THE UNIVERSITY OF BRITISH COLUMBIA

2020W1 UBCO Individual Instructor Reports for COSC 301 001/DATA 301 001/DATA 501 001/IGS 520M 001(COSC 301 001 - Introduction to Data Analytics,DATA 301 001 - Introduction to Data Analytics,DATA 501 001 - Data Analytics,IGS 520M 001 - Special Topics in Interdisciplinary Studies) (Firas Moosvi)

Project Title: **2020W1 UBCO Instructor Evaluations**

Course Audience: **140**
Responses Received: **70**
Response Ratio: **50.0%**

Report Comments

This course took place during a period of significant disruption to normal university operations, due to the COVID-19 pandemic.

Recommended Minimum Response Rates

Class Size	Recommended Minimum Response Rates based on 80% confidence & ± 10% margin
< 10	75%
11 - 19	65%
20 - 34	55%
35 - 49	40%
50 - 74	35%
75 - 99	25%
100 - 149	20%
150 - 299	15%
300 - 499	10%
> 500	5%

Legend

N: Expected
n: Responded

Creation Date: **Tuesday, February 2, 2021**

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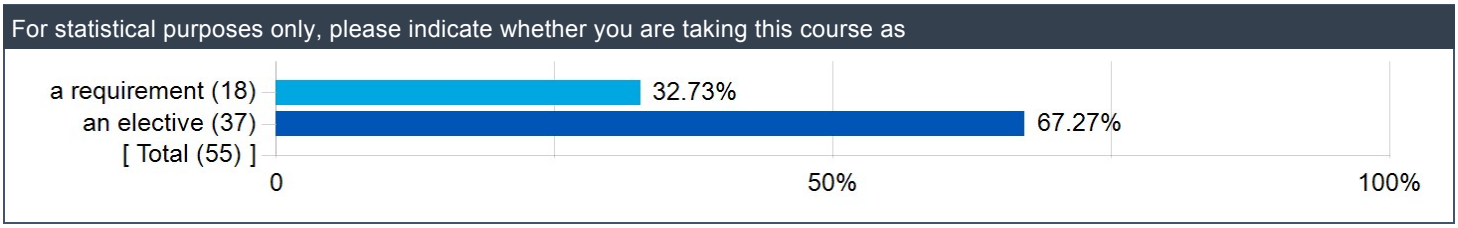
SA: Strongly Agree

N/A: Not applicable

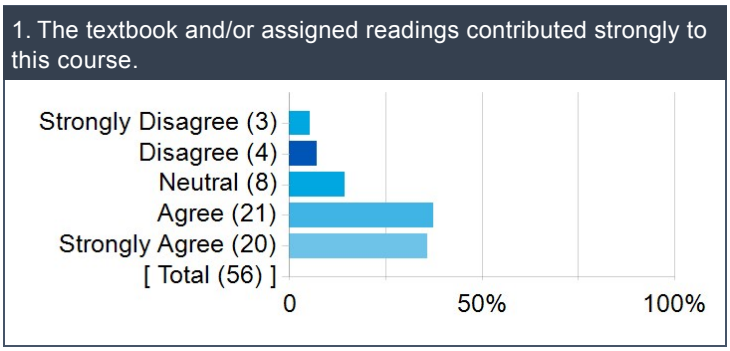
Detailed Results

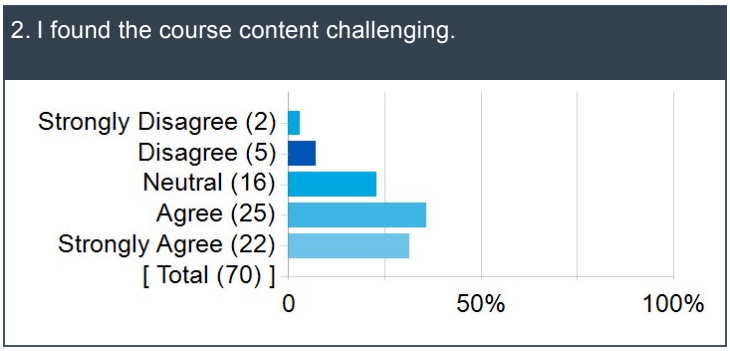
Statistics
IM: Interpolated Median
DI: Dispersion Index

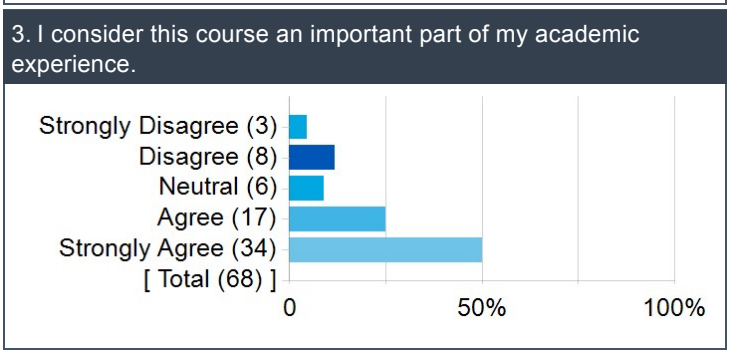
For statistical purposes only, please indicate whether you are taking this course as

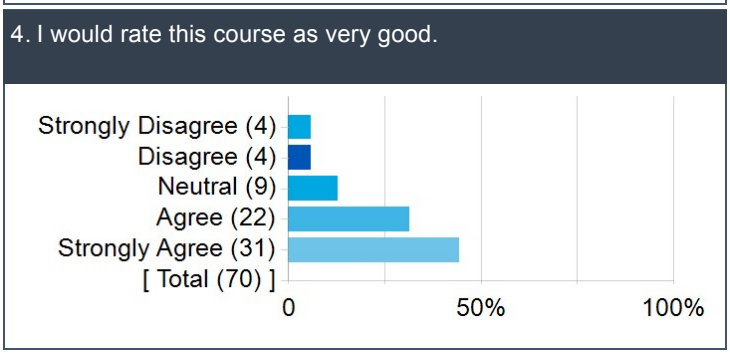


Course Questions







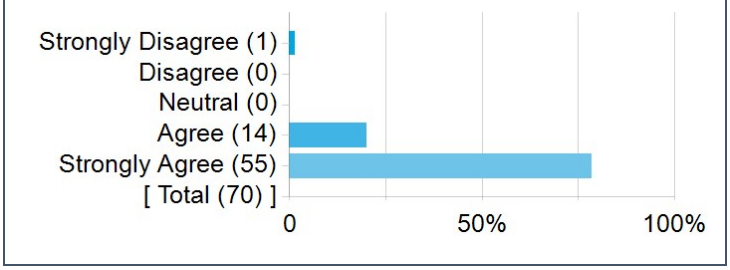


Question	N	n	SD	D	N	A	SA	N/A	IM	DI
The textbook and/or assigned readings contributed strongly to this course.	140	70	3	4	8	21	20	14	4.12	0.59
I found the course content challenging.	140	70	2	5	16	25	22	0	3.98	0.55
I consider this course an important part of my academic experience.	140	69	3	8	6	17	34	1	4.50	0.62
I would rate this course as very good.	140	70	4	4	9	22	31	0	4.32	0.59

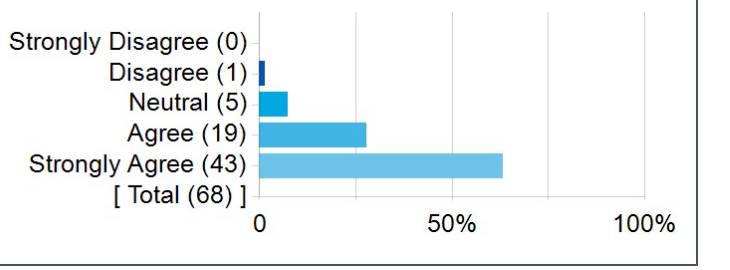
Question	%Favourable
The textbook and/or assigned readings contributed strongly to this course.	73.21%
I found the course content challenging.	67.14%
I consider this course an important part of my academic experience.	75.00%
I would rate this course as very good.	75.71%

Instructor Questions

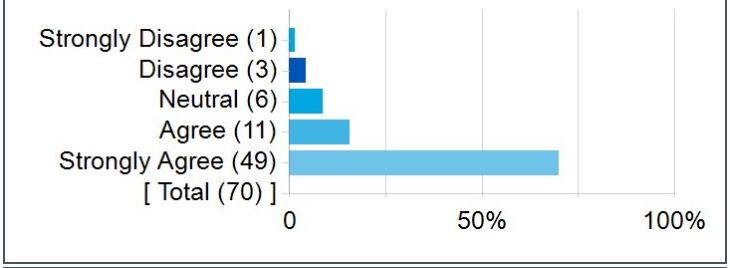
1. Students were treated respectfully.



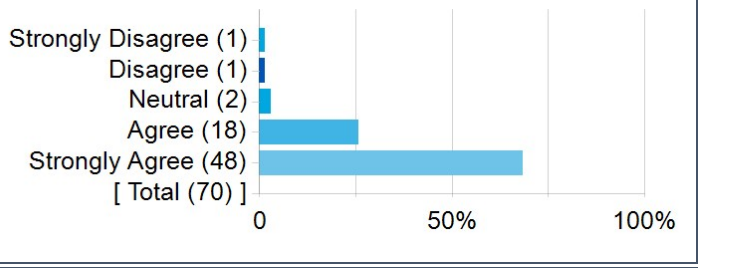
2. The instructor was available to students outside class.



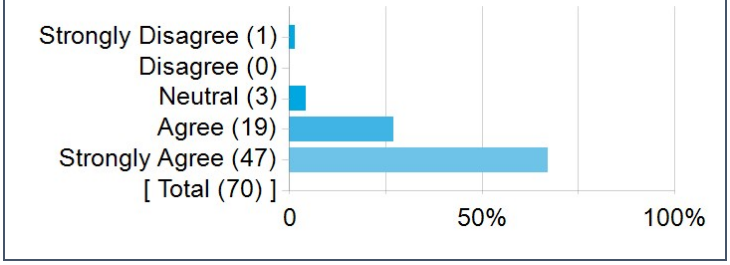
3. The instructor responded effectively to students' questions.



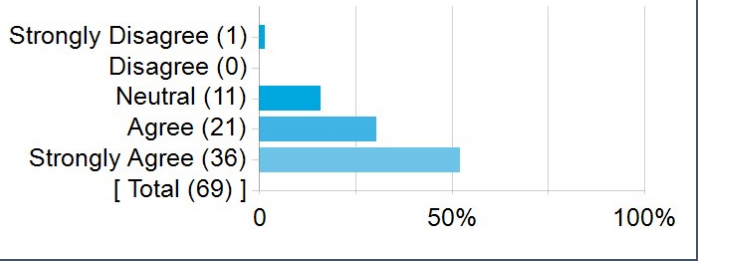
4. The instructor demonstrated a broad knowledge of the subject.



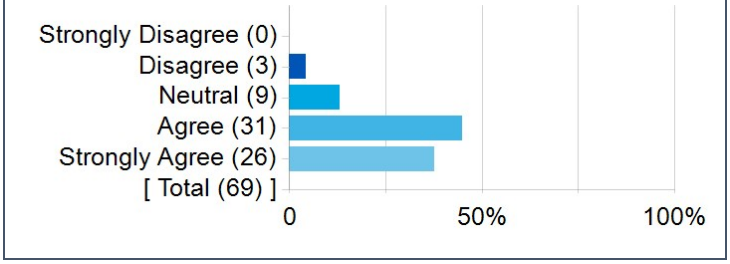
5. The instructor showed enthusiasm for the subject matter.



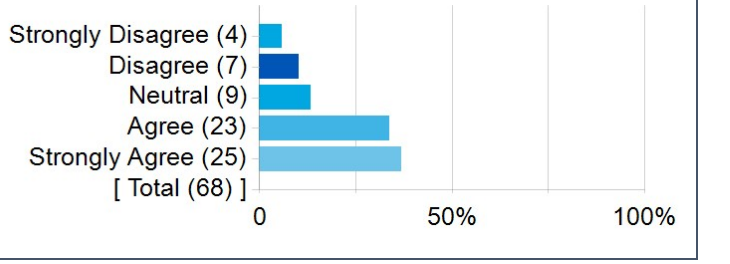
6. The instructor encouraged student participation in class.



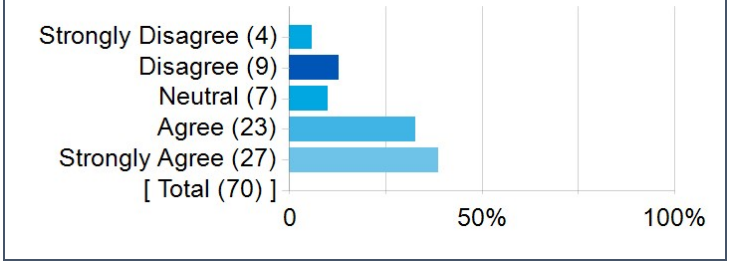
7. The instructor set high expectations for students.



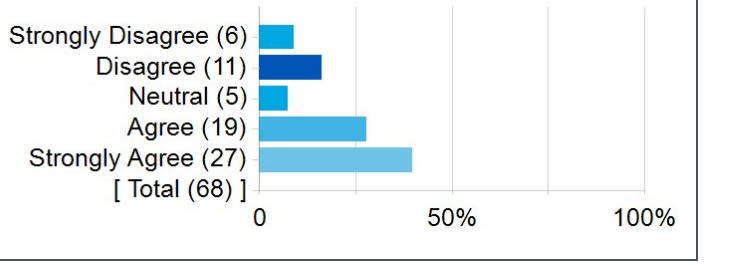
8. The instructor fostered my interest in the subject matter.



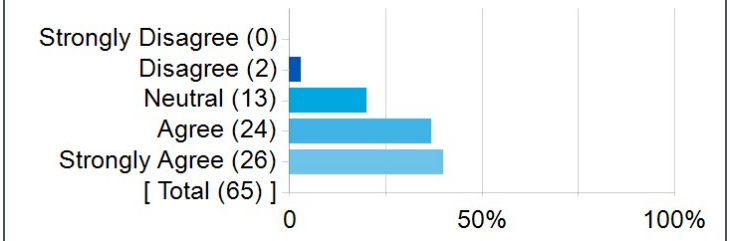
9. The instructor effectively communicated the course content.



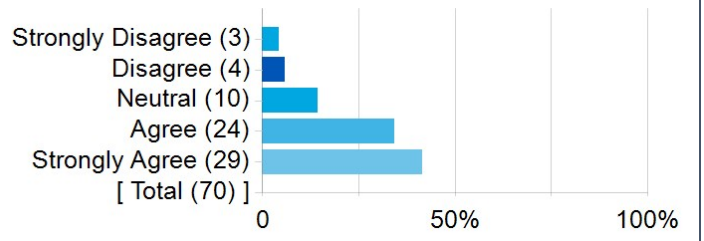
10. The instructor used class time effectively.



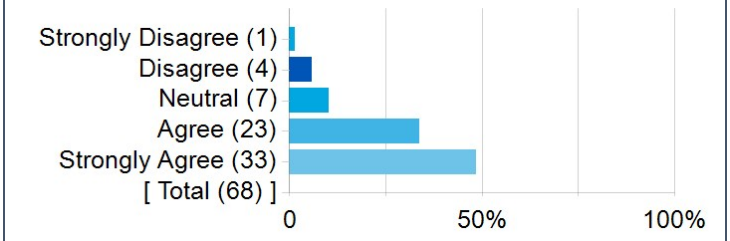
11. Where appropriate, the instructor integrated research into the course material.



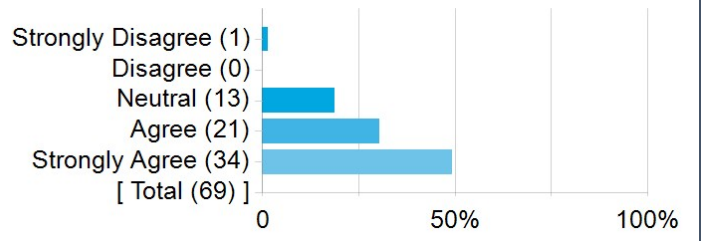
12. The instructor provided effective feedback.



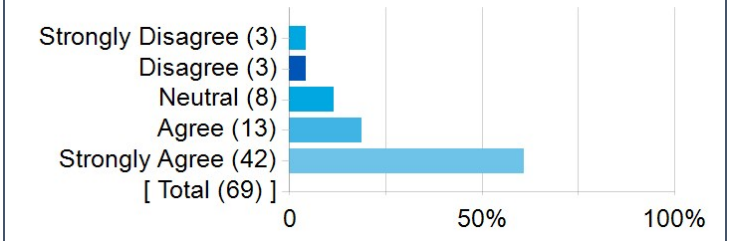
13. Given the size of the class, assignments and tests were returned within a reasonable time.



14. The evaluation procedures were fair.



15. I would rate this instructor as very good.



Question	N	n	SD	D	N	A	SA	N/A	IM	DI
Students were treated respectfully.	140	70	1	0	0	14	55	0	4.86	0.21
The instructor was available to students outside class.	140	70	0	1	5	19	43	2	4.71	0.33
The instructor responded effectively to students' questions.	140	70	1	3	6	11	49	0	4.79	0.40
The instructor demonstrated a broad knowledge of the subject.	140	70	1	1	2	18	48	0	4.77	0.31
The instructor showed enthusiasm for the subject matter.	140	70	1	0	3	19	47	0	4.76	0.30
The instructor encouraged student participation in class.	140	70	1	0	11	21	36	1	4.54	0.42
The instructor set high expectations for students.	140	70	0	3	9	31	26	1	4.23	0.42
The instructor fostered my interest in the subject matter.	140	69	4	7	9	23	25	1	4.11	0.63
The instructor effectively communicated the course content.	140	70	4	9	7	23	27	0	4.15	0.65
The instructor used class time effectively.	140	69	6	11	5	19	27	1	4.13	0.73
Where appropriate, the instructor integrated research into the course material.	140	70	0	2	13	24	26	5	4.23	0.45
The instructor provided effective feedback.	140	70	3	4	10	24	29	0	4.25	0.56
Given the size of the class, assignments and tests were returned within a reasonable time.	140	70	1	4	7	23	33	2	4.46	0.48
The evaluation procedures were fair.	140	69	1	0	13	21	34	0	4.48	0.44
I would rate this instructor as very good.	140	69	3	3	8	13	42	0	4.68	0.52

Question	%Favourable
Students were treated respectfully.	98.57%
The instructor was available to students outside class.	91.18%
The instructor responded effectively to students' questions.	85.71%
The instructor demonstrated a broad knowledge of the subject.	94.29%
The instructor showed enthusiasm for the subject matter.	94.29%
The instructor encouraged student participation in class.	82.61%
The instructor set high expectations for students.	82.61%
The instructor fostered my interest in the subject matter.	70.59%
The instructor effectively communicated the course content.	71.43%
The instructor used class time effectively.	67.65%
Where appropriate, the instructor integrated research into the course material.	76.92%
The instructor provided effective feedback.	75.71%
Given the size of the class, assignments and tests were returned within a reasonable time.	82.35%
The evaluation procedures were fair.	79.71%
I would rate this instructor as very good.	79.71%

Open ended feedback

What were the strengths of the course?

Comments
I did learn many different skills in Data501 despite the many students in the course and the general confusion of this Covid–affected study term. Strengths: – easy explanations for relatively complicated features – questions were always answered very quickly on Piazza – many resources available for optional additional research. I will definitely be using those in the future! – good organisation of the term overall building up to submitting a final project + dashboard at the end.
Flexible deadlines. Detailed instructions for assignments. Interactive studying approach. Makeup assignments.
– Friendly helpful TA and professor – Good engaging content, good project
Firas' teaching style was great, and it seemed like he genuinely cared about us and our success. He stressed the importance of learning terminal and GitHub which I'm very thankful for.
Gave lots of heads up to what was due each week with weekly announcements. Frequently responded to questions in Piazza.
The assignments were structured very well, and had an abundance of resources to help guide. This includes videos and extra documentation.
Piazza as a resource was nice to have available. TAs were effective and the content was sometimes challenging but always pretty fair. Good communication on when assignments were due.
Its usefulness in the real world
The sheer dedication shown by the professor to make this course as accessible as possible in an online environment was refreshing, since no other instructor has ever cared about the comfortability their students have as much as Dr.Firas . Doing this course from a vastly different timezone, I thought would be excruciating, but this course was a breath of fresh air this entire semester. The course had so many interesting topics that were relevant to the current market that we would soon be diving into, and learning about these technologies and problems was enlightening to say the least.
Firas is an incredible professor that understood that students were not being given enough time by all their classes to fully understand the topics rather than just get the labs done for marks and he adjusted the syllabus based off of our feedback on that subject matter.
The coursework was well spread out and since we had bonus tests the week after the actual test I had the opportunity to make up for any bad grades.
Adaptability to the sudden increase in work load
Learning data analysis techniques.
due dates were very flexible, and the tests were not worth that much
The actual material was not very hard to understand.
Dr. Moosvi went out of his way to make this course as welcoming as possible to people. His charm made really helped me make it through the course.
The course taught a lot of very valuable skills and was successful in tying the knowledge learnt from each topic into one final project. The biggest strength of this course was its structure. I liked the way the course was structured in terms of doing labs (students could test their newly learnt knowledge with little effect on their grade), then tests (students applied their knowledge in a structured way and had a little more effect on their grade), and then the project (students applied their knowledge to their own interests in an exploratory way and had a larger effect on their grade). This structure and the not so heavy focus on memorization really helps students learn, instead of just cramming for at test. I really appreciate this approach (which I had first experienced with Abdallah in COSC 1st), and applaud the COSC department for this type of course structure.
The first section of the course covers the basics of python and Data Visualizations. We were introduced to important packages in python and to GUI programs for data analysis.
.Good overview of terminal, Jupiter, python, pandas, tableau and matplotlib. I feel somewhat comfortable using all these things now and I went into the course with no background.

Comments
Labs and projects promoted student understanding via a more hands on approach. Dr. Moovsi also clearly cares about his students.
Previous coding knowledge
Contents are interesting, there are many good techniques about data processing that are taught
Very easy, accessible, helpful resources to foster learning. Very enthusiastic and understanding professor who connected with students and their struggles. Made course fun and engaging.
The course content is interesting. The professor considered the difficulties in online learning and gave flexible deadlines. The professor made changes according to student feedback. Tableau was a useful tool, and the video lecture explained how to use it clearly.
I would say that you are the best when it came to integrating the course online! The content was (fairly) clear. Instructions for the lab were clear too
The platform and set up of the course was very student success oriented. Dr.Moosvi provided us with all the tools possible to be successful in the course. Whether it be communication with the TA and proff. Getting help from our peers as we as the instructors via Piazza. Or the invitation to annotate the syllabus to talk about things that can be changed or were unclear.
The course is quite relevant and lots of different skills are introduced. The course and instructor were highly flexible throughout the term and listened to students' input.
it was challenging
Instructor seemed to really care about his students, and the material discussed.
The wide range of next level technologies that the teacher implemented into the course. (Piazza, Discord, Git, Python, NumPy, Pandas, SQL, Tableau, Annotate...). Sure felt like I learned a lot. Instructor is also easy to talk to and goes out of way to help students.
The professor was flexible in changing course material which I believe helped a lot of students succeed in getting better marks. There were bonus test for every regular test and the labs got a grace period which was nice for when students were overwhelmed with homework.
Not too difficult. Great concepts
Online course and COSC301 was the best option ever.
I think the labs were well designed. Having milestones for the project was a good way of preventing students from procrastinating the project until the end, and was a good strategy because it mimicked how projects are completed in real jobs.
Literally nothing.
Very informative and not too challenging
Good stuff
Limited amount of various topics allowed for more time to dedicate to subjects. Open notes tests were done well. Tests every week with a bonus test was done well.
This is a strong course paired alongside cosc304 and allows a crossing of teaching between them that in my opinion strengthened my overall grasp of handling data.
I enjoyed the test format.
Teacher was very fair and understanding considering the circumstances of the term.
I learned a lot. The teacher was proactive in addressing the many issues that popped up this term. Dr. Moosvi went to great lengths to address feedback and concerns. While a number of profs might have simply brushed off a lot of complaints, Dr. Moosvi took all concerns seriously and gave detailed replies.
We were able to cover a wide variety of tools for data analytics such as Python, Seaborn, Pandas, Excel, Tableau.
your willingness to receive feedback and actually take action from what we say is probably the most valuable part of your teaching. Incredibly professional and respectful . I can see that you want us to learn and you adapt the course to the situation at hand. My hat off to you sir.
I think the content was interesting and he is definitely passionate about the course
This was far and away my best taught course this term. I think professor Moosvi provided a curriculum that was engaging and definitely helped my undergrad along. I liked the tests instead of midterms, especially as midterms for coding classes can be incredibly difficult to write. I think the term project is incredibly useful for this course
– Piazza was very useful – Professor was accessible! – Content was very interesting and cool as a beginner to the topic
The course has taught a lot of data analysis tools, giving us a comprehensive understanding of the data analysis process.

Comments
Firas is hands down the best professor I have ever had in my entire 5 year university degree. I took this course to learn about new methods of analyzing my research with little expectations, but Firas has easily been the biggest strength to this course and surpassed all expectations. He is the prof that has best listened to any student feedback, takes proactive measures to make sure all students are learning and are satisfied with the quality of the course, and has by far taught the most organized course during this pandemic. Furthermore, Firas does a great job at balancing the beginner and experienced to computer science students with each other, and allow them all to still learn.
Material is pretty applicable to the workforce. The instructor knew the material well. I liked the 2 day grace period as I often had multiple assignments due on Fridays.
Helps interpret data, and work with it. Materials delivered were relevant.
The instructor was incredible. Very understanding of the difficulty level of this course and allowed for resubmissions of assignment in order to allow students to really focus on learning and understanding the material rather than being concerned about deadlines. Incredible professor, UBC is lucky to have him
The strengths were that the course was interactive, it was fun, lots of guides for help when issues arise and the course was interesting.
Dr. Moosvi is a fantastic prof, one of the best I've had to be honest. Super respectful, smart, found lots of creative and good ways to adapt to the online process and involve students.
The labs were very interesting and allowed the students to work with the new material that was learned in the class.

What were the weaknesses?

Comments
Sometimes it got pretty confusing with all the different exercises, due dates, videos to watch and links to explore that we had to do around the same time period. Also I think that the level of the labs was a bit too much above the level of the classes on Wednesdays. This could be solved by making classes more challenging or labs/milestones a bit easier. In my opinion the tests were overvalued. The labs took me a massive amount of time, especially compared to the 40 minutes I generally spent on tests. This was a little disproportionate.
Only one lecture in a week.
– Some assignments were long and confusing – Content tab could be confusing at times – Lots of content on short notice
The course felt pretty rushed, and I think that only allowing 1hr of lecture time really contributed to the stress many of us were feeling. On some weeks we were given 3+ hours of out–of–class lectures which is a lot considering a normal course only has 3hrs of instruction time per week. That being said, Firas really advocated for us and took our considerations seriously when they were brought forward, which isn't typically for a professor.
Sometimes the test questions were a bit difficult to understand so marks were lost because of this
The only weakness is irrelevant to the course itself, but of course the class time for each week is too short. Obviously due to the school System's inability to schedule well, at all.
Lack of multiple class times per week mean I often found myself focused on my other courses rather than this course.
Lack of organization of course. Too many links to keep track of.
I think the vast amount of topics was overwhelming at times, but towards the end of the course some topics were made optional to account for this and that was very relieving, ad they were topics I definitely wanted to learn but felt uncertain if I had to learn it alongside everything else we already learnt. Since the tests had a 48hr buffer period, it was difficult to find feedback for the questions to see what we need to improve on for next time, and the only solution was to attend labs, which was hard to do when in a different timezone.
Piazza was a good idea for having organized help or feedback on labs and topics however it being the only way of contacting the professor or TA made it somewhat inconsistent with response time.
The instructor was very disorganized with assignments and deadlines and there was a lack of professionalism when it came to the course planning
Since the course was a combination of three courses and there were graduate students, students within the computer science program and third years from other faculties (Like me), I found that there were people that were taking the course with a lot more experience than me and had a leg up on the course. And as much as the teacher did his best to make this an intro–level course, he still had to consider the rest and as such I found it difficult to catch up.
quantity of course content compared to the lectures in the beginning. For the beginning of the python section it was crazy

Comments
overwhelming, but after a couple of weeks it was alright
Honestly this class was all over the place. I attended every lecture, but almost every lab I was have to google how to do because it would have nothing to do with the lecture. Also posting hours worth of videos/modules outside of class time was not really appreciated. The bi weekly quizzes would either be super easy, or brutally hard, no in between. Also very disappointed SQL portion was dropped, I was really looking forward to it.
very unorganized, gave 8 assignments which took 8 hours each and each of them were only worth 2% of overall grade
Getting forced into using Github was oddly stressful and did not feel needed. Also sometimes it felt like I learned more from just googling stuff while doing the labs than from lectures.
I think Dr. Moosvi got a little too clever with his canvas page which made it harder to navigate and follow deadlines. My advice would be to stick with presenting information in the way that canvas has built in. Piazza was overwhelming to me, not sure what the solution is however. Also this class was crazy busy. Soooo much work made it really difficult to keep up with the project.
The course was very unbalanced in terms of students and the work load. The course was DATA 301, DATA 501, COSC 501, and IGS 520M. People who took this course came from a wide range of background (and thus had different levels of prior computer programming knowledge), however all students were still expected to complete the same assignments and graded on the same scale. This meant that for someone like me (who had no previous knowledge of Python) had to do an extra 2–3 lectures a week to keep up. This overloaded me and also pulled my focus away from my other classes (not a good thing). I would suggest either moving back the catch–up week by a month to where there is actually stuff to catch up on (people will not have fallen behind by the time where the catchup week was set this term). Additionally, I would look into having different expectations for students taking different courses, i.e. different assignment/tests/rubrics for different courses.
Sometime it is hard to find instructor’s respond to my question on piazza
The supplementary Videos were very long to watch and also very diverse, which made it more complicated for us to followup. If we had a book it would be much easier for us to followup. Graduate students should not have the same assignments as undergraduate students.
Communication wasn’t always clear. It was confusing knowing what was expected of us with all the classes, labs, extra recordings, weekly tests, and assignments. There was too much content for the amount of time we have. Dr. Moosvi did a good job of correcting this later in the term.
Although this course is listed as "Introduction to Data Analytics," and the description states that no prior computing experience is required, I would argue that this is not the case. Instead of catering to students looking to this course as an introduction, they were treated more as they were "behind" and needed to complete numerous online modules in order to "catch up" to the rest of the students, which is unfeasible given the shear number of them. Although there is nothing wrong with the course per say if you had any coding background, it should be listed differently on the course schedule to prevent confusion.
The instructor did not teach very well. The course was not organized well.
confusing assignments and project milestones
Need more detailed instruction on making charts and graphs because there are not much supports about them
none
This course was extremely stressful for me. The course content and difficulty level did not match the descriptors given when we signed up for the course. It was mentioned that new learners to excel and python would be able to take this course, but it wasn't clear that there would be significantly extra work given to those students. The lecture time was very short, and during lectures class was spent mostly answering simple questions from students. There were too many videos given to students as compulsory viewing outside of class time, and they took up a lot of time. There needs to be more time allocated to actually teaching course content and going through the python code. There was no clear outline of what we needed to know for each test and midterm. Some of the tested content in the quizzes and midterms were not included in the lectures/class notes. The use of the course content extension page was hard to navigate, and it was hard to locate deadlines and submission procedures. The lab questions were really tough for new learners, even after watching all the course videos I would still have to spend hours trying to learn how to accomplish a certain objective in the lab. Some labs even took days to complete. It is already difficult to keep track of course objectives and deadlines and to understand so many programs, but the use of Piazza instead of simple email was also frustrating. I had to log on to another website and get used to it just to contact the professor and TAs. The project objectives were all catered to group projects, and barely explained what was needed for students doing it individually. Overall there needs to be more time slots for lectures, and needs to be either catered to people with prior coding knowledge or simplified to suit new learners, not both, as I can tell it was difficult for the professor as well as the students.
I know that you are really busy (teaching 1st–year Physics... wow, nothing but respect). However, I would love to have more opportunities to meet at other times besides office hours, since there are times when it is easier to just talk through the problem instead of using piazza. In addition, even though lab instructions were clear, they did take a lot of time. And milestones were not

Comments
always clear. I'd suggest actually go through the submission process either during the class or just post a video, instead of making it part of a grade (i get that its basically a freebie but its just frustrating when you realize that you didnt load smth properly or smth). Also more structure to milestones – maybe give like 20 datasets on various topics and ask the class to pick want they want and then be more specific in instructions?
Some of the videos were hard to follow or navigate to on canvas.
The course happened on multiple platforms. Students were expected to do a lot of practical learning independently, which is fine when the learning is conceptual but frustrating when it is practical. Timing was an issue.
i didnt like the concept of github
Instructor had difficulty being organized. It was very hard to follow and many labs had way too much time investment for the marks that it was worth (spending 12 hours on a lab worth about 2%). Content was not challenging but lectures did not seem to help those who had a limited understanding of programming. Instructor should have been more organized, sometimes assignments appeared to pop on on canvas without any notifications as to why.
I would have preferred to have the project requirements right at the beginning of the course. I had much more free time early on in the semester and would have used some of it to get a jumpstart on the main course project. As someone with zero experience I would prefer the project to have been a bit more specific. I've ended up choosing a giant dataset(approved by the TA) of only dates and nonnumeric values and trying to make something meaningful out of this with zero experience has taken a ton of time with very little to actually show for (most of it has been spent trying to figure out bugs and syntax). Knowing what I know now, I would not have chosen this dataset.
There were too many different ways to communicate with the academic team (Professor +TAs). It was unnecessary to have discord, canvas, piazza, e–mail all be possible forms of communication. I think it would have been easier to have only 2 other forms of communication besides Zoom. I also didn't like that the course content was a website inside a website, I think it would have been easier if it was just a link to the website.
Prof was very disorganized. I hate how the communication works, like what even is Piazza. The prof is awesome but super disorganized. Getting replies on Piazza takes a min of 3 days
No weakness, online courses made everything perfect.
Only having one lecture a week. I think Firas was sometimes too nice during the lecture and answered too many questions, some of which should have been asked on Piazza (the website where students are supposed to ask questions) because they had already been answered or were bad questions that wasted everyone's time.
This was the worst course/prof I've ever had in my entire academic career. Everything was disorganized. We didn't know what we had to for the next week (compared to other courses where everything was planned out for the entire semester). One week we had nothing to do the next week we had 2 labs and 1 project. We didn't know when the quizzes would come up and made me miss a few because I carefully plan everything on my calendar and guess what? there was nothing to put on my calendar because nothing was on canvas even the week before it's due. This was the only course in UBCO that gave me stress, not because it was hard but just because it so disorganized and the students are paying the price for the prof's mistakes.
1 hour a week was a bit painful. Would have liked more lecture time.
n/a
Tasks in assignments felt that they were not taught in videos. Extra research or asking for assistance to TAs were necessary to be successful in labs. Group Projects felt more difficult than Single–Person Projects even though it was said they would be more simpler. Groups were attempted to be organized in a manner where everyone in a group would be in the same time zone however, this was not the case with my group which made the group project more difficult than what it should have been.
The low prerequisites for the course means that for a large portion of the students in the early portion of the course were reviewing coding content that had been covered in earlier computer science courses. If this was limited to students who had taken a programming course prior to this, it would have allowed cosc students to gain more from a course similar to this.
Weekly class time was a little short. Github was good when it worked properly, but it was difficult to fix and interfered with work when it was not working properly
Course content delivery wasn't direct
The course could have been more beginner–friendly. Insufficient instruction was provided for the first lab, which may have intimidated those of us who were drawn to the course due it being advertised as welcoming for those with no prior coding experience.
Online courses make it difficult to interact with students and collaborate. I requested to be in a group for the project but was not placed into one and had to do the project solo.
I believe having more class time a week takes a huge weight off of students, as we don't have to plan when to watch the lectures on top of assignments and homework. Maybe making it as similar as in person would better.

Comments
There was a lot of assignments and I felt the communication about due dates was scattered. Things were always changing and it was difficult for him to teach to such a wide breadth of students. Im not sure why he was only given one hour per week to teach synchronously but he then added up to 2 hours of extra content to watch throughout the week
Classes were often not that useful. A lot of the material was easier to learn by myself from outside sources in effort to compete labs and tests.
– Course was way too difficult for a beginner course – The tests were insanely hard and the professor did not take this feedback into account even though lots of students communicated this – Not enough lecture time – Too much content to properly cover with the time given – Labs took 8–10 hours to complete as a beginner and were not worth a lot – The project was rushed and lacked the structure to really understand what to do
The content seems to be too much for a one–term course, especially for people who do not have python experience before. But personally, I think all the tools are very useful and I am willing to learn them all.
There are a large range of people who take this course. As an upper year COSC course, there is upper year programming involved with the course, and a slight expectation to have previous programming experience. However, since there are no prequisites, there are some students with 0 computer science experience who are also enrolled (Myself included). As a result, there is a large gap in knowledge of the students, which I'm sure makes the experienced people think the course is extremely easy, while the beginners believe the course to be extremely challenging. Firas however does a great job at overcoming this by providing clear instructions for those who are new, while still allowing opportunities for the experienced students to explore new areas.
1.) Please stop using Piazza. We have to learn enough programs as it is (especially in this course) and it's not helpful for us to have to learn how an entirely new communication platform works just to get in contact with you. If students have a question they really need to be answered they will email you. Piazza is way too cluttered to actually find the answer to the question I'm looking for and instead just provides me with a constant bombardment of notifications that I do not need. 2.) Changing the layout of your course on canvas could make it easier for students especially at the beginning of the semester. The way you have it laid out where everything is in course content is a little hectic. I would recommend getting rid of the course content tab and replacing it with a files tab that contains all of the videos as well as a syllabus tab. On top of that if you included all links that are required for assignments in the submission page for that assignment it would be much less confusing (ie. I wouldn't have to search around course content for required links).
Some problems while installing the required software. Delayed feedback due to different time zones.
The course was very difficult but that was not Firas's fault at all, the content was just very challenging but he did a great job at doing his best to help any students struggling.
The weaknesses are that some of the labs were more complicated at the very beginning and some things like pushing and committing didn't work no matter what I tried and even tried getting help.
This course overall I think is kind of broken. As a comp sci student, I found it extremely easy to do well in the course. I watched virtually zero of the posted non–lecture content and am going into the final with a very comfortable grade. However I can see how for a business student, or psychology or anything non–STEM, which I know there were a lot of in this class, this class could be completely overwhelming and stressful. Dr. Moosvi is fantastic prof and I think he did his best to make it as fair as possible, but the structure of the course seems like it would be impossible for ANY prof to manage. Additionally, there is simply way too much content in this course for the online format. Without in person labs, or being able to interact directly with classmates, getting through everything this course requires seems nearly impossible. I think this class should be split into more business/ comp sci specific classes because expecting business students to learn excel, python, SQL, AND R in one class is honestly a little bit ridiculous.
The class was only given a single–hour per week of lecture time. This is not the fault of the professor but rather the school. Having a minimum of 2 hours per week would have helped a lot.

What did you most enjoy about it?

Comments
I had never experienced that programming was broken down into many easy steps so effectively as in this course. I enjoyed that very much.
Plotting and making dashboards in Tableau
The content and the style of teaching
The labs were really interesting, and so was the final project.
The project and the ability to do it on a dataset we chose.
I enjoyed the freedom of choosing anything I could for the project. Tableau was pretty fun. Firas is probably one of the best profs I've

Comments
ever had. He's very in with the kids and really values feedback, which seems like an easy thing to do, but hearing and listening are two very different things. Firas applies feedback. :) Also, for each plot, he lists the pros and cons for us so we can decide what plots to use for each case.
The nature of the course felt very relaxed and I felt I wasn't always rushing to try finishing assignments like in one of my other courses. Mr. Moosvi knew his stuff and did his best to make the teaching time interesting which I appreciated
Dr. Moosvi's lectures were best! He explained all concepts with a great zeal. I would request him to go a bit slow while using jargons as students like me come from a non CS background. Thank you for your patience
I have taken away so much from this course which will no doubt fuel my career in unexpected ways. The way the instructor made sure the content was as fun as it was challenging was great. It's a privilege to now display my final project proudly on my personal github repository and show recruiters what I'm capable of!
Once I got the environment and some of the topics down and my code started working.
The topics in this course were very interesting and think that the skills I gained in this course will help me in the future
I very much enjoyed how great Firas is. From understanding the student struggle this year to doing everything in his power to make the course more manageable while still teaching us valuable information.
Learning how to use different programs to visualize data.
group project was fun
Dr. Moosvi really made this class shine. Best online class I have taken period.
I enjoyed working on a final project that was focused on my own interests and that I was able to do the project individually. I think this really benefited my work and my enthusiasm for the course and the project.
The Instructor made the subject very interesting. His lectures covered
Learning terminal to get around my computer.
Learning data analysis skills to use in future academic settings.
Everything
Using jupyter lab
Everything, prof, content, assignments, test, and the final project.
They way evaluates students is very interesting. I didn't have any stress during class and it seems that all the exams and labs assignments are there not for evaluating but for helping students to learn more.
The lab game on learning git commands.
even though I talked more about weaknesses, overall I did enjoy the course! I do think that piazza is efficient (since other students can reply too) but just meeting with prof (of course by appointment) would be better
It really fostered my interest in data via a course that was challenging to the right degree without an overbearing amount of workload.
his cuteness of deliverying the course
Honestly nothing.
The fact that I learned so much! Python, Pandas, version control, NumPy, Seaborn and the list goes on... Oh and the TA's efforts to make online learning a little more stimulating with Zoom backgrounds and annotating.
I enjoyed that the prof was easy–going and lenient on deadlines as quite a few students have never coded before or were used to data Analytics.
Online course.
I enjoyed learning git and being introduced to new learning methods, such as the command line game and git games/exercises.
there was nothing to enjoy.
Learning how to filter/understand data
Tableau
Analyzing databases using seaborn.
The high applicability to "real life"
The later labs utilizing python/pandas
Teacher was open and effectively answered questions and answered concerns quickly
I enjoyed attending the office hours and labs. It felt like being in a classroom.
Choosing my own data set and learning about coding while working towards something I was interested in. Learning about

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effective data visualizations.
the professor transmitted his passion on the subject, and his ability to adapt to the current situation made the class easier to handle than most.
The labs were super helpful
There is a lot of freedom in completing the assignments for the course, and lots of opportunity to “make it your own”
– It was really cool learning terminal and git–hub – I feel like I learned some cool visualization techniques
I enjoyed the way that the professor gave us a lot of extra videos to watch which help us to know more about the content.
I most enjoyed the large amount I am learning, and how practical the knowledge is. As a beginner to computer science and programming, performing data analysis with all of these applications being explored has taught me more than any other course. Furthermore, this course has by far been the most practical courses I have taken. Being able to use these programs with a greater breadth of knowledge is priceless in a world that is transitioning to online and relying more heavily on computers.
Learning how to effectively analyze data.
Working with Python, and Git. The course also taught how to use GitHub properly.
The professor, I highly likely would have dropped this course if it weren't for him !
the dashboard part at the end
My favorite part of the class was Dr. Moosvi's lectures, which were always fun and engaging
The subject material was interesting and I enjoyed learning a variety of different technologies/programming languages.

Explanatory Note

Percent Favourable Rating

This is the percentage of respondents who rated the instructor a 4 or 5 (Agree or Strongly Agree).

Interpolated Median

The data collected for Student Evaluations of Teaching (SEoT) are ordinal in nature, with a natural order (from 1 to 5). While the mean may be used as a measure of central tendency for such data, it is not an appropriate or accurate representation of SEoT data (cf. Stark & Freishtat, 2014). The usual measure of central tendency for ordinal data is the median. As a result, we have been reporting the mean and the median for the last several years. After considerable thought and data modeling, we now believe that the interpolated median is the best representation of the data, since it takes the frequency distribution into account.

Consider the following example from 2015W, the two classes have identical mean (3.8). However, the instructor in class 2 received 77% favourable (4-5) ratings, compared to 53% for the instructor in class 1. The Interpolated median values of (3.7 and 4.2), much better reflects the distribution of the scores above and below their respective median. Furthermore, the interpolated median is better correlated with percent favourable rating; such that an interpolated median of 3.5 on a Likert scale of 1 to 5, corresponds to 50% favourable rating.

Frequency Distribution

Response for UMI	Class 1	Class 2
5 = Strongly agree	5	5
4 = Agree	3	5
3 = Neither agree nor disagree	6	0
2 = Disagree	1	2
1 = Strongly disagree	0	1
Mean	3.8	3.8
Median	4.0	4.0
Interpolated Median	3.7	4.2
Percent favourable rating	53%	77%

Dispersion Index

The dispersion Index is a measure of variability suitable for ordinal data (Rampichini, Grilli & Petrucci 2004). This dispersion index has values between zero and 1. A zero dispersion index indicates that all students in the section gave the same rating to the instructor. An index value of 1.0 is obtained when the class splits evenly between the two extreme values (Strongly Disagree & Strongly Agree), a very rare occurrence. In SEoT data at UBC, the index rarely exceeds 0.85, and mostly for evaluations not meeting the minimum recommended response rate.