

# Course Experience Survey Results

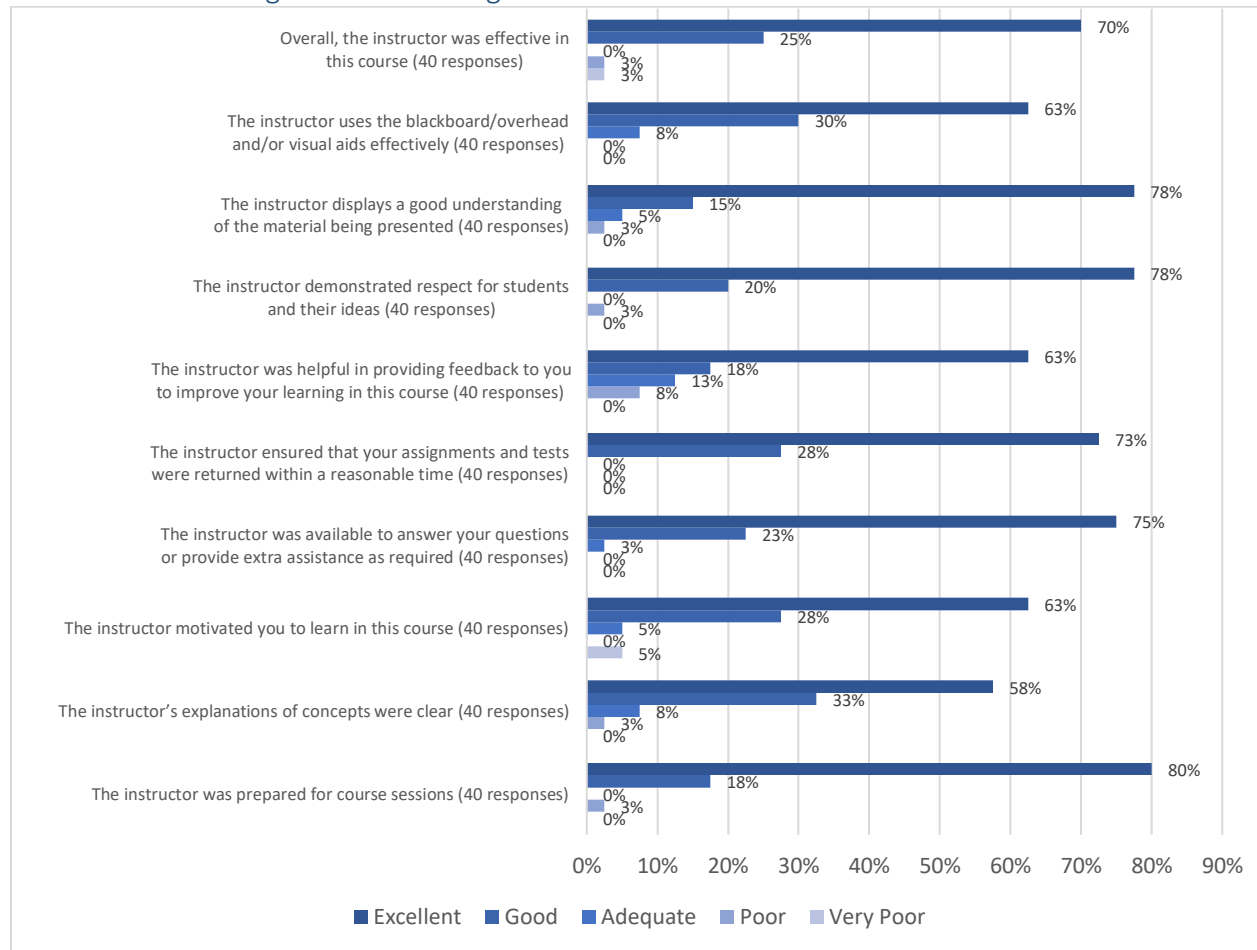
## CSC 110 – Fundamentals of Programming I

Term: May 2020

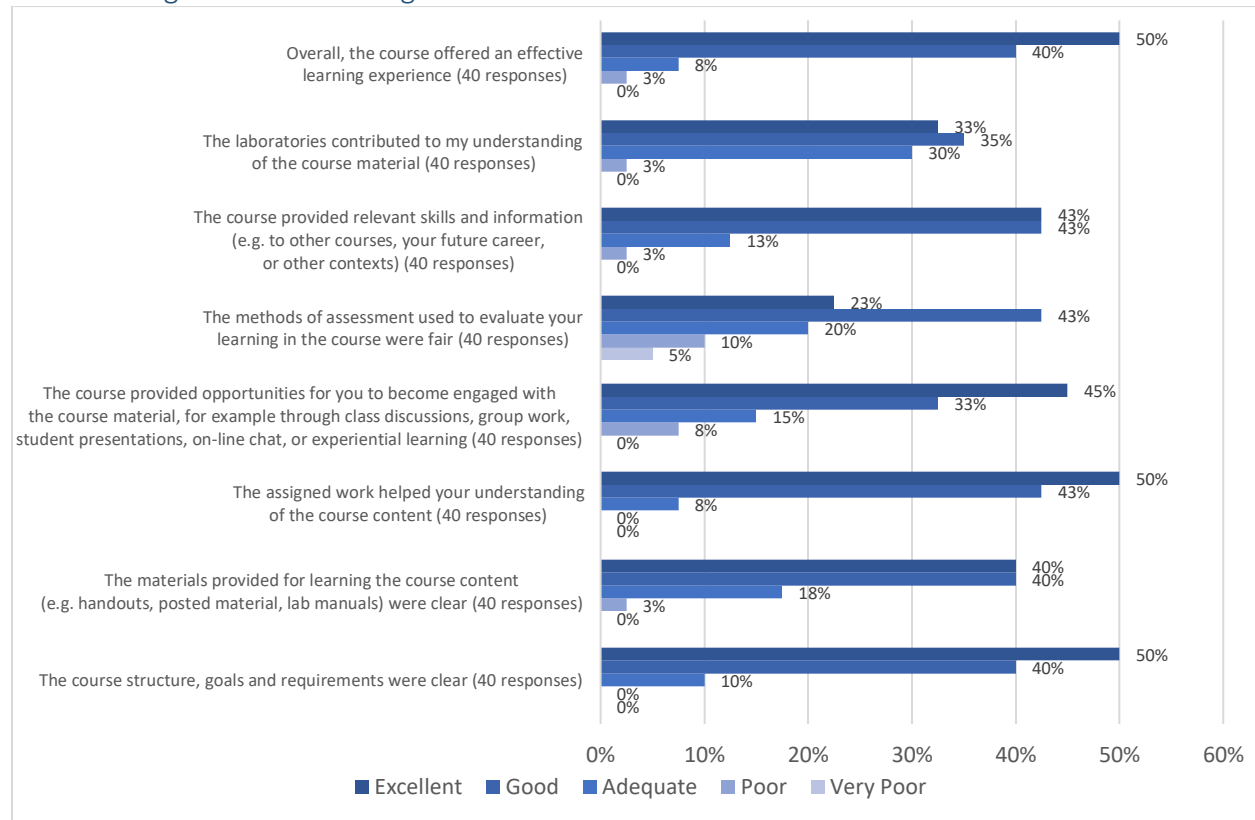
The following two graphs provided the consolidated quantitative survey results of this multi-section offering. These consolidated results focus on student rating's on teaching and course design.

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

### Instructor's Teaching – Student Ratings



## Course Design – Student Ratings



## **UVic CES Instructor Report 202005 - Celina Berg - FUNDAMENTAL PROGRAMING:I - CSC 110 - A01 (CRN 30171)**

### **UVic Course Experience Survey - Summer 2020**

Project Audience 6

Responses Received 1

Response Ratio 17%

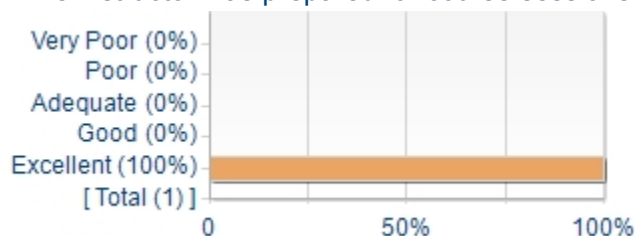
#### **Subject Details**

<b>CRN</b>	30171
<b>VNUMBER</b>	V00129143

**Creation Date** Fri, Jul 31, 2020

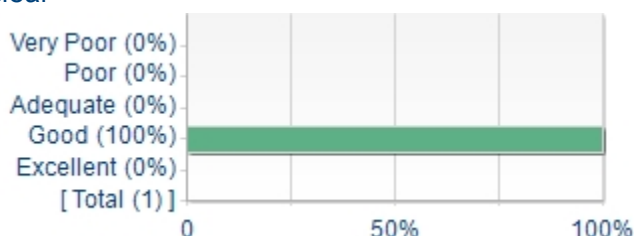
## I Instructor's Teaching - Students' Ratings on the Following Statements:

1. The instructor was prepared for course sessions



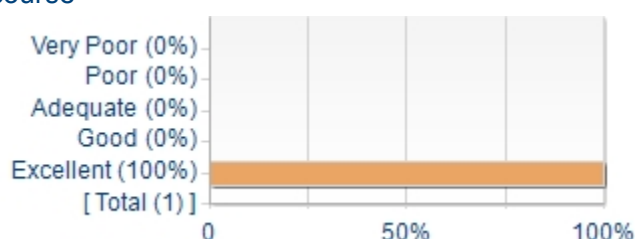
Statistics	Value
Response Count	1

2. The instructor's explanations of concepts were clear



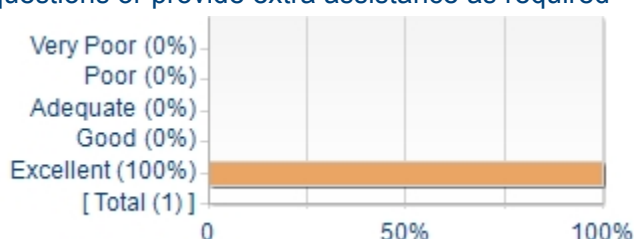
Statistics	Value
Response Count	1

3. The instructor motivated you to learn in this course



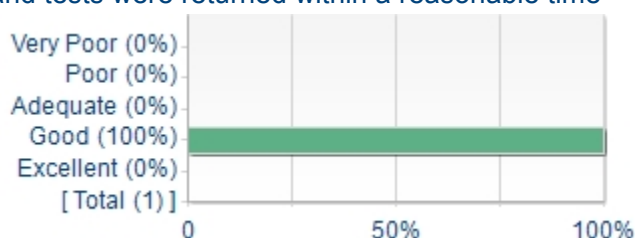
Statistics	Value
Response Count	1

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



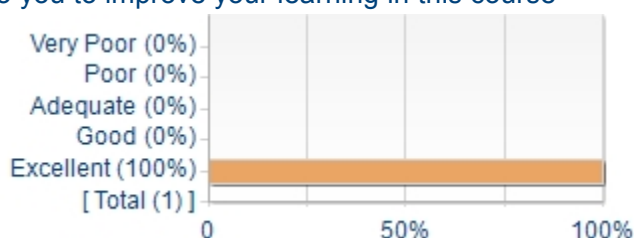
Statistics	Value
Response Count	1

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



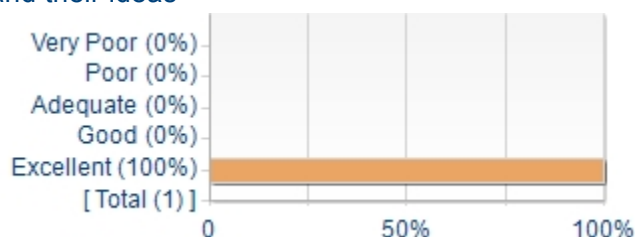
Statistics	Value
Response Count	1

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



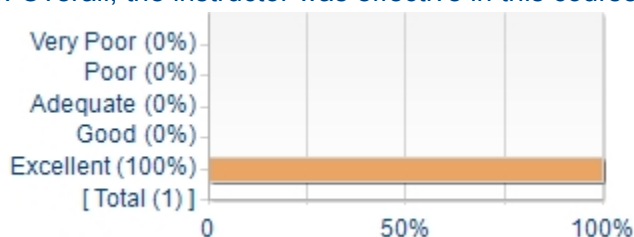
Statistics	Value
Response Count	1

7. The instructor demonstrated respect for students and their ideas



Statistics	Value
Response Count	1

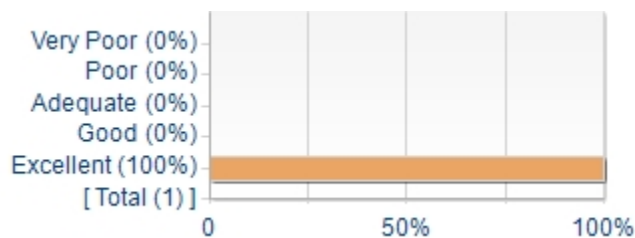
8. Overall, the instructor was effective in this course



Statistics	Value
Response Count	1

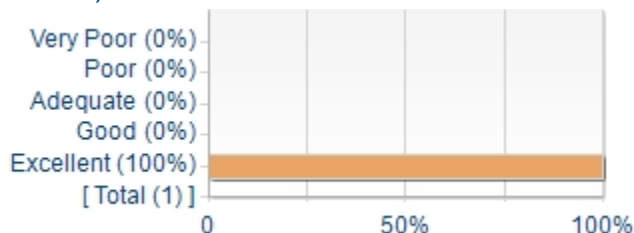
## II Course Design - Students' Ratings on the Following Statements:

1. The course structure, goals and requirements were clear



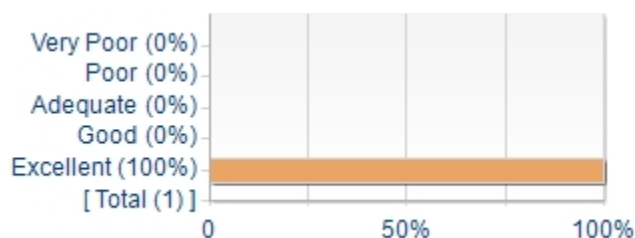
Statistics		Value
Response Count		1

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



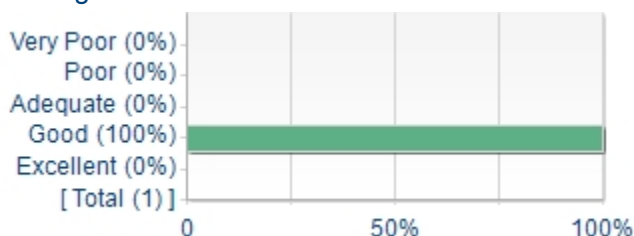
Statistics		Value
Response Count		1

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



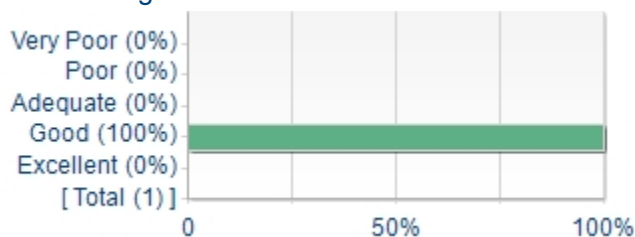
Statistics		Value
Response Count		1

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



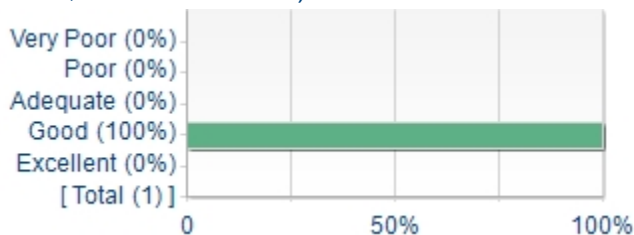
Statistics		Value
Response Count		1

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



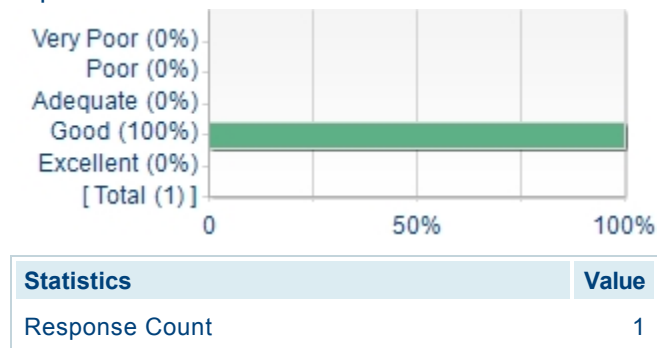
Statistics		Value
Response Count		1

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



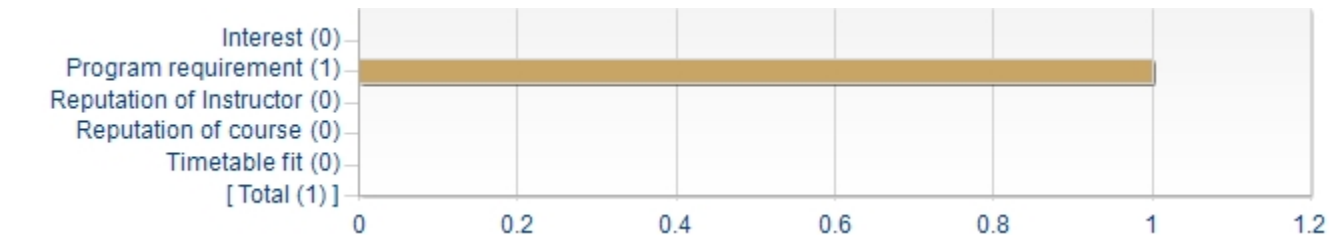
Statistics		Value
Response Count		1

7. Overall, the course offered an effective learning experience

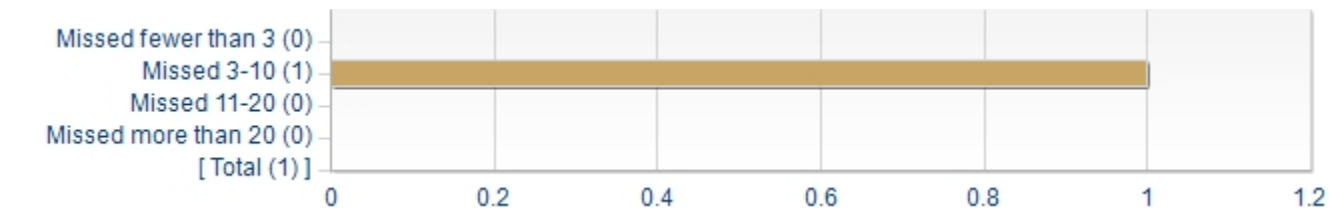


### III Statements About The Students:

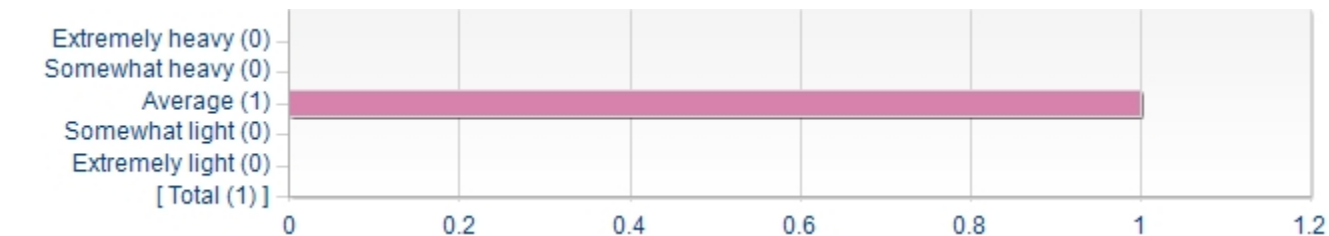
My primary reason for taking the course.



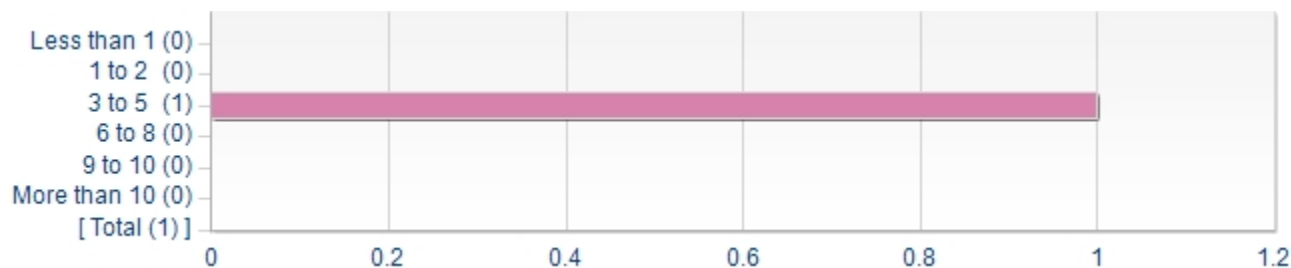
The approximate number of classes or labs that I did not attend



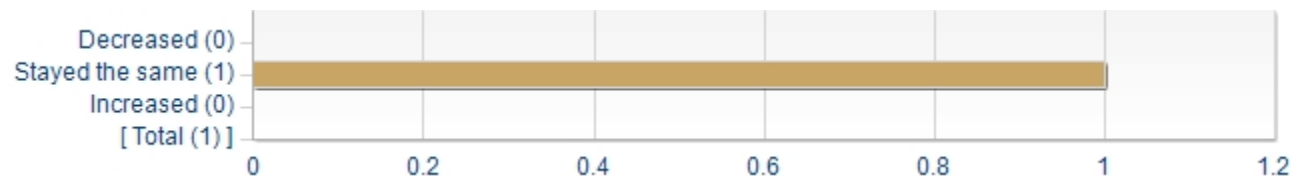
Relative to other courses I have taken at UVic, the workload in this course was



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

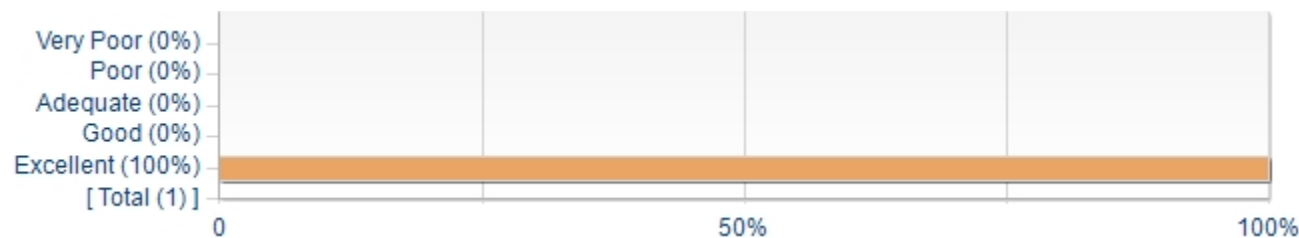


As a result of my experience in this course, my interest in the material:



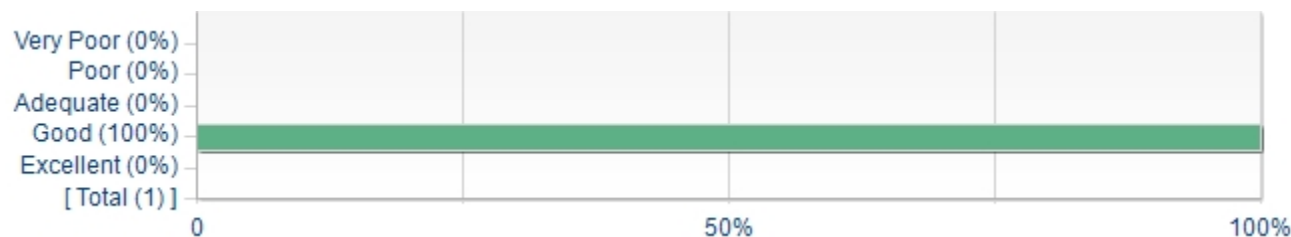
### IV Additional Statments:

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



Statistics		Value
Response Count		1

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



Statistics		Value
Response Count		1

## **UVic CES Instructor Report 202005 - Celina Berg - FUNDAMENTAL PROGRAMING:I - CSC 110 - A02 (CRN 30172)**

### **UVic Course Experience Survey - Summer 2020**

Project Audience 85

Responses Received 39

Response Ratio 46%

#### **Subject Details**

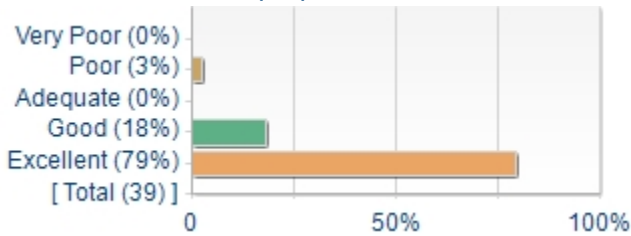
<b>CRN</b>	30172
<b>VNUMBER</b>	V00129143

**Creation Date** Fri, Jul 31, 2020



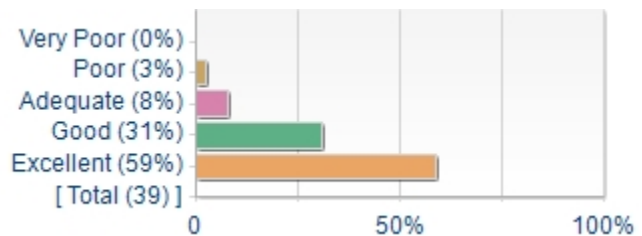
## I Instructor's Teaching - Students' Ratings on the Following Statements:

1. The instructor was prepared for course sessions



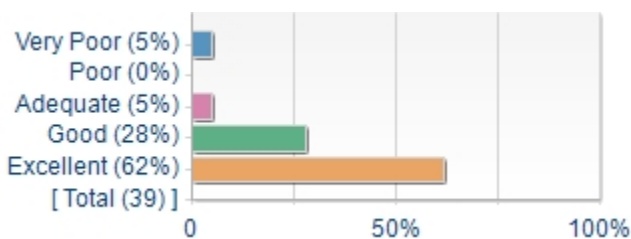
Statistics	Value
Response Count	39

2. The instructor's explanations of concepts were clear



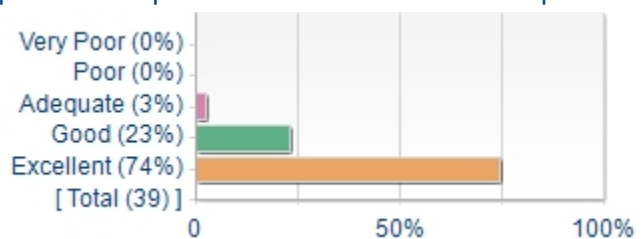
Statistics	Value
Response Count	39

3. The instructor motivated you to learn in this course



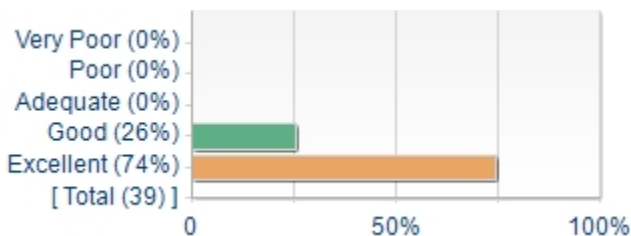
Statistics	Value
Response Count	39

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



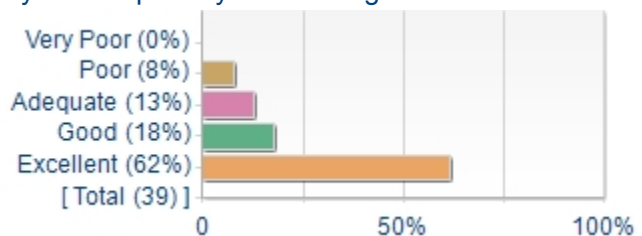
Statistics	Value
Response Count	39

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



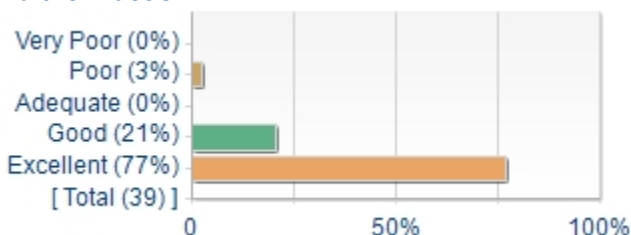
Statistics	Value
Response Count	39

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



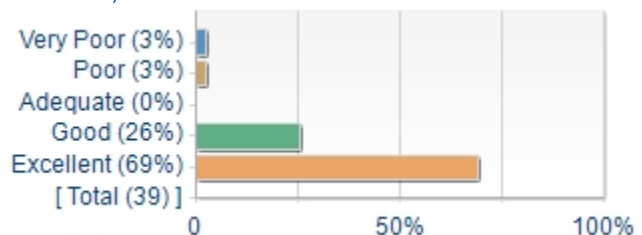
Statistics	Value
Response Count	39

7. The instructor demonstrated respect for students and their ideas



Statistics	Value
Response Count	39

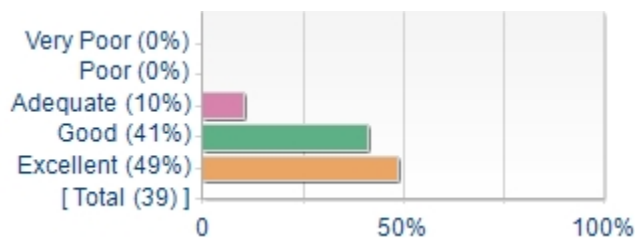
8. Overall, the instructor was effective in this course



Statistics	Value
Response Count	39

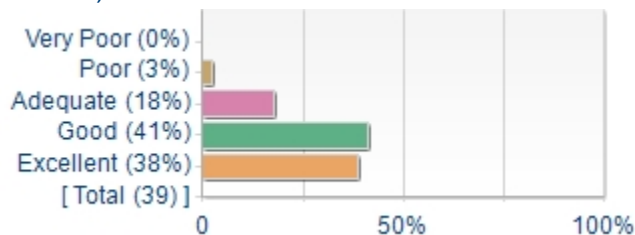
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1. The course structure, goals and requirements were clear



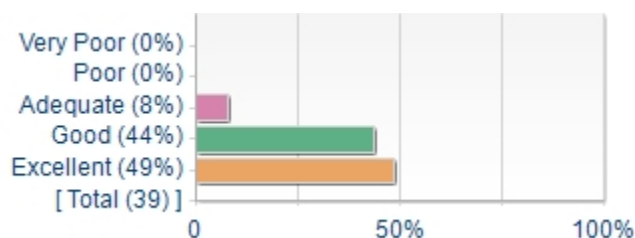
Statistics	Value
Response Count	39

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



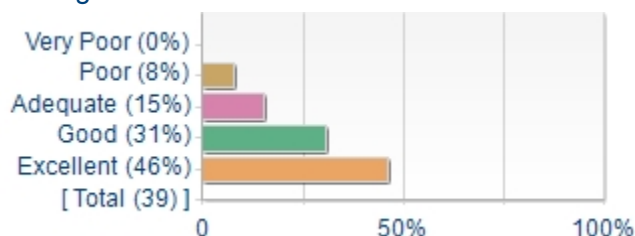
Statistics	Value
Response Count	39

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



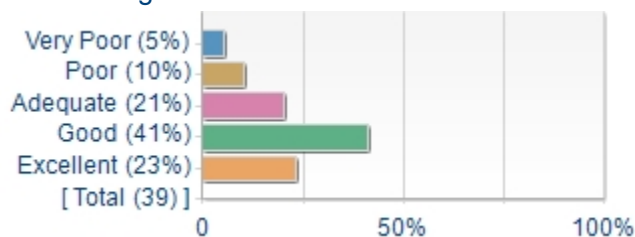
Statistics	Value
Response Count	39

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



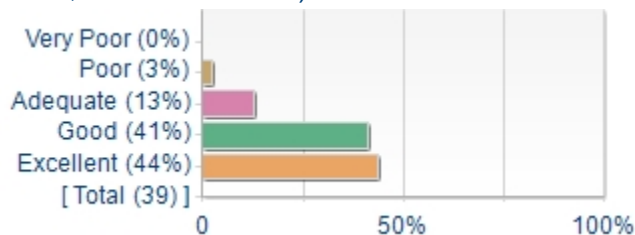
Statistics	Value
Response Count	39

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



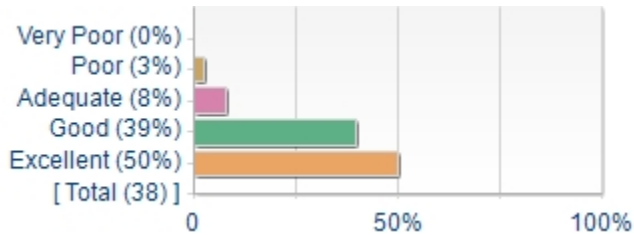
Statistics	Value
Response Count	39

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



Statistics	Value
Response Count	39

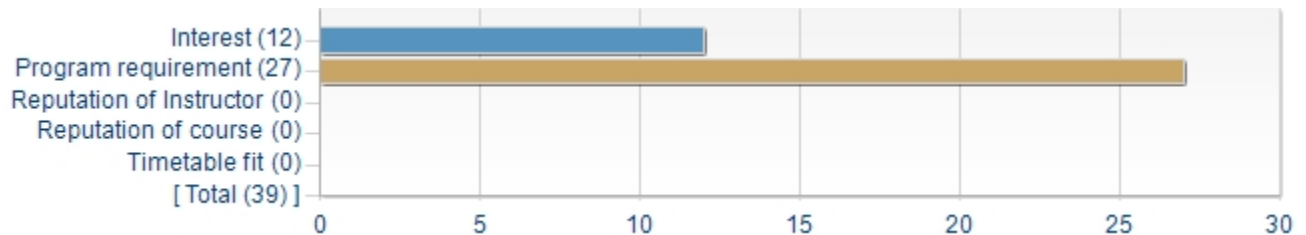
7. Overall, the course offered an effective learning experience



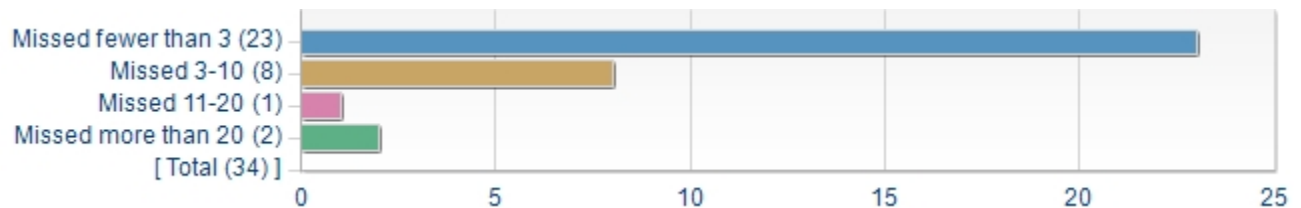
Statistics	Value
Response Count	38

### III Statements About The Students:

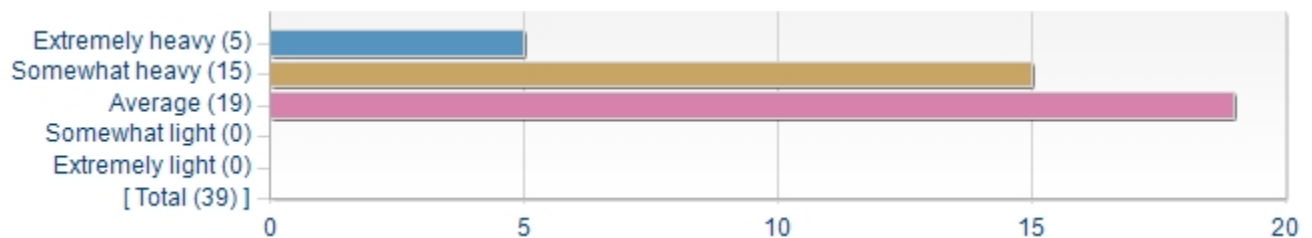
My primary reason for taking the course.



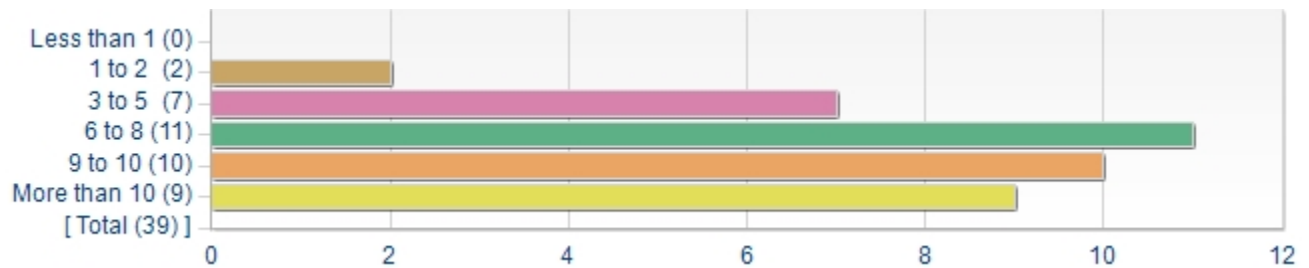
The approximate number of classes or labs that I did not attend



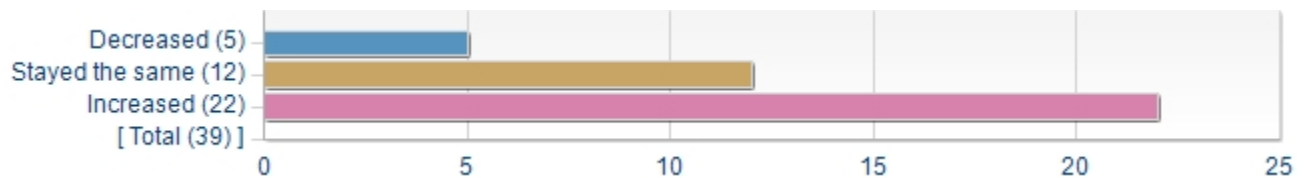
Relative to other courses I have taken at UVic, the workload in this course was



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

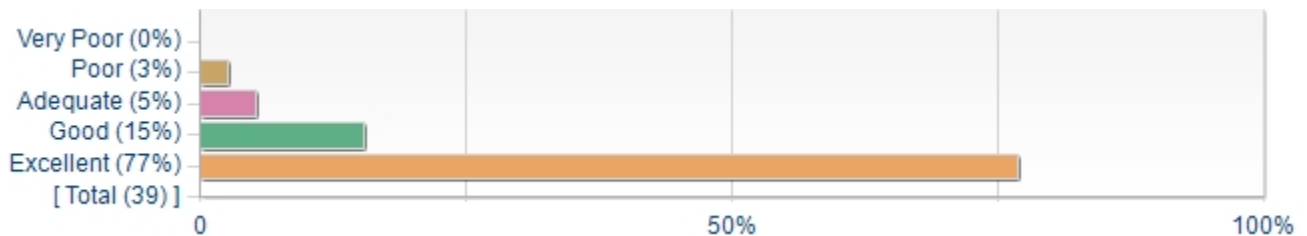


### As a result of my experience in this course, my interest in the material:



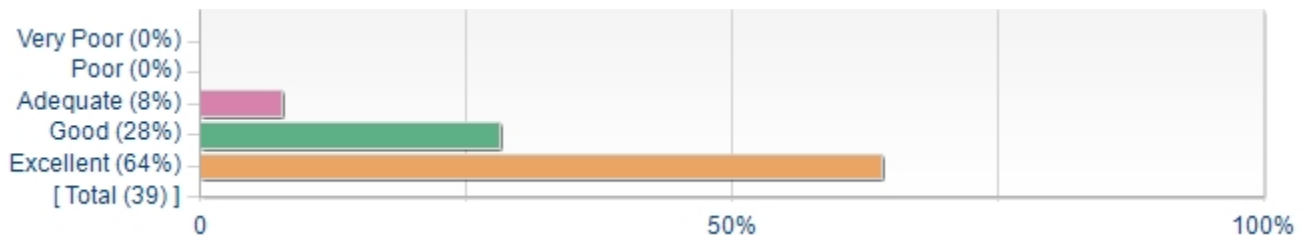
## IV Additional Statments:

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



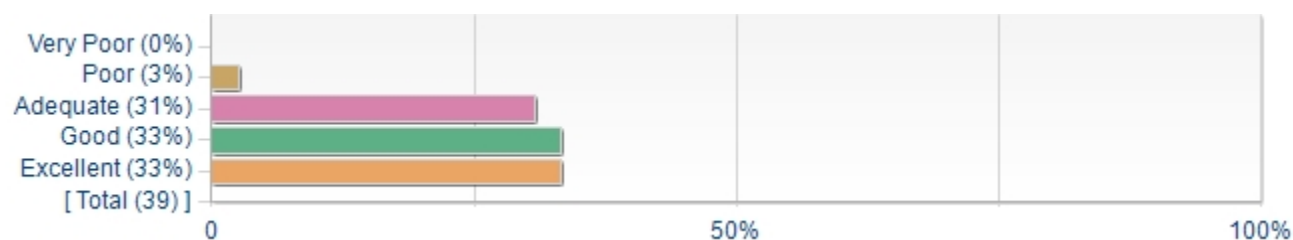
Statistics		Value
Response Count		39

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



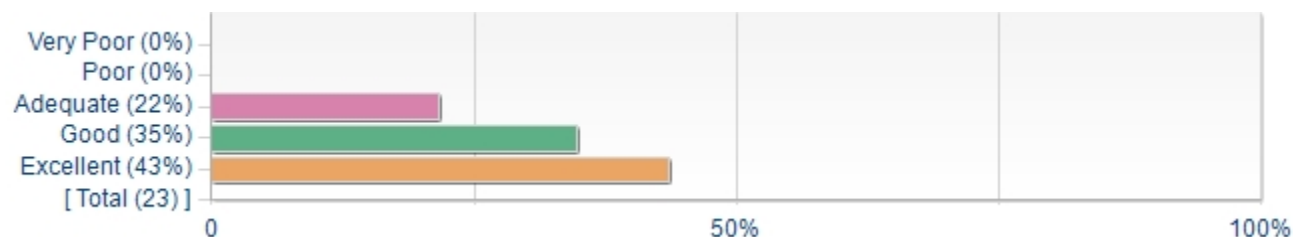
Statistics		Value
Response Count		39

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



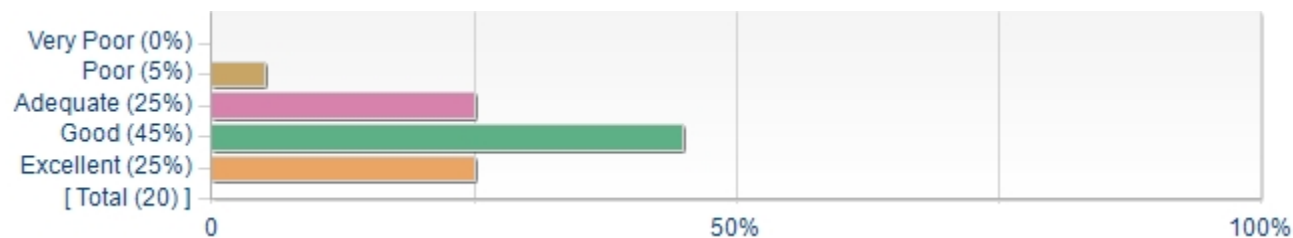
Statistics		Value
Response Count		39

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



Statistics		Value
Response Count		23

**(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		20

## IIV Student Comments:

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

Comments
Dr Berg was one of the best instructors I have had at UVic! She designed the course in such a way that I felt every assignment and lecture contributed to my learning, without being overwhelming. She was clearly invested in student success, and provided plenty of opportunities to meet with her and get help, as well as creating concise, easy to understand materials. She did an excellent job of explaining the material. Overall, this course was extremely well organized, and Dr Berg was an incredibly effective instructor.
It really helped to watch her write codes step by step and follow along in my own shell during lectures.
Takes things slow and explains things well
Basic knowledge of python
The intimate nature of the online class and office hours made the professor appear more accessible and helped to develop a formal/informal relationship. Celina was very natural on video, she was highly visible and spoke with great care at all times. She genuinely made me feel like I was important and she appeared to do that with every student. There were office hours and labs every single day and the labs stayed open as long as they needed.
She obviously knew the material very well, and was great about answering questions or helping with issues.
Celina was very patient and great at explaining. A truly wonderful person. Definitely the best professor I've had at Uvic in my four years!
Very helpful and answered questions well, cared about student understanding and success
She's very understanding and so helpful making my understand difficult topics
She's well versed in the knowledge she's teaching and is very helpful and reactive. She utilizes forums on coursespaces to answer questions as well as being extremely helpful in office hours. This class moved online smoothly and she handled this with extreme skill. Overall probably the best class I have online and in general.
easily identify issues with code and could fix them
Engaging, excited to teach. Prolific in the subject matter
Celina was really good at explaining the material.
She was very helpful especially when I was struggling with some assignments and was always available to help.
She provided very good explanations during lecture, making the concepts easier to understand.
Patience and attention to details and helping students get through problems so they could focus on the lecture if they were having problems.
An approach where the students would have to do more thinking for themselves versus just being told what to do.
When students continually asked questions, Dr. Berg was patient, understanding and diligently answered questions in a clear and straight forward manner.
Always willing to answer questions.
She explained concepts very well, and simplified things a lot which is great for people that are new to programming (which is most people in the class). Also, she was very inclusive and made sure no one felt as though they were bad at programming.
She was always prepared for every lecture and great office hours
She displayed a fair amount of knowledge in the subject and the ability to aid students we needed help in either the class, or forum.
Her pace throughout the course was good. I was constantly learning without struggling to keep up with the material. The labs and assignments felt very inline with what we learned both in content and difficulty level.
Very patient, great knowledge of the material. Good availability of office hours and forum. Good amount of examples. Lots of assignments to help prepare for midterms
She was helpful and amazingly available. She shows so much respect for her students and their ideas and their

Comments
mistakes and their learning process.
nothing, too much very challenging homework and harsh rating makes me so frustrated.
class examples are useful
Professor Berg is very nice and answers questions clearly.
She is really responsilbe and she makes sure that her students become good programmer in the future.
Dr. Berg is a wonderful prof!! She is always willing to listen to/answer our questions to the best of her abilities, and is very personable and friendly both in lecture and on the course forum! She sets a great classroom atmosphere where everyone feels comfortable asking questions. Honestly, I think Dr. Berg has managed to encourage more in-class engagement/participation this semester than I'm used to seeing in even a traditional classroom setting. Thank you Dr. Berg!!!
I was so impressed with the organization fo this course! Everything was very clear and laid out in an understandable way which made the transition to online learning much easier. I especially like how lectures were interactive and we could code along with Celina as it helped me to stay engaged.
She was a very appraochable and kind professor. She answered quedtions well and made all materials accessible to students which was very helpful especially on days I couldn't attend lecture. She gave good explanations and provided us with plenty of examples. Overall she is a phenomenal teacher!
Explained concepts very clearly
Some of the labs and assignemnts were easy and some were definitely not fair and, and what make it more not fair is that if you made a simple mistake you will not be graded for the rest of your code. I think having that in each component you must get a passing grade of %50 it's literally not fair to ingonre the whole code of a student if there's a simple mistake especially that for myself I sometimes spend a lot of time on a problem and finally get the right result and then my grade for that question is zero because I forgot to add what it will return or made a very simple mistake of the function name which is not fair at all.
<ul style="list-style-type: none"> <li>-talks at the right speed in lecture</li> <li>-always checks forums for student questions</li> <li>-todo files on coursespaces are very helpful</li> </ul>

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

Comments
I have no suggestions! I can not think of any areas of improvement! She went above and beyond to support students.
I understand the need to keep answers to students questions vague so that the student learns how to solve the problem themselves but, I personally just need to be told directly one time what I did wrong or am missing in my code and then I normally won't make the same mistake again after. Whereas the vague answer would point me in the direction of my error but I would sometimes spend another hour trying to figure it out for myself and would sometimes lose motivation to find and fix the error.
Detailed operation of the program
I dont think there is anything Celina could have done in her instruction to help me learn more effectively
No complaints from me!
Nothing to say
I'm not sure if there is any way she could have done better.
was good
More feedback on assignments not just from a computer
Learning the computer science vocab could have been improved.
A suggestion I could make would be to maybe have a practice midterm of some sort to help us prepare for the midterms and familiarize ourselves with what we could expect
Overall, she helped a lot. I can't think of anything else.
I cant think of any that would help improve given the new format I think she was able to achieve a large feat.



Comments
no comment
More clarity on what's expected on exams, and only including areas that have been studied in class on the exams. Plus clearer instruction on exam questions.
This course is the best (teaching wise and structurally) course I have taken at UVic. I wish all my courses were like this! I don't feel anything could be done more effectively, she did the best with the given circumstances.
Better grammar in labs and assignments instructions to allow for better understanding of what is being asked to do
some of the questions are difficult, so we need the exactly correct answers to review our assignments and labs
She is too strict and it can be very discouraging. She grades the assignments by machine and small mistakes can lead to a really bad result, which makes the effort students put in seem worthless. e.g. giving 0 for assignments just because students name the file wrong etc. Her teaching style is good for training students who are good at computer science or students who have experience in computer science, but not friendly at all for inexperienced students. She gives time and opportunity for students to solve problems in lectures, but she always talks during this time, and it is really distracting.
N/A
I found the feedback on labs and assignments difficult to understand. It was not always clear to me what I had done wrong which made it difficult to ensure I didn't repeat mistakes. I also found that the lab times were not especially helpful. When I did try to get help from the labs I ended up staring at black screen for over an hour wait for the lab instructor to become available.
I think the course over all was nice but I felt that the pre lecture videos and quizzes didn't help us at all, I used to watch it for the first month but then I realized it didn't help me understand the material. I found out later that just watching the lecture will help me understand the material. Also, for the pre lecture quiz, I felt that having each week on Monday and Thursday pre lecture quiz with about 16 questions is too much with also a lab on Thursday and assignment on Sunday. I feel that the course don't require that much of workload. Maybe attending a lab and solving problems with the TA is better than writing the lab itself that is due every Thursday. Also, the idea of midterm wasn't fair. It's not the students problem that the class is online and some might look up answers from some resource. I have to check my answers before submitting it especially sometimes when I go to the next question and start solving it I realize that I made a mistake in the previous one which make me angry that now I know the right answer for the question and I'm still doing the exam but I can't go back to the question and solve it right because we are not allowed to do so. I repeat having online class is not the students problem to put us under this pressure that once you answer you can't check it out again.
provide more information about the feedback.txt files generated during the grading process, such as a word doc that gives an overview of what to look for in the txt file about why the function might have failed the test (wasn't always sure what the expect result vs actual results should be from the file)

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

Comments
The only thing I might say is that there seemed to be a bit of a jump in the difficulty of assignments near the end. It felt that we went from sufficient level questions on the first 7 or so assignments, and then the last three were suddenly mastery level. Perhaps this was just me, but I felt the last couple assignments were suddenly more difficult then the rest of the course, as they required a lot more application and higher level thinking. This is to be expected of course, however, I felt there was a pretty sudden jump to higher level problem solving near the end – If at all possible, a gradual shift would have been nice.
Perhaps condensing the length of the course more now that it is taught online instead of face to face. Overall I enjoyed the course very much. Thank you!
It is a good online course
I cant think of a single thing, this set up was perfect
I do understand that the marking software means that assignments get marked much faster, but sometimes I feel it's a bit unfair that no one even looks at them. I got 50% taken off an assignment for accidentally spelling a function title wrong, even though the function itself worked exactly as expected. I also understand the assignment outlines indicate the exact spelling of the function names, but I think the penalty for accidental spelling errors should not be that high.
Some material was too difficult to understand in the given amount of time maybe give a bit more time to understand the



Comments
material before it is tested/in assignments
There should be more assignments left out of the final grading because tiny mistakes happen in coding all the time. And it's so frustrating when your grade goes from 100 → 50 because of one line of code (or lack there of).
I think maybe practice problems or extended programs for fun? I generally found myself wanting to code more after finishing my assignments and labs but otherwise I don't think the course needs much improvement.
everything was good, except I felt the grading on the assignments to be a bit harsh. I had 1 assignment where there only thing I did wrong was adding an extra prompt meaning all the tests failed when run. this resulted in a failing grade on the assignment.
For the grading to not rely on a computer.
The midterms are hard because the amount of time is not enough to finish them, also the instructions are vague sometimes.
I think maybe change the format of the test because I felt a lot of pressure knowing that you can't go back to the previous question. Also, some of the explanations for questions on some of the labs and assignments were a little bit hard to understand.
The mid terms were difficult because of the inability to skip questions and come back to them because one docent want to leave a question or skip and loose those marks.
I wish that students were able to go back and forth through questions on the midterm.
Bonus marks for clever coding. There is no incentive to go beyond the material, and there is often a cost to it in losing marks because your function ends up doing not quite what was asked, even if it's more advanced and functional than the question asked for. The limitations take a lot of the fun out of the course, and slows down individual learning. I know I personally stopped trying to find more succinct ways of completing the assignments because of these limitations. Rewards for clever solutions would greatly improve this course.
midterm was difficult to manage in time because we could not flip through our answers to check over. Labs could be a bit more engaging
If it is still online, I would like to suggest classes to be requiring camera on so that all students are engaged during class time.
The midterms were rough by not being able to return to previous questions. Made time managaement harder. But I realize being able to use a shell to proofread some errors is an advantage. I also found because grading was all automated it made for a few instances where a simple mistake like missing one return statement or forgetting to close a file would give potentially zero marks for an entire question and greatly reduced a few assignment scores. On assignment 9, I wrote 25 line of code or so but forgot to close the file so only got 2/12 for the question. Pretty rough. Wish that could be improved for future students. Because missing one line should not lose 80% of the marks for a question, even if it was an important line.
brutal assignments. didnt feel like the course prepared me for them
maybe more practices questions will be needed
The course should be more beginner friendly, or there should be an alternative class for students who takes it for interest. The grading method should be more reasonable instead being so inhuman. Feedback could be more specific.
N/A
I know that there a lot of students in this class and that the lab instructors are probably very busy but if they could include even just a couple words on the end of the list of failed tests I think it would be really helpful. Perhaps at the beginning of labs, the instructor could get everyone to briefly describe what they need help with and then instead of doing individual breakout rooms we could be grouped into breakout rooms of students with similar problems so that the lab instructor could help everyone more efficiently. Overall though I really enjoyed the course and would definitely recommend it to anyone looking to learn some coding basics.
Would have appreciated if there was a recommended website where we could go and practice coding within a time frame just because i found the tests quite difficult due to the amount of time given.
Have assignments and labs finalised before releasing to students. I start to do the assignments and labs right when they get released and sometimes there are mistakes or unclear instructions that are fixed a day or so later.
1) No more labs every Thursday, instead attend the lab lecture and solve a few problems with the TA and receive a mark on solving the problems.

### Comments

2) 10 Assignemnt also were too much I think 9 and take the best 8 is better.

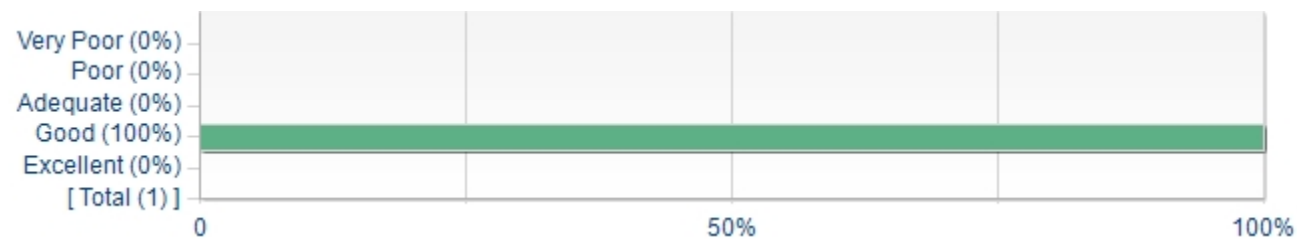
3) Pre lecture quiz weren't helpful

4) If each component of labs and assignment need a passing grade then change the grading criteria because it's not fair.

–In labs/assignments, award part marks instead of a pass/fail result. On some labs/assignments I spent a lot of time writing code but got a 0 for it because, in some cases, the output differed from the expected by only a single quotation mark or bracket.

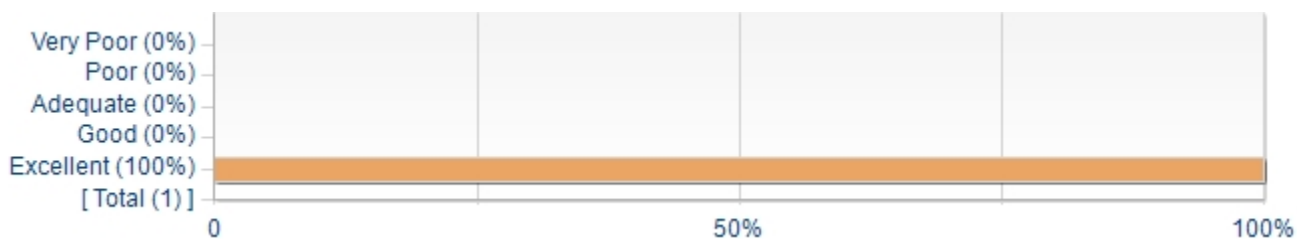
–Instructions on what data types the code should produce were not always clear from the pdf posted on coursespaces. For example in lab8 the document asked for “list with person information tuples”; this is ambiguous. While it specifies a list of tuples, it does not specify the types within the tuples (that the tuples contain a str and an int, respectively). Because my function produced a list in the form `List[Tuple[str, str]]` it failed as the expected output was `List[Tuple[str, int]]`. Visually, the two results looked the same. Only after the assignment had been graded was I able to see that the tester checks for this. This requirement was not mentioned in the lab8 pdf and was not clearly stated.

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



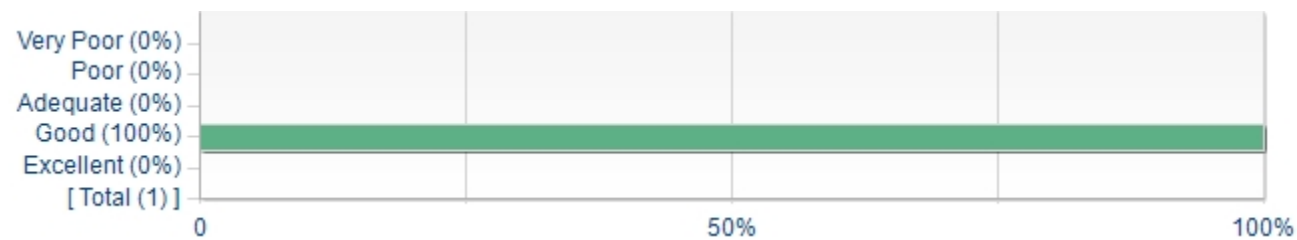
Statistics		Value
Response Count		1

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



Statistics		Value
Response Count		1

**(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		1