



Individual Instructor Report Fall 2024 Version A for C S 371P - OBJECT-ORIENTED PROGRAMMING (50595) (Glenn Downing)

Project Title: **Course Evaluations Fall 2024**

Courses Audience: **52**

Responses Received: **46**

Response Ratio: **88.5%**

Report Comments

Guide to the Interpretation of Course Evaluations at UT Austin

The goal of course evaluation process at UT Austin is to drive teaching excellence and to support continuous improvement in teaching and learning experiences. The two sets of scales used for core evaluation questions and the associated weights are:

Strongly Agree (5)

Agree (4)

Neutral (3)

Disagree (2)

Strongly Disagree (1)

Excellent (5)

Very Good (4)

Satisfactory (3)

Unsatisfactory (2)

Very Unsatisfactory (1)

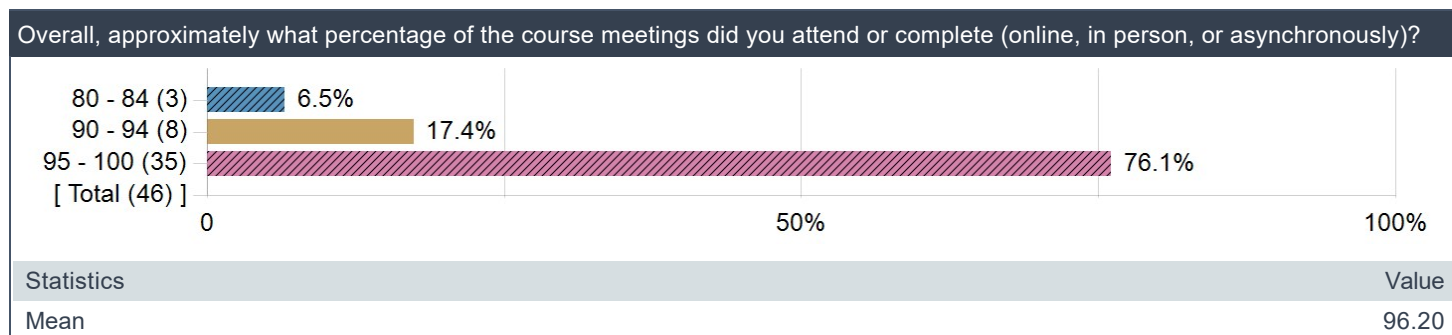
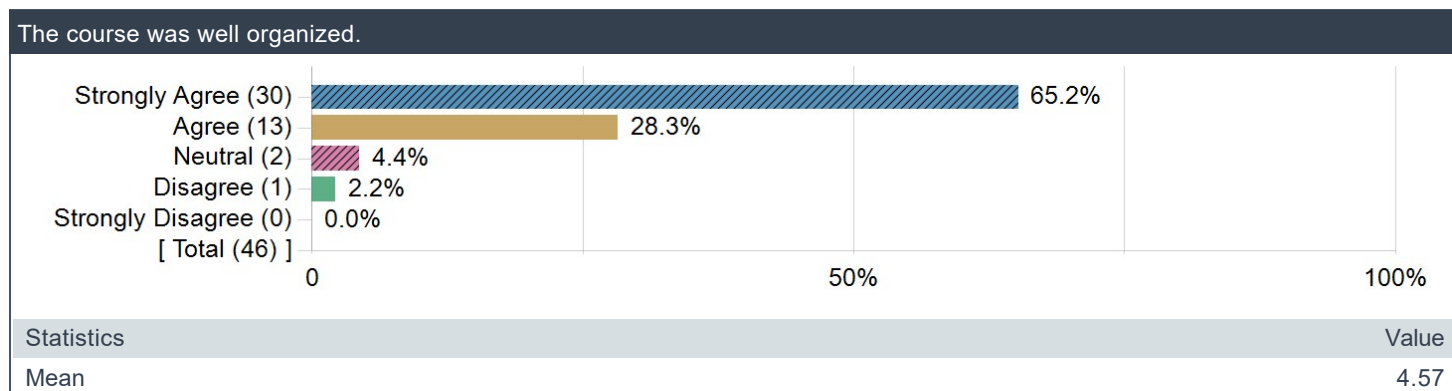
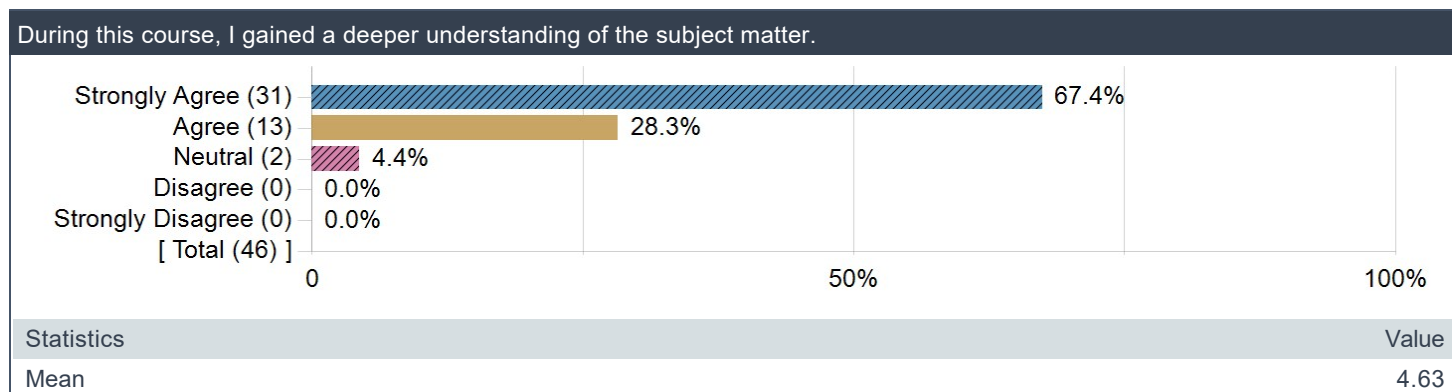
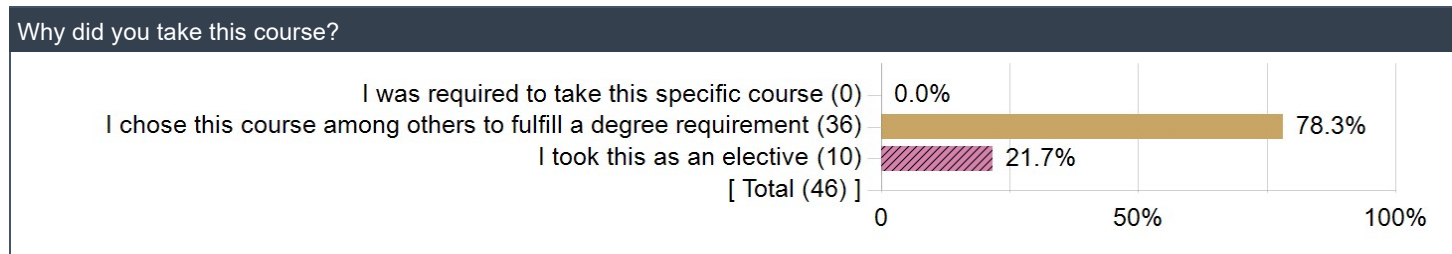
The Mean is calculated by adding all of the weights for a single question and dividing by the number of respondents. The course workload question is not averaged.

The number of students (e.g. respondents) marking each option is reported for each of the items. These frequency distributions provide information about the level of student ratings and the spread and shape of the class distribution of responses. The distributions thus provide a picture of student perception of a course.

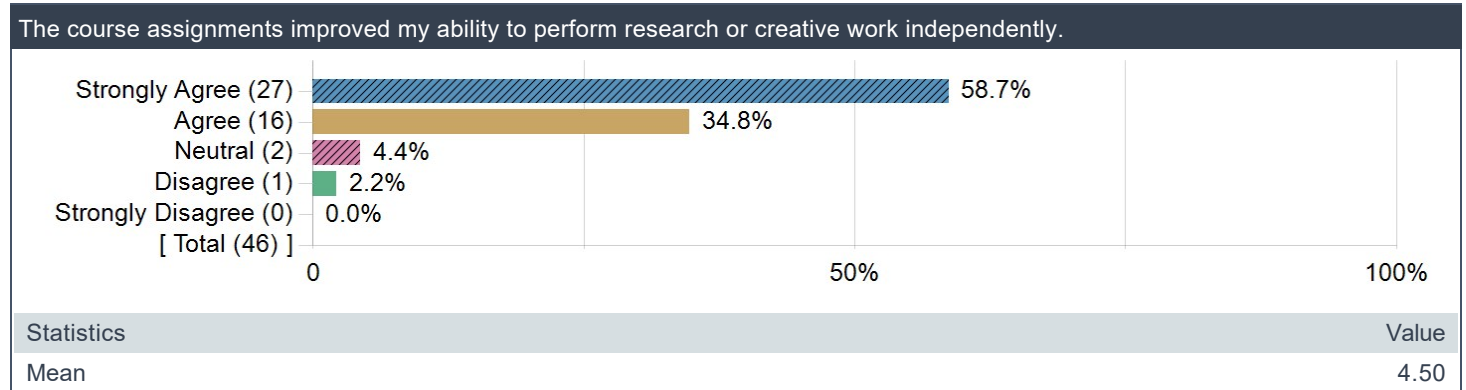
Course evaluations provide snapshots of student perspectives on their course-level learning experiences. Most experts on teaching evaluation advise that no individual method gives the complete picture of an instructor's teaching effectiveness; multiple and diverse measures, on multiple occasions, are advised to give a full picture of the teaching effectiveness of a particular instructor. Moreover, other factors, such as size of class, level of the class, and content of the course, can cause small variations in the ratings. Therefore, student perspectives for a particular instructor or course should be interpreted as a snapshot, and not as providing complete information on the teaching effectiveness of that instructor.

Creation Date: **Monday, December 16, 2024**

Course Questions



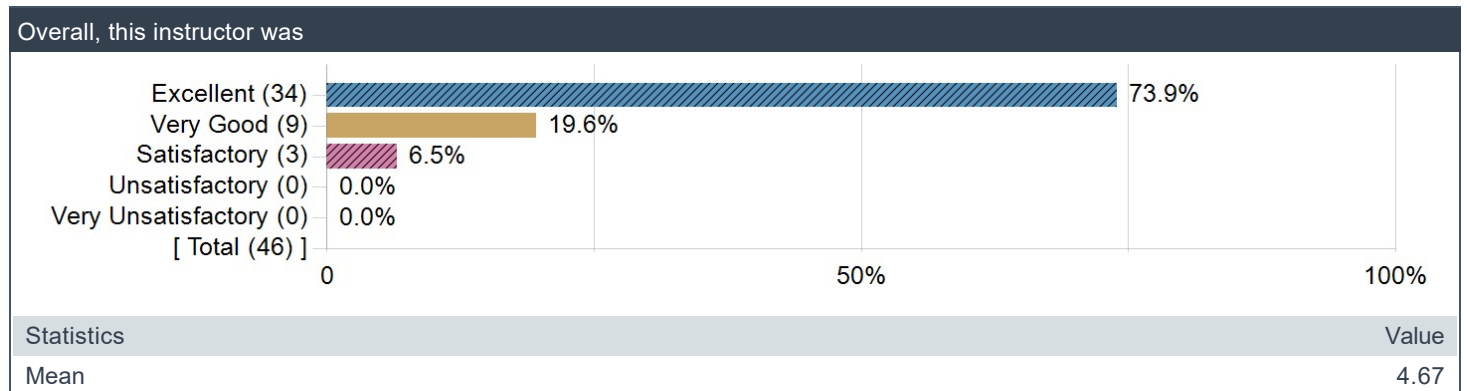
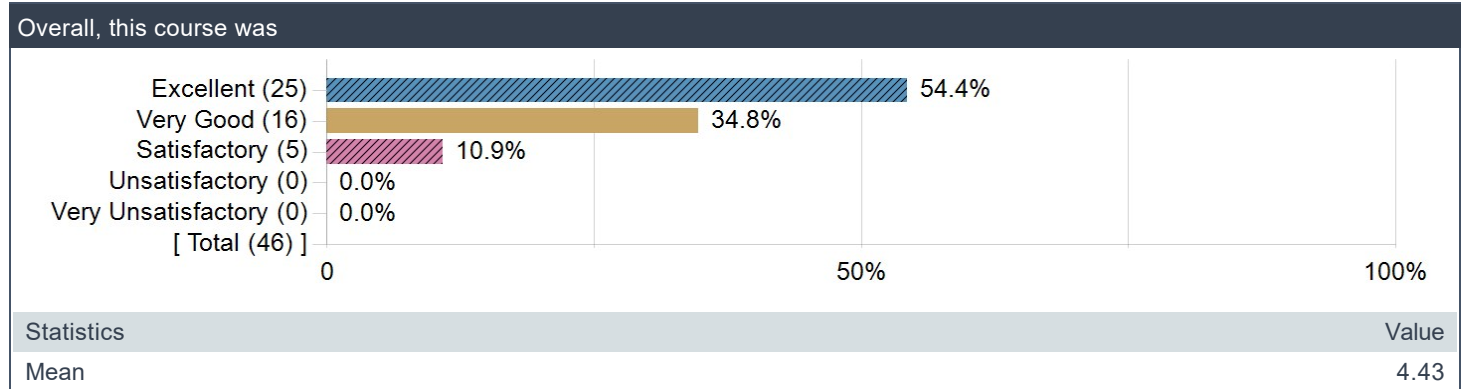
The course assignments improved my ability to perform research or creative work independently. (Flag Question)



Instructor Questions

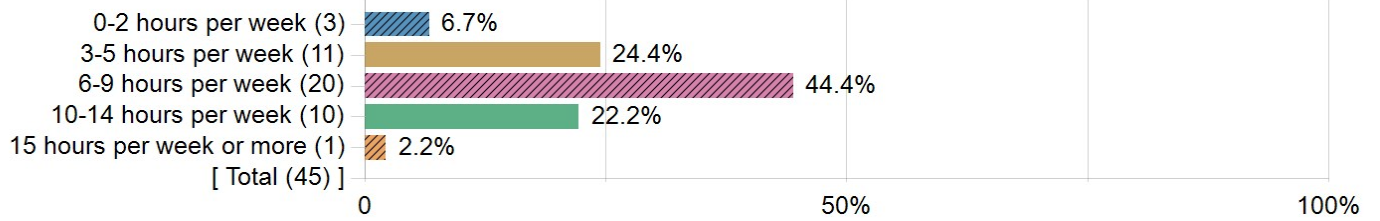
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Responded	Mean
The instructor clearly explained the course objectives and expectations.	71.7%	26.1%	2.2%	0.0%	0.0%	46	4.70
The instructor fostered an inclusive learning environment.	73.9%	21.7%	4.3%	0.0%	0.0%	46	4.70
The instructor effectively explained the concepts and subject matter in this course.	69.6%	26.1%	2.2%	2.2%	0.0%	46	4.63
The instructional techniques kept me engaged in learning.	71.7%	19.6%	8.7%	0.0%	0.0%	46	4.63
The instructor checked for student understanding of the concepts presented in the course.	76.1%	19.6%	4.3%	0.0%	0.0%	46	4.72

Overall Questions



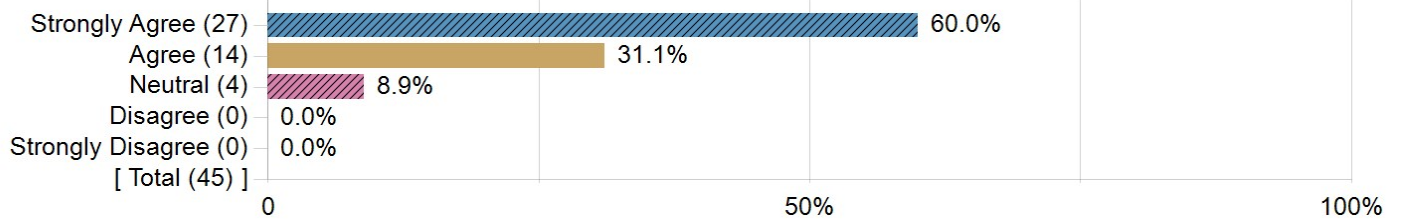
College, School, or Unit Questions

On average, approximately how many hours per week did you spend working outside of the course? Include time on homework, reading, reviewing, papers, projects, etc.



Statistics	Value
Mean	2.89

The course format (online, hybrid, face-to-face) helped me to learn.



Statistics	Value
Mean	4.51

Comment Questions

Identify aspects of the course that were the most effective in helping your learning.

Comments
the quizzes
Prof. Downing was a very effective lecturer and the cold calling kept classes engaging. I also thought that the projects and exercises were well chosen and helped me build my understanding of the material.
Daily quizzes ensured I was keeping up with the material.
The lectures and the projects were the most effective. I thought the projects were interesting and were able to put those concepts learned in lectures into practice.
Giving the examples for the assignments in class was helpful to understanding what to even do.
The projects were a good amount of difficulty and reinforced the concepts we learned in class. Daily quizzes were better than exams.
Professor Downing was very organized and enthusiastic about the material he taught. He laid out expectations straightforwardly, and knew what he was teaching. The class was very informative and enjoyable. The no exam policy was very nice, because the class was even paced and I felt like it was manageable most of the times.
Projects and exercises
One aspect of the course that helped me in my learning was ability to rewatch lectures through recordings.
I found that the projects were very helpful in improving my understanding of the nuances and details of C++. Solving a deeper-level problem from scratch definitely taught me a lot, even beyond C++ or Object Oriented Programming.
Interactive class
I definitely think that the quizzes were a very useful part of the class because it made students pay attention and understand the subject matter. I also really liked the projects since they allowed us to apply what we read in the papers and learned in class.
Projects
Lectures
Lectures and plenty of examples
Allowing students to work together encouraged me to study harder so I could aid those around me!
I thought the cold calling was helpful even if I was intimidated initially, it really helped me maintain my focus in class and even when I messed up it wasn't embarrassing.
Lectures and cold-calling
cold calling
good guy
The cold calling and daily quizzes.
Cold calling is a good aspect to maintain focus in lectures, and the projects are well organized to become more familiar with various aspects of software development in general in addition to reinforcing the object oriented programming concepts we learn about.
I enjoyed the professor and his passion for the course.
The lecture is super engaging and helpful. I was able to stay awake most of the times.
Downing is a very good lecturer and having the programming concepts visualized on the projector with pseudo code is really helpful for understanding the current topic
I loved the programming assignments. They were too hard to the point where they made me rethink my degree choice (OS) but not too easy either. Overall they were fun to work on and can be completed in a reasonable amount of time.
I believe that the cold calling, consistent quizzes, and readings were the most effective parts of the class.
In-class exercises were great for learning.
I thought the lecture notes were useful for reviewing and solidifying information.
daily quizzes
Having exercises that related to the lecture material was very helpful in actually understanding implementation beyond theoretical.
Going over the notes and participating in class was where I felt I learned the most.
I really enjoyed the programming assignments and even the quizzes to some degree.
Cold calling, partner projects, collaborating on quizzes

Identify the aspect of the course that you found most challenging, why you found it was challenging, and suggest one thing that could be done to help future students meet that challenge more effectively.

Comments
the exercises
I struggled to get to class on time for the daily quiz. It's mostly a personal problem, but it would've been nice if the class was offered in the afternoon rather than in the morning.
Nothing was to
I found the last project the most challenging mostly because there wasn't much time to do it. It collided with Thanksgiving break and I didn't have enough time to work over break and ended up using most of my time in the following week trying to get the project done as fast as I can. I think to have more time for the last project Life, the time range for Grades can be decreased to allow more time for the last project since it requires more effort and time to do it.
Some of the stuff for the assignments could be made a bit clear, and the exercises weren't that great in my opinion. Maybe a bit more of a warning about the exercises, and there could be better explanations for them.
Some of the quizzes were quite difficult because of the time constraint and it required good knowledge/understanding of the previous class.
The grading system makes the class very stressful. Even if 90% of your grades in the class are outstanding, not getting good grades on the other 10% means that your grade for the entire class is compromised. Also, given how high stakes every assignment/quiz/in class exercise is, you didn't get enough time to complete them or have very little chance for a do over. I feel like the all-or-nothing grading system might need to be loosened a little.
Daily quizzes were quite difficult at times, revision opportunities for the same topics might help a lot.
The aspect that I found most challenging was the daily quizzes. One thing I think would help is to have the quizzes solely as participation/attendance grade.
Some of the exercises were much more challenging than others seemingly at random. I found it came from a lack of being prepared properly for them, or just being unlucky and being unable to find a specific small issue. I feel like we could've had 1 more lecture before we did some of the exercises.
Quizzes, too hard based on the notes posted
I think cold-calling was a little bit challenging because you kind of had to keep up with the professor and what he was saying. Also, the professor sometimes tended to talk over students when he called on them and asked questions, so maybe that is something that could improve.
quizzes because of how little time we had and exercises because if you fail more than 2, you already drop a few letter grades.
Exercises
Remembering what was lectured on and the details, since we weren't allowed devices to take notes on
The exercises were the most challenging part of the course because they were an application of new content. I wish something as small as a topic e.g. "Handles" was communicated prior to lectures for preparation.
I thought that the 75% pair programming requirement was a somewhat unnecessary. I understand why it exists but I think a lower number like 50% would have made more sense
Quizzes were not particularly difficult, but were too short. Often, when we the class would do poorly on a quiz, I felt it was not because of the nature of the material but rather that it was difficult to read and grasp all parts of the question in the time allotted.
solid
The Exercises, because of the time difficulty, but I think it was good practicing for interviews.
I found the time constraint on the quizzes to be quite jarring.
I found the slip days policy a bit unfriendly. I wish we can use them for all projects instead of only up to two times.
The grading scheme is really strict and causes a lot of unneeded anxiety. As a result of specification grading, failing in one grade category discourages students to stop putting effort in to others, as your grade is determined by your lowest performing grade category, so there is very little incentive to do better than your lowest performing grade category.
The exercises were very hard. Some of the times, to a point where most students cannot finish it within the given time. I really like the exercises in SWE, I think those ask of a fair amount of work for you to do within the time limit. Sometimes there were confusions on the exercises that spanned across most of the class, so providing clearer instructions and clearing up all confusion beforehand if possible would help.
I think writing unit tests for labs was very frustrating, but that's not an issue with the class.
Course wasn't organized in terms of the topics that were being taught from class to class. A course outline of the concepts/units to be taught posted on canvas or the course website would help a lot.

Comments
Quizzes can be quite difficult sometimes, especially with the pressure of an entire letter change if you get a few questions wrong.
I thought the exercises were challenging because of the limited time you had to complete them. One thing future students could do to complete the exercises effectively would be to work with others around them.
exercises
Some of the exercises were very challenging, and often times the ones I didn't get a good score on were due to not having enough time to finish them, so for the more difficult ones I would've like 5 or 10 more minutes to work on them.
The project specifications were a bit vague so going to office hours and being active on Ed really helps when it comes to understanding how to meet the expectations.
I found the quizzes to be quite challenging and stressful since getting less than a 2 on more than 3/42 caused your letter grade to begin dropping. To a degree, I understand why the course is graded this way but it caused me to have a lot of anxiety coming into class each day.
I found the in class exercises to be the most challenging. Implementing what you learned from the in-class lectures right away in a coding format takes time and solid understanding of the concepts. The exercises were pretty involved yet we did not have enough time to do it. Additionally, each exercise built upon another. Thus, one suggestion I have is either give more time or allow redos for the specific interval. Being able to resist the assignment and apply what you have learned will better help our mastery of the material.