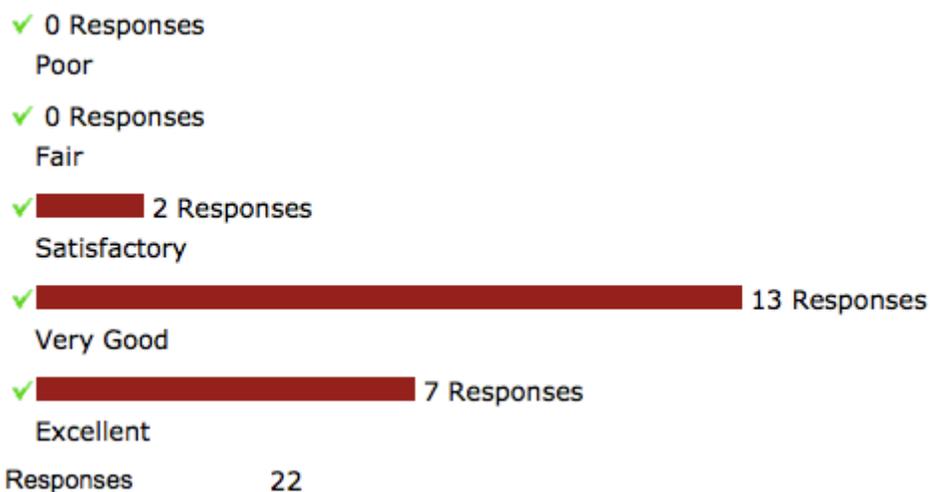


Subject: Fwd: Mid Quarter Evaluation Results
From: James Davis <davis@cs.ucsc.edu>
Date: 5/23/2012 6:50 PM
To: James Davis <james.e.davis@gmail.com>

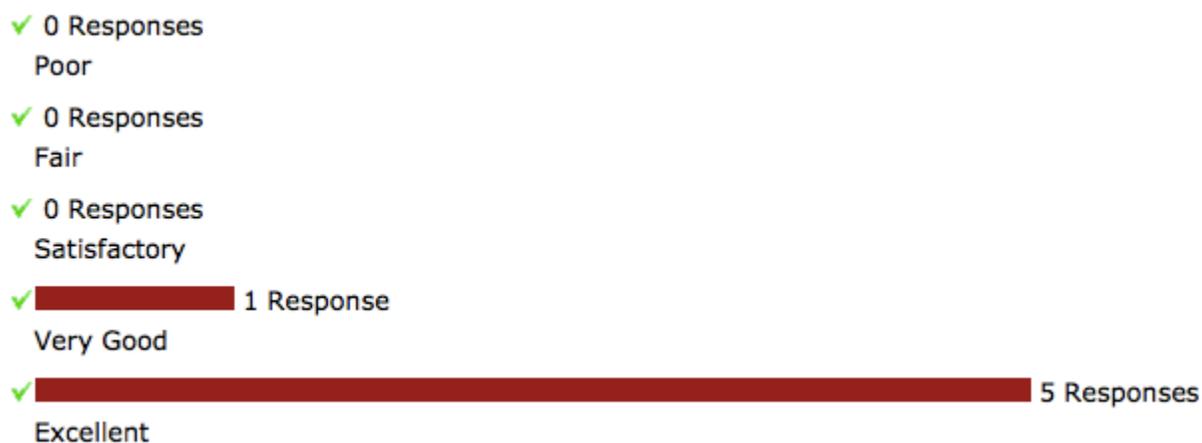
Here are the evaluation results. CMPS119 and 290T are separated.

Q1: The class has two instructors, Prof. James Davis in the computer science dept of UCSC, and Dr. Phil Strong of HR4E. We'd like feedback on JAMES DAVIS' overall effectiveness as a teacher:

CMPS119:



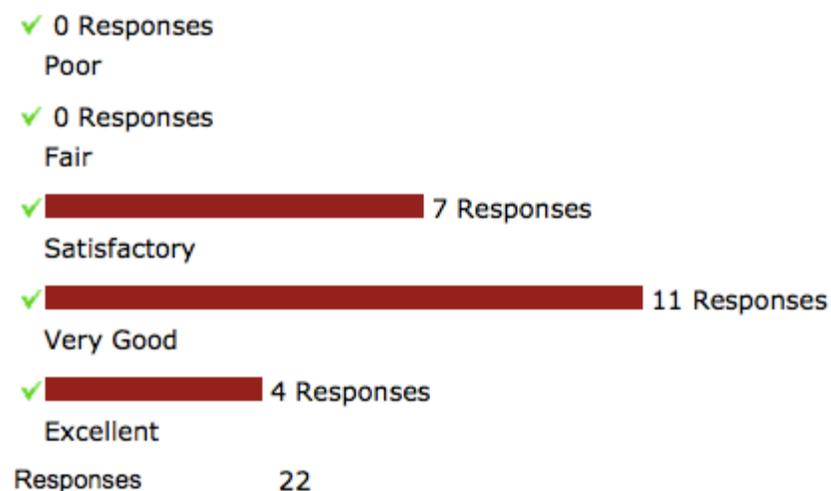
CMPS290T:



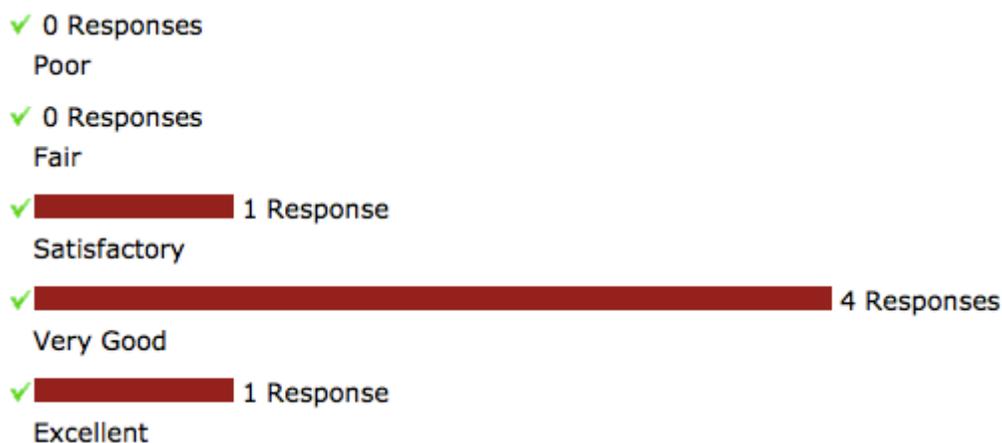
Q2: Instructor Phil Strong's overall effectiveness as a teacher:

CMPS119:

2) Instructor Phil Strong's overall effectiveness as a teacher:



CMPS290T:



Q3: 3) Comments about what is good or bad about either instructor. Suggestions of what to keep and/or what to improve.

CMPS 119:

Class time is not used optimally, both instructors are often distracted by and spend too much time answering student questions. This means we often do not go through all the planned material, and there have been a couple of times where class ended 5-10 minutes after the allotted time.

No Answer

None. Teaching is fine.

One thing I would improve is to make the writing assignments more interesting. Every week except for one has been "here is a social issue. talk about a technology that has to do with it", which gets boring after the second one.

"Davis is very engaging in his talks, its less of a lecture than a dialogue between class and professor. Its especially effective because he knows who he's catering to (engineers) as a speaker and play to our sensibilities. He also easily senses when some part of his presentation is not particularly interesting and quickly gets past it to maintain interest.

Phil is more of the classic lecturing type (though he's open to discussion if someone has a question). I find that sometimes its a bit harder to get hooked into his lectures, possibly because

they ask less questions of the audience and its more about "getting the class up to speed" with what he thinks we should know rather than provoking debate. Sometimes his material is fascinating, other times it can be very dry, and since its in a more static lecture format I find that the less interesting parts can cause me to "check out" a little."

I really like the way that both instructors present the information. They also keep a high level of interactivity with the classroom which makes understanding everything a lot better and easier. It also keeps the material light and easy to grasp.

"Davis's teaching is great. I can't think of anything that I would like to see changed.

Strong needs to keep track of time better as well as prepare more. He seems to lose track of time and dawdle until he finds his time is running out. He also frequently checks what his next slides are which is a bit distracting."

JAMES facilitates discussions well. He advances the discussion by breaking down comments live. He would be even more effective in this respect if he tried to include more people in the discussion, but this is an understandable challenge.

"Phil:

- I like that he gives us a more medical view of the social problems and how to deal with them. As a computer science student it is sometimes difficult to analyze issues effectively when we don't know all the medical background that goes along with the issue.

Davis:

- I like that he holds a discussion about the readings because it allows for the students to hear each other's views and it also allows for us to hear things that we may have never thought of."

No Answer

Both are excellent. I'd like to see a little more connection between the curriculum and what Dr. Strong is talking about, but at the same time I really appreciate the fact that we are over viewing all the range of topics that we are. Basically I just want more class/wish it was longer...

I really enjoy the conversations in class about the readings. I wish we could spend more time on interesting discussions and less time hearing about the graduate students research papers.

Although some of the papers are interesting, I find the that vast majority of them are either not relevant to the class or simply do not bring anything new or different to conversation.

"Prof. James Davis is good because he allows and even inspires awesome conversation in class.

Dr. Strong is good because he talks about real things (Prof. Davis does as well) and also provides very real examples."

I feel like both instructors have done a good job as far as giving insight about the nature of philanthropic work and how it applies to multiple fields. Also about what types of efforts have and have not worked in the field. I wish there were more time spent in class on the main project, as I felt direction has been very vague and therefore unlikely to yield useful results.

I would rather have discussions on the articles and be accountable to participate instead of taking quizzes

"Davis:

Fantastic teacher, great guy, I feel very comfortable talking to him. It is clear he knows a lot about what he does and CARES about what he does.

Strong:

He is nice, but I don't find his lectures very engaging. "

James has been the most human cs instructor I have met here. Phil has some very good stories (don't milk it just because I mentioned it)

No Answer

No Answer

The topics James talks about seem for the most part to have little to do with the projects we are all working on. I feel like the professor should at least know what every group is doing so he can talk about potential applications and keep members interested.

CMPS290T:

Practical examples, free flow yet structured way of teaching and interaction!

"Prof Davis has done a great job of researching the different projects that impact society, and he does a great job of generating discussion and getting students to think.

Dr Strong shows how technology can be used to change the world, and it is refreshing to approach technology from the point of view of someone who wants to use it to make a real impact on the world."

"In James' lecture, there are usually more discussions and interactions going on, which is great.

Besides, the topics vary in a wide range and are often interesting and thoughtful.

For Phil's lecture, it's focusing only on Health Records. I think we can include more discussions on how to improve the project, what we can do to help, instead of just listening to his description."

No comment.

"The array of examples presented are great.

I liked the class management.

"1) Phil's lecture style could be less like a training workshop and more technical suited to students interested in Technology (however important the actual details might be)

2) It would be great if James could talk about more technology in general and I like the thought process he has gotten started on evaluation of NGOs, world problems, etc"

No Answer

Q4: There have been readings assigned that follow along the class topics. How have these readings been:

CMPS 119:

✓ 0 Responses

Poor

✓ 0 Responses

Fair

✓  6 Responses

Satisfactory

✓  12 Responses

Very Good

✓  4 Responses

Excellent

CMPS 290T:

✓ 0 Responses

Poor

✓ 0 Responses

Fair

✓ 0 Responses

Satisfactory

✓  5 Responses

Very Good

✓  1 Response

Excellent

Q5: Any readings you want to call out as great or sucky? (Optional)

CMPS 119:

Some videos often contain a lot of unnecessary information, and having to sift through that makes it much harder to focus on the material we need to learn.

"TED talks are good.

RealPlayer video sucks balls."

All readings have been genuinely interesting and enlightening.

I like the shorter article type ones and the TED talks. I didn't like the I need a pencil one or the more dense ones. The dense ones were just too boring and we didn't get much out of them.

Not particularly. The ted talks were interesting, but time consuming. So on the week where there were 2, it took a while to get through all the readings because you couldn't skim the 20 minute videos.

"Readings are readings, they furthered my knowledge on the particular subjects.

I really enjoyed the first weeks readings because it gave a wide view of the many problems that technology can assist with.

They were all pretty great. I had actually read some of them before I had gotten into the class which was cool :) I liked them all a lot, including the excerpts from the books.

I greatly enjoyed all of the TED talks that we watched for class. Additionally, all of the articles from the economist have been very interesting. Considering most of the topics we cover are a relatively brief overview, I find the more academic articles to be too dense for our class. If the class had more of a focus, the academic articles would be more useful. However, considering the speed at which we go through topics, the academic articles seem too obtuse to be useful.

I like most of the readings, its very interesting to see readings on what computer science does outside of a textbook

"Digital Games Target Social Change was a good one, I personally think the Skeptical Environmentalist was a good one too since it just gave me a little relief on how bad things really are.

The I Need a Pencil was kind of meh.

I don't feel like 20 Global Problems, 20 Years to Solve Them was worth purchasing, but that's just my opinion."

I liked the one about the hole in the wall in India but it didn't have any statistics behind it which would have been cool. I think the fact that a lot of the readings were news articles sensationalized interesting yet not very practical ideas.

CMPS290T:

The videos are hard to work with. I would prefer reading material.
 most of them are quite good.

na

"1) Economist's articles on google's technology in developing countries was interesting

2) Brojn's work on forests's stats is impressive giving a bigger picture on whats going on"

No Answer

Q6: There have been quizzes meant to make sure you do the readings. How are the quizzes:

CMPS119:

✓  1 Response

Poor

✓  1 Response

Fair

✓  11 Responses

Satisfactory

✓  5 Responses

Very Good

✓  4 Responses

Excellent

Responses 22

% Students All Correct 100

CMPS290T:

✓ 0 Responses

Poor

✓ 0 Responses

Fair

✓  1 Response

Satisfactory

✓  4 Responses

Very Good

✓  1 Response

Excellent

Q7: Have you actually been doing the readings ('mostly' as opposed to 'mostly not'). (And I promise I dont care to check who says what, I just want average stats on the class, so please tell the truth):

CMPS119:

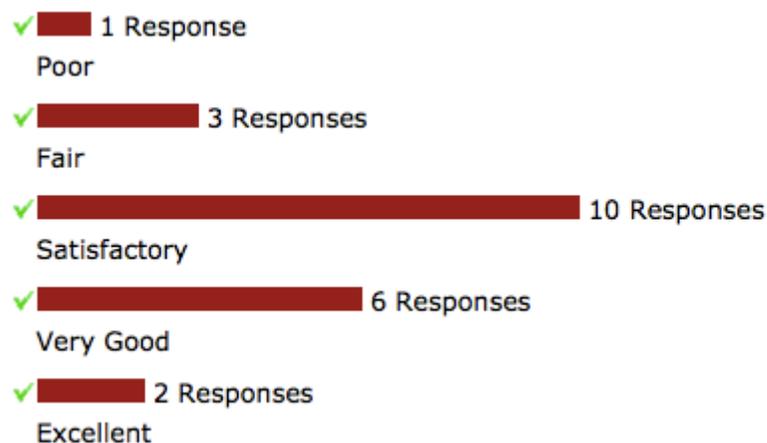


CMPS290T:

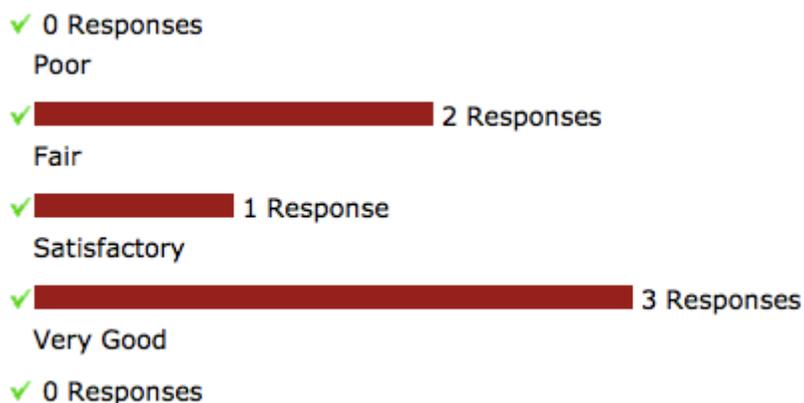


Q8: There have been short one page papers meant to make sure you do the readings and to make you think at least somewhat on the topics at hand. Have these papers been on acceptable topics:

CMPS119:



CMPS290T:



Q9: Any comments on improving quizzes and/or papers (optional):

CMPS119:

I am often unsure about exactly how many sources of proof and examples you want for a paper. None really. Papers inspire food for thought and quizzes do make sure the readings are skimmed

through.

Papers are too repetitive (see earlier comment). The quizzes started off good, but then started to get longer and vaguer.

A lot of times the topics for the papers feel nebulous and the questions we are asked to answer are murky. The "go find an article and talk about it" papers are some of the most aggravating assignments I've ever done. Finding those articles is really frustrating, and almost every time I hate the articles I'm writing on, but couldn't readily find anything else acceptable. I'd infinitely prefer to be given an article or data plot and a statement, and write about whether I agree/disagree with it."

Keep them as they are so that you know people aren't just taking this class for kicks and giggles. Personally I found it hard to find information to write about when the topics asked for specific information to be used. Perhaps I just don't know how to search the internet, but I found the topics that replied to the readings easier to work with.

i learned a lot.

The papers re a little open ended sometimes, so a better description about what we have to write about would be a good idea.

"In my opinion the metrics assignment was a little less clear than I'd like but that was a good meaningful exercise. I was well aware of the how data can be abused but I guess many of my classmates may not have been as cognizant of this.

I'd like to see some personal response about our papers or maybe a chance to discuss what we wrote about occasionally. I know personalized responses is a lot to ask but it would make the work feel more rewarding..."

I do not completely understand what is required from the papers. Sometimes they are very specific and sometimes they are extremely vague. I just do not have a very good sense of what you want to accomplish from the papers.

The topics of the papers often seem only tangentially related to the readings, and it's sometimes tough to apply the reading to the paper topic.

"I really didn't care too much for quizzes and felt they were redundant.

Quizzes weren't hard.

I prefer writing papers because it allows more content to be expressed."

Papers are a good way of getting us to think about the readings, I just wish they where more clear. Make the papers more adjusted to the readings, or if they're going to be as generic as they are now. Maybe 1 or 2 paragraphs could suffice instead.

CMPS290T:

The quizzes are fine, and do a good job of ensuring that the class reading material is read ahead of time. I think writing a paper every week is too much work, and doesn't really provide much value. It might be more worthwhile to assign topics to different students each week, and have them present/lead discussion.

I'm fine with the current situation.

na

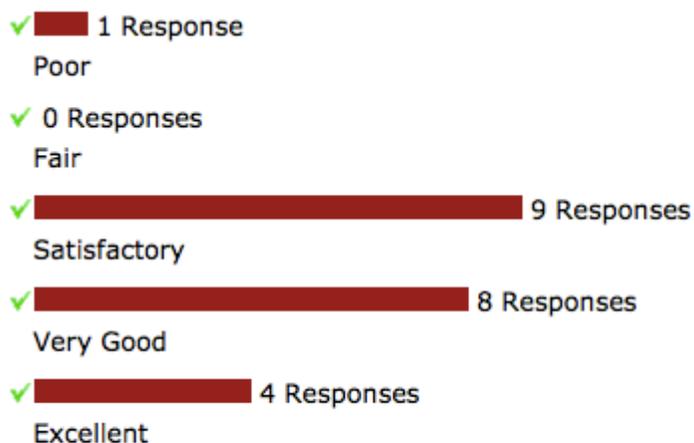
"The quizzes are objective, which makes it easy to find answers ;)

Though descriptive ones are more pushing. "

papers must be much more specific. In some sense, posing a vague question make us spend more time(thereby more exposure?), but I would have liked them to be more specific.

Q10: Class time is used in part to have lecture powerpoint slides on example projects relevant to the weeks topic. Is this a good use of class time:

CMPS 119:



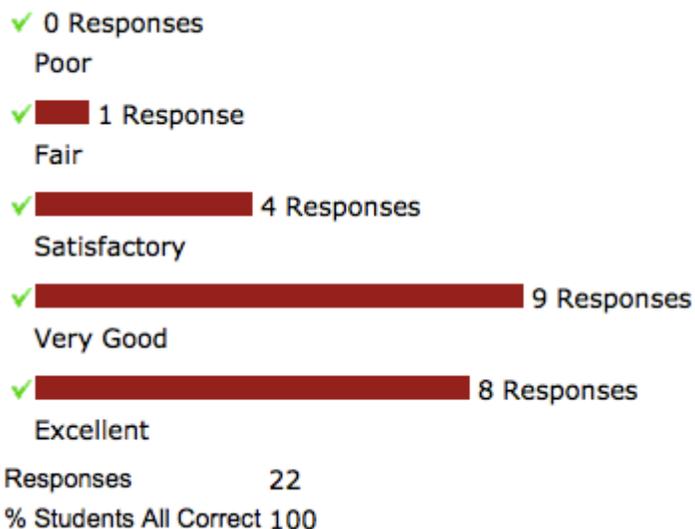
Responses 22
 % Students All Correct 100

CMPS290T:



Q11: Class time is used in part to have discussions on the reading, or to talk about metrics for judging problems, or to debate if this or that solution is appropriate. Are discussions a good use of class time:

CMPS 119:



CMPS 290T:



Q12: Class time is used in part to have grad students present the main idea behind a paper. The intent is to give exposure to the ideas without you all reading it, to have the grads practice presenting. Are these presentations a good use of class time:

CMPS119:



CMPS290T:

- ✓ 0 Responses
Poor
- ✓ 0 Responses
Fair
- ✓  3 Responses
Satisfactory
- ✓  3 Responses
Very Good
- ✓ 0 Responses
Excellent

Q13: Class time is used in part to discuss projects, and give team presentations on projects. Is this a good use of class time:

CMPS119:

- ✓ 0 Responses
Poor
- ✓  5 Responses
Fair
- ✓  6 Responses
Satisfactory
- ✓  8 Responses
Very Good
- ✓  3 Responses
Excellent

Responses 22
% Students All Correct 100

CMPS290T:

- ✓ 0 Responses
Poor
- ✓ 0 Responses
Fair
- ✓  1 Response
Satisfactory
- ✓  2 Responses
Very Good
- ✓  3 Responses
Excellent

Q14: Class time is used in part on course logistics. Is this a good use of class time:

CMPS119:

- ✓ 0 Responses
Poor
- ✓ 0 Responses
Fair
- ✓  6 Responses
Satisfactory
- ✓  10 Responses
Very Good
- ✓  6 Responses
Excellent

CMPS290T:

- ✓ 0 Responses
Poor
- ✓ 0 Responses
Fair
- ✓  2 Responses
Satisfactory
- ✓  2 Responses
Very Good
- ✓  2 Responses
Excellent

Q15: Any comments on what to keep, reduce, expand, or add to class make class time as good as possible:

CMPS 119:

I love the discussions with everyone. Only works in a class this small tho.

None.

The grad presentations are extremely boring.

The grad presentations are HORRIBLE. I don't think anyone pays attention to them other than a handful of people who happen to be familiar with the subject / are other grad students. They are a waste of the 45 minute blocks of class time they take up.

Keep as is.

"Keep:

- discussions on readings
- comments on project/class logistics
- lectures on topics directly related to the project (the hr4e code base, health, technology)

Reduce:

- Reduce slightly the amount of lecture related to the readings and increase slightly the amount of time to discuss the readings
- the amount of class time designated for grad student paper presentations

Expand:

- lectures on topics directly related to the project
- e.g. open source software, the hr4e code base and how it works, software development

strategies, issues related to health records in developing countries

Replace:

-it would have been better if assigned reading earlier in the quarter dealt with health and technology"

Expand on the technologies presented. They're really interesting.

Maybe expand the amount of time that groups can meet and figure out what they are doing for their projects.

"I'd like to work with new people in different groups each week on a project or something. Pose a question or a challenge to us, give us 5 minutes to discuss in small groups and then 5 minutes to present our solution/explanation. Mixing up the class would be nice, because working with people you don't know or don't want to work with is something we have to do in the real world. Learning how to do this is still very necessary for some cs majors I feel...

Some of the grad students' presentations are pretty bad or bland... I like when James/Phil lecture...

Ask us to think about things more. Like maybe the quizzes to test that we did the readings/our knowledge each week and then 3 papers throughout the course that require more real thought and substance. "

Eliminate or condense the graduate student research presentations. Or perhaps find better research papers. During these presentations is the only time I am ever bored in the class.

It is nice that the TA's present topics, but I kind of zone out. It is hard to pay attention to many different topics in short intervals. I personally need a while to process an idea.

The topics discussed in class are often interesting, but I wish there was more focus given to the final project as it is 50% of the grade for the course.

"Keep the discussion on social issues.

Less quizzes.

Written feedback on papers/progress reports/presentations.

More videos

"the quizzes are a little unnecessary.

The core project of the course is somewhat vague, could use some clarity."

"the walkthrough clinic earlier in the quarter probably could have been made shorter.

Keep the class discussions on topics. More time on project instructions would be a big help."

Since undergrads are never tested on the material, I often don't pay attention to what the grad students talk about unless it immediately interests me.

CMPS290T:

More class time devoted to project discussions/project logistics.

"My comments are mostly about grads presentation.

The problem is:

1) the quality of the grad presentations is not good enough, so that undergrads are not paying much attention and then so are grads.

2) grads don't get any feedback on presentation skills.

Suggested solutions:

1) grads and lecturer meet independently, each present within strict 3~5 mins. Feedback on how the content is organized, clarity of presentation, some common skills and behaviors should be provided from advisor or peers.

2) each grad should try their best to prepare one presentation in class facing all students, applying the feedback into practice. 3 presentations per quarter obviously lower the quality of each

presentation."

na

I liked the presentations on technologies, Phil's son's projects, stories from economist, etc. The details on CCD, etc were not appealing at all since they not interesting and presenting such topics should be done differently. Perhaps, less text and more graphics? Skipping mundane details without compromising on the big picture.

Q16: There is a team project to actually try to do something helpful for a non-profit. I understand the project isn't complete yet, but how is this aspect of the course:

CMPS 119:

✓ 0 Responses

Poor

✓ 0 Responses

Fair

✓  6 Responses

Satisfactory

✓  10 Responses

Very Good

✓  6 Responses

Excellent

CMPS290T:

✓ 0 Responses

Poor

✓  1 Response

Fair

✓ 0 Responses

Satisfactory

✓  3 Responses

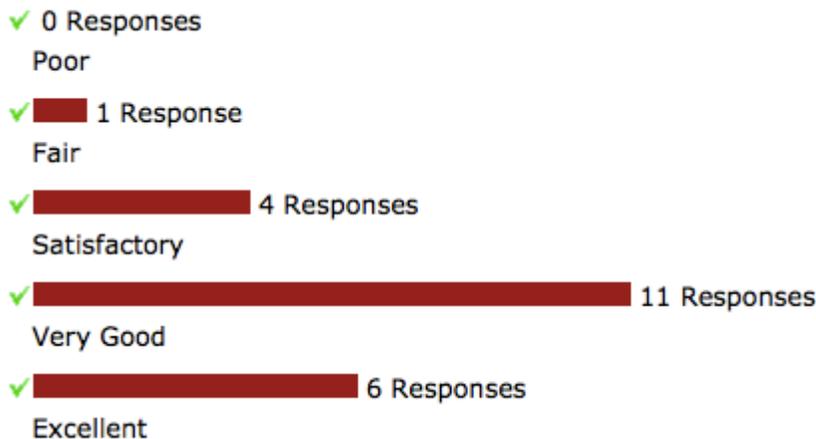
Very Good

✓  2 Responses

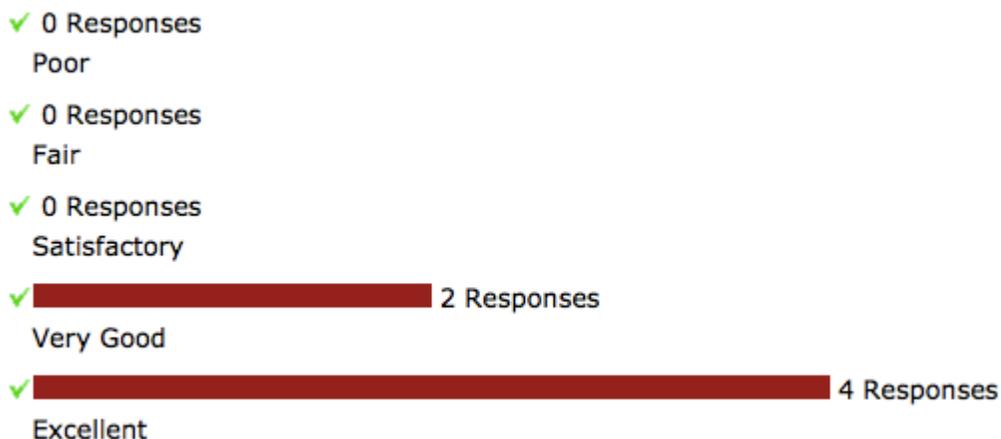
Excellent

Q17: Course overall as a learning experience:

CMPS119



CMPS 290T



Q18: Any other comments and suggestions that didn't fit anywhere: (Optional)

CMPS119:

The group project is quite hard to coordinate, due to all the pieces that are constantly in flux. I just hope Professor Davis and Dr. Strong understand this, and are more lenient towards our grades. I have no idea what I'm doing for the project?!

"The team project is hurting me (or rather the other way around). I joined my group late, missing some proposal/presentation grades are a result. Furthermore, I am behind and I joined a group that seems to be already done with a lot and going at a steady and good pace. I haven't contributed anything yet and technically I am just freeloading.

I don't really just want to take credit for the work of others, but at the same time I haven't even received a grade yet for any group related assignments. I keep up with the readings and papers, but this group project is hurting me and I'm not gaining much out of it.

It could just be a personal problem and not a problem within the course."

I think the project need a bit more direction on what they are supposed to do.

I think that the projects need to have a lot more control built into them. There wasn't enough time setting them up, and not enough checks to ensure they were done by week 7. I'd almost recommend a mandatory lab once weekly where teams would show their progress to the TA, get feedback and help with completing their project.

This is a good class, just keep it the way it is!

Nope

"This course is in the making so I understand that isn't perfect yet which is partially why I gave it very high rankings. I love the topic and feel that it or at least some abridged version should probably be mandatory for all students (and probably some faculty/admin) at UCSC. I wish people knew more about social issues and their real complexity.

I wish the students were more engaged. This is tricky in a traditional lecture setting, but I salute you for trying. I think it can be accomplished with readings (quizzes to check to see if people are doing their readings), interesting lectures (most of yours are "pretty" to "exceedingly" interesting to me), and with written responses or presentations about social issues. These responses should be more lengthy and require more thoughtful analysis. It's too easy to skirt talking about real challenging ideas right now, and instead focus on minor details that make up the whole picture. Those details are important but still I want more I guess.

It is tricky to find a balance between practicing practical skills/working on a real world project which is of great value and in great need at the university and of simply educating students about the world of social issues.

Perhaps you could make this a 2 quarter class, first quarter of which would be an overview of the world of social issues and how technology comes into play. A student would engaged with the ideas of social welfare and aid and truly understand how complex and immense it is. Lecture, readings, writing papers, discussions - that kind of thing.

The second quarter could be a practicum were students actually get to put all their pent up guilt to work and do something, build a really good, finished product and work on distributing it, refining it, etc.

I guess the 1 quarter system we have now is probably ideal, considering what it only asks 1 quarter of a busy student's life, and is more accessible to students who may not be as interested in the topic/commitment required for my ideal course.

Still I feel like I'm being short changed, because my project feels small and insignificant, and I don't feel like I'm learning much from it. At the same time I feel like there is so much more for me to know and wrap my mind around in terms of aid. Would I learn everything I need to know from 1 quarter of pure discussion/lecture about aid? No way, but I would be better prepared to be a helpful person in society. I guess I'm probably discussing a nerds version of GIIP.

Anyway, I really appreciate the fact that you are teaching this class. It's really amazing and innovative and I'm so happy that you are getting these topics into an academic setting. Also thank you for having this survey and taking the time to read my long response. I can tell that you are really care about your performance and my education, which is super refreshing. Feel free to follow up with anything I said.

I really enjoy the class and I hope it becomes a mainstay in the computer science curriculum.

I just wish I had more direction in terms of the programming assignment. I like the class as a whole and I love learning about how technology is used to help people. I am not quite at the point of self-direction where I can pick up somebodies half completed project and figure out what to do next.

I joined the course a little unsure of what to expect. The content is very interesting, its a side of computer science I dont get to see and I like it.

The topics in this class makes me want to say that this class should fullfill an ethics requirement. I don't personally need one, but I can't help wanting to state it.

Perhaps if the TA or other supplemental instructor could help with learning the technologies used in the projects (like Django, Javascript, and Python in our case), less time would be spent in groups

trying to figure out what to do in the projects. I wanted to learn some of these when taking the class but I have had to resort to reading online tutorials, something I could have done for free at home without paying UC tuition.

CMPS290T:

I think projects should be more separable. There are too many dependencies between the various components of the HR4E application to allow students to work efficiently. A better approach would be to define projects that can be done independently, or define projects ahead of time with clearly defined interfaces.

"This class is of great meaning. I like it.

Oh, should be video taped and put online :)"

We need a semester system!

No Answer

"Much more organization was needed for the projects. I do not believe there is a clear picture is the brain of people organizing these and it could have been much more thought about.

So much more chaos could have been avoided if organizers spent more time before the classes started than with the students (unless it was intended to work this way)"

S12 CMPS 119 62376 Davis

62376 LEC 01: CMPS 119

Results of survey

Started: May 29, 2012

Ended: June 10, 2012

Reply rate: 46% (13 / 28)

S12 CMPS 119 62376 Davis

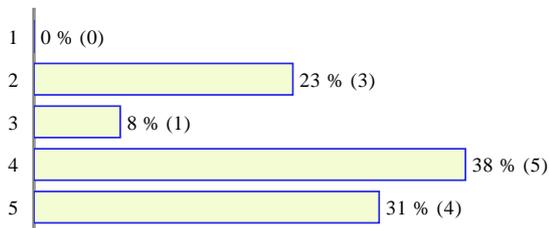
Please give serious thought to your answers. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your answers will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Course/Group Items:

Instructor AppraisalRate the quality of the following from poor to excellent. 1 = Poor 2 = Fair 3 = Satisfactory 4 = Very Good 5 = Excellent

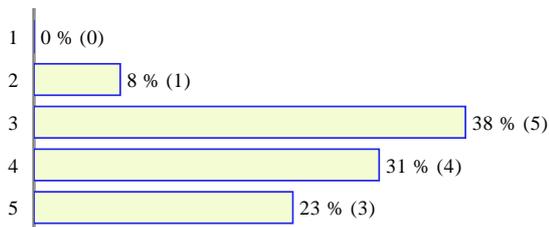
1. Course preparation and organization

13 answers, mean = 3.77



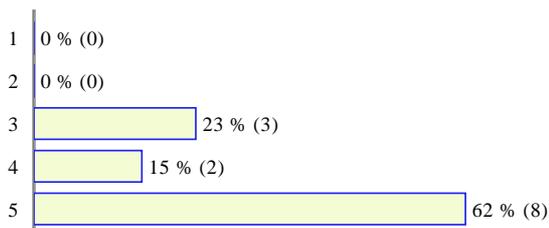
2. Use of class time

13 answers, mean = 3.69



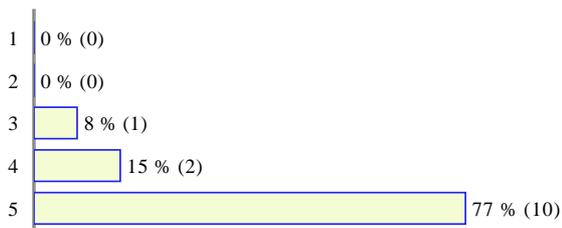
3. Clarity and Understandability

13 answers, mean = 4.38



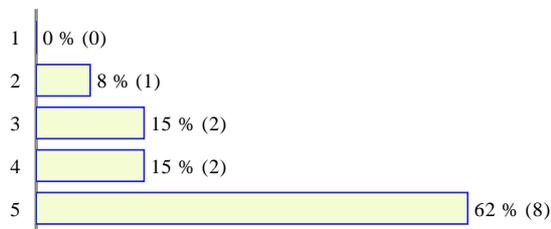
4. Enthusiasm for subject and for teaching

13 answers, mean = 4.69



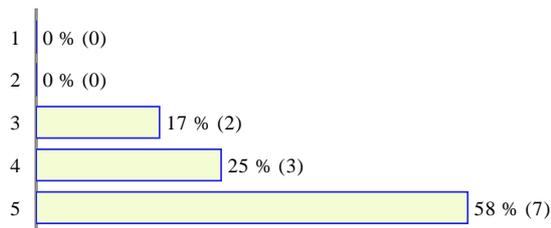
5. Respect for students; sensitivity to and concern with their progress

13 answers, mean = 4.31



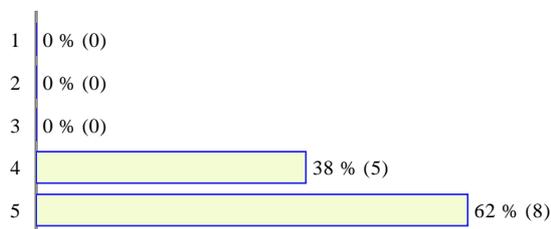
6. Instructor availability and helpfulness

12 answers, mean = 4.42



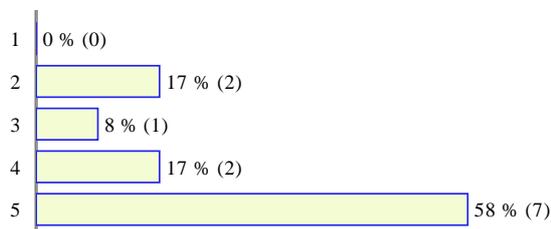
7. Instructor fairness in evaluating students

13 answers, mean = 4.62



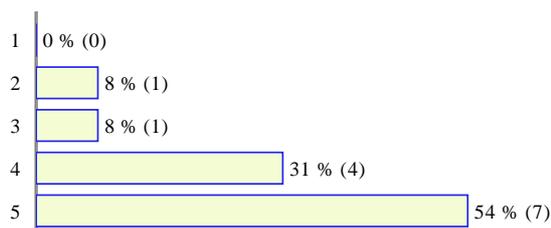
8. Quality of feedback on submitted work

12 answers, mean = 4.17



9. Instructor's overall effectiveness as a teacher

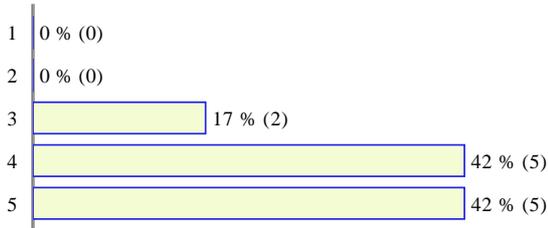
13 answers, mean = 4.31



Course AppraisalRate the quality of the following from poor to excellent. Leave blank if not applicable. 1 = Poor 2 = Fair 3 = Satisfactory 4 = Very Good 5 = Excellent

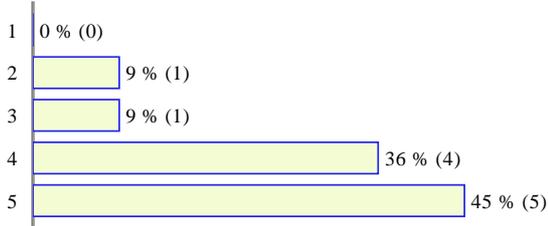
10. Syllabus and handouts

12 answers, mean = 4.25



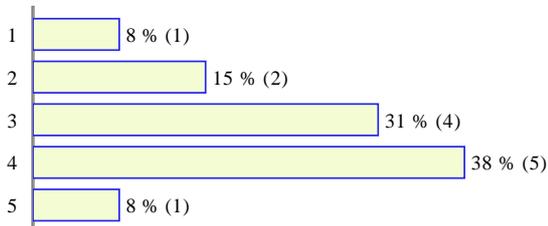
11. Examinations

11 answers, mean = 4.18



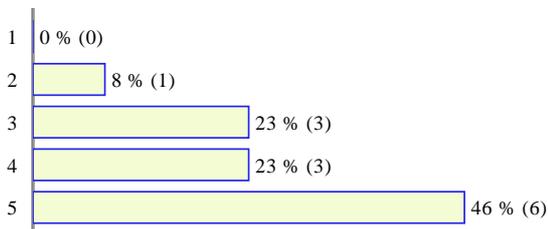
12. Assignments

13 answers, mean = 3.23



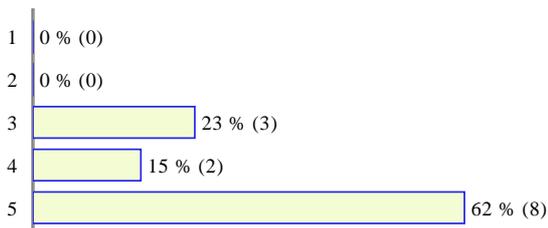
13. Required reading

13 answers, mean = 4.08



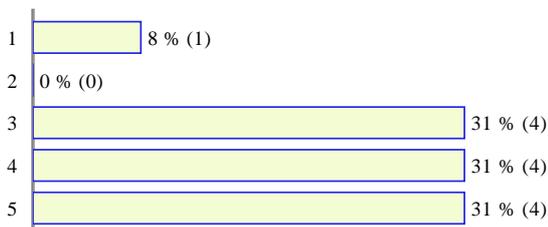
14. Supplementary materials (films, slides, videos, guestlectures)

13 answers, mean = 4.38



15. The course overall as a learning experience

13 answers, mean = 3.77

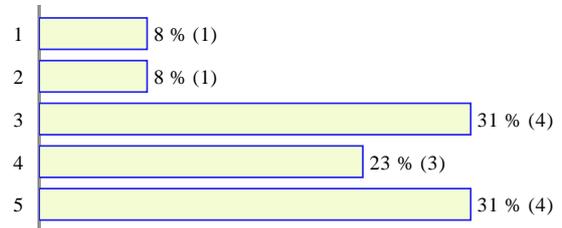


Student ProfileRate your level of agreement

with these statements from strongly disagree to strongly agree. 1 = Strongly Disagree 2 = Somewhat Disagree 3 = Neutral 4 = Somewhat Agree 5 = Strongly Agree

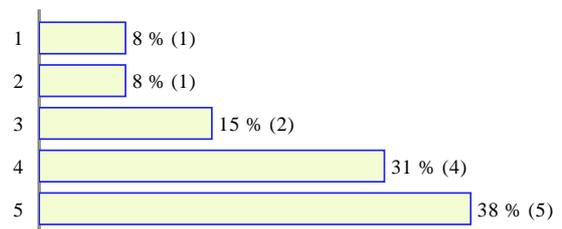
16. I had a strong desire to take this course.

13 answers, mean = 3.62



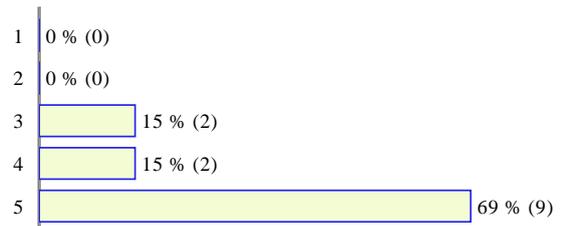
17. This course is in my major field of study

13 answers, mean = 3.85



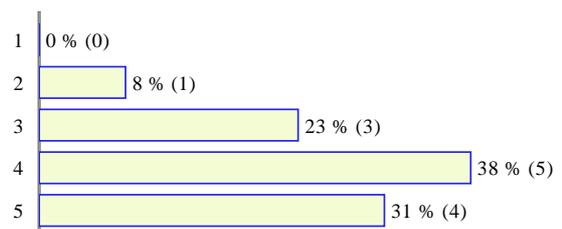
18. I attended class regularly

13 answers, mean = 4.54



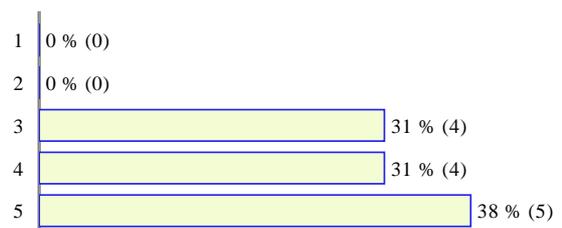
19. I put considerable effort into this course

13 answers, mean = 3.92



20. I gained a good understanding of the course content.

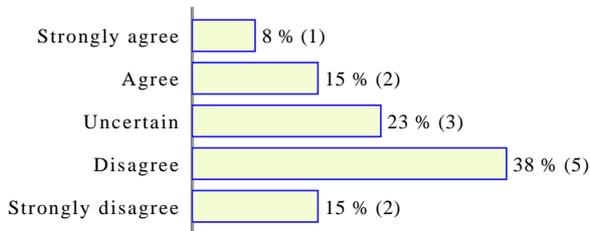
13 answers, mean = 4.08



Department Specific Questions

21. Pace of course was too fast.

13 answers, mean = 3.38



22. Hours spent on course per week outside of class:

1 (0-5 hours)

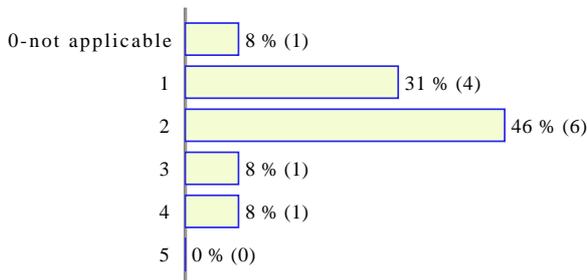
2 (6-9 hours)

3 (10-13 hours)

4 (14-17 hours)

5 (18+ hours)

13 answers, mean = 2.77



23. Your major is:

1 Computer Engineering or Computer Science

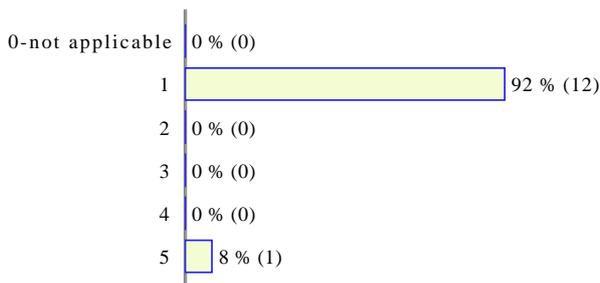
2 Bioinformatics

3 Electrical Engineering

4 Technology Information Management

5 Other or undeclared

13 answers, mean = 2.31

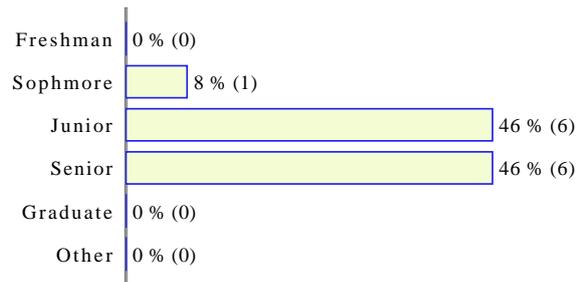


Comments Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your comments will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future

offerings of the course.

24. Please enter your year in school.

13 answers, mean = 3.38



25. My major field of study is:

- Comp Sci
- Computer Science:Game Design
- CS
- Computer Science: Computer Game Design
- Computer Science: Game Design
- Computer Science & Neuroscience
- Computer Science
- Computer Science
- CS Game Design
- Computer Programming and Game Design
- Computer Science

26. Please comment on how the instructor's teaching helped your learning in this course

- Davis is great. Makes class enjoyable and interesting.
- He was incredibly enthusiastic about the material and explained it in a way that made it relevant to us as engineers. I have no problems with the course as a whole at all.
- Informal, clear, honest, emphasis on difficulty of discovering the truth about phenomena in the world, good guest lecture. Generally very impressive course.
- The in class discussions were very interesting
- The constant discussions that the instructor guided really helped bring out multiple sides to the topics we were discussing. The constant changing of topics also allowed us to be exposed to a good variety of material.
- guiding the conversations in class was well done.
- The professor was funny enough
- He led discussions in class that let us figure out the readings.
- He provided some interesting material. He is very enthusiastic.
- I think Jim did a really good job talking about social issues in

class. The slides were very helpful and descriptive. I also really enjoyed the open discussions. It made me rethink some of my positions.

27. Please suggest how the instructor's teaching might improve:

- Yeah... the widget project. I think he already knows how I feel.
- Namely the major assignment for the course was far beyond the scope of the course, especially for one that labeled itself as "not requiring any programming experience." Mostly just the fact that each assignment was extremely vague and didn't employ anything that you learned from the class itself, so there was no support for groups that were struggling beyond relatively unmotivated and uncaring TA's. Either more committed TA's or more appropriate assignments and the course will be great.
- Listening to graduate student presentations was a bit dull.
- There wasn't very much feedback on work done in class and the project prompts weren't very specific.
- Perhaps asking what the students would like to go over at the beginning of the course and using that as a basis for topics might make the course more interesting.
- tracing out discussions on the chalk board might be cool
- The professor should probably know something about the projects the class is working on. By this I mean he should be familiar with the codebase, that way the only way to get help on a project isn't through the TAs.
- He could cull the material that was not so interesting and allow/require more discussion among students.

Less papers, more required to put into the papers. Most of them I BS'd.

The grad student presentations were so boring. Some (all but one) of the grad students are just not good speakers, and their papers were unexciting.

Different method of project evaluation and feedback

- Like we talked about in class, this course needs a lab section. It took a while for us to figure out how to set everything up for our QLP, and some of us never figured out all of it. Also, the assignments could have been explained a bit better on the website. I know it's supposed to be open-ended, but it would be nice to know a bit more about what was expected of us.

28. Other comments:

- Davis is my favourite teacher. Has kind of a wild and loose teaching style but I like it.
- For an experimental class, I thought it worked out pretty well.

- hi
- I don't take a quiz on the reading seriously if I can CTRL-F and find the answer in under 10 seconds. Also, there was a 51 minute long video assigned and the questions all came from the first 10 minutes of it.
- Fun class
- Course provides a nice break from your typical computer science. Nice to have a comp-sci class which discusses ethics

S12 CMPS 290T 62531 Davis

62531 SEM 01: CMPS 290T

Results of survey

Started: May 29, 2012

Ended: June 10, 2012

Reply rate: 27% (3 / 11)

S12 CMPS 290T 62531 Davis

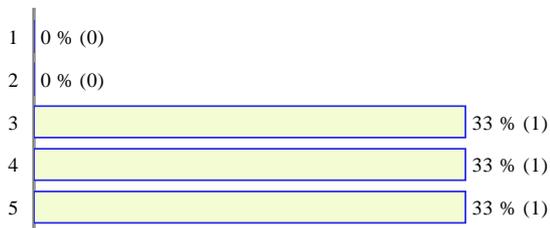
Please give serious thought to your answers. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's reappointment, promotion, and salary increases. Your answers will be studied by the professor after the grade and performance evaluation of your work have been submitted and may be used to improve future offerings of the course.

Course/Group Items:

Instructor AppraisalRate the quality of the following from poor to excellent. 1 = Poor 2 = Fair 3 = Satisfactory 4 = Very Good 5 = Excellent

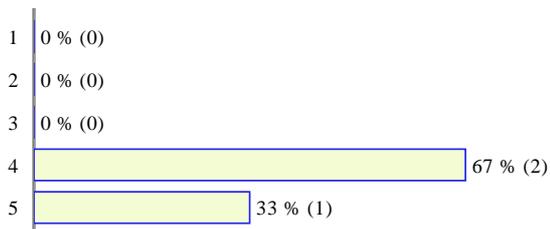
1. Course preparation and organization

3 answers, mean = 4.00



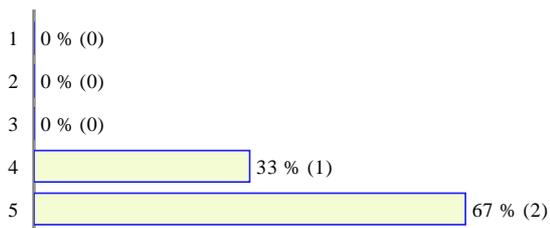
2. Use of class time

3 answers, mean = 4.33



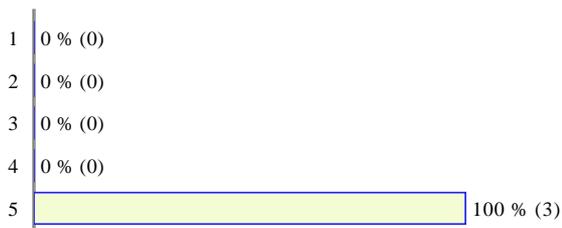
3. Clarity and Understandability

3 answers, mean = 4.67



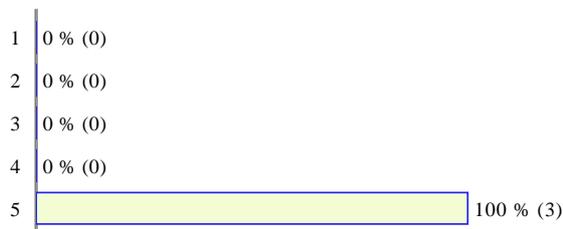
4. Enthusiasm for subject and for teaching

3 answers, mean = 5.00



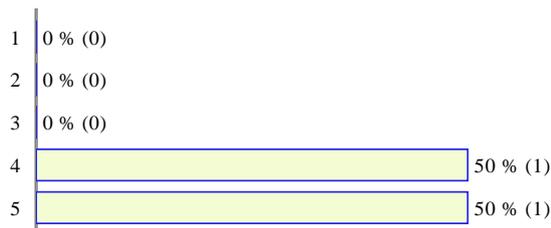
5. Respect for students; sensitivity to and concern with their progress

3 answers, mean = 5.00



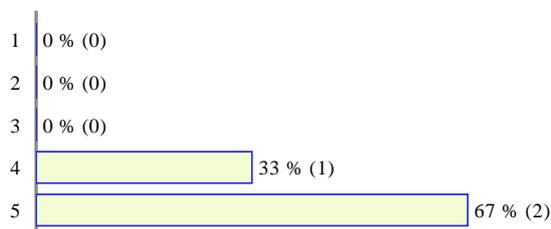
6. Instructor availability and helpfulness

2 answers, mean = 4.50



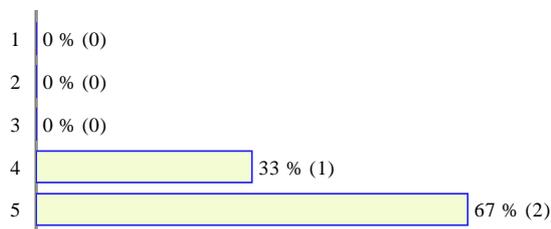
7. Instructor fairness in evaluating students

3 answers, mean = 4.67



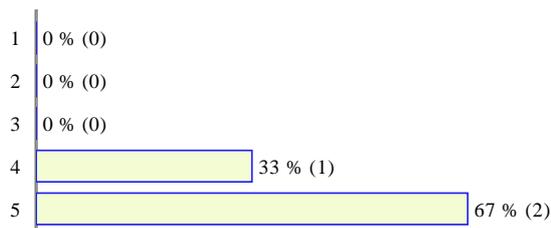
8. Quality of feedback on submitted work

3 answers, mean = 4.67



9. Instructor's overall effectiveness as a teacher

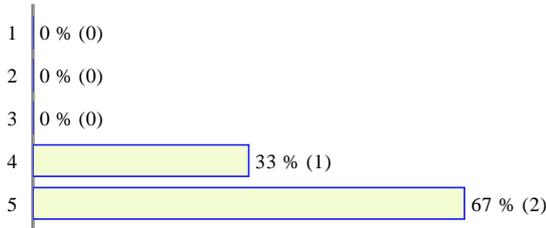
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Course AppraisalRate the quality of the following from poor to excellent. Leave blank if not applicable. 1 = Poor 2 = Fair 3 = Satisfactory 4 = Very Good 5 = Excellent

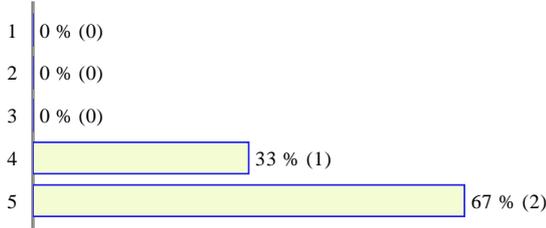
10. Syllabus and handouts

3 answers, mean = 4.67



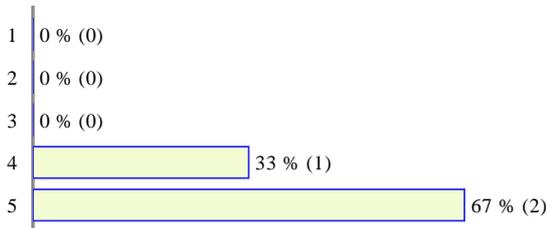
11. Examinations

3 answers, mean = 4.67



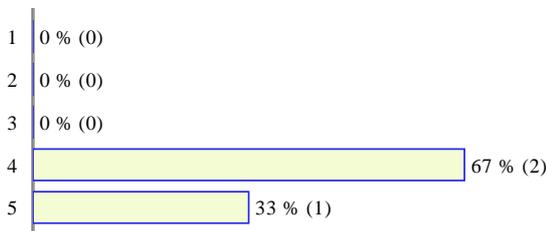
12. Assignments

3 answers, mean = 4.67



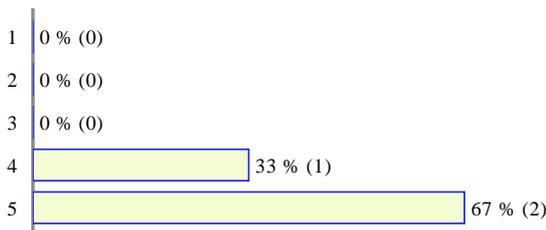
13. Required reading

3 answers, mean = 4.33



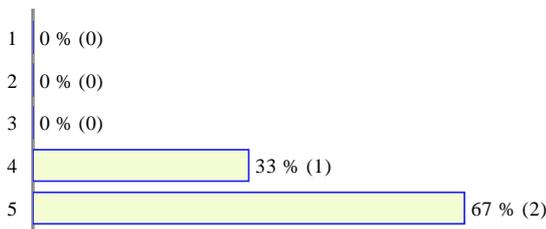
14. Supplementary materials (films, slides, videos, guestlectures)

3 answers, mean = 4.67



15. The course overall as a learning experience

3 answers, mean = 4.67

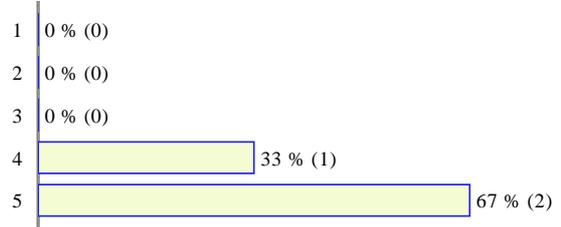


Student Profile Rate your level of agreement

with these statements from strongly disagree to strongly agree. 1 = Strongly Disagree 2 = Somewhat Disagree 3 = Neutral 4 = Somewhat Agree 5 = Strongly Agree

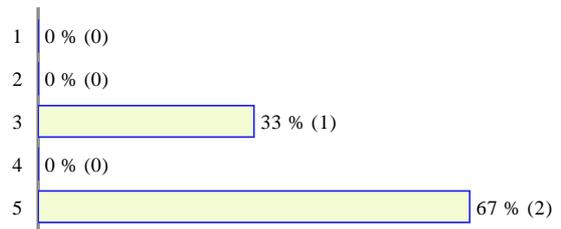
16. I had a strong desire to take this course.

3 answers, mean = 4.67



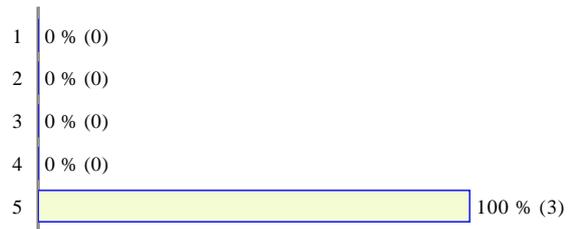
17. This course is in my major field of study

3 answers, mean = 4.33



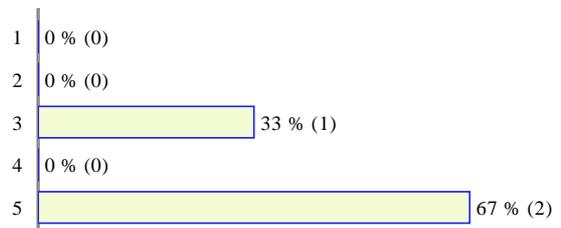
18. I attended class regularly

3 answers, mean = 5.00



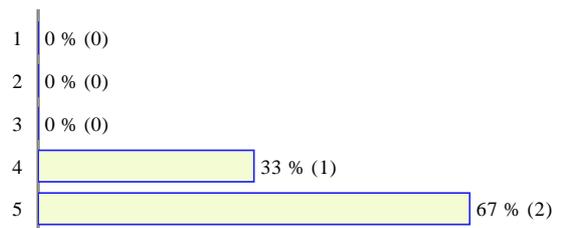
19. I put considerable effort into this course

3 answers, mean = 4.33



20. I gained a good understanding of the course content.

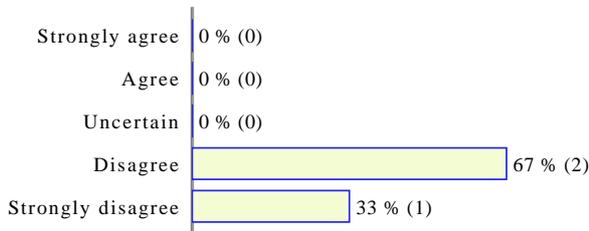
3 answers, mean = 4.67



Department Specific Questions

21. Pace of course was too fast.

3 answers, mean = 4.33



22. Hours spent on course per week outside of class:

1 (0-5 hours)

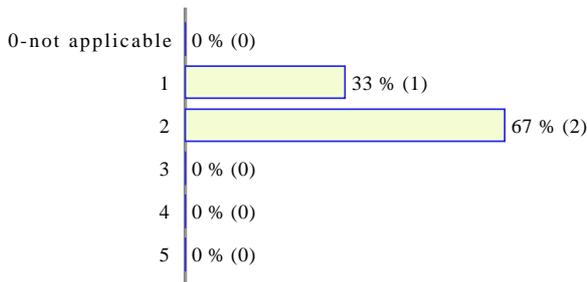
2 (6-9 hours)

3 (10-13 hours)

4 (14-17 hours)

5 (18+ hours)

3 answers, mean = 2.67



23. Your major is:

1 Computer Engineering or Computer Science

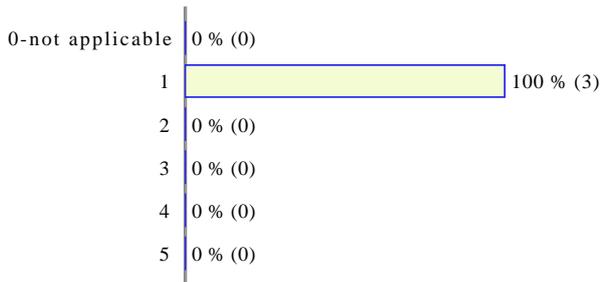
2 Bioinformatics

3 Electrical Engineering

4 Technology Information Management

5 Other or undeclared

3 answers, mean = 2.00

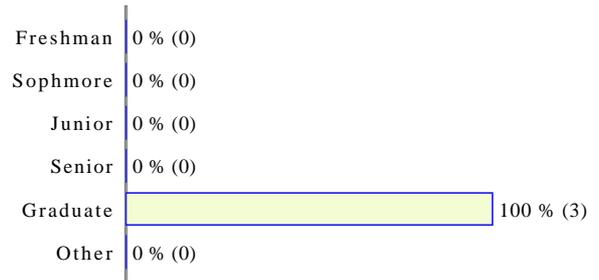


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offerings of the course.

24. Please enter your year in school.

3 answers, mean = 5.00



25. My major field of study is:

26. Please comment on how the instructor's teaching helped your learning in this course

- Inspiring teacher. UCSC is lucky to have him!

27. Please suggest how the instructor's teaching might improve:

- More cleanly defined projects before the start of the class.

28. Other comments: