Course Evaluations Reflections
2015-2016

Below is an analysis of my teaching over the past year. It is based on reflection and course evaluations. All of the comments from the course evaluations are copied below. I highlight some of the constructive comments to give me areas to focus on.

For each course you will find course evaluation comments, selected statistics and reflections.

CSCI-205 Data Structures

What assignments, activities or content most contributed to your learning?	How could this instructor/course be improved?
Labs.	Easier test, and more review for the tests.
All the coding and in class assignments.	Nothing could be better. Absolutely loved this class.
Hands on situations with challenging processes. Real-life programs with components that are used and required in the real world.	Couldn't. Professor was amazing.

What skill(s) and/or abilities did you develop most in this class	Additional Comments
I developed the skills to use various data structures and better coding habits.	
Learning more of the true programming life.	

Scores:

The instructor explained course material in an effective fashion – 4.8
The instructor provided feedback on assignments that fostered my learning – 4.4
I learned a lot in this course – 4.8
Overall rating of the instructor – 4.6

The instructor returned student work in a reasonable timeframe - 4.2 (lowest score)

Reflections:

This was a *great* class. I think I taught well and the students worked hard. With a class of 23 students, we had a lot of fun while at the same time, covered the most difficult topics in the Java Programming language.

Student grades were based on a CSCI-200 assessment exam, 11 Socrative quizzes which required students to read before class, 6 "real world" programming assignments, two midterm exams and a comprehensive final exam. The averages for these components were 100, 81, 79, 82, 74, 73.   The overall class average was 79. Only one student failed the course. I think he may have a substance abuse problem.

The assessment exam tested student's knowledge of CSCI-200 taken the previous semester. It was based on the Calc I and II ABC exams at Clarkson University. There, students were given 6 attempts to pass the exam with a score of 90 or above. If students did not pass the exam they could not score higher than a C. Here, students were allowed 5 attempts to *pass* the CSCI-200 assessment exam. To pass, students had to score 90 or greater. The first assessment exam was given in class. 11 students passed. These students were then paired with students that did not pass to form study groups. The other 4 assessment exams were held in the evening. In the end, all 23 students passed - a few taking all 5 attempts.

Throughout the semester, in class, we reinforced concepts using Socrative quizzes and worksheets.   These were effective and should be continued. Outside of class, students were given non-trivial *real world* programming assignments. Though on some level, they were effective, I think it would be more useful for them to develop a reusable library of code. This will also help them learn to think about design and reusability.

CSCI-300 Software Practice

No comments were left on course evaluations. Only 3 of 7 students completed the course evaluation. 2 students gave 5's for all criteria and 1 student gave 3's for all criteria - hence the scores 4.33.

Scores:

The instructor explained course material in an effective fashion – 4.33
The instructor provided feedback on assignments that fostered my learning – 4.33
I learned a lot in this course – 4.33
Overall rating of the instructor – 4.33

The instructor returned student work in a reasonable timeframe - 4.33

Reflections:

This is a lab-based sort of class where students follow my tutorials and add features to their app. I am there to help them debug their code. Over the past 2 years, students in this course have been asked to write a text-messaging app based on tutorials that I have written. In the fall of 2015, for the first time, I wrote 5 assignment sheets (called Milestones) that give a due dated, required specifications that are to be completed and a rubric for grading.

At the beginning of the semester, one student's laptop screen was broken. Since we were holding class outside of the CSCI lab (in the second floor conference room), I asked IT they had a monitor that we could store in there for the semester. Kristy declined saying that students can borrow a laptop for a week or two while they are having their laptops fixed - but that *policy* forbid her from putting a monitor in the room. After a few weeks of carrying a monitor to and from the classroom for the student I decided to pay for the student's laptop repairs out of my own pocket. I sent out a request to the dean and department chair to see if they wanted to help. Dean Scheppard kindly volunteered to pay the entire bill. I had the student get an estimate, took the student to a local repair shop to drop it off and pick it up. He was very gracious and sent a thank you note to Dean Scheppard.

A few weeks into the semester it was clear that at least 2 students had other student's code from a previous semesters. The only way to avoid this in the future is to write another app along with tutorials or change the format of the course. I think, however I will stick with the course format. It is structured well and students enjoy coming to class and enjoy learning how to program for the Android operating system.

The final exam grades were surprising low considering it is a vocabulary exam. I think it would benefit the students to review terms throughout the semester.

Perhaps having quizzes during the semester will help them increase their final exam grades.

In the end 4 students received an A, 2 students received a B, and 1 student received a C.

CSCI-320 Algorithms

What assignments, activities or content most contributed to your learning?	How could this instructor/course be improved?
Programming specific algorithms	Less last minute material covered
Programming assignments	The speed of the course was much better compared to earlier courses, but I think it could still be sped up some. We spent too much time going over the notation for runtime.

What skill(s) and/or abilities did you develop most in this class	Additional Comments
	Great class McG!
Memorization of algorithms	
Programming and logical thinking	

Scores:

The instructor explained course material in an effective fashion – 3.5
The instructor provided feedback on assignments that fostered my learning – 4.0
I learned a lot in this course – 4.25
Overall rating of the instructor – 4.0

The instructor returned student work in a reasonable timeframe - 2.5 (lowest score)

Reflections:

This course took a lot of time to prepare for. I had taught the same course during my first semester at BC, but had written all of my lecture notes by hand. This time, I typed them all in latex and created a half dozen tutorials and worksheets (also in latex).

During the course we used Algorithm Design by Kleinberg and Tardos, the same text I used when a student at Clarkson. I think it is much less rigorous compared to Introduction to Algorithms by Cormen, et.al. It is also missing some fundamental algorithms and data structures that are in the latter text. We'll be using the latter text the next time I teach this course.

The course was run as follows. Each lecture, students would be given an algorithm to study for the following class. Pop quizzes were used to encourage to study ahead

of class. We'd then work through the algorithm, often with a handout, and follow it up with a practice problem (also often with a handout).

Throughout the semester we had 9 in class quizzes (avg: 67), 4 programming *tasks* (avg: 83), two midterm exams (each with avg: 76) and a comprehensive final exam (avg: 76). One student failed the course, basically because he did not hand in 3 of the 4 homework assignment and missed 2 quizzes.

The quiz grades were a little lower than I think they should be. I tried *flipping* the classroom and asked students to read before class. Not all students did, which is reflected in the scores. Many did however. I think this should be continued, but perhaps students should be given questions to answer while reading the text.

My scores for returning work in a reasonable timeframe were terrible but I must admit accurate. Theses scores were low primarily because it took me a while to return feedback and grades for the programming assignments. To alleviate this problem, the Fall of 2016, I'll be using Kattis, an online service, that allows instructors to upload program assignments along with test cases and allows students to upload their solutions and get immediate feedback on their correctness. Kattis runs their code, in real time, on the test cases and returns the results immediately. Students may submit their code as many times as they like until they have a correct solution.

As with CSCI-205 Data Structures, students would benefit from building a library of classes and methods that they could reuse. I think I will take this approach when teaching this class in the Fall of 2017.

CSCI-225 Mathematical Structures

The course evaluations for this course contained a lot of comments. As above, I've highlighted some of the more constructive comments in blue to direct my thoughts.

This course was challenging for a few students. One student in particular lets loose in his comments, frustrated with me, the course and his performance. I've taken the time to make a few remarks in the margins about his comments in an attempt to put them into context.

What assignments, activities or content most contributed to your learning?	How could this instructor/course be improved?
	We could be told of quizzes ahead of time, and given material for which can be used to help us prepare for the quizzes or tests. Quizzes would be given on material from 2 class periods ago, and we weren't given practice problems to help us learn the material for the quizzes.
Quizzes & tests	When we discussed series, we discussed the Ackermann series, however this series was only discussed once but took the better part of a class period to explain. Perhaps this lecture could be modified.
I'm not sure. I really tried to learn the material in this course and this is the first class I've had a bad grade in concerning my major	Turning things back within a timely manner, and slowing down so everyone can understand the material that is being taught.
Lectures, note taking	More of a review before a quiz, or a challenging proplem like one that would be on the quiz.
Studying a lot.	Grade not being based on only all quizzes and tests.
Quizzes	The content isn't very focused, we seem to dabble into many small different things without a clear starting/end point
In class lectures	N/A
I learned most from when we covered homework in class.	This could be improved if there was a bit more in class review of homework.
The lectures were the best.	Relate how each model would be used in coding.
	I believe that we covered the material way to fast. Proper notice quizzes and hw

	materials would be very nice.
This course did not have any assignments or activities which helped us learn the course. It was all self taught and at times seemed that many of us were set up for failure. I spent hours on end studying the material provided by the professor but I did not understand much of it. I even went to him for help and that usually did not help either.	He could care more. I have had this professor for the past three years and it really used to seem like he cared about our grades and our understanding of the topic, but this semester, he always seemed preoccupied and uninterested. He seems very passive at times and become quite unapproachable on many occasions throughout the semester. He could also make it a point to know where his students grades stands in class. I was struggling with this class prior to the withdrawal deadline. I met with him to ask whether I should withdraw or not, he told me "you will be fine" yet I went into the final exam with a low D or F in the class. I also feel there were many instanced where he told the class he would do something and then not follow through. He would say a homework assignment would be going up, yet no assignment would be posted. He would talk about how he is making an exam study guide, but then did not, He said he was too busy to make it, but the night before he had been gaming online with another student. He should also consider planning for class at a more reasonable time. Figuring out what you want to teach for the day is something that should be taken care of the night before, not 10 minutes before class. This class should also be made more hands on. Just writing down definition is not the best method of learning for everyone.
Quizzes and notes	Make homework required
	We could be told of quizzes ahead of time, and given material for which can be used to help us prepare for the quizzes or tests. Quizzes would be given on material from 2 class periods ago, and we weren't given practice problems to help us learn the material for the quizzes.

Comment [E1]: I do care, but my attention had to be spread out widely. There were 34 students in this course alone. It is true, last fall I had more time to dedicate to this student.

Comment [E2]: I'm sure that I assured the student if he put in the time, did the practice problems he would be fine. This is a required course - dropping the course would require this student to change his major. He received a D in the course allowing him to stay in the major.

Comment [E3]: True, on occasion it took me a few days to post practice problems.

Comment [E4]: No. I said I would if I had time and stated my view that class notes are their review sheet.

Comment [E5]: Yes - I need downtime too. I work enough to be able to enjoy a little time off.

Comment [E6]: This student was politely asked to vacate my office 30 minutes before class on a number of occasions (outside of office hours) so that I could prepare for class.

What skill(s) and/or abilities did you develop most in this class	Additional Comments
Thinking through problems in an efficiently logical manner	Fun class
None	Dr. McGregor is a very good teacher and I understand that he is just trying to push us, but it comes to the point where the student doesn't understand the material because the curse was going to fast. I think if he slowed down little and explained the material there will be a much better experience for this class
Critical thinking, being able to process information, and trying to figure out what a question is asking.	You're my favorite professor and I'm looking forward to taking more of your classes in the future.
Being able to think of a set of numbers in many different ways	
Math	None
I developed math structure in programming skills to use in future courses.	
Improved mathematical skills and knowledge of computational models.	Give out paper copies of homework assignments rather than posting it to your own site.
I did not pick up any skills or abilities. All we did was show up, take notes which came directly from the book, and then we left. If I improved anything, it was my writing speed.	The course syllabus stated that our effort in the course would determine our grade, yet I disagree. I did everything I possibly could to succeed in this class and put in as much work as possible yet none of that translated to my grade. This class made me feel as if I am set up for failure, and no matter how much I asked for help, there was minimal effort put forth to further my comprehension of certain topics. This class was very lackluster and needs to be much more organized. I also suggest that different methods of teaching are considered because the way this class was taught this semester did not teach me

Comment [E7]: He clearly did not read the text.

Comment [E8]: This student is a conscientious student but struggles with the material. He struggled last semester as well. In both courses he received a D. I suggested to him personally that he may want to consider changing majors. If not, he should retake the course to learn the material.

	anything. Not everyone learns at the same pace or in the same way yet this class was taught as if every mind works the same.

Scores:

The instructor explained course material in an effective fashion – 3.7
The instructor provided feedback on assignments that fostered my learning – 3.58
I learned a lot in this course – 3.08
Overall rating of the instructor – 3.25
The instructor returned student work in a reasonable timeframe - 3.17

The readings, assignments, tests enhanced my learning of the material - 2.83 (lowest score)

The instructor seemed interested and enthusiastic about the subject - 4.08
The instructor provided insight that challenged me to think critically - 4.08
The course was challenging and stretched my abilities - 4.25

Reflections:

This course covers many largely independent topics: logic, proofs, set theory, combinatorics, regular expressions, and finite automata. Over the years I have developed a set of lectures notes from multiple texts. Lectures are based on these notes and some worksheets.

Overall, I think the course went better than what is reflected in the course evaluation scores. The lectures were well received and each resulted in good discussions and questions from the students.

The topics are largely independent of one another so during the course we often jump from one topic to another. Many students voiced frustration about the quantity of content taught in this course. I don't think too much content was taught. I do accept responsibility, however, for not giving them appropriate homework to reinforce the concepts.

I had anticipated being very busy in the spring semester. I was anticipating teaching 4 courses, *3 of which I had not taught before* and I had 34 students enrolled in this course alone. So at the beginning of the course, I was upfront with the students and told them that I would not have time to grade homework. I explained that I would post a list of relevant homework problems from the text on the Internet and that they should work on those problems. All of the problems posted had solutions at the back of the book. I also suggested for them to visit my office if they needed help.

Pop quizzes were given throughout the semester to encourage students to do the practice problems, though this didn't work as expected.

Course grades were computed as follows: quizzes: 30%, midterm exam: 30%, final exam: 40%. There were 34 students in the course. Some notable statistics are: quiz average (66), midterm exam average (80), final exam average (64). The real course average was 70 and curved to 77. The following grades were awarded: A's (8), B's (7), C's (12), D's (3), F's (4).

This course posed some challenges: students struggling with mathematical concepts, getting students to work outside of class, and cheating. As illustrated in the grades given to students, there are students who
1. Do not have the intellectual capacity to be in the program, or
2. Have no self-discipline to do what is necessary to succeed in the course, or
3. Work very hard to pass but struggle with the content.

There was only one student that I believe does not have the intellectual capacity to continue; he earned an F. The 3 other Fs were given to students who I believe are capable but did not put forth the necessary effort to pass the course. These students received between 38-45 on the final exam. I believe 2 of the 3 students that received D's are hard workers but struggled with the material intellectually. These same students struggled with CSCI-205 last fall.

During this course it was very difficult to convince students to work outside of class. I posted homework questions on the Internet, but I did not collect their work. Many students did work on the problems, but many did not. I had lower than usual traffic in and out of my office during office hours and the course average for quizzes was lower than desired (66), which leads me to believe most students did not work consistently on the problems. One student suggested that I hand out assignments on paper. This is a very good idea.

The last struggle that I'll discuss was with cheating. During the fall of 2015 I found 3 students had handed in a programming assignment that was clearly the same. I spoke to each individually in my office and found that two of the students, I.J. and K.S. *worked together, and* one of them, D.B., had copied I.J.'s work on his laptop while he wasn't looking in the library. I did not report it to the Honor's Council but warned them if I caught them again, I would. Then last spring, I had invited the students in CSCI-225 to my home. 8-10 students attended. There, while sitting around the kitchen island along with my wife, D.B. was called out by his peers (I.J. and K.S.) for cheating in another class. While he did not admit to cheating, he shrugged if off and said that the charge was dropped because they didn't have any evidence. When I heard this I was floored and my respect for him plummeted. I thought, How could a student have such disregard for what is right? Only weeks later, another professor mentioning to me that D.B, K.S. and, I believe, R.Q. were believed to be cheating in his class. When hearing this, I became disgusted with these students. Phil - this is around the same time that when K.S. interrupted a meeting that you, Verne, and I were having in your office, I seemed (and was)

annoyed with him.   And to finish the semester on a terrible note, while proctoring a final exam for another professor I caught D.B. with a cheat sheet.

I've decided to not handle instances of cheating on my own any longer. From here on out, each instance will be reported to the Honor Council. Students who cheat repeatedly should be expelled. If we as professors don't report them, the students, knowing they can get away with it, will continue to cheat as demonstrated this past year.

One thing that comes up repeatedly in the comments of the course evaluations is that students dislike *pop* quizzes. I had hoped that unannounced quizzes would encourage them to do homework in order to be prepared. Dr. Puffenbarger uses quizzes to encourage reading outside of class in a number of her courses. In one of them I noticed that she gives a quiz at the beginning of *every* lecture. Students know there will be a quiz and so they prepare. This consistent use of quizzes seems like a better approach.

It should also be stressed that this is a math course. Math courses require practice in order to master the material. Many of the students that struggled on the exams probably did not work on problems outside of class. I need to either collect homework or find another way to encourage practice outside of class.

CSCI-305 Computer Graphics

What assignments, activities or content most contributed to your learning?	How could this instructor/course be improved?
The homework assignments	N/A
All of the assignments.	Combine several basic/very simple tutorials together so that there are more time to explore more advanced tutorials.

What skill(s) and/or abilities did you develop most in this class	Additional Comments
Being able to code a scene	
Using Babylon.js	Had a lot of fun!!!

Scores:

The instructor explained course material in an effective fashion – 4.0
The instructor provided feedback on assignments that fostered my growth – 3.67
I learned a lot in this course – 4.67
Overall rating of the instructor – 4.33

The instructor returned student work in a reasonable timeframe - 3.33 (lowest)

Reflections:

During this course I worked along with students to learn Babylon.js, a 3D graphics library for web browsers. Before each lecture, we would read one or two tutorials and construct a scene that demonstrated the concepts learnt. During lecture each of us would go to the front of the class and present to the class our demonstration, I would usually go first. During the presentations, students would ask the presenter questions which often required the presenter to show their source code and describe how it was working. I think all of the students enjoyed the structure of the course and learned a great deal. 3 students received A's and 3 received A-'s.

I think the comment above about combining tutorials is a good idea. Many of the tutorials were short and could have been combined with other so that we could to the more complex material by the end of the semester. I think we should also learn a bit of asset generation using Blender. This would be a great skill for students to have and will provide content for more sophisticated scenes.

I will do better at evaluating and returning feedback to students in a timely manner.

In the future I'll develop my own set of tutorials, much like I have for our Mobile Application Development (Android) course.

CSCI-325 Data Communications

19 out of 21 students completed the survey.

What assignments, activities or content most contributed to your learning?	How could this instructor/course be improved?
Readings from book. In class discussion.	
The quizzes and the midterm helped me understand key topics that were important, the network simulator was also quite effective as well	We had quizzes every week, and while this is an OK tool for learning, we shouldn't have to do three quizzes in a day. Also, I think that if the quizzes were review sheets, then it would be much better for learning
Quizzes, reading, and lecture	I thought it was a really good class and can't think of any way of improving it
The quizzes and network simulator helped me learn the material and learn new commands	More practice activities in class that could help the student learn the commands better
Simulator	Do more with the simulator in class or use the exercises.
The simulator really helped understanding commands better. We could have collaborated in class more in groups to help each other learn.	I don't think that every quiz should be a pop quiz. If students knew when most quizzes were going to be they would have better incentive to read. The midterm was very frustrating because the there was no indication on the format, it was just to study. So people could have received a bad grade solely based on the fact that they didn't study the right things, not that they didn't study hard enough. There's too much information to be broad about what to look at. The professor can ask literally anything in the book on the exams.
I did enjoy reading the book. This class was geared more towards IT jobs more than computer science majors. Having said that I enjoyed this class a lot. I wish we had covered more of the book. If one was to read book they shouldn't struggle though this class. I do believe that the quizzes	

should be harder and based more on the material of the book rather than the "DO-YOU-KNOW THIS"; Quizzes at the beginning of the book. Half-way through the semester i figured out that I could just memorize the answers to the quiz and I would be just fine and didn't have to read the book. I think if you were going to teach this class again I highly recommend that you make your own quizzes so the students are forced to read and retain the information rather than memorizing the answers.	
The simulator and quizzes	
Lectures helped the most	To have the quiz on the day we read the material cause it got a little confusing on which quiz was for which chapter
Using the simulator	Use of worksheets instead of just quizzes and going back over handouts rather than expecting us to have gotten everything correct.
Exercises for writing out commands and determining subnets helped the most because it was hands on.	Doesn't really need improvement. He was learning this stuff as he was teaching it and managed to cover a lot of it very well.
Reading and Quizes	Add extra quiz question to encourage reading instead of just overview of the Quizzes in the book. Add homework for the simulator.
Reading the book	Have the material simplified a little more. Sometimes it could get confusing.
Class time provided the most to my learning during this course.	The class was to easy. I began to slack off on the readings because I could simply memorize the answers in the book. I would suggest making your own quiz for each chapter so that students actually have to at least dig into the chapter to know the answer. It doesnt have to be too complicated but just enough for them to not know what is going to be on the quiz and make them have to read. Knowing the exact questions on the quiz led me to slowly put my attention on other classes. I have no idea how you can get incentive to

	do the labs. Possibly quiz on those every so often?
Learning my reading and then review in class.	McGregor did a great job regardless of how many times he has or hasn't taught this class. He's my favorite professor on campus. I think this should be a part one class as we covered about half of the material.
Reading and taking notes	Its intimidating to approach you bro, have a friendlier face

What skill(s) and/or abilities did you develop most in this class	Additional Comments
Networking	
How to set routers and switches, and how to design a network	For the first time teaching this course, it was OK, maybe if we actually had hardware to experiment with, it would help our understanding of the content much more.
Understand how the internet works	
The commands of how a computer works	
My general knowledge about networks has increased.	
General knowledge of how a network works	I think the quizzes actually helped a good deal. Although annoying the quizzes made me read the chapter or at least the overview of the chapter before every class. This was the first time i actually read all the assignments for a class.
To read the book more	
The ability to recite code	We should have a pizza party
	I think more class involvement with the simulator could help make sure people understand the commands better.
Basic understanding of the Cisco networks and general networking.	
A good sense of what goes on in	Great class and challenging. Learned a lot.

networking	
An understanding of how the internet actually works	Fun class
Overall understanding of data and their communications.	McGregor is 10/10. Best professor in Bridgewater.
Listening lol	

Scores:

The instructor explained course material in an effective fashion – 4.32
The instructor provided feedback on assignments that fostered my learning – 4.16
I learned a lot in this course – 4.53
Overall rating of the instructor – 4.26

The instructor returned student work in a reasonable timeframe - 4.11
The instructor used a variety of assignments - 4.05 (lowest score)

Reflections:

I think the primary goals of the course were met and students enjoyed the course. Throughout the semester, I, along with my students learned how to configure a network using Cisco routers and switches. Prior to each lecture students were asked to read a chapter of the text. At the beginning of most lectures, a quiz was usually given. These quizzes were taken from the text.

Following the quiz, we would discuss the contents of the chapter read for homework. Midway through the semester, Joe Meslovich, BC Network Security Officer, gave a tour of the BC network. We also had a few lectures where we worked on worksheets and a Cisco network simulator.

From the comments, the simulator seems to be an effective tool. The comments also mention that I should somehow require more work with the simulator during class and outside of class. I agree and will consider how to best facilitate this. A number of comments also stated that I should make up my own quizzes. I couldn't agree more and will do this in the future. At some point I would also like to incorporate labs with actual networking hardware into the course.

CSCI-315 Artificial Intelligence

What assignments, activities or content most contributed to your learning?	How could this instructor/course be improved?
	Change the midterm
Readings, class notes, quizzes	
The worksheets seemed to be like a good way of doing things to me, they enhanced my understanding of the material and it gave me some way of practicing it besides making stuff up on my own.	More homework assignments would be nice, because actually practicing the material gives me a better grasp on what we're actually doing. The lectures were done well, and in an understanding fashion, but I needed more materials to get a good grasp on the AI material.
We didn't really have assignments	Better understand how to teach the course with intermittent quizzes and homework assignments rather than a large final grade. Also don't hold off grading a midterm for a few months.
	Offer this course directly after the computer science class Math Structures. A lot of the information was similar and having that in recent memory would have been helpful for this class.
	The class is very interesting, but it would be nice to have some more practice or worksheets for some of the algorithms.

What skill(s) and/or abilities did you develop most in this class	Additional Comments
Overall knowledge of how Artificial Intelligence works, algorithms, etc.	
Being able to understand the concepts behind Artificial intelligence	
N/A	Great professor, but poorly executed course. I wish there had been more assignments and that we could have actually learned more than what we had.
	Add some simple programming assignments would be cool.
Learning to critically think and think logically	Get 2 HTC vives to facilitate learning
Not much....	Thanks for an awesome four years!

Learning on the fly	
	The course covers some really challenging material, but Dr. McGregor does a great job of covering it and getting us to understand it.

Scores:

The instructor explained course material in an effective fashion – 3.83
The instructor provided feedback on assignments that fostered my learning – 3.5
I learned a lot in this course – 3.83
Overall rating of the instructor – 3.83

The instructor seemed interested and enthusiastic about the subject - 4.75
The instructor provided insight that challenged me to think critically - 4.17
The instructor was approachable and open to students' questions - 4.42

The instructor returned student work in a reasonable timeframe - 2.67 (lowest score)

Reflections:

This is the worst class that I have ever taught. The students were great though, and helped me salvage what could have been a disaster.

To start, I am not an expert on AI and chose a textbook that despite being used at 100s of colleges and universities was not appropriate for me or for our students. Each and every morning I would arrive on campus around 5 am in order to read the assigned reading and write lecture notes for my first lecture (AI) at 11:00. On one occasion it took me 6 hours to read 4 pages of the text to the point where I fully understood it and could give a lecture on it. I can imagine the pain my students felt when attempting to digest the material in the text.

We managed to cover a good deal of material, but due to the fact that I had no time to grade homework, we focused on the concepts and terminology rather than practicing any sort of implementation. In the future I would require students to implement some of the basic, yet interesting, AI systems. This is a course that should include experimentation and building systems, not just learning about theory and vocabulary.

Throughout the semester I canceled, I think, 3 lectures in both AI and Data Communications in the spring semester because I had no new material to teach them - I hadn't yet finished reading the material to prepare a lecture. Towards the end of the semester, I had an epiphany. If I can't do all of the homework that I

assign, how can I expect a student to do it all, especially considering they're taking, not 4 courses, but 5 or 6 courses. I am now much more mindful of the work that I giving my students.

Note: I don't typically cancel class like I did last semester.