Project Title: **2021W2 UBCO Instructor SEI Surveys**

Course Audience: **207**
Responses Received: **52**
Response Ratio: **25%**

Report Comments

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

Frequency Distribution
SD: Strongly Disagree
D: Disagree
N: Neutral
A: Agree
SA: Strongly Agree
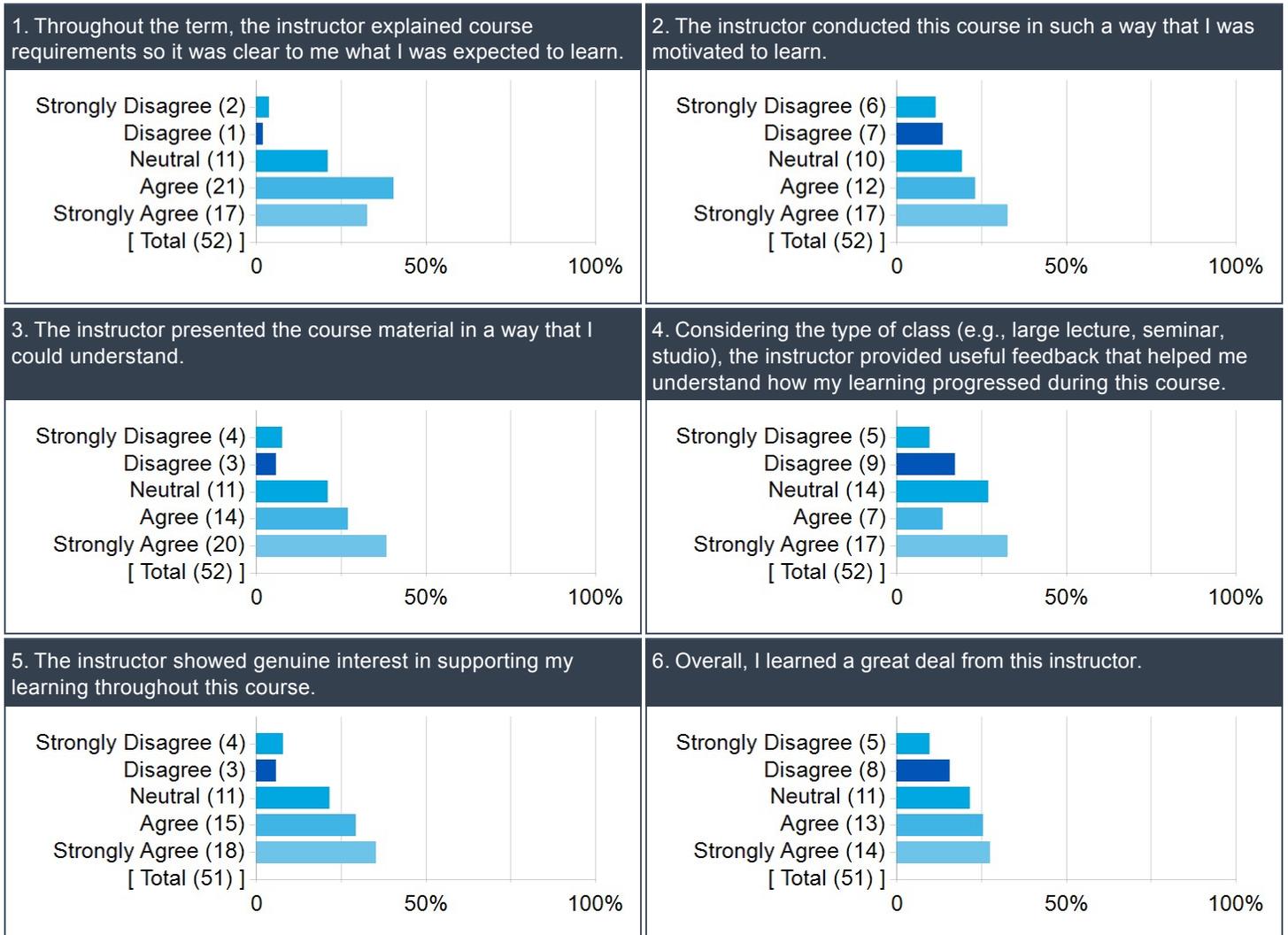N/A: Not applicable

Statistics
IM: Interpolated Median

Creation Date: **Tuesday, June 7, 2022**

Detailed Results

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

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a requirement (12) — 24%
an elective (39) — 76%
[Total (51)]
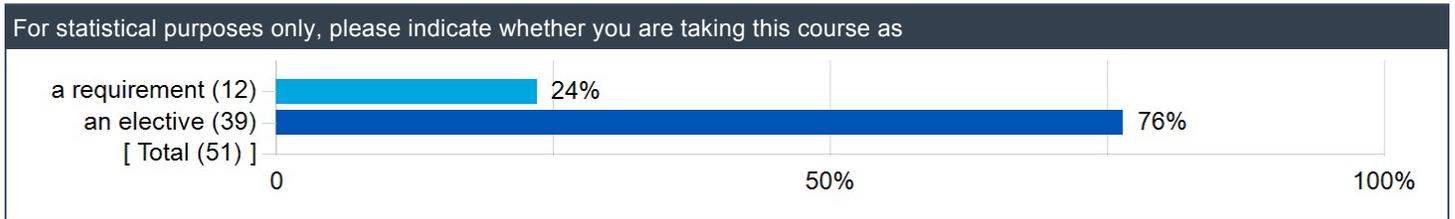
University Module Questions

1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.

Strongly Disagree (2)
Disagree (1)
Neutral (11)
Agree (21)
Strongly Agree (17)
[Total (52)]

2. The instructor conducted this course in such a way that I was motivated to learn.

Strongly Disagree (6)
Disagree (7)
Neutral (10)
Agree (12)
Strongly Agree (17)
[Total (52)]

3. The instructor presented the course material in a way that I could understand.

Strongly Disagree (4)
Disagree (3)
Neutral (11)
Agree (14)
Strongly Agree (20)
[Total (52)]

4. Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.

Strongly Disagree (5)
Disagree (9)
Neutral (14)
Agree (7)
Strongly Agree (17)
[Total (52)]

5. The instructor showed genuine interest in supporting my learning throughout this course.

Strongly Disagree (4)
Disagree (3)
Neutral (11)
Agree (15)
Strongly Agree (18)
[Total (51)]

6. Overall, I learned a great deal from this instructor.

Strongly Disagree (5)
Disagree (8)
Neutral (11)
Agree (13)
Strongly Agree (14)
[Total (51)]

	N	n	SD	D	N	A	SA	IM	DI
Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	207	52	2	1	11	21	17	4.1	0.5
The instructor conducted this course in such a way that I was motivated to learn.	207	52	6	7	10	12	17	3.8	0.8
The instructor presented the course material in a way that I could understand.	207	52	4	3	11	14	20	4.1	0.7
Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.	207	52	5	9	14	7	17	3.4	0.8
The instructor showed genuine interest in supporting my learning throughout this course.	207	51	4	3	11	15	18	4.0	0.6
Overall, I learned a great deal from this instructor.	207	51	5	8	11	13	14	3.6	0.7

Question	%Favourable
Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	73%
The instructor conducted this course in such a way that I was motivated to learn.	56%
The instructor presented the course material in a way that I could understand.	65%
Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.	46%
The instructor showed genuine interest in supporting my learning throughout this course.	65%
Overall, I learned a great deal from this instructor.	53%

Open ended feedback

Do you have any suggestions for what the instructor could have done differently to further support your learning?

Comments
I think that the due dates needed to be a bit more timely than they were.
Nope; thoroughly enjoyed the course.
having more rigid deadlines for the first submission of the labs and activities so that grades can be returned faster and we have a chance to work on resubmissions.
I think the way that Professor Moosvi had no set deadlines initially was a good idea in theory but in practice since some students have not grasped on to the best time management skills yet so it ended up causing assignments to be pilled up at the end when the deadline finally came with short notice. Hence, I think the idea of not having a set deadline for labs and class activities is a great idea to help alleviate academic pressure, but perhaps there should be a different approach. This approach could be splitting the labs and activities perhaps into to 4 rounds of deadlines where maybe every 2 or 3 weeks there is a deadline for the labs so that everyone has a chance to catch up but still has some flexibility in the deadlines.
Do more practices and be better organized instead of changing dues rapidly and not following the what it says on syllabus.
If the class was in–person or had the option to attend in–person, it would have made the course a little easier to pay attention when in a lecture hall.
The instructor needs to practice the lecture before he does the lecture. There were many times when it appeared like he did not know what he was doing.
–
Instead of saying no deadlines in the beginning of the course. It would be better to give deadlines and then give extensions. Just in terms of how students think, it would really help. Like in the beginning you could give a deadline of before reading break to complete previous work and then extend that to after reading break.
I think the instructor could have possibly explained how the thinking should be done before applying the concepts in order to draw a particular animation because sometimes the pattern which was to be drawn using processing was not something which was very easy to draw.
No changing due dates constantly and shortening the lecture activities (most weeks they were way too long).
The instructor chooses to use many different sites in terms of submissions, tests, communication that are outside of canvas but still uses canvas. It can get a bit confusing and overwhelming when trying to find and organize oneself. I understand that there may be logistical reasons for this but it's honestly just too much to keep track of. Additionally the deadlines were suddenly changed around the midterm mark of the course which induced stress and made completing this course a bit more chaotic.
Stick with the final day deadlines
The workload is too much.
Possibly fewer Activities.
Bonus questions on activities and labs were not for extra credit. It would have better to grant credit for these bonus question to motivate them to do these bonus questions for greater learning. If student gets full marks, then let the student have extra credit (i.e. greater than 100% of activity or lab). I did attempt bonus questions but unfortunately, got little to no feedback on these from professor or the teaching assistant
It would have been great if marks could propagate from Gradescope and Prairielearn to Canvas like the WeBWorK assignments do in MATH. This would have allowed me to get notified when I'm graded, and allow me to track how I'm doing in the course without manually checking individual assignments.
Not much can be improved to support my learning. Throughout the course I felt very supported and helped by the professor in my learning of the course content.
if you decide to follow a no deadline policy for labs and assignments, maybe don't change your mind halfway through the semester and have half the semesters assignments due on one day
overall, prof moovi firas is good and I like his way of grading system
To be honest, I am not a fan of the grading system. I think it is a good idea in theory, but it basically feels like if I don't submit a perfect assignment, I get a 75% or lower. It can be super frustrating resubmitting something that has one tiny error that would have taken 1–5% off a normal assignment because that one mistake takes a quarter off of my score even though I clearly showed that I understand the content completely. This happened repeatedly throughout the course. I understand that I am still thinking of percentages, but I think grading with only 4 categories is difficult because there must be a line drawn between E/G, G/R, etc, and there is such a huge gap between the 'percentage equivalents' of those grades.

Comments
Maybe not CHANGING the syllabus due dates with extremely short notice, TWICE! Then claiming everyone shouldn't have to worry cause they shouldn't be behind if they kept up with the class. Which is difficult to do with so many things due each week.
Fewer assignments – I understand an assignment every 2 weeks or so but an activity, a learning log, and a lab each week is too much. If there were fewer assignments less time would be spent working on them and more time would be spent learning. In the end of the day assignments are just added stress, if that stress didn't exist I believe most of us would have learnt better. Furthermore github seemed like overkill in this case and just was annoying to work with, if I were to administer the same course I would have the students put their .PDE files (and any images) into zip folders, then name the folders {(student ID) + (lab/activity) + (number)} for the TA's to mark through a file submission. My main concern with this course is the first one.
I really did not like the YouTube videos
The high ratings given above are based on the professor's actual intent and effort towards making learning better regardless of the following few concerns may be worth addressing for future instances of the course. It may be better to have cluster–based deadline I.e., one deadline for a group of labs and so on for other groups of labs. All these should be defined at the beginning of the term. I am not sure if it is the best idea to get rid of the "deserved grade" section of the learning logs, but some alternatives should be thought of to avoid the cases of students having to write stuff when they have not even worked on an assignment. This refers particularly to the lab grade, not the course grade. Although it is not a big deal, students should at least have the option to leave that part out if the deadlines are not strictly week based (it should not be for marks). When asking students to replicate sketches, it may be a good idea to share some key details about the sketch so that students can reproduce the exact sketch. This does not refer to the sketches that require creative modifications, but those that are strictly replication based. For instance, background colour of the game screen or the colour of a ball, etc. While it does not really matter because the stuff is not graded, it can help some students save some time who are very picky about making an exact replica of the sketch. This includes things like the approximate height/width of shapes/characters, etc. Also, there have been instances where the professor has made up his mind about things, which is not wrong, but he does not show much openness to even the possibility of diverting from a decision regardless of whether the students' arguments are valid or invalid. More particularly, it is about taking one stance on a situation and looking at it from a perspective that is the base of his decision, and not giving enough attention or consideration to other perspectives. In practice, even if he does not actually consider another perspective, it might be good to at least show (in some way) the student(s) that their perspective has been given some thought.
the instructor could very well teach. instead of playing videos through class and not accepting general feedback. I felt cheated of the money i paid for this course. I could've watched these videos and learnt this for free! I truly don't understand what exactly I paid for.
Please restructure the entire course. From the use of 10 platforms to the clunky use of Gradescope and grading scheme. Please revamp the grading scheme. The instructor's attempt at a unique form of grading infact hurts more, as it's vague and unclear (hardly any feedback). The weekly assignments should have less flexibility. The learning logs are a weekly regurgitation of the same paragraphs memorized (quite redundant, please get rid of it). The weekly assignments should't force us to dig through pages of PDFs to string together our own starter code (Activity 10 task 4). Most time in Assignments is spent figuring out the logistics and what the instructor wants, rather than the concepts learnt in the task (half the tasks are missing a rubric, and are insanely vague). Weekly labs and activities are a duplication of the same monotonous work expected of us. More difficult labs, incorporating the very concepts learnt in class, would be a far better learning experience for students. The "unsyllabus" is lengthier than traditional syllabuses, most information is not relevant to the course: the syllabus and content must be relevant to the course. Completely unnecessary. The instructor also decides to change course policies on a whim, such as a deadline for all submissions on the last day of reading break. Ed discussion is clunky and terrible. Terrible communication.
Having set deadlines and more consistency. For example, instead of saying there's no "hard deadlines" at the beginning of the course then suddenly saying that 6 labs and activities were due in 5 days, have "periodical deadlines" since the beginning of the course (e.g. no deadlines for individual labs/activities, but perhaps 3 of them are due on this date, 3 on a later one and so on). Also, saying that there wouldn't be anymore deadlines like this until the end of the course, but telling us that all labs and activities (except for one) were due 2 weeks before the deadline said at the beginning of the course.

Please identify what you consider to be the strengths of this course.

Comments
Everything that was asked of us was presented clearly and we were given all the tools needed to succeed in Dr. Moosvi's course.

Comments
The grading system, the flexible deadline and resubmission.
I think that the course activity were a great strength.
Professor was really nice and genuinely cared about the students well–being, made the class far more enjoyable and I really appreciated the mental health checks he did every week.
It's a course you can have fun in while still learning Java basics and lots about processing.
interesting and allows for creativity and individual problem solving instead of just doing whatever the prof says to do.
Professor Moosvi is very understanding of personal situations and truly wants students to learn the information well. He also truly wants us to succeed in the course and always helps when we are in need.
the ta's were the only good thing in the course .
The system of tests / bonus tests were good.
Classes are very interesting and attractive.
Easy to understand the material and it was nice to see the coding we learned be applicable to a drawing an objects we created. The course was taught in a clear way, where it was quite easy to understand what was being taught .
I really liked the grading system and the weekly tests and bonus tests. These two parts of the course made this course feel less like a university course and more like I was just learning!
–
You learn enough to actually create your own game and publish it.
I feel the course was extremely interesting and thoroughly enjoyed learning how to draw with code. I feel the activities were great assignments and helped me understand the concepts better. The TA sessions were also extremely helpful.
The labs and lecture activities helped my learning tremendously. I really liked how the lectures were recorded and I could go back and watch them. I liked how you could resubmit the labs and assignments because sometimes I would make a small mistake that would cost me an entire grade and I could easily fix it by regrading.
There were plenty of resources available to support learning. Tests and labs were fair in terms of what was available to use, IDEs, notes, open web. The labs, activities, and tests were all mostly based off of content taught in the course and that had been covered in detail.
If you already had a basis in coding it would be a neat way to learn some new ways to apply it that you might not have previously thought about
I believe the strengths of the course were the deadlines and the grading scale. The deadlines made the work seem less like work and more like fun activities which I actually learned from. Similarly, the grading scale reduced pressure on me which helped me focus more on learning and getting the work done as opposed to overly stressing about the actual grades.
Caring Instructor
The professor is a very nice person and is always very understanding. He allows deadlines to be extended and replies fast to any emails/discussion posts.
The idea of the course is really cool, I love the idea of teaching students the basics of programming and computer graphics through an easy to use library, however this course was incredibly poorly executed. The only kudos I can give the course is that the TAs went from giving feedback that contradicted instructions, to actually decent feedback.
None of the what I did in this course felt like coursework, but it still gave me the opportunity to demonstrate my learning IMO. The learning logs are also a good feature, since putting words to my learning process helps me think about it explicitly. The course webpage is also excellent, and he provides a forum for students to ask questions. He also uses flexible deadlines, which I think are a great idea, and being able to submit a day or two after the due date saved my sleep schedule on one or two occasions. Some students apparently fell behind, but that is entirely their fault. However, Dr. Moosvi corrected this by introducing hard deadlines for sections of labs each month, which provided students with the flexibility of soft deadlines and the motivation of hard deadlines. He also allows resubmissions, which encourages improvement, but it must place a massive burden on him and his TAs.
The strengths of this course are the ability provided to students to resubmit assignments to improve of their mistake and give them a chance to better their grade which I believe promotes the genuine desire for students to learn and improve at the course material, unlike courses that are made to have only once chance at assignments that I believe promote just getting things right rather than promoting learning and improving at a topic.
the material and teaching style of the professor
The assignments, tests, and labs closely follow what we're learning in the course, and the assignments and labs actually feel like they add to what I'm learning.
The course only having 2 due dates was great The fact that you could resubmit assignments was also good

Comments

I enjoyed the fact that the weight fo the midterm was split amongst 5 tests
Assignments were cool! Learning processing was fun
Great material Flexible grading system Well–taught concepts and availability of lots of practice material
Flexible deadlines. Easy assignments.
48 hour grace period for all assignments. Professor seems to be online on alternative platforms such as Discord. Professor genuinely has good intentions and seems to want to make life easier for students (he doesn't).
Flexibility with what we create and program (e.g. characters, platform game). Labs and activities could be completed easily as what we need in order to complete them are covered during lectures/in the slides, or more details could be found in the Processing docs. Quite some flexibility with when we complete activities and labs.

Please provide suggestions on how this course might be improved.

Comments
I do believe there have been times where the class was lingering on certain topics for way too long, making it hard to stay focused and pay attention on the course material.
I think it would have been good to have the last date of submission it to be the same as the end of the grace period.
Stricter deadlines might be helpful with keeping up to date on assignments. It was nice when I was super busy with other classes but it made me stressed when I had to do all my work in a short time frame. Not so much the professors fault on that and more so my own but stricter deadlines would have been more motivating.
having a more consistent grading/marking schedule because our grades would sometimes take 2 days or sometimes 2–3 weeks to be returned
I think other than the trial no deadline approach for the labs/activities, the course was a really good course that was structured and taught very well.
the instructor was so bad in this course. he is a bio professor not a computer professor. he does not care about his students or their mental heath. his instructions for assignments are so unclear. he wants the assignments done his way . this course is called computer creativity and there is no creativity. course name is misleading. ed discussion is so full of posts you cant find anything. professor does not like when you say anything negative. he does not talk to the student directly when he has a problem he talks to them indirectly. does not do email. does not do one on one meetings with you. grading system is not good. this is a first year course but treats it as third year. he hates students with disabilities treats them the worst. with a different instructor this course has poetical but this instructor ruined it for me. try and find a way when a new grade comes out email us so we know to check. right now i check 5 times a day because it does not email us with that information.
Professors made the course in a way that there were no deadlines, with the course assignments can be submitted till the date the late assignment is due. However, to compensate, the no of assignments was too many and caused a lot of courseloads. This deadline rule was also not permanent as between twice a certain set of assignments deadlines were changed and that too without prior notice that week.
The websites to upgrade our homework, is completely TERRIBLE. Homeworks are way more to do. Gradescope is such a stupid website that has been messed up with my understand of github. You have to improve the place you upload homeworks and cut off some of the homeworks.
Possibly a better grading system, the E G R I system felt as though it lacked clear feedback when it wasn't up to the T.A's requirements. I like to see where I lost marks within an assignment or test and why. I felt the grading system used didn't reflect the effort or mark I should've achieved on many assignments. It was nice to be able to resubmit and try for a better mark but I felt the feedback I received on the initial assignment was not enough for me to properly understand where I went wrong and what can be improved.
Ultimately this course was very enjoyable. The submission process with Gradescope needs to be improved and Dr. Moosvi needs to dedicate more time to reviewing his lectures, but all in all, I quite enjoyed Dr. Moosvi's principals which outweigh all of the negatives.
–
Deadlines shouldn't be changed midway. Also it would help if you kept labs online as well because it becomes more accessible and many times, people are just waiting for their turn in the labs and then after asking questions they leave and are done. So it's useful to be able to do other things while waiting. And just having a zoom call open at the same time isn't really hard.
Sometimes a few labs were a bit too tricky so I felt their difficulty level could be reduced a bit.
First off, I think changing the due dates for assignments halfway through the semester was extremely unprofessional and caused a

Comments

lot of stress. Half the time the TAs didn't know how to help because there is no answer key, which explains why no one went to the labs.

Condensing the sites used to only a few, faster communication in response to questions, sticking to deadlines set at the beginning of the term so students do not have to reorganize whole schedules made previously. Students like myself have other courses and have part time jobs, changing deadlines and having three things due a week can be a bit overwhelming, especially when tasks are time consuming and help is not received quickly. More frequent updates on how an individual was progressing in the course would also be appreciated. Also more direct lines of communication with TAs and the professor would be appreciated, maybe it was my misunderstanding but I felt as though Ed Discussion was the only option.

in the weekly activities and labs, a few less tasks, because 5 tasks is a lot more daunting and difficult than 3.

I think the course is pretty good as it is. The course load is a bit much but overall, it is great.

Less assignments

reduce the workloadsssssss

Yes, the course is overly complicated with its structure. There are a number of 3rd party websites the professor uses that I feel are unnecessary and do not provide any extra benefit over just simply using Canvas for assignments and quizzes.
If tests were done on Canvas and we submit a GitHub repo for the coding questions, that would be ideal.

The grading scheme also is unnecessary considering everything converts to a % at the end of the course. I would prefer being able to know my grade throughout the semester rather than getting E's etc.

Learning Logs also does not seem necessary. We already have Labs, Activities, and a test each week. Having another thing to do each week makes this course have WAY too much work for the amount of material we learn,

The marking of activities, labs and test was really slow. Often, little to no feedback would be provided. Especially for labs 8–11, the students were left struggling till days before the end of term, to get any feedback.
There was a great debacle about test 5; portion of test were released earlier (on wednesday 6 april) and then new version of test was released the very next day, and no annuocement made about the situation, leaving many students wondering what was going on.
Also, there were good two weeks where no classes were held and then students were expected to be tested on new material e.g. arrays and OOP using arrays.

Lastly, an email was sent to students during the time when no classes were held, asking them to participate in construction of video, where they would have to sing praises, and no criticism were allowed. That email made fun of, and belittled student concerns, challenges and experiences

At the beginning of the course, it was stated that there would be no hard due dates on the labs and class activities until the last day of class. This was also stated in the syllabus. Twice during the course however, these deadlines were moved, and the first time they were moved, 12 assignments were moved to 5 days from the notice given. I tried to speak with the professor about this in relation to the class as a whole and explain why I thought that this would be detrimental to the students, however he immediately stopped me, and only wanted to hear why I specifically wanted an extension. He also stated that this was a way to get students that had not done any assignments or labs yet to speak with him as to why they had not done any yet. This in my opinion is unacceptable, it caused a massive amount of stress for MANY students and showed that the instructor was not open to feedback.

This course uses a total of 4 different sites to access different parts of the class. To get your assignments you need to load the specific github page rendered in canvas which has the assignment link, then once you have completed it you have to go to another site (Gradescope) to be able to hand it in. To do tests we have to go to another site (Prarielearn) to take the tests therein. For any course announcements there was yet another site (Ed Discussion) and this was the only place that a lot of the course announcements were in. Creating a post through Ed Learn was also the only way to contact the professor, there was no way to email him or contact him otherwise, and the way in which to contact him through this is convoluted and confusing the first time. This number of different resources to be able to participate in the course adds a large amount of overall confusion, and also added many more logins needed (For example I use mobile with exclusively a cookie–less browser, and also use a password manager for most of my logins, so I was essentially unable to login on my mobile phone to see any course updates, and a lot of the details because I don't have my password manager on it)

All assignments were due at 6pm, the reason stated was to reduce stress on students. This has the opposite effect. After 4 years attending courses at UBCO this is only the second course that does not have everything due at 11:59pm, students are used to that due date. This earlier due time effectively removes a day from the due date as many people are busy up until, or past, 6pm and they will finish a lab after their school day is done which is no longer possible with the earlier due time. Also if the reason was truly to reduce stress, some of the other decisions in the class such as moving due dates twice on assignments caused a huge amount of stress for many people and completely goes against that idea.

Grading and seeing your grades is very frustrating. To see your grades, you need to go to Gradescope (One of the external sites),

from there you need to click into the assignment you want a grade on, and then click on feedback to see your grade. The course's assignment grades are also done in a lettering system which further obfuscates how you're doing in the course, whereas tests are given percentage grades. It is just so many steps to even look at a grade, which disincentivizes actually keeping up to date with how you're doing in the class.

There were 2 instances that I can recall where everyone in the class had to re–submit an assignment due to an error with either a github link, or with the gradescope system that we were using.

There was one instance where I asked a question about grading to the professor and was never answered, and the grade remains unchanged or looked at nearly a month later.

There was a strong emphasis on being creative in this course, however in an assignment where we were asked to move a drawing in one question (with no specifics on how we were required to do so), and then in a later question on the same assignment, were asked to do the same but with a specific function, I was docked marks for having looked at the documentation and using the later specified function in the initial question as "It was for question 4". This is the above mentioned issue where I was asking about grading, and was never answered.

Overall this course has been immensely frustrating, I have been at this university for 4 years and not once has a course or instructor been so incredibly frustrating and demoralizing. It felt like the entire course was designed in a way to work against us. I am immensely disappointment, and feel scammed of the money I payed for this course.

I think "the place where students help each other" and "the place where students send grading questions and resubmission requests" should be separate.

The most controversial topic in this course was the deadlines for assignments(labs, lecture activities) being changed midway through the course. Professor Moosvi was very generous with the way he set up the course and I believe this strategy was made to help every single student succeed as much as they can in this course and do as well as they can. However, it backfired with the change of deadlines being strict after being lenient deadlines. I want to emphasize on the fact that what professor Moosvi did was for the betterment of his students since leaving all the assignments till the last week or so will be very harmful for the students as well as a lot of pressure for himself and the TA's to mark everything in time. The biggest reason for this problem that I can see is the fact that most of the students in this course most likely did not have a good enough work ethic (including myself) to be able to succeed in the way this course was set up. I think the lenient deadlines are a very good way of helping students cope with the pressure of deadlines and can help them during tough weeks, but it is only for the students who understand the importance of not leaving work till last minute.

As a suggestion for the future, I would suggest maybe instead of having lenient deadlines that go on until the end of term for all assignments. Having lenient deadlines for perhaps sections of the course. For example, every end of month you need to submit all the assignments that were assigned that month. I believe this may help with students not falling behind too much and also help release pressure of deadlines every week.

, personally the labs and assignments are hell alot , which takes up so much time . If possible , I hope he can lower the amount of assignments and labs

Go back to a regular grading system. The 4 specifications grading does not work.

The "grading" scheme for this course is not geared towards a university course. Not providing actual grades to the students, but letter grades that split you up into a WIDE range of potential grades are nonsense. Students that depend on sustaining their average above certain percentages are unable to know whether or not they meet those requirements. Then, going further and not releasing the grades on Canvas does not help. Trying to manage three different applications to control the class is annoying (Ed for discussions, Gradebook for handing in assignments, PrarieLearn for tests) when Canvas has all of the same functionality. There is no need for them besides being lazy. There is too much work each week to be able to keep up with the due dates alongside taking four other courses (One lab, one class assignment, one test, one "learning log" to fill out) alongside attending classes.

Fewer assignments – I understand an assignment every 2 weeks or so but an activity, a learning log, and a lab each week is too much. If there were fewer assignments less time would be spent working on them and more time would be spent learning. In the end of the day assignments are just added stress, if that stress didn't exist I believe most of us would have learnt better.

Furthermore github seemed like overkill in this case and just was annoying to work with, if I were to administer the same course I would have the students put their .PDE files (and any images) into zip folders, then name the folders {(student ID) + (lab/activity) + (number)} for the TA's to mark through a file submission.

My main concern with this course is the first one.

The amount of external learning tools was so unecessary
1) gradescope was brutal. the fact that i had to open gradescope, select the lab, then select feedback to find out my mark was ridiculous. Sometimes the feedback was so unhelpful as well. The regrade requests made no sense, like I had to make a regrade request on ed discussion and gradescope? Also there were times I had to resubmit because I had my gifs in the wrong folder even

Comments
though it showed up in the markdown file?? idk man, gradescope was a pain 2) Prairie learn was fine, but once again, just unecessary. You had mentioned in class that writing code in canvas sucks, which I do agree. However, I have taken many final exams in which I had to submit code in canvas. To get around it? write code in the IDE, then copy paste! problem solved I really hope you don't take this as an attack, because I really did find the course fun. Just needed to let you know how frustrating it was as a student working with all these different tools.
change the instructor
Refer to previous paragraphs.
Having periodical deadlines for a couple assignments at a time. Having more connections between the projects/when we do the projects. For example having a period of time where we work on our characters, another period of time where we work on the platform game, and another period of time for rotations/bouncing animations, etc. So it's easier to connect what we are doing instead of switching between different concepts or "projects".

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 Experience of Instruction (SEI) 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 SEI 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 course sections have identical mean (3.8). However, the instructor in section 2 received 77% favourable (4-5) ratings, compared to 53% for the instructor in section 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 University Module Item	Section 1	Section 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 respondents in the section rated their experience of instruction the same. An index value of 1.0 is obtained when respondents are split evenly between the two extreme values (Strongly Disagree & Strongly Agree), a very rare occurrence. In SEI data at UBC, the index rarely exceeds 0.85, and mostly for evaluations not meeting the minimum recommended response rate.