2. The shift to remote instruction made learning course content and/or skills more challenging.



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	8	11.43%
Neutral	3	11	15.71%
Agree	4	30	42.86%
Strongly Agree	5	21	30.00%

Statistics	Value
Mean	3.91
Median	4.00
Standard Deviation	0.96

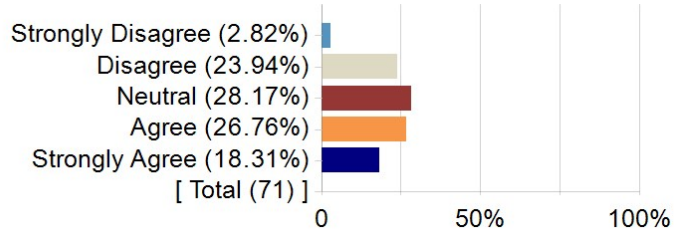
3. I put forth more effort to engage in this course after the shift to remote instruction.



Options	Score	Count	Percentage
Strongly Disagree	1	1	1.41%
Disagree	2	8	11.27%
Neutral	3	17	23.94%
Agree	4	28	39.44%
Strongly Agree	5	17	23.94%

Statistics	Value
Mean	3.73
Median	4.00
Standard Deviation	1.00

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



Options	Score	Count	Percentage
Strongly Disagree	1	2	2.82%
Disagree	2	17	23.94%
Neutral	3	20	28.17%
Agree	4	19	26.76%
Strongly Agree	5	13	18.31%

Statistics	Value
Mean	3.34
Median	3.00
Standard Deviation	1.12

Course

Mean values are displayed below.

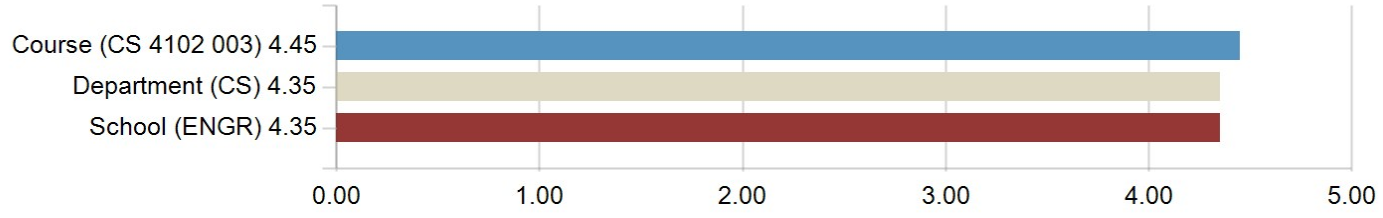
Scale 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Course Questions

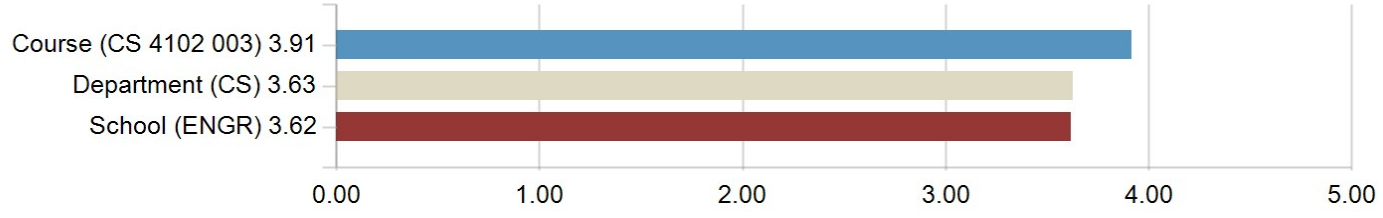
Question	Course (CS 4102 003)		Department (CS)		School (ENGR)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean
I had access to the course materials I needed to effectively learn remotely, including access to required textbooks, course readings, technology tools, and other materials required for class assignments and projects.	71	4.45	4197	4.35	10572	4.35
The shift to remote instruction made learning course content and/or skills more challenging.	70	3.91	4221	3.63	10663	3.62
I put forth more effort to engage in this course after the shift to remote instruction.	71	3.73	4214	3.38	10647	3.38
My life situation made it challenging to effectively learn remotely.	71	3.34	4213	3.06	10631	2.99

Course Questions

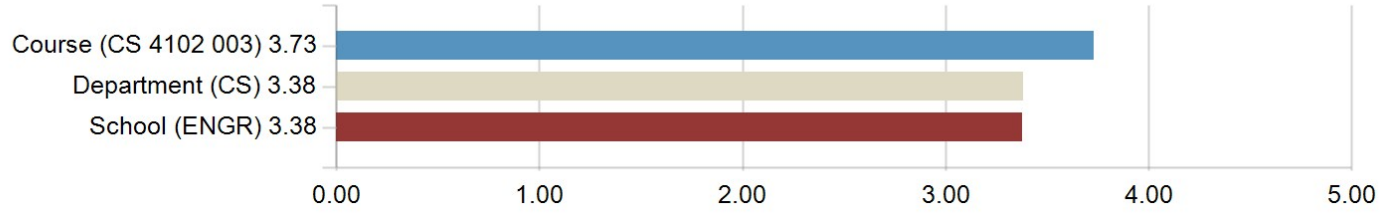
1. I had access to the course materials I needed to effectively learn remotely, including access to required textbooks, course readings, technology tools, and other materials required for class assignments and projects.



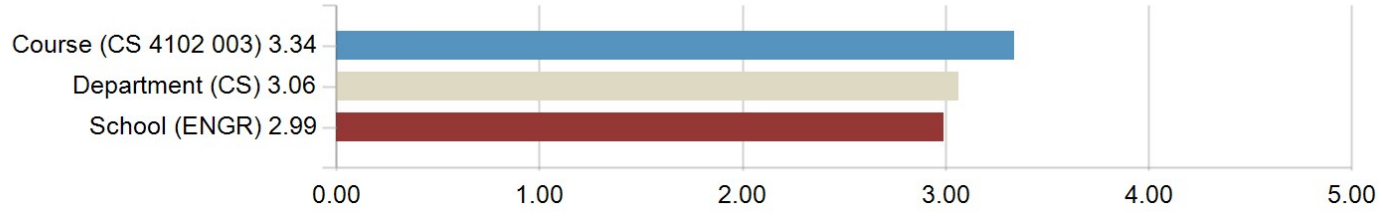
2. The shift to remote instruction made learning course content and/or skills more challenging.



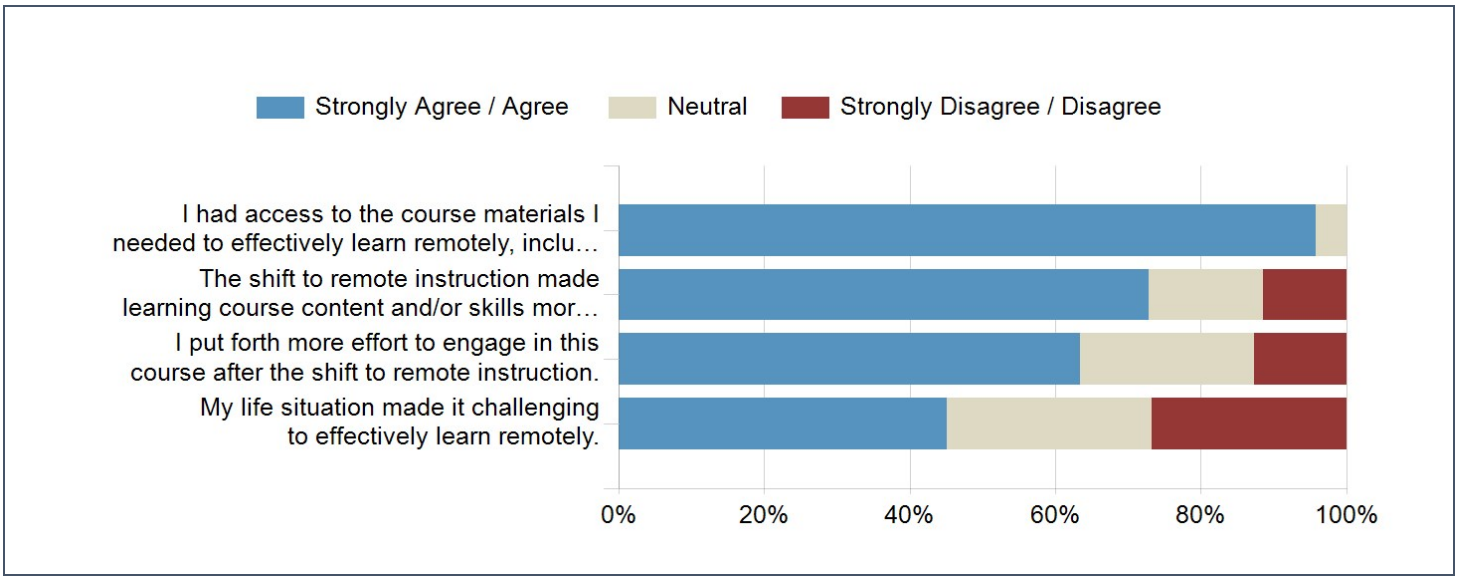
3. I put forth more effort to engage in this course after the shift to remote instruction.



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



Course Questions



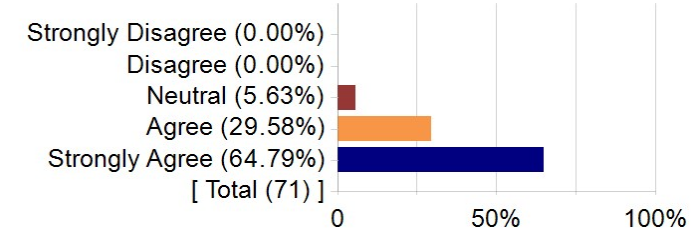
Instructor

Mean values are displayed below.

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

Instructor Questions

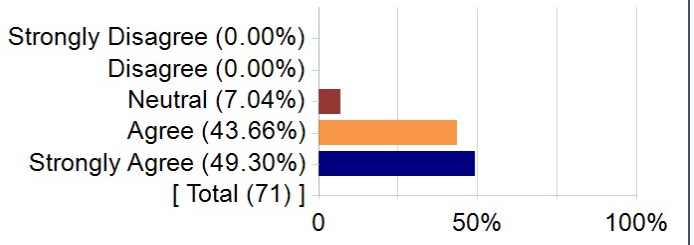
1. The instructor clearly communicated course changes during the transition to remote instruction.



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neutral	3	4	5.63%
Agree	4	21	29.58%
Strongly Agree	5	46	64.79%

Statistics	Value
Mean	4.59
Median	5.00
Standard Deviation	0.60

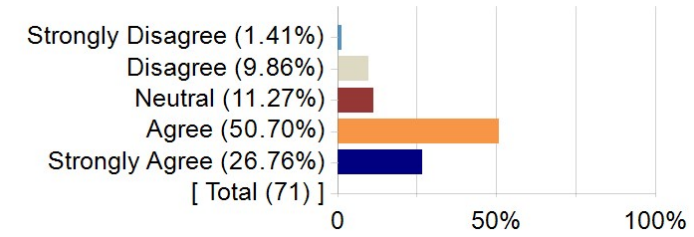
2. The instructor implemented learning activities and assignments that allowed me to demonstrate understanding of the course material.



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neutral	3	5	7.04%
Agree	4	31	43.66%
Strongly Agree	5	35	49.30%

Statistics	Value
Mean	4.42
Median	4.00
Standard Deviation	0.62

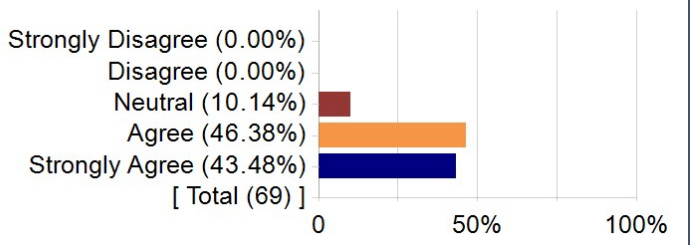
3. The instructor provided me useful and timely feedback on my learning.



Options	Score	Count	Percentage
Strongly Disagree	1	1	1.41%
Disagree	2	7	9.86%
Neutral	3	8	11.27%
Agree	4	36	50.70%
Strongly Agree	5	19	26.76%

Statistics	Value
Mean	3.92
Median	4.00
Standard Deviation	0.95

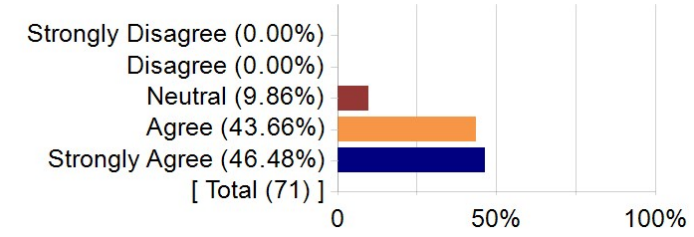
4. The instructor was available to help support my learning.



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neutral	3	7	10.14%
Agree	4	32	46.38%
Strongly Agree	5	30	43.48%

Statistics	Value
Mean	4.33
Median	4.00
Standard Deviation	0.66

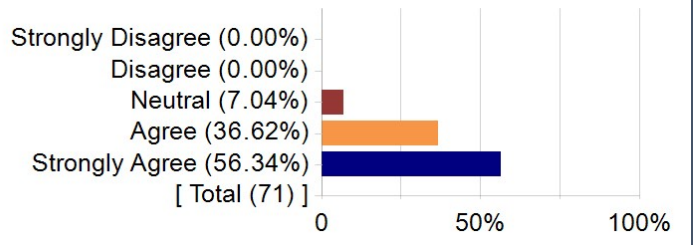
5. The instructor created an environment that respected differences and diverse perspectives.



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neutral	3	7	9.86%
Agree	4	31	43.66%
Strongly Agree	5	33	46.48%

Statistics	Value
Mean	4.37
Median	4.00
Standard Deviation	0.66

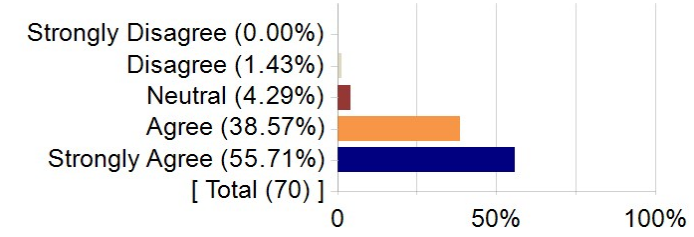
6. The instructor made all students feel welcome.



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	0	0.00%
Neutral	3	5	7.04%
Agree	4	26	36.62%
Strongly Agree	5	40	56.34%

Statistics	Value
Mean	4.49
Median	5.00
Standard Deviation	0.63

7. Overall, the instructor was an effective teacher.



Options	Score	Count	Percentage
Strongly Disagree	1	0	0.00%
Disagree	2	1	1.43%
Neutral	3	3	4.29%
Agree	4	27	38.57%
Strongly Agree	5	39	55.71%

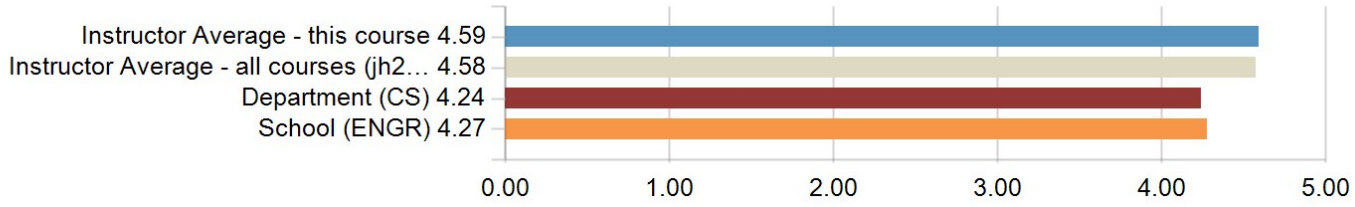
Statistics	Value
Mean	4.49
Median	5.00
Standard Deviation	0.65

Instructor Questions

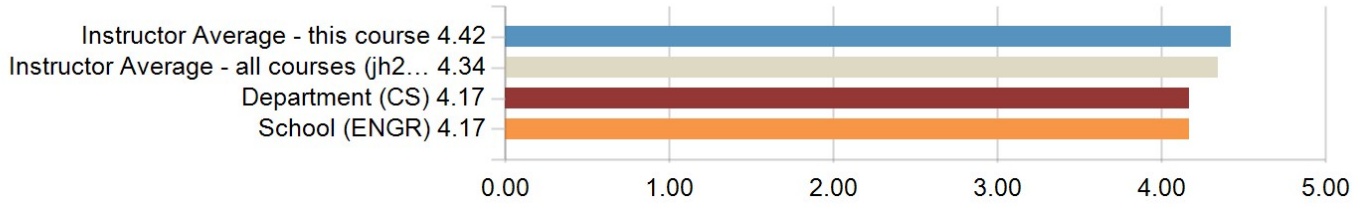
Question	Instructor Average - this course		Instructor Average - all courses (jh2jf John Hott)		Department (CS)		School (ENGR)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The instructor clearly communicated course changes during the transition to remote instruction.	71	4.59	132	4.58	4221	4.24	11961	4.27
The instructor implemented learning activities and assignments that allowed me to demonstrate understanding of the course material.	71	4.42	134	4.34	4248	4.17	12055	4.17
The instructor provided me useful and timely feedback on my learning.	71	3.92	134	3.99	4261	3.84	12084	3.95
The instructor was available to help support my learning.	69	4.33	131	4.40	4245	4.09	12049	4.19
The instructor created an environment that respected differences and diverse perspectives.	71	4.37	134	4.42	4253	4.34	12072	4.37
The instructor made all students feel welcome.	71	4.49	134	4.53	4245	4.41	12052	4.42
Overall, the instructor was an effective teacher.	70	4.49	133	4.49	4237	4.16	12021	4.22

Instructor Questions

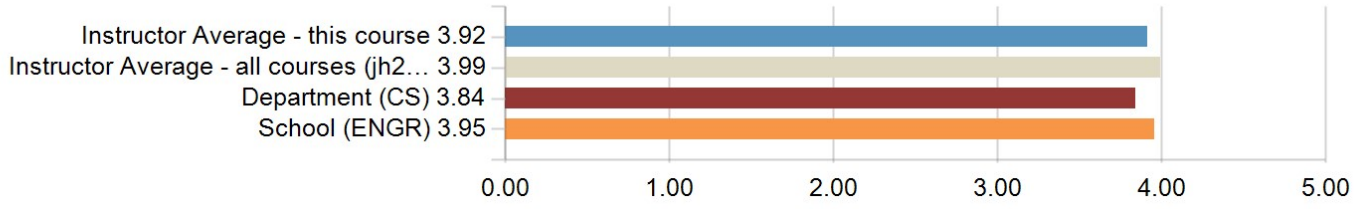
1. The instructor clearly communicated course changes during the transition to remote instruction.



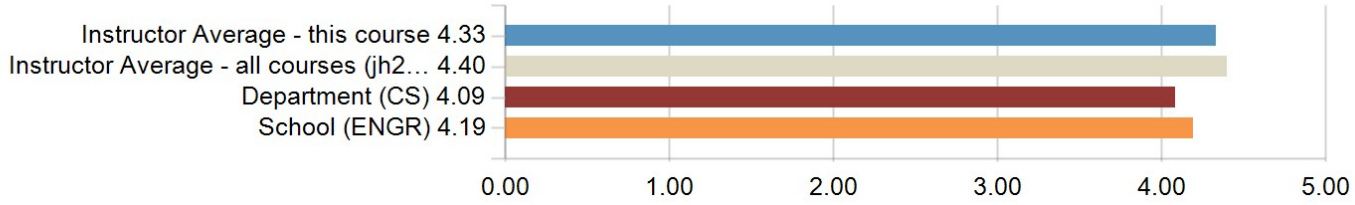
2. The instructor implemented learning activities and assignments that allowed me to demonstrate understanding of the course material.



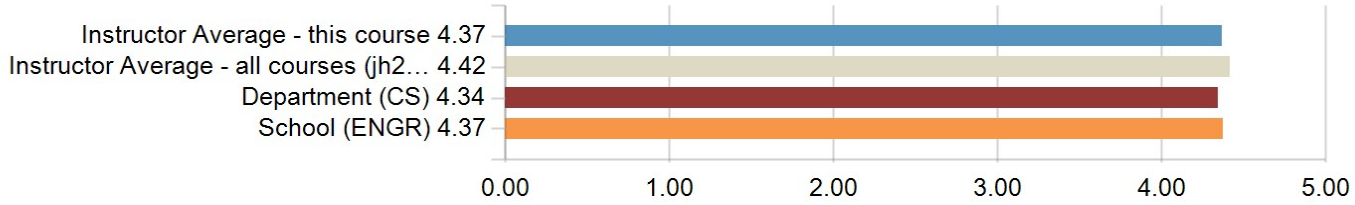
3. The instructor provided me useful and timely feedback on my learning.



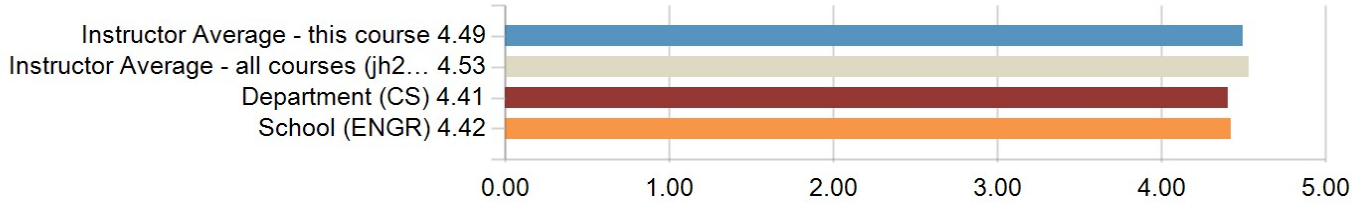
4. The instructor was available to help support my learning.



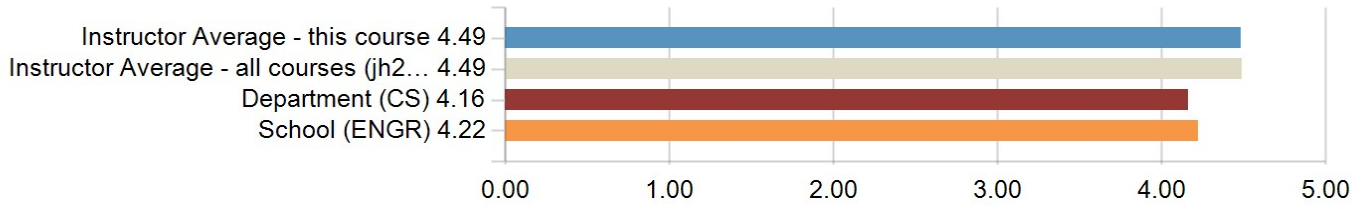
5. The instructor created an environment that respected differences and diverse perspectives.



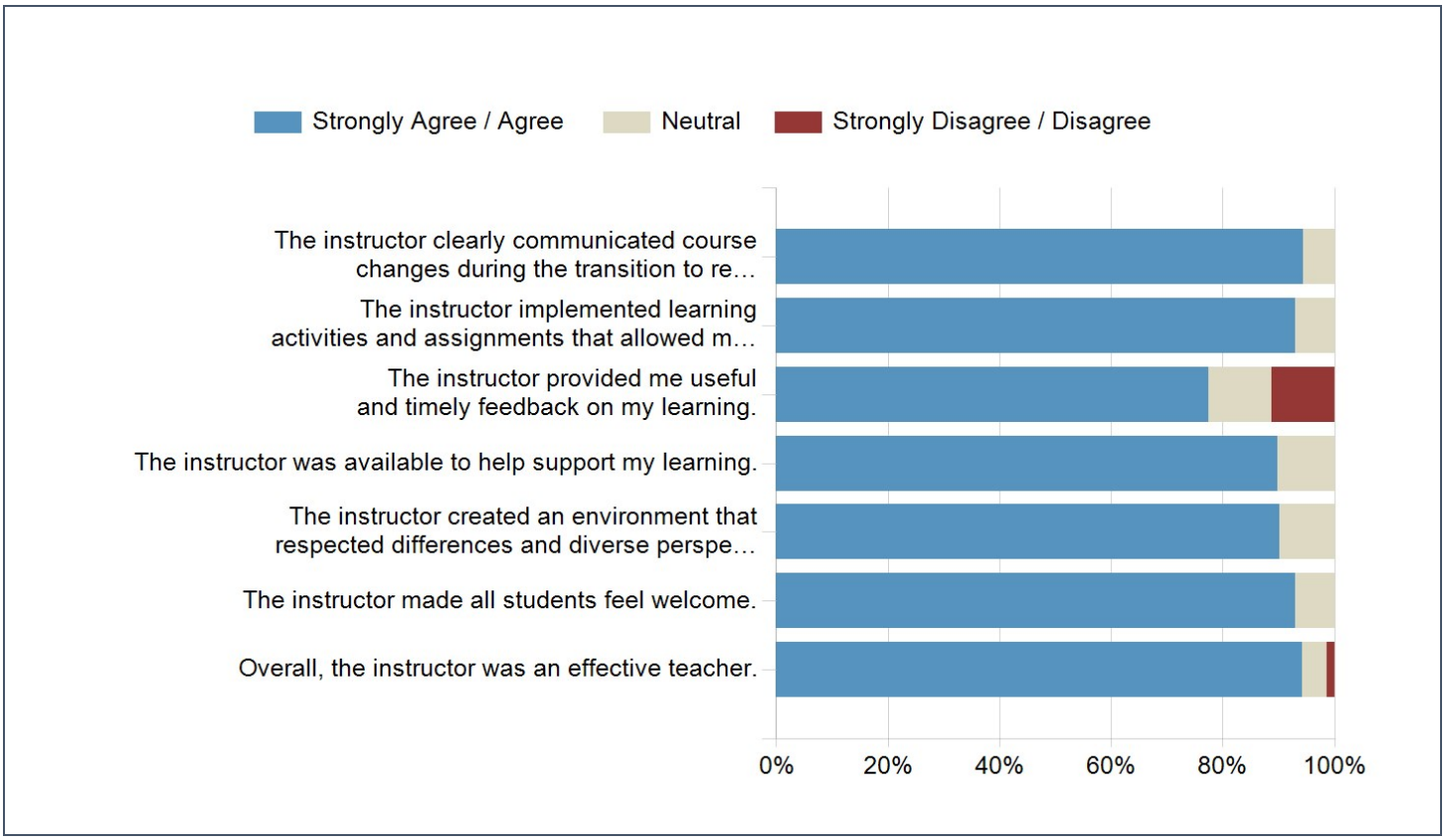
6. The instructor made all students feel welcome.



7. Overall, the instructor was an effective teacher.



Instructor Questions



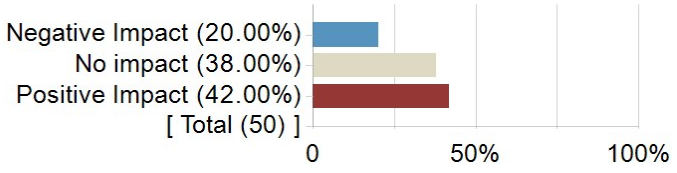
Impact - In this course, what impact did the following have on your learning after Spring Break (once your classes stopped meeting in person):

Mean values are displayed below.

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

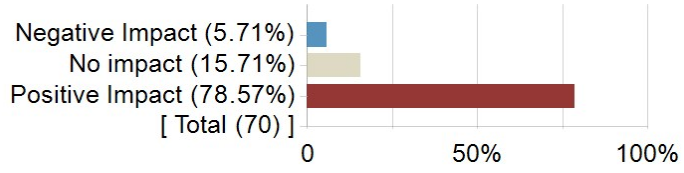
Impact Questions

1. Real-time lectures



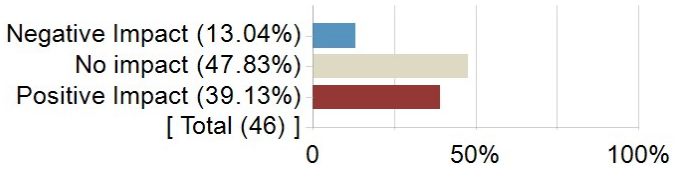
Options	Score	Count	Percentage
Negative Impact	1	10	20.00%
No impact	2	19	38.00%
Positive Impact	3	21	42.00%
Statistics			**Value**
Mean			2.22
Median			2.00
Standard Deviation			0.76

2. Recorded Lectures



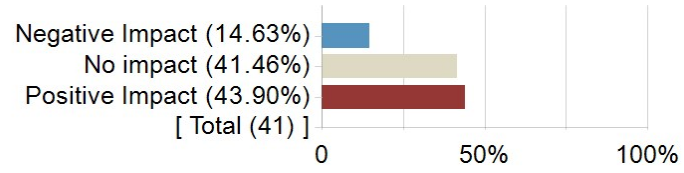
Options	Score	Count	Percentage
Negative Impact	1	4	5.71%
No impact	2	11	15.71%
Positive Impact	3	55	78.57%
Statistics			**Value**
Mean			2.73
Median			3.00
Standard Deviation			0.56

3. Real-time class whole-class discussions



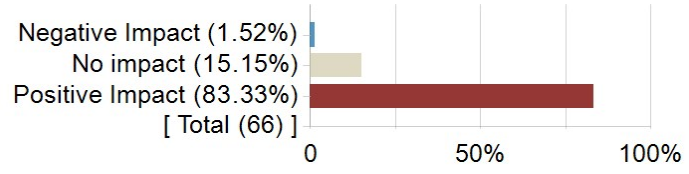
Options	Score	Count	Percentage
Negative Impact	1	6	13.04%
No impact	2	22	47.83%
Positive Impact	3	18	39.13%
Statistics			**Value**
Mean			2.26
Median			2.00
Standard Deviation			0.68

4. Real-time small-group discussions



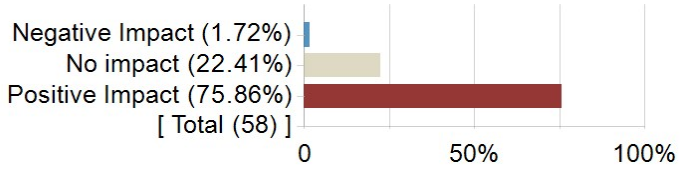
Options	Score	Count	Percentage
Negative Impact	1	6	14.63%
No impact	2	17	41.46%
Positive Impact	3	18	43.90%
Statistics			**Value**
Mean			2.29
Median			2.00
Standard Deviation			0.72

5. Online discussion boards



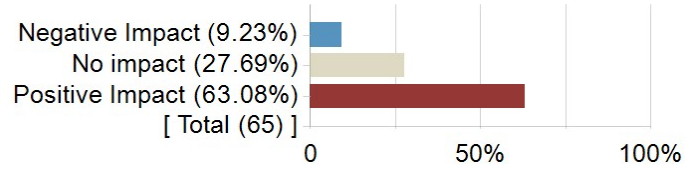
Options	Score	Count	Percentage
Negative Impact	1	1	1.52%
No impact	2	10	15.15%
Positive Impact	3	55	83.33%
Statistics			**Value**
Mean			2.82
Median			3.00
Standard Deviation			0.43

6. Recorded video demonstrations



Options	Score	Count	Percentage
Negative Impact	1	1	1.72%
No impact	2	13	22.41%
Positive Impact	3	44	75.86%
Statistics			**Value**
Mean			2.74
Median			3.00
Standard Deviation			0.48

7. Virtual office hours



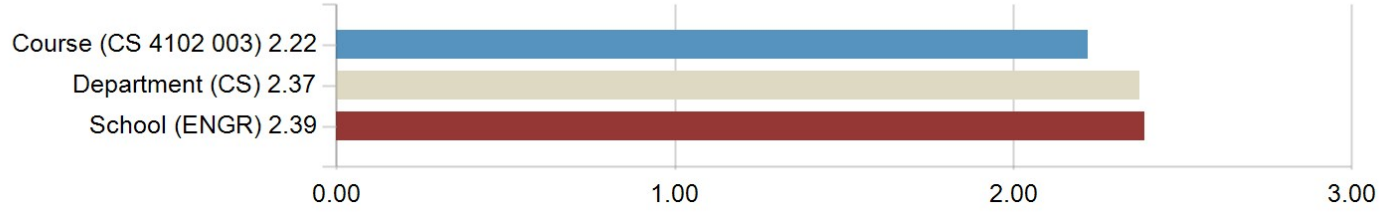
Options	Score	Count	Percentage
Negative Impact	1	6	9.23%
No impact	2	18	27.69%
Positive Impact	3	41	63.08%
Statistics			**Value**
Mean			2.54
Median			3.00
Standard Deviation			0.66

Impact Questions

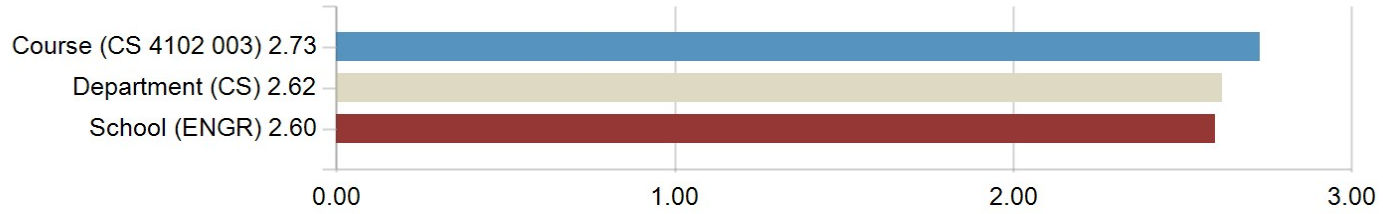
Question	Course (CS 4102 003)		Department (CS)		School (ENGR)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean
Real-time lectures	50	2.22	3269	2.37	7431	2.39
Recorded Lectures	70	2.73	3612	2.62	8621	2.60
Real-time class whole-class discussions	46	2.26	2402	2.24	5879	2.27
Real-time small-group discussions	41	2.29	2294	2.21	5698	2.30
Online discussion boards	66	2.82	3345	2.61	7031	2.54
Recorded video demonstrations	58	2.74	2702	2.54	6250	2.56
Virtual office hours	65	2.54	3527	2.36	8490	2.43

Impact Questions

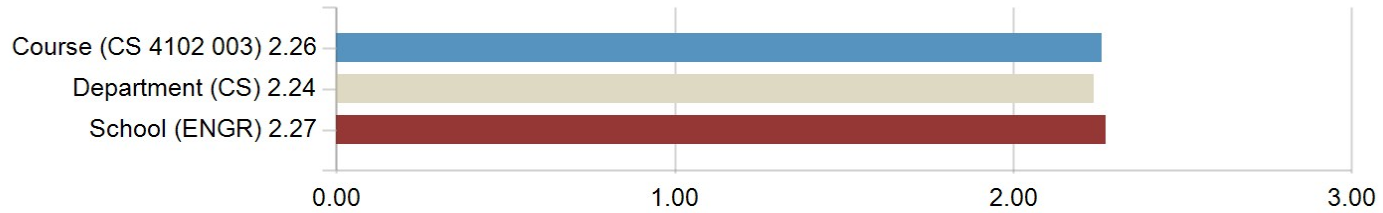
1. Real-time lectures



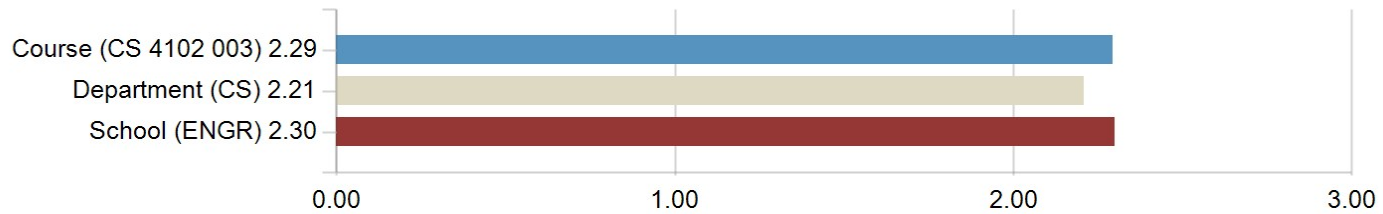
2. Recorded Lectures



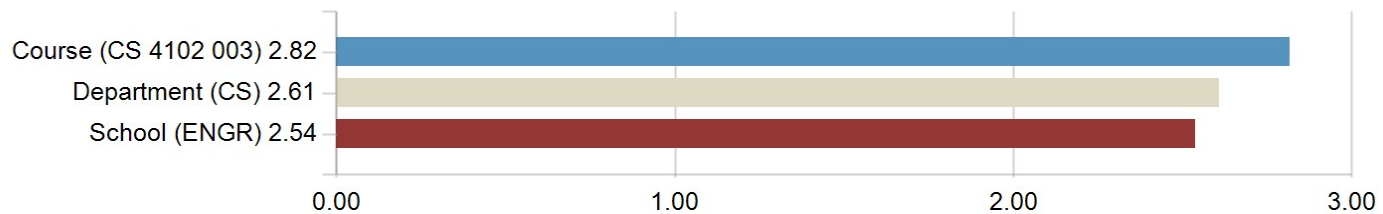
3. Real-time class whole-class discussions



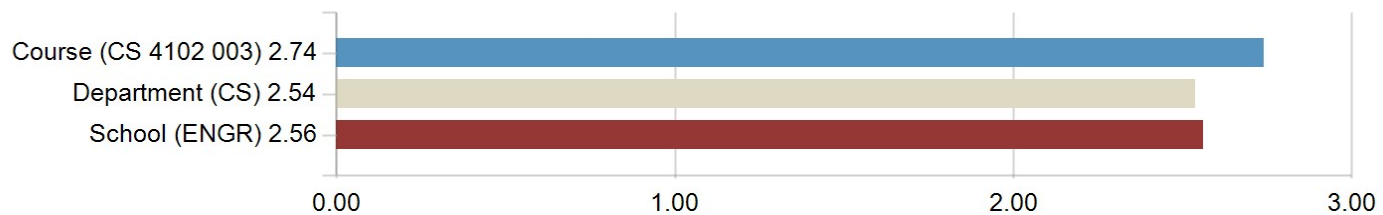
4. Real-time small-group discussions



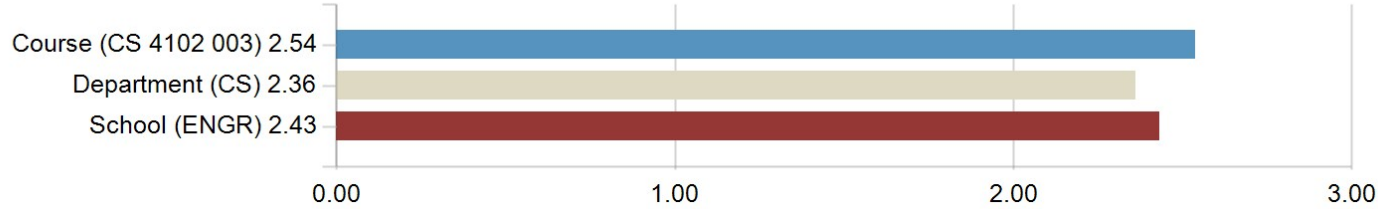
5. Online discussion boards



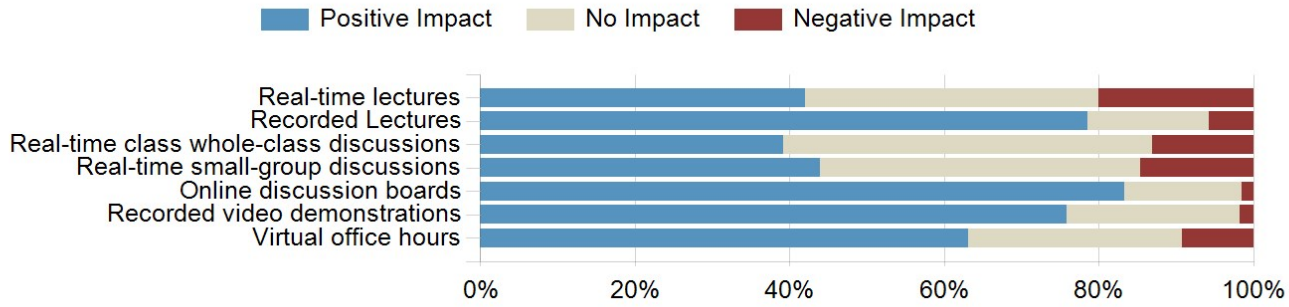
6. Recorded video demonstrations



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.	4.45
2	The shift to remote instruction made learning course content and/or skills more challenging.	3.91

Lowest			
1	In this course, what impact did the following have on your learning after Spring Break (once your classes stopped meeting in person):		2.51
	1	Real-time lectures	2.22
	2	Real-time class whole-class discussions	2.26
	3	Real-time small-group discussions	2.29
	4	Virtual office hours	2.54
	5	Recorded Lectures	2.73
	6	Recorded video demonstrations	2.74
	7	Online discussion boards	2.82
2	My life situation made it challenging to effectively learn remotely.		3.34

Instructor

Strengths		
1	The instructor clearly communicated course changes during the transition to remote instruction.	4.59
2	The instructor made all students feel welcome.	4.49

Needs Improvement		
1	The instructor provided me useful and timely feedback on my learning.	3.92
2	The instructor was available to help support my learning.	4.33

Comments

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

Comments
Nice staff and very proactive in making transition smooth
Not much changed other than that there was no lecture in person (I usually referred to recorded lectures when studying anyway).
Difference in timezone made OH hours ungodly, but doable if I stayed up
I believe Algo transitioned well, but lectures were obviously less engaging.
This course was definitely pretty hard to learn through remote just because it is challenging material and not being able to physically show up in office hours or have office hours at a consistent time was hard. However, we were able to still collaborate with other students which was very useful when completing the homeworks.
The teachers did a very good job switching to online learning.
Because I really enjoyed the in–person experience of working with my peers and the TAs on paper in person, the shift to remote instruction was hard for me.
great, was ready for it
Office hours were hard and this course was difficult to learn when it is not in person.
You guys did a really good job transitioning to online learning. If I'm being honest, I learned more in the latter half of the course when the problem sets became easier. I think that if you guys switched from larger, longer problem sets to more frequent shorter problem sets then it could improve overall information retention.
Professors did their best to make class run smoothly with COVID–19. Still was very challenging but I appreciate the effort.
My experience was fortunately not too bad. For this class in particular, my professors were quite understanding of the situation and made a lot of accommodations to help us out, which I know I, and many of my peers, appreciated. Of course, online delivery of office hours and lectures was suboptimal, but was pretty well done in consideration of the situation.
Losing the ability to talk to lots of Algo students REALLY hurts the HW process, as there's no way to even get an idea of which problems are harder, what might be a thing to look at, etc. The TA discord was actually fairly effective, even if it was challenging to hop into one that's been going for 30 minutes and ask a TA a question they have answered 5 times already.
It was helpful to keep the same format however, I felt the pace could've been a bit slower.
The professors did a great job being flexible with students during the transition. However the homework's could still be pretty frustrating trying to work through without in person collaboration. I often had TAs not show up to office hours or be very hard to understand.
It was definitely tough not having non–virtual office hours but all assignments were doable.
I found that this course was successful in transitioning to online. However, I did sometimes find it hard to motivate myself to watch lectures.
This course was a little bit difficult to shift online just because the homeworks rely so much on collaboration. However, I thought the Professors did a fantastic job in helping the students shift. They were so accommodating with due dates and with office hours and in general making sure students had everything they needed. I really appreciated how much the Professors cared about the students success in this course.
The professors were really great about helping us navigate the shift to online classes. One thing that could have been better were that the recorded lectures were often posted late in the day and I had other classes that prevented me from watching them before the live class/office hours held to discuss that material. If we were to be online again, it may be helpful if lectures were posted a day in advance or maybe over the weekend.
The lack of human, in–person engagement with both the instructors and fellow peers made it much harder for me to be able to pay attention and learn effectively. My home life also was not conducive to learning remotely; ultimately, I feel I ended up putting in more effort to be able to perform at a fraction of what I could prior.
I thought this course did a really good job transitioning to remote learning— the professors were extremely understanding with giving extensions and accommodating for the current circumstance, as well as very open to student feedback. Office Hours on Discord worked well too.
The hardest part about online was the fact that I was away from my classmates. A lot of the assignments were group based and I relied on learning how to solve problems with the influence of other minds. Therefore coming up with my own solutions without the aid of others was more challenging.
Going to office hours I thought was a lot more difficult when shifting to remote instruction
Algo was a fantastic class. I'd love to see more coding homeworks in relation to the written homework. I felt like there was a really

Comments
strange binary nature of questions to the homeworks where either you got it completely or not at all, and this was different than 2150 assignments, where you'd sort of work through steps in the problems. I enjoyed the coding assignments much more and don't feel like I got much out of doing the written homeworks.
Thre prerecorded lectures were helpful because they allowed me to work at my own pace at my own time. It, in turn, made me more engaged and more willing to take notes as I knew the lectures were not going to take as ling if I speed them up and I could do it in the morning when I am most productive. Piazza was very helpful, I never went to ta office hours because I assumed they were going to be like the in–person ones where it would be difficult to get a question in but the profs were really good at answering emails. The shifting of the grade scale helped a lot. As someone who was struggling to understand the material already it made me feel more at ease to actually take time on the assignments rather than scramble to finish it on time to get the most points as I could. it relieved the pressure on this class and allowed me to focus and balance my other classes as well. The schedule layout every day was also good. The exam was fair but i just wish we had more material to prepare with as it would not be similar to the in–person ones. Overall great course I appreciated it more online to get connected and self–motivated to learn the material.
The most difficult part about remote instructions is attending remote Office Hours. I went to Office Hours often before and I would learn a lot, usually, by listening to others' questions and TAs' explanations, and then immediately follow up with my own questions. However, with online Office Hours, it was harder to do that with a long waitlist. It was also hard not to connect people's faces and gestures to the diagrams that TAs drew on the whiteboard which made it a little harder to understand if I were going into a room a little later. However, because going online made lectures more flexible, there were opportunities for attending any Office Hours and getting help at almost any time in the day. There was also a lot of information about changes being thrown at us that it was kind of overwhelming to keep up with, especially at the start and then towards the final.
Harder to stay engaged during online lectures. Office hours were more accessible via discord.
It was definitely hard to motivate myself to watch all the online lectures every week. Its just much easier to be there in person rather than watching an hour lecture every Monday and Wednesday.
This course heavily relied on office hours to help students with the homework. Discord was a good means to carry out office hours although it sometimes became inefficient with certain TAs taking people one by one while others grouped them and grouping them was better because it helps multiple at once so TAs didn't have to waste time / keep explaining things and that should be a orderly procedure for office hours so students know what to expect / if they'll be helped.
[redacted] . Internet connection was not always reliable.
TA office hours were a mess and hard to access for a good 2 weeks after the move. Office hours were also a mess prior to the move to online
they did I good job but I liked the in persin lectures much more. Probably be because I had friends and people to talk to but alos it was more fun to be there in person
This class was the most well adapted to the online format — the instructors were the incredibly flexible, and were very considerate of the transition. I only wish there were more TAs during office hours, but that problem was addressed last class.
Remote instruction was very un–motivating and made it difficult to stay engaged in the course.
I think there were a few personal challenges, but the course itself was perfectly fine in its transition to online resources. I'm sure many students, myself included, actually preferred watching lecture recordings (at a faster speed) at home at whatever time I wanted. The use of discord for office hours is something I actually brag about!
Instructors were lenient but online lectures are difificult to pay attention to for me
pretty cool experience

Personal Comment

What constructive suggestions do you have to help the instructor John Hott improve this course for future students?

Comments
Relaly liked the class + content and the way its taught
None
nothing!
Sometimes I felt that avoiding formal language was unnecessary, since the idea may make more sense to people once they take the time to understand the language.
Awesome Job Proff Hott. I really like the way you explain algorithms. I espically like your catchphrase but we can do something sneaky or can we do better?
Professor Hott put so much effort into transitioning this course online, I'm really thankful for him and especially the TAs. I thought the transition to remote was way better than I expected.
none, was great

Comments
I learned a lot in this course. It was definitely difficult but once I understood the concepts I find them extremely useful with interviews and internships
Switch from larger, longer problem sets to more frequent, smaller, easier problem sets. I learned a lot more when the problem sets were more doable, because I was more likely to finish the problem sets on my own rather than turn to my group.
Thanks for a good semester!
It might be helpful to have a couple more example videos/resources solving extra problems— I generally find that those help me with other problems (i.e. on homeworks) because they sometimes can help me have a better way to organize my thoughts. My writeups tended to be really long and time consuming, and I think a lot of that could be due to me not having a great idea of the best way to present my solution. This is really my only suggestion though, otherwise I think this class was really cool and well taught!
I preferred your lectures, so I was disappointed not to see very many once we went online. The class material barely changed, just the whole concept of lots of students working together. If we go online next semester, there MUST be a way to help form study groups or people will bomb the HW assignments HARD. Thankfully I knew my two friends well in the class so we could keep working, but a more "loaner" type who worked with the person they sit next to would be screwed.
Prof Hott does a really good job with this course. It can be hard to wrap your head around and lectures can be difficult to follow but Prof hott definitely does his best to make it interesting
Professor Hott is great and I can't think of a way he can improve.
This class was great and I really enjoyed it. The only improvement I can think of is that it would have been nice to get homework grades back faster, but I understand if in a class this large that's difficult.
Before and after the transition to remote learning, I felt that Hott did an excellent job at lecturing and at providing greater insight at office hours.
I thought Professor Hott did a great job teaching this course and making himself available to students! He is extremely understanding and kind, which really helped with the transition to online learning as well. Something that I was thinking about in regards to homework that could make it more palatable is splitting each homework question more into steps that sort of guide students on the path to the answers. My high school math curriculum was structured this way, and I think it could help with Algo too. There would be a couple questions that sort of had students walk through each individual step of arriving at a certain answer for the end, and then towards the end, there would be some questions that were not split up so that students could put it all together. Since they were familiar with the process, doing that was easier. I sometimes feel like I am unsure as to where to start in homework (and office hours are really helpful) but having a couple questions at the beginning of the homework that kind of more or less walk students through the process while still requiring them to do it would be really helpful, especially for people who learn by doing.
I think shorter, more frequent lectures would help with delivering new content/solidifying new content more.
I think feedback for coding homeworks should be more specific and you should provide the test files you had after scoring those assignments so students could better understand what they did wrong in their code.
I really liked this course. It was one of the few classes I've taken in college whose content I think I will be able to consistently apply in the working world. This was also one of the only classes I took this semester where I felt genuinely supported during the transition to online instruction. Thanks to Professor Hott for his hard work this semester, and for being so understanding and compassionate. I know that's not technically part of the job description as a professor, but please know that I, along with all of his other students that I've spoken to, really appreciate it.
If office hours can have a queue–like structure instead of a room with a bunch of students and one or two TAs, I believe that can be more efficient and helpful for students stuck on different parts throughout the homework assignments
Professor Hott was FANTASTIC. I really enjoyed going to his lectures and clicked with the way that he explained concepts.
I think more homework feedback would have been helpful, especially in the later weeks. I know its difficult due to the number of things we needed to turn in and be graded on but I think it would have been helpful for the exam if we had a class period to go over it. You are a great professor keep it up!
The pre–recorded lectures with the discussions during normal lecture times was great. I really enjoyed this class and definitely learned a lot. I particularly liked how much this class pushes you to think and problem solve abstractly without holding your hand. In the discussion about cheating, one of the common themes was that students are made uncomfortable by the feeling that they don't have a formula to fall back on in those kinds of situations, and so they cheat. Because a very important part of this course is learning what to do in these situations, maybe a way to discourage cheating is by having "hints" that students can look at if they feel stuck. These "hints" would basically be questions that would help a confused student start focusing brainpower in the right direction.
Professor Hott did a great job in helping us understand the hardest materials by breaking it down to simpler terms. His homework assignments are challenging but they do really help consolidate our understanding of the materials. With the change, Professor Hott was very thoughtful and very fair in accommodating almost all of the concerns that students had about the course. What I would change about the course is that if you could give the students some recommended practice problems, maybe from the textbooks, and their solutions so that we can further consolidate our problem solving skills and understanding. I did some of the problems before exams and found they were helpful.

Comments
maybe TA office hours on weekends?
Both you and Professor Horton made this class very doable over the online transition. I enjoyed the passion you have for teaching this class, and I missed the weeks where you weren't the one doing the online lectures.
I believe all of the information with course flow / questions should have been grouped somewhere besides Piazza because looking through a multitude of posts for important information / updates becomes difficult and inconvenient. I also think that this course favored those who were already doing well and didn't accommodate properly at times for remote / technical issues. I appreciated the extensions and leniancy with the HWs and efforts to help the students.
The lectures were confusing and boring. The use of examples would have made the course easier to understand. For example, while talking about flow, the only examples taken were with flow of 1. How are we supposed to understand backtracking and forward edges properly when the edges have weight of only 1. The professor could also be more illustrative and use real–world examples. The soviet union example was taken and then abandoned in the first few slides. Why not take it forward and draw parallels as you explain the concepts. Maybe even consider a more modern example unlike complicated soviet supply lines. Overall, didn't really enjoy the lectures, especially after remote learning and struggled to understand algorithms properly.
If ever asked to move online in the future, I would suggest making the exam open–note AND open–internet and also not timed. Make the final similar to a homework (but with some easy questions).
I think one of the major barriers for students was the math in the beginning. I understand that calculus is a pre–req for this class, but many students such as myself took that class in Highschool, nearly 4 years ago, and don’t remember much. This math made it difficult to comprehend and apply basic concepts from early on in the course, which made the rest of the course feel like a game of catch up. In addition to this, i am a very visual learning and really appreciated your drawings in class, however, sometimes you would just say things or state them mathematically without provided any visuals or other forms of the material, which made those topics hard to understand. Finally, TA office hours before we went online were horrible. It was incredibly unorganized and difficult for students to get help. I invite you to stop by during those times and see how hard it is to find the TA and get help.
Hotts a good prof. Really like the way he approaches learning by giving time to think about his questions in lecture and posing good questions. keep it up
Faster feedback on homework or solutions released sooner would have been helpful.
Nah they've got this course down pat.
Thank you and Prof Horton for making adaptations to the course based on feedback, and for being so available through Piazza. I appreciated that you and Prof Horton split the video load, and toward the end, also split the lectures into sections. I think this was a course that clearly would not suffer too much from the transition, but you both made it go as smoothly as possible. Thank you!
It was fun. Maybe give some feedback on extra credit submissions