Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter
Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal
Poor - Fair - Satisfactory - Very Good - Excellent
Lab3Terrian
Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey
Poor - Fair - Satisfactory - Very Good - Excellent
Lab5 CopyObject
Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
Poor - Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - Very Good - Excellent

Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

Reorder some lectures to make certain labs easier to do.
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

I never ended up using the textbook. It was mentioned that it was most useful for the matrix calculations. (I took Linear Algebra.) I provided old midterms for study. Did you use them? Did this system work for you?

I did use new midterms, and while certain things really helped, I feel at least some values should change.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

I felt that for the most part, the mix was right. If anything, maybe more on research, less detailed examples using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is? The XP gamification was a very neat system. The ability to buy an extension when something came up was really useful.

Were there topics that should have been added or deleted from the class?

The topics covered everything I wanted to get from this course.

How long did you take to complete each lab in hours spent?

<table>
<thead>
<tr>
<th>Lab</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab1</td>
<td>6-8</td>
</tr>
<tr>
<td>Lab2</td>
<td>7-11</td>
</tr>
<tr>
<td>Lab3</td>
<td>4-7</td>
</tr>
<tr>
<td>Lab4</td>
<td>4-7</td>
</tr>
<tr>
<td>Lab5</td>
<td>6-12</td>
</tr>
</tbody>
</table>

To be honest, I'm not sure. Time was flying by. All are estimates. Any other suggestions for improvement of the class?

Teach lighting before we have to use it. Color is fine to hold off on because it is simpler, but lighting needs normals.
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What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

I already think it was excellent! I think you could have been more prepared to talk about some slides. It often seemed like you were trying to remember them as they came up on the screen. The small group discussions were great, and even more of those would be enjoyed. The mask-facer design process was an especially cool mod!
I didn't assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

It was fine. I barely used the book.

I provided old midterms for study. Did you use them? Did this system work for you?

Definitely. This was my primary study method, and without it, I would have had way less idea what type of questions you'd ask.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

I think the balance was overall good. More time for tricky problems would have helped. For example, I still never quite got ROS wires. I really enjoyed the small group discussions. Maybe you could drop some of the more technical slides that are out of scope?

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is? I think it was implemented well and really helped me balance the course workload.

Were there topics that should have been added or deleted from the class?

Maybe some more practical examples of how these topics are handled in actual game development. For example, importing models with assets.

How long did you take to complete each lab in hours spent? with artists.
Lab1 - 10
Lab2 - 80
Lab3 - 15
Lab4 - 8
Lab5 - 20

Any other suggestions for improvement of the class?

Thank you for creating such a welcoming learning atmosphere. I always felt comfortable asking questions, and you did a really good job of breaking the teacher-student barrier. A large class size is difficult to manage, but it always seemed like people’s concerns and questions were addressed and material was covered at a relaxed pace. It was really refreshing to take a course that didn't feel rushed.
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What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

Pre-made quizzes that help train our intuition.
Quizzes that give feedback at the end.
One central up-to-date website or easy to navigate between websites, but has to be up-to-date. More TAs, and more office hours. Better organization and not shove the work on students to figure out what is right or not.
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages? I never open the textbook.

I provided old midterms for study. Did you use them? Did this system work for you?

Yes, it may have saved me.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

I would like to touch on the labs a bit.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is? There's so much potential in the system, but poorly implemented.

Were there topics that should have been added or deleted from the class?

How to do certain things in the lab

How long did you take to complete each lab in hours spent?
Lab1 10
Lab2 15
Lab3 7.5
Lab4 20
Lab5 18

Any other suggestions for improvement of the class?

Instead of a letter grade, it should be accumulated points to quest completion. The way our overall grade is calculated now should represent our healthier status in the class.

A later class time, and relocated somewhere else. Preferably science hill.
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Regarding midterms, some of the exercises are very difficult to see relevance. Making these more relevant & more experiential if the grading system would move the class up a notch.
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

This worked out as it’s not difficult to read a table of contents. John giving us references was also very helpful.

I provided old midterms for study. Did you use them? Did this system work for you?

Yes & Yes

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

...more collaboration on problems & drop time on research for this...

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is? Excellent overall, but blog posts were extremely hidden. The quizzes were extremely useful.

Were there topics that should have been added or deleted from the class?

...perhaps would be a nice addition & broadening would have been better if color in course...

How long did you take to complete each lab in hours spent?

<table>
<thead>
<tr>
<th>Lab</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab1</td>
<td>20</td>
</tr>
<tr>
<td>Lab2</td>
<td>20</td>
</tr>
<tr>
<td>Lab3</td>
<td>20</td>
</tr>
<tr>
<td>Lab4</td>
<td>10</td>
</tr>
<tr>
<td>Lab5</td>
<td>10</td>
</tr>
</tbody>
</table>

Any other suggestions for improvement of the class?

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What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?
Add an option higher than excellent.
I didn't assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages? Yes, I never saw the book I usually am able to retain what I learn in class very well and the primary resources I used were the online documentation for OpenGL etc. I provided old midterms for study. Did you use them? Did this system work for you? Yes.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is? I liked it. I tended to not follow the grading schemes for the labs 100% as I was more interested in exploring and experimenting. This got me below average grades on some labs but I got lots of XP which I could use to make up for it. Were there topics that should have been added or deleted from the class?

I thought the pace was good, so there probably shouldn't be any more added. Some topics could be replaced depending on what students are interested in.

How long did you take to complete each lab in hours spent?
Lab1 ~ 5
Lab2 ~ 12
Lab3 ~ 12
Lab4 ~ 5
Lab5 ~ 10

Any other suggestions for improvement of the class?
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A little more clarity on the content of the first midterm and some better labs 4 and 5.
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

I would assign pages, but don’t make it mandatory.

I provided old midterms for study. Did you use them? Did this system work for you?

Yes and no. The system would have worked great except midterm one was too different from the earlier exams to be of much use.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

The mixture was good, but a little less time doing problems and research would be nice.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

It was great, but there was a large "dead zone" of XP between like 40-250 where there was just no useful way to spend it.

Were there topics that should have been added or deleted from the class?

Maybe less time on older monitors and other outdated topics.

How long did you take to complete each lab in hours spent?

Lab1 ≈ 15-20
Lab2 ≈ 20-25
Lab3 ≈ 30
Lab4 ≈ 10-15
Lab5 ?

Any other suggestions for improvement of the class?

Nope 😊
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I didn't assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

I used the textbook sparsely, but I found it useful for studying concepts. I couldn't find online. Optional reading is the best approach, in my personal opinion. I provided old midterms for study. Did you use them? Did this system work for you?

Yes, and I felt that the ones with solutions helped much more than those without. I learn best by working backwards from an answer, so in the future, the more practice midterms with solutions, the better.

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I felt the hands on activities were very useful for understanding concept. Definitely keep those.

Research videos were helpful for staying motivated in the class, so spreading them out Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is? I didn't have enough time to fully utilise the system, but I felt it was interesting and fair.

Were there topics that should have been added or deleted from the class?

How long did you take to complete each lab in hours spent?
Lab1 10
Lab2 16
Lab3 22
Lab4 8
Lab5 7 estimating 20 ish

Any other suggestions for improvement of the class?

Keep your open minded approach! I felt like my opinion was always honored whenever the class took a poll and it showed you genuinely cared for us as students.

Thanks!!
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The midterms and labs didn't relate to each other too well.

The RenderMonkey lab was interesting, but it didn't really teach me much about shaders.

I was hoping lab 5 was going to be more open. Also, a more growing than belly would be nice.
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

This worked for me, but it was more helpful to Google concepts

I provided old midterms for study. Did you use them? Did this system work for you?

The old midterms were helpful.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

I would like more problems to work through, the say thing, class seemed to have about the right amount.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

I really liked the system. I did not get in the way and pushed me to do more.

Were there topics that should have been added or deleted from the class?

How long did you take to complete each lab in hours spent?
Lab1 15
Lab2 26
Lab3 28
Lab4 5
Lab5

Any other suggestions for improvement of the class?

See free response on previous page.
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I think **XP gamifying of the class is a bad idea**

and takes away from the intrinsic reward of doing graphics programming.

**Lab 2: this lab was a bit too tedious and self-directed**

**Lab 3: using VBO's made your life ten times harder**

**Lab 4: no you can't build a slider that is not good**

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Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

Were there topics that should have been added or deleted from the class?

How long did you take to complete each lab in hours spent?
Lab1
Lab2
Lab3
Lab4
Lab5

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What changes would you suggest to make the class move up a notch for you on the
poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?
Streamline the XP system (cut confusing
content - move some (lighting, etc. to lab 2?)

Unsure instructions.

Some weighing bugs, but it's interesting.

Have lab descriptions be on time and not be changed halfway to the due date.
I didn't assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

Personally, I was fine without page numbers, but I almost never used the book, instead turning to online resources.

I provided old midterms for study. Did you use them? Did this system work for you?

Yes, the old midterms were a huge help, although I only used the most recent ones (the syllabus had changed too much for many to be useful).

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

I think the balance was good.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

I liked the flexibility to change dates and weightings, and encouraging students to help each other and do cool things with their projects worked well.

Were there topics that should have been added or deleted from the class?

How long did you take to complete each lab in hours spent?

Lab1 15
Lab2 15
Lab3 15
Lab4 20
Lab5 17

Any other suggestions for improvement of the class?

I think the weightings of XP rewards were seriously off. Complex additional features that would take hours to implement in a lab were worth the same or less than taking a practice quiz, and I don't think helping out on Piazza was rewarded at all. Also, there was no way to see what questions you got wrong on a quiz, which, combined with losing points for wrong answers, would obfuscate your score and make the quizzes almost useless as study aids.
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Poor - Fair - Satisfactory - Very Good - Excellent
Lab1 Painter Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrian Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - Very Good - Excellent
Lab5 CopyObject Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
Poor - Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - Very Good - Excellent

Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?
I didn't assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

Yep, felt like I wasted my money now just buying the book.

I provided old midterms for study. Did you use them? Did this system work for you?

Yeah, this was very helpful.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

There was a comfortable balance between all forms of teaching.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

I didn't have the time to make it as interesting as I would have liked. I love the XP system, I have many students who were very enthusiastic and adjusted the work to satisfy their needs.

Were there topics that should have been added or deleted from the class?

Um... hope, making a very short version of the course.

How long did you take to complete each lab in hours spent?

<table>
<thead>
<tr>
<th>Lab</th>
<th>_hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab1</td>
<td>10</td>
</tr>
<tr>
<td>Lab2</td>
<td>10</td>
</tr>
<tr>
<td>Lab3</td>
<td>15</td>
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<tr>
<td>Lab4</td>
<td>10</td>
</tr>
<tr>
<td>Lab5</td>
<td>20</td>
</tr>
</tbody>
</table>

Any other suggestions for improvement of the class?

Pretty solid class so far.
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrian Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - Very Good - Excellent
Lab5 CopyObject Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
Poor - Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
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Using some class time to watch research videos
Poor - Fair - Satisfactory - Very Good - Excellent

Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

Better pre-prepared quizzes that supplement timely class material
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

Optional readings to help guide incase some people are lost.

I provided old midterms for study. Did you use them? Did this system work for you?

Yes, though if it was more organized it would help

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

Examples, done on the board felt like the times I learned the most. If you have us talk to our neighbor make sure it’s organized questions

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

It was really nice to choose when to get extensions and provide a reason. To do quizzes try it again with more formally created quizzes.

Were there topics that should have been added or deleted from the class?

I don’t know

How long did you take to complete each lab in hours spent?
Lab 1 - The right amount of time
Lab 2 - A little bit more than expected
Lab 3 - Too much time
Lab 4 - The right amount of time
Lab 5 - 0

Any other suggestions for improvement of the class?

Great class, just a little sloppy at times. Try but you’re good at picking up from that and not losing much time.

Try and convey reasons it’s why you talk about which topic more.

Be more organized and confident in the order of topics you teach.
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter
Poor - Fair - Satisfactory - Very Good - Excellent

Lab2 Animal
Poor - Fair - Satisfactory - Very Good - Excellent

Lab3 Terrain
Poor - Fair - Satisfactory - Very Good - Excellent

Lab4 RenderMonkey
Poor - Fair - Satisfactory - Very Good - Excellent

Lab5 CopyObject
Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
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Using some class time to watch research videos
Poor - Fair - Satisfactory - Very Good - Excellent

Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

Implementation of some major features from Lab 3 on Lab 2 such as lighting or texture mapping would greatly help.
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

I think this method worked fine.

I provided old midterms for study. Did you use them? Did this system work for you?

I used them and they helped for the midterms for this quarter.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

I enjoyed both solving a problem with a neighbor and seeing solutions worked out on the board.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

I think this is a brilliant idea. This gives students incentive to learn more course material.

Were there topics that should have been added or deleted from the class?

How long did you take to complete each lab in hours spent?
Lab1 ≈ 10 hours
Lab2 ≈ 15 hours
Lab3 ≈ 25 hours
Lab4 ≈ 37 hours
Lab5 ≈ 9 hours (so far)

Any other suggestions for improvement of the class?
I suggest to continue using and adding features to the XP system such as proposing a project for the next quarters CMPS 160 class.
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - (Very Good) - Excellent

Lab 1 Painter  Poor - Fair - Satisfactory - Very Good - (Excellent)
Lab 2 Animal  Poor - Fair - Satisfactory - Very Good - Excellent
Lab 3 Terrian  Poor - Fair - Satisfactory - Very Good - Excellent
Lab 4 RenderMonkey Poor - Fair - Satisfactory - Very Good - Excellent
Lab 5 CopyObject Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - (Excellent)

Class website
Poor - Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - (Very Good) - Excellent

Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - (Excellent)

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

Better guidance would help
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

I provided old midterms for study. Did you use them? Did this system work for you?

I used them but I feel like it was very...

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

Were there topics that should have been added or deleted from the class?

How long did you take to complete each lab in hours spent?
Lab1
Lab2
Lab3
Lab4
Lab5

Any other suggestions for improvement of the class?
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter  Poor - Fair - [Satisfactory] - Very Good - Excellent
Lab2 Animal  Poor - Fair - [Satisfactory] - Very Good - Excellent
Lab3 Terrian  Poor - Fair - [Satisfactory] - Very Good - Excellent
Lab4 RenderMonkey Poor - Fair - [Satisfactory] - Very Good - Excellent
Lab5 CopyObject Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
Poor - Fair - Satisfactory - [Very Good] - Excellent

The XP system of gamifying the class
Poor - Fair - [Satisfactory] - Very Good - Excellent

Using some class time to watch research videos
Poor - Fair - [Satisfactory] - Very Good - Excellent

Midterms
Poor - Fair - [Satisfactory] - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - [Very Good] - Excellent

Class overall:
Poor - Fair - Satisfactory - [Very Good] - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

I would like more content related to mid-term material on homework or more explicit suggested readings.
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

No, I would prefer assigned reading.

I provided old midterms for study. Did you use them? Did this system work for you?

Yes.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

I liked the in class exercises.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

I think this is good.

Were there topics that should have been added or deleted from the class?

How long did you take to complete each lab in hours spent?

Lab1 4
Lab2 8
Lab3 10
Lab4 12
Lab5

Any other suggestions for improvement of the class?

Perhaps homework.
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrian Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - Very Good - Excellent
Lab5 CopyObject Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
Poor - Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - Very Good - Excellent

Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

Pointing out the relevant chapters in the assignment descriptions was helpful, so doing the same for lecture would be great.

I provided old midterms for study. Did you use them? Did this system work for you?

Yes, and yes. Very good way to learn, solutions were very good at explaining.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

Balance is good as is.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

Excellent, would have been nice to have it all worked out even halfway through… I had no idea how much to save for reweight.

Were there topics that should have been added or deleted from the class?

Particle systems due to many applications.

How long did you take to complete each lab in hours spent?
Lab1 10-1.5 hr
Lab2 20 hr
Lab3 15 hr
Lab4 X gave up after 10 w/ no prayer
Lab5 15 so far

Any other suggestions for improvement of the class?

Revise content balance between lab 2/3
lab 1… no words, find good tutorials or mix this version
Informal Eval for 160 Fall 2011

**Lectures**

| Lab1 Painter | Poor - Fair - Satisfactory - Very Good - Excellent |
| Lab2 Animal  | Poor - Fair - Satisfactory - Very Good - Excellent |
| Lab3 Terrian | Poor - Fair - Satisfactory - (Very Good - Excellent) |
| Lab4 RenderMonkey | Poor - Fair - Satisfactory - (Very Good - Excellent) |
| Lab5 CopyObject | Poor - Fair - Satisfactory - Very Good - Excellent |

**John Murray as a TA**

| Poor - Fair - Satisfactory - Very Good - Excellent |

**The team of undergraduates as graders**

| Poor - Fair - Satisfactory - Very Good - Excellent |

**The team of undergraduates as lab tutors**

| Poor - Fair - Satisfactory - Very Good - Excellent |

**Class website**

| Poor - Fair - Satisfactory - Very Good - Excellent |

**The XP system of gamifying the class**

| Poor - Fair - Satisfactory - Very Good - Excellent |

**Using some class time to watch research videos**

| Poor - Fair - Satisfactory - Very Good - Excellent |

**Midterms**

| Poor - Fair - Satisfactory - Very Good - Excellent |

**Instructor overall**

| Poor - Fair - Satisfactory - Very Good - Excellent |

**Class overall**

| Poor - Fair - Satisfactory - Very Good - Excellent |

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

*Better organization, shorter code or labs, ppt slides need more text for later review.*
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the textbook. Did this work for you, or it would have been better to assign pages?

I provided old midterms for study. Did you use them? Did this system work for you?

Yes

There are many uses for lecture time: lecture with PowerPoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

Problems should have solutions in slides. Balance is about right.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

XP for labs is good. XP for quizzes & blog posts excessive.

Were there topics that should have been added or deleted from the class?

How long did you take to complete each lab in hours spent?

Lab1 6
Lab2 10
Lab3 15
Lab4 8
Lab5

Any other suggestions for improvement of the class?
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - (Very Good) - Excellent

Lab1 Painter Poor - Fair - Satisfactory - (Very Good) - Excellent
Lab2 Animal Poor - Fair - Satisfactory - (Very Good) - Excellent
Lab3 Terrian Poor - Fair - Satisfactory - (Very Good) - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - (Very Good) - Excellent
Lab5 CopyObject Poor - Fair - Satisfactory - (Very Good) - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - (Very Good) - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
Poor - Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - Very Good - Excellent

Midterms
Poor - Fair - Satisfactory - (Very Good) - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

More explanation on the ideas needed to complete the labs, or idea of where to find those explanations.
I didn't assign textbook reading page numbers, I instead assumed people could figure out what to read in the textbook. Did this work for you, or it would have been better to assign pages?

It might have been better, so that I would have easy access to a second resource.

I provided old midterms for study. Did you use them? Did this system work for you?

I studied them, the system worked well.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

More explanation of the problems would be nice.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

It worked well. Perhaps the idea of how to get more could be increased.

Were there topics that should have been added or deleted from the class?

Can't say, felt like a good mix.

How long did you take to complete each lab in hours spent?

Lab1 8
Lab2 9
Lab3 6
Lab4 5
Lab5 7

Any other suggestions for improvement of the class?

More general discussions.
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - (Excellent)
Lab1 Painter Poor - Fair - Satisfactory - (Very Good) - Excellent
Lab2 Animal Poor - Fair - Satisfactory - (Very Good) - Excellent
Lab3 Terrian Poor - Fair - (Satisfactory) - Very Good - Excellent
Lab4 RenderMonkey Poor - Fair - (Satisfactory) - Very Good - Excellent
Lab5 CopyObject Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - (Fair) - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - (Very Good) - Excellent

The team of undergraduates as lab tutors
Poor - Fair - (Satisfactory) - Very Good - Excellent

Class website
Poor - Fair - (Satisfactory) - Very Good - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - (Very Good) - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - (Very Good) - Excellent

Midterms
Poor - Fair - (Satisfactory) - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - (Excellent)

Class overall:
Poor - Fair - Satisfactory - (Very Good) - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?
- More clear guidelines on labs and have TA/hubs keep all students know how to follow them.
I didn't assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

- I didn't use the book very often, mostly just online sources and lectures.

I provided old midterms for study. Did you use them? Did this system work for you?

- Worked very well studying off them.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

- Have more, but shorter research videos.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

- It worked well. The XP for labs should be increased to counter the fact that a term grade is 30 points. To encourage work on labs.

Were there topics that should have been added or deleted from the class?

How long did you take to complete each lab in hours spent?
Lab1 15
Lab2 20
Lab3 40
Lab4 10
Lab5 ?

Any other suggestions for improvement of the class?

- Lab descriptions were vague and not short and cost possible work time and added to confusion.
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrian Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - Very Good - Excellent
Lab5 CopyObject Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
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The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

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Poor - Fair - Satisfactory - Very Good - Excellent

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Poor - Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - Very Good - Excellent

Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

Well, the XP needed for weight change should have been announced sooner.
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

I never read from the book unless I needed it for labs which I did fine by me.

I provided old midterms for study. Did you use them? Did this system work for you?

Yes, and they are very helpful.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

videos and examples are most interesting to me but I don't think anything needs to be removed as they are helpful in understanding the lecture.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

It was okay but the weight XP either needs to be lowered or announced earlier so people can space it out.

Were there topics that should have been added or deleted from the class?

How long did you take to complete each lab in hours spent?
Lab1 - maybe 10 hrs?
Lab2 - 4-5 hrs?
Lab3 - over 10 hrs
Lab4 - 1-2 hrs
Lab5 -

Any other suggestions for improvement of the class?
Informal Eval for 160 Fall 2011

**Lectures**
Poor - Fair - Satisfactory - Very Good - Excellent

<table>
<thead>
<tr>
<th>Lab1 Painter</th>
<th>Poor - Fair - Satisfactory - Very Good - Excellent</th>
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</thead>
<tbody>
<tr>
<td>Lab2 Animal</td>
<td>Poor - Fair - Satisfactory - Very Good - Excellent</td>
</tr>
<tr>
<td>Lab3 Terrian</td>
<td>Poor - Fair - Satisfactory - Very Good - Excellent</td>
</tr>
<tr>
<td>Lab4 RenderMonkey</td>
<td>Poor - Fair - Satisfactory - Very Good - Excellent</td>
</tr>
<tr>
<td>Lab5 CopyObject</td>
<td>Poor - Fair - Satisfactory - Very Good - Excellent</td>
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**John Murray as a TA**
Poor - Fair - Satisfactory - Very Good - Excellent

**The team of undergraduates as graders**
Poor - Fair - Satisfactory - Very Good - Excellent

**The team of undergraduates as lab tutors**
Poor - Fair - Satisfactory - Very Good - Excellent

**Class website**
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**The XP system of gamifying the class**
Poor - Fair - Satisfactory - Very Good - Excellent

**Using some class time to watch research videos**
Poor - Fair - Satisfactory - Very Good - Excellent

**Midterms**
Poor - Fair - Satisfactory - Very Good - Excellent

**Instructor overall :**
Poor - Fair - Satisfactory - Very Good - Excellent

**Class overall:**
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages? 

I like the text and I don’t think reading assignments would have been beneficial. I would have liked to see more of a connection between the text and lectures, though.

I provided old midterms for study. Did you use them? Did this system work for you?

I did except for the second which I had little/no time to study for. They were very helpful.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

I think you had a good mix.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

Fantastic, I want to stop any teacher that doesn’t use this, now.

Were there topics that should have been added or deleted from the class?

I think one sticky section of using OpenAt X (Shorters Version) at the beginning would have been great for me. But, I think it’s risky and the majority may not agree with me.

How long did you take to complete each lab in hours spent?
Lab1
Lab2
Lab3
Lab4
Lab5

Any other suggestions for improvement of the class?
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - (Very Good) - Excellent

Lab1 Painter Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrian Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - (Very Good) - Excellent
Lab5 CopyObject Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - (Very Good) - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
Poor - Fair - Satisfactory - (Very Good) - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - (Very Good) - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - (Excellent)

Midterms
Poor - Fair - Satisfactory - (Very Good) - Excellent

Instructor overall:
Poor - Fair - Satisfactory - (Very Good) - Excellent

Class overall:
Poor - Fair - Satisfactory - (Very Good) - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

Spend some more time talking about the actual labs in class, or make lab times mandatory. There were very little instruction on how to complete each lab.
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

"I didn’t notice. I never opened the book, got all my resources from online research."

I provided old midterms for study. Did you use them? Did this system work for you?

"Yes, they were awesome."

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

"Not sure, having a mixture of everything is good.
I think more interactive resources to be shown in class is good."

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

"Fun but pointless. There were almost no reason to use any of the xp, then not much use to earn any."

Were there topics that should have been added or deleted from the class?

"I don’t think historical topics, such as CRISPR matters much any more. Then the time could’ve been used for other things."

How long did you take to complete each lab in hours spent?
Lab1 5 hr.
Lab2 15 hr.
Lab3 40 hr.
Lab4 25 hr.
Lab5 dummy

Any other suggestions for improvement of the class?

"spend some more time on the labs"
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - (Very Good) - Excellent
Lab1 Painter Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrian Poor - Fair - Satisfactory - (Very Good) - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - (Very Good) - Excellent
Lab5 CopyObject Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - (Very Good) - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - (Very Good) - Excellent

Class website
Poor - Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - Very Good - Excellent

Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - (Very Good) - Excellent

Class overall:
Poor - Fair - Satisfactory - (Very Good) - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

I did not find the pointless project very interesting
I liked RenderMonkey but would have liked practice
Loading in the shader to an OpenGL program
Would have liked more openness on Lab 5
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

worked for

I provided old midterms for study. Did you use them? Did this system work for you?

did not use them

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

more demonstrations, less administrative stuff

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

not really a fan, but it is a good way to specify exams and motivation, but it helped that people who didn’t need it.

Were there topics that should have been added or deleted from the class?

I like particle systems, don’t know whether they can be added

How long did you take to complete each lab in hours spent?

Lab1 1.5
Lab2 3.9
Lab3 2.5
Lab4 1.0
Lab5 2.5

Any other suggestions for improvement of the class?
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter  Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal  Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrrain  Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey  Poor - Fair - Satisfactory - Very Good - Excellent
Lab5 CopyObject  Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
Poor - Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - Very Good - Excellent

Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-very good-excellent scale that you are asked to rate it on?

Lab 2: Introduce Lighting
Lab 4: Don't do. None of the TAs could help me make a skybox
Lab 5: Be nice to have some guidelines. Maybe have some things require as part of the grade (e.g. graders, picture effect)
So the T.A.'s would be a little prepared for the questions we have.

I didn't assign textbook reading page numbers, I instead assumed people could figure out what to read in the textbook. Did this work for you, or it would have been better to assign pages?

Yes, although the book lacks essential setup guidelines for OpenGL.

I provided old midterms for study. Did you use them? Did this system work for you?

Yes, I definitely studied all available midterms but I got C's on both. I guess I just suck at taking tests.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

None, it was good.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

Was good, although the people with high scores really took advantage by making questions that really didn't help.

Were there topics that should have been added or deleted from the class? ast all.

How long did you take to complete each lab in hours spent?
Lab1 20
Lab2 30
Lab3 25
Lab4 10
Lab5 million

Any other suggestions for improvement of the class?

No, you were an awesome professor.
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter
Poor - Fair - Satisfactory - Very Good - Excellent

Lab2 Animal
Poor - Fair - Satisfactory - Very Good - Excellent

Lab3 Terrian
Poor - Fair - Satisfactory - Very Good - Excellent

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Class website
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The XP system of gamifying the class
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Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?
More accessible lab times. Assignments which are easier to get in the amount of time given. Doing the labs was difficult since they required a lot of work in addition to doing work for other classes.
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

Assigned pages would have been better since there were things I didn’t know about which took me a long time to find. Like the swizzle operator which I’ve never heard of.

I provided old midterms for study. Did you use them? Did this system work for you?

I did and they were very helpful.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

I would prefer working through more detailed examples to gain a better understanding for the midterm.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

I thought it was helpful for extending assignments and helping out when you messed up on a particular assignment.

Were there topics that should have been added or deleted from the class?

How long did you take to complete each lab in hours spent?

Lab1 - 15
Lab2 - 10
Lab3 - 20
Lab4 - 15
Lab5 - Probably 20 - 30

Any other suggestions for improvement of the class?
Informal Eval for 160 Fall 2011

Lectures
 Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter    Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal    Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrain    Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkeyPoor - Fair - Satisfactory - Very Good - Excellent
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John Murray as a TA
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 Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
 Poor - Fair - Satisfactory - Very Good - Excellent

Class website
 Poor - Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
 Poor - Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos
 Poor - Fair - Satisfactory - Very Good - Excellent

Midterms
 Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
 Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
 Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the textbook. Did this work for you, or it would have been better to assign pages?

This worked, I used the internet instead. Being searchable makes it a better resource.

I provided old midterms for study. Did you use them? Did this system work for you?

It worked out well.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is? I personally know people who spent more time trying to game the XP system than doing class work. If they had simply put all that effort into studying/programming they wouldn’t have needed XP.

Were there topics that should have been added or deleted from the class?

I would have liked to learn more about research in the cutting edge of graphics.

How long did you take to complete each lab in hours spent?
Lab1
Lab2
Lab3
Lab4
Lab5

Any other suggestions for improvement of the class?

I think lab 5 was too loose, perhaps there should have been a few options to pick from for those of us who like a more structured assignment.

Thank you for teaching what the students want to learn, instead of teaching what you want to teach.
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter  Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal  Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrian  Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - Very Good - Excellent
Lab5 CopyObject  Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
Poor - Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - Very Good - Excellent

Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

just more examples of problems and research videos.
I didn't assign textbook reading page numbers, I instead assumed people could figure out what to read in the textbook. Did this work for you, or it would have been better to assign pages?

No, things on our own worked fine.

I provided old midterms for study. Did you use them? Did this system work for you?

Yes. I'd say those were the main reason why I passed my midterms. I really didn't understand the material until I saw the exams on those.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

more research videos and in class examples for both the labs and material to be on midterms

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

I really liked the XP system. I kinda wish all classes were like this. I'd like more options on the XP玥me method and just push back our dates.

Maybe add badges where you really go over to do a lab or being good at making grades by a small amount or shorters, i'd like to have known more about them but we didn't extend it by which make lab it smaller.

How long did you take to complete each lab in hours spent?

Lab1 10
Lab2 18
Lab3 30
Lab4 8
Lab5 24

Any other suggestions for improvement of the class?

Keep the XP system and I think the website is cool too.
maybe come out with short code earlier so we don't get too confused
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrian Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - Very Good - Excellent
Lab5 CopyObject Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
Poor - Fair - Satisfactory - (Very Good) - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - (Very Good) - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - (Very Good) - Excellent

Midterms
Poor - Fair - Satisfactory - (Very Good) - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

This worked for me. I learn better from lectures/labs than from a textbook, so I prefer to have the textbook not required.

I provided old midterms for study. Did you use them? Did this system work for you?

I did use old midterms to study. This system worked for me.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

I felt that the class had a pretty good mix as is.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

I thought that it worked well - I didn’t really need to use it, but it seemed that the people who were getting XP were earning it.

Were there topics that should have been added or deleted from the class?

I think this class covered all the important topics, though I would have liked to see examples of how shadows/reflects might be done in an open led context.

How long did you take to complete each lab in hours spent?

<table>
<thead>
<tr>
<th>Lab</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab1</td>
<td>10</td>
</tr>
<tr>
<td>Lab2</td>
<td>40</td>
</tr>
<tr>
<td>Lab3</td>
<td>10</td>
</tr>
<tr>
<td>Lab4</td>
<td>10</td>
</tr>
<tr>
<td>Lab5</td>
<td>--</td>
</tr>
</tbody>
</table>

Any other suggestions for improvement of the class?
Informal Eval for 160 Fall 2011

Lectures
(Poor) Fair - Satisfactory - Very Good - Excellent

Lab1 Painter Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrian Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - Very Good - Excellent
Lab5 CopyObject Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
(Poor) Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
(Poor) Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
(Poor) Fair - Satisfactory - Very Good - Excellent

Class website
(Poor) Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
(Poor) Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos
(Poor) Fair - Satisfactory - Very Good - Excellent

Midterms
(Poor) Fair - Satisfactory - Very Good - Excellent

Instructor overall:
(Poor) Fair - Satisfactory - Very Good - Excellent

Class overall:
(Poor) Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

Change the XP system so its not catered to the geniuses in the class. Please change Lab 5, make us all do the same thing because most of the help I got on labs are from my peers but that is not possible when everyone is doing something different.
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

No, please tell us what to read.

I provided old midterms for study. Did you use them? Did this system work for you?

Yes it was very helpful.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

I want more code examples. I may know what normal is but I don’t know how to code it.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

I didn’t learn from it. I find the games too hard and the entire xp system. Our students found it difficult, people sat around and didn’t do much. It was nonsense.

Were there topics that should have been added or deleted from the class?

How long did you take to complete each lab in hours spent?

Lab1 - not many
Lab2 - not
Lab3 - alot
Lab4 - not many
Lab5 - looking to be alot

Any other suggestions for improvement of the class?

Lab 5 rocks!

Use our slides
Easier quizzes or exams based on things covered in class not general graphs.
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - (Very Good) - Excellent

Lab1 Painter Poor - Fair - Satisfactory - (Very Good) - Excellent
Lab2 Animal Poor - Fair - Satisfactory - (Very Good) - Excellent
Lab3 Terrian Poor - Fair - Satisfactory - (Very Good) - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - (Very Good) - Excellent
Lab5 CopyObject Poor - Fair - Satisfactory - (Very Good) - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - (Very Good) - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - (Very Good) - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - (Very Good) - Excellent

Class website
Poor - Fair - Satisfactory - (Very Good) - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - (Very Good) - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - (Very Good) - Excellent

Midterms
Poor - Fair - Satisfactory - (Very Good) - Excellent

Instructor overall:
Poor - Fair - Satisfactory - (Very Good) - Excellent

Class overall:
Poor - Fair - Satisfactory - (Very Good) - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

Break up lab 3 or extend time
Use RenderMonkey, but remove question section
At least have lab 5 due Sunday at 5
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages? Showing what sections of the book for each lab helped out a lot for lab 3.

I provided old midterms for study. Did you use them? Did this system work for you?

Yes! Studying the old midterms prepared me very well for the actual midterm. They were quite similar.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

Powerpoint slides and quiz questions helped out a lot. I don’t think the research videos were necessary.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

It didn’t give a gaming feeling for the class, but it does help we learn more and do so.

Were there topics that should have been added or deleted from the class?

I think everything was covered except for the final project.

How long did you take to complete each lab in hours spent?

Lab1 4
Lab2 6
Lab3 10
Lab4 6
Lab5 ?

Any other suggestions for improvement of the class?
Informal Eval for 160 Fall 2011

**Lectures**
- Poor - Fair - Satisfactory - [Very Good] - Excellent

**Lab1 Painter**
- Poor - Fair - Satisfactory - Very Good - Excellent

**Lab2 Animal**
- Poor - Fair - Satisfactory - Very Good - Excellent

**Lab3 Terrian**
- Poor - Fair - Satisfactory - Very Good - Excellent

**Lab4 RenderMonkey**
- Poor - Fair - Satisfactory - Very Good - Excellent

**Lab5 CopyObject**
- Poor - Fair - Satisfactory - Very Good - Excellent

**John Murray as a TA**
- Poor - Fair - Satisfactory - [Very Good] - Excellent

**The team of undergraduates as graders**
- Poor - Fair - Satisfactory - Very Good - Excellent

**The team of undergraduates as lab tutors**
- Poor - Fair - Satisfactory - Very Good - Excellent

**Class website**
- Poor - Fair - Satisfactory - Very Good - Excellent

**The XP system of gamifying the class**
- Poor - Fair - Satisfactory - Very Good - Excellent

**Using some class time to watch research videos**
- Poor - Fair - Satisfactory - Very Good - Excellent

**Midterms**
- Poor - Fair - Satisfactory - Very Good - [Excellent]

**Instructor overall:**
- Poor - Fair - Satisfactory - Very Good - [Excellent]

**Class overall:**
- Poor - Fair - Satisfactory - Very Good - [Excellent]

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

If anything, try and prepare the slides more so the aren't any irrelevant slides. So there are not any irrelevant ones.
I didn't assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages? This works well, except I wish I didn't buy the book cause it didn't help... maybe I will read in German though.

I provided old midterms for study. Did you use them? Did this system work for you?

Yes, thank you!

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

Excellent usage of class time, besides the lack of slide (powerpoint) preparation.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

OK, get rid of blogging, XP for writing is BS if you ask me, besides that, it was OK... I enjoyed the extra motivation to do more work!!

Were there topics that should have been added or deleted from the class?

NONE

How long did you take to complete each lab in hours spent?

<table>
<thead>
<tr>
<th>Lab</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab1</td>
<td>2.0</td>
</tr>
<tr>
<td>Lab2</td>
<td>3.0</td>
</tr>
<tr>
<td>Lab3</td>
<td>5.0</td>
</tr>
<tr>
<td>Lab4</td>
<td>1.5</td>
</tr>
<tr>
<td>Lab5</td>
<td>2.0-6.0</td>
</tr>
</tbody>
</table>

Any other suggestions for improvement of the class?

Please give more help on ideas for what to do for lab 4-5... I don't enjoy how "open ended" this lab is.
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter
Poor - Fair - Satisfactory - Very Good - Excellent

Lab2 Animal
Poor - Fair - Satisfactory - Very Good - Excellent

Lab3 Terrian
Poor - Fair - Satisfactory - Very Good - Excellent

Lab4 RenderMonkey
Poor - Fair - Satisfactory - Very Good - Excellent

Lab5 CopyObject
Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
Poor - Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - Very Good - Excellent

Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

Cleaner powerpoint slides would make lectures smoother.
I didn't assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

Never opened the book

I provided old midterms for study. Did you use them? Did this system work for you?

Extensively. All my midterm prep came from them.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

More research videos, but in smaller amounts. Intersperse in lectures rather than having a couple days dedicated to them.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

I felt XP had limited utility - more different things to spend them on would be awesome.

Were there topics that should have been added or deleted from the class?

Ray Tracing Lab

How long did you take to complete each lab in hours spent?
Lab1 7
Lab2 12
Lab3 9
Lab4 7
Lab5 0

Any other suggestions for improvement of the class?
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - (Very Good) - Excellent

Lab1 Painter  Poor - Fair - Satisfactory - Very Good - (Excellent)
Lab2 Animal  Poor - Fair - Satisfactory - Very Good - (Excellent)
Lab3 Terrian  Poor - Fair - Satisfactory - Very Good - (Excellent)
Lab4 RenderMonkey  Poor - Fair - Satisfactory - Very Good - (Excellent)
Lab5 CopyObject  Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - (Very Good) - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - (Very Good) - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - (Very Good) - Excellent

Class website
Poor - Fair - Satisfactory - Very Good - (Excellent)

The XP system of gamifying the class
Poor - Fair - Satisfactory - (Very Good) - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - (Very Good) - Excellent

Midterms
Poor - Fair - Satisfactory - (Very Good) - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - (Excellent)

Class overall:
Poor - Fair - Satisfactory - Very Good - (Excellent)

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

Lab 5 specifically: give a little more direct guidance so students don't feel overwhelmed to try to get a good grade.
I didn't assign textbook reading page numbers, I instead assumed people could figure out what to read in the textbook. Did this work for you, or it would have been better to assign pages?

Never used the textbook: nearly all info could be found online or through peers/piazza.

I provided old midterms for study. Did you use them? Did this system work for you?

Yes! Very helpful to have some sample questions when the class doesn't have homework problems or quizzes to study off of. Give your study focus.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

More detailed examples and lecture theory, and less work-out-a-problem time.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

It was a good system to encourage extra work while providing real benefits for that work.

Were there topics that should have been added or deleted from the class?

Like... maybe go more into technical details/implementations of key topics (i.e., shaders, textures, lighting, etc.)

(examples)

How long did you take to complete each lab in hours spent?

Lab1 ~ 4.5
Lab2 ~ 6
Lab3 ~ 8-10
Lab4 ~ 3
Lab5 ~ TDB (estimate 10)

Any other suggestions for improvement of the class?

Not much... Teach more classes!
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrian Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - Very Good - Excellent
Lab5 CopyObject Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
Poor - Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - Very Good - Excellent

Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?
I didn't assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages? 

Yes it did, but I never opened the textbook.

I provided old midterms for study. Did you use them? Did this system work for you?

Yes this was extremely helpful. Otherwise I would have been thrown when I got to the midterm because the lectures don't have any questions like the midterm questions. There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

More time with questions.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is? This really was helpful because things come up and you can re-weight your own grade in a way that works for your own circumstances. Were there topics that should have been added or deleted from the class?

I thought all the topics that were taught were good.

How long did you take to complete each lab in hours spent?

Lab1
Lab2
Lab3
Lab4
Lab5

Long time for all, I really don't remember more than 12hr each. Lab 3 took way more time.

Any other suggestions for improvement of the class?
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrian Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - Very Good - Excellent
Lab5 CopyObject Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
Poor - Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - Very Good - Excellent

Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-very good-excellent scale that you are asked to rate it on?
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

Assign Pages

I provided old midterms for study. Did you use them? Did this system work for you?
I did not use them

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?
The mix was fine.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

Were there topics that should have been added or deleted from the class?

How long did you take to complete each lab in hours spent?
Lab1 6
Lab2 10
Lab3 20
Lab4 12
Lab5

Any other suggestions for improvement of the class?
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent
Lab1 Painter  Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal  Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrian  Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey  Poor - Fair - Satisfactory - Very Good - Excellent
Lab5 CopyObject  Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
Poor - Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - Very Good - Excellent

Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?
Add more info to the lecture slides. The current ones are pretty minimal and difficult to study from.
I didn't assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

I didn't do much reading at all. Necessary information was generally always given in class or online. This system works for me pretty well.

I provided old midterms for study. Did you use them? Did this system work for you?

Yes, I used the old midterms. This system, I've found, works best for basically all of my classes.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

I feel that the class was a good mix. As long as time is taken to gauge the class understanding of the material, the class will fare as is.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

I think it worked very well, especially as a motivator to add content to the class.

Were there topics that should have been added or deleted from the class?

I would have liked to learn more about shaders and ray tracers.

How long did you take to complete each lab in hours spent?

<table>
<thead>
<tr>
<th>Lab</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab1</td>
<td>6</td>
</tr>
<tr>
<td>Lab2</td>
<td>10</td>
</tr>
<tr>
<td>Lab3</td>
<td>8</td>
</tr>
<tr>
<td>Lab4</td>
<td>4</td>
</tr>
<tr>
<td>Lab5</td>
<td>2</td>
</tr>
</tbody>
</table>

Any other suggestions for improvement of the class?
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - (Satisfactory) - Very Good - Excellent
Lab1 Painter Poor - Fair - Satisfactory - (Very Good) - Excellent
Lab2 Animal Poor - Fair - Satisfactory - (Very Good) - Excellent
Lab3 Terrian Poor - Fair - Satisfactory - (Very Good) - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - (Very Good) - Excellent
Lab5 CopyObject Poor - Fair - Satisfactory - (Very Good) - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - (Very Good) - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
Poor - Fair - Satisfactory - Very Good - (Excellent)

The XP system of gamifying the class
Poor - Fair - Satisfactory - Very Good - (Excellent)

Using some class time to watch research videos
Poor - Fair - Satisfactory - (Very Good) - Excellent

Midterms
Poor - Fair - Satisfactory - (Very Good) - Excellent

Instructor overall:
Poor - Fair - Satisfactory - (Very Good) - Excellent

Class overall:
Poor - Fair - Satisfactory - (Very Good) - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

Assign pages, but the textbook should be supplemental and not mandatory in my opinion.

I provided old midterms for study. Did you use them? Did this system work for you?

Yes, and it works.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

Examples and working out problems are more useful, better to have more.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

Overall it was pretty good and rewarding.

Were there topics that should have been added or deleted from the class?

How long did you take to complete each lab in hours spent?
Lab1 - 8 hours +
Lab2 - 12 hours +
Lab3 - 15 hours +
Lab4 - 8 hours +
Lab5

Any other suggestions for improvement of the class?
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent
Lab1 Painter Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrarian Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - Very Good - Excellent
Lab5 CopyObject Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
Poor - Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - Very Good - Excellent

Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

More in-class instruction on how to do the lab.
For example, a demo on using Render Monkey.
Also starter code mandatory.
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

I didn’t even buy the book

I provided old midterms for study. Did you use them? Did this system work for you?

Hell YES

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

delete working out problems with your neighbors

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

very very good system to allow extra time on labs for people who put in extra effort

Were there topics that should have been added or deleted from the class?

How long did you take to complete each lab in hours spent?

Lab1 a lot
Lab2 10:30
Lab3 A F**K OFF
Lab4 a lot
Lab5 a lot

Any other suggestions for improvement of the class?

more instruction on labs or at least getting us started on labs. Right now I feel like Google is doing the labs for me.
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - (Excellent)

Lab1 Painter  Poor - Fair - Satisfactory - Very Good - (Excellent)
Lab2 Animal  Poor - Fair - (Satisfactory) - Very Good - Excellent
Lab3 Terrian  Poor - Fair - Satisfactory - Very Good - (Excellent)
Lab4 RenderMonkey Poor - Fair - Satisfactory - (Very Good) - Excellent
Lab5 CopyObject  Poor - Fair - Satisfactory - Very Good - (Excellent)

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - (Excellent)

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - (Excellent)

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - (Excellent)

Class website
Poor - Fair - Satisfactory - Very Good - (Excellent)

The XP system of gamifying the class
Poor - Fair - Satisfactory - Very Good - (Excellent)

Using some class time to watch research videos
Poor - Fair - Satisfactory - Very Good - (Excellent)

Midterms
Poor - Fair - Satisfactory - (Very Good) - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - (Excellent)

Class overall:
Poor - Fair - Satisfactory - Very Good - (Excellent)

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

Yes I did work for me

I provided old midterms for study. Did you use them? Did this system work for you?

It worked OK but some of the questions seemed tricky

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

I liked it because I was

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

It worked well. Maybe be unfair with respect possibility so people can take advantage

Were there topics that should have been added or deleted from the class?

Maybe cover important topics more thoroughly

How long did you take to complete each lab in hours spent?
Lab1 ~ 15 hrs
Lab2 ~ 25 hrs
Lab3 ~ 25 hrs
Lab4 ~ 15 hrs
Lab5 ~ 20 hrs

Any other suggestions for improvement of the class?

N/A
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter
Poor - Fair - Satisfactory - Very Good - Excellent

Lab2 Animal
Poor - Fair - Satisfactory - Very Good - Excellent

Lab3 Terrian
Poor - Fair - Satisfactory - Very Good - Excellent

Lab4 RenderMonkey
Poor - Fair - Satisfactory - Very Good - Excellent

Lab5 CopyObject
Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
Poor - Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - Very Good - Excellent

Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

Only John Murray knew his stuff, and even then gave questionable advice.
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the textbook. Did this work for you, or it would have been better to assign pages?

Did not open textbook (thanks!)

I provided old midterms for study. Did you use them? Did this system work for you?

Yes, very good.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

Perfect.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

I like the idea, especially the leaderboard.

However, nothing good to spend XP on.

Were there topics that should have been added or deleted from the class?

No.

How long did you take to complete each lab in hours spent?

Lab 1 Not too long
Lab 2 Reasonable time
Lab 3 Enough ages.
Lab 4 Short, built.
Lab 5 Longest amount of time... by choice.

Any other suggestions for improvement of the class?

My second favourite class so far. Enjoyed classes a lot, managed to not read book, labs were satisfying (especially looking at others work).

Wish I had more classes with you.
Informal Eval for 160 Fall 2011

Lectures: Honestly, I was asleep for most of them, I had a class right before ours.
Poor - Fair - Satisfactory - [Very Good] - Excellent

Lab1 Painter: Poor - Fair - Satisfactory - [Very Good] - Excellent
Lab2 Animal: Poor - Fair - Satisfactory - [Very Good] - Excellent
Lab3 Terrian: Poor - Fair - Satisfactory - [Very Good] - Excellent
Lab4 RenderMonkey: Poor - Fair - Satisfactory - [Very Good] - Excellent
Lab5 CopyObject: Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA:
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders:
Poor - Fair - Satisfactory - [Very Good] - Excellent

The team of undergraduates as lab tutors:
Poor - Fair - Satisfactory - [Very Good] - Excellent

Class website:
Poor - Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class:
Poor - Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos:
Poor - Fair - Satisfactory - Very Good - Excellent

Midterms:
Poor - Fair - Satisfactory - [Very Good] - Excellent

Instructor overall:
Poor - Fair - Satisfactory - [Very Good] - Excellent

Class overall:
Poor - Fair - Satisfactory - [Very Good] - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the textbook. Did this work for you, or it would have been better to assign pages?

For the most part, you were right in assuming people could figure out what to read.

I provided old midterms for study. Did you use them? Did this system work for you?

I studied some of them. Yes it worked, better than not having any at all.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

I didn’t really attempt to get XP because I felt some of the requirements for XP were high.

Were there topics that should have been added or deleted from the class?

How long did you take to complete each lab in hours spent?
Lab1
Lab2
Lab3
Lab4
Lab5

Any other suggestions for improvement of the class?

Lab 3 needed starter code
Lab 5 is vague.
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent
Lab1 Painter Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrian Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - Very Good - Excellent
Lab5 CopyObject Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
Poor - Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - Very Good - Excellent

Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

Answer keys for Midterms,
Passed
I didn't assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

**Yes**

I provided old midterms for study. Did you use them? Did this system work for you?

**Nope. (Random or Time)**

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

*51 mins?*

*Pretty good mix. Would've liked a bit more videos.*

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

**Amazing! I can't think of any improvements**

Were there topics that should have been added or deleted from the class?

**No**

How long did you take to complete each lab in hours spent?

<table>
<thead>
<tr>
<th>Lab</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab1</td>
<td>3 days</td>
</tr>
<tr>
<td>Lab2</td>
<td>One day</td>
</tr>
<tr>
<td>Lab3</td>
<td>5 days</td>
</tr>
<tr>
<td>Lab4</td>
<td>3 days</td>
</tr>
<tr>
<td>Lab5</td>
<td>3 days</td>
</tr>
</tbody>
</table>

Any other suggestions for improvement of the class?

**Always supply starter code.**
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent
Lab1 Painter Poor - Fair - Satisfactory - (Very Good) - Excellent
Lab2 Animal Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrian Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - (Very Good) - Excellent
Lab5 CopyObject Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
Poor - (Fair) - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - (Very Good) - Excellent

Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - (Very Good) - Excellent

Class overall:
Poor - Fair - Satisfactory - (Very Good) - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?
- Class website needs to be more accessible, lots of confusion about where to find information about assignments and grades.
- XP system was OK, also a lot of confusion would have been nice to know uses of XP from the start.
I didn't assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages? I did not read anything from text books, used internet mostly.

I provided old midterms for study. Did you use them? Did this system work for you? It worked well if you had been to class, otherwise the old midterms contained lots of information we did not cover.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time? Powerpoints were good with lecture, useless without.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

Were there topics that should have been added or deleted from the class?

How long did you take to complete each lab in hours spent?
Lab1
Lab2
Lab3
Lab4
Lab5

Any other suggestions for improvement of the class?
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent
Lab1 Painter Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrian Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - Very Good - Excellent
Lab5 CopyObject Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good -Excellent

Class website
Poor - Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - Very Good - Excellent

Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

The rendermonkey lab didn't teach much about shading, the fluid rendering lab could use some starter code (with a single triangle drawn, functions could be used), and being allowed to just illustrate graphics concepts instead of copying an object for lab 5 would be more fun/interesting.
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

They worked for me.

I provided old midterms for study. Did you use them? Did this system work for you?

They were a large part of my studying and very useful.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

The time was very well used. I can’t think of improvements.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

That worked well, and I think it should be in more classes.

Was there topics that should have been added or deleted from the class?

How long did you take to complete each lab in hours spent?
Lab 1 5.7 hr
Lab 2 6.9 hr
Lab 3 16.2 hr
Lab 4 13.1 hr
Lab 5

Any other suggestions for improvement of the class?
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrian Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - Very Good - Excellent
Lab5 CopyObject Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
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Class website
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Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

make labs not up to opinion.
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages? Possibly better to assign pages but not hard require them, I didn’t open the book.

I provided old midterms for study. Did you use them? Did this system work for you?

I used them but it was hard to figure out what was useful. A study guide would have helped more.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

It was all good, keep it the same.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is? I loved it though it seemed unclear the latter session got a ton of XP when I normally just could not move them.

Were there topics that should have been added or deleted from the class?

It was all awesome.

How long did you take to complete each lab in hours spent?
Lab1 5 - 10
Lab2 8 - 13
Lab3 8 - 13
Lab4 8 - 13
Lab5 probably 12!

Any other suggestions for improvement of the class?
make labs not based on opinion
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent
Lab1 Painter Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrian Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - Very Good - Excellent
Lab5 CopyObject Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
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The team of undergraduates as lab tutors
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Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

better side, finish xp system
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

Didn’t buy the textbook.

I provided old midterms for study. Did you use them? Did this system work for you?

Yes, but some links were wrong/bad.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

It was alright. Don’t add things midclass and let leftover XP have some effect.

Were there topics that should have been added or deleted from the class?

How long did you take to complete each lab in hours spent?
Lab1 2
Lab2 ~
Lab3 ~4
Lab4 ~4
Lab5 not done

Any other suggestions for improvement of the class?
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - (Very Good) - Excellent

Lab1 Painter Poor - Fair - Satisfactory - Very Good - (Excellent)
Lab2 Animal Poor - Fair - Satisfactory - Very Good - (Excellent)
Lab3 Terrian Poor - Fair - (Satisfactory) - Very Good - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - Very Good - (Excellent)
Lab5 CopyObject Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - (Very Good) - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - (Very Good) - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - (Very Good) - Excellent

Class website
Poor - Fair - Satisfactory - Very Good - (Excellent)

The XP system of gamifying the class
Poor - Fair - Satisfactory - Very Good - (Excellent)

Using some class time to watch research videos
Poor - Fair - (Satisfactory) - Very Good - Excellent

Midterms
Poor - Fair - (Satisfactory) - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - (Excellent)

Class overall:
Poor - Fair - Satisfactory - (Very Good) - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

It would have been better to assign pages for optional reading.

I provided old midterms for study. Did you use them? Did this system work for you?

Yes, but studying the old midterms was very time consuming especially without any reinforcement learning from but assignments/hw.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

I would prefer more examples of what we see on slides to be applied to questions on the midterm.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

It is good as it is.

Were there topics that should have been added or deleted from the class?

How long did you take to complete each lab in hours spent?

Lab1 7 hours
Lab2 10 hours
Lab3 4.5 hours
Lab4 15 hours
Lab5

Any other suggestions for improvement of the class?
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal Poor - Fair - Satisfactory - Very Good - Excellent
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Midterms
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Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

The website had a few glitches where assignments were lost, exp buffs didn't purchase correctly, etc.
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the textbook. Did this work for you, or it would have been better to assign pages?

worked fine

I provided old midterms for study. Did you use them? Did this system work for you?

used old midterms, they helped

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

thought there was a good balance

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

XP was okay, but seemed really easy to come by on both assignments and quizzes

Were there topics that should have been added or deleted from the class?

none

How long did you take to complete each lab in hours spent?
Lab1  4
Lab2  5
Lab3  6
Lab4  10
Lab5  ?

Any other suggestions for improvement of the class?
Informal Eval for 160 Fall 2011

**Lectures**

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

Lab1 Painter  
Lab2 Animal  
Lab3 Terrian  
Lab4 RenderMonkey  
Lab5 CopyObject

**John Murray as a TA**

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**The team of undergraduates as graders**

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**The team of undergraduates as lab tutors**

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**Class website**

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**The XP system of gamifying the class**

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**Using some class time to watch research videos**

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**Midterms**

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**Instructor overall:**

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**Class overall:**

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

Yes, it works.

I provided old midterms for study. Did you use them? Did this system work for you?

I used them a lot.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

Everything is fine so far.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

It's great.

Were there topics that should have been added or deleted from the class?

No.

How long did you take to complete each lab in hours spent?

<table>
<thead>
<tr>
<th>Lab</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab1</td>
<td>5</td>
</tr>
<tr>
<td>Lab2</td>
<td>5</td>
</tr>
<tr>
<td>Lab3</td>
<td>5</td>
</tr>
<tr>
<td>Lab4</td>
<td>5</td>
</tr>
<tr>
<td>Lab5</td>
<td>5</td>
</tr>
</tbody>
</table>

Any other suggestions for improvement of the class?

No.
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter
Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal
Poor - Fair - Satisfactory - Very Good - Excellent
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Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey
Poor - Fair - Satisfactory - Very Good - Excellent
Lab5 CopyObject
Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
Poor - Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
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Using some class time to watch research videos
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Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

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Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the textbook. Did this work for you, or it would have been better to assign pages?

*I didn’t use the book so it worked*

I provided old midterms for study. Did you use them? Did this system work for you?

*Definitely used them - better organization of this would have been useful*

There are many uses for lecture time: lecture with PowerPoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos, and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

*The class balance seemed good overall.*

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

*I enjoyed XP while I didn’t use it much due to COPS 170 consuming much time, but a 3 day execution on Lab 3 saved me.*

Were there topics that should have been added or deleted from the class?

*The color lecture seemed very basic but needed... don’t know how to improve that.*

How long did you take to complete each lab in hours spent?

<table>
<thead>
<tr>
<th>Lab</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab1</td>
<td>12</td>
</tr>
<tr>
<td>Lab2</td>
<td>10</td>
</tr>
<tr>
<td>Lab3</td>
<td>15</td>
</tr>
<tr>
<td>Lab4</td>
<td>12</td>
</tr>
<tr>
<td>Lab5</td>
<td>17</td>
</tr>
</tbody>
</table>

Any other suggestions for improvement of the class?

*Keep XP!*
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrian Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - Very Good - Excellent
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John Murray as a TA
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The team of undergraduates as graders
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Class website
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The XP system of gamifying the class
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Using some class time to watch research videos
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Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

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Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

- Focus in lecture, concentration on how things work for labs
- (19:47) for lab 5.
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages? 

*Assigned Reading Would Be Good*

I provided old midterms for study. Did you use them? Did this system work for you?

*Yes, But They Were Hard to Use Properly
Scattered Information, Didn’t Know What to Study*

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

*Slides Were Interesting, But at Times Felt Intimidating.*

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

*Serious Made Me More Active in Research*

*Experimenting*

Were there topics that should have been added or deleted from the class?

*We Talked About Real Issues & helped*

*Either Add More Time for Him, or Cut Him.*

How long did you take to complete each lab in hours spent?

<table>
<thead>
<tr>
<th>Lab</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab1</td>
<td>10</td>
</tr>
<tr>
<td>Lab2</td>
<td>20</td>
</tr>
<tr>
<td>Lab3</td>
<td>20</td>
</tr>
<tr>
<td>Lab4</td>
<td>20</td>
</tr>
<tr>
<td>Lab5</td>
<td>Still working, approx 20+ hours</td>
</tr>
</tbody>
</table>

Any other suggestions for improvement of the class?

*Clarify on Lab 5, More Study*

*Material on 8-21*
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal Poor - Fair - Satisfactory - Very Good - Excellent
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What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the textbook. Did this work for you, or it would have been better to assign pages?

I did not! But the midterm study sheets helped.

I provided old midterms for study. Did you use them? Did this system work for you?

Used them all! helped mostly.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

It was a fine balance.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

Some people broke the system and now don’t have to do labs because of it.

Were there topics that should have been added or deleted from the class?

Particle effects could be cool.

Oh, and incorporating shaders in C++

How long did you take to complete each lab in hours spent?

Lab1 10
Lab2 15
Lab3 20
Lab4 5
Lab5 7

Any other suggestions for improvement of the class?
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter  Poor - Fair - Satisfactory - Very Good - Excellent
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Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

The lab 4's questions were the stupidest things ever. Too much vagueness no real purpose
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the textbook. Did this work for you, or it would have been better to assign pages?

worked fine for me

I provided old midterms for study. Did you use them? Did this system work for you?

yes used them, thank you for having those

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

powerpoint was superfluous sometimes was tough to take notes, sometimes they didn't seem well placed

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

amazing, loved it, made the class way more interesting and fun

Were there topics that should have been added or deleted from the class?

none

How long did you take to complete each lab in hours spent?
Lab1 1 week
Lab2 1.5 weeks
Lab3 a fucking lot
Lab4 5-10 hrs
Lab5 didn't do

Any other suggestions for improvement of the class?
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent
Lab1 Painter Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrian Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - Very Good - Excellent
Lab5 CopyObject Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
Poor - Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - Very Good - Excellent

Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-very-good-excellent scale that you are asked to rate it on?

Have Lab 5 more open

(not copy picture)
I didn't assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

Yes it did

I provided old midterms for study. Did you use them? Did this system work for you?

I did use them. Thank you!

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

I think they all worked well

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

I loved the XP, keep it!

Were there topics that should have been added or deleted from the class?

Talk about procedural generation
(Perlin Noise)

How long did you take to complete each lab in hours spent?
Lab1 - 4 hours
Lab2 - 5 hours
Lab3 - too many hours
Lab4 - 3 hours
Lab5 - HElla HOURS

Any other suggestions for improvement of the class?

Keep up the good work, Davis!
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - **Very Good** - Excellent

Lab1 Painter
Lab2 Animal
Lab3 Terrian
Lab4 RenderMonkey
Lab5 CopyObject

John Murray as a TA
Poor - Fair - Satisfactory - **Very Good** - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - **Very Good** - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - **Very Good** - Excellent

Class website
Poor - Fair - Satisfactory - **Very Good** - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - **Very Good** - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - **Very Good** - Excellent

Midterms
Poor - Fair - Satisfactory - **Very Good** - Excellent

Instructor overall:
Poor - Fair - Satisfactory - **Very Good** - Excellent

Class overall:
Poor - Fair - Satisfactory - **Very Good** - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

*Don't use visual studios.*
I didn't assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

She worked fine w/o numbers.

I provided old midterms for study. Did you use them? Did this system work for you?

Yes, but the in-class review sessions were better.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

I enjoyed the videos, so more of those would be good.

Dealing with logistics is always dull, so minimize that.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

The ways XP can be earned should be better advertised.

Also, the XP is not experience, but like gold or some other currency.

Were there topics that should have been added or deleted from the class?

How long did you take to complete each lab in hours spent?

Lab1
Lab2
Lab3
Lab4
Lab5

Too many due to Visual Studio

Any other suggestions for improvement of the class?

Don't use Visual Studio
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter
Poor - Fair - Satisfactory - Very Good - Excellent

Lab2 Animal
Poor - Fair - Satisfactory - Very Good - Excellent

Lab3 Terrian
Poor - Fair - Satisfactory - Very Good - Excellent

Lab4 RenderMonkey
Poor - Fair - Satisfactory - Very Good - Excellent

Lab5 CopyObject
Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
Poor - Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - Very Good - Excellent

Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

Slices need more text notes, so when we review them, it will be a bit easier.
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

Assign pages (makes it easier to keep on track)

I provided old midterms for study. Did you use them? Did this system work for you?

Yes, Yes

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

Helped a lot when I needed more time, I quite liked that ability.

Were there topics that should have been added or deleted from the class?

How long did you take to complete each lab in hours spent?
Lab1 Usually 10-20 hours, not sure on specifics
Lab2 depends on XP as well
Lab3
Lab4
Lab5

Any other suggestions for improvement of the class?

Better slides (not just pictures)
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrarian Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - Very Good - Excellent
Lab5 CopyObject Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
Poor - Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - Very Good - Excellent

Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?

Lab 5 seemed to be more of a final project type of assignment. More time or group style project would have made it more useful.
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages? _Worked for me._

I provided old midterms for study. Did you use them? Did this system work for you?

_Did not use them._

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

_This was effective._

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

_It was a good system._

Were there topics that should have been added or deleted from the class?

_Missing for lab 5._

How long did you take to complete each lab in hours spent?  
Lab1  2 hours  
Lab2  10 hours  
Lab3  9 hours  
Lab4  10 hours  
Lab5  

Any other suggestions for improvement of the class?
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter
Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal
Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrian
Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey
Poor - Fair - Satisfactory - Very Good - Excellent
Lab5 CopyObject
Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
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The XP system of gamifying the class
Poor - Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - Very Good - Excellent

Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-very good-excellent scale that you are asked to rate it on?

Notice Lab 5 is a real lab, a.k.a. more structured around a specific thing. Many people had no idea what they wanted to do.
I didn't assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

I provided old midterms for study. Did you use them? Did this system work for you?

Yes, all I did was study the problem exams and I got A's on both tests.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

I want more videos.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?

I never used XP but I think the people that did liked the idea.

Were there topics that should have been added or deleted from the class?
Should have added camera detection for 3D movies maybe?

How long did you take to complete each lab in hours spent?
Lab1  2
Lab2  10
Lab3  15
Lab4  6
Lab5  10

Any other suggestions for improvement of the class?
Make Lab 5 more tangible
Informal Eval for 160 Fall 2011

Lectures
Poor - Fair - Satisfactory - Very Good - Excellent

Lab1 Painter  Poor - Fair - Satisfactory - Very Good - Excellent
Lab2 Animal  Poor - Fair - Satisfactory - Very Good - Excellent
Lab3 Terrian  Poor - Fair - Satisfactory - Very Good - Excellent
Lab4 RenderMonkey Poor - Fair - Satisfactory - Very Good - Excellent
Lab5 CopyObject Poor - Fair - Satisfactory - Very Good - Excellent

John Murray as a TA
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as graders
Poor - Fair - Satisfactory - Very Good - Excellent

The team of undergraduates as lab tutors
Poor - Fair - Satisfactory - Very Good - Excellent

Class website
Poor - Fair - Satisfactory - Very Good - Excellent

The XP system of gamifying the class
Poor - Fair - Satisfactory - Very Good - Excellent

Using some class time to watch research videos
Poor - Fair - Satisfactory - Very Good - Excellent

Midterms
Poor - Fair - Satisfactory - Very Good - Excellent

Instructor overall:
Poor - Fair - Satisfactory - Very Good - Excellent

Class overall:
Poor - Fair - Satisfactory - Very Good - Excellent

What changes would you suggest to make the class move up a notch for you on the poor-fair-satisfactory-verygood-excellent scale that you are asked to rate it on?
I didn’t assign textbook reading page numbers, I instead assumed people could figure out what to read in the text book. Did this work for you, or it would have been better to assign pages?

Textbook Refs. would be nice.
But non-mandatory.

I provided old midterms for study. Did you use them? Did this system work for you?
I used them but the materials from them seems scattered.
Keep providing them though.

There are many uses for lecture time: lecture with powerpoint, stopping to have the class work out some problem with their neighbor, stopping to do a detailed example on the board, watching research videos and dealing with class logistics. I tried to get the right mix of these three. What do you want more of? And what to delete to make time?

I like the tangents we get about the industry.

Using XP to gamify the class was an experiment. How did that go? What could improve and what was good as is?
XP were kinda unfair and hard to earn, but it was fun.

Were there topics that should have been added or deleted from the class?

How long did you take to complete each lab in hours spent?
Lab1 2 hours
Lab2 6 hours
Lab3 8 hours
Lab4 4 hours.
Lab5 No idea.

Any other suggestions for improvement of the class?
I. Instructor Appraisal
Students rated the quality of the following from poor to excellent.

Course preparation and organization.
Number of students who responded 59

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>2%</td>
<td>3%</td>
<td>7%</td>
<td>40%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Use of class time.
Number of students who responded 59

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
<td>29%</td>
<td>63%</td>
</tr>
</tbody>
</table>

Clarity and understandability.
Number of students who responded 59

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>2%</td>
<td>0%</td>
<td>3%</td>
<td>24%</td>
<td>71%</td>
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</tbody>
</table>

Enthusiasm for subject and for teaching.
Number of students who responded 59

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Respect for students; sensitivity to and concern with their progress.
Number of students who responded 59

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
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<td>2%</td>
<td>2%</td>
<td>12%</td>
<td>86%</td>
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</table>

Availability and helpfulness.
Number of students who responded 59

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>0%</td>
<td>3%</td>
<td>3%</td>
<td>29%</td>
<td>64%</td>
</tr>
</tbody>
</table>

Fairness in evaluating students.
Number of students who responded 60

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>32%</td>
<td>67%</td>
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</tbody>
</table>

Quality of feedback on submitted work.
Number of students who responded 58

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>2%</td>
<td>0%</td>
<td>17%</td>
<td>38%</td>
<td>43%</td>
</tr>
</tbody>
</table>

Instructor's overall effectiveness as a teacher.
Number of students who responded 58

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>2%</td>
<td>0%</td>
<td>2%</td>
<td>21%</td>
<td>76%</td>
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</tbody>
</table>

II. Course Appraisal
Students rated the quality of the following from poor to excellent.

Syllabus and handouts.
Number of students who responded 59

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td>26%</td>
<td>60%</td>
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</table>

Examinations.
Number of students who responded 59

<table>
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<th></th>
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<th>Fair</th>
<th>Satisfactory</th>
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<th>Excellent</th>
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<td>0%</td>
<td>0%</td>
<td>12%</td>
<td>47%</td>
<td>41%</td>
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Assignments.
Number of students who responded 60

<table>
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<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>0%</td>
<td>2%</td>
<td>18%</td>
<td>33%</td>
<td>47%</td>
</tr>
</tbody>
</table>

Required reading.
Number of students who responded 36

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>3%</td>
<td>8%</td>
<td>36%</td>
<td>14%</td>
<td>39%</td>
</tr>
</tbody>
</table>

Supplementary materials (films, slides, videos, guest lectu
Number of students who responded 56

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>2%</td>
<td>0%</td>
<td>9%</td>
<td>21%</td>
<td>68%</td>
</tr>
</tbody>
</table>

Course overall as a learning experience.
Number of students who responded 59

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>0%</td>
<td>2%</td>
<td>3%</td>
<td>31%</td>
<td>64%</td>
</tr>
</tbody>
</table>
### III. Student Profile

Students rated their level of agreement from strongly disagree to strongly agree.

#### I had a strong desire to take this course.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>0%</td>
<td>5%</td>
<td>32%</td>
<td>63%</td>
</tr>
</tbody>
</table>

#### This course is in my major field of study.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>2%</td>
<td>3%</td>
<td>15%</td>
<td>81%</td>
</tr>
</tbody>
</table>

#### I attended class regularly.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>2%</td>
<td>5%</td>
<td>10%</td>
<td>83%</td>
</tr>
</tbody>
</table>

#### I put considerable effort into this course.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>26%</td>
<td>71%</td>
</tr>
</tbody>
</table>

#### I gained a good understanding of the course content.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2%</td>
<td>0%</td>
<td>2%</td>
<td>41%</td>
<td>56%</td>
</tr>
</tbody>
</table>

### IV. Department Specific Issues

#### Pace of course.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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<tbody>
<tr>
<td>0%</td>
<td>23%</td>
<td>68%</td>
<td>6%</td>
<td>0%</td>
</tr>
</tbody>
</table>

#### Hours spent on course per week outside of class.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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<tbody>
<tr>
<td>0%</td>
<td>16%</td>
<td>44%</td>
<td>24%</td>
<td>17%</td>
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</table>

#### Major.

<table>
<thead>
<tr>
<th>CE or CS</th>
<th>BINF</th>
<th>EE</th>
<th>ISTM</th>
<th>Other/Un declared</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>2%</td>
<td>2%</td>
<td>0%</td>
<td>2%</td>
</tr>
</tbody>
</table>
UCSC Instructor Evaluation Form

COVER SHEET

IMPORTANT:
For each class, please complete and submit a separate Cover Sheet along with the completed Scantron forms. Each Cover Sheet should include the course number, instructor, quarter, and year of the class so that it can be processed accurately. Please make copies of this Cover Sheet as needed.

Please provide LEARNING TECHNOLOGIES the following class information:

<table>
<thead>
<tr>
<th>Quarter/Year: <strong>Fall 2011</strong></th>
<th>Department: <strong>Engineering</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number: <strong>CMPS 160 - 01</strong></td>
<td>Elsewhere</td>
</tr>
<tr>
<td>Course Title: <strong>Intro Comp Graphics</strong></td>
<td>Elsewhere</td>
</tr>
<tr>
<td>Instructor: <strong>Davis, J.E.</strong></td>
<td>Elsewhere</td>
</tr>
<tr>
<td>Number of forms submitted: <strong>40</strong></td>
<td>Elsewhere</td>
</tr>
<tr>
<td>Total enrolled: <strong>89</strong></td>
<td>Elsewhere</td>
</tr>
<tr>
<td>X Check if Section IV Department Specific Issues is used.</td>
<td>Elsewhere</td>
</tr>
</tbody>
</table>

Date results are needed: **As soon as possible** (minimum one month turnaround required)

Department Contact to receive Scantron forms and Summary Report (i.e., text file)

Name: **Hanna Matter**

Extension: **9-5745**

Email: **hmatter@soe.ucsc.edu**

***Physical Address: Engineering 2 Building, Suite 298***

***Instructors and Students: Please return Scantron forms to the Department Contact listed above.***

DEPARTMENT CONTACTS ONLY

Deliver this form with completed Scantrons to:

Learning Technologies
Kerr Hall 149

Learning Technologies Use Only

Date Received: **11/5/12**

File Name: **2118_CMAPS_160**

# of forms scanned: **40**

X Check here if you want Learning Technologies to return the evaluations via Campus Mail

Name: **Hanna Matter**

Mail Stop: **SOE3**
I. Instructor Appraisal

Rate the quality of the following from poor to excellent.

<table>
<thead>
<tr>
<th>Course preparation and organization</th>
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II. Course Appraisal

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III. Student Profile

Rate your level of agreement with these statements from strongly disagree to strongly agree.

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IV. Department Specific Issues

In completing this section, refer to the points on the board, handout, or overhead and follow your instructor's directions.

1. .................................................. (1) (2) (3) (4) (5)
2. .................................................. (1) (2) (3) (4) (5)
3. .................................................. (1) (2) (3) (4) (5)
4. .................................................. (1) (2) (3) (4) (5)
5. .................................................. (1) (2) (3) (4) (5)

(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Instructor’s name: Davis  Your major: CS  Your year: Senior

Course name and number: Computer Graphics  CMP 110

Quarter and year of offering: Fall ’11

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member’s personnel file to be reviewed by colleagues and administration when considering the instructor’s reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor’s teaching helped your learning in this course:

- Very clear.
- Excellent speaker.
- XP points are fantastic.

Please suggest how the instructor’s teaching might improve:

- More use of the text.
- Less focus on old (deprecated) technology.

Other Comments:

(Continued on the other side)
# UCSC Instructor Evaluation Form

**Directions:** This side of the form is processed by computer. Please select a response for each item and fill in the corresponding bubble below. Leave blank if not applicable. Please make written comments on the back.

---

## I. Instructor Appraisal

*Rate the quality of the following from poor to excellent.*

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## III. Student Profile

*Rate your level of agreement with these statements from strongly disagree to strongly agree.*

I had a strong desire to take this course.

<table>
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This course is in my major field of study.

I attended class regularly.

I put considerable effort into this course.

I gained a good understanding of the course content.

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## IV. Department Specific Issues

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1.  
2.  
3.  
4.  
5.  

(Continued on the other side)
Instructor's name: James D  
Course name and number: ee1160  
Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

Material was covered thoroughly if it was containing important Labs were relevant to the lectures. Questions asked in class were helpful to understanding material.

Please suggest how the instructor's teaching might improve:

Break up lab 3 since it was a lot of material that was suddenly thrown at us.

Other Comments:
Great teacher!
I. Instructor Appraisal

Rate the quality of the following from poor to excellent.

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2.                                                                 | (1) | (2) | (3) | (4) | (5) |
3.                                                                 | (1) | (2) | (3) | (4) | (5) |
4.                                                                 | (1) | (2) | (3) | (4) | (5) |
5.                                                                 | (1) | (2) | (3) | (4) | (5) |

(Continued on the other side)
**UCSC INSTRUCTOR EVALUATION FORM**

**Instructor's name:** James Davis  
**Your major:** CS: Game Design  
**Your year:** 2013  

**Course name and number:** CMPS 160/L  
**Intro to computer graphics**  

**Quarter and year of offering:** Fall 2011  

**Instructions:**

Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

**Please comment on how the instructor's teaching helped your learning in this course:**

- Thorough lectures on a wide variety of topics.

**Please suggest how the instructor's teaching might improve:**

**Other Comments:**

(Continued on the other side)
# UCSC Instructor Evaluation Form

**I. Instructor Appraisal**

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1.                                                                   | 1     | 2     | 3     | 4     | 5     |
2.                                                                   | 1     | 2     | 3     | 4     | 5     |
3.                                                                   | 1     | 2     | 3     | 4     | 5     |
4.                                                                   | 1     | 2     | 3     | 4     | 5     |
5.                                                                   | 1     | 2     | 3     | 4     | 5     |

*(Continued on the other side)*
Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

The lectures were very good at giving overview of everything.

Please suggest how the instructor's teaching might improve:
Look over the slides a bit more in preparation.

Other Comments:
Interesting and fun class.
**UCSC INSTRUCTOR EVALUATION FORM**

Directions: This side of the form is processed by computer. Please select a response for each item and fill in the corresponding bubble below. Leave blank if not applicable. Please make written comments on the back.

| USE A NO. 2 PENCIL | OR BLUE OR BLACK INK PEN ONLY |

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**I. Instructor Appraisal**

*Rate the quality of the following from poor to excellent.*

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<thead>
<tr>
<th>Item</th>
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**II. Course Appraisal**

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**III. Student Profile**

*Rate your level of agreement with these statements from strongly disagree to strongly agree.*

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<th>Statement</th>
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**IV. Department Specific Issues**

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(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Instructor's name: Davis 
Your major: CS 
Your year: 4 

Course name and number: CMPS 160 
Quarter and year of offering: Fall 11 

Instructions: 
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course: 

Please suggest how the instructor's teaching might improve:

Other Comments:

(Continued on the other side)
I. Instructor Appraisal

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III. Student Profile

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(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Instructor's name: James Davis
Your major: CS 60
Your year: 3rd

Course name and number: CS 160 Intro to Computer Graphics

Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

Extremely helpful in office hours, lecture slides are very well explained, interactive samples are extremely important and many were provided.

Please suggest how the instructor's teaching might improve:

Lecture slides posted online could be more clearly apart from the accompanying lecture. They're hard to make sense of

Also, please update resources like the study topic list!

Other Comments:

(Continued on the other side)
I. Instructor Appraisal

Rate the quality of the following from poor to excellent.

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III. Student Profile

Rate your level of agreement with these statements from strongly disagree to strongly agree.

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(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Instructor's name: James Davis
Your major: CS: Computer Game Design
Your year: Junior

Course name and number: CMPS 160a: Intro to Computer Graphics

Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

Please suggest how the instructor's teaching might improve:

Be more organized

Other Comments:

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Please comment on how the instructor’s teaching helped your learning in this course:
I appreciate Prof. Davis’ enthusiasm for the subject and his broad perspective of computer graphics. I really enjoyed the discussion about current trends in C++ research.

Please suggest how the instructor’s teaching might improve:
I would have liked a little more direction on textbook reading and perhaps homework more related to tests.

Other Comments:
I found Prof. Davis very approachable, helpful, and understanding.

(Continued on the other side)
**UCSC INSTRUCTOR EVALUATION FORM**

**Directions:** This side of the form is processed by computer. Please select a response for each item and fill in the corresponding bubble below. Leave blank if not applicable. Please make written comments on the back.

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3. **Student Profile**
   
   *Rate your level of agreement with these statements from strongly disagree to strongly agree.*

<table>
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<th>I had a strong desire to take this course.</th>
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4. **Department Specific Issues**

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Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:
Professor Davis' teaching style is greatly accommodating of the different learning speeds of students.

Please suggest how the instructor's teaching might improve:

Other Comments:

(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Directions: This side of the form is processed by computer. Please select a response for each item and fill in the corresponding bubble below. Leave blank if not applicable. Please make written comments on the back.

I. Instructor Appraisal

Rate the quality of the following from poor to excellent.

- Course preparation and organization
- Use of class time
- Clarity and understandability
- Enthusiasm for subject and for teaching
- Respect for students; sensitivity to and concern with their progress
- Availability and helpfulness
- Fairness in evaluating students
- Quality of feedback on submitted work
- Instructor’s overall effectiveness as a teacher

II. Course Appraisal

Rate the quality of the following from poor to excellent. Leave blank if not applicable.

- Syllabus and handouts
- Examinations
- Assignments
- Required reading
- Supplementary materials (films, slides, videos, guest lectures)
- Course overall as a learning experience

III. Student Profile

Rate your level of agreement with these statements from strongly disagree to strongly agree.

- I had a strong desire to take this course.
- This course is in my major field of study.
- I attended class regularly.
- I put considerable effort into this course.
- I gained a good understanding of the course content.

IV. Department Specific Issues

In completing this section, refer to the points on the board, handout, or overhead and follow your instructor’s directions.

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(Continued on the other side)
Instructor's name: James Parks  
Your major: CS: Game Design  
Your year: Junior

Course name and number: CS 160

Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

He is very enthusiastic about the teaching material and is very approachable.

Please suggest how the instructor's teaching might improve:

More organized with some lecture slides.

Other Comments:

(Continued on the other side)
## I. Instructor Appraisal

Rate the quality of the following from poor to excellent.

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## IV. Department Specific Issues

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Please comment on how the instructor's teaching helped your learning in this course:
Instructor taught about both the building, construction, and algorithms used in graphics, but also showed us where knowledge outside of school. Enjoyed that and would recommend it.

Please suggest how the instructor's teaching might improve:
Organize the slides before going in class, don't like being interrupted by "ah, that's not supposed to be there!" and the like.

Other Comments:
Game - realized this version of course was fun! I liked earning XP for doing extra work, and using hours in other classes to fit my needs.

(Continued on the other side)
I. Instructor Appraisal

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(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Instructor's name: James Davis  Your major: CS:GD  Your year: Junior

Course name and number: CMPS 160  Intro to Computer Graphics

Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

Prof Davis is very clear and approachable, with a clear interest in the material.

Please suggest how the instructor's teaching might improve:

The assignments seemed mostly left to the TAs, who were slow to come up with and finalize them (sometimes changing details and grading after students had started the assignments.).

Other Comments:

(Continued on the other side)
### UCSC INSTRUCTOR EVALUATION FORM

**Directions:** This side of the form is processed by computer. Please select a response for each item and fill in the corresponding bubble below. Leave blank if not applicable. Please make written comments on the back.

[Image of the form with various sections for instructor appraisal, course appraisal, student profile, and department specific issues.

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### IV. Department Specific Issues

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(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Instructor's name:  James Davis  
Your major: CS, Game Design  
Your year: Senior

Course name and number: Computer Graphics: CS 180

Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

The professor would often talk to me after class about concerns or questions. He helped me conceptually with graphics concepts. He is very realistic and no pans the book attitude.

Please suggest how the instructor's teaching might improve:

The teacher seemed to use a lot of outdated technology for computer graphics. A newer version of OpenGL or content on geometry shaders would be helpful when going out to get a job after college. I feel like there was a little lack in communication of lab requirements between TA and instructor.

Other Comments:

I am now interested in pursuing a career in graphics.

(Continued on the other side)
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<td>I attended class regularly...</td>
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<td>I put considerable effort into this course...</td>
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<td>I gained a good understanding of the course content...</td>
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</tbody>
</table>

IV. Department Specific Issues

In completing this section, refer to the points on the board, handout, or overhead and follow your instructor's directions.

1. .............................................................. (1) (2) (3) (4) (5)
2. .............................................................. (1) (2) (3) (4) (5)
3. .............................................................. (1) (2) (3) (4) (5)
4. .............................................................. (1) (2) (3) (4) (5)
5. .............................................................. (1) (2) (3) (4) (5)

(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Instructor's name: James Davis  Your major: CS iGame Design  Your year: 3rd year, 2013

Course name and number: CS 160 Intro to Computer Graphics

Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:
Professor Davis brought a very enthusiastic approach to the subject of computer graphics which ended my yearning to learn the material. Lectures were very engaging, and it was evident that he genuinely cared about the class's opinions. That is a skill and technique that is rarely utilized in my experience on campus, and it really made me feel supported and motivated as a student.

Please suggest how the instructor's teaching might improve:
There seemed to be a lot of slides that had older information, or information that wasn't accessible (broken videos), while this didn't hinder the class too much, it is something which can be improved upon in the future.

Other Comments:

(Continued on the other side)
I. Instructor Appraisal

Rate the quality of the following from poor to excellent.

<table>
<thead>
<tr>
<th>Course preparation and organization</th>
<th>Poor</th>
<th>Fair</th>
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II. Course Appraisal

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III. Student Profile

Rate your level of agreement with these statements from strongly disagree to strongly agree.

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IV. Department Specific Issues

In completing this section, refer to the points on the board, handout, or overhead and follow your instructor’s directions.

| 1. | Poor | Fair | Satisfactory | Very Good | Excellent |
| 2. |     |      |              |           |           |
| 3. |     |      |              |           |           |
| 4. |     |      |              |           |           |
| 5. |     |      |              |           |           |

(Continued on the other side)
Instructor's name: Thomas Davis
Your major: CS Game Design
Your year: 3rd

Course name and number: CMPS 160

Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

He very very enthusiastic about the material and yet we...

Please suggest how the instructor's teaching might improve:

Add more relation between the midterms and labs

Other Comments:

(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Directions: This side of the form is processed by computer. Please select a response for each item and fill in the corresponding bubble below. Leave blank if not applicable. Please make written comments on the back.

USE A NO. 2 PENCIL OR BLUE OR BLACK INK PEN ONLY

I. Instructor Appraisal

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III. Student Profile

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<tr>
<th>I had a strong desire to take this course.</th>
<th>Strongly Disagree</th>
<th>Slightly Disagree</th>
<th>Neutral</th>
<th>Slightly Agree</th>
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IV. Department Specific Issues

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1. 
2. 
3. 
4. 
5. 

(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Instructor’s name: John Davis  Your major: History/CS  Your year: Super Senior

Course name and number: CS 160 - Graphics Programming

Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member’s personnel file to be reviewed by colleagues and administration when considering the instructor’s reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

Professional experience and hands-on knowledge really assisted in practical understanding and application of material. Professor really engaged the class and took interest in our learning.

Please suggest how the instructor's teaching might improve:

Better assignment of supplementary reading would help, but is not required.

Other Comments:

(Continued on the other side)
# UCSC Instructor Evaluation Form

**Directions:** This side of the form is processed by computer. Please select a response for each item and fill in the corresponding bubble below. Leave blank if not applicable. Please make written comments on the back.

### I. Instructor Appraisal

Rate the quality of the following from poor to excellent.

<table>
<thead>
<tr>
<th>Item</th>
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</thead>
<tbody>
<tr>
<td>Course preparation and organization</td>
<td>0</td>
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</tbody>
</table>

### II. Course Appraisal

Rate the quality of the following from poor to excellent. Leave blank if not applicable.

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<th>Item</th>
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### III. Student Profile

Rate your level of agreement with these statements from strongly disagree to strongly agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Somewhat Disagree</th>
<th>Neutral</th>
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<tr>
<td>I had a strong desire to take this course.</td>
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<td>0</td>
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1.                                                                                     | (1) | (2) | (3) | (4) | (5) |
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3.                                                                                     | (1) | (2) | (3) | (4) | (5) |
4.                                                                                     | (1) | (2) | (3) | (4) | (5) |
5.                                                                                     | (1) | (2) | (3) | (4) | (5) |

(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Instructor's name: James Davis        Your major: CS: Game Design        Your year: 2012

Course name and number: CS 160 - Computer Graphics

Quarter and year of offering: Fall 2011

Instructions:
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Please comment on how the instructor's teaching helped your learning in this course:

Please suggest how the instructor's teaching might improve:

Other Comments:

(Continued on the other side)
**UCSC INSTRUCTOR EVALUATION FORM**

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(Continued on the other side)
Please comment on how the instructor's teaching helped your learning in this course:

Above all else, James' enthusiasm for the subject matter, his overall character, and his dedication to being approachable made him an extremely enjoyable professor to learn from.

Please suggest how the instructor's teaching might improve:

Have more informative slides. While they present the ideas/concepts well, the technical aspects aren't well stated.

Other Comments:

Can you teach every CS class I'll ever take?
**UCSC INSTRUCTOR EVALUATION FORM**

Directions: This side of the form is processed by computer. Please select a response for each item and fill in the corresponding bubble below. Leave blank if not applicable. Please make written comments on the back.

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**II. Course Appraisal**

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**III. Student Profile**

Rate your level of agreement with these statements from strongly disagree to strongly agree.

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**IV. Department Specific Issues**

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(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Instructor's name: James Davis  
Your major: CS  
Your year: 1st Year M.S.

Course name and number: CS 160 Intro Computer Graphics

Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

Professor Davis is an enthusiastic speaker. He is genuinely motivated and cares about our level of understanding. He frequently gave students opportunities to contribute to lectures, and was very patient when answering questions. The slides and visuals were great, and I really liked how he would have us discuss theories and answers with the students around us. This all helped to make a large class feel intimate.

Please suggest how the instructor's teaching might improve:

Updating and being more familiar with his slides would help. I think spending more time on practical examples for tests and labs would improve performance, though it wouldn't be as much fun.

Other Comments:

Overall, a great teacher and a fun, engaging learning experience at a nice pace.

(Continued on the other side)
# UCSC Instructor Evaluation Form

**Directions:** This side of the form is processed by computer. Please select a response for each item and fill in the corresponding bubble below. Leave blank if not applicable. Please make written comments on the back.

1. **Instructor Appraisal**
   
   *Rate the quality of the following from poor to excellent.*

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3. **Student Profile**
   
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4. **Department Specific Issues**
   
   *In completing this section, refer to the points on the board, handout, or overhead and follow your instructor's directions.*

   1. Pace of course:
   2. Hours spent on course per week outside of class:
   3. Your major is:
   4. 
   5.

(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Instructor's name: James Davis  Your major: CS: CGD  Your year: Senior
Course name and number: CMPS 160: Computer Graphics
Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

The instructor was very enthusiastic about
the subject material and knew it well.
The systems we utilized during the
course were useful.

Please suggest how the instructor's teaching might improve:

On some lecture days, the lecture had to
be cut off. I feel it would probably
improve to have the lecture finish each time
around the end of class.

Other Comments:

(Continued on the other side)
### I. Instructor Appraisal

Rate the quality of the following from poor to excellent.

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### III. Student Profile

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(Continued on the other side)
Instructor's name: James Davis  Your major: CS Game Design  Your year: 4th

Course name and number: CMPS 160/L Intro to Computer Graphics

Quarter and year of offering: Fall 11

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:
He was very helpful. His enthusiasm was infectious.

Please suggest how the instructor's teaching might improve:

Other Comments:
The XP system was amazing and more classes should utilize it.

(Continued on the other side)
# UCSC Instructor Evaluation Form

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(Continued on the other side)
Instructor's name: James Davis  Your major: CS  Your year: 2012
Course name and number: MPS 160
Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:
Enthusiastic, involved the class, super good at asking for and responding to feedback. Fresh ideas on teaching, knows what methods don't work.

Please suggest how the instructor's teaching might improve:
No suggestions.

Other Comments:
Great class. Challenging but never too difficult.

(Continued on the other side)
I. Instructor Appraisal

Rate the quality of the following from poor to excellent.

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<thead>
<tr>
<th>Area</th>
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II. Course Appraisal

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III. Student Profile

Rate your level of agreement with these statements from strongly disagree to strongly agree.

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IV. Department Specific Issues

In completing this section, refer to the points on the board, handout, or overhead and follow your instructor's directions.

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2.                                                           | (1) | (2) | (3) | (4) | (5) |
3.                                                           | (1) | (2) | (3) | (4) | (5) |
4.                                                           | (1) | (2) | (3) | (4) | (5) |
5.                                                           | (1) | (2) | (3) | (4) | (5) |

(Continued on the other side)
Instructor's name: James Davies
Your major: CMPS: GD
Your year: 2013

Course name and number: CMPS 160

Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:
He was very clear and provided interesting alternative ideas.

Please suggest how the instructor's teaching might improve:
Cover the material quicker with more organization.

Other Comments:

(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Directions: This side of the form is processed by computer. Please select a response for each item and fill in the corresponding bubble below. Leave blank if not applicable. Please make written comments on the back.

I. Instructor Appraisal

Rate the quality of the following from poor to excellent.

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III. Student Profile

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(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Instructor’s name: ___________________________  Your major: CS  Your year: ______

Course name and number: ________________________________

Quarter and year of offering: ________________________________

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member’s personnel file to be reviewed by colleagues and administration when considering the instructor’s reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor’s teaching helped your learning in this course:

Please suggest how the instructor’s teaching might improve:

Other Comments:

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Rate your level of agreement with these statements from strongly disagree to strongly agree.

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UCSC INSTRUCTOR EVALUATION FORM

Instructor's name: James Davis  Your major: CS Computer Science  Your year: 3
Course name and number: CMPS 160: Intro to Computer Graphics
Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

Please suggest how the instructor's teaching might improve:

Other Comments:

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**UCSC INSTRUCTOR EVALUATION FORM**

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(Continued on the other side)
James Davis  
CS: 60  
3

CMPS 160
Fall 2011

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Please comment on how the instructor’s teaching helped your learning in this course:

Instructor covered each topic very thoroughly and showed great ability to learn from past teaching experience. Was also very concerned with progress on both individual levels and as a whole.

Please suggest how the instructor’s teaching might improve:

Lecture formats (i.e. slides) could feature more detailed explanations. Current slides are pretty minimal and difficult to study from.

Other Comments:
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II. Course Appraisal

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III. Student Profile

Rate your level of agreement with these statements from strongly disagree to strongly agree.

| I had a strong desire to take this course. | Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
| This course is in my major field of study. |                   |                  |         |               |               |
| I attended class regularly.               |                   |                  |         |               |               |
| I put considerable effort into this course. |                 |                  |         |               |               |
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IV. Department Specific Issues

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(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Instructor's name: Oavi's  
Your major: CS Game  
Your year: Junior

Course name and number: CMPS 160/L

Quarter and year of offering: Fall 11

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

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(Continued on the other side)
I think that more concrete example like those on the tests need to be taught as you are going through the material, instead of learning how to do the complicated problems (or days) before the midterms.

Please suggest how the instructor's teaching might improve:

Other Comments:

I liked the game XP point system.

(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Directions: This side of the form is processed by computer. Please select a response for each item and fill in the corresponding bubble below. Leave blank if not applicable. Please make written comments on the back.

USE A No. 2 PENCIL OR BLUE OR BLACK INK PEN ONLY

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(Continued on the other side)
Instructor's name: James Davis
Course name and number: CMP 150/11
Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

Very enthusiastic about teaching and a lot of concern/care for students' progress. Gave good information about real-world stuff (research, job prospects, etc.).

Please suggest how the instructor's teaching might improve:

I like him, he's pretty good already.

Other Comments:
Teach more classes!

(Continued on the other side)
**UCSC INSTRUCTOR EVALUATION FORM**

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(Continued on the other side)
Instructor's name:__________________________  Your major: CS: GD  Your year: 2011

Course name and number: CMPS 160

Quarter and year of offering: Fall 2011

Instructions:
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(Continued on the other side)
Instructor’s name: James Davis  Your major: Game Design  Your year: Senior
Course name and number: CMPS 160: Intro to Computer Graphics
Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member’s personnel file to be reviewed by colleagues and administration when considering the instructor’s reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor’s teaching helped your learning in this course:

James Davis is extremely enthusiastic about the course material, this combined with his friendly and outgoing personality made it easy to learn the course material while having a fun time.

Please suggest how the instructor’s teaching might improve:

Reserve more spots in class for women.

Other Comments:

Fantastic Job, thank you senior!

(Continued on the other side)
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IV. Department Specific Issues

In completing this section, refer to the points on the board, handout, or overhead and follow your instructor's directions.

1.   2.   3.   4.   5.   

(Continued on the other side)
Instructor's name: James Davis  Your major: CSGD  Your year: 4

Course name and number: CMPS 160: Intro to Graphics

Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member’s personnel file to be reviewed by colleagues and administration when considering the instructor’s reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor’s teaching helped your learning in this course:

None.

Please suggest how the instructor’s teaching might improve:

None.

Other Comments:

We need more professors like him...

(Continued on the other side)
### UCSC INSTRUCTOR EVALUATION FORM

**Directions:** This side of the form is processed by computer. Please select a response for each item and fill in the corresponding bubble below. Leave blank if not applicable. Please make written comments on the back.

**I. Instructor Appraisal**

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(Continued on the other side)
Please comment on how the instructor's teaching helped your learning in this course:

very enthusiastic and down to earth

Please suggest how the instructor's teaching might improve:

spend less class time with administrative stuff
I. Instructor Appraisal
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(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Instructor's name: James Davis        Your major: Game Design        Your year: Senior

Course name and number: CS160 Computer Animation

Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member’s personnel file to be reviewed by colleagues and administration when considering the instructor’s reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

James was a very knowledgeable and enthusiastic instructor.

Please suggest how the instructor's teaching might improve:

More resources for the actual coding work.
Especially in Render Monkey. The labs were more difficult since the class was more conceptual and didn’t give as many references to where I can learn to do the labs.

Other Comments:

(Continued on the other side)
I. Instructor Appraisal

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(Continued on the other side)
Instructor's name: James Davis
Your major: CS: Game Design
Your year: Senior

Course name and number: CMPS 160

Quarter and year of offering: Fall 2011

Instructions:
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Please comment on how the instructor's teaching helped your learning in this course:

James is the only professor I have had who actively cares about student feedback. This is the only class where the content was tailored to the desires of the students. There are so many classes where the professor teaches what they want to teach instead of what the students want to learn, and this was not one of them.

Please suggest how the instructor's teaching might improve:

Other Comments:

The course website was by far the best I have seen for a class. It was an excellent resource for viewing my grade, viewing and submitting assignments, and other stuff.

(Continued on the other side)
# UCSC Instructor Evaluation Form

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**IV. Department Specific Issues**

*In completing this section, refer to the points on the board, handout, or overhead and follow your instructor's directions.*

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Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

The lectures were well organized and interesting. Sometimes it went too slow. Sometimes it went too fast and bad the supplementary material online helped me to understand the material that was gone over too fast.

Please suggest how the instructor's teaching might improve:

The only thing I can say is have the grading XP stuff worked out before class. It really fixed most of grading and made us take initiatives to get XP. It made class more enjoyable.

Other Comments:
UCSC INSTRUCTOR EVALUATION FORM

Directions: This side of the form is processed by computer. Please select a response for each item and fill in the corresponding bubble below. Leave blank if not applicable. Please make written comments on the back.

I. Instructor Appraisal

Rate the quality of the following from poor to excellent.

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II. Course Appraisal

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III. Student Profile

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IV. Department Specific Issues

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(Continued on the other side)
Instructor's name: James Davis
Your major: CS: Game Design
Your year: 3

Course name and number: CMPS 160 Intro to Computer Graphics

Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:
I liked that the class included not only explanations of concepts but also examples of applications and current/recent research.

Please suggest how the instructor's teaching might improve:

Other Comments:

(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

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(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Instructor's name: James Davis  Your major: CS: 6D  Your year: 5

Course name and number: CMPS 160/1

Quarter and year of offering: F/11

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

I learned very little from the instructor. He borrowed all of his slides and he did not explain them well.

Please suggest how the instructor's teaching might improve:

Make his own slides.

Other Comments:

Lab 5 is terrible. I hate projects where you can do anything because I end up doing nothing. I need the course to tell me what to do.

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I. Instructor Appraisal

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5.                                                                     | (1)  | (2)  | (4)  | (5)  |

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UCSC INSTRUCTOR EVALUATION FORM

Instructor's name: James Davis  Your major: Game Design  Your year: 12

Course name and number: Comp 160 Intro to Comp Science

Quarter and year of offering: Fall 2011

Instructions:
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Please comment on how the instructor's teaching helped your learning in this course:

Please suggest how the instructor's teaching might improve:

Other Comments:

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# UCSC Instructor Evaluation Form

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**USE A NO. 2 PENCIL** OR **BLUE OR BLACK INK PEN ONLY**

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(Continued on the other side)
Please comment on how the instructor's teaching helped your learning in this course:

very enthusiastic teacher, funny, made the lectures bearable.

Please suggest how the instructor's teaching might improve:

spend a bit more time on the assignments.

Other Comments:
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III. Student Profile

Rate your level of agreement with these statements from strongly disagree to strongly agree.

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IV. Department Specific Issues

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(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Instructor's name:________________________  Your major:________________  Your year:________

Course name and number:_________________________________________________________________________________

Quarter and year of offering:____________________________________________________________________________

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

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Please suggest how the instructor's teaching might improve:

_________________________________________________________________________________________________________________________________________

Other Comments:

_________________________________________________________________________________________________________________________________________

(Continued on the other side)
I. Instructor Appraisal

Rate the quality of the following from poor to excellent.

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II. Course Appraisal

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III. Student Profile

Rate your level of agreement with these statements from strongly disagree to strongly agree.

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IV. Department Specific Issues

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3. (Blank)  (1) (2) (3) (4) (5)
4. (Blank)  (1) (2) (3) (4) (5)
5. (Blank)  (1) (2) (3) (4) (5)

(Continued on the other side)
We were given a lot of freedom and motivation on the projects

More information on slides
# UCSC Instructor Evaluation Form

**Directions:** This side of the form is processed by computer. Please select a response for each item and fill in the corresponding bubble below. Leave blank if not applicable. Please make written comments on the back.

**I. Instructor Appraisal**

Rate the quality of the following from poor to excellent.

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**III. Student Profile**

Rate your level of agreement with these statements from strongly disagree to strongly agree.

| I had a strong desire to take this course. | Strongly Disagree | Somewhat Disagree | Neutral | Somewhat Agree | Strongly Agree |
| This course is in my major field of study. | | | | | |
| I attended class regularly. | | | | | |
| I put considerable effort into this course. | | | | | |
| I gained a good understanding of the course content. | | | | | |

**IV. Department Specific Issues**

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1.  
2.  
3.  
4.  
5.  

(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Instructor's name: James Davis          Your major: Game Design          Your year: 4th

Course name and number: CS 160

Quarter and year of offering: Fall 11

Instructions:

Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

Please suggest how the instructor's teaching might improve:

Other Comments:

(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Directions: This side of the form is processed by computer. Please select a response for each item and fill in the corresponding bubble below. Leave blank if not applicable. Please make written comments on the back.

USE A NO. 2 PENCIL OR BLUE OR BLACK INK PEN ONLY

I. Instructor Appraisal

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III. Student Profile

Rate your level of agreement with these statements from strongly disagree to strongly agree.

| I had a strong desire to take this course. |
| This course is in my major field of study. |
| I attended class regularly.                |
| I put considerable effort into this course. |
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IV. Department Specific Issues

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(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Instructor's name: James Davis  
Your major: Game Design  
Your year: Junior

Course name and number: CS 160  
Intro to Computer Graphics

Quarter and year of offering: Fall 11

Instructions:

Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

Great teacher, very knowledgeable and sympathetic to students concerns.

Please suggest how the instructor's teaching might improve:

Powerpoint slide organization

Other Comments:

Awesome class made me excited about my major.
# UCSC INSTRUCTOR EVALUATION FORM

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(Continued on the other side)
**UCSC INSTRUCTOR EVALUATION FORM**

Instructor's name: 

James Davis

Your major: CS: CGD

Your year: 2012

Course name and number: CS 160 - Computer graphics

Quarter and year of offering: Fall 2017

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

**Please comment on how the instructor's teaching helped your learning in this course:**

He had very good slides, insight, very open for discussion, and was very smart in his field.

**Please suggest how the instructor's teaching might improve:**

None.

**Other Comments:**

Davis is the best teacher I have ever had. We need more professors like him.

(Continued on the other side)
# UCSC Instructor Evaluation Form

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### IV. Department Specific Issues

In completing this section, refer to the points on the board, handout, or overhead and follow your instructor’s directions.

1.                                                                                   | (1) | (2) | (3) | (4) | (5) |
2.                                                                                   | (1) | (2) | (3) | (4) | (5) |
3.                                                                                   | (3) | (2) | (1) | (4) | (5) |
4.                                                                                   | (1) | (2) | (3) | (4) | (5) |
5.                                                                                   | (1) | (2) | (3) | (4) | (5) |

(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Instructor's name: James Jules
Your major: CS 93D
Your year: JR

Course name and number: CS 160
Quarter and year of offering: 2011 Fall

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:
- He was helpful, pleasant and informative.
An overall great professor.

Please suggest how the instructor's teaching might improve:
- Organize slides, lab was confusing.

Other Comments:

(Continued on the other side)
I. Instructor Appraisal

Rate the quality of the following from poor to excellent.

<table>
<thead>
<tr>
<th>Course preparation and organization</th>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Very Good</th>
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<tbody>
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II. Course Appraisal

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<td>Examinations</td>
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III. Student Profile

Rate your level of agreement with these statements from strongly disagree to strongly agree.

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IV. Department Specific Issues

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<tr>
<td>(Continued on the other side)</td>
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</tbody>
</table>
UCSC INSTRUCTOR EVALUATION FORM

Instructor's name: James Davis  Your major: Game Design  Your year: 4th

Course name and number: CMPS 160 Intro to Graphics

Quarter and year of offering: Fall 11

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

James is enthusiastic in teaching. He understands students and makes the class to make our lives better.

Please suggest how the instructor's teaching might improve:

Other Comments:

(Continued on the other side)
I. Instructor Appraisal
Rate the quality of the following from poor to excellent.

<table>
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<tr>
<th>Category</th>
<th>Poor</th>
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III. Student Profile
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IV. Department Specific Issues
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1. 
2. 
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UCSC INSTRUCTOR EVALUATION FORM

Instructor's name: James David  Your major: CS  Your year: 2012

Course name and number: CMPS 160

Quarter and year of offering: Fall 2011

Instructions:

Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

It really helps me to learn

Please suggest how the instructor's teaching might improve:

No

Other Comments:

No

(Continued on the other side)
# UCSC INSTRUCTOR EVALUATION FORM

**Directions:** This side of the form is processed by computer. Please select a response for each item and fill in the corresponding bubble below. Leave blank if not applicable. Please make written comments on the back.

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(Continued on the other side)
Instructor's name: James Davis          Your major: cmpe, gd/ind        Your year: 2nd
Course name and number: CMPS 160
Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:
He's very good, great at communicating, understands students.
One of the best professors here!

Please suggest how the instructor's teaching might improve:
Add reading page #s, even if it is just for mid-term exams.
Crappy office hours!

Other Comments:

(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Directions: This side of the form is processed by computer. Please select a response for each item and fill in the corresponding bubble below. Leave blank if not applicable. Please make written comments on the back.

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IV. Department Specific Issues

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(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Instructor’s name: ___________________________ Your major: ______________ Your year: _________

Course name and number: ___________________________________________________________________

Quarter and year of offering: __________________________________________________________________

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member’s personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

Please suggest how the instructor's teaching might improve:

Other Comments:

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UCSC INSTRUCTOR EVALUATION FORM

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Rate the quality of the following from poor to excellent.

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III. Student Profile

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(Continued on the other side)
Instructor's name: Davis
Your major: Game Design
Your year: J

Course name and number: CMPS 160

Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member’s personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

lectures were effective

Please suggest how the instructor's teaching might improve:

no comment

Other Comments:

none

(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

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(Continued on the other side)
Instructor's name: James Davis
Your major: Game Design
Your year: Junior
Course name and number: CMPSC 160: Introduction to Computer Graphics
Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:
The professor's enthusiasm kept me engaged in what he was trying to teach even though I was lost most of the time.

Please suggest how the instructor's teaching might improve:
I would suggest having optional homework because there wasn't too big of a correlation between our lab assignments and the midterm. Therefore, the assignments I did in lab didn't help when it came to studying for the midterms.

Other Comments:

(Continued on the other side)
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UCSC INSTRUCTOR EVALUATION FORM

Instructor's name: J. Davis  Your major: CS: 60  Your year: 3rd
Course name and number: CS 60
Quarter and year of offering: Fall '11

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

Very passionate and enthusiastic

Please suggest how the instructor's teaching might improve:

Slides aren't useful by themselves.
Class website is unintuitive to use.

Other Comments:

(Continued on the other side)
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(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Instructor's name: [Name]  Your major: [Major]  Your year: [Year]

Course name and number: CIPS 160

Quarter and year of offering: Fall

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

The lectures were engaging and informative, and the problems were useful.

Please suggest how the instructor's teaching might improve:

I have no suggestions.

Other Comments:

This is the best class I have taken.

(Continued on the other side)
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III. Student Profile

*Rate your level of agreement with these statements from strongly disagree to strongly agree.*

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IV. Department Specific Issues

*In completing this section, refer to the points on the board, handout, or overhead and follow your instructor’s directions.*

1. 
2. 
3. 
4. 
5. 

(Continued on the other side)
Instructor's name: James Davis  
Your major: Comp Game  
Your year: 3

Course name and number: Comp 160, Intro to Comp Graphics

Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

James Davis was a great Professor. He knew what he was talking about and I felt like I knew the material.

Please suggest how the instructor's teaching might improve:

A little better with midterm study guides.

Other Comments:
Thanks for a great class!

(Continued on the other side)
I. Instructor Appraisal

Rate the quality of the following from poor to excellent.

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III. Student Profile

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IV. Department Specific Issues

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5. .................................................   (1)   (2)   (3)   (4)   (5)

(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Instructor's name: James Davis
Your major: Game Design
Your year: 4

Course name and number: CMPS

Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member’s personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Please comment on how the instructor's teaching helped your learning in this course:

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Other Comments:

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2. |
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(Continued on the other side)
Instructor's name: James Davis
Your major: CS:GD
Your year: 3rd

Course name and number: CMPS 160: Computer Graphics
Quarter and year of offering: Fall '11

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

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(Continued on the other side)
UCSC INSTRUCTOR EVALUATION FORM

Instructor's name: James Davis
Your major: CS Game Design
Your year: 2nd

Course name and number: CS 160 Computer Compilars

Quarter and year of offering: Fall 2011

Instructions:
Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

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