

# Course Experience Survey Results

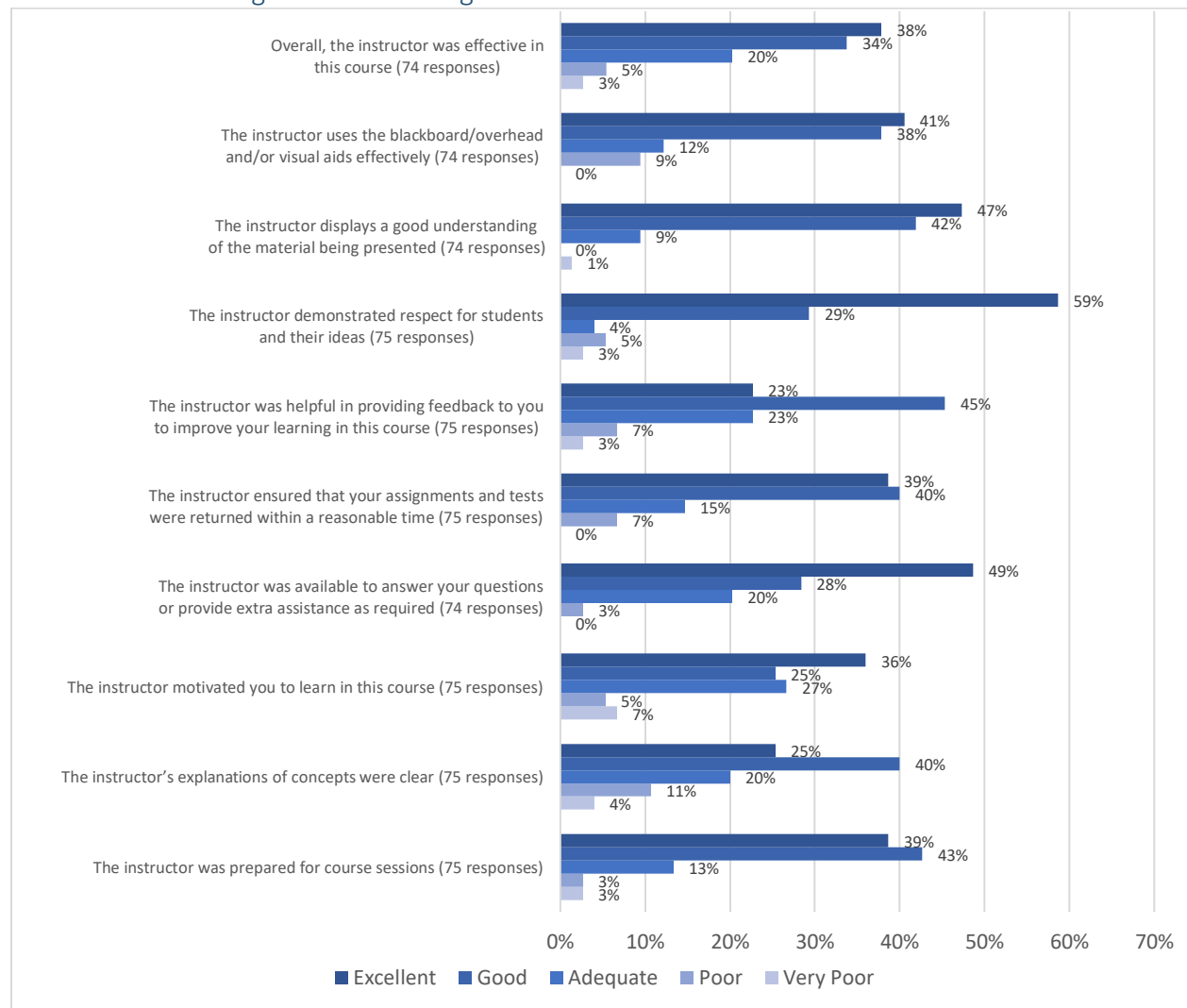
## CSC 106 – The Practice of Computer Science

Term: January 2019

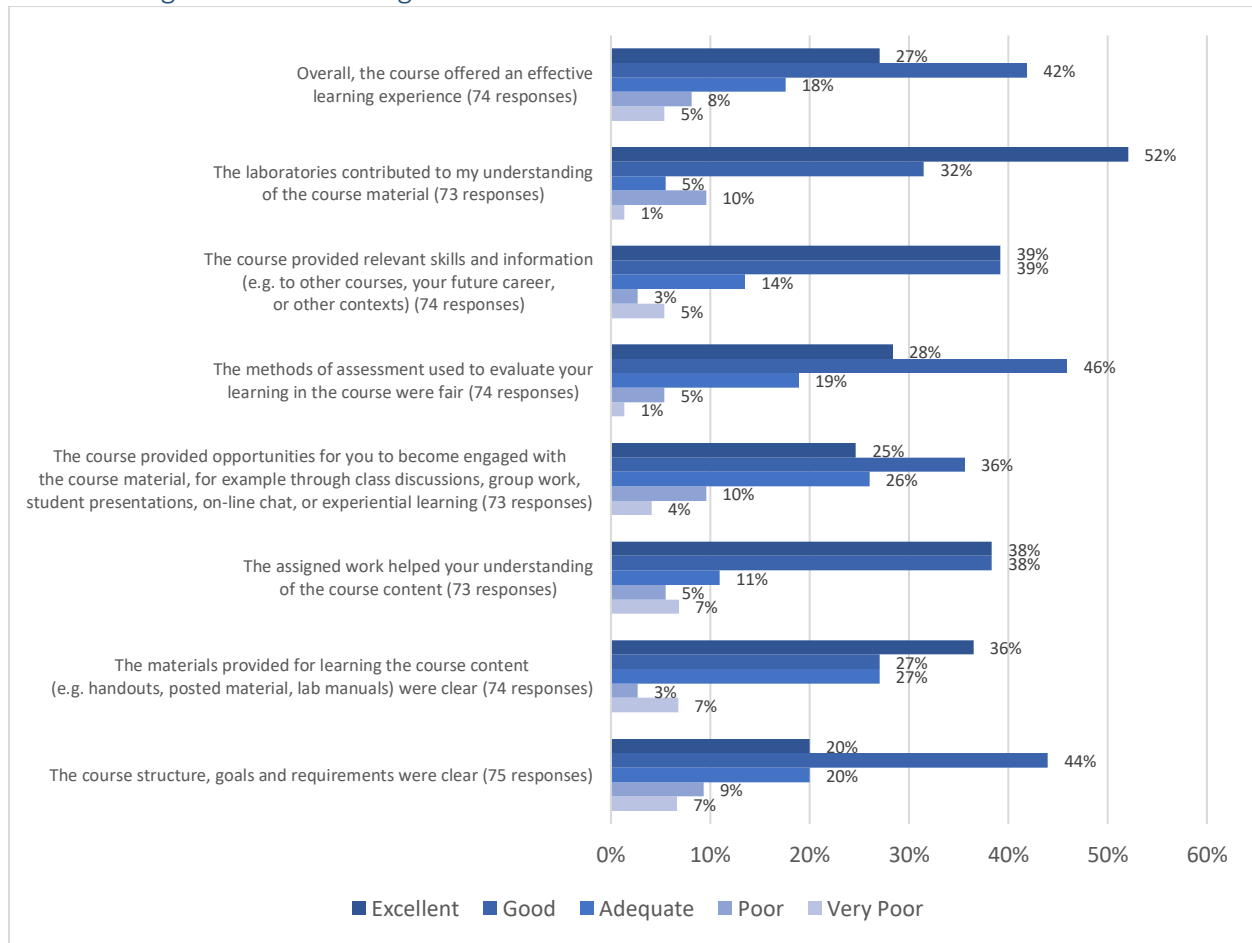
The following two graphs provided the consolidated quantitative survey results of this multi-section offering. These consolidated results focus on student rating's on teaching and course design.

Subsequent pages provide the survey results from each individual section including students' written comments.

### Instructor's Teaching – Student Ratings

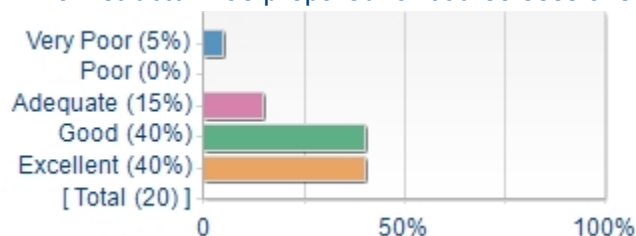


## Course Design – Student Ratings



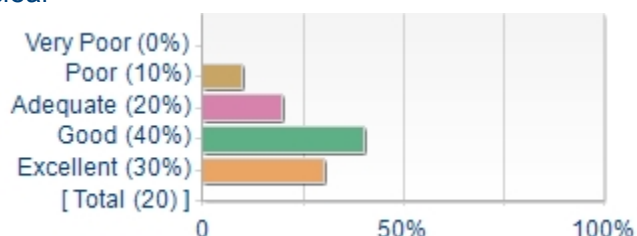
## I Instructor's Teaching - Students' Ratings on the Following Statements:

1. The instructor was prepared for course sessions



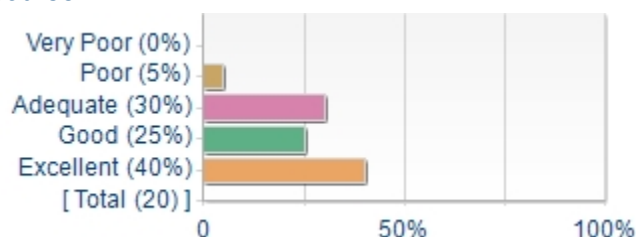
Statistics	Value
Response Count	20
Mean	4.10
Median	4.00
Standard Deviation	1.02

2. The instructor's explanations of concepts were clear



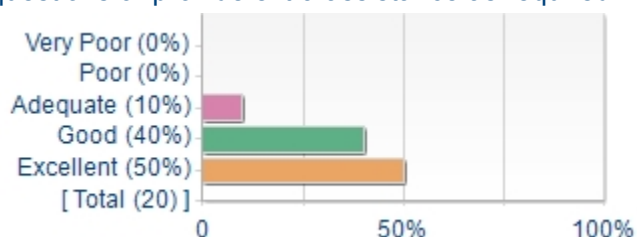
Statistics	Value
Response Count	20
Mean	3.90
Median	4.00
Standard Deviation	0.97

3. The instructor motivated you to learn in this course



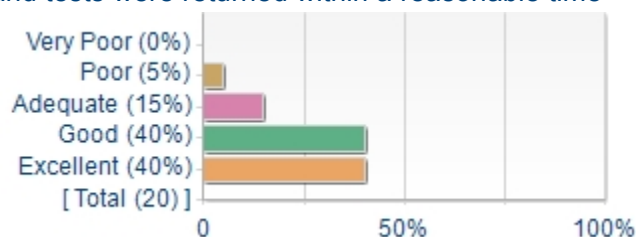
Statistics	Value
Response Count	20
Mean	4.00
Median	4.00
Standard Deviation	0.97

4. The instructor was available to answer your questions or provide extra assistance as required



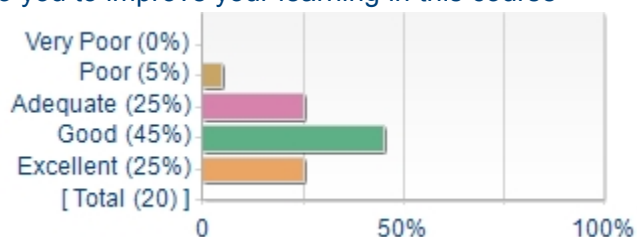
Statistics	Value
Response Count	20
Mean	4.40
Median	4.50
Standard Deviation	0.68

5. The instructor ensured that your assignments and tests were returned within a reasonable time



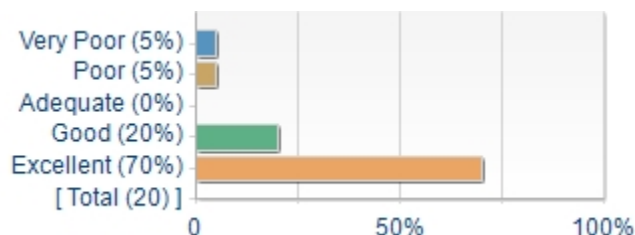
Statistics	Value
Response Count	20
Mean	4.15
Median	4.00
Standard Deviation	0.88

6. The instructor was helpful in providing feedback to you to improve your learning in this course

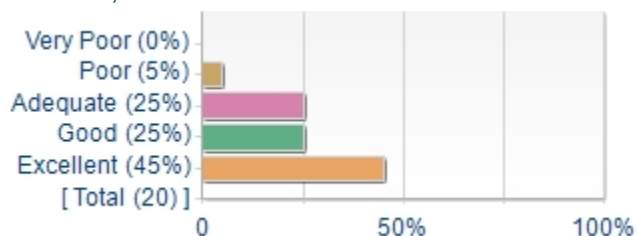


Statistics	Value
Response Count	20
Mean	3.90
Median	4.00
Standard Deviation	0.85

7. The instructor demonstrated respect for students and their ideas 8. Overall, the instructor was effective in this course



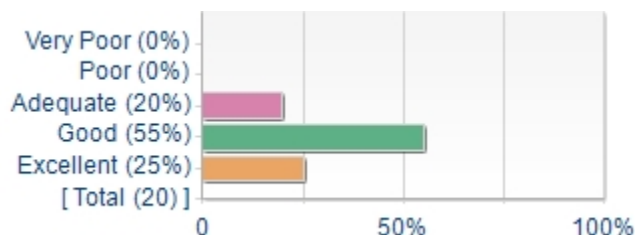
Statistics	Value
Response Count	20
Mean	4.45
Median	5.00
Standard Deviation	1.10



Statistics	Value
Response Count	20
Mean	4.10
Median	4.00
Standard Deviation	0.97

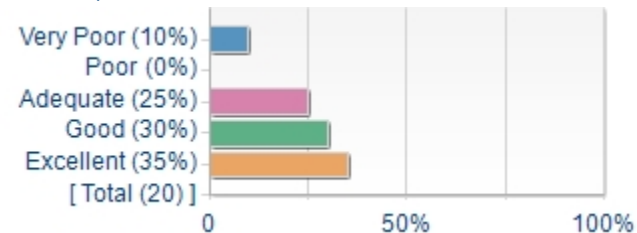
## II Course Design - Students' Ratings on the Following Statements:

1. The course structure, goals and requirements were clear



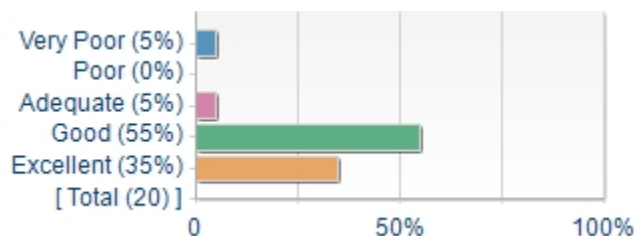
Statistics	Value
Response Count	20
Mean	4.05
Median	4.00
Standard Deviation	0.69

2. The materials provided for learning the course content (e.g. handouts, posted material, lab manuals) were clear



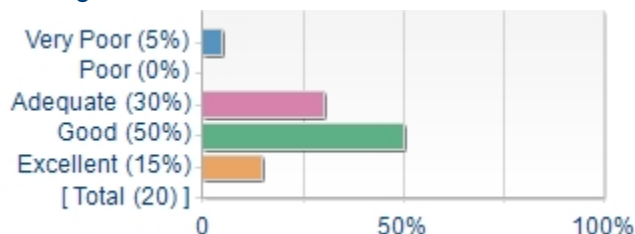
Statistics	Value
Response Count	20
Mean	3.80
Median	4.00
Standard Deviation	1.24

3. The assigned work helped your understanding of the course content



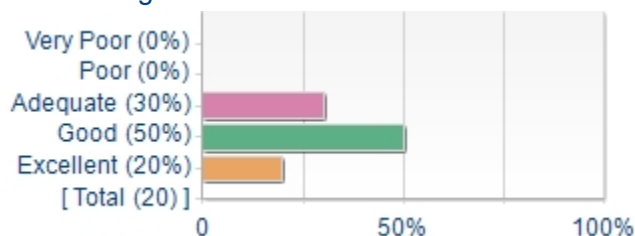
Statistics	Value
Response Count	20
Mean	4.15
Median	4.00
Standard Deviation	0.93

4. The course provided opportunities for you to become engaged with the course material, for example through class discussions, group work, student presentations, on-line chat, or experiential learning



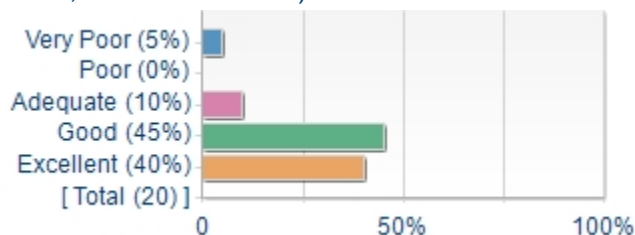
Statistics	Value
Response Count	20
Mean	3.70
Median	4.00
Standard Deviation	0.92

5. The methods of assessment used to evaluate your learning in the course were fair



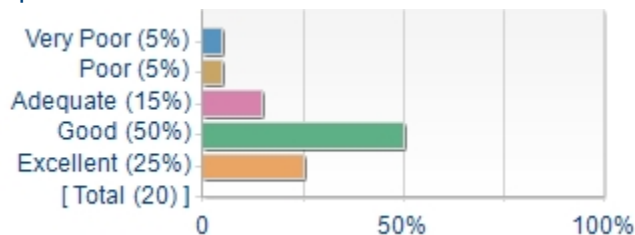
Statistics	Value
Response Count	20
Mean	3.90
Median	4.00
Standard Deviation	0.72

6. The course provided relevant skills and information (e.g. to other courses, your future career, or other contexts)



Statistics	Value
Response Count	20
Mean	4.15
Median	4.00
Standard Deviation	0.99

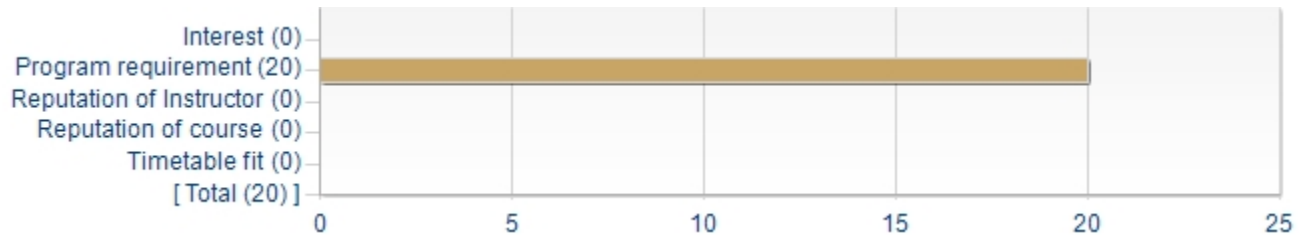
7. Overall, the course offered an effective learning experience



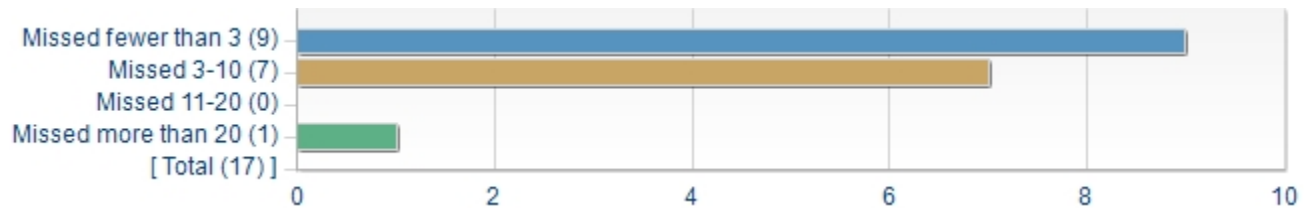
Statistics	Value
Response Count	20
Mean	3.85
Median	4.00
Standard Deviation	1.04

### III Statements About The Students:

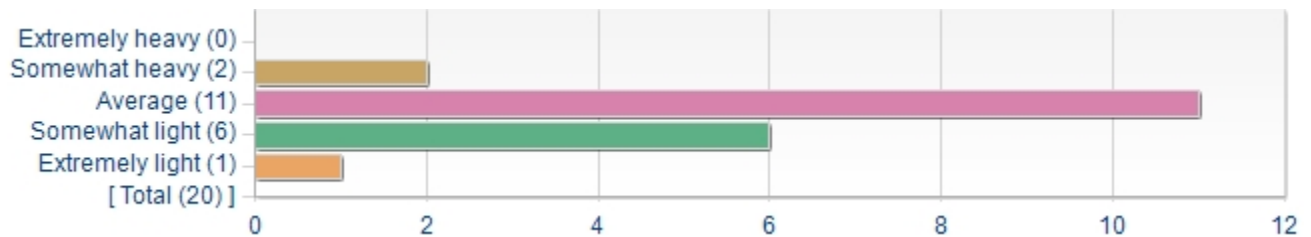
**My primary reason for taking the course.**



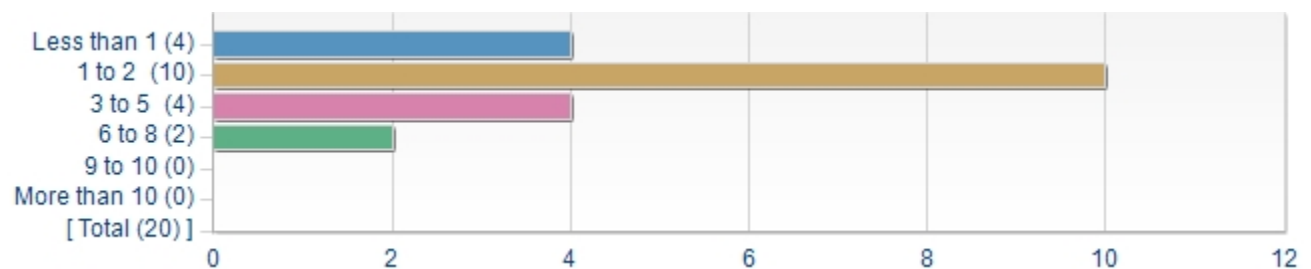
**The approximate number of classes or labs that I did not attend**



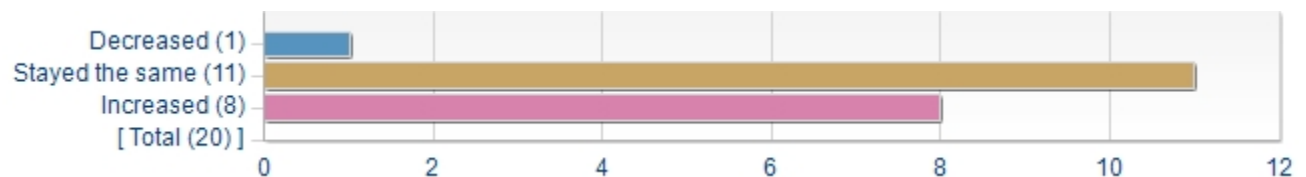
**Relative to other courses I have taken at UVic, the workload in this course was**



**The approximate number of hours per week I spent studying for this course outside of class time:**

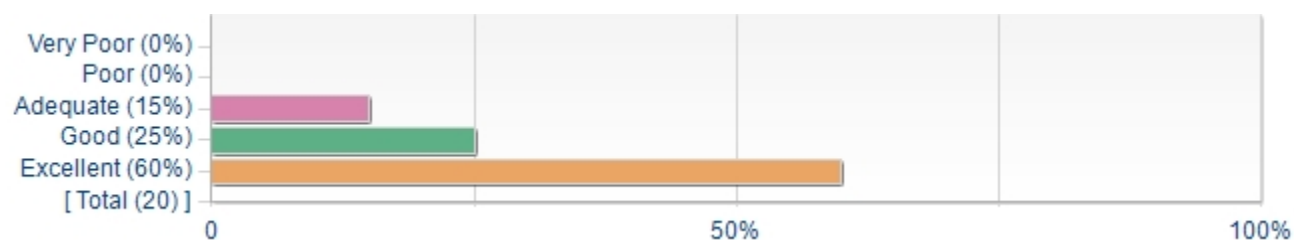


**As a result of my experience in this course, my interest in the material:**



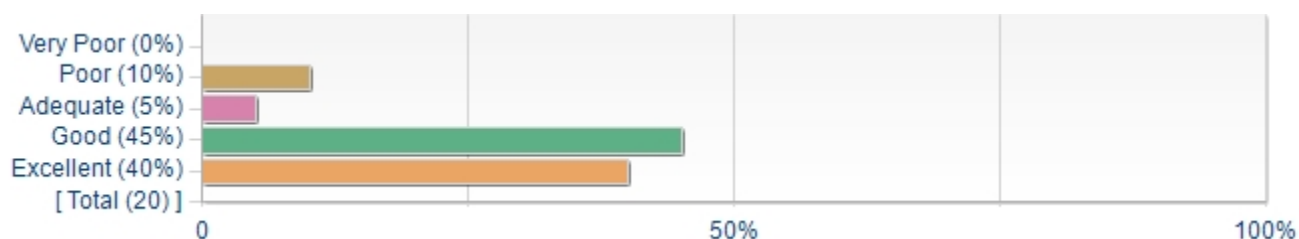
### IV Additional Statments:

The instructor **Celina Berg** displays a good understanding of the material being presented



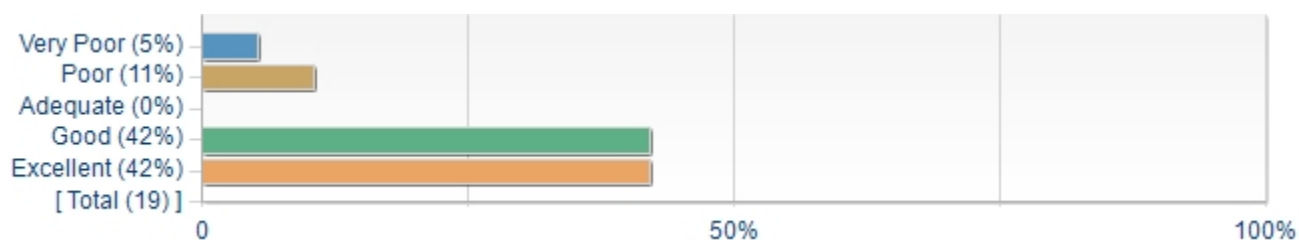
Statistics	Value
Response Count	20
Mean	4.45
Median	5.00
Standard Deviation	0.76

The instructor **Celina Berg** uses the blackboard/overhead and/or visual aids effectively



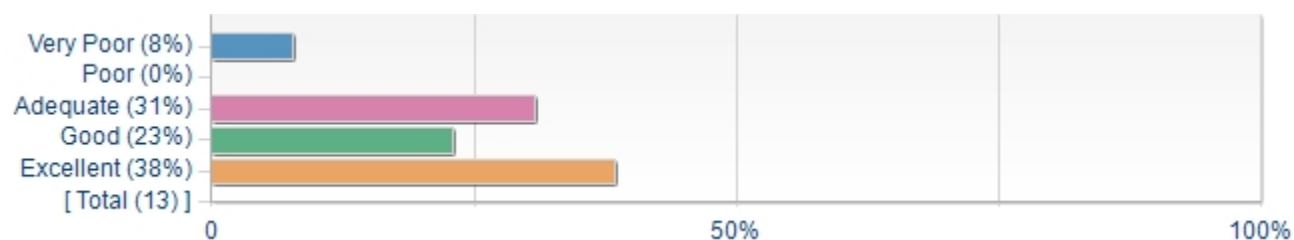
Statistics	Value
Response Count	20
Mean	4.15
Median	4.00
Standard Deviation	0.93

(Courses with labs) The laboratories contributed to my understanding of the course material



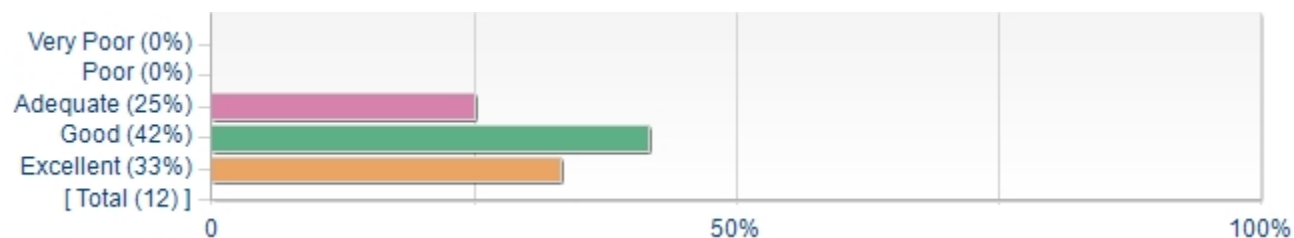
Statistics	Value
Response Count	19
Mean	4.05
Median	4.00
Standard Deviation	1.18

**(Courses with tutorials) The tutorials contributed to my understanding of the course material**



Statistics	Value
Response Count	13
Mean	3.85
Median	4.00
Standard Deviation	1.21

**(Courses with a major project, i.e. 20% or more of the final grade) The project contributed to my understanding of the course material**



Statistics	Value
Response Count	12
Mean	4.08
Median	4.00
Standard Deviation	0.79



## IIV Student Comments:

**What strengths did your instructor (Celina Berg) demonstrate that helped you learn in this course?**

Comments
Celina was very enthusiastic about the course material and did a good job of presenting entry level computing science concepts to people who were just being exposed to them for the first time. She is very approachable.
Motivated, knew what she was talking about, excited to teach
Good examples
Clear Instruction, Good use of slides
She's the best instructor i have ever had in Uvic. She tries to make the course easier by excellent teaching skills.
Explains every well in her office hours
Lots of examples were good. Using that simple machine thing also helped me understand how assembly works, so that was good.
Clearly knowledgeable on the subject matter. Effectiveness of demonstrating that knowledge or sharing it with students is adequate but struggles at times.
Mrs. Berg had an interest in the material thus making it more interesting for students. The labs were great.

**Please provide specific suggestions as to how the instructor (Celina Berg) could have helped you learn more effectively.**

Comments
Post full course notes and answers to in class assignments
Worksheet answers and iClicker answers should be posted to ConneX after lectures for reference when studying on our own. The class content was too vague at time, and course learning outcomes were unclear – There should be more in–depth notes on what we should know how to do posted on ConneX. It's difficult trying to study from the course material that's currently provided since there's so many gaps in knowledge. Not all of us are auditory learners (which is the main style of teaching observed in lectures) – For example, I learn best by reading, which can't really be done with the lacking course materials.
The handouts she gave were not very helpful to me during lecture. It would have been better if she gave us access to them before the lecture, and the solutions sooner after, so we could work on them on our own time. I find that needing to complete worksheets like that during class make it difficult to take notes in a way that makes sense to me. Because she would walk around the lecture hall, I felt like I had to work on the worksheet, rather than work on my actual understanding of the subject.
It felt like you felt that we were little kids who knew nothing.
N/A
Needs to work on her speed and post solutions to her worksheets.
This is pretty specific, but I wish the code we were given on handouts/assignments was always in a monospace font. It's just so much easier to look at as code when it is. The text sizes on the printouts that were projected onto the screen were sometimes really small and hard to read. Also, that question on assignment 1 where it asked us to convert a number that couldn't be converted was mean. I was so confused by it so I just entered some number that I knew wasn't correct because the question didn't make sense.
Take better control of the class. Far too often control is lost and the class would get out of hand. Celina must demand respect from their students otherwise significant time and focus is lost.
Assignment grading was picky. The knowledge was there but marks would be taken for very small errors, and when the assignment isn't out of much losing 3 marks could mean 15%.

## Please provide specific suggestions as to how this course could be improved.

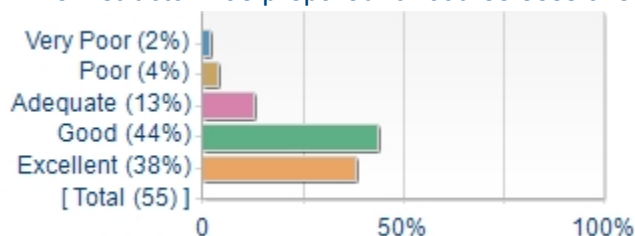
Comments
Please provide more notes and slides with more info. Also, answers to worksheets should be posted to ConneX. It's not easy at all studying from current course materials and I often found myself turning to the internet for help.
More teaching about how Java syntax works. I came in with no background knowledge for Java and often felt lost and confused because it was assumed that we knew at least a little. The one lab we had on it was not enough for me to feel comfortable working on the assignments.
It was boring
The course should follow a detailed syllabus. The outline should be made more clear
That question on assignment 1... convert a number that can't be converted... mean.
As stated earlier, a better control of the class is absolutely necessary. Students would frequently pack up early in a herd of speak over the instructor during lecture time.
Better online notes. I know the reason they weren't posted was so that students attend the course but it is hard to study so many different topics without notes. If I was a first year student just seeing the material for the first time and not having any reference for things such as assembly language it would be even more difficult. To clarify there were posted notes but the notes are not very good as they are more so for presentation purposes. I would have also liked to see a bit more effort put into the slides not just white with black text.

## My Instructor gave time in class to complete this survey.

Options	Count	Percentage
Yes	15	79%
No	4	21%
Does not apply (online course, field course, etc.)	0	0%

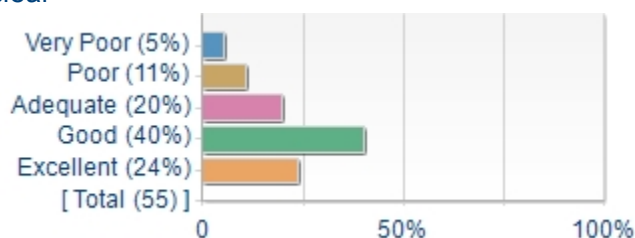
## I Instructor's Teaching - Students' Ratings on the Following Statements:

1. The instructor was prepared for course sessions



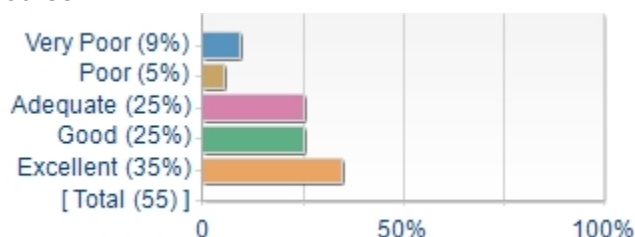
Statistics	Value
Response Count	55
Mean	4.13
Median	4.00
Standard Deviation	0.90

2. The instructor's explanations of concepts were clear



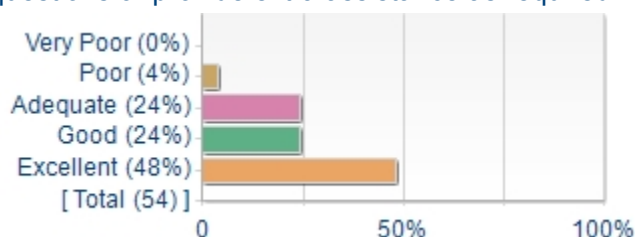
Statistics	Value
Response Count	55
Mean	3.65
Median	4.00
Standard Deviation	1.13

3. The instructor motivated you to learn in this course



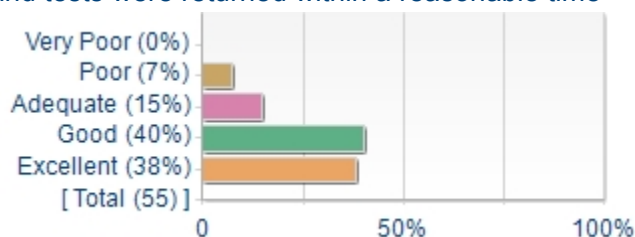
Statistics	Value
Response Count	55
Mean	3.71
Median	4.00
Standard Deviation	1.26

4. The instructor was available to answer your questions or provide extra assistance as required



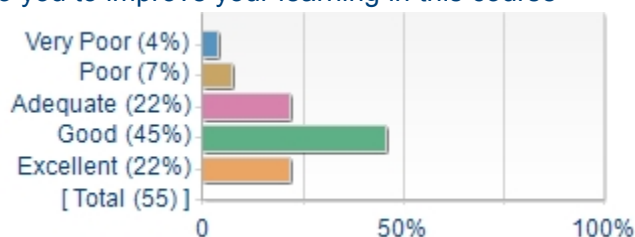
Statistics	Value
Response Count	54
Mean	4.17
Median	4.00
Standard Deviation	0.93

5. The instructor ensured that your assignments and tests were returned within a reasonable time



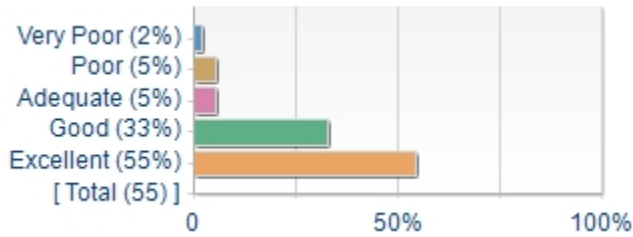
Statistics	Value
Response Count	55
Mean	4.09
Median	4.00
Standard Deviation	0.91

6. The instructor was helpful in providing feedback to you to improve your learning in this course

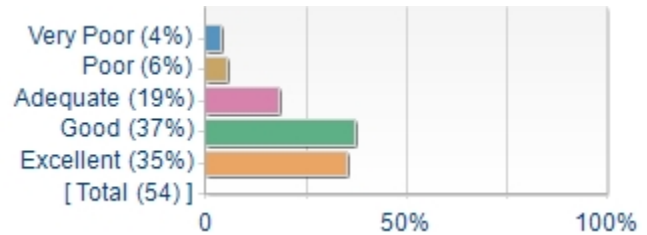


Statistics	Value
Response Count	55
Mean	3.75
Median	4.00
Standard Deviation	1.00

7. The instructor demonstrated respect for students and their ideas 8. Overall, the instructor was effective in this course



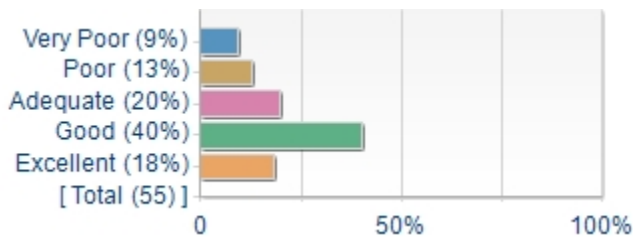
Statistics	Value
Response Count	55
Mean	4.33
Median	5.00
Standard Deviation	0.94



Statistics	Value
Response Count	54
Mean	3.94
Median	4.00
Standard Deviation	1.05

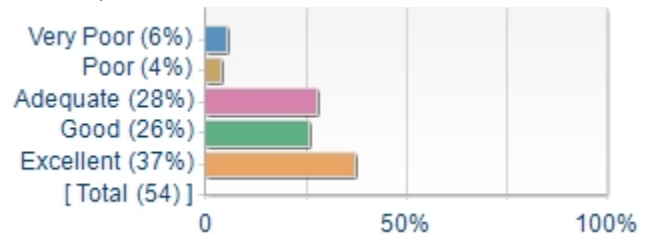
## II Course Design - Students' Ratings on the Following Statements:

1. The course structure, goals and requirements were clear



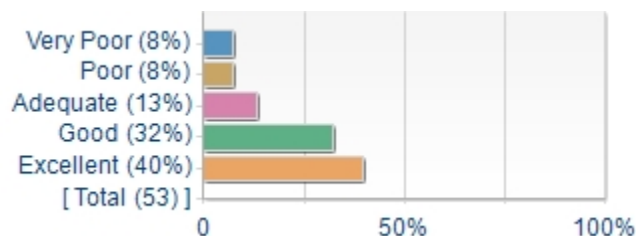
Statistics	Value
Response Count	55
Mean	3.45
Median	4.00
Standard Deviation	1.20

2. The materials provided for learning the course content (e.g. handouts, posted material, lab manuals) were clear



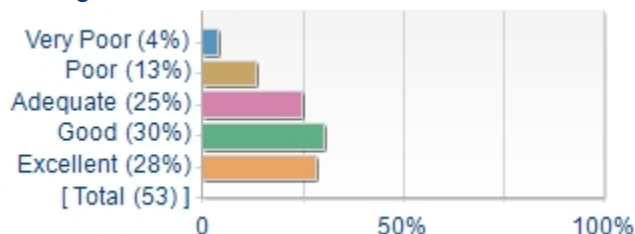
Statistics	Value
Response Count	54
Mean	3.85
Median	4.00
Standard Deviation	1.14

3. The assigned work helped your understanding of the course content



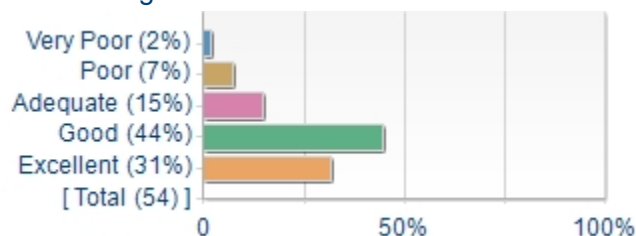
Statistics	Value
Response Count	53
Mean	3.89
Median	4.00
Standard Deviation	1.24

4. The course provided opportunities for you to become engaged with the course material, for example through class discussions, group work, student presentations, on-line chat, or experiential learning



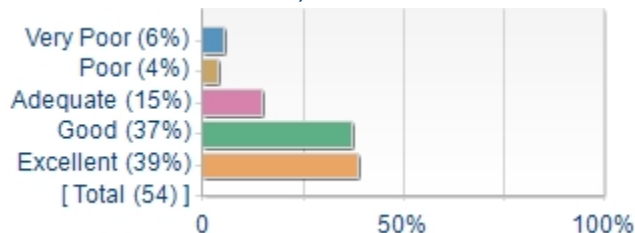
Statistics	Value
Response Count	53
Mean	3.66
Median	4.00
Standard Deviation	1.14

5. The methods of assessment used to evaluate your learning in the course were fair



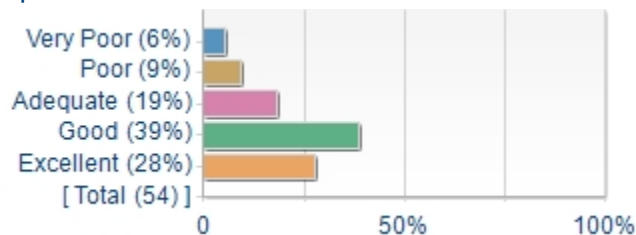
Statistics	Value
Response Count	54
Mean	3.96
Median	4.00
Standard Deviation	0.97

6. The course provided relevant skills and information (e.g. to other courses, your future career, or other contexts)



Statistics	Value
Response Count	54
Mean	4.00
Median	4.00
Standard Deviation	1.10

7. Overall, the course offered an effective learning experience



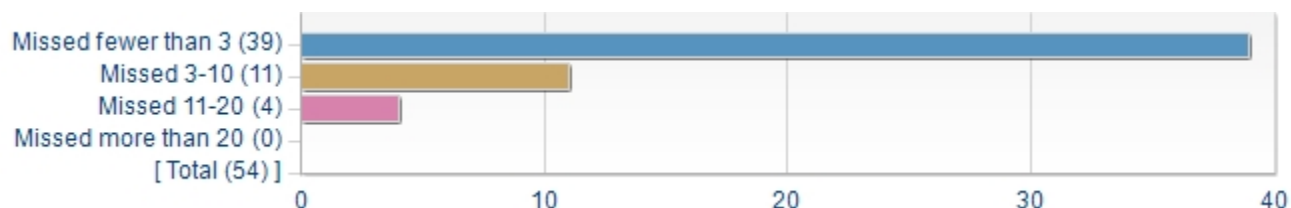
Statistics	Value
Response Count	54
Mean	3.74
Median	4.00
Standard Deviation	1.14

### III Statements About The Students:

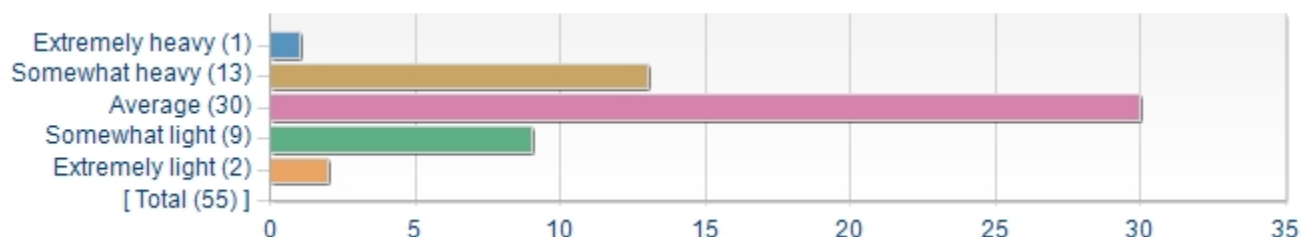
**My primary reason for taking the course.**



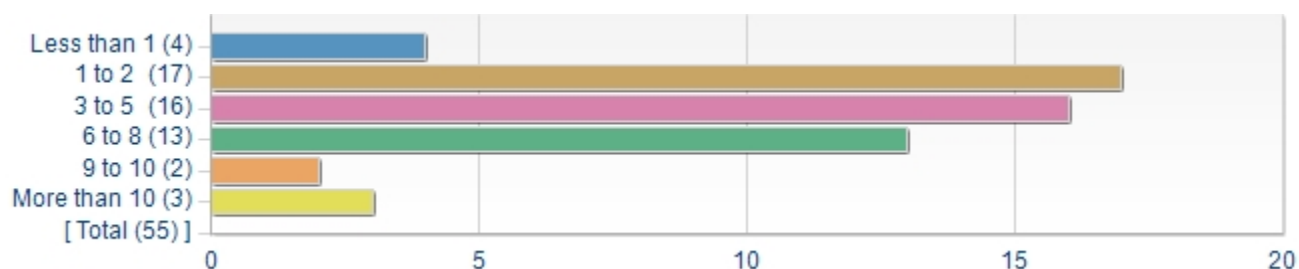
**The approximate number of classes or labs that I did not attend**



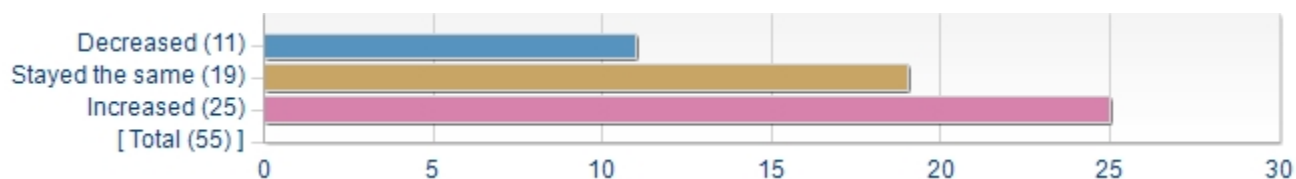
**Relative to other courses I have taken at UVic, the workload in this course was**



**The approximate number of hours per week I spent studying for this course outside of class time:**

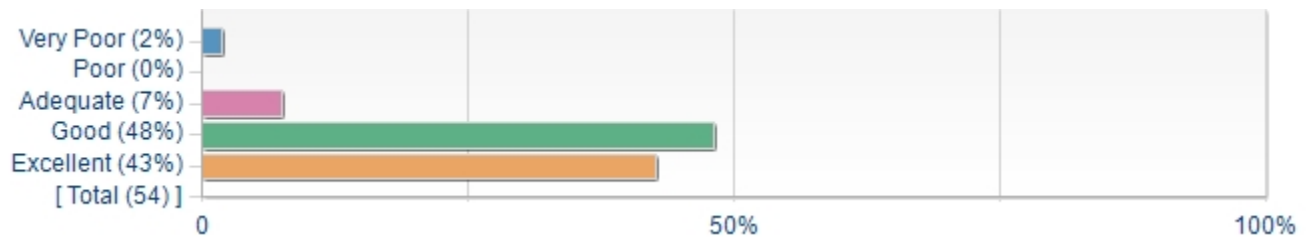


**As a result of my experience in this course, my interest in the material:**



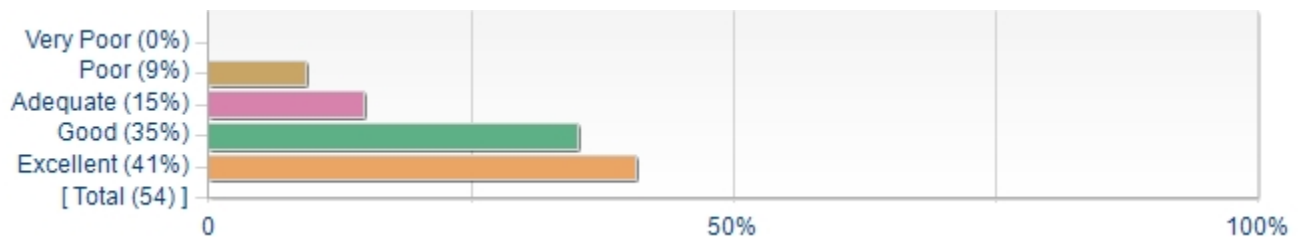
### IV Additional Statments:

The instructor **Celina Berg** displays a good understanding of the material being presented



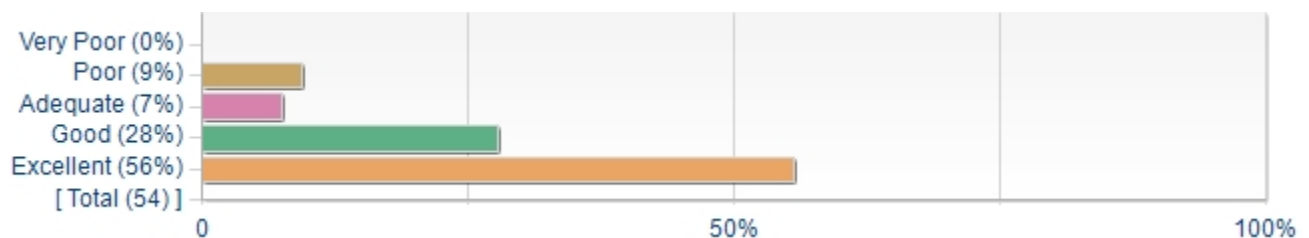
Statistics	Value
Response Count	54
Mean	4.30
Median	4.00
Standard Deviation	0.77

The instructor **Celina Berg** uses the blackboard/overhead and/or visual aids effectively



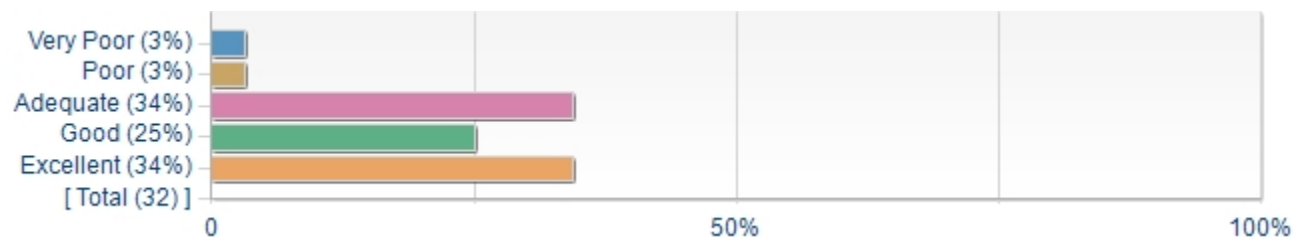
Statistics	Value
Response Count	54
Mean	4.07
Median	4.00
Standard Deviation	0.97

(Courses with labs) The laboratories contributed to my understanding of the course material



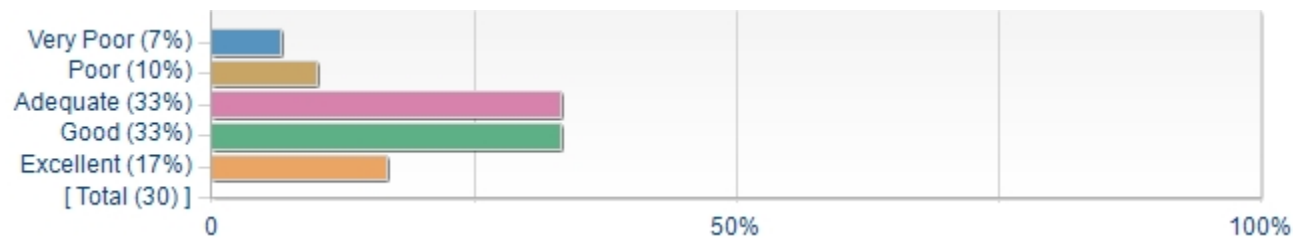
Statistics	Value
Response Count	54
Mean	4.30
Median	5.00
Standard Deviation	0.96

**(Courses with tutorials) The tutorials contributed to my understanding of the course material**



Statistics	Value
Response Count	32
Mean	3.84
Median	4.00
Standard Deviation	1.05

**(Courses with a major project, i.e. 20% or more of the final grade) The project contributed to my understanding of the course material**



Statistics	Value
Response Count	30
Mean	3.43
Median	3.50
Standard Deviation	1.10



## IIV Student Comments:

**What strengths did your instructor (Celina Berg) demonstrate that helped you learn in this course?**

Comments
<ul style="list-style-type: none"> <li>–very nice person to talk to</li> <li>–she is friendly at office hours</li> <li>–she has good TAs</li> </ul>
Fantastic understanding of course materials. She made learning fun.
<ul style="list-style-type: none"> <li>– provided many visuals as well as explanations that helped increase my understanding of materials in the course</li> <li>– Celina I very good at answering questions whether it be in class or on connex in the forums</li> <li>– provided worksheets for students to work along with her in class which was very helpful to get a “hands on” learning experience</li> </ul>
<p>Hi Celina,</p> <p>Thankyou for the numerous examples you did in class, of the translation of HLL to assembly to machine code.</p>
Oh and the clicker questions were so effective in getting me to recollect past lectures.
Useful assignments, hands on learning
She clearly knew what she was talking about. She just could not always properly express her knowledge.
have practices
None
great attitude and willing to go help outside of class hours
Amazing knowledge of the curriculum being taught, opened office hours during easter break and spent as much time as you needed until you understood the material.
encouraging and easy to talk to! always answered my questions in depth!
She was ready to answer any question and to explain till we all understand.
Always available to help.
Many strengths, Celina is a great teacher
N/A
Explained things very well, also very available in office hours.
Overall good at explaining and helping students work their way through problems while also leading them in the right direction
High enthusiasm, strong organization of materials (which helped with the wide variety of topics).
She would go over the material until everyone understood the material and go in depth when needed.
Because she was so passionate about the course topics it helped to motivate me to work harder and do good in the class. She was always available to help if you needed extra assistance.
explaining concepts, very reachable and helpful outside of class
She's good at speaking and very clear to understand.
Very good ability to break down some of the harder initial concepts to computer programming. I thought she used visual aids quite effectively. Letting us work on examples in class i thought were very helpful.
Outgoing, kind, knowledgeable, approachable
She was just so much fun to listen too and would answer any questions and was always positive towards the material. Seriously a top tier professor.
Her last name makes me think of icebergs.
Very knowledgeable, friendly
She was passionate and enthusiastic

Comments
Clear explanations and examples. I thought that the PowerPoints and handouts were effective.
very helpful with understanding questions, simple, straight forward.
She is clearly very passionate and has a good understanding of the material.
Enthusiasm! Clarity! Celina did a great job with this course! As a second year, I am familiar with most of the content, but she still found ways to build my interest in the material. She also really cares about students' performance in the class, and is very helpful during her office hours!
Using visual aids really helped me through the course. She goes step by step through examples of problems and is very thorough. She often opens the floor to discussing and questions to help the students understand better. She is an excellent instructor
Celina was enthusiastic and clearly knew the material well. She developed concepts at a pretty good pace and provided lots of examples.
good at keeping students on task and students not talking or disturbing the class
Celina was very enthusiastic and was always good at giving analogies so we were able to understand what the computer was actually doing.

**Please provide specific suggestions as to how the instructor (Celina Berg) could have helped you learn more effectively.**

Comments
<ul style="list-style-type: none"> <li>–the lectures were disorganized</li> <li>–provide a textbook of some sort</li> <li>– the class activities and worksheets should have been saved for the labs</li> <li>–</li> </ul>
Nothing. keep doing what you're doing.
– I found writing out examples on paper was very helpful, but sometimes the paper got very messy and hard to understand after many explanations. Perhaps starting a new sheet of notes when discussing a new question or reiterating a question might make it easier for students to understand.
<p>Hi Celina,</p> <p>I wish there was a textbook, a YouTube video or some material I could refer to , for the “number Representation” topic. I’ve spent so much of my time trying to find resources online to help me understand the conversions and what 2’s complement is.</p> <p>About the lab, I wish the lab instructor could have been more time efficient when teaching us how to use the machine code simulator, or the command prompt for python and sql. But I also understand that a 50 min lab period is probably not enough time either. I spent three to four hours straight trying to figure out how it works but that being said, because of the amount of time I spent, I’ll probably never forget how to use them again.</p> <p>Been a more motivating prof. Projected that she was there for a job. Questions like "okay, do you want to just do these on your own? Because you can. And I won't teach. Okay then please be quiet and listen" sound very immature, even if students aren't listening. I wouldn't want someone from UBC or UofT coming in and hearing my first year prof talking like that</p> <p>Actually explaining terms and jargon. Get through your slides for the day instead of every day telling students to look through it; nearly every day we did not get through the material prepared for the day. Explain concepts more clearly. Pay attention to questions people have. Actually answer their questions; on more occasions than not it seemed like the student ended up more confused after she answered them. Treat your students like they are adults; felt like i was in 10th grade again the way you talked to your class. I have never wasted more time than in this class.</p> <p>felt like an elementary school class, talked to students like kids. wish she taught me linearly as she would often jump between ideas</p> <p>Need more clear examples</p> <p>She wasn't very good at introducing brand new topics. There were multiple days that I was struggling to keep up, and I already knew the material. I understand how hard it can be to teach such a low-level course when she holds a PhD, it can be easy to forget that things like assembly and trees and binary are not intuitive to some people. Celina seemed to</p>

Comments
often skim over important base knowledge.
Present more engaging material,
More time to reply to iClicker questions please
n/a
N/A
More examples in class i.e how to run certain things in terminal etc the labs were not really useful for this.
Professor Berg could start at a more basic level of explaining concepts and not assuming a basic understanding of CSC related concepts (python, SQL) and how to run, write, and practice them. As a non-CSC major, I often felt in over my head with professor Berg and lab leaders assuming that everyone has a basic understanding of coding concepts. These concepts are often not difficult, but I often fall behind as we have moved on to more complex examples by the time I have figured out how to do the basic process behind it.
More detail on SQL commands and more examples (section seemed slightly rushed).
I felt that when learning some of the material in class and a couple of students did not understand we would spend a significant amount of time and the rest of the class would do nothing.
I wish we talked more about how the topics r used in everyday life. We learned a lot of stuff but it's hard for me to fully understand it when I don't know the purpose of doing it. Having never taken a csc course I struggled to understand most of the material.
Less mandatory class work, ie less "enganging" teaching approach, more lecture slides, more examples, more explanations would be beneficial. The In class work was ineffective in my opinion
I wish that she would have made the assignments less intense. Needed a lot of time and effort to look up how to do the assignments.
She needs to get paid more (she did not discuss her current pay. She just needs more)
Very good.
Possibly more clear outline/ list of rules required for certain things
Overall I feel that lessons were taught well.
The class was not very engaging, and often felt insufficient. Oftentimes, concepts were poorly explained.
She did not use clicker questions effectively (didn't clearly explain the answers, didn't show which answer was correct occasionally, closed the forms really fast). She sometimes did not explain concepts or questions in the most clear way. She did not explain the relevance to being a computer scientist to some of the topics covered.
more basic information leading up to the more advanced topics, actually teaching basics of how to code in python,
No suggestions.

### Please provide specific suggestions as to how this course could be improved.

Comments
<p>–the class activities were not engaging and did not help me learn the content, just do the old fashion lectures</p> <p>–if u want to be engaging just say a couple jokes here and there in the lectures, no need to use class activities to engage us they only confuse us</p> <p>–the python unit was covered too fast and was hard to keep up</p>
a smoke machine and laser light show entrance for Celina? really I think this was one of the most informative, and enjoyable classes I have attended at Uvic so far.
I don't know if this will be feasible but the two hour lab periods of CSC 110 were so helpful to actually DO the things we learnt in class. If the weekly lab period for CSC 106 could be extended to two hours instead of one , I think it'd give us the students , enough time to learn how to use the machine code simulator, SQLite and the command prompt for python and that'd give the instructor an opportunity to do more examples maybe. Lab period could also be a time when we could clear up doubts that'd otherwise only arise while doing the assignments.
I thought this teaching was much too indepth for an intro, survey course. level of details made csc look technical and difficult to understand given that many students taking the course had little or no background, the level of detail had the effect of making students' "eyes glaze over" because hearing many words like program counter all in one sentence

**Comments**

when you barely even knew there was such a thing as computer memory becomes overwhelming. Lectures then seem like 50 minutes of hearing computer jargon rather than 50 minutes of actually learning and understanding about computers. I've sat in on previous 106 classes and they seemed like a fun, "yay this is computer science", "guess what, before there were desktops you just had to stare at a screen of text!" type of class and it seemed really fun. I didn't like the teaching via worksheets. Sure they're hands on which is important but I didn't feel she'd teach the subject first. It'd be like we were given a worksheet to translate from C to assembly the first time and she'd say "so here it shows some code in C. C is a programming language. And here it wants you to translate it into assembly. So here's how to do it". So I'd learn how to do it, but I wouldn't have an idea of the breadth of programming languages that exists, and where C fits, who uses assembly, etc. In a survey course, I'd expect to learn things in the latter sentence and have the prof finish with saying "and you'll learn both of these things in 2nd year in more detail".

Get a professor who can explain the concepts to 1st year students. Celina Berg would be better suited for teaching high levels. Course materials were riddled with mistakes that made the assignments unnecessarily difficult. Less guest speakers; I believe we had 4 guest speakers and they gave good presentations but all of them seemed to be very loosely connected to what we were learning in the class. As I write this we have a guest speaker about music and it is not at all relevant to what we are learning; all throughout class I watched students leave.

better prof

more examples

Make assignments do-able for first year students

could use more references to read on and more examples pertaining to course assignments. the questions were sometimes too far away from what was taught in class

Perhaps bringing in another mid term to make the final not as weighted.

Taking this as taking Csc115 was very helpful. So UVic might be able to design courses so.

The course started off weak and unorganized with no clear direction. The first month should be built better and clearer.

No assembly and recursion

N/A

Start at a more basic fundamental point of concepts and highlighting names and functions in a more rigid and defined manner (e.g. the basic components of flowcharts, Python, SQL, etc). However, the addition of labs does help with this

Unsure. Some online practice materials with answers available to do on own time, perhaps?

More hands on work in the labs. I feel being forced to actually do the exercises in the labs helped me understand it more because I had someone there to help me in a smaller class environment. So having longer labs or more of them!

Longer labs, Less final exam heavy, more % on assignments

I wish that the course would have been more conceptual instead of actual coding. As python and SQL aren't requirements they shouldn't be that hard/ in depth.

More special interest lectures in topics like AI, deep learning, etc.

N/A

I would love another midterm.

More practice questions with answers for how it works maybe?

Although originally I don't hold much interest in the subject, and this class did not increase or decrease it, I thought the class itself was very well done

consider making this a requirement for first year software engineering students as well, it is a very helpful root class that offers a head start in csc115, 225, 230, seng265, etc.

This course is very sporadic, and does not have a good flow. It jumps around concepts, which makes it hard to follow sometimes, and doesn't allow for ideas to develop smoothly. Overall, the course feels way too advanced at some points and way too easy at others.

clearer progression of topics, way too much difficult information way too soon without clear basics leading up to it — If I was a first year and this had been one of the first Csc classes I had taken I would have found it way too hard and demanding and definitely would have dropped

I think the course should be taken after the completion of computer science 110. The third and fourth assignments were python and sql, which was not very well taught because Celina was under the assumption that most people had

#### Comments

already had pretty extensive coding experience, which I had not. I needed to rely on my friends to teach me how to code in python and sql.

#### My Instructor gave time in class to complete this survey.

Options	Count	Percentage
Yes	41	84%
No	7	14%
Does not apply (online course, field course, etc.)	1	2%