

*** PROVISIONAL REPORT ***

UNIVERSITY OF TEXAS AT AUSTIN
Downing, Glenn P C S373 52980
E100 EXPANDED

COURSE-INSTRUCTOR SURVEY
SOFTWARE ENGINEERING

Fall 2021 DEPARTMENT COPY
Grade-eligible enrollment = 58
Surveys Returned = 52

	NUMBER CHOOSING EACH RESPONSE					NO. REPLIES THIS ITEM	AVG.
	Str Disag	Disagree	Neutral	Agree	Str Agree		
1 COURSE OBJECTIVES DEFINED-EXPLAINED	0	3	5	24	20	52	4.2
2 INSTRUCTOR PREPARED	0	1	0	23	27	51	4.5
3 COMMUNICATED INFORMATION EFFECTIVELY	0	3	8	22	19	52	4.1
4 STUDENTS ENCOURAGED-ACTIVE ROLE	0	1	4	16	31	52	4.5
5 INSTRUCTOR AVAILABILITY	0	0	3	24	25	52	4.4
6 COURSE WELL-ORGANIZED	2	6	10	21	12	51	3.7
7 STUDENT FREEDOM OF EXPRESSION	0	3	4	24	21	52	4.2
8 CLASS PARTICIPATION ENCOURAGED	1	3	1	10	36	51	4.5
9 ENGAGING INSTRUCTION	3	3	9	19	18	52	3.9
10 INST. HAD THOROUGH KNOWLEDGE OF SUBJECT	1	4	4	18	24	51	4.2
11 INSTRUCTOR EXPLANATIONS CLEAR	0	1	7	24	20	52	4.2
12 GENUINELY INTERESTED IN TEACHING COURSE	0	0	4	19	29	52	4.5
13 HELPFUL COURSE MATERIALS	4	9	13	14	12	52	3.4
14 ADEQUATE INSTRUCTIONS FOR ASSIGNMENTS	4	8	11	21	7	51	3.4
15 ASSIGNMENTS AND TESTS RETURNED PROMPTLY	1	5	11	27	8	52	3.7
16 ASSIGNMENTS USUALLY WORTHWHILE	3	2	7	22	17	51	3.9
17 STUDENT PERFORMANCE EVALUATED FAIRLY	1	7	13	24	7	52	3.6
18 STUDENT PERCEPTION OF AMOUNT LEARNED	1	4	4	23	19	51	4.1
	Vry Unsat	Unsat	Satisfact	Very Good	Excellent		
19 OVERALL INSTRUCTOR RATING	0	6	14	20	12	52	3.7
20 OVERALL COURSE RATING	2	4	17	22	7	52	3.5
	Excessive	High	Right	Light	Insuff		
21 STUDENT RATING OF COURSE WORKLOAD	9	33	9	0	1	52	
	Less 2.00	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00		
22 OVERALL UT GRADE POINT AVERAGE	0	0	1	6	44	51	
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>		
23 PROBABLE COURSE GRADE	40	11	1	0	0	52	

For the computation of averages, values were assigned on a 5-point scale so that the most favorable response was assigned a value of 5 and the least favorable response was assigned a value of 1.

COMMENTS:

Total Number of Comments: 32

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1. RESPONSE: I wish professor downing had focused a little bit more lecture time on the semester long project we were working on -- it would have taught me more about software engineering and taught me React. Also, a lot of the class felt really rushed (especially the SQL lectures towards the end). /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-4, Q4-4, Q5-4, Q6-4, Q7-4, Q8-5, Q9-4, Q10-4, Q11-4, Q12-4, Q13-2, Q14-4, Q15-4, Q16-4, Q17-4, Q18-4, Q19-3, Q20-3, Q21-3, Q22-4, Q23-1,
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2. RESPONSE: Although I learned a lot in this course and would still recommend it, I think it could be improved in many ways. While the lectures are still informative, they cover almost nothing related to SWE/the project. Moreover, assignments besides the project (papers/blogs) are just busywork and similarly teach you nothing about SWE. This class would be much more engaging and insightful if class was spent going over tools, languages, and techniques that would be used for the project. As it stands, you essentially have to figure out everything on your own, and although it forces you to learn a lot it can be pretty frustrating. Furthermore, you only learn about the specific section of the project that you worked on (e.g. frontend or backend). Project groups are random, so you can either get really lucky or unlucky with your teammates, especially since your final grade is almost entirely dependent on the project. The TAs are extremely helpful and dedicate a ton of time to this course, but even then this class can be very demanding/confusing at times. Overall, I would still recommend this course because the project encompasses many key elements of SWE. However, I would suggest having decent experience in some aspect of SWE beforehand to make it less overwhelming. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-4, Q4-4, Q5-4, Q6-4, Q7-4, Q8-4, Q9-4, Q10-4, Q11-4, Q12-4, Q13-4, Q14-4, Q15-4, Q16-4, Q17-4, Q18-4, Q19-4, Q20-4, Q21-2, Q22-5, Q23-1,
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3. RESPONSE: In my opinion, the new grading system just makes the class more stressful and less enjoyable. Getting a failing grade just because you missed a small thing is unfair in my opinion. You do get a chance to improve your grade, but the grading was always delayed and the redo deadline and next phase deadline ended up very close together. The time for quizzes was very inconsiderate in some of those longer quizzes, even if you know what the question is asking, it still takes you some time to read and see what's going on, besides the time it takes to load and enter the code and then load again. As for the project guidelines, I feel that the communication and expectations should be clear between the professor, the class website, and the TAs before being presented to students. There were a lot of contradictory expectations, which we unfairly lost points for on projects. I would have also appreciated more participation from the professor on the projects since when asking questions about the project we were sent with the TAs. I think the professor should be able to help out their students even if it's about projects. The class has the potential to be better, and I believe Professor Downing can achieve that. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-4, Q4-5, Q5-5, Q6-5, Q7-4, Q8-5, Q9-3, Q10-4, Q11-4, Q12-4, Q13-4, Q14-2, Q15-2, Q16-3, Q17-2, Q18-4, Q19-3, Q20-3, Q21-2, Q22-5, Q23-1,
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4. RESPONSE: The structure of this class confuses me. The projects are SWE related, but the in class material is not. What we do in class makes this class seem more like a python course than a SWE course. I really really dislike how the groups are set up. How is it fair that groups are distributed by GPA? It's not fair to let people with high GPAs suffer just because they were doing well academically previously. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-4, Q4-4, Q5-4, Q6-4, Q7-4, Q8-5, Q9-3, Q10-5, Q11-4, Q12-4, Q13-3, Q14-3, Q15-4, Q16-3, Q17-3, Q18-3, Q19-3, Q20-3, Q21-2, Q22-5, Q23-2,
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5. RESPONSE: The class needs a new grading scheme, this 0, 1, 2 and 3 does not work. You can work a lot for your projects but if one small thing does not work you get a 1 which basically means no credit. It would be helpful if Professor Downing took the time to learn about what we do in the projects. One time we went to office hours to ask questions about the project but he told us "that's a question for the TAs they know everything about the projects" /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-3, Q2-2, Q3-3, Q4-5, Q5-5, Q6-2, Q7-5, Q8-5, Q9-4, Q10-1, Q11-3, Q12-5, Q13-5, Q14-4, Q15-4, Q16-4, Q17-3, Q18-5, Q19-2, Q20-3, Q21-2, Q22-5, Q23-2,
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6. RESPONSE: I learnt a lot in this class but it was all on my own, I had no experience with React or how to structure my code/components, the only reason I managed to get it done was with the help of some grad students in the lab. The TAs were really helpful but I think the course material itself could have taught us more, especially since our performance in the projects impacts our grades so much. There is so much to do and I had a hard time getting it all done in time while balancing my other classes. I found the new grading system and the quizzes very stressful, I was always anxious when giving the quiz given the short time limit and how failing some quizzes could get us a B, this might just be a me problem though. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-4, Q4-4, Q5-4, Q6-2, Q7-4, Q8-4, Q9-4, Q10-3, Q11-3, Q12-5, Q13-2, Q14-2, Q15-4, Q16-5, Q17-3, Q18-5, Q19-3, Q20-3, Q21-1, Q22-5, Q23-2,
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7. RESPONSE: Most often I found myself enjoying lectures but Dr. Downing sometimes has a habit of talking over cold-called students who are trying to answer one of his questions. Usually I would attribute this to Zoom latency, but most people would stop and let the other person finish whereas Dr. Downing doesn't. It would be nice if this habit is discontinued, at least for Zoom lectures since such a social action could be perceived differently in person. One of the other things I didn't like about this class was the new grading system, specifically the part of it where your grade for a project is determined by your lowest grade within a section of that project. I get the idea behind it, but students end up failing projects when they forgot to do a minor task. Additionally, it felt like the TAs were overly picky, often taking off points for things that weren't even mentioned in the project specs (which is another way to fail a project even though you did 90% of what you were supposed to do). I think the new grading system should be kept but with modifications to account for what I described above. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-3, Q6-5, Q7-4, Q8-5, Q9-4, Q10-5, Q11-5, Q12-5, Q13-3, Q14-4, Q15-3, Q16-4, Q17-4, Q18-4, Q19-4, Q20-4, Q21-3, Q22-5, Q23-1,
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8. RESPONSE: I really enjoyed this class and the project we had to finish throughout the semester. I only ended up dissatisfied by the disconnect between lectures and the project. Very rarely did we learn something in lectures that helped us in what we were implementing in the project. At times where time was an issue we still had to attend class even though we knew the topic for the that day was not going to help. I would like for classes to be more attuned to what we are doing or to have classes that provide time to work and ask TAs and the instructor question about the project. A lot of the learning was left up to us with little guidance from the instructor or TA on top of other assignments. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-4, Q4-5, Q5-4, Q6-4, Q7-4, Q8-5, Q9-3, Q10-4, Q11-4, Q12-5, Q13-4, Q14-4, Q15-4, Q16-4, Q17-4, Q18-0, Q19-3, Q20-4, Q21-2, Q22-5, Q23-1,
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9. RESPONSE: I enjoyed learning the nuances of python and how it is similar or different to other languages. I thought the web programming projects were useful to learn to, but I was a bit uncomfortable at the huge disconnect between class material and project. I think a brief introduction or tutorial may have been helpful. In that sense, the TA's were amazing. Also, I would've liked to have gotten some experience in all parts, frontend and backend, but that's rather difficult in a team setting. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-0, Q15-5, Q16-5, Q17-5, Q18-4, Q19-5, Q20-5, Q21-5, Q22-5, Q23-2,
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10. RESPONSE: The project felt too difficult. I got a group I'm really happy with, and we still barely finish each phase by the deadline (with a token extension on phase 2), working really hard throughout the phase. I think if the project was easier I actually would have gotten more out of the class. Due to the tight time/requirement constraints, I was only able to work on frontend and api/webscraping work, and I never got the chance to look at Flask or Postgres SQL. I think the way it worked out for

most groups, people did what they were already good at to finish the project before the deadline, instead of learning new tools which should be the point of the assignment. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-5, Q4-5, Q5-4, Q6-3, Q7-4, Q8-4, Q9-3, Q10-5, Q11-5, Q12-5, Q13-3, Q14-2, Q15-3, Q16-4, Q17-3, Q18-4, Q19-4, Q20-4, Q21-1, Q22-5, Q23-1,

11. RESPONSE: I don't understand why you would assign EMRN for the project grading. For example, our group received an R because we missed one section in our Technical Report. Although we did well in all other sections of the project, one mistake could cost us our grade. It just feels like trying to get an M for the project is not to "meet expectations", but rather feels like "Do everything on the grading scheme exactly, and if you miss one thing, you'll fail". /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-3, Q4-3, Q5-4, Q6-4, Q7-3, Q8-2, Q9-4, Q10-5, Q11-4, Q12-4, Q13-2, Q14-2, Q15-2, Q16-2, Q17-2, Q18-2, Q19-3, Q20-3, Q21-2, Q22-5, Q23-1,

12. RESPONSE: Going to try to learn React. I understand that the Professor intentionally made a disconnect between class and the projects. So I'm just trying to get as much out of that in terms of learning React as I can. I feel like I learned quite a great deal about the backend - Flask and Python. Overall I'm happy with what I learned in class. I think I'm not the most qualified on my team to speak to this, because one member did the frontend solo for phases 1 through 3, but I think members of the class have the consensus that being taught a little React would be helpful. Other than that, given that this is a Software Engineering class I think he really tried to give us and teach us all that he knows about the field. I think he did a good job. The class was multifaceted and challenging in the right amount. The grading scheme was a bit different, especially since I had heard from previous semester students that they had an A, B, etc. grading scale. I was apprehensive but I felt he was overall fair with the grading. I appreciate the care Professor Downing puts into his teaching and his interactions with students. It really comes across that he wants us to do our best of what we're capable of, which is a lot. I feel more prepared yet to enter the workforce as a software engineer !!!!!!! /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-4, Q4-5, Q5-4, Q6-5, Q7-4, Q8-5, Q9-4, Q10-4, Q11-4, Q12-5, Q13-5, Q14-1, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-4, Q21-2, Q22-5, Q23-1,

13. RESPONSE: This class was a great learning experience; however, instructions for assignments tended to come after people started the project and the professor would provide different instructions in class than the TAs would give in their grading specifications. Within the projects, it was extremely difficult to learn both backend and frontend due to the large workload, leaving people to become more of an expert in specific areas and not know anything about other areas. Additionally, anything learned in classes was not used in the projects, making it difficult to see if we would use anything from class in the future. Furthermore, I wasn't a fan of the grading scale due to how it affects people who have to miss class more often than others. I wasn't able to make it to class sometimes, and there was no way to make up quizzes because of the grading system, but then there were super difficult quizzes that we needed more time for, making us fail in the quizzes area of the grading system, leading you to have a B or a C when you should have an A. The only reason I am getting an A or technically A- is due to the tokens. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-2, Q4-5, Q5-5, Q6-2, Q7-4, Q8-5, Q9-5, Q10-4, Q11-2, Q12-4, Q13-3, Q14-2, Q15-4, Q16-5, Q17-2, Q18-5, Q19-2, Q20-3, Q21-1, Q22-5, Q23-1,

14. RESPONSE: The class itself outside of lecture was pretty good and I learned a great deal messing around with frameworks. The lecture was a bit boring in my opinion. I feel like it would have been a much better experience if we actually learned SWE topics like kubernetes, UDP/TCP connections, etc. Instead, we just learned basic python techniques for majority of the class, which I felt like was a waste of time because I wanted to learn SWE techniques, not how to program in Python. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-3, Q4-5, Q5-4, Q6-0, Q7-4, Q8-4, Q9-1, Q10-2, Q11-3, Q12-4, Q13-3, Q14-3, Q15-4, Q16-4, Q17-4, Q18-4, Q19-2, Q20-4, Q21-2, Q22-5, Q23-1,

15. RESPONSE: I really enjoyed this class and felt I learned a lot about web development, teamwork, and Python from it! I personally liked the new grading system that didn't use percentages as I felt it allowed us to just focus on learning the content as a whole and learn from our mistakes. I thought the lectures were useful / engaging. The one change that I think could be helpful would be potentially teaching SQL earlier in the semester since it could be beneficial to get an overview in it before starting the backend part of the project. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-5, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-3, Q22-5, Q23-1,

16. RESPONSE: Straight to the point, I learned A LOT about web development in this class. I also learned a great deal of Python as well. I think the projects were demanding, but not overly demanding. From what I can tell, groups seemed to be organized in a way where there were some experienced web-dev students as well as inexperienced web-dev students. I think this is a good thing because it promotes working together and an overall positive learning experience. I'm not sure if using Discord as a means of communication stemmed from the ongoing pandemic, but I think it should be encouraged for the future regardless of whether or not class is in person because of how easy it is to use and keep each group up-to-date. Overall, I think I learned a lot in this course that I will carry over into my professional career, which I am very grateful for. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-4, Q3-5, Q4-5, Q5-5, Q6-4, Q7-5, Q8-5, Q9-4, Q10-5, Q11-5, Q12-5, Q13-3, Q14-4, Q15-4, Q16-4, Q17-4, Q18-5, Q19-4, Q20-3, Q21-2, Q22-5, Q23-1,

17. RESPONSE: Professor Downing is a very engaging lecturer. Even though most of the concepts covered in class were new to me, the way he explained them was very easy to grasp. Ultimately, the class material helped me to learn a lot of Python and SQL. The tools necessary for the project, however, could have been covered more in class. Some of the python material could have been more glossed over/skipped to make room for time to talk about React, Flask, SQLAlchemy etc. Although I understand the point is to learn these tools on our own, it would help to have some basic knowledge of them so our code is better written. Scrambling to learn them on our own has caused us to sometimes write bad code. Additionally, for the workload of the project, I believe the group sizes should be slightly bigger (6 instead of 5). I appreciated the different grading scale and daily quizzes - it took the burden off of trying to achieve a certain grade and it helped me to focus more on learning through the projects than studying for tests etc. (which I felt was a much more valuable use of my time). /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-3, Q2-5, Q3-5, Q4-5, Q5-5, Q6-3, Q7-5, Q8-5, Q9-5, Q10-4, Q11-5, Q12-5, Q13-3, Q14-2, Q15-5, Q16-5, Q17-5, Q18-5, Q19-4, Q20-4, Q21-2, Q22-5, Q23-1,

18. RESPONSE: I think the course really worked well for those who had previous internship experiences but it could be a little struggling to catch up with tool proficiency for those who did not have previous work experience. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-5, Q15-4, Q16-5, Q17-4, Q18-5, Q19-5, Q20-5, Q21-2, Q22-4, Q23-1,

19. RESPONSE: Hi Professor, I think this class could be SO much better if the main tools we used for the projects like React, were taught during lecture. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-3, Q2-5, Q3-3, Q4-4, Q5-4, Q6-3, Q7-3, Q8-5, Q9-2, Q10-2, Q11-4, Q12-4, Q13-1, Q14-4, Q15-4, Q16-1, Q17-4, Q18-2, Q19-2, Q20-1, Q21-1, Q22-4, Q23-2,

20. RESPONSE: This was a difficult course, with a fairly high amount of workload. I learned a lot of things about software engineering from the classes and the projects. However, there is certain amount of disconnect between what we learned in lectures and what we did for the projects. It is rather difficult for us to learn new tools from scratch during an online setting, especially with strict deadlines such as for IDB. In addition, the grading for the projects confused me. Are we graded by the lowest evaluation on any part of a project? If so, this undermines all the other work that we've done. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-4, Q4-4, Q5-5, Q6-3, Q7-4, Q8-5, Q9-4, Q10-5, Q11-5, Q12-5, Q13-4, Q14-3, Q15-2, Q16-4, Q17-2, Q18-5, Q19-4, Q20-3, Q21-2, Q22-4, Q23-1,

21. RESPONSE: I really enjoyed this class and learned a lot from the projects. I always felt like I had great resources and felt open to asking any questions. One thing I didn't like was the grading system for projects. Our team had received an R for the tech report one phase but an E/M on everything else which ended up being an R for the entire phase and basically a B in the class (without using 6 virtual tokens) which I don't think is very fair. I think a change could be that parts of a phase could be weighted differently so an R on a single part doesn't mean an R for the entire phase. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-5, Q15-3, Q16-5, Q17-4, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,

22. RESPONSE: The class was less interesting than it could have been because we were forced to learn everything on our own. I wish we were at least taught the basics of React. The papers were also the same as the ones we read in OOP and they seemed a lot more applicable for OOP than for this class. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-3, Q2-4, Q3-4, Q4-5, Q5-4, Q6-3, Q7-4, Q8-4, Q9-3, Q10-4, Q11-3, Q12-3, Q13-2, Q14-3, Q15-3, Q16-3, Q17-3, Q18-3, Q19-4, Q20-3, Q21-2, Q22-5, Q23-1,

23. RESPONSE: Honestly I think you were fine as a lecturer, but the separation of lecture and projects made the lectures nearly useless to me (outside of my grade). Most of the quizzes, papers, and blogs were not very useful or interesting. The groups were also extremely unbalanced in terms of effort and skill - it's unreasonable that I would have to contribute more than ten times as much code as some of my team members. I understand that teams are random in the industry, but the skill level will be higher and people will be held actually accountable for their work or lack of it. I think this class is a really great way to learn to build websites, but the lack of instruction makes novice students unable to participate well. You definitely have to learn to research how to build code, but most students need at least some basis of knowledge to work off. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-4, Q4-5, Q5-4, Q6-2, Q7-2, Q8-2, Q9-2, Q10-5, Q11-5, Q12-4, Q13-1, Q14-4, Q15-4, Q16-4, Q17-4, Q18-5, Q19-3, Q20-3, Q21-1, Q22-5, Q23-1,

24. RESPONSE: Thoughts are in the final blog entry /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-4, Q15-4, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,

25. RESPONSE: Very good course structure. Learning opportunities were high since projects were independent learning and lectures were Python SWE fundamentals. Grading system was good too. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-4, Q4-4, Q5-4, Q6-4, Q7-4, Q8-4, Q9-4, Q10-4, Q11-4, Q12-4, Q13-4, Q14-4, Q15-4, Q16-4, Q17-4, Q18-4, Q19-4, Q20-4, Q21-3, Q22-5, Q23-3,

26. RESPONSE: See my blog post, it's one of the longer ones. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-3, Q4-3, Q5-4, Q6-1, Q7-2, Q8-2, Q9-3, Q10-3, Q11-3, Q12-4, Q13-4, Q14-3, Q15-2, Q16-3, Q17-3, Q18-3, Q19-3, Q20-2, Q21-1, Q22-5, Q23-1,

27. RESPONSE: Great course, thank you! /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-4, Q4-4, Q5-4, Q6-4, Q7-4, Q8-4, Q9-4, Q10-4, Q11-4, Q12-4, Q13-4, Q14-4, Q15-4, Q16-4, Q17-4, Q18-4, Q19-4, Q20-4, Q21-3, Q22-5, Q23-1,

28. RESPONSE: Professor Downing's courses have evolved to utilize a system that is totally simple to understand for grading which, paired with the already great systems of cold calling and being readily available to help students outside of class, make for a course that allows students to focus on studying the material over worrying about their grade. This system is newer, however. Hopefully, it will become even greater with refinement to the system, and I hope that students will come to see that it is a great system for learning over grades. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-4, Q4-4, Q5-5, Q6-4, Q7-4, Q8-5, Q9-4, Q10-4, Q11-4, Q12-4, Q13-3, Q14-4, Q15-5, Q16-4, Q17-4, Q18-5, Q19-5, Q20-4, Q21-2, Q22-5, Q23-1,

29. RESPONSE: I feel like we should've learned more about web development during lecture. I felt like this was a Python Course, not a SWE course. I also did not like the fact that you held students past 10:50 when you require students to be on time. I say this because I had another course at 11:00 that also had a quiz at the beginning of class. I felt a bit stressed because of that. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-3, Q2-0, Q3-4, Q4-2, Q5-5, Q6-2, Q7-4, Q8-5, Q9-5, Q10-4, Q11-4, Q12-5, Q13-1, Q14-3, Q15-3, Q16-5, Q17-3, Q18-4, Q19-3, Q20-3, Q21-2, Q22-5, Q23-1,

30. RESPONSE: I think the hardest part was the difference in between the class material and the project. Maybe, if there was little bit more information on the tools required for the project, it would be helpful. Also, if there was more time before the virtual token submission was due for an assignment, quiz, or paper, that would be helpful. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-4, Q5-3, Q6-3, Q7-5, Q8-5, Q9-5, Q10-4, Q11-4, Q12-4, Q13-3, Q14-4, Q15-4, Q16-4, Q17-4, Q18-4, Q19-4, Q20-4, Q21-2, Q22-5, Q23-1,

31. RESPONSE: This class was pretty good because I learned a lot. My biggest complaints concern the massive disconnect between class instruction and assignments. I never felt compelled to use to class teachings anywhere in my work, so they never really stuck with me. I think I'll sooner forget the material because I never actually worked with them outside of in-class exercises. And the assignments were wildly difficult because I ran into them so blindly. It was like "here, do this thing" with absolutely zero instruction whatsoever. I think that is pretty unfair. I ended up learning a ton because of how much I taught myself, but I think the instructor holds some responsibility to teach me the useful things as well. As far as the grading system, I am sure there are plenty of complaints. I did not like it. Grading was unclear at times. I would be failed on an assignment over such small things and forced to use a token to fix my work. In any normal grading scheme, I would pass the assignments easily and fairly. Also, it incentivized hitting the threshold and then giving up. For every assignment, you had to be 100% in or just not do it at all. That seems problematic. Some students just completely gave up when they realized they couldn't hit a further grade with their current standing. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-4, Q4-5, Q5-4, Q6-3, Q7-3, Q8-4, Q9-4, Q10-3, Q11-3, Q12-4, Q13-2, Q14-1, Q15-3, Q16-5, Q17-4, Q18-5, Q19-3, Q20-3, Q21-2, Q22-5, Q23-1,

32. RESPONSE: Forcing students to come to lectures to learn basic python as slow as possible seemed like a waste of tuition money. I am fine with the lectures-project disconnect but given a host of interesting topics such as orchestration platforms (Kubernetes, Ansible, Jenkins, etc.), security, authentication, etc. that make great lecture topics, it is unfair to spend so much of the semester on an easily learnable language. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-4, Q3-5, Q4-5, Q5-5, Q6-5, Q7-2, Q8-1, Q9-1, Q10-2, Q11-4, Q12-5, Q13-3, Q14-5, Q15-5, Q16-3, Q17-2, Q18-4, Q19-3, Q20-2, Q21-2, Q22-5, Q23-1,