

# UVic CES Instructor Report 202209 - Celina Berg - FUNDAMENTAL PROGRAMING:I - CSC 110 - A01 (CRN 10739)

Project Title: **UVic Course Experience Survey - Fall 2022**

Courses Audience: **88**

Responses Received: **46**

Response Ratio: **52%**

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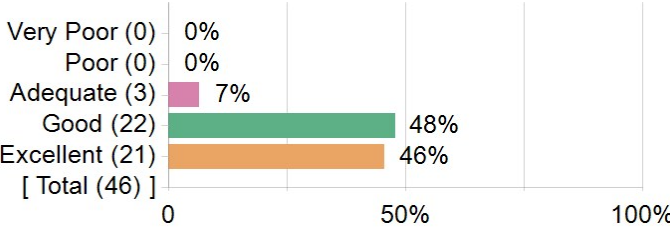
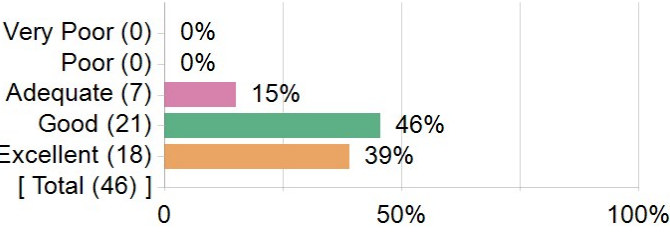
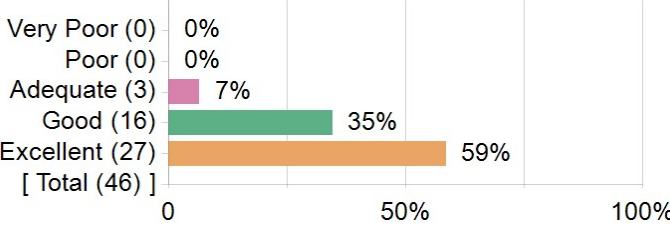
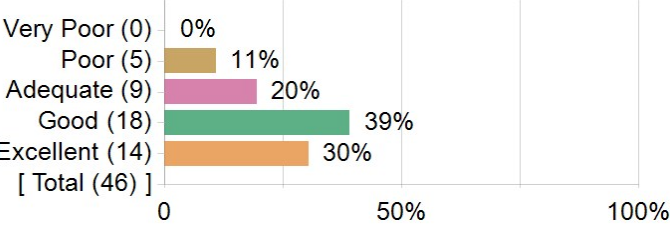
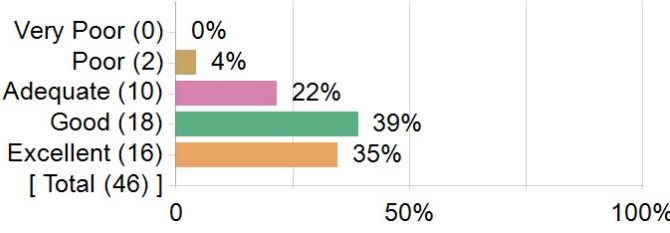
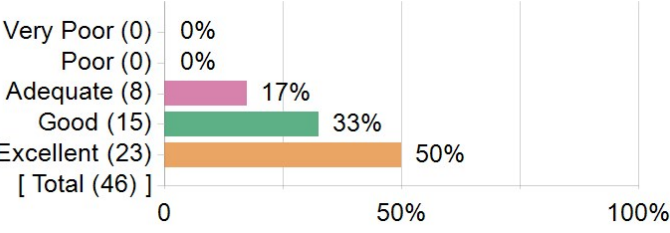
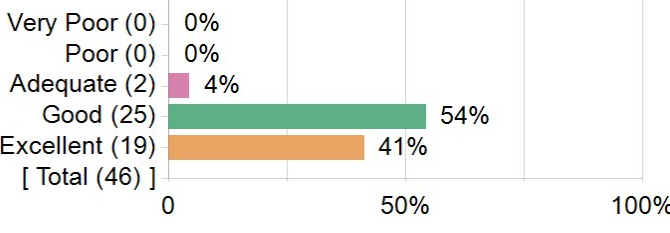
## Subject Details

CRN	10739
VNUMBER	V00129143

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

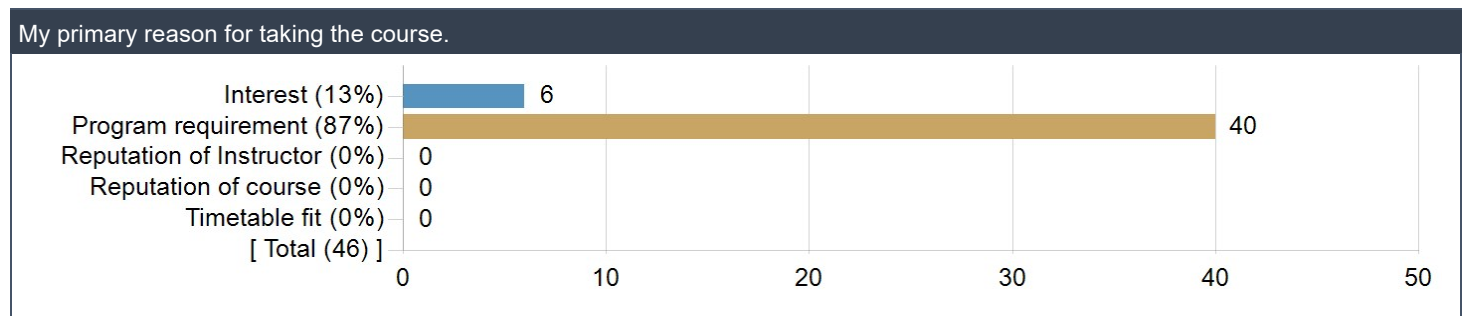
<p><b>1. The instructor was prepared for course sessions</b></p> <table> <tr> <td>Very Poor (0)</td> <td>0%</td> </tr> <tr> <td>Poor (0)</td> <td>0%</td> </tr> <tr> <td>Adequate (0)</td> <td>0%</td> </tr> <tr> <td>Good (14)</td> <td>30%</td> </tr> <tr> <td>Excellent (32)</td> <td>70%</td> </tr> <tr> <td>[ Total (46) ]</td> <td></td> </tr> </table> <table> <tr> <td>Statistics</td> <td>Value</td> </tr> <tr> <td>Response Count</td> <td>46</td> </tr> </table>	Very Poor (0)	0%	Poor (0)	0%	Adequate (0)	0%	Good (14)	30%	Excellent (32)	70%	[ Total (46) ]		Statistics	Value	Response Count	46	<p><b>2. The instructor's explanations of concepts were clear</b></p> <table> <tr> <td>Very Poor (0)</td> <td>0%</td> </tr> <tr> <td>Poor (1)</td> <td>2%</td> </tr> <tr> <td>Adequate (7)</td> <td>15%</td> </tr> <tr> <td>Good (18)</td> <td>39%</td> </tr> <tr> <td>Excellent (20)</td> <td>43%</td> </tr> <tr> <td>[ Total (46) ]</td> <td></td> </tr> </table> <table> <tr> <td>Statistics</td> <td>Value</td> </tr> <tr> <td>Response Count</td> <td>46</td> </tr> </table>	Very Poor (0)	0%	Poor (1)	2%	Adequate (7)	15%	Good (18)	39%	Excellent (20)	43%	[ Total (46) ]		Statistics	Value	Response Count	46
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<p><b>5. The instructor ensured that your assignments and tests were returned within a reasonable time</b></p> <table> <tr> <td>Very Poor (0)</td> <td>0%</td> </tr> <tr> <td>Poor (0)</td> <td>0%</td> </tr> <tr> <td>Adequate (4)</td> <td>9%</td> </tr> <tr> <td>Good (15)</td> <td>33%</td> </tr> <tr> <td>Excellent (27)</td> <td>59%</td> </tr> <tr> <td>[ Total (46) ]</td> <td></td> </tr> </table> <table> <tr> <td>Statistics</td> <td>Value</td> </tr> <tr> <td>Response Count</td> <td>46</td> </tr> </table>	Very Poor (0)	0%	Poor (0)	0%	Adequate (4)	9%	Good (15)	33%	Excellent (27)	59%	[ Total (46) ]		Statistics	Value	Response Count	46	<p><b>6. The instructor was helpful in providing feedback to you to improve your learning in this course</b></p> <table> <tr> <td>Very Poor (0)</td> <td>0%</td> </tr> <tr> <td>Poor (2)</td> <td>4%</td> </tr> <tr> <td>Adequate (13)</td> <td>28%</td> </tr> <tr> <td>Good (10)</td> <td>22%</td> </tr> <tr> <td>Excellent (21)</td> <td>46%</td> </tr> <tr> <td>[ Total (46) ]</td> <td></td> </tr> </table> <table> <tr> <td>Statistics</td> <td>Value</td> </tr> <tr> <td>Response Count</td> <td>46</td> </tr> </table>	Very Poor (0)	0%	Poor (2)	4%	Adequate (13)	28%	Good (10)	22%	Excellent (21)	46%	[ Total (46) ]		Statistics	Value	Response Count	46
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<p><b>7. The instructor demonstrated respect for students and their ideas</b></p> <table> <tr> <td>Very Poor (0)</td> <td>0%</td> </tr> <tr> <td>Poor (0)</td> <td>0%</td> </tr> <tr> <td>Adequate (1)</td> <td>2%</td> </tr> <tr> <td>Good (15)</td> <td>33%</td> </tr> <tr> <td>Excellent (29)</td> <td>64%</td> </tr> <tr> <td>[ Total (45) ]</td> <td></td> </tr> </table> <table> <tr> <td>Statistics</td> <td>Value</td> </tr> <tr> <td>Response Count</td> <td>45</td> </tr> </table>	Very Poor (0)	0%	Poor (0)	0%	Adequate (1)	2%	Good (15)	33%	Excellent (29)	64%	[ Total (45) ]		Statistics	Value	Response Count	45	<p><b>8. Overall, the instructor was effective in this course</b></p> <table> <tr> <td>Very Poor (0)</td> <td>0%</td> </tr> <tr> <td>Poor (0)</td> <td>0%</td> </tr> <tr> <td>Adequate (3)</td> <td>7%</td> </tr> <tr> <td>Good (17)</td> <td>37%</td> </tr> <tr> <td>Excellent (26)</td> <td>57%</td> </tr> <tr> <td>[ Total (46) ]</td> <td></td> </tr> </table> <table> <tr> <td>Statistics</td> <td>Value</td> </tr> <tr> <td>Response Count</td> <td>46</td> </tr> </table>	Very Poor (0)	0%	Poor (0)	0%	Adequate (3)	7%	Good (17)	37%	Excellent (26)	57%	[ Total (46) ]		Statistics	Value	Response Count	46
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## II Course Design - Students' Ratings on the Following Statements:

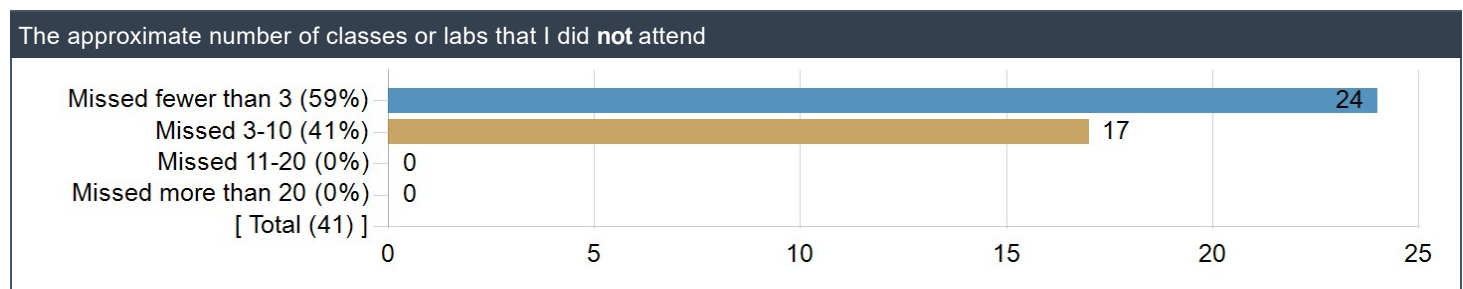
<p>1. The course structure, goals and requirements were clear</p>  <table><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr><tr><td>Very Poor (0)</td><td>0</td><td>0%</td></tr><tr><td>Poor (0)</td><td>0</td><td>0%</td></tr><tr><td>Adequate (3)</td><td>3</td><td>7%</td></tr><tr><td>Good (22)</td><td>22</td><td>48%</td></tr><tr><td>Excellent (21)</td><td>21</td><td>46%</td></tr><tr><td><b>Total (46)</b></td><td></td><td></td></tr></table> <p>Statistics Value</p> <p>Response Count 46</p>	Rating	Count	Percentage	Very Poor (0)	0	0%	Poor (0)	0	0%	Adequate (3)	3	7%	Good (22)	22	48%	Excellent (21)	21	46%	<b>Total (46)</b>			<p>2. The materials provided for learning the course content (e.g. handouts, posted material, lab manuals) were clear</p>  <table><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr><tr><td>Very Poor (0)</td><td>0</td><td>0%</td></tr><tr><td>Poor (0)</td><td>0</td><td>0%</td></tr><tr><td>Adequate (7)</td><td>7</td><td>15%</td></tr><tr><td>Good (21)</td><td>21</td><td>46%</td></tr><tr><td>Excellent (18)</td><td>18</td><td>39%</td></tr><tr><td><b>Total (46)</b></td><td></td><td></td></tr></table> <p>Statistics Value</p> <p>Response Count 46</p>	Rating	Count	Percentage	Very Poor (0)	0	0%	Poor (0)	0	0%	Adequate (7)	7	15%	Good (21)	21	46%	Excellent (18)	18	39%	<b>Total (46)</b>		
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<p>3. The assigned work helped your understanding of the course content</p>  <table><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr><tr><td>Very Poor (0)</td><td>0</td><td>0%</td></tr><tr><td>Poor (0)</td><td>0</td><td>0%</td></tr><tr><td>Adequate (3)</td><td>3</td><td>7%</td></tr><tr><td>Good (16)</td><td>16</td><td>35%</td></tr><tr><td>Excellent (27)</td><td>27</td><td>59%</td></tr><tr><td><b>Total (46)</b></td><td></td><td></td></tr></table> <p>Statistics Value</p> <p>Response Count 46</p>	Rating	Count	Percentage	Very Poor (0)	0	0%	Poor (0)	0	0%	Adequate (3)	3	7%	Good (16)	16	35%	Excellent (27)	27	59%	<b>Total (46)</b>			<p>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</p>  <table><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr><tr><td>Very Poor (0)</td><td>0</td><td>0%</td></tr><tr><td>Poor (5)</td><td>5</td><td>11%</td></tr><tr><td>Adequate (9)</td><td>9</td><td>20%</td></tr><tr><td>Good (18)</td><td>18</td><td>39%</td></tr><tr><td>Excellent (14)</td><td>14</td><td>30%</td></tr><tr><td><b>Total (46)</b></td><td></td><td></td></tr></table> <p>Statistics Value</p> <p>Response Count 46</p>	Rating	Count	Percentage	Very Poor (0)	0	0%	Poor (5)	5	11%	Adequate (9)	9	20%	Good (18)	18	39%	Excellent (14)	14	30%	<b>Total (46)</b>		
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<p>5. The methods of assessment used to evaluate your learning in the course were fair</p>  <table><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr><tr><td>Very Poor (0)</td><td>0</td><td>0%</td></tr><tr><td>Poor (2)</td><td>2</td><td>4%</td></tr><tr><td>Adequate (10)</td><td>10</td><td>22%</td></tr><tr><td>Good (18)</td><td>18</td><td>39%</td></tr><tr><td>Excellent (16)</td><td>16</td><td>35%</td></tr><tr><td><b>Total (46)</b></td><td></td><td></td></tr></table> <p>Statistics Value</p> <p>Response Count 46</p>	Rating	Count	Percentage	Very Poor (0)	0	0%	Poor (2)	2	4%	Adequate (10)	10	22%	Good (18)	18	39%	Excellent (16)	16	35%	<b>Total (46)</b>			<p>6. The course provided relevant skills and information (e.g. to other courses, your future career, or other contexts)</p>  <table><tr><th>Rating</th><th>Count</th><th>Percentage</th></tr><tr><td>Very Poor (0)</td><td>0</td><td>0%</td></tr><tr><td>Poor (0)</td><td>0</td><td>0%</td></tr><tr><td>Adequate (8)</td><td>8</td><td>17%</td></tr><tr><td>Good (15)</td><td>15</td><td>33%</td></tr><tr><td>Excellent (23)</td><td>23</td><td>50%</td></tr><tr><td><b>Total (46)</b></td><td></td><td></td></tr></table> <p>Statistics Value</p> <p>Response Count 46</p>	Rating	Count	Percentage	Very Poor (0)	0	0%	Poor (0)	0	0%	Adequate (8)	8	17%	Good (15)	15	33%	Excellent (23)	23	50%	<b>Total (46)</b>		
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### III Statements About The Students:

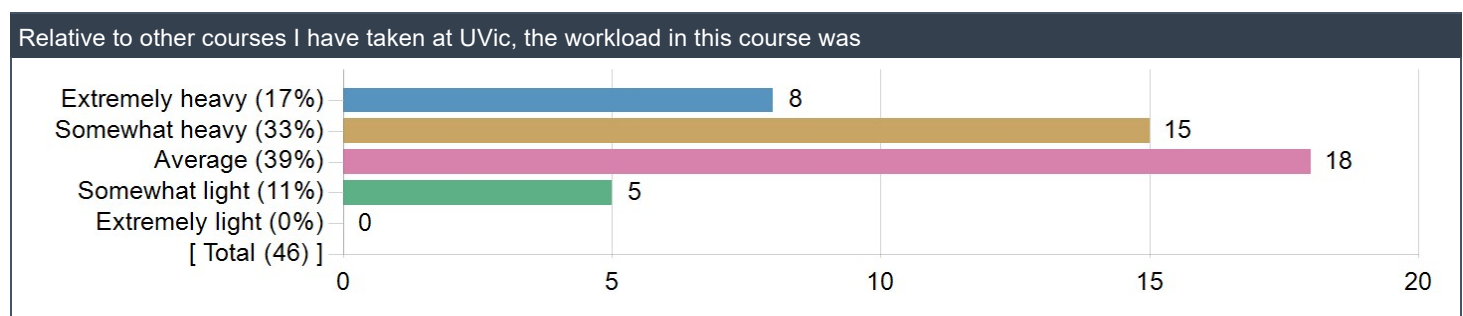
#### My primary reason for taking the course.



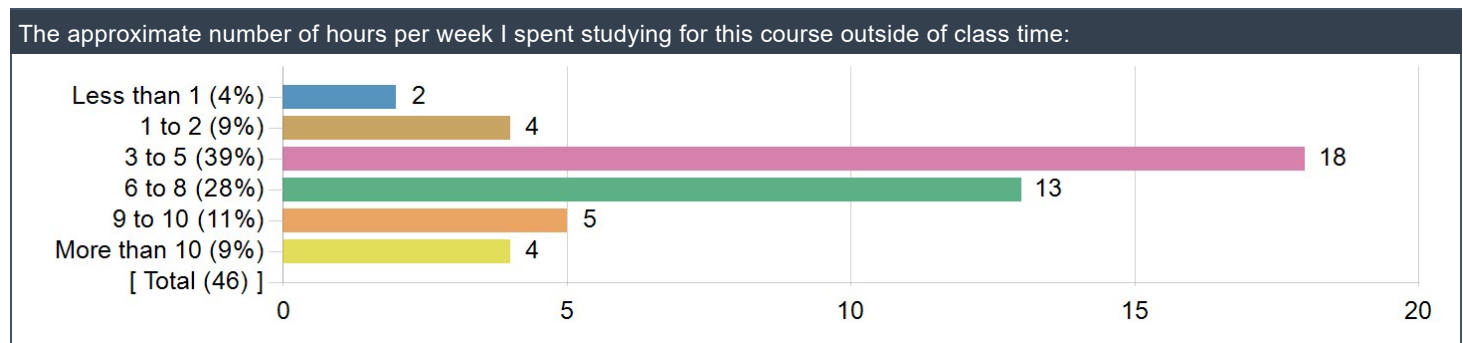
#### The approximate number of classes or labs that I did not attend



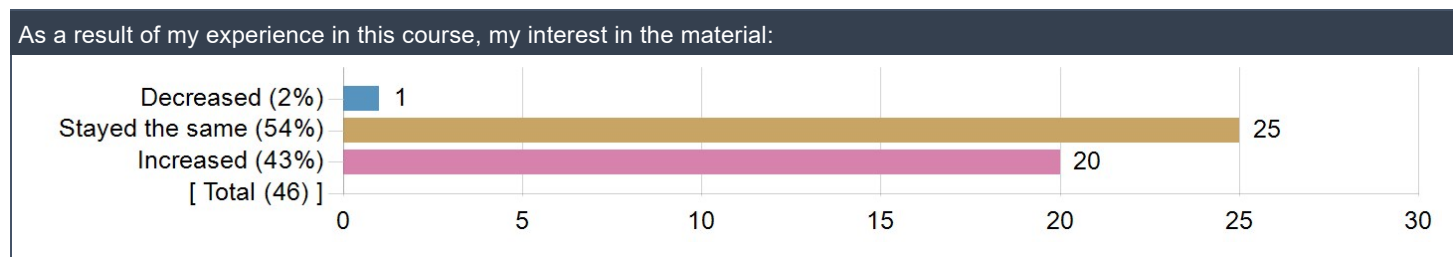
#### Relative to other courses I have taken at UVic, the workload in this course was



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

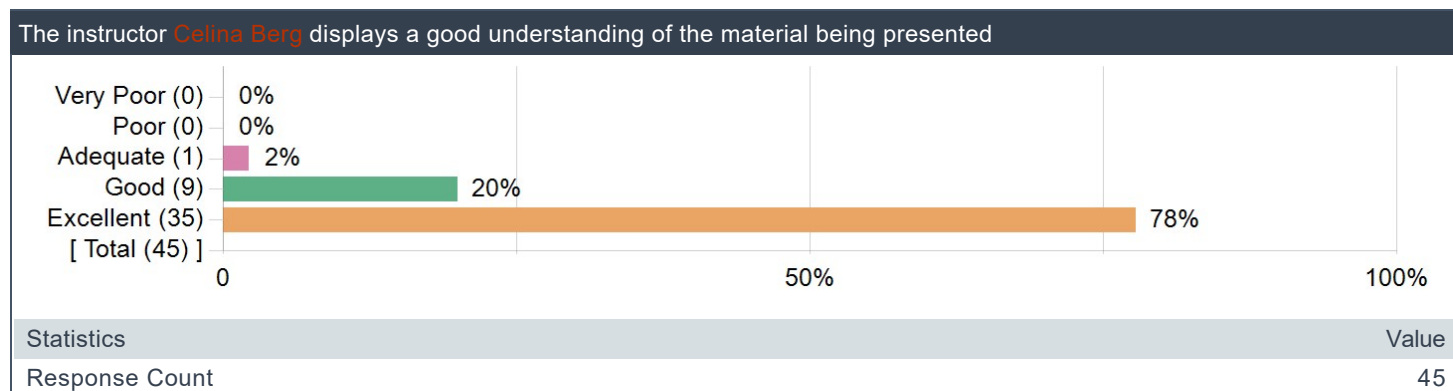


## As a result of my experience in this course, my interest in the material:

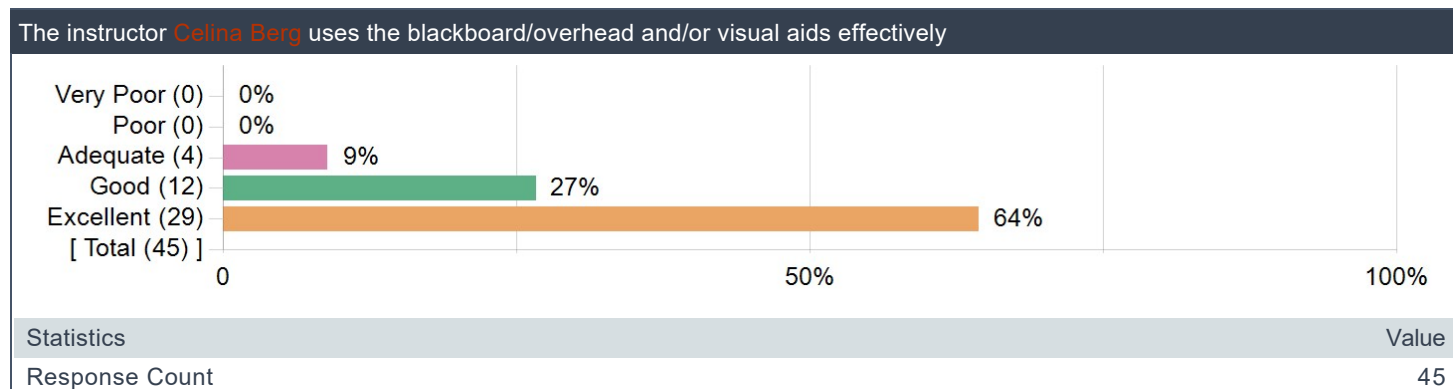


## IV Additional Statments:

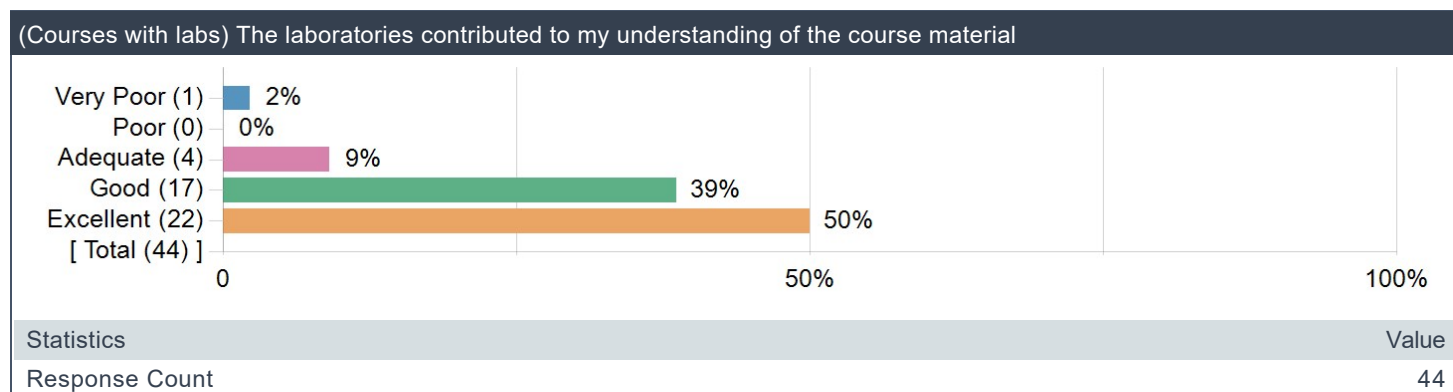
### The instructor **Celina Berg** displays a good understanding of the material being presented



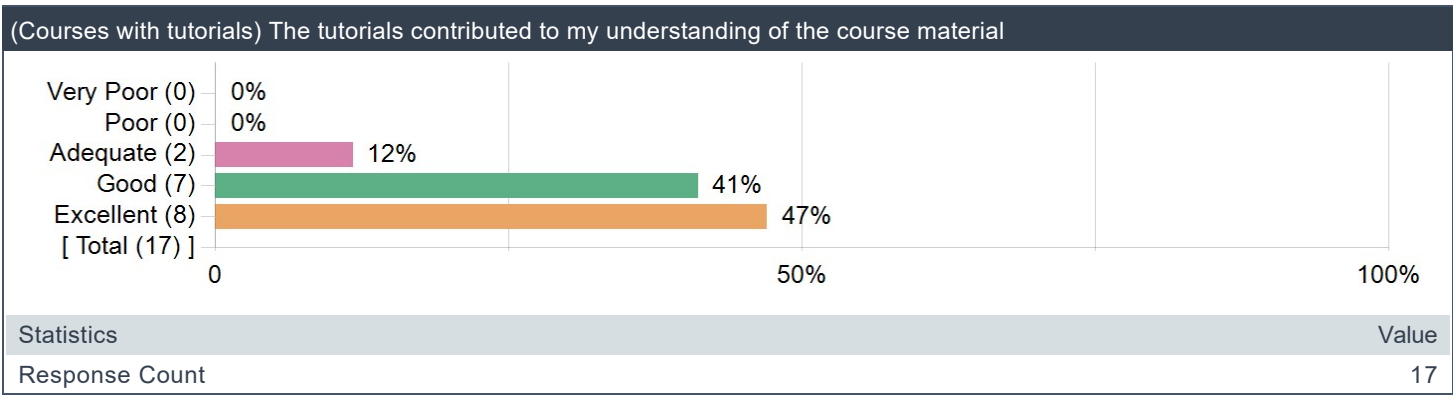
### The instructor **Celina Berg** uses the blackboard/overhead and/or visual aids effectively



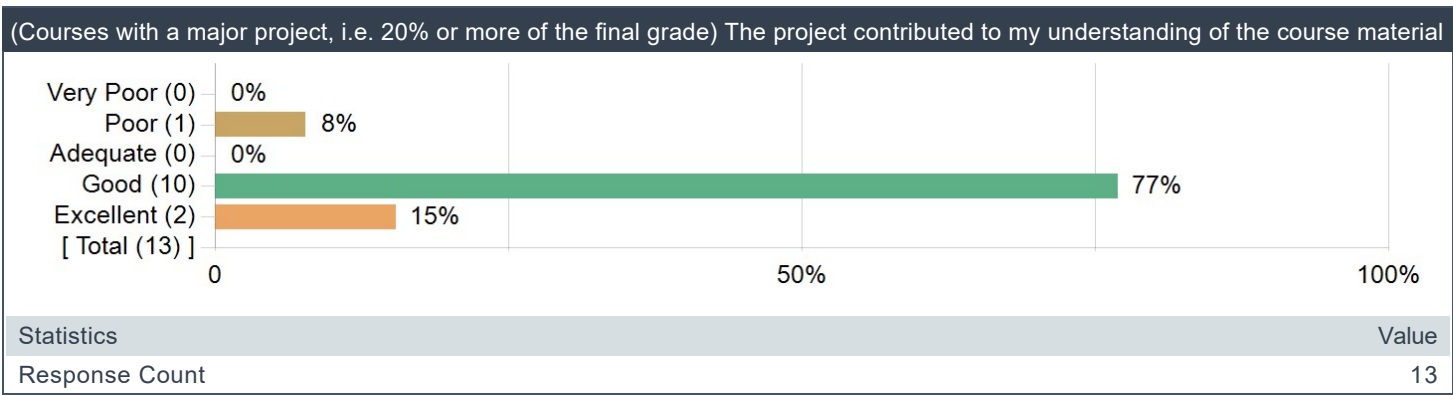
### (Courses with labs) The laboratories contributed to my understanding of the course material



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



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



## IIV Student Comments:

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

Comments
Good teaching style, she involves the students in the lecture by asking questions.
She was available to help often and responded to the discussion posts within a reasonable amount of time. In general, was quite kind to her students, and I did (for the most part) quite enjoy this class.
The instructor was organised and had every part of the courses in place.
Great lecture enthusiasm and showing understanding of material.
Very effective and understanding of each individual 's way of working through a problem. Responds immediately when asked for help. She has a friendly nature which helps the students to communicate without hesitation.
She was extremely helpful when asked any questions on brightspace or in her office hours. Anytime I asked a question, she made sure that I understood the course content while also allowing me to figure out my own solution and not giving away the answer. I also think her explanations of the in-depth memory tracing with every programming function like lists, variables, and dictionaries were extremely well explained.
Explaining the next lecture's content and working through the problems so everyone can understand what is happening.
I generally struggle more with my own issues than with the material itself but Celina Berg was a pretty cool person so that's a plus
The instructor was energetic and involved the students during her lectures with visual and and in class programming.
<ul style="list-style-type: none"> <li>– Knows what she's doing</li> <li>– Explains concepts well</li> <li>– Genuinely interested in topic</li> <li>– Seems to want students to do well</li> </ul>
She was excellent at presenting a new topic
I'll be honest, I already knew just about everything that was taught in this course.
She goes through examples but also lets us experiment creating solutions on our own
She's able to provide help whenever you needed it, post your question in discussion and she will answer
Everything was well explained, the stuff about python's memory application was especially well done. The switch to prairielearn was also very good
demonstrates great care for students. Very helpful. Explains course topics in a simple slow paced manor, perfect for an intro course.
Good visual pen and paper demonstrations of major concepts.
examples of code by letting the students try to code first and then going through it together as a class
Very clear explanations of all concepts and great examples.
Celina always encourages me.
Celina is a phenomenal teacher that helps all her students excel. She explains concepts clearly and works through questions in lecture that help deepen your understanding of the material. The format of the course of having a lab and assignment due every week helps keep material fresh in the mind while building the concepts up. She's always helpful in office hours and provides whatever help you need to do well in the course.
I have already told Celina this, but her method of active learning, with the required pre-lecture work, in-lecture TAs and and in-lecture coding was extremely effective. Rather than simply listen to a professor talk about coding, students are able to code alongside Celina in real time as she simultaneously explains the logic and theory. I know I am far from the only student who found this teaching style to be highly effective and engaging, and I hope to see more profs follow her lead. Overall, Celina made herself highly available for students and consistently provided office hours and opportunities for learning outside of class. She is an excellent professor and I feel very blessed that she was my first prof for computer science.
The on paper explanations of what is specifically going on when making lists or executing functions were very helpful in explaining what is happening. In addition, the problem sets that are given out for every class are really well made, and are super helpful in teaching the material.
<ul style="list-style-type: none"> <li>– good demonstrations</li> <li>–good knowledge about the material being presented</li> <li>–explain well</li> </ul>

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

Comments
I found that the part most ineffective was her midterms. There were far too many questions for the amount of time that we had to the point where I felt I was not being tested on my knowledge of programming, but rather on how fast I can program mediocly. Although PrairieLearn did help with this, the lack of clarity on what we got wrong when we submitted the code for the last two programming questions on the test left me quite frustrated. A big part of programming is trial and error. In very few real-life situations will we have to program on the spot without being able to test our code as we go along. If we could even just receive the actual error code when we get a problem submitting the code, I feel would make the test far more realistic to real-life programming situations.
I also found that her responses to our questions (on the discussion posts) at times were quite vague and were not very helpful and made things more confusing. That being said, she was far more helpful in person, and I appreciated that.
few answers in the forum were not really answers. For example, some questions were answered with "refer to the assignment details," which did not help because the details did not clear up what was asked.
No suggestion. She is an excellent instructor.
On the later assignments, the doctests for many of the functions were already given to us, and I feel like I could have learned classes and dictionaries a little bit better had we written our own doctests and functions. I also think having mock midterms for the last 2 midterms could have helped with solidifying content before exams,
N/A
The course is fine
she could have had more one on one time with some students that need more help
Having more practice midterms
more explanation on concepts, not just going through example questions
The assignment/lab requirements are very specific so make sure the descriptions are just as specific. They generally are but sometimes I had to make a guess as to what it wanted.
make sure in-class practice problems are made available before lecture starts so people can start immediately
I think using paper and pen to solve question is not a good idea.
some notes on the side of the screen so that even if i missed what they said i can just come back later and figure out what they were saying. I don't pay 100% attention so this is useful.
Add a link to the Socrative quiz thing with the code to the course homepage on Brightspace.
None
Explain concepts better Give more practice material



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

Comments
The midterms were sometimes a leap from the material covered. More practice problems/midterms would definitely help me prepare better for the midterms.
I found that a lot of the assignments and labs were extremely difficult to understand, especially as the course went along. I spent way longer than I feel I should have needed to just to understand what was being asked. This became quite frustrating as the time went on when the assignments started taking many hours just to complete how we first interpreted the questions. The use of PrairieLearn also created many headaches at times as it felt like we started using it without it being test run first. There were many errors within the program, telling me that my responses are wrong when they're not, saying that the assignments were out of less questions than they were (which led me to doing horrible on an assignment due to the lack of communication by the program). The benefit of PrairieLearn I found was the ability to resubmit assignments and labs multiple times. Had this not been the case, I would have done horrible in this class considering how confusing the questions were to interpret, and how much they misled what we were actually supposed to be solving for.
my specific lab time was very hard to get through as the TA had a lot of people to go through, which resulted in me sitting and waiting for very long periods of time.
The format for the midterm needs to be changed. Even with adequate knowledge, it's easy to mess up the coding question on the midterm due to one small error. There should be a way for students to debug their code.
No suggestion.
N/A
the course is fine
I did not have difficulties during this course as I have a background in programming. However, based on the feedback of fellow students, this course does not satisfy its presentation as an 'introductory course' for programming. Students with little to no programming experience, which make up a significant portion of the class, have extreme difficulty succeeding in the course. I would suggest lowering the course expectations and taking another look at the material covered in the course with respect to the experience of the student base.
<ul style="list-style-type: none"> <li>– Feels like we should be given a bit more time for exams (I get easily stressed with time limits though, so it could just be me)</li> <li>– Sometimes when the tester fails (for assignments/labs), it doesn't give enough info on what was wrong/what caused the issue to actually be able to fix this issue.</li> </ul>
Sometimes the questions on the assessments are kind of confusing
Some assignments have really long and confusing doctests. The files should be more simple so that we can focus more on coding
Less work would be great
Better function descriptions (most are good though I've only had a few problems)
More resources to study for exams/ midterms. More practice midterms to test our skills and become familiar with the format would be nice.
The midterms asked too much in too little time.
More office hours! Less pre-lecture work!
prairielearn tests should all execute instead of stopping when one crashes
I understand that due to the volume of students, the autograder system may have been necessary, but I did not like it. I had no freedom in the assignments, and no opportunity to be creative. Everything had to be exact, and the assignments felt like tedious chores.
I once spent 30min debugging, only to find out my function (which worked), accepted parameters in the wrong order (and debugging efforts were thwarted by the fact that I didn't know the inputs being given by the autograder, and thus diagnosing the problem was nearly impossible).
I don't know if it's possible (first year is for weeding people out, after all), but some way to allow for more freedom in coding assignments could really change the vibe of the course.
Prairielearn is a pain... I will say that. I understand that it must be hard to find a platform or way to test kids, it's just the Prairielearn feedback is very difficult.
No Comment
None



# UVic CES Instructor Report 202209 - Celina Berg - FUNDAMENTAL PROGRAMING:I - CSC 110 - A02 (CRN 10740)

Project Title: **UVic Course Experience Survey - Fall 2022**

Courses Audience: **115**  
Responses Received: **59**  
Response Ratio: **51%**

## Subject Details

CRN	10740
VNUMBER	V00129143

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

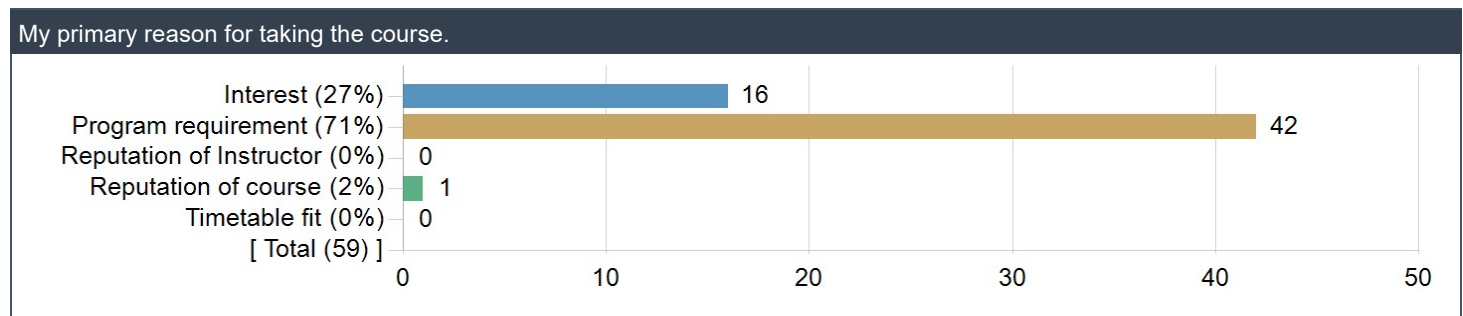
<div>1. The instructor was prepared for course sessions</div> <div><div><div>Very Poor (0)</div><div>Poor (0)</div><div>Adequate (0)</div><div>Good (15)</div><div>Excellent (44)</div><div>[ Total (59) ]</div></div><div><div>0%</div><div>0%</div><div>0%</div><div>25%</div><div>75%</div><div></div></div></div> <div><div>0</div><div>50%</div><div>100%</div></div> <div><div>Statistics</div><div>Value</div></div> <div><div>Response Count</div><div>59</div></div>	<div>2. The instructor's explanations of concepts were clear</div> <div><div><div>Very Poor (0)</div><div>Poor (1)</div><div>Adequate (10)</div><div>Good (18)</div><div>Excellent (30)</div><div>[ Total (59) ]</div></div><div><div>0%</div><div>2%</div><div>17%</div><div>31%</div><div>51%</div><div></div></div></div> <div><div>0</div><div>50%</div><div>100%</div></div> <div><div>Statistics</div><div>Value</div></div> <div><div>Response Count</div><div>59</div></div>
<div>3. The instructor motivated you to learn in this course</div> <div><div><div>Very Poor (0)</div><div>Poor (1)</div><div>Adequate (10)</div><div>Good (17)</div><div>Excellent (31)</div><div>[ Total (59) ]</div></div><div><div>0%</div><div>2%</div><div>17%</div><div>29%</div><div>53%</div><div></div></div></div> <div><div>0</div><div>50%</div><div>100%</div></div> <div><div>Statistics</div><div>Value</div></div> <div><div>Response Count</div><div>59</div></div>	<div>4. The instructor was available to answer your questions or provide extra assistance as required</div> <div><div><div>Very Poor (0)</div><div>Poor (2)</div><div>Adequate (7)</div><div>Good (16)</div><div>Excellent (34)</div><div>[ Total (59) ]</div></div><div><div>0%</div><div>3%</div><div>12%</div><div>27%</div><div>58%</div><div></div></div></div> <div><div>0</div><div>50%</div><div>100%</div></div> <div><div>Statistics</div><div>Value</div></div> <div><div>Response Count</div><div>59</div></div>
<div>5. The instructor ensured that your assignments and tests were returned within a reasonable time</div> <div><div><div>Very Poor (0)</div><div>Poor (1)</div><div>Adequate (2)</div><div>Good (16)</div><div>Excellent (40)</div><div>[ Total (59) ]</div></div><div><div>0%</div><div>2%</div><div>3%</div><div>27%</div><div>68%</div><div></div></div></div> <div><div>0</div><div>50%</div><div>100%</div></div> <div><div>Statistics</div><div>Value</div></div> <div><div>Response Count</div><div>59</div></div>	<div>6. The instructor was helpful in providing feedback to you to improve your learning in this course</div> <div><div><div>Very Poor (1)</div><div>Poor (2)</div><div>Adequate (11)</div><div>Good (17)</div><div>Excellent (28)</div><div>[ Total (59) ]</div></div><div><div>2%</div><div>3%</div><div>19%</div><div>29%</div><div>47%</div><div></div></div></div> <div><div>0</div><div>50%</div><div>100%</div></div> <div><div>Statistics</div><div>Value</div></div> <div><div>Response Count</div><div>59</div></div>
<div>7. The instructor demonstrated respect for students and their ideas</div> <div><div><div>Very Poor (0)</div><div>Poor (0)</div><div>Adequate (0)</div><div>Good (17)</div><div>Excellent (42)</div><div>[ Total (59) ]</div></div><div><div>0%</div><div>0%</div><div>0%</div><div>29%</div><div>71%</div><div></div></div></div> <div><div>0</div><div>50%</div><div>100%</div></div> <div><div>Statistics</div><div>Value</div></div> <div><div>Response Count</div><div>59</div></div>	<div>8. Overall, the instructor was effective in this course</div> <div><div><div>Very Poor (0)</div><div>Poor (0)</div><div>Adequate (2)</div><div>Good (19)</div><div>Excellent (38)</div><div>[ Total (59) ]</div></div><div><div>0%</div><div>0%</div><div>3%</div><div>32%</div><div>64%</div><div></div></div></div> <div><div>0</div><div>50%</div><div>100%</div></div> <div><div>Statistics</div><div>Value</div></div> <div><div>Response Count</div><div>59</div></div>

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

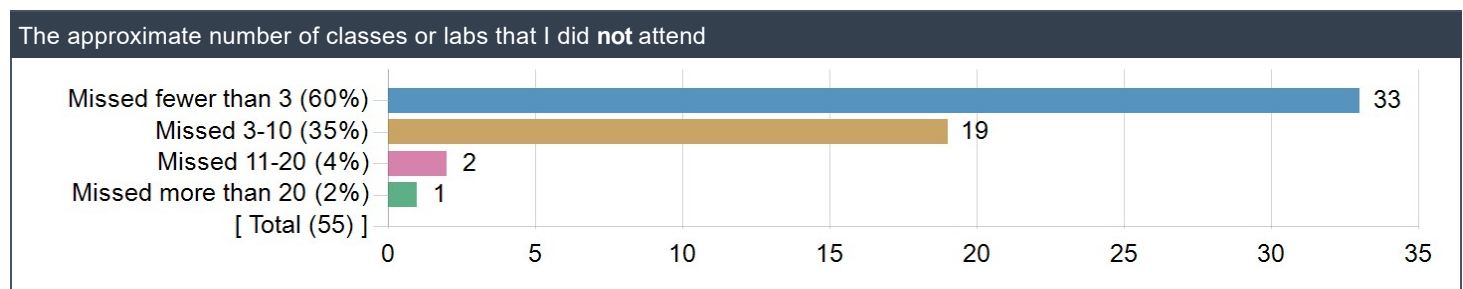
<div>1. The course structure, goals and requirements were clear</div> <div><div><div>Very Poor (1)</div><div>Poor (2)</div><div>Adequate (4)</div><div>Good (24)</div><div>Excellent (27)</div><div>[ Total (58) ]</div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div>2%</div><div>3%</div><div>7%</div><div>41%</div><div>47%</div><div></div></div><div><div>0</div><div>50%</div><div>100%</div></div></div> <div><div>Statistics</div><div>Value</div></div> <div><div>Response Count</div><div>58</div></div>	<div>2. The materials provided for learning the course content (e.g. handouts, posted material, lab manuals) were clear</div> <div><div><div>Very Poor (2)</div><div>Poor (1)</div><div>Adequate (10)</div><div>Good (19)</div><div>Excellent (27)</div><div>[ Total (59) ]</div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div>3%</div><div>2%</div><div>17%</div><div>32%</div><div>46%</div><div></div></div><div><div>0</div><div>50%</div><div>100%</div></div></div> <div><div>Statistics</div><div>Value</div></div> <div><div>Response Count</div><div>59</div></div>
<div>3. The assigned work helped your understanding of the course content</div> <div><div><div>Very Poor (0)</div><div>Poor (2)</div><div>Adequate (8)</div><div>Good (14)</div><div>Excellent (35)</div><div>[ Total (59) ]</div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div>0%</div><div>3%</div><div>14%</div><div>24%</div><div>59%</div><div></div></div><div><div>0</div><div>50%</div><div>100%</div></div></div> <div><div>Statistics</div><div>Value</div></div> <div><div>Response Count</div><div>59</div></div>	<div>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</div> <div><div><div>Very Poor (0)</div><div>Poor (3)</div><div>Adequate (8)</div><div>Good (21)</div><div>Excellent (27)</div><div>[ Total (59) ]</div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div>0%</div><div>5%</div><div>14%</div><div>36%</div><div>46%</div><div></div></div><div><div>0</div><div>50%</div><div>100%</div></div></div> <div><div>Statistics</div><div>Value</div></div> <div><div>Response Count</div><div>59</div></div>
<div>5. The methods of assessment used to evaluate your learning in the course were fair</div> <div><div><div>Very Poor (5)</div><div>Poor (5)</div><div>Adequate (11)</div><div>Good (15)</div><div>Excellent (23)</div><div>[ Total (59) ]</div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div>8%</div><div>8%</div><div>19%</div><div>25%</div><div>39%</div><div></div></div><div><div>0</div><div>50%</div><div>100%</div></div></div> <div><div>Statistics</div><div>Value</div></div> <div><div>Response Count</div><div>59</div></div>	<div>6. The course provided relevant skills and information (e.g. to other courses, your future career, or other contexts)</div> <div><div><div>Very Poor (0)</div><div>Poor (5)</div><div>Adequate (8)</div><div>Good (16)</div><div>Excellent (30)</div><div>[ Total (59) ]</div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div>0%</div><div>8%</div><div>14%</div><div>27%</div><div>51%</div><div></div></div><div><div>0</div><div>50%</div><div>100%</div></div></div> <div><div>Statistics</div><div>Value</div></div> <div><div>Response Count</div><div>59</div></div>
<div>7. Overall, the course offered an effective learning experience</div> <div><div><div>Very Poor (2)</div><div>Poor (1)</div><div>Adequate (7)</div><div>Good (18)</div><div>Excellent (30)</div><div>[ Total (58) ]</div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div>3%</div><div>2%</div><div>12%</div><div>31%</div><div>52%</div><div></div></div><div><div>0</div><div>50%</div><div>100%</div></div></div> <div><div>Statistics</div><div>Value</div></div> <div><div>Response Count</div><div>58</div></div>	

### III Statements About The Students:

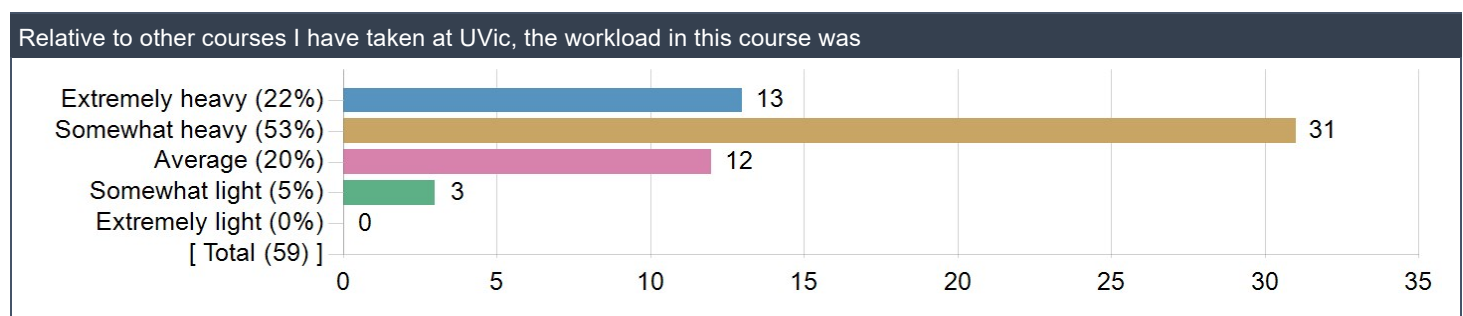
#### My primary reason for taking the course.



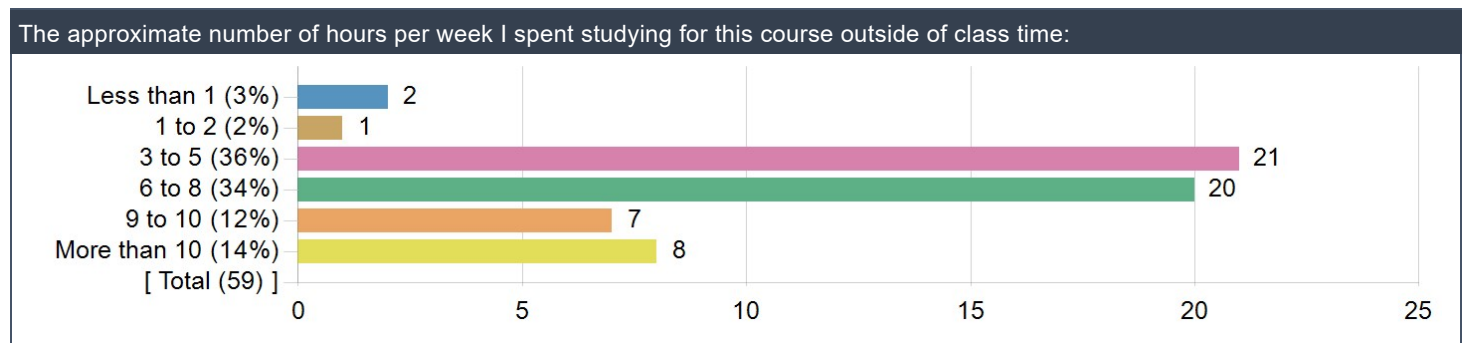
#### The approximate number of classes or labs that I did not attend



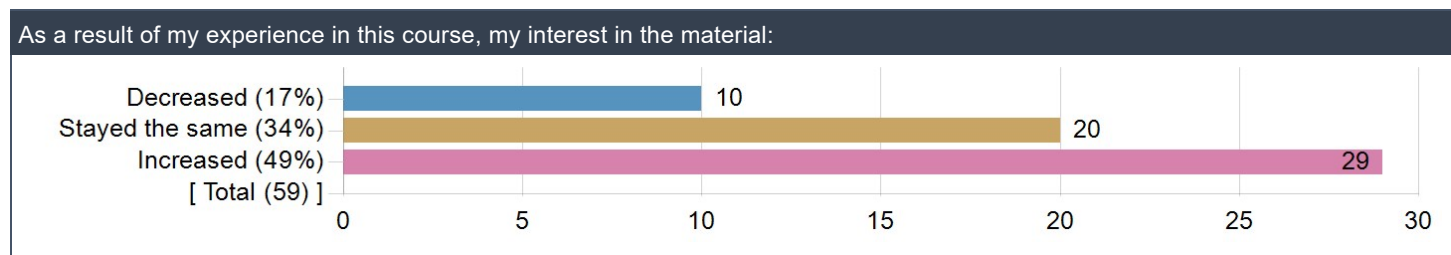
#### Relative to other courses I have taken at UVic, the workload in this course was



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

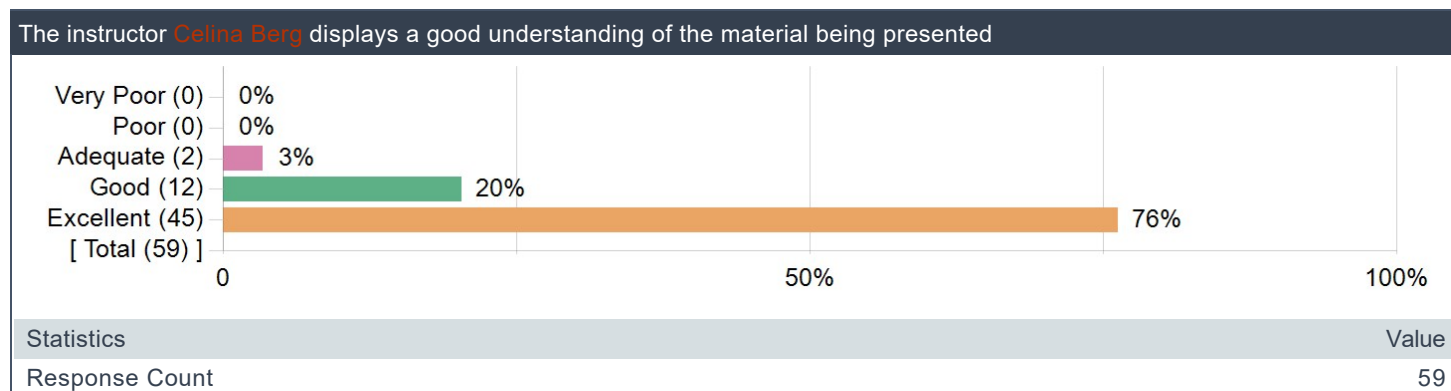


## As a result of my experience in this course, my interest in the material:

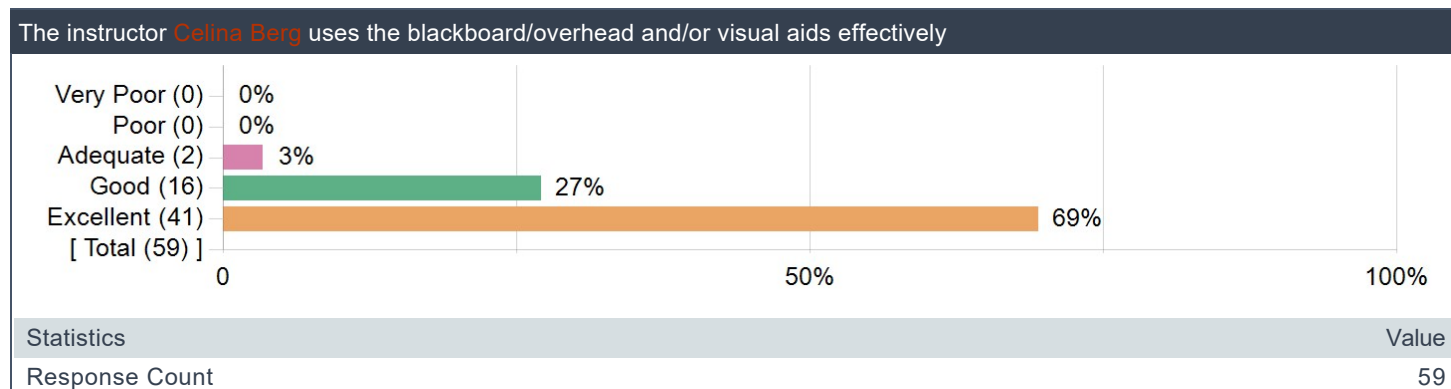


## IV Additional Statments:

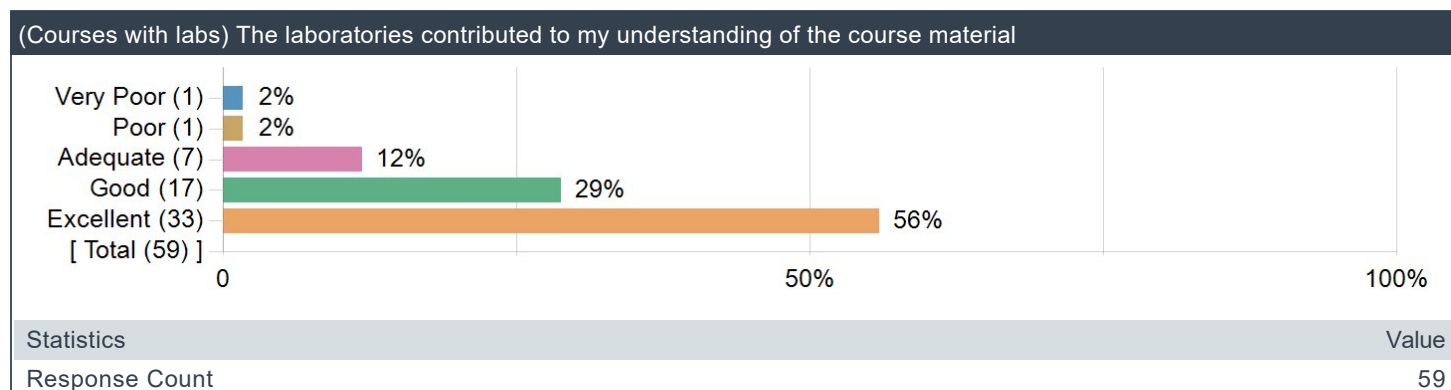
### The instructor **Celina Berg** displays a good understanding of the material being presented



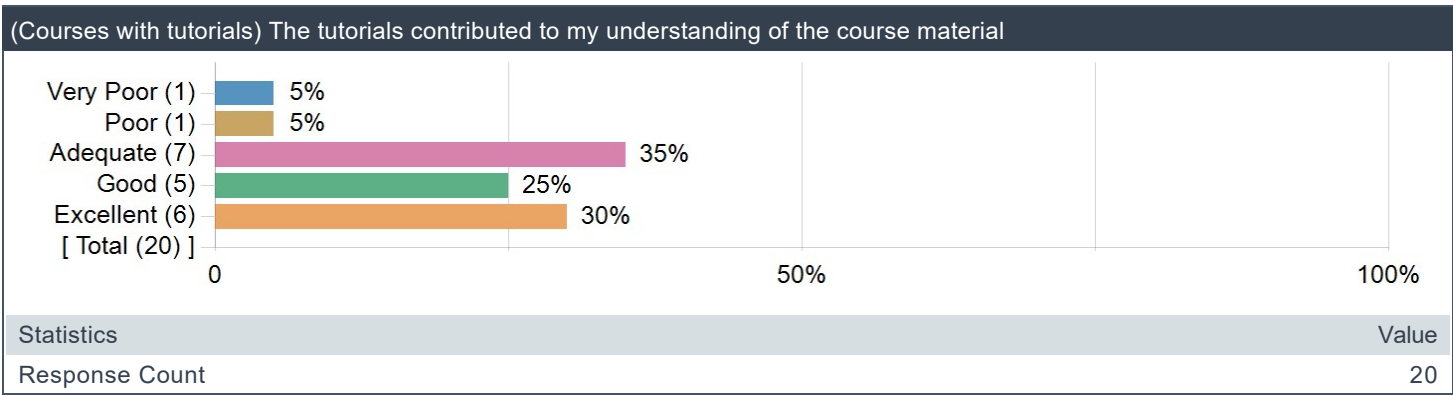
### The instructor **Celina Berg** uses the blackboard/overhead and/or visual aids effectively



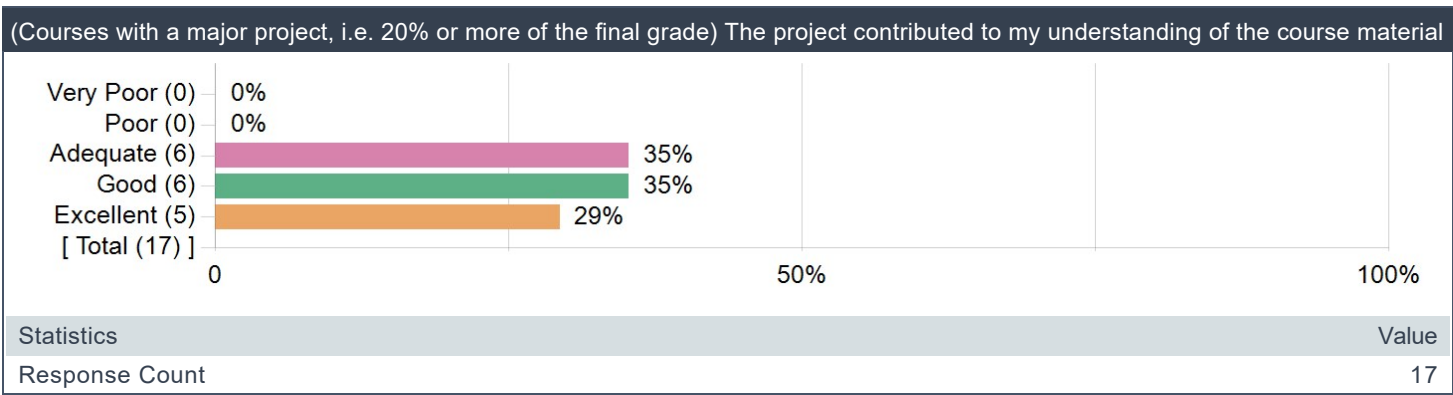
### (Courses with labs) The laboratories contributed to my understanding of the course material



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



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





## IIV Student Comments:

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

Comments
she gave enough time in the lecture for students to try the problems on their own before she explained how to do the problem
Clear easy to follow example and explanations.
Celina is so helpful when it comes to providing extra assistance! She really cares about helping us out and trying to see us succeed, and she definitely knows the material very well.
Dr. Berg was super helpful in answering questions after class, during office hours, over email and on the online forum! The lecture were useful and engaging:)
ability to explain tougher concepts clearly
Celina is a very motivated instructor, I really appreciate her energy and explanations when I come to this class in the morning.
She was very clear and organized. Very helpful to many students.
Great explanations and analogies used to explain the concepts. Course design was very transparent
she was very organized and provided lots of examples to demonstrate concepts
Knowledgeable, Supportive, Friendly, Organized, Clear
Helpfull with explaining concepts.
she was very accessible, being able to contact her on weekends regarding our weekly assignments was really nice
Explained concepts well, specifically using great examples that helped me understand complex problems. The pre-lecture videos were helpful in preparing us for class and made me feel ready to approach problems in the class. I appreciate how we could attempt the pre-lecture quizzes multiple times.
She was able to properly explain the course, displaying great understanding of the coruse material, and was able to keep helping us when needed.
Explain the topics both applied in actual code / exercises but also theoretically, using different methods to visualise and understand (drawing the problem on paper, etc). Show how to understand coding not just "do" it. The prelecture work was very helpful, with there being a small weighting and an adequate amount of work to have to put in in order to help understand the topic and motivate one to do it, but not be too much work that it's a burden.
Gave clear and simple descriptions and examples of all material, breaking down difficult ideas into smaller and easier ones.
Knowledge of the material
I think she was always very enthusiastic about the material, and I enjoyed it a lot. As well, being someone who's never programmed before, I think that she was good about never assuming past experience with even the most basic concepts.
She knows that the students are first years so she teaches from the root and builds to the top.
She was very knowledgeable and tried her best to explain difficult concepts to her students.
She was always available to answer questions, and she was very good at explaining the course material.
she was always available over bright space even on long weekends. would always be helpful during office hours.
very clear lecture format. i really liked being able to follow what she was doing but also having time to figure it out myself
A mastery of the subject material, that was easy to see.
She presented herself in a very confident manner, and she also expressed a good level of humour through lectures allowing for an enjoyable environment. While computer science is not one of my primary interests, that allowed me to look forward to lectures and understand the material. Much appreciated, Ma'am.
Passionate and clear lectures, and was frequently available for questions outside of lecture times.
Celina is extremely kind and was always a huge help in office hours. Everyone learns at different speeds (especially when there are people who have never seen python before and people who have been coding since they came out of the womb in the same class), so by having so many office hours, those of us who struggled more during class were able to get the additional help we needed.
Celina really cares about her students and our understanding. She is very helpful and supportive in office hours and over Brightspace. Not to mention, she is very personable and wants you to succeed. Additionally, the course was very organized and the learning expectations were clear.
Very adept with coding language and designed the course on PrairieLearn, which is impressive.
I liked the way she structured the course with pre-lectures and then working through examples in class. Her explanations in pre-lectures were clear and concise which was good.
She was very easy to understand and was able to break it down to a very simple level for beginners! The pre-lecture materials were



Comments
done very well since it didn't take much time and because it gave you some marks it was rewarding to complete!!! Prarielearn made the course even easier to understand as well. Overall she was an AMAZING prof! =)
awesome lecturer, really enjoyed going to lectures, made sure we understood
She was very nice and enthusiastic about teaching. Very likeable and had good relationships with all of the TA's. Professor Berg definitely knew what she was doing. She had lots of empathy for her students, and clearly understood how first year university works for a lot of students.
Although it was a lot of work weekly I really enjoyed the amount of practice question I've done including in class problem solving, labs and assignments. I find that without the assignments I would have never understood the material to the degree I do now. It also cuts back on last minute studying.
Celina clearly cares about her students' learning. She was very helpful in office hours. She encouraged students to work through problems on their own, helping me build my problem solving skills, but she still provided help and instruction if needed.
Fair, very responsive, and enthusiastic
She established a very casual but fair demeanour as a teacher. She was likeable but also strict enough in a way that motivated us to want to practice because it was important. She made me feel safe about computer science and that it's all about slowly thinking through the problem and how solve it.

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

Comments
for the quizzes, given partial marks for the answer and not have same type of questions for the assignments.
No suggestions
The assignments were often difficult to understand and took a lot of time! As a weekly assignment they were a bit labour intensive, the labs were much more reasonable.
provide a bit more study material?
I did not super enjoy the pre lecture quizzes, because the videos they did not always prepare we adequately for the material on the quizzes and it was bothersome.
That's difficult to say with a huge class like this one, I think she did a good job.
She did such an amazing job with supporting student's learning and was always willing to answer question
Recorded office hours
I wish her office hours were a little better. There were times where I had no idea what was going on and she wasn't particularly helpful. I ended up going onto youtube to learn most of the material I could not comprehend
I appreciate how concise the pre-lecture videos were, however, there were some concepts I couldn't understand even after rewatching the pre-lecture videos. This sometimes made me struggle with the pre-lecture quizzes, but usually, I figured it out.
None
I think that Celina did a very good job of teaching this course – I don't think there's a whole lot that she could do to improve my learning
She could be more engaging and ask students who are having a hard time in the course to meet her during office hours personally.
She was always very kind and helpful in the lectures, and the way she went about teaching the course material was a very effective way of learning the material.
I felt rushed but I think that's just how university works.
the office hour times were a little but inaccessible for me
Really, the only issue was her needing to tell people to quiet down, which she did quite a lot.
I find Dr Berg's instruction techniques very effective for all taking the course, from the completely new to the fairly experienced.
I have emailed the instructor 2 times during the term regarding the issue that I had with my studies due to personal situation. I did not receive any response for any of my emails. The only suggestion that the instructor could have helped me more was being available when I had problems with following up with my course materials.
Being available to help during office hours was very helpful.
Man, those midterms were all BRUTAL. No amount of studying it seemed could prepare me for the monstrosity that is csc 110 midterms. It would have been nice to have more practice midterms/practice questions on prairie learn to help study for those tests.
Definitely one of the best profs I've had at UVic, not much to add here.
Not much, well designed and paced course, I thoroughly enjoyed it.
Some of the specific assignment instructions were extraordinarily unclear. Some questions took 5–6 read overs to understand. The sentences need to be more clear and need to ramble less. It made doing some assignments very frustrating.
amazing, n/a
I had emailed Professor Berg a couple of times and just got told to come to office hours. I had time conflicts with both office hours, and would have preferred to have just had my questions dealt with over email.
None.
none.

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

Comments
the assignments took a lot of time and were very long. Additional mock or practice exams could have helped as well
The PrairieLearn exams were quite harsh in my opinion, as if the code didn't run, we would automatically lose a large percent of the exam for a minor syntax error or minor error, which I feel is a bit unfair. If there could be a way to provide more part marks if the code isn't passing the tests, that would be nice.
more time on mid terms, or less questions, I felt pretty rushed at times during the exams and If I had just a bit more time I feel like it would've been a good balance of having to work fast but also having enough time to actually get all of the stuff done, I think that

Comments
some of my friends felt the same way about the length of the mid terms.
I think that the difficulty of the assignments and the labs were very difficult, but manageable. I am proud of how well I have done on all of the labs and assignments, yet I can barely get over 50% on the midterms. It is extremely discouraging for me, because I complete these huge assignments and am confident in the material. I study on my own time. Yet I can barely get past the grader on parietest. I think what I don't like is the fact that it is done on parietest because it is very unforgiving and it is scary when you only have 5 minutes left and your code won't even self grade because it says it's unable to.
The midterms were a bit unfair because they were very challenging and long to do within 50 minutes, but for the most part the assignments and labs were challenging, but fair due to the multiple attempts that you were allowed.
Recorded office hours
The automatic grading system I find is a very poor way to evaluate our code as errors that have little to do with what we are learning can decrease grades an extremely disproportional amount. More so not allowing regrading from crashes is also overly harsh. It is an interesting course but the grading really does need to be rethought, maybe less assignments and longer manual grading and testing.
get rid of parielearn, I did not find it helpful at all. I also did not like the Midterms, I believe they felt very unfair
I don't have any more suggestions, this course was really well organized and Celina is an amazing professor!
More problem bank / practice for the midterm that is in the same format as the midterm
Extra support/sessions for students with no prior programming experience.
I feel like this course is already very well structured as an introduction to programming. The concepts build on each other nicely and the course does well to emphasize these connections. I think maybe more practice problems could have been provided before the midterms – the practice problem banks were useful because they were in the same format as the midterm itself and I definitely would have appreciated more of them.
More effective TAs who can answer questions better.
Overall, the course's difficulty is solely based on the student's willingness to study. Otherwise, the course effectively did its job
There were a few times I felt that we hadn't learnt some of the code that was necessary for our assignments, so maybe making sure that everything that is needed for the assignment is at least mentioned in class or lab before we needed to use it. (For example some of the "shortcut" functions, because I've never coded before this class)
I hated the assignments it made me want to do a backflip into the ocean but Dr. Berg would always clear it up and help me understand the material.
the midterms seemed a lot harder than the assignments and labs
A reorganization of how the labs work would be nice. The labs were said to be a time to ask question to the TA if we were having trouble understanding anything, but in reality, the TA's unfortunately had to spend 95% of the lab time marking other students work leaving no time for questions. What I would recommend for the labs, have a list of questions on the board and have the TA explain how to do the question piece by piece. They do this in my math course and it is extremely helpful.
Nothing huge I can think of.
More mock exam practice would have been helpful for exam prep.
It's a hard course in general, but having a the requirement that you must pass the final to pass the course is a little harsh... I would consider getting at least 40% on the final more fair as everyone has bad days.
The only thing I'd improve is not having an assignment and lab the same week as the midterm, the workload was insanely heavy those weeks and maybe the content on those assignments and labs could be pushed to have a bigger assignment the following week?
This course needs a lot more weight on assignments and labs. Most students spend at least 3 hours on each assignment but often much more. This course took more of my time than many of my other courses combined just to get 20% for assignments and 10% for labs. Additionally, 3 midterms is too much. The midterms are also not reflective of the learning of most students. Many students cannot code very quickly, and need testing to be effective. Most students in the class will be in jobs that does not require high level coding, such as economists, and will not need to be creating functions so quickly. I understand that for comp sci students, the ability to code fast is very important, but for a 100 level course that is a pre-req for a lot of programs, I think fast coding is a poor way to evaluate learning. This goes back to increasing the weight on assignments.
I think the exams require a little bit more time to complete or should be a little bit shorter.
the tests were difficult because we did not get partial marks on any short answer questions, when there could only be a small mistake. putting some of the manual grading on short answers would be super awesome. I also found it really stressful getting the multiple choice answers back right away, sometimes made me do worse because I started panicking, so for single attempt ones, maybe don't let us see the grade until the test is submitted. also a lot of assignments were due (4 things per week) and also slideshows given could be a bit more clear.

Comments
I don't feel like prairielearn is a great tool for assessments. The multiple choice in particular where you input an answer on your own (as opposed to from a list). For labs and assignments it's great, because you can run things in terminal and then mark them. During tests it's frustrating to not be able to use the techniques we use in assignments and labs to solve the problem at hand. Especially when there are edge cases that aren't always super well-defined, it's hard to program in prairielearn to account for every possibility. It's also frustrating that when you do test, it takes away marks from future attempts. I see the intent behind all of this, but this is not how programming in the real world works. My experience was shared with a lot of my classmates.
Some more material to aid in exam studying would be helpful. There is only a small amount of practice questions. The instructor advises to redo labs, lecture questions, and assignments, but it would also be helpful to do some practice with problems that we have not exactly seen before.
The prairieLearn exams have a few complications
none.



# UVic CES Instructor Report 202209 - Celina Berg - FUNDAMENTAL PROGRAMING:I - CSC 110 - A03 (CRN 10741)

Project Title: **UVic Course Experience Survey - Fall 2022**

Courses Audience: **80**

Responses Received: **33**

Response Ratio: **41%**

## Subject Details

CRN	10741
VNUMBER	V00129143

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

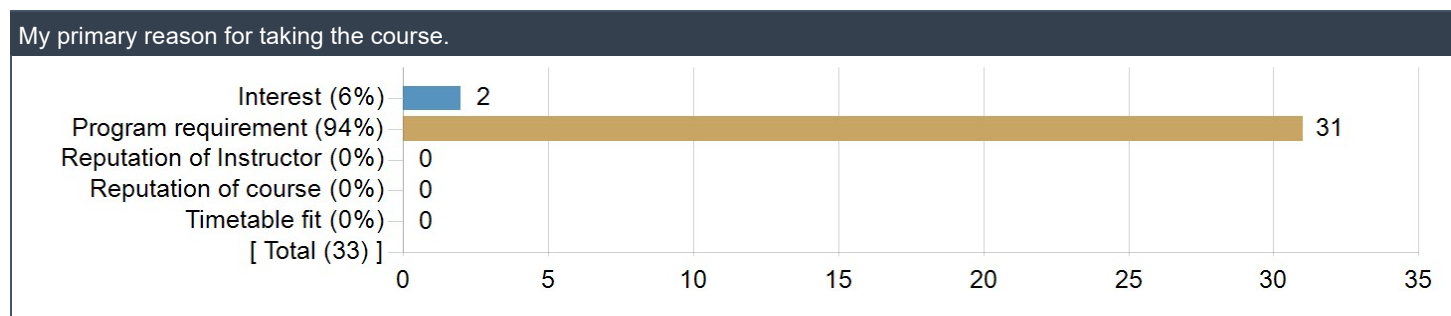
<p><b>1. The instructor was prepared for course sessions</b></p> <table> <tr> <td>Very Poor (0)</td> <td>0%</td> </tr> <tr> <td>Poor (0)</td> <td>0%</td> </tr> <tr> <td>Adequate (1)</td> <td>3%</td> </tr> <tr> <td>Good (10)</td> <td>30%</td> </tr> <tr> <td>Excellent (22)</td> <td>67%</td> </tr> <tr> <td>[ Total (33) ]</td> <td></td> </tr> </table> <table> <tr> <td>Statistics</td> <td>Value</td> </tr> <tr> <td>Response Count</td> <td>33</td> </tr> </table>	Very Poor (0)	0%	Poor (0)	0%	Adequate (1)	3%	Good (10)	30%	Excellent (22)	67%	[ Total (33) ]		Statistics	Value	Response Count	33	<p><b>2. The instructor's explanations of concepts were clear</b></p> <table> <tr> <td>Very Poor (0)</td> <td>0%</td> </tr> <tr> <td>Poor (1)</td> <td>3%</td> </tr> <tr> <td>Adequate (4)</td> <td>12%</td> </tr> <tr> <td>Good (12)</td> <td>36%</td> </tr> <tr> <td>Excellent (16)</td> <td>48%</td> </tr> <tr> <td>[ Total (33) ]</td> <td></td> </tr> </table> <table> <tr> <td>Statistics</td> <td>Value</td> </tr> <tr> <td>Response Count</td> <td>33</td> </tr> </table>	Very Poor (0)	0%	Poor (1)	3%	Adequate (4)	12%	Good (12)	36%	Excellent (16)	48%	[ Total (33) ]		Statistics	Value	Response Count	33
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<p><b>5. The instructor ensured that your assignments and tests were returned within a reasonable time</b></p> <table> <tr> <td>Very Poor (0)</td> <td>0%</td> </tr> <tr> <td>Poor (1)</td> <td>3%</td> </tr> <tr> <td>Adequate (1)</td> <td>3%</td> </tr> <tr> <td>Good (11)</td> <td>33%</td> </tr> <tr> <td>Excellent (20)</td> <td>61%</td> </tr> <tr> <td>[ Total (33) ]</td> <td></td> </tr> </table> <table> <tr> <td>Statistics</td> <td>Value</td> </tr> <tr> <td>Response Count</td> <td>33</td> </tr> </table>	Very Poor (0)	0%	Poor (1)	3%	Adequate (1)	3%	Good (11)	33%	Excellent (20)	61%	[ Total (33) ]		Statistics	Value	Response Count	33	<p><b>6. The instructor was helpful in providing feedback to you to improve your learning in this course</b></p> <table> <tr> <td>Very Poor (0)</td> <td>0%</td> </tr> <tr> <td>Poor (2)</td> <td>6%</td> </tr> <tr> <td>Adequate (6)</td> <td>19%</td> </tr> <tr> <td>Good (16)</td> <td>50%</td> </tr> <tr> <td>Excellent (8)</td> <td>25%</td> </tr> <tr> <td>[ Total (32) ]</td> <td></td> </tr> </table> <table> <tr> <td>Statistics</td> <td>Value</td> </tr> <tr> <td>Response Count</td> <td>32</td> </tr> </table>	Very Poor (0)	0%	Poor (2)	6%	Adequate (6)	19%	Good (16)	50%	Excellent (8)	25%	[ Total (32) ]		Statistics	Value	Response Count	32
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<p><b>7. The instructor demonstrated respect for students and their ideas</b></p> <table> <tr> <td>Very Poor (0)</td> <td>0%</td> </tr> <tr> <td>Poor (0)</td> <td>0%</td> </tr> <tr> <td>Adequate (6)</td> <td>18%</td> </tr> <tr> <td>Good (8)</td> <td>24%</td> </tr> <tr> <td>Excellent (19)</td> <td>58%</td> </tr> <tr> <td>[ Total (33) ]</td> <td></td> </tr> </table> <table> <tr> <td>Statistics</td> <td>Value</td> </tr> <tr> <td>Response Count</td> <td>33</td> </tr> </table>	Very Poor (0)	0%	Poor (0)	0%	Adequate (6)	18%	Good (8)	24%	Excellent (19)	58%	[ Total (33) ]		Statistics	Value	Response Count	33	<p><b>8. Overall, the instructor was effective in this course</b></p> <table> <tr> <td>Very Poor (0)</td> <td>0%</td> </tr> <tr> <td>Poor (1)</td> <td>3%</td> </tr> <tr> <td>Adequate (3)</td> <td>9%</td> </tr> <tr> <td>Good (13)</td> <td>41%</td> </tr> <tr> <td>Excellent (15)</td> <td>47%</td> </tr> <tr> <td>[ Total (32) ]</td> <td></td> </tr> </table> <table> <tr> <td>Statistics</td> <td>Value</td> </tr> <tr> <td>Response Count</td> <td>32</td> </tr> </table>	Very Poor (0)	0%	Poor (1)	3%	Adequate (3)	9%	Good (13)	41%	Excellent (15)	47%	[ Total (32) ]		Statistics	Value	Response Count	32
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## II Course Design - Students' Ratings on the Following Statements:

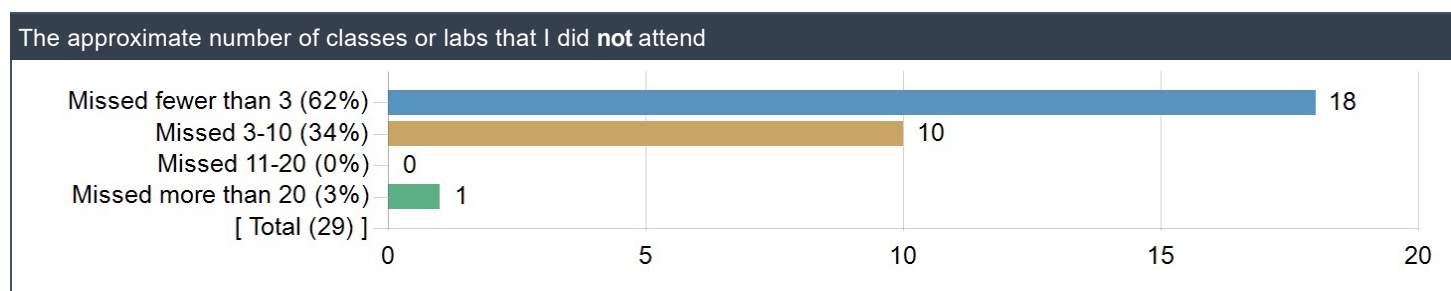
1. The course structure, goals and requirements were clear	2. The materials provided for learning the course content (e.g. handouts, posted material, lab manuals) were clear
<div><div>Very Poor (0)0%</div><div>Poor (2)6%</div><div>Adequate (3)9%</div><div>Good (14)42%</div><div>Excellent (14)42%</div><div>[ Total (33) ]</div><div>050%100%</div></div> <div>StatisticsValue</div> <div>Response Count33</div>	<div><div>Very Poor (1)3%</div><div>Poor (2)6%</div><div>Adequate (2)6%</div><div>Good (16)48%</div><div>Excellent (12)36%</div><div>[ Total (33) ]</div><div>050%100%</div></div> <div>StatisticsValue</div> <div>Response Count33</div>
3. The assigned work helped your understanding of the course content	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
<div><div>Very Poor (1)3%</div><div>Poor (2)6%</div><div>Adequate (2)6%</div><div>Good (9)28%</div><div>Excellent (18)56%</div><div>[ Total (32) ]</div><div>050%100%</div></div> <div>StatisticsValue</div> <div>Response Count32</div>	<div><div>Very Poor (2)6%</div><div>Poor (3)9%</div><div>Adequate (6)18%</div><div>Good (8)24%</div><div>Excellent (14)42%</div><div>[ Total (33) ]</div><div>050%100%</div></div> <div>StatisticsValue</div> <div>Response Count33</div>
5. The methods of assessment used to evaluate your learning in the course were fair	6. The course provided relevant skills and information (e.g. to other courses, your future career, or other contexts)
<div><div>Very Poor (0)0%</div><div>Poor (3)9%</div><div>Adequate (5)15%</div><div>Good (15)45%</div><div>Excellent (10)30%</div><div>[ Total (33) ]</div><div>050%100%</div></div> <div>StatisticsValue</div> <div>Response Count33</div>	<div><div>Very Poor (0)0%</div><div>Poor (1)3%</div><div>Adequate (6)19%</div><div>Good (14)44%</div><div>Excellent (11)34%</div><div>[ Total (32) ]</div><div>050%100%</div></div> <div>StatisticsValue</div> <div>Response Count32</div>
7. Overall, the course offered an effective learning experience	
<div><div>Very Poor (0)0%</div><div>Poor (1)3%</div><div>Adequate (5)15%</div><div>Good (15)45%</div><div>Excellent (12)36%</div><div>[ Total (33) ]</div><div>050%100%</div></div> <div>StatisticsValue</div> <div>Response Count33</div>	

### III Statements About The Students:

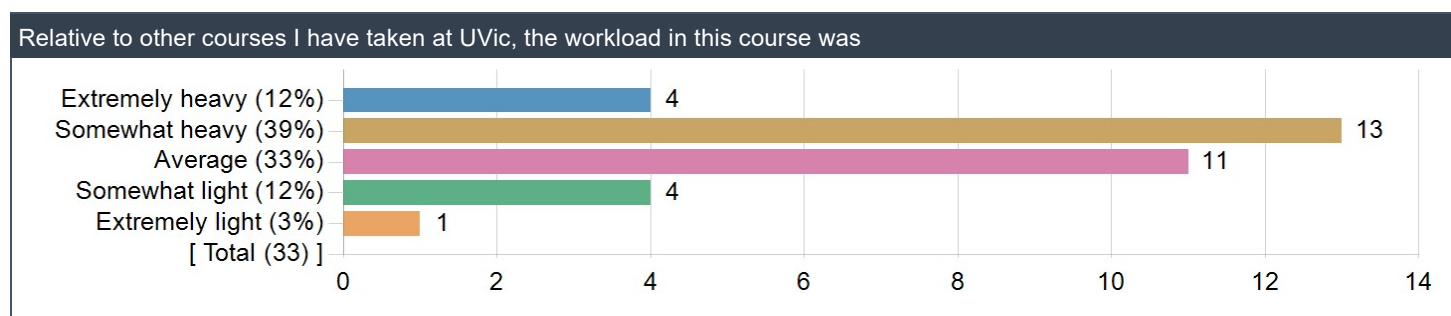
#### My primary reason for taking the course.



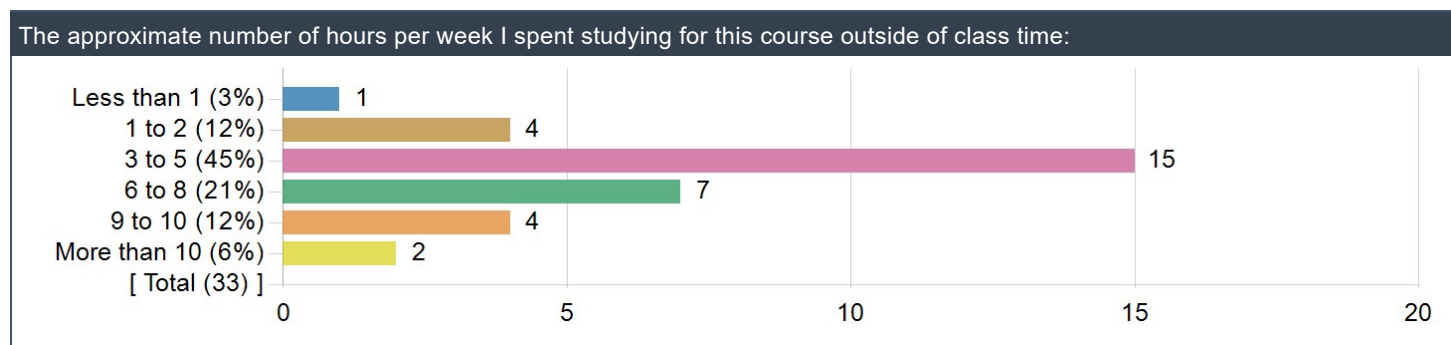
#### The approximate number of classes or labs that I did not attend



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

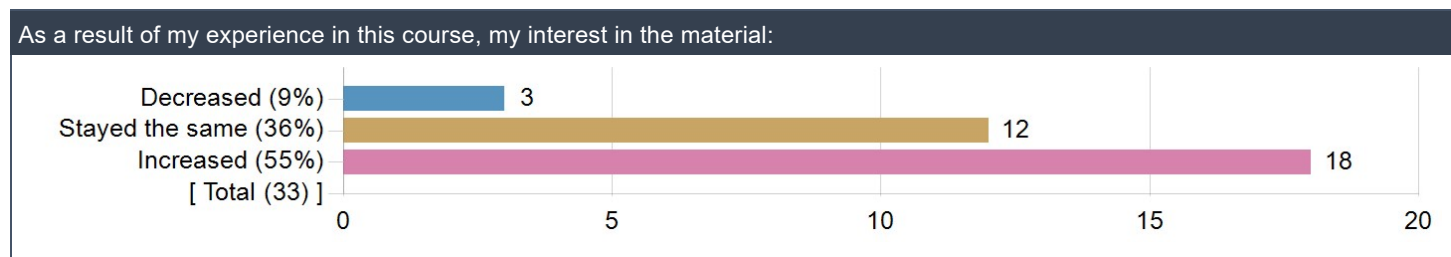


#### The approximate number of hours per week I spent studying for this course outside of class time:



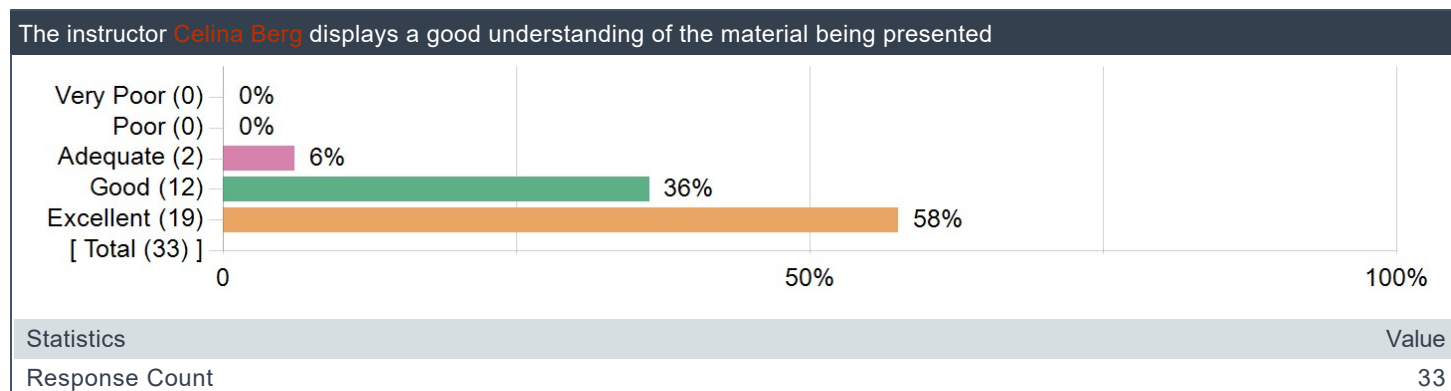


## As a result of my experience in this course, my interest in the material:

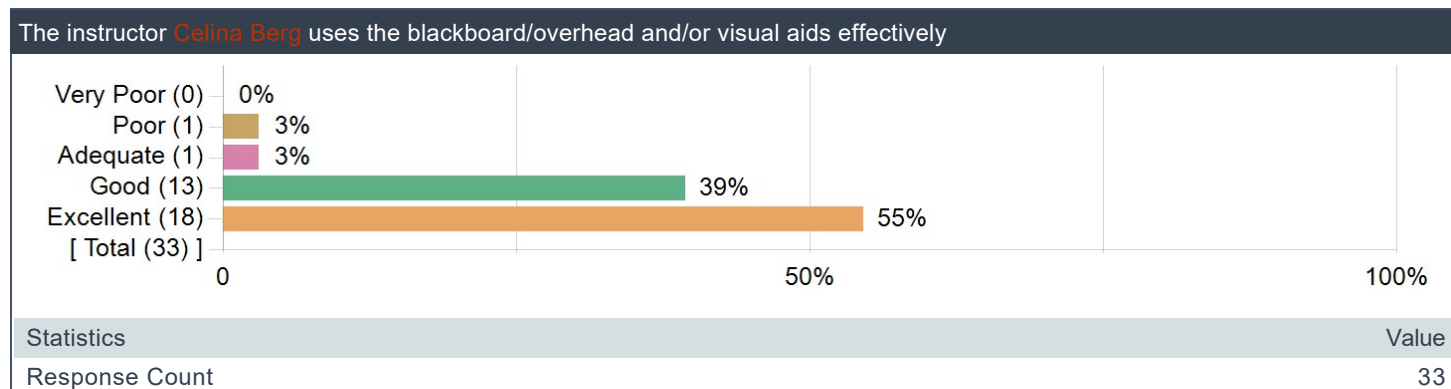


## IV Additional Statments:

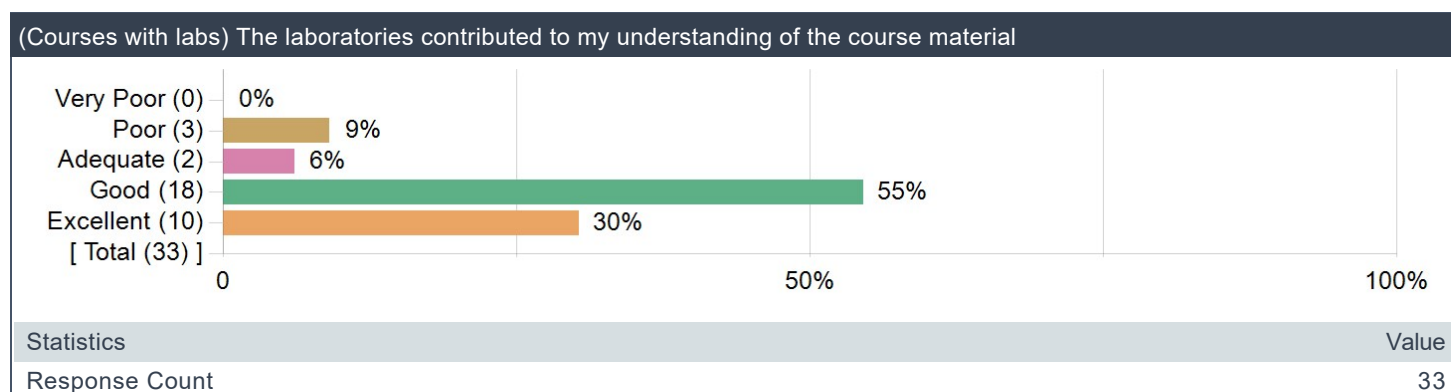
### The instructor **Celina Berg** displays a good understanding of the material being presented



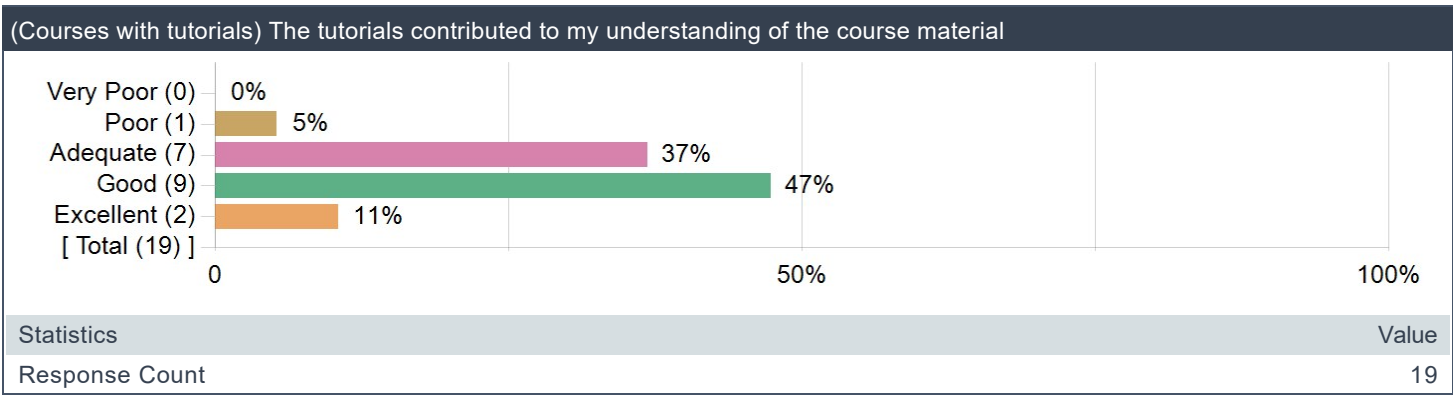
### The instructor **Celina Berg** uses the blackboard/overhead and/or visual aids effectively



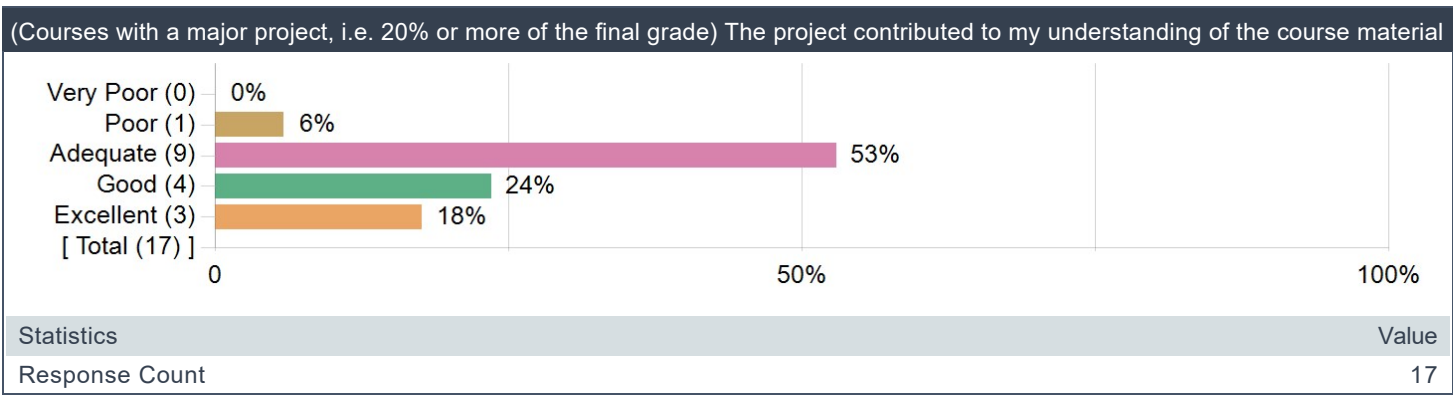
### (Courses with labs) The laboratories contributed to my understanding of the course material



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



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



## IIV Student Comments:

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

Comments
Thank you for being flexible about which lab I attended during the week when I needed it, hugely decreased my stress. Also, the pre-lecture quizzes and giving us time to work on the questions during the lecture was very effective for my learning. It's preferable because it's interactive and gives me a chance to work on my skills as I learn.
Knoedge in area, preparedness
I was really great that you made videos of the lectures and posted them. I was sick with a bad cough and did not want to go to class and be loud and infectious.
It was SO GREAT that the lectures were online and then I did not get behind.
General explanation of the concepts in lectures
Very clear and concise, always prepared, and willing to take the time to make sure that we're all on the same page. A joy to learn from!
Celina was really engaged with the material, and passionately explained it during lecture, which made the lectures interesting and engaging. She also gave us time to work on our own solutions, then went step by step through an explanation afterwards. On complicated topics, like mutability, I really liked how she drew a visual representation of memory, it made it much easier to understand. She also quickly responded to any questions posted in the discussions forum on Brightspace.
Professor Celina knows the material that she teaches very well and if I have an error she is able to find a mistake in my code very fast , so this was helpful!
She explains the mechanics of coding really well. The forum and fast response also was really helpful.
she went around the class and answered questions individually and she give prelecture videos and quizzes.
The instructor's way of teaching is very comprehensive and applicable which helped me learn the course more intuitively.
weekly assignments
good lectures
The way she had prelecture videos prepared beforehand which really helped, a lot especially when studying and they were easy to understand
I liked how all your lesson plans for the entire course were clear and easy to access.
Very engaging
Took enough time to let us try the material first in class
She was very nice and good at helping anyone that needed it.
Celina Berg demonstrated their knowledge of the course and reliably educated the understandings. Celina used a multitude of methods and answers to express a solution to an question.
she was clear in her explanation and took answers form other students and explained why it was correct or wrong.
I liked that Celina Berg had uploaded all the course material to Brightspace at the start of the course and would also upload video recordings for all lectures.
Her will to help students whenever they had problems. She was very supportive and helped them without giving the answer right away.
Celina Berg knew how to simplify the material so it is understandable and concise.
Had a really good ring tone that rang 5 minutes after class (strait bussin)
Clear explanations of how functions work
Gave sufficient time to work on problems in class
She breaks down the code step by step, and allows everyone to try to write it for themselves and supply answers before answering it herself

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

Comments
N/A
N/A
For me personally, I don't think I have any suggestions for improvement, I feel well taken care of in her course.
Everything was good!
a mock midterm for all of the midterms would be nice, and more time during the midterms
some of the questions on the assignment were complex more that what we had learnt in class for that week
It would help if instructions in assignments were made more explicit, as it is the nature of computers to be exact.
I wish there were more visually enticing or readily accessible material for online learning. Even an dedicated video through going through in class material for those who missed it that day.
Spending more time on some parts of the lectures that are confusing.
I wish the course was more flexible and allowed for extensions on assignments.
Nothing really, she is pretty good at her job not going to lie.
Dunno, pretty good at her job so i think we good
I think that some of the labs and assignments could have had more descriptive instructions

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

Comments
There weren't any interesting group projects or presentations to be had. Assignments were occasionally interesting but it might be good to have some variety in the kind of work we did.
N/a
Professor Berg is consistent.
My only complaint is that I felt there was one inconsistency... I had some issues changing to PrairieLearn so I lost marks (which is my fault), so I studied really hard for the midterms and did well.. and then because other people didn't do well on the first one, one midterm score was cancelled. So I was unhappy that the one midterm will be cancelled, EVEN if it would increase my grade. This also results in greater weighting to the labs and assignments. So I effectively am punished by this decision
Have more accommodation for students overall. For example, the office house time aren't helpful to most students from what I could see. Also very unaccommodating for struggling students in the first place.
The only thing I would say about the course itself pertains to the labs. And not even the labs themselves, but the Lab TAs. Absolutely lovely people, but since courses on how to be an educator are not a requirement to be a TA, I'd suggest some form of introduction to teaching? And if there already is something like that, maybe just reminding TAs that not every student learns and thinks the same, we may all need different kinds of help. Some people in my Lab were happy with the challenge of figuring out what the TA said they were missing, others were lost without any sort of guidance.
I really liked the format of this course, I don't have any suggestions!
Give a solution to assignments and how things could have been done more efficiently.
Make the assignment questions related to the course work, most of them were but others were just a headache to think of. Also providing lecture solutions, she used to provide them after every lecture but there are some that I am still yet to see the solution, it would help with studying Also solutions to the labs and assignments even if it's three weeks after they were submitted some of us find it hard to make friends in class and have no one to discuss with afterwards, it would help a lot even in times of revision
Not the biggest fan of PrairieLearn for exams as the ask to write perfect code the first time around is a bit intimidating
This course was very hard, I am a very new to coding and I thought this course was way too complicated. The prefecture videos seemed way easier than the lecture material covered resulting in me not being prepared and confused. I think this course would be very overwhelming for new coders.
This course is extremely slow. The exam questions are also somewhat nonsensical in nature, as half of it requires predicting the output of a function given some inputs. This mostly just makes me memorize the exact documentation of certain functions in python. This skill is non-transferrable to any other language, and thus doesn't really make sense for a course that is meant to introduce computer science as a whole. The course also actively discourages the students from using the built-in functions of python, which is forces us to use Python in ways it is expressly not designed for. Ideally, this course would drop the parts about memorizing documentation, teach more about the fundamental principles of what a computer is actually doing behind the scenes, and increase the amount of material to be learned as well as the difficulty of the assignments so that it isn't as boring as it is. It should also explain what language "level" is, and what Python is used for in real world applications, or generally give a more holistic view of computing. I feel like if I hadn't already learned everything this course was teaching beforehand, that I would be very confused and disenfranchised with computing.
Extra material for those already immersed in the material and those who wanted to challenge themself. For those who found the course easy it would have been nice if they had additional harder content
Spending more time on some parts of the lectures that are confusing.
This course can be improved by having more assignments >:). Haha just kidding you thought. The workload is fine
This course could be improved by adding more diverse problems in the assignments and labs that use multiple previously learned concepts.
Make sure the alarm is set so we can hear the epic ringtone
Giving expected out put example and clearly stating what is expected to be used in the solution would help make problems more clear i.e. this problem requires the use of the given class in the solution.



# UVic CES Instructor Report 202209 - Celina Berg - FUNDAMENTAL PROGRAMING:I - CSC 110 - A04 (CRN 10742)

Project Title: **UVic Course Experience Survey - Fall 2022**

Courses Audience: **89**

Responses Received: **38**

Response Ratio: **43%**

## Subject Details

CRN	10742
VNUMBER	V00129143

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

<div><div>1. The instructor was prepared for course sessions</div><div><div><div>Very Poor (0)</div><div>0%</div></div><div><div>Poor (0)</div><div>0%</div></div><div><div>Adequate (3)</div><div>8%</div></div><div><div>Good (13)</div><div>35%</div></div><div><div>Excellent (21)</div><div>57%</div></div><div><div>[ Total (37) ]</div></div></div><div><div>0</div><div>50%</div><div>100%</div></div><div><div>Statistics</div><div>Value</div></div><div><div>Response Count</div><div>37</div></div></div>	<div><div>2. The instructor's explanations of concepts were clear</div><div><div><div>Very Poor (1)</div><div>3%</div></div><div><div>Poor (1)</div><div>3%</div></div><div><div>Adequate (5)</div><div>14%</div></div><div><div>Good (14)</div><div>38%</div></div><div><div>Excellent (16)</div><div>43%</div></div><div><div>[ Total (37) ]</div></div></div><div><div>0</div><div>50%</div><div>100%</div></div><div><div>Statistics</div><div>Value</div></div><div><div>Response Count</div><div>37</div></div></div>
<div><div>3. The instructor motivated you to learn in this course</div><div><div><div>Very Poor (3)</div><div>8%</div></div><div><div>Poor (2)</div><div>5%</div></div><div><div>Adequate (6)</div><div>16%</div></div><div><div>Good (10)</div><div>27%</div></div><div><div>Excellent (16)</div><div>43%</div></div><div><div>[ Total (37) ]</div></div></div><div><div>0</div><div>50%</div><div>100%</div></div><div><div>Statistics</div><div>Value</div></div><div><div>Response Count</div><div>37</div></div></div>	<div><div>4. The instructor was available to answer your questions or provide extra assistance as required</div><div><div><div>Very Poor (0)</div><div>0%</div></div><div><div>Poor (0)</div><div>0%</div></div><div><div>Adequate (7)</div><div>19%</div></div><div><div>Good (8)</div><div>22%</div></div><div><div>Excellent (21)</div><div>58%</div></div><div><div>[ Total (36) ]</div></div></div><div><div>0</div><div>50%</div><div>100%</div></div><div><div>Statistics</div><div>Value</div></div><div><div>Response Count</div><div>36</div></div></div>
<div><div>5. The instructor ensured that your assignments and tests were returned within a reasonable time</div><div><div><div>Very Poor (0)</div><div>0%</div></div><div><div>Poor (1)</div><div>3%</div></div><div><div>Adequate (5)</div><div>14%</div></div><div><div>Good (7)</div><div>19%</div></div><div><div>Excellent (23)</div><div>64%</div></div><div><div>[ Total (36) ]</div></div></div><div><div>0</div><div>50%</div><div>100%</div></div><div><div>Statistics</div><div>Value</div></div><div><div>Response Count</div><div>36</div></div></div>	<div><div>6. The instructor was helpful in providing feedback to you to improve your learning in this course</div><div><div><div>Very Poor (2)</div><div>6%</div></div><div><div>Poor (2)</div><div>6%</div></div><div><div>Adequate (5)</div><div>14%</div></div><div><div>Good (12)</div><div>33%</div></div><div><div>Excellent (15)</div><div>42%</div></div><div><div>[ Total (36) ]</div></div></div><div><div>0</div><div>50%</div><div>100%</div></div><div><div>Statistics</div><div>Value</div></div><div><div>Response Count</div><div>36</div></div></div>
<div><div>7. The instructor demonstrated respect for students and their ideas</div><div><div><div>Very Poor (0)</div><div>0%</div></div><div><div>Poor (1)</div><div>3%</div></div><div><div>Adequate (3)</div><div>8%</div></div><div><div>Good (12)</div><div>33%</div></div><div><div>Excellent (20)</div><div>56%</div></div><div><div>[ Total (36) ]</div></div></div><div><div>0</div><div>50%</div><div>100%</div></div><div><div>Statistics</div><div>Value</div></div><div><div>Response Count</div><div>36</div></div></div>	<div><div>8. Overall, the instructor was effective in this course</div><div><div><div>Very Poor (1)</div><div>3%</div></div><div><div>Poor (3)</div><div>8%</div></div><div><div>Adequate (2)</div><div>5%</div></div><div><div>Good (9)</div><div>24%</div></div><div><div>Excellent (22)</div><div>59%</div></div><div><div>[ Total (37) ]</div></div></div><div><div>0</div><div>50%</div><div>100%</div></div><div><div>Statistics</div><div>Value</div></div><div><div>Response Count</div><div>37</div></div></div>

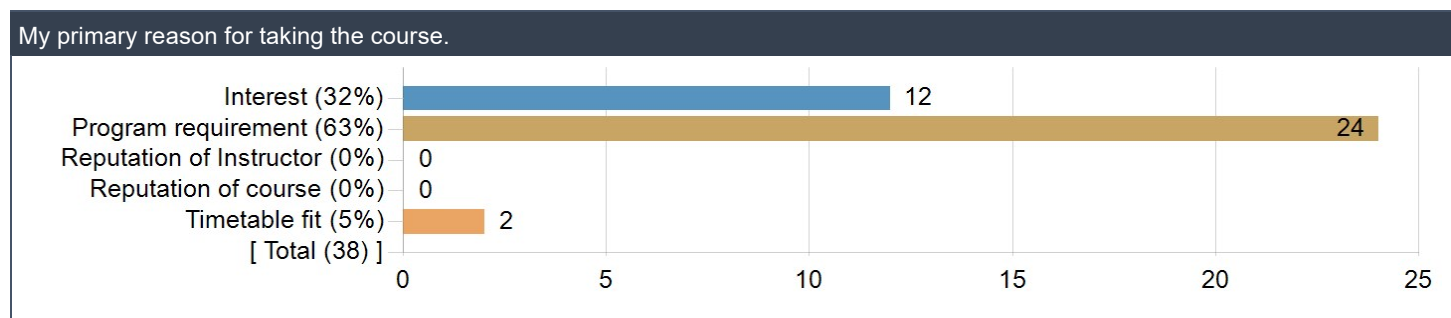
## II Course Design - Students' Ratings on the Following Statements:

1. The course structure, goals and requirements were clear	2. The materials provided for learning the course content (e.g. handouts, posted material, lab manuals) were clear
<div><div>Very Poor (0)0%</div><div>Poor (2)5%</div><div>Adequate (2)5%</div><div>Good (14)38%</div><div>Excellent (19)51%</div><div>[ Total (37) ]</div><div>050%100%</div></div> <div>StatisticsValue</div> <div>Response Count37</div>	<div><div>Very Poor (0)0%</div><div>Poor (2)5%</div><div>Adequate (5)14%</div><div>Good (12)32%</div><div>Excellent (18)49%</div><div>[ Total (37) ]</div><div>050%100%</div></div> <div>StatisticsValue</div> <div>Response Count37</div>
3. The assigned work helped your understanding of the course content	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
<div><div>Very Poor (0)0%</div><div>Poor (4)11%</div><div>Adequate (6)16%</div><div>Good (12)32%</div><div>Excellent (15)41%</div><div>[ Total (37) ]</div><div>050%100%</div></div> <div>StatisticsValue</div> <div>Response Count37</div>	<div><div>Very Poor (1)3%</div><div>Poor (3)9%</div><div>Adequate (8)23%</div><div>Good (10)29%</div><div>Excellent (13)37%</div><div>[ Total (35) ]</div><div>050%100%</div></div> <div>StatisticsValue</div> <div>Response Count35</div>
5. The methods of assessment used to evaluate your learning in the course were fair	6. The course provided relevant skills and information (e.g. to other courses, your future career, or other contexts)
<div><div>Very Poor (4)11%</div><div>Poor (2)5%</div><div>Adequate (8)22%</div><div>Good (11)30%</div><div>Excellent (12)32%</div><div>[ Total (37) ]</div><div>050%100%</div></div> <div>StatisticsValue</div> <div>Response Count37</div>	<div><div>Very Poor (2)6%</div><div>Poor (3)8%</div><div>Adequate (2)6%</div><div>Good (12)33%</div><div>Excellent (17)47%</div><div>[ Total (36) ]</div><div>050%100%</div></div> <div>StatisticsValue</div> <div>Response Count36</div>
7. Overall, the course offered an effective learning experience	
<div><div>Very Poor (3)8%</div><div>Poor (2)5%</div><div>Adequate (1)3%</div><div>Good (13)35%</div><div>Excellent (18)49%</div><div>[ Total (37) ]</div><div>050%100%</div></div> <div>StatisticsValue</div> <div>Response Count37</div>	

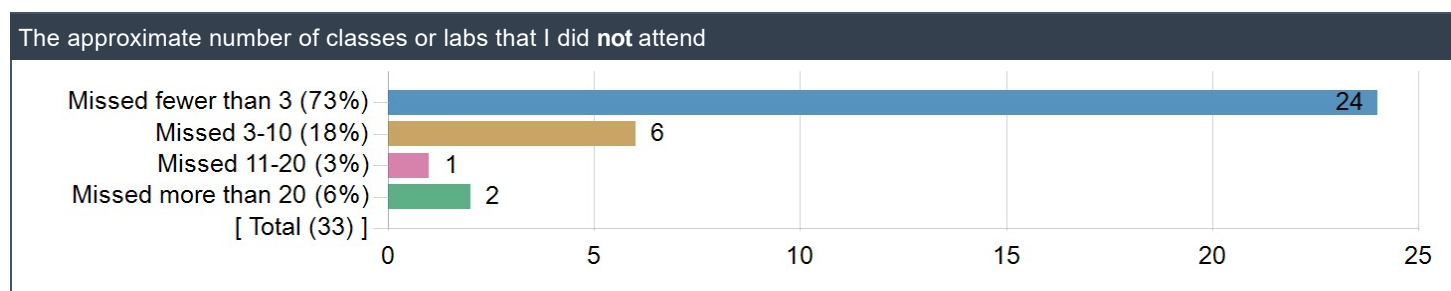


### III Statements About The Students:

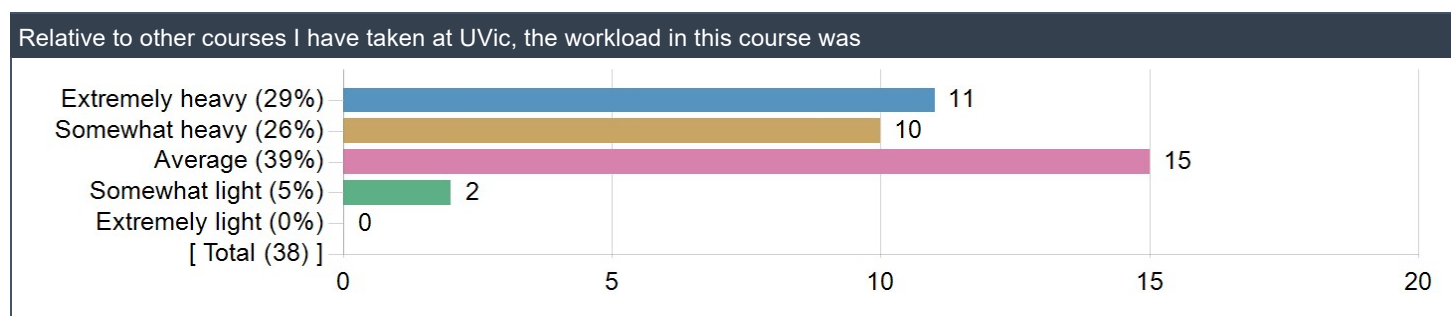
#### My primary reason for taking the course.



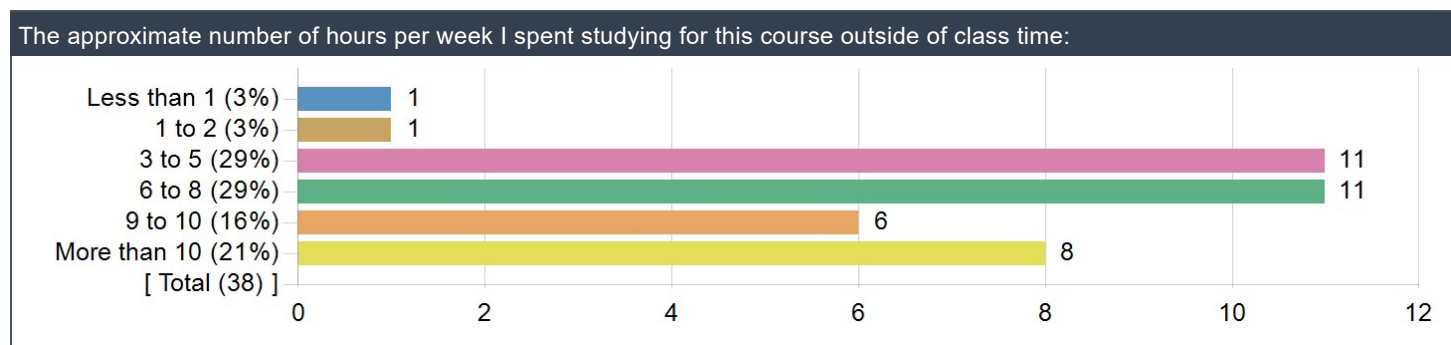
#### The approximate number of classes or labs that I did not attend



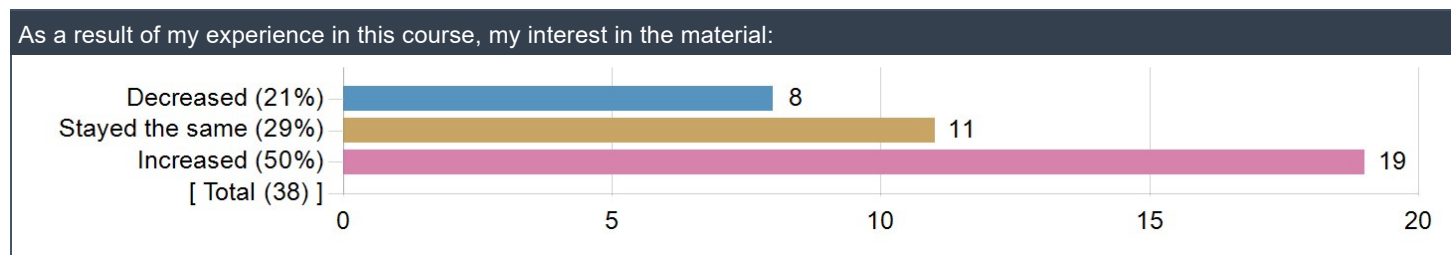
#### Relative to other courses I have taken at UVic, the workload in this course was



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

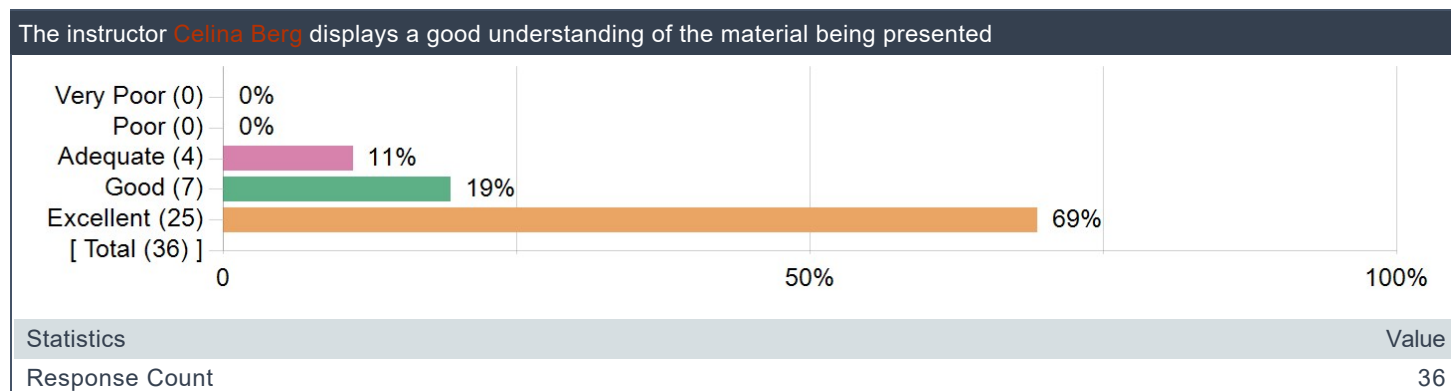


## As a result of my experience in this course, my interest in the material:

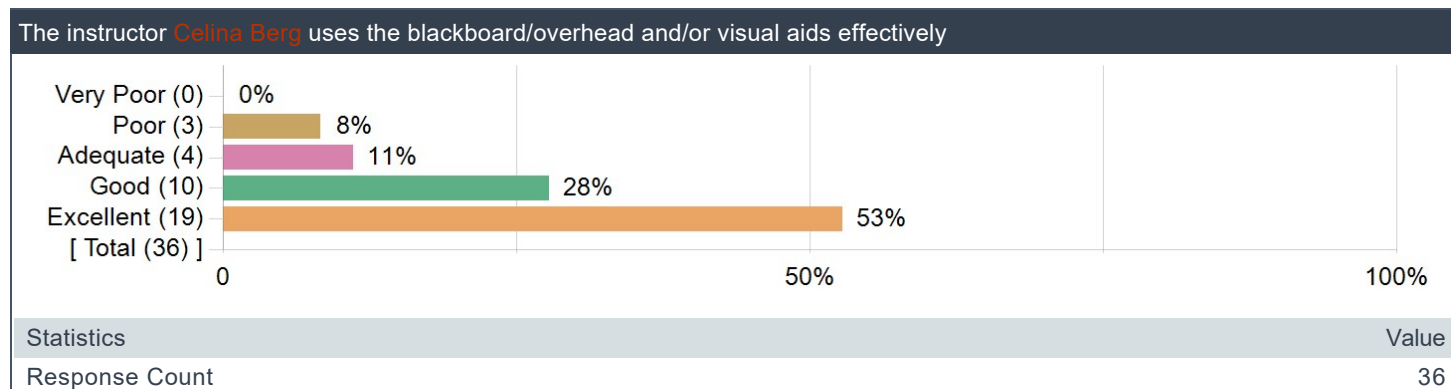


## IV Additional Statments:

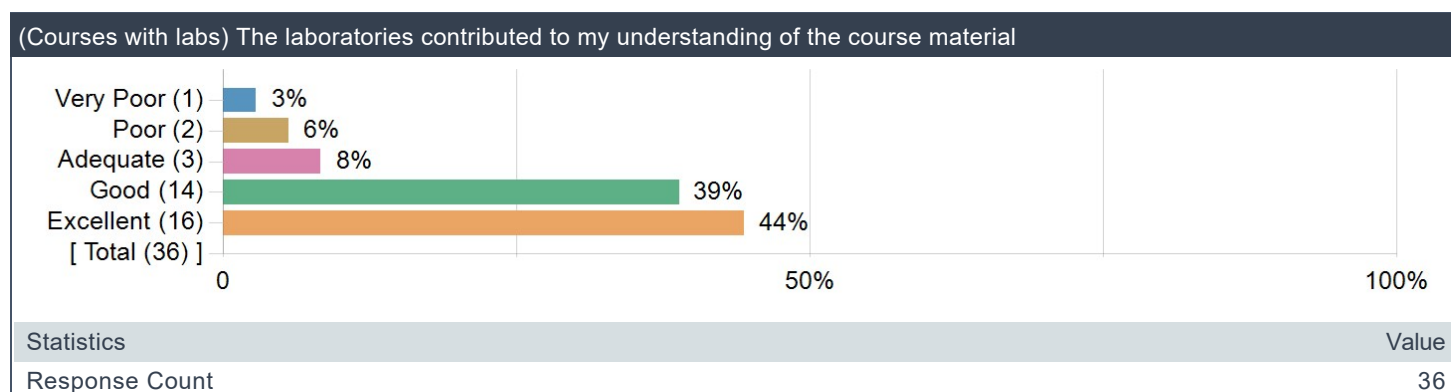
### The instructor **Celina Berg** displays a good understanding of the material being presented



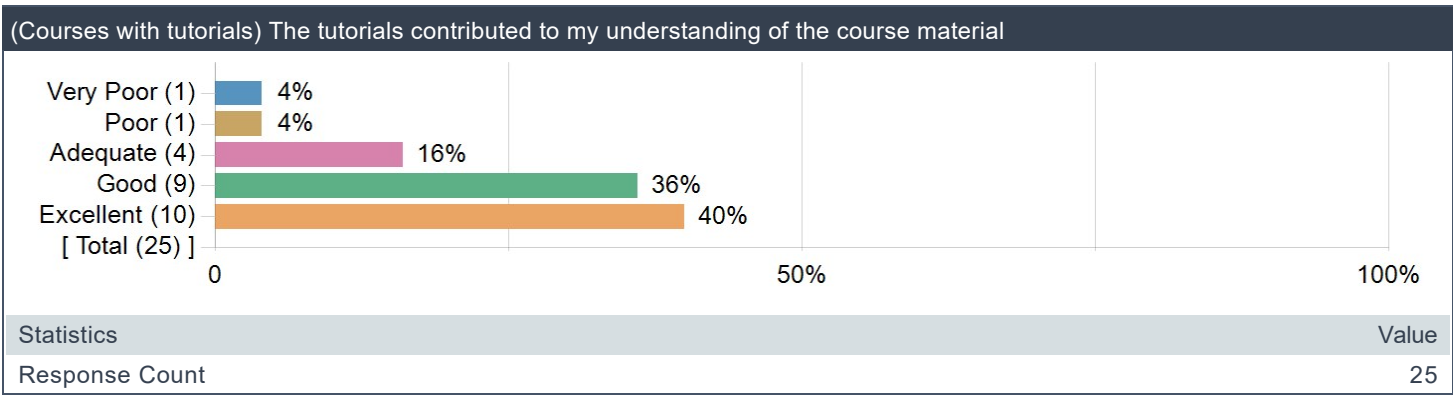
### The instructor **Celina Berg** uses the blackboard/overhead and/or visual aids effectively



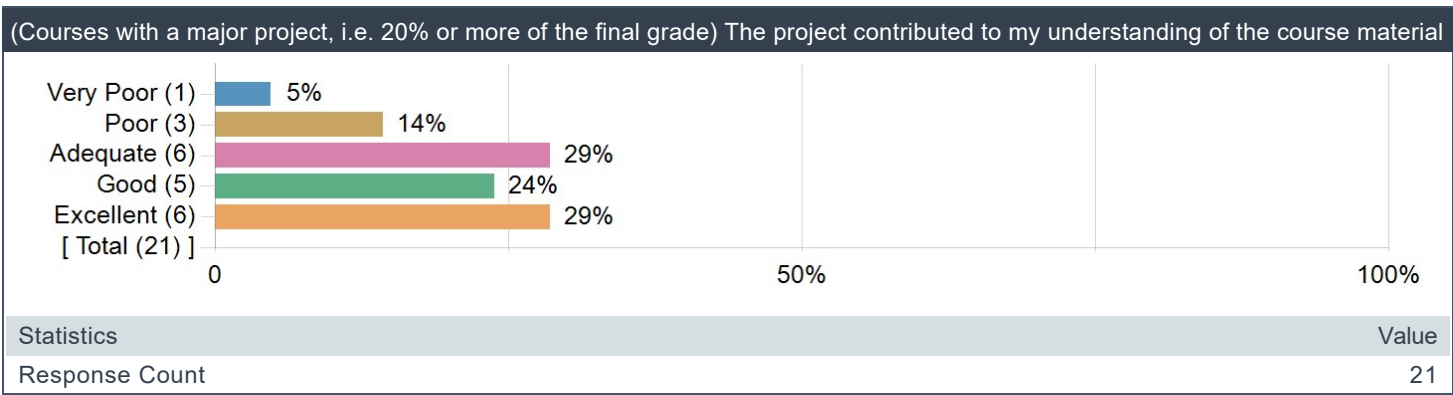
### (Courses with labs) The laboratories contributed to my understanding of the course material



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



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



## IIV Student Comments:

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

Comments
Working step by step and writing out everything to ensure you understand everything the question is asking
She knows everything
Knowledge and experience
Her vocabulary/grammar wasn't too complicated to understand, what made it easier to learn.
My instructor demonstrated a good understanding of how the material worked by providing multiple ways to solve a certain problem for the students to pick from that might work better for them.
The labs were good
realistically this is more of a self taught course in my opinion as not much teaching apart from the videos that cover general concepts occurred. So other than the course being well structured I dont know what strengths were demonstrated
Plenty of examples and time with instructions and explanations. always willing to answer questions and never made anyone feel stupid when an easy question was asked.
she taught the material in a timely manner
The pre-lecture videos were very clear and were crucial to understanding the concepts and examples explored during the lectures. They were a great introduction to the topics of the week and provided flexibility as to when and how to absorb that material.
It wasn't rushed and lots of time to help during class time
Celina did an amazing job at explaining the topics and ensuring my understanding as a student. She was very engaging.
Made me want to learn and showed ways to do things better and more efficiently, showing her knowledge in the course. She respected students and also explained why we do things which helped a lot with understanding.
She ran lectures in a way that was very helpful and was helpful in office hours
-The tuesday and wednesday before the last midterm was used for review. The way it was setup was amazing. I really think I'll learn a lot from it (just starting it today)
Very knowledgeable on the topic and was available to answers questions at any point.
her speech, her prelecture videos, her explanations were perfect in everything
We used PrairieLearn for this course, PrairieLearn was good.
:)
She has great energy :)
rly engaging into the course, saw the passion she puts into teaching. rly motivating although the the restriction with the course.

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

Comments
She is amazing!!
Going over some tough quiz questions with the class or midterm questions that had a low average would have contributed to everyone's learning, especially those who are too shy to ask.
No suggestions.
Better exam prep
I dont know
more time for midterms. most of the programming we needed to due felt like it didn't fit in the time of the midterms.
she didn't really seem like she wanted to be there, the tests and assignments were brutal if you were struggling it was hard to find help without feeling like you were bothering her
the switch to prairielearn was difficult, it was difficult to keep track of material and quizzes between bright space and prairie learn, it was difficult to gauge how well I was doing in the course because of the way grading was sep up.
Clearer writing on the projector / better pre-recorded videos (some were more boring or harder to follow than lecture).
–I would've liked a practice midterm for midterm 2, those topics I had the most difficulty with
Question answers were very vague
nothing more she can do. she is already so perfect, just this course is tuff
:)

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

Comments
The labs were not helpful at all and were not reasonable to finish in the allotted time. The structure of them made it difficult to ask questions because you would need to wait for the TA to go and mark other people done first. It would be better if there were more TAs or grading was not done during the class time to allow more time to answer questions.
The assignments took way longer than they should have at 2% of our grade. I think it is easy to think they will be quick to do when the people designing them have used Python before, but if programming is totally new they are very difficult and you need to take a long time to figure them out. The autograding method was discouraging because even if I had done most of the work right, if there was a tiny error it would be marked wrong.
For the exams, the distribution of easy to hard questions was unfair, with a huge portion of the mark going to the more difficult questions. I don't think this was a fair assessment of what we learned because it is hard to problem solve in a time crunch. Either make the exams have more tracing type questions, simpler code writing questions, or scale them so they are more fair. Also the autograder would mark incorrect if I put a space in the wrong spot which is not fair since the answer would have been correct if a person was marking.
There was also way too many small things due each week, and as someone who has to work as well it was really hard to keep up. I think that it would be better to have assignments weighted more and have quizzes and labs optional or weighted less.
None
Assignments were much harder than the labs. Could make it more uniform. Sometimes felt unfair.
Less homework and quizzes. 2 quizzes, a lab assignment and an assignment every week is way too much
Sometimes the quizzes would contain steps that were not shown in videos and could be very confusing/difficult to complete due to this. Maybe drop the lowest one or two assignments because some took many, many hours to complete and even with hours poured in sometimes completion was just not possible even if lots of effort was put in. Videos for assignment solutions would be much appreciated.
She could provide the solution for the assignments.
Better midterm practice quizzes. (More challenging to prepare us for the challenging written questions in the exam)
More practice for code writing questions on exam
Make class attendance more worthwhile than just going through a few questions without teaching much
fewer midterms.
perhaps a different approach to grading assignments and midterms that accounts for one part/ line of code being wrong that doesn't weight down such a big chunk of the grade.
The test format made me feel as though I didn't do as well as I could have. I felt I didn't have enough time, especially for the code-writing questions, to show my complete understanding of the topics.
I like how this term the lowest midterm was dropped as it was hard to adjust to the online exam system and especially getting used to learning a programming language for the first time. Maybe the assignments could've been slightly shorter as well.
–If I had an extra 10 minutes on each midterm I think I could've truly shown my understanding of the material. Maybe do the midterm out-of-class time for this to work?
provide students new python function method.?? (print only two digits tool, or sort function etc..!))
Less ambiguous specifications in assignments. Unclear questions resulted several times in me using one or more of my limited full-marked grading attempts to modify what I had written to suit the OTHER valid interpretation of the instructions. A specific example is that one function told me to return "the most danceable songs" which could be read as a top x highest-scored ones, or what it wanted, which was a list of just songs that share the very highest score.
:)
Although the course load is heavy it was all effective for learning and should probably stay the same
more prep question for other midterms would be helpful to understand the skill you are missing



# UVic CES Instructor Report 202209 - Celina Berg - FUNDAMENTAL PROGRAMING:I - CSC 110 - A05 (CRN 10743)

Project Title: **UVic Course Experience Survey - Fall 2022**

Courses Audience: **35**

Responses Received: **18**

Response Ratio: **51%**

## Subject Details

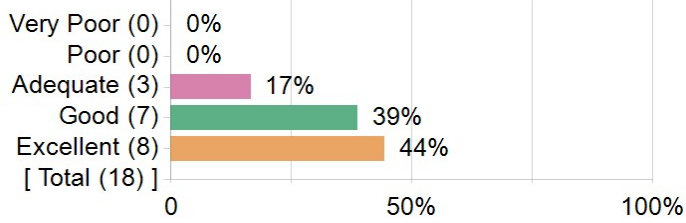
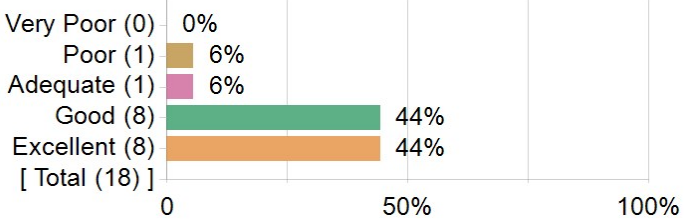
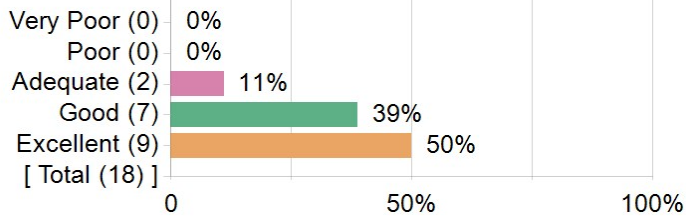
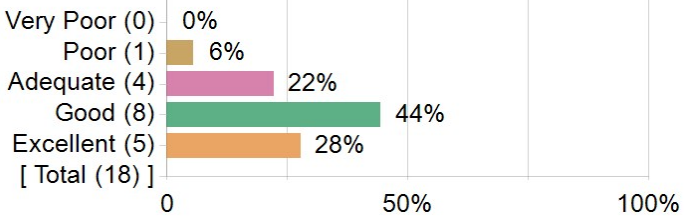
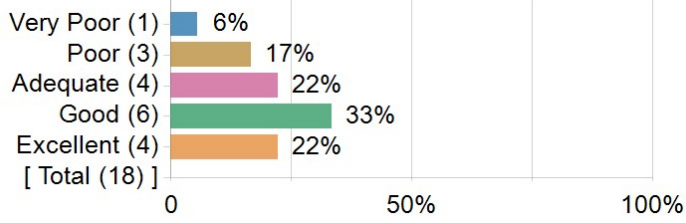
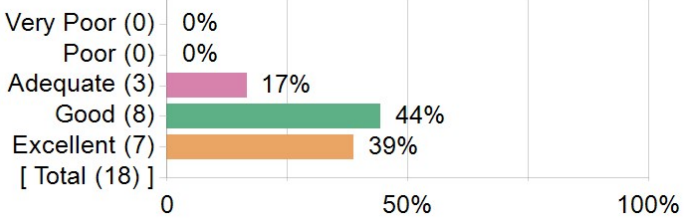
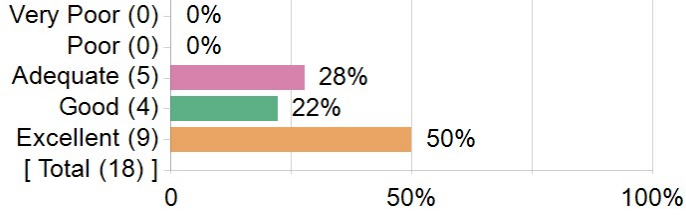
CRN	10743
VNUMBER	V00129143

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

<div>1. The instructor was prepared for course sessions</div> <div><div><div>Very Poor (0)</div><div>Poor (0)</div><div>Adequate (1)</div><div>Good (1)</div><div>Excellent (16)</div><div>[ Total (18) ]</div></div><div><div>0%</div><div>0%</div><div>6%</div><div>6%</div><div>89%</div><div></div></div></div> <div><div>0</div><div>50%</div><div>100%</div></div> <div><div>Statistics</div><div>Value</div></div> <div><div>Response Count</div><div>18</div></div>	<div>2. The instructor's explanations of concepts were clear</div> <div><div><div>Very Poor (0)</div><div>Poor (0)</div><div>Adequate (2)</div><div>Good (4)</div><div>Excellent (12)</div><div>[ Total (18) ]</div></div><div><div>0%</div><div>0%</div><div>11%</div><div>22%</div><div>67%</div><div></div></div></div> <div><div>0</div><div>50%</div><div>100%</div></div> <div><div>Statistics</div><div>Value</div></div> <div><div>Response Count</div><div>18</div></div>
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<div>5. The instructor ensured that your assignments and tests were returned within a reasonable time</div> <div><div><div>Very Poor (0)</div><div>Poor (0)</div><div>Adequate (0)</div><div>Good (6)</div><div>Excellent (12)</div><div>[ Total (18) ]</div></div><div><div>0%</div><div>0%</div><div>0%</div><div>33%</div><div>67%</div><div></div></div></div> <div><div>0</div><div>50%</div><div>100%</div></div> <div><div>Statistics</div><div>Value</div></div> <div><div>Response Count</div><div>18</div></div>	<div>6. The instructor was helpful in providing feedback to you to improve your learning in this course</div> <div><div><div>Very Poor (0)</div><div>Poor (1)</div><div>Adequate (2)</div><div>Good (7)</div><div>Excellent (8)</div><div>[ Total (18) ]</div></div><div><div>0%</div><div>6%</div><div>11%</div><div>39%</div><div>44%</div><div></div></div></div> <div><div>0</div><div>50%</div><div>100%</div></div> <div><div>Statistics</div><div>Value</div></div> <div><div>Response Count</div><div>18</div></div>
<div>7. The instructor demonstrated respect for students and their ideas</div> <div><div><div>Very Poor (0)</div><div>Poor (0)</div><div>Adequate (0)</div><div>Good (3)</div><div>Excellent (15)</div><div>[ Total (18) ]</div></div><div><div>0%</div><div>0%</div><div>0%</div><div>17%</div><div>83%</div><div></div></div></div> <div><div>0</div><div>50%</div><div>100%</div></div> <div><div>Statistics</div><div>Value</div></div> <div><div>Response Count</div><div>18</div></div>	<div>8. Overall, the instructor was effective in this course</div> <div><div><div>Very Poor (0)</div><div>Poor (0)</div><div>Adequate (0)</div><div>Good (7)</div><div>Excellent (11)</div><div>[ Total (18) ]</div></div><div><div>0%</div><div>0%</div><div>0%</div><div>39%</div><div>61%</div><div></div></div></div> <div><div>0</div><div>50%</div><div>100%</div></div> <div><div>Statistics</div><div>Value</div></div> <div><div>Response Count</div><div>18</div></div>

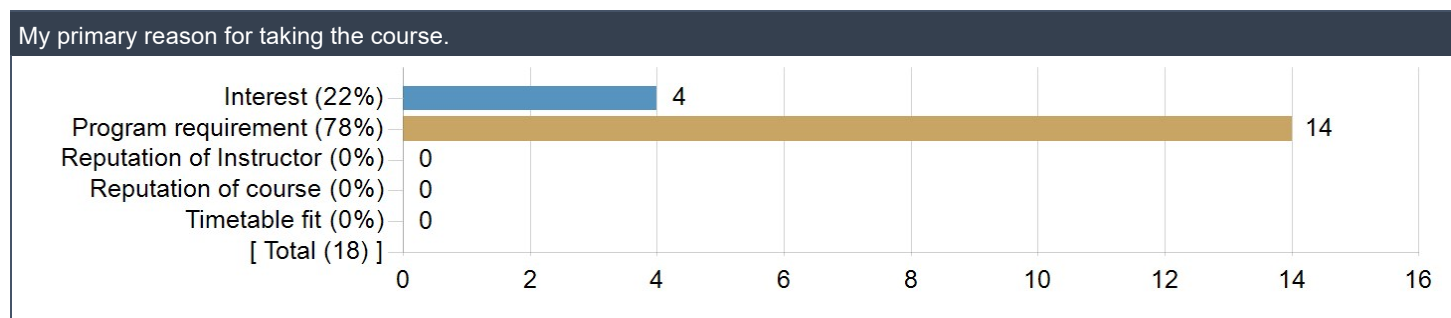


## II Course Design - Students' Ratings on the Following Statements:

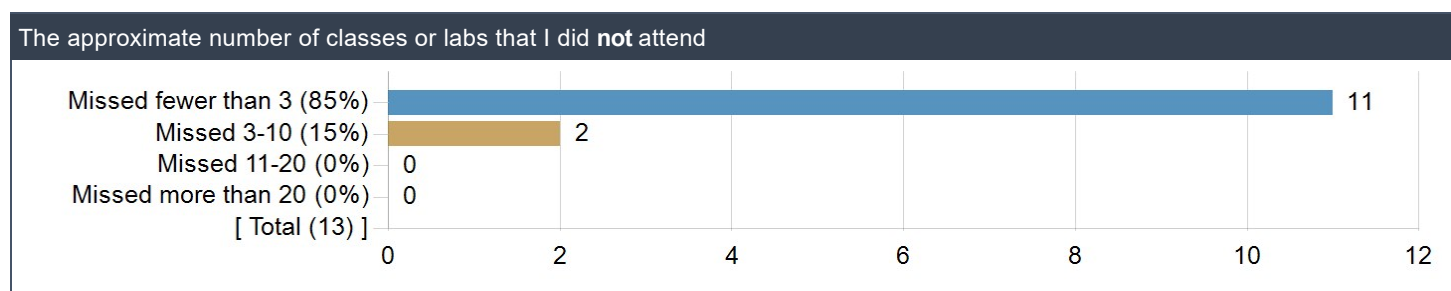
<p>1. The course structure, goals and requirements were clear</p>  <table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>18</td> </tr> </tbody> </table>	Statistics	Value	Response Count	18	<p>2. The materials provided for learning the course content (e.g. handouts, posted material, lab manuals) were clear</p>  <table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>18</td> </tr> </tbody> </table>	Statistics	Value	Response Count	18
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<p>3. The assigned work helped your understanding of the course content</p>  <table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>18</td> </tr> </tbody> </table>	Statistics	Value	Response Count	18	<p>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</p>  <table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>18</td> </tr> </tbody> </table>	Statistics	Value	Response Count	18
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<p>5. The methods of assessment used to evaluate your learning in the course were fair</p>  <table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>18</td> </tr> </tbody> </table>	Statistics	Value	Response Count	18	<p>6. The course provided relevant skills and information (e.g. to other courses, your future career, or other contexts)</p>  <table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>18</td> </tr> </tbody> </table>	Statistics	Value	Response Count	18
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<p>7. Overall, the course offered an effective learning experience</p>  <table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>18</td> </tr> </tbody> </table>	Statistics	Value	Response Count	18					
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### III Statements About The Students:

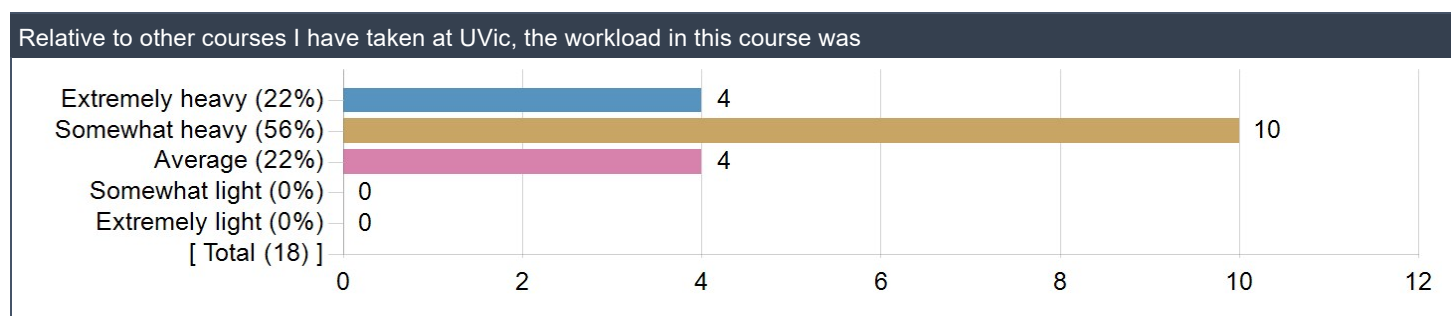
#### My primary reason for taking the course.



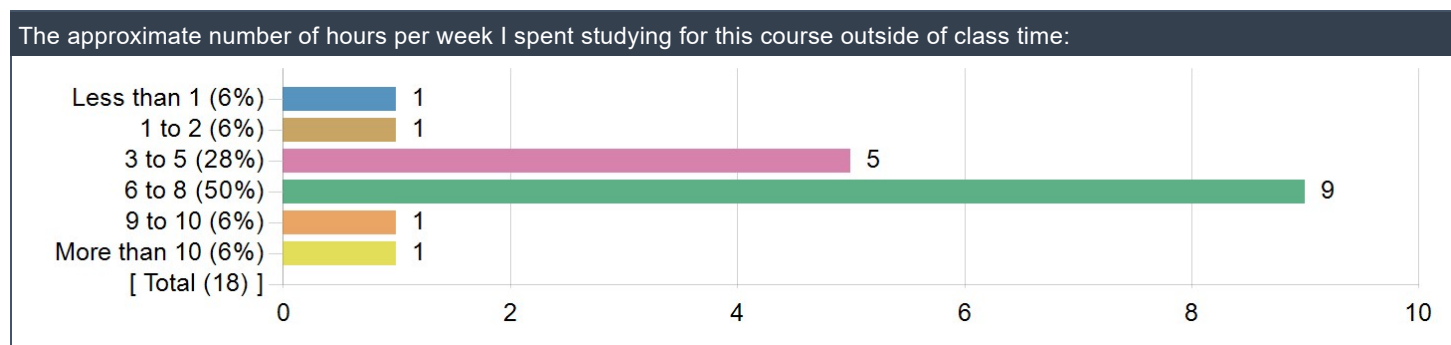
#### The approximate number of classes or labs that I did not attend



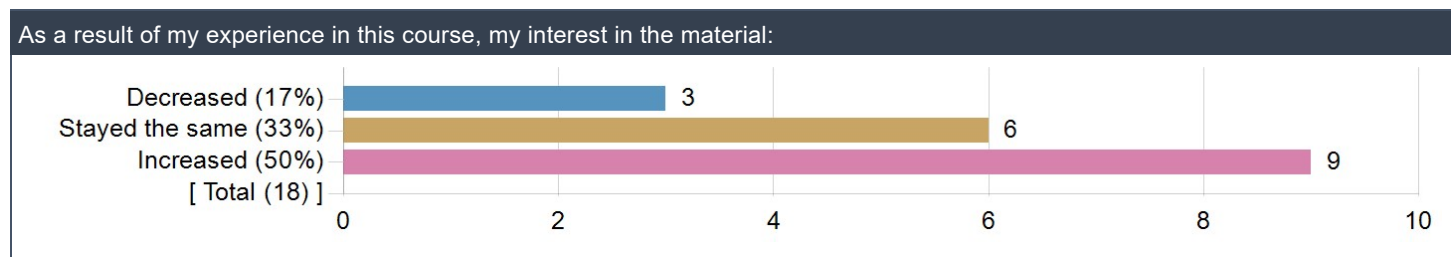
#### Relative to other courses I have taken at UVic, the workload in this course was



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

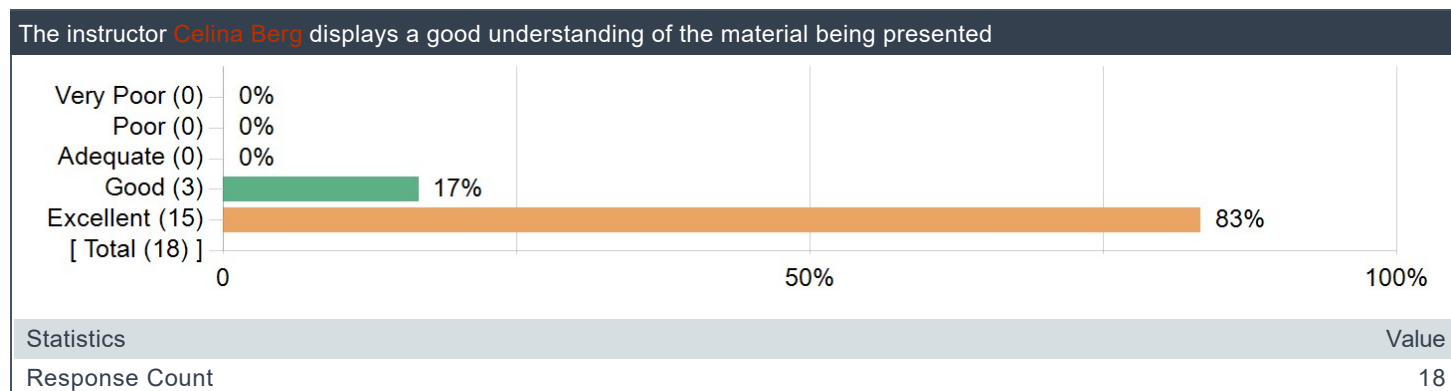


## As a result of my experience in this course, my interest in the material:

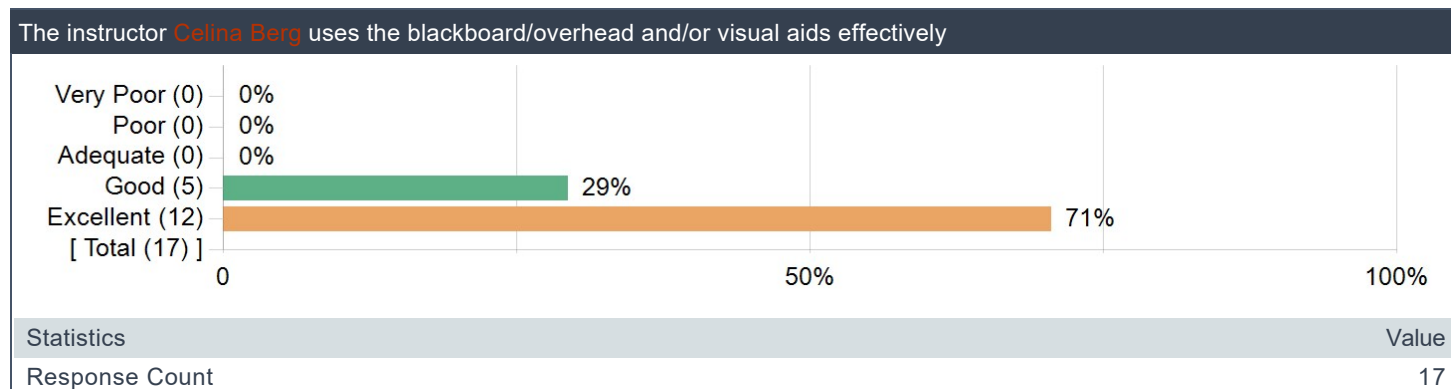


## IV Additional Statments:

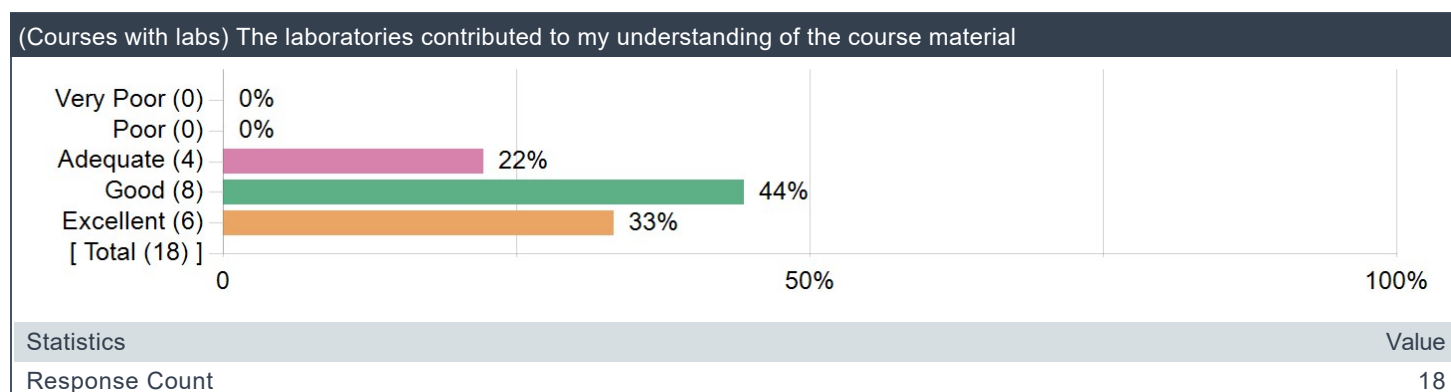
### The instructor **Celina Berg** displays a good understanding of the material being presented



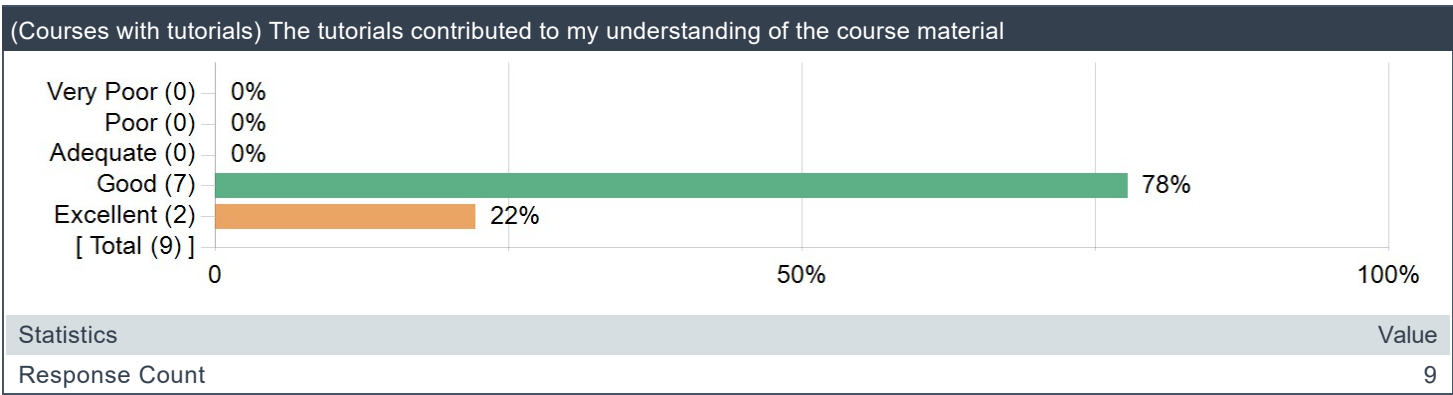
### The instructor **Celina Berg** uses the blackboard/overhead and/or visual aids effectively



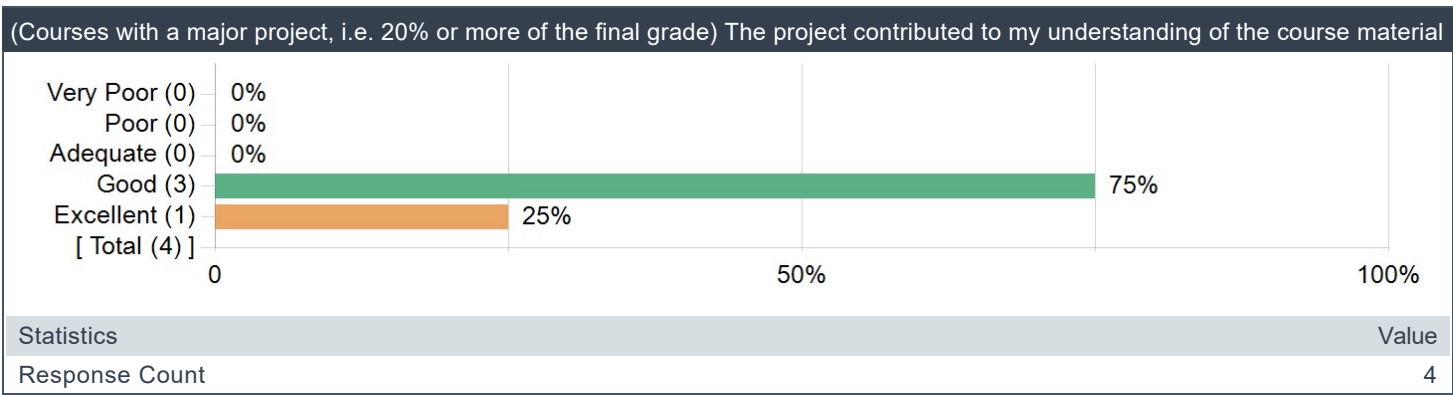
### (Courses with labs) The laboratories contributed to my understanding of the course material



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



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



## IIV Student Comments:

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

Comments
She seems to have a very good understanding of the course material and is very helpful in answering questions.
She was patient, friendly, and understood the material well.
Celina was always open for questions during lectures and getting to listen to the answers to these, even if I didn't ask them, helped a ton. It was very appreciated, she makes you feel very heard.
Willingness and availability for answering questions.
<ul style="list-style-type: none"> <li>– Engaging</li> <li>– Smart</li> <li>– Always willing to help/ reexplain</li> <li>– Willing to explore how python might relate to anyones future career</li> </ul>
Great examples to display the ins and outs of python. Focused on getting the fundamentals of solving problems and programing conventions.
Great visual explanations of core coding topics and how memory is involved.
Was always available for extra support and questions.
Celina is very approachable and does an excellent job of explaining the material in a clear and concise way. It was evident that she really values the students and wants everyone to succeed.
Celina was non-judgmental to any questions posed. She explained things very well and found other ways to explain things when I didn't get it the first time. Not only is she a great teacher but she is understanding and cares about her student. (and is an Oilers fan)
It's difficult to answer these questions clearly due to the online setting. Professor Berg has effectively taught me foundational programming concepts that I am certain will benefit me in future courses and career opportunities. I learned various techniques and skills to write effective code with clear documentation.
She was very good at explaining topics and answering questions. I really understood almost all of the material coming out of a lecture.
Celina Berg's course worked well for the most part I think. I learnt a lot, and she taught well. The curriculum was well planned out and built on the knowledge that we learned previously. Initially, it seemed like she was a super strict marker, but I came to realize that that was just the wording of the assignments, and that she will very much do everything she can to help you.
Gave plenty of examples of how to attempt different types of questions, so I rarely needed to ask questions about assignments or labs.
<ul style="list-style-type: none"> <li>–how to problem solve</li> <li>–how to break large problems into smaller steps</li> <li>–how to understand what a question is asking me</li> </ul>

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

Comments
Some concepts were not explained as well as others and it sometimes seemed that she assumed we had previous experience coding.
N/A. Satisfied with her teaching.
<ul style="list-style-type: none"> <li>– Work load relative to other intro stem courses is was to heavy</li> <li>– Stressful to the point where I was just doing what I could to hand everything on time, rather than learning from what I was doing (assignments and sometimes lab)</li> </ul>
I think that the pacing of the course and the material was too advanced for someone with no prior coding experience, but that is not necessarily the instructor's fault.
The learning experience was great.
None
N/A
A little bit more time to figure out questions in lectures by ourselves would've been ideal.
She could teach some of the python shortcuts at the beginning of the course. Sometimes I was frantically copying information that she could write in a couple seconds using a shortcut.
Good course overall, but there are a few things that made it harder to learn.
Assignment deadlines/Office hours:
A big issue I had was how the assignment deadlines were structured. My issue was that it was very difficult to reach Celina if one is stuck.
Basically the assignments focus on what we learn throughout the week. Only after Thursday's class did I generally know enough to start working on it. Our deadline was structured so that we ended up doing it over the weekend, since it was due Sunday, and I only really knew what to do after Thursday. Because of this I could not reach Celina if I had any questions or was stuck or anything.
Perhaps if the assignment deadline was pushed to before the class on Tuesday it might give us a chance to get help if we were stuck. If it wasn't for the fact that I knew a lot of people who were very good at coding, I would have gotten 0 on multiple assignments. A fix for this is as simple as pushing the deadline back just a bit so people have a chance to go to office hours if need be.
Labs:
I also had some issues with the labs. The online labs did not work very well. In my first few labs I did the work in the lab time, but it was very difficult to reach the TA if I had questions or if I wanted my work to be checked. Everything always ran late/overtime, and I had something directly after the lab, so I couldn't stay. I started doing all my lab work the night before and then handing it in immediately, which worked, but kind of defeats the purpose of a lab. I think there needs to be some overhaul as to how the ta checks and marks out work (maybe a sign up system where there is a visible queue or something), or maybe less work to do, or something, but the labs were kind of a mess.
Comments:
Also, the workload was quite heavy (double that of my second heaviest class), but I do not know if that is changeable/avoidable. No doubt it helped me learn, but the mandatory pre-lecture quizzes being graded felt like a little too much.
Towards the end of the course, as the material got more difficult, it would've been nice to be able to spend more time on it. It would've been nice to go through the easier topics quicker so we'd have more time to focus on the difficult concepts.
<ul style="list-style-type: none"> <li>–going more in-depth over larger/harder problems</li> <li>–breaking up the ideas a bit more before combining them all into one assignment or project</li> <li>–having some questions similar to our assignment, in our lecture time</li> </ul>

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

Comments
Examinations seemed unfair as the questions were hard but we were not given adequate time to complete them. As well, the inconsistencies in which functions we could use for labs and assignments was confusing at times. The assignments did aid in learning but I personally felt they were sometimes too long. The instructions for labs and assignments were unclear at times.

Comments
N/A. Satisfied with course.
Ensure the labs happen after lectures.
<p>The manner of grading the assignments was quite frustrating, and was highly ineffectual for promoting learning. Because the autotester could be crashed by errors that were not always possible to find, there were several instances where I had code that was very good but got a failing grade. Combined with the fact that these assignments were typically quite lengthy and time-consuming, it really discouraged me to work on them, when spending an equivalent time commitment to work for another class would result in much higher learning and grades. (Especially considering the fact that no late work was accepted for assignments). I'm certain I'm not the only one.</p> <p>For the future, I would really suggest changing the grading structure for the assignments, because I guarantee you, nothing frustrates and discourages students more than scenarios where both high effort and high quality code and low effort and bad code get the same failing grades. I do recognize some of the grading is done this way out of feasibility for instructors and lab assistants, which is understandable. However, finding a different grading structure that isn't as punitive and fruitless for students, while still being feasible for instructors to grade, would REALLY improve the course.</p> <p>Lastly, given that the midterm exam timers seemed to regularly start a minute or two before actually being able to write the exam, as well as the fact that everyone struggled with the time limit, I would suggest adding even 5 minutes would improve the course. Another 10 mins would be ideal, but at least another 5, because in my experience the "50" minute exams only gave 47 mins, and that is with good internet &amp; a good computer.</p> <p>There needs to be some acknowledgment before registration that the course requires a huge time investment. The prelecture videos + lectures + quiz + assignment + lab is almost the content equivalent of two stem courses (at the very least 1.5 stem courses) in my opinion, considering it was all mandatory/ essential for a complete understanding of the material. Since all of that additional work is not accounted for before you sign up, I think that is unfair and needs to be addressed in some way, students need to be made aware ahead of registration. Everything was absolutely relevant and I am happy I learned what I did, but this should be dual credit, two term course or split into 101A and 101B or something. Fantastic and useful course, ridiculous time frame relative to workload though, maybe the work output is expected in programming but this isn't a course for programmers. Made me want to code more and made me realize how this could be a tool in my field, but from speaking to peers this is not how most people come out of it. If there was more time to absorb the material you are learning so rapidly, I believe more people would see programming as useful, relevant and maybe even fun, unfortunately that is not the case. I really believe that this needs to be addressed.</p>
More time for tests and midterms
More practice opportunities/ materials for the exam would be nice. Or a full mock midterm including long answer questions.
None
<p>I think sometimes it was hard to see why this can be relative. Although creating a game in the assignment was challenging, it showed where there can be application other than things like finding which number is the biggest in a list. If there is a possibility for doing some project work, I think that could make things more enjoyable and give students autonomy in their journey through computer science.</p> <p>I also think it would be helpful to release an answer key of some sort for assignments to see where I went wrong and what is expected.</p>
More midterm preparation material, such as an extra multiple choice quiz.
Having a lab right ahead of a class could sometimes be confusing as we hadn't learned some of the material covered in the lab yet. In addition, it was difficult to focus on the lecture after doing an hour and a half of lab work.
<p>Good course, I'm not sure about the differentiation between Celina Berg's teachings and the course itself. Is curriculum a course thing or a teacher thing? The distinction between these two questions confuses me. Idk I thought the course was pretty good anyways.</p> <p>Unrelated to this question (since I hit word limit on the previous prompt) I have one more thing to say about how Celina could improve her teaching sort of.</p>
Exams/Hidden output:
I really liked the switch to prarielearn so we could get multiple chances to submit our assignment.
<p>The tests were a bit hellish. I dislike how little time we have, and also that we don't have access to an actual IDE. I noticed in the second midterm you let us see our output which helped (I would have failed if not). PLEASE KEEP LETTING US SEE OUR OUTPUT. It's super helpful if we make tiny mistakes, and I don't see how hiding it could possibly help us or our learning in any way. If it was intentional in the second midterm then YAY, but if it was an accident and the other two exams are going to have the output hidden then I would suggest otherwise.</p>

Comments
Feedback:
<p>When I got things wrong in my assignment it was somewhat vague. Like I know generally what I did wrong, but not where. It would be nice if in the manual feedback we could see in which lines we missed documentation, or type hints, or whatever. A little more specificity would be nice.</p>
<p>I'm sort of tearing into the course/teaching, but I did really love this course(as much as someone could love school...). It was great, so I'm saying a lot because it's very close perfect. Thank you for the course.</p>
<p>The questions about writing code on the tests were far too difficult. If you make a tiny mistake and crash the system, your mark could be much lower than it deserves to be. Because of this, I feel that some test marks don't accurately represent an understanding of certain concepts.</p>
<p>–make the TA's be more helpful –provide a midterm and final review</p>