# WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

## University of Wisconsin - Madison
Survey Results Aggregate

## Computer Science Course and Instructor Evaluation - Fall 2015 `Completed`

2015-2016 Fall / **Student Course Evaluation** / Anonymous Survey

**Course Assignments:** `1` / **Assigned Users:** `140`

**Date:** 12/4/2015 to 12/18/2015
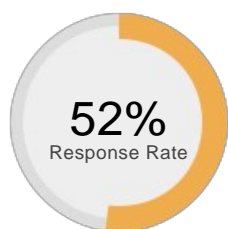**Delay Results Until:** 12/19/2015

| | |
|---|---|
| **College:** | Letters and Science |
| **Department:** | COMPUTER SCIENCES |
| **Course Section:** | COMP SCI 354 - 001   Machine Organization and Programming |
| **Instructor:** | Jason Lowe-Power |

## Survey Overview / Course Section Results Aggregate

**52%** Response Rate

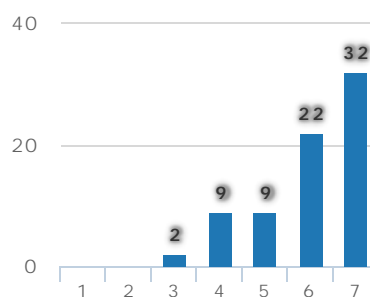| **140** | **74** | **66** | **1** |
|---|---|---|---|
| Total Surveys | Completed | Pending | Course Sections |

## Survey Data / Course Section Results Aggregate

### Instructor
Scale: 1- Not at all, 4 - Neutral, 7 - Completely

**1** Lecture: How useful was time spent in class (lecture and/or discussion)?

(Multi-Choice, Single Answer)

| Value | Option | Total |
|---|---|---|
| 1 | 1 -- Not at all | 0 |
| 2 | 2 | 0 |
| 3 | 3 | 2 |
| 4 | 4 -- Neutral | 9 |
| 5 | 5 | 9 |
| 6 | 6 | 22 |
| 7 | 7 -- Completely | 32 |

| Average | |
|---|---|
| **5.99** | |
| **Mode** | |
| **7** | |
| **Standard Deviation** | |
| **1.13** | |
| **Variance** | |
| **1.28** | |

**2** Lecture Attendance: How regularly did you attend lecture?

(Multi-Choice, Single Answer)

| Value | Option | Total |
|---|---|---|

Average

| Value | Option | Total |
|---|---|---|
| 1 | 1: <20% | 1 |
| 2 | 2: 20%-40% | 0 |
| 3 | 3: 40%-50% | 2 |
| 4 | 4: 50%-60% | 3 |
| 5 | 5: 60%-70% | 11 |
| 6 | 6: 70%-80% | 11 |
| 7 | 7: >80% of lectures | 46 |

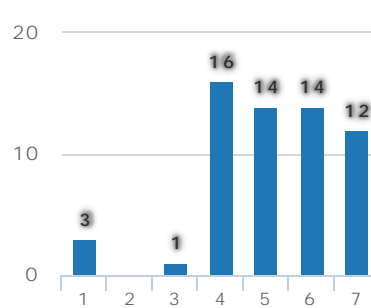| | |
|---|---|
| Average | 6.24 |
| Mode | 7 |
| Standard Deviation | 1.21 |
| Variance | 1.45 |
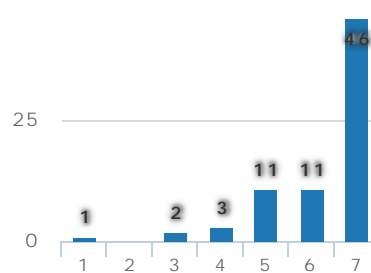
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### 3. Homework: How valuable was homework? (skip if no homework)

(Multi-Choice, Single Answer)

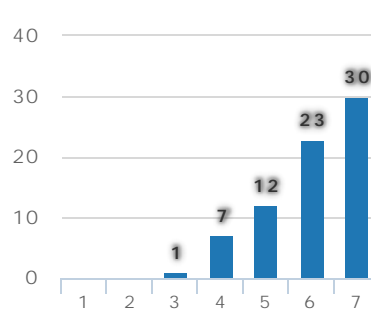| Value | Option | Total |
|---|---|---|
| 1 | 1 -- Not at all | 3 |
| 2 | 2 | 0 |
| 3 | 3 | 1 |
| 4 | 4 -- Neutral | 16 |
| 5 | 5 | 14 |
| 6 | 6 | 14 |
| 7 | 7 -- Completely | 12 |

| | |
|---|---|
| Average | 5.13 |
| Mode | 4 |
| Standard Deviation | 1.47 |
| Variance | 2.15 |

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### 4. Projects: How valuable were projects? (skip if no projects)

(Multi-Choice, Single Answer)

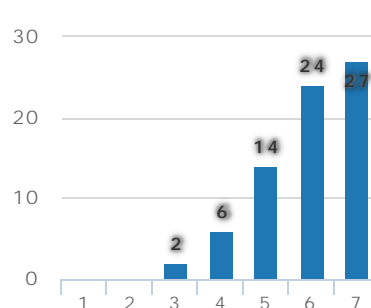| Value | Option | Total |
|---|---|---|
| 1 | 1 -- Not at all | 0 |
| 2 | 2 | 0 |
| 3 | 3 | 1 |
| 4 | 4 -- Neutral | 7 |
| 5 | 5 | 12 |
| 6 | 6 | 23 |
| 7 | 7 -- Completely | 30 |

| | |
|---|---|
| Average | 6.01 |
| Mode | 7 |
| Standard Deviation | 1.04 |
| Variance | 1.08 |

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### 5. Materials: How valuable were educational materials (e.g., slides, notes, books, handouts, solutions, practice exams, web page)?

(Multi-Choice, Single Answer)

| Value | Option | Total |
|---|---|---|
| 1 | 1 -- Not at all | 0 |
| 2 | 2 | 0 |
| 3 | 3 | 2 |
| 4 | 4 -- Neutral | 6 |
| 5 | 5 | 14 |
| 6 | 6 | 24 |
| 7 | 7 -- Completely | 27 |

| | |
|---|---|
| Average | 5.93 |
| Mode | 7 |
| Standard Deviation | 1.06 |
| Variance | 1.13 |

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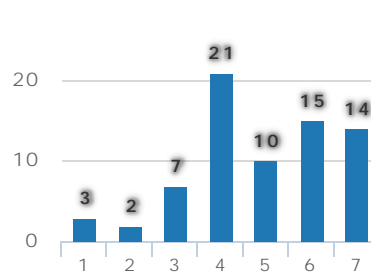### 6. Feedback: How useful was the feedback (oral, written, or otherwise) on your efforts?

(Multi-Choice, Single Answer)

| Value | Option | Total |
|---|---|---|

| | |
|---|---|
| Average | |

| Value | Option | Total |
|---|---|---|
| 1 | 1 -- Not at all | 3 |
| 2 | 2 | 2 |
| 3 | 3 | 7 |
| 4 | 4 -- Neutral | 21 |
| 5 | 5 | 10 |
| 6 | 6 | 15 |
| 7 | 7 -- Completely | 14 |



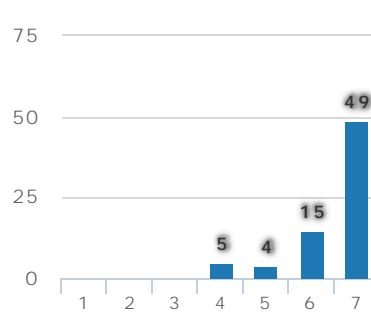| | |
|---|---|
| Average | 4.86 |
| Mode | 4 |
| Standard Deviation | 1.60 |
| Variance | 2.56 |

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**7**   Responsiveness: Was the instructor available to answer questions (in class, during office hours, via email)?

Metric name not defined

(Instructor Multi-Choice)

⬚ Jason Lowe-Power instructor

| Value | Option | Total |
|---|---|---|
| 1 | 1 -- Not at all | 0 |
| 2 | 2 | 0 |
| 3 | 3 | 0 |
| 4 | 4 -- Neutral | 5 |
| 5 | 5 | 4 |
| 6 | 6 | 15 |
| 7 | 7 -- Completely | 49 |



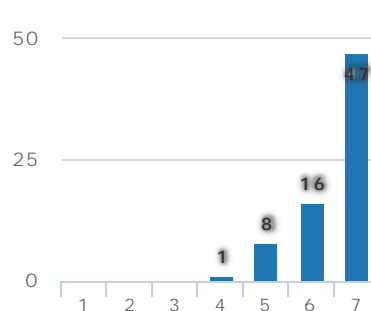| | |
|---|---|
| Average | 6.48 |
| Mode | 7 |
| Standard Deviation | 0.88 |
| Variance | 0.77 |

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**8**   Environment: Did the instructor create a positive, engaging learning environment?

Metric name not defined

(Instructor Multi-Choice)

⬚ Jason Lowe-Power instructor

| Value | Option | Total |
|---|---|---|
| 1 | 1 -- Not at all | 0 |
| 2 | 2 | 0 |
| 3 | 3 | 0 |
| 4 | 4 -- Neutral | 1 |
| 5 | 5 | 8 |
| 6 | 6 | 16 |
| 7 | 7 -- Completely | 47 |



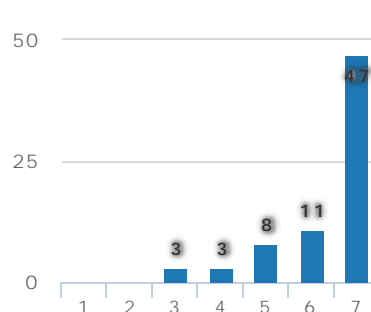| | |
|---|---|
| Average | 6.51 |
| Mode | 7 |
| Standard Deviation | 0.75 |
| Variance | 0.56 |

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**9**   Overall: Would you recommend this instructor to the university?

(Instructor Multi-Choice)

⬚ Jason Lowe-Power instructor

| Value | Option | Total |
|---|---|---|
| 1 | 1 -- Not at all | 0 |
| 2 | 2 | 0 |
| 3 | 3 | 3 |
| 4 | 4 -- Neutral | 3 |
| 5 | 5 | 8 |
| 6 | 6 | 11 |
| 7 | 7 -- Completely | 47 |



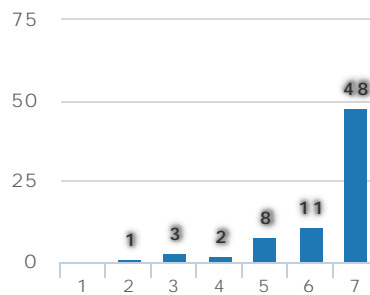| | |
|---|---|
| Average | 6.33 |
| Mode | 7 |
| Standard Deviation | 1.09 |
| Variance | 1.19 |

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**10**   Overall: Would you recommend this instructor to your fellow students?

(Instructor Multi-Choice)

⬚ Jason Lowe-Power instructor

| Value | Option | Total |
|---|---|---|
| 1 | 1 -- Not at all | 0 |
| 2 | 2 | 1 |
| 3 | 3 | 3 |
| 4 | 4 -- Neutral | 2 |
| 5 | 5 | 8 |
| 6 | 6 | 11 |
| 7 | 7 -- Completely | 48 |

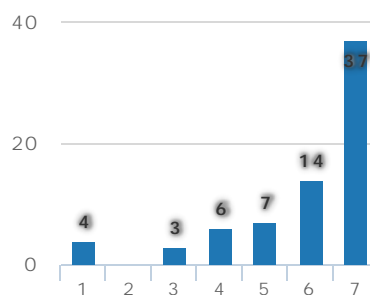| Average |
|---|
| 6.32 |
| Mode |
| 7 |
| Standard Deviation |
| 1.17 |
| Variance |
| 1.37 |

## Course
Scale: 1- Not at all, 4 - Neutral, 7 - Completely

**11** Prerequisites: Did the pre-requisites adequately prepare you for the course?

(Multi-Choice, Single Answer)

| Value | Option | Total |
|---|---|---|
| 1 | 1 -- Not at all | 4 |
| 2 | 2 | 0 |
| 3 | 3 | 3 |
| 4 | 4 -- Neutral | 6 |
| 5 | 5 | 7 |
| 6 | 6 | 14 |
| 7 | 7 -- Completely | 37 |

| Average |
|---|
| 5.85 |
| Mode |
| 7 |
| Standard Deviation |
| 1.65 |
| Variance |
| 2.72 |

**12** Difficulty: Was the course difficult?

(Multi-Choice, Single Answer)

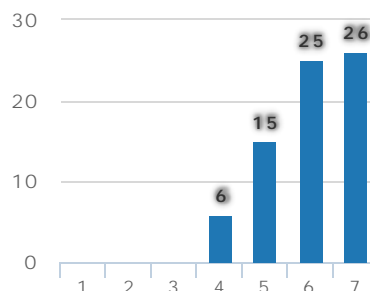| Value | Option | Total |
|---|---|---|
| 1 | 1 -- Not at all | 7 |
| 2 | 2 | 5 |
| 3 | 3 | 7 |
| 4 | 4 -- Neutral | 24 |
| 5 | 5 | 23 |
| 6 | 6 | 7 |
| 7 | 7 -- Completely | 1 |

| Average |
|---|
| 4.03 |
| Mode |
| 4 |
| Standard Deviation |
| 1.42 |
| Variance |
| 2.03 |
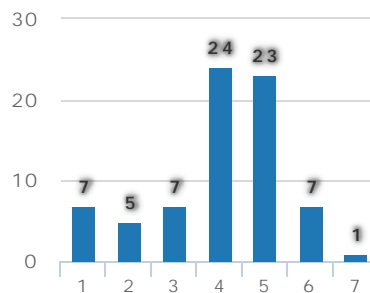
**13** Value: Was the course useful, valuable, or intellectually stimulating to you?

(Multi-Choice, Single Answer)

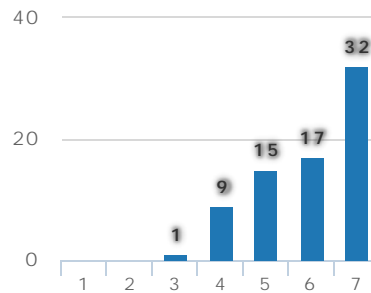| Value | Option | Total |
|---|---|---|
| 1 | 1 -- Not at all | 0 |
| 2 | 2 | 0 |
| 3 | 3 | 0 |
| 4 | 4 -- Neutral | 6 |
| 5 | 5 | 15 |
| 6 | 6 | 25 |
| 7 | 7 -- Completely | 26 |

| Average |
|---|
| 5.99 |
| Mode |
| 7 |
| Standard Deviation |
| 0.95 |
| Variance |
| 0.90 |

**14** Overall: Would you recommend the course to your fellow students?

(Multi-Choice, Single Answer)

| Value | Option | Total |
|---|---|---|
| 1 | 1 -- Not at all | 0 |
| 2 | 2 | 0 |
| 3 | 3 | 1 |
| 4 | 4 -- Neutral | 9 |
| 5 | 5 | 15 |
| 6 | 6 | 17 |
| 7 | 7 -- Completely | 32 |

| | |
|---|---|
| **Average** | |
| **5.95** | |
| **Mode** | |
| **7** | |
| **Standard Deviation** | |
| **1.11** | |
| **Variance** | |
| **1.24** | |

## Instructor

**15** What do you like about the instructor?

(Text/Memo)

- always available for answering question
- Very clear, obviously understands and knows the material, puts all notes on line for those who cant make it some days, good sense of humor
- He really tries hard to teach the student in multiple manners.
- He seemed very knowledgable
- Smart and Fun
- Jason is an engaging lecturer because he knows what is relevant and what isn't - he sticks to his agenda and does not get caught up in minor details. He's also pretty funny and connects much of what we learn to real-world applications. He may not be an actual faculty member here, but I would TOTALLY take a class with him again.
- I like writing down information on the overhead slides in class as opposed to presenting them on a ready-made PPT. It is easier to grasp the information this way.
- Very passionate about the material, tied in many applications/examples of real life systems, encouraged students to think about the issue and possible solutions before explaining solutions that are commonly used
- Jason is able to explain things in a variety of ways that makes it easy to understand if you attend lectures.
- He spoke clearly
- He was very engaging. His teaching style seemed really focused on helping us to understand rather than just throwing the information at us, like many other instructors do. On days when the instructor for the other section taught our section, the other instructor would literally put the textbook on the screen and read off of it, which is absolutely no help. Jason was always very good about checking that we were understanding and presenting the material in interesting ways and walking through examples. I also really liked that he wrote a lot of the information on the document cam. For me, that's one of the most helpful things an instructor can do in a large lecture.
- Engages the students during lecture and makes sure questions are answered and material is understood. Shows genuine interest and care for students.
- Jason deliveries a good lecture, using the camera and going through the content instead of using slides. He also goes through some examples that helps a lot to understand the subjects.
- His enthusiasm and public speaking ability. He was very clear about what he was saying.
- He r a cool gui who fights aliens and doesn't afraid of anything
- Very well spoken and knowledgeable on the topics. Easy to understand and follow. Very responsive and helpful with questions in lecture.
- He answers all the questions thoroughly and gives good explanations.
- Really seemed to know the material very well. Could answer even the more obscure questions that students raised. Lectures were professional, and polished.
- I think that Jason is a really great teacher. I really appreciate that he writes notes while he talks instead of just reading from a powerpoint. He also goes through effective examples to help get the point across, and has interesting facts about what's going on in the world right now that is related to the material.
- Jason's teaching style is the most engaging and interactive that I've ever seen in a lecture section. He takes time to answer students' questions and allows them to take part in the material. Many other instructors don't seem to take questions or allow for participation in the middle of a lecture and instead just follow the script they've prepared for class. Additionally, he seems to break down the instructor/student barrier and is much more approachable and relatable than other instructors I've had in the department.
- Engaging and helpful lectures. Easily the best computer science instructor I've ever had. We had a couple lectures that were given by Leo and the contrast between his lectures and Jason's was amazing. Leo was impossible to follow and not engaging. Jason made me WANT to attend lectures and that's what I've always wanted from an instructor. I'd love to take another class with Jason.
- The instructor was very engaging. He wrote notes on the projector so we could easily follow, instead of running quickly through power point slides like the other professor for this course.
- He's passionate and articulate
- He was enthusiastic and knowledgeable on the course topic. Most of all, however, he did something professors do not do too often: He admitted when

he was incorrect about something, or even stated that he "didn't know." I like this, since other professors are more inclined to maintain the role of "I know all that is needed to be known for this course, so I don't need to learn everything." As a grad student, with minimal large-lecture teaching experience and with such short notice, Jason did an outstanding job! Promote him!

- Jason lectures in a way that is easy to understand and his notes always hit all the key points. He tries to be relatable and available, and I enjoy asking him related questions outside of class.
- Knowledgeable and moves at a good pace. Explains complicated concepts in ways that make them easy to follow. Works through examples piece by piece.
- Very clear and engaging in lecture. I enjoyed coming to class.
- Easy to approach, helpful in answering questions, presents material well
- the relaxing way of teaching
- Explains clearly at a reasonable pace, provides examples and walks through material. Friendly disposition, always willing to answer questions, and his hair is something else.
- I liked the pace of the lectures. He wrote his notes along with us and drew out helpful diagrams and pictures. He also knew how explain things without getting too complicated.
- Jason is always prepared in terms of lecture, and any code demos.
- Very enthusiastic about the material. Very responsive to questions from students in lecture.
- Very interactive and helpful during and after lecture
- Always seemed to have energy in lecture. Genuinely seemed interested in the course topic and the future of computing. Always willing to answer questions
- Clearly speaks, entertaining, clearly knowledgeable about the material, very engaging and always open to questions.
- Clear communication. Engaging. Takes time to explain concepts from more difficult classesz
- He has a very solid idea of what should be known and what information is irrelevant. Some instructors will spend fifteen minutes during a fifty minute lecture trying to address a student's question, only to find out it doesn't matter. The instructor for 354 quickly decides if it's worth looking into.
- Clear explanation.
- Possibly due to his young nature, what was needed to be known and a manner in which to clearly convey it without being too mundane was possible. Also, he feels "real," not like a professor who has mastered their craft so much that they no longer remember how they began and how to explain things.
- Jason did an unbelievable job this semester stepping into the professors role. He was easy to understand and could tell when to go in more depth on confusing topics the class didn't understand. He made it easy for us to ask questions in the lecture and made the topics easy to comprehend.
- He writes clear notes and shares them with the class online after lecture.
- Instructor seemed genuinely enthusiastic about the subject matter.
- High energy, really knowledgeable about the content.
- Great flexibility.



## 16 What would you suggest to the instructor to improve his/her teaching?

(Text/Memo)

- Repeat back questions you're asked (you've already started to do this), out of class review sessions for exams, slightly better crafted practice exams
- Improve your handwriting!
- It might be helpful to make class notes available online. Other than that, I really have nothing to suggest - Jason was clearer and more thorough than many of the professors I've worked with.
- I would especially recommend that the instructor more seriously consider moving the final exam when a student has more than two exams in a 24-hour period.
- Due to the nature of lecturing (writing on sheets of blank paper, while explaining what he's doing), if you miss a lecture and try to look at the notes from that day, they are completely useless. I had to rely on lecture slides from the other section. Even when I did attend a lecture, looking back on Jason's notes once they were online was of little value, as I spend most of my time trying to decipher the text.

- More effective lecture notes/prepare slides
- When showing code on the screen, or using new linux commands that you say will be useful to us, don't skim over them. Take the time to show us that stuff as much as the other conceptual stuff. You had a tendency to speed through anything that you weren't showing on the document cam, to the point where I almost stopped paying attention when you switched to a different screen.
- Include more details in hand-written notes so that looking back on them is more beneficial while studying.
- Remember to repeat questions asked during the class.
- More programs (homework and projects, not in class)
- Penmanship
- Most of my lecturers have this problem, but asking questions to a full lecture hall is always awkward and I feel generally wastes time when waiting for the 1 or 2 people (who always respond) to respond.
- Handrwriting
- The only thing I could think of would be to make course materials / example code a bit more accessible. For every lecture, Jason scans the examples he wrote for class and uploads them along with any relevant code to the course website. However it can be hard to surmise what happened in class that day based on these two things alone.
- Sometimes code examples on the computer can be too quickly covered. Would like if Jason could slow down during these parts.
- Nothing.
- Nothing, it's really good
- The only thing I could suggest is for Jason to get more teaching experience, which is all the more reason to give him a teaching position if he so pleases.
- I think the projects could stand to be harder, but I'm overqualified for the course.
- Sometimes the code he wrote in assembly did not work as he thought it would during lecture when he wrote it, maybe have that pre-written before class to ensure what happens is what he wanted.
- Sometimes he wouldn't repeat a question that was asked and things got a little confusing if I didn't hear
- Write a bit neater and color code more
- more practice during the class
- Ask for questions more often.
- When numbers are involved, slow down a little to really explain where they came from in case it's not immediately obvious.
- Try spending a little more time answering student's questions during class
- I know this was his first year teaching but lectures and especially examples could be better prepared to clearly get concepts across.
- I would suggest possibly assuming a little less of students because he used some terms that were not always common knowledge
- More of the same, maybe more real world examples of some demonstrations.
- I like the note sheets and demonstrations of code, but, dare I say it, PowerPoint could be used more.
- Although he gives good lectures, but I still believe slides will help a lot.
- At times things are written down using sharpie, and it seems like a trend in CS/ECE classes. Although at times it's ok, I feel it would be better to have the images pre-drawn on a computer such that a slide can be used.
- Not sure right now. Keep doing the thing where you shift the last notes page up instead of pealing it away, you changed that half way through the semester and it really helped me when I was a line or two behind the current notes.
- I think the instructor should either make an effort to improve his handwriting or switch to typed notes. In class notes need to more organised. They become hard to follow after the lecture is over.
- Code traces were difficult to follow.

code suggest asked bit time it'srepeat little notes class more questions lecture during exams practice online

## Course

**17** What do you like about the course?

(Text/Memo)

- I like how engaging the projects are, and i really appreciate how open the course materials are.
- It provides CS students with knowledge of the hardware aspect.
- I like that the content is so closely connected with real-world applicability - this course felt like an "everything you need to know about how computers work for a CS career."
- I struggled toward the end of the course trying to understand the material and where to apply this information. The projects were very helpful, but can be very difficult if for someone who has no experience in C programming or using linux before. I thought it would have been helpful to go over pointers a little more.
- Dealt with organization in real systems (not hypothetical simplified models), learning assembly that's actually widely used and how to use tools such as gdb, get more comfortable working in linux command line environment, etc
- I enjoy the subject material, and like that Jason was able to relate our topics to current events, or give real life examples. The projects were also a lot of fun, and very appropriate in terms of size/difficulty.
- Learning C and Networking
- The structure of the course is great. Not having homework puts more weight on projects and exams, which "forces" you to spend more time on them and really learn the material to ensure a good grade.
- Good content.
- The programs
- It is a course.
- The material was very interesting and I enjoyed the breadth of topics.
- Good introduction to C and machine organization concepts.
- I really like the programs!
- It was engaging.
- The lectures were so helpful and I didn't feel like I was left to teach myself the material from scratch.
- This course teaches very important topics that are essential to a computer science major. Learning C and other low-level information was very interesting. Particularly, how virtual memory works.
- Well-taught
- I liked how the programming assignments were formatted. I was able to learn the new course topics, while at the same time learn a new programming language (C). They weren't too difficult, and we had adequate time to complete them.
- Covers basics of computer science. One of the few classes here that is in C.
- The concepts were interesting and the knowledge learned would be useful outside of class.
- Interesting material that was presented well
- Learning C/linux coding
- learn a lot
- The material is fascinating, and it has made me repeatedly think, "Oh, so that's how that works." I enjoy understanding more about the normally hidden parts of the digital world.
- The level of depth into the material was just right, not too overwhelming.
- The course teaches me very practical concepts and skills on every topic mentioned in the course
- The material was very interesting. Jason connected the material with many real examples.
- All the assignments were very enjoyable
- Interesting material.
- Far too easy.
- good.
- Taught me C and some linux based syscalls. It also has preped me for CS537 and was useful in understand cache which wasn't taught in as detailed a manner in ECE552 (we focused more so on the building of a controller.)
- I just liked the ideas behind it in general and the last project especially.
- Extremely relevant material for everything computing
- The textbook.

has programming cs helpful really
linux projects
material more
real
topics liked time learn able knowledge connected course

**18** What would you suggest to improve the course?

(Text/Memo)

- I'd like a greater focus on learning through coding, as that's how I learn best.
- Nothing really.
- No suggestions at this time.
- The course covers a lot of topics, but none are in much detail. I feel like it is a wide smorgasbord of topics that are often loosely connected, if at all they are related. I would like to see the number of topics being cut down and the details enhanced of the remaining topics. I would also like to see the projects being weighted more than just 30%, as they require a lot of time to work on and the students have more potential of getting them right and learning more that way. 70% of the grade being based on exams is way too much emphasis on regurgitation of information under time pressure.
- random assignment of partners or just people who don't have partners in Assignments
- Don't switch professors so much. For the three networking lectures we had three different instructors. Despite attending all of them I felt like I hardly absorbed any information, because they all taught differently.
- Weekly homeworks that relate to exam material
- Spend more time with examples of C code. Many students come in with no experience in C, and most of their experience in java. It's a difficult transition to make with little to no guidance. Pointers were covered pretty well, but there was very little about how C works compared to java. 1 lecture, or even just a part of a lecture could be dedicated to differences between C and java. Even with the K&R book, it was tough to be thrown into the first assignment of writing a full, functioning C program with no prior experience whatsoever. I felt that many of the projects in this course were very much of the style of throwing us into the deep end and hoping we would figure out how to swim after a brief demonstration and no practice.
- Use something like i-clicker questions as a small percentage of the final grade to encourage students to come to lecture.
- More programs
- I think I would add one or two "discussions" a week, maybe have 2 lectures and 2 discussions a week, where we can actually apply what we have learned either through a small program due at the end of each discussion or a worksheet for other topics. I feel like files and questionnaires could easily be auto-graded.
- I almost wish we had to do more programming so I could have practiced writing in C.
- Have more practice problems/materials.
- I think the current textbook should be replaced with a free resource available to students.
- TAs were given too much power on grading things arbitrarily. I had to argue with a TA that took off 20 points on an assignment because he didn't know how things were covered during lectures with Jason. Homework assignments are each worth a decent portion of the overall course grade, so TAs need to collaborate with the instructor more.
- More practice exercises.
- It doesn't really fit within the course sequence of CS very well. Seems really basic.
- I liked the course as it is, with the programming assignments as they are and the lecture format as is. If anything, maybe add smaller, optional assignments to help with other lecture topics, as the programming assignments did not cover everything.
- Spend less time on hard drives. They'll be unused and a specialized subject soon.
- Maybe some mandatory small homework problems to ensure that concepts are learned. Or a review session held outside of class for a longer duration than the class time before exams.
- More TA hours
- More practice with the projects and code
- nothing
- The course material could be more focused and we could program assembly in Intel syntax.
- Make solutions available to the practice exams. It makes the exams a better studying resource because then you know whether or not you understand the material if you can see if you're right, rather than guessing and assuming you did something correctly.
- Introduce, perhaps, some C programming. I think it would fairly helpful for students who do not have prior experience of C.
- I would really like if we had a larger final project like building a web server. It would be really cool to incorporate networking, disk, and user input I/O with some data structures to tie a lot of the concepts together.
- No changes
- I know people generally don't like having homework, but I feel that if it was required I would have learned even more.
- More means of things to practice knowledge on.
- Faster pace. More programming assignments.
- nothing.
- The networking topic seemed slightly out of place to me.
- Do more in class problems with programming solutions. It is very helpful to have a problem presented and solve it as a class using the same programming language necessary to complete the projects throughout the semester.
- C programming and Assembly language self-practice exercises

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## Miscellaneous

**19** Do you have any other feedback on the instructor or course?

(Text/Memo)

- the daily XKCD is perfect.
- maybe less projects would be better.
- Jason should teach more courses here.
- Kevin Zhang was a great TA and was very helpful to me with the projects. He was able to meet outside his office hours, and led me in the right direction for each of the projects without given away any of the answers. He was one of the best TA's I have had since being in college.
- random assignment of partners or just people who don't have partners in Assignments
- Excellent job, you made the class very engaging and did great at answering questions/explaining confusions away
- I really thought Jason did a great job for his first time teaching the course. He is easily understandable and is someone students can relate to (probably because he is very young), which makes learning the course material more enjoyable and less dreadful.
- No
- None.
- Nope.
- Please teach more CS classes here! I wish all of my professors were as helpful as you. Your teaching style is incredibly engaging and I really enjoyed lecture.
- The instructor was fantastic.
- Keep up the good work Jason!
- Very nice job for a first time teaching a big group!
- Loved it!
- More partial credit for the projects is a must
- nothing
- Nope.
- I don't like when power points are used. The temptation to put complicated diagrams and whole page charts is too great when the teacher doesn't have to write them out himself. The pace of the lecture goes too fast and it's not possible to keep up with is being said when I am trying to write down all of the information being presented. In my opinion, lectures go much better when the pace is slowed by having the instructor writing along with the class.
- The course prepares and encourages me in a very challenging way, which I see as a good thing.
- Posting lecture code online was really helpful! It is nice to have an actual working example to look at. I think this could help in other CS classes as well. I think CS courses should be more about concepts than syntax and formalities for a specific language.
- I don't think 252 is needed as a prerequisite course.
- I think Jason should be the professor again next semester. I'm sure the new guy is a great guy but Jason really did an unbelievable job. Or he should at least teach some course and not just be a TA.

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