

Fall 2016 Summary Report

GEOFFREY W CHALLEN

Course Sections	Enrolled Students	Responded Students	Response Rate
A CSE 199SR (A): UB Seminar	116	112	96.55%
B CSE 199SR (B): UB Seminar	127	122	96.06%
C CSE 199SR (C): UB Seminar	96	94	97.92%
D CSE 199SR (D): UB Seminar	99	92	92.93%
-- CSE 723SEM (CHAL): Seminars	9	0	0%
Overall	447	420	93.96%

Overall, this course was:

	Very poor	Poor	Fair	Good	Excellent	Mean	Standard Deviation	Did Not Answer	Total Responses
A	14.29% (16)	21.43% (24)	32.14% (36)	25% (28)	7.14% (8)	2.89	1.14	0	112
B	9.84% (12)	22.13% (27)	35.25% (43)	23.77% (29)	9.02% (11)	3	1.1	0	122
C	9.57% (9)	21.28% (20)	30.85% (29)	27.66% (26)	10.64% (10)	3.09	1.14	0	94
D	4.35% (4)	10.87% (10)	36.96% (34)	36.96% (34)	10.87% (10)	3.39	0.97	0	92

Please rate your agreement with each of the following statements about this course:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	Did Not Answer	Total Responses
The course was well organized.									
A	16.96% (19)	34.82% (39)	28.57% (32)	14.29% (16)	5.36% (6)	2.56	1.09	0	112
B	16.39% (20)	27.87% (34)	34.43% (42)	18.03% (22)	3.28% (4)	2.64	1.06	0	122
C	21.28% (20)	28.72% (27)	18.09% (17)	22.34% (21)	9.57% (9)	2.7	1.29	0	94
D	8.7% (8)	18.48% (17)	22.83% (21)	35.87% (33)	14.13% (13)	3.28	1.17	0	92

The course was intellectually challenging and stimulating.

Please rate your agreement with each of the following statements about this course:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	Did Not Answer	Total Responses
A	10.71% (12)	19.64% (22)	35.71% (40)	25.89% (29)	8.04% (9)	3.01	1.1	0	112
B	10.66% (13)	17.21% (21)	32.79% (40)	29.51% (36)	9.84% (12)	3.11	1.13	0	122
C	10.64% (10)	11.7% (11)	30.85% (29)	28.72% (27)	18.09% (17)	3.32	1.2	0	94
D	6.52% (6)	9.78% (9)	29.35% (27)	40.22% (37)	14.13% (13)	3.46	1.06	0	92
The work load in the course was reasonable and appropriate.									
A	6.25% (7)	11.61% (13)	19.64% (22)	41.96% (47)	20.54% (23)	3.59	1.12	0	112
B	7.38% (9)	9.02% (11)	15.57% (19)	51.64% (63)	16.39% (20)	3.61	1.09	0	122
C	4.26% (4)	3.19% (3)	30.85% (29)	40.43% (38)	21.28% (20)	3.71	0.97	0	94
D	3.26% (3)	8.7% (8)	23.91% (22)	42.39% (39)	21.74% (20)	3.71	1.01	0	92
Methods of evaluating student work were fair and appropriate.									
A	14.29% (16)	23.21% (26)	30.36% (34)	22.32% (25)	9.82% (11)	2.9	1.19	0	112
B	15.57% (19)	24.59% (30)	31.15% (38)	20.49% (25)	8.2% (10)	2.81	1.17	0	122
C	12.77% (12)	19.15% (18)	23.4% (22)	31.91% (30)	12.77% (12)	3.13	1.23	0	94
D	6.52% (6)	17.39% (16)	23.91% (22)	35.87% (33)	16.3% (15)	3.38	1.14	0	92
The course content (assignments, readings, lectures, etc.) helped me meet the learning expectations set forth by the instructor(s).									
A	15.18% (17)	16.07% (18)	32.14% (36)	26.79% (30)	9.82% (11)	3	1.2	0	112
B	15.57% (19)	16.39% (20)	27.87% (34)	27.87% (34)	12.3% (15)	3.05	1.25	0	122
C	11.7% (11)	12.77% (12)	28.72% (27)	29.79% (28)	17.02% (16)	3.28	1.22	0	94
D	6.52% (6)	10.87% (10)	25% (23)	43.48% (40)	14.13% (13)	3.48	1.07	0	92

For what primary reason did you enroll in this course?

	Required	Elective	Other (please specify)	Did Not Answer	Total Responses
A	88.39% (99)	8.93% (10)	2.68% (3)	0	112
B	84.43% (103)	11.48% (14)	4.1% (5)	0	122
C	80.65% (75)	12.9% (12)	6.45% (6)	0	93
D	79.35% (73)	16.3% (15)	4.35% (4)	0	92

This course is required for:

	Undergraduate Major	General Education	Graduate Program	Other educational program (e.g., Honors, Undergraduate Academies, Certificate, etc.)	This course was an elective	Did Not Answer	Total Responses
A	83.93% (94)	9.82% (11)	0.89% (1)	0% (0)	5.36% (6)	0	112
B	87.7% (107)	4.1% (5)	1.64% (2)	0% (0)	6.56% (8)	0	122
C	76.34% (71)	11.83% (11)	2.15% (2)	0% (0)	9.68% (9)	0	93
D	82.61% (76)	8.7% (8)	0% (0)	1.09% (1)	7.61% (7)	0	92

Please rate your satisfaction with the instructional facilities for the course:

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Not Applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Classroom Space										
A	11.61% (13)	28.57% (32)	24.11% (27)	23.21% (26)	12.5% (14)	0% (0)	2.96	1.22	0	112
B	16.39% (20)	23.77% (29)	26.23% (32)	24.59% (30)	7.38% (9)	1.64% (2)	2.83	1.19	0	122
C	11.7% (11)	22.34% (21)	26.6% (25)	22.34% (21)	15.96% (15)	1.06% (1)	3.09	1.25	0	94
D	5.43% (5)	9.78% (9)	25% (23)	29.35% (27)	30.43% (28)	0% (0)	3.7	1.16	0	92

Please rate your satisfaction with the instructional facilities for the course:

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Not Applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
Classroom Technology										
A	8.04% (9)	17.86% (20)	31.25% (35)	21.43% (24)	14.29% (16)	7.14% (8)	3.17	1.16	0	112
B	13.93% (17)	12.3% (15)	28.69% (35)	27.05% (33)	9.02% (11)	9.02% (11)	3.05	1.2	0	122
C	10.64% (10)	8.51% (8)	38.3% (36)	24.47% (23)	14.89% (14)	3.19% (3)	3.25	1.15	0	94
D	6.52% (6)	7.61% (7)	29.35% (27)	31.52% (29)	19.57% (18)	5.43% (5)	3.53	1.11	0	92
Recitation Space										
A	4.46% (5)	7.14% (8)	28.57% (32)	29.46% (33)	27.68% (31)	2.68% (3)	3.71	1.09	0	112
B	7.38% (9)	6.56% (8)	29.51% (36)	41.8% (51)	9.02% (11)	5.74% (7)	3.41	1.02	0	122
C	4.26% (4)	2.13% (2)	26.6% (25)	42.55% (40)	22.34% (21)	2.13% (2)	3.78	0.96	0	94
D	3.26% (3)	4.35% (4)	22.83% (21)	40.22% (37)	26.09% (24)	3.26% (3)	3.84	0.98	0	92
Lab Space										
A	5.36% (6)	4.46% (5)	25% (28)	12.5% (14)	10.71% (12)	41.96% (47)	3.32	1.14	0	112
B	5.74% (7)	7.38% (9)	29.51% (36)	18.03% (22)	5.74% (7)	33.61% (41)	3.16	1.02	0	122
C	5.32% (5)	1.06% (1)	28.72% (27)	20.21% (19)	8.51% (8)	36.17% (34)	3.4	1.02	0	94
D	4.35% (4)	2.17% (2)	25% (23)	20.65% (19)	11.96% (11)	35.87% (33)	3.53	1.05	0	92

Overall, this instructor was:

	Very poor	Poor	Fair	Good	Excellent	Not Applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
A	3.57% (4)	17.86% (20)	27.68% (31)	26.79% (30)	20.54% (23)	3.57% (4)	3.44	1.12	0	112
B	8.2% (10)	10.66% (13)	31.15% (38)	25.41% (31)	23.77% (29)	0.82% (1)	3.46	1.2	0	122
C	6.45% (6)	7.53% (7)	24.73% (23)	34.41% (32)	23.66% (22)	3.23% (3)	3.63	1.13	0	93

Overall, this instructor was:

	Very poor	Poor	Fair	Good	Excellent	Not Applicable	Mean	Standard Deviation	Did Not Answer	Total Responses
D	5.43% (5)	8.7% (8)	29.35% (27)	30.43% (28)	26.09% (24)	0% (0)	3.63	1.12	0	92

Please rate the course instructor according to each of the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable/Don't know	Mean	Standard Deviation	Did Not Answer	Total Responses
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The instructor clearly presented what students should learn (the expected learning outcomes) for the course.

A	3.57% (4)	8.93% (10)	21.43% (24)	46.43% (52)	18.75% (21)	0.89% (1)	3.68	1	0	112
B	4.1% (5)	9.84% (12)	29.51% (36)	29.51% (36)	25.41% (31)	1.64% (2)	3.63	1.09	0	122
C	6.45% (6)	7.53% (7)	20.43% (19)	36.56% (34)	26.88% (25)	2.15% (2)	3.71	1.14	0	93
D	4.35% (4)	4.35% (4)	19.57% (18)	44.57% (41)	27.17% (25)	0% (0)	3.86	1.01	0	92

The instructor was enthusiastic about teaching the course.

A	2.68% (3)	4.46% (5)	14.29% (16)	43.75% (49)	31.25% (35)	3.57% (4)	4	0.95	0	112
B	4.1% (5)	4.1% (5)	22.13% (27)	35.25% (43)	32.79% (40)	1.64% (2)	3.9	1.04	0	122
C	7.53% (7)	2.15% (2)	13.98% (13)	29.03% (27)	45.16% (42)	2.15% (2)	4.04	1.18	0	93
D	2.17% (2)	4.35% (4)	17.39% (16)	32.61% (30)	43.48% (40)	0% (0)	4.11	0.98	0	92

The instructor made students feel welcome in seeking help/advice in or outside of class.

A	5.36% (6)	12.5% (14)	25.89% (29)	30.36% (34)	24.11% (27)	1.79% (2)	3.56	1.15	0	112
B	6.56% (8)	7.38% (9)	28.69% (35)	30.33% (37)	25.41% (31)	1.64% (2)	3.62	1.14	0	122
C	9.68% (9)	6.45% (6)	21.51% (20)	27.96% (26)	32.26% (30)	2.15% (2)	3.68	1.27	0	93
D	4.35% (4)	5.43% (5)	26.09% (24)	34.78% (32)	28.26% (26)	1.09% (1)	3.78	1.06	0	92

The instructor presented material clearly.

A	1.79% (2)	8.93% (10)	32.14% (36)	36.61% (41)	18.75% (21)	1.79% (2)	3.63	0.95	0	112
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Please rate the course instructor according to each of the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable/Don't know	Mean	Standard Deviation	Did Not Answer	Total Responses
B	3.28% (4)	9.02% (11)	30.33% (37)	27.87% (34)	28.69% (35)	0.82% (1)	3.7	1.08	0	122
C	7.53% (7)	7.53% (7)	23.66% (22)	30.11% (28)	30.11% (28)	1.08% (1)	3.68	1.2	0	93
D	4.35% (4)	3.26% (3)	18.48% (17)	44.57% (41)	29.35% (27)	0% (0)	3.91	1	0	92

The instructor creates an environment of inclusion in which everyone can participate equally.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard Deviation	Did Not Answer	Total Responses
A	2.68% (3)	6.25% (7)	28.57% (32)	41.96% (47)	20.54% (23)	3.71	0.95	0	112
B	4.1% (5)	3.28% (4)	33.61% (41)	44.26% (54)	14.75% (18)	3.62	0.92	0	122
C	7.53% (7)	4.3% (4)	21.51% (20)	45.16% (42)	21.51% (20)	3.69	1.09	0	93
D	4.35% (4)	9.78% (9)	27.17% (25)	34.78% (32)	23.91% (22)	3.64	1.08	0	92

Rate the level to which the following were covered in your UBS:

	Poor	Fair	Good	Very Good	Excellent	Mean	Standard Deviation	Did Not Answer	Total Responses
Think critically using multiple modes of inquiry									
A	10.71% (12)	24.11% (27)	41.96% (47)	18.75% (21)	4.46% (5)	2.82	1	0	112
B	9.84% (12)	23.77% (29)	42.62% (52)	15.57% (19)	8.2% (10)	2.89	1.05	0	122
C	9.68% (9)	21.51% (20)	38.71% (36)	18.28% (17)	11.83% (11)	3.01	1.12	0	93
D	6.52% (6)	15.22% (14)	46.74% (43)	26.09% (24)	5.43% (5)	3.09	0.94	0	92

Analyze disciplinary content to identify contexts, learn fresh perspectives, and debate and discuss problems in the field

A	13.39% (15)	19.64% (22)	42.86% (48)	17.86% (20)	6.25% (7)	2.84	1.07	0	112
B	15.57% (19)	23.77% (29)	35.25% (43)	18.03% (22)	7.38% (9)	2.78	1.13	0	122

Rate the level to which the following were covered in your UBS:

	Poor	Fair	Good	Very Good	Excellent	Mean	Standard Deviation	Did Not Answer	Total Responses
C	11.83% (11)	20.43% (19)	43.01% (40)	16.13% (15)	8.6% (8)	2.89	1.08	0	93
D	3.26% (3)	17.39% (16)	44.57% (41)	28.26% (26)	6.52% (6)	3.17	0.9	0	92
Understand and apply the methods of close reading, note taking, analysis, and synthesis									
A	17.86% (20)	26.79% (30)	42.86% (48)	9.82% (11)	2.68% (3)	2.53	0.98	0	112
B	22.13% (27)	22.13% (27)	27.87% (34)	21.31% (26)	6.56% (8)	2.68	1.22	0	122
C	17.2% (16)	26.88% (25)	36.56% (34)	11.83% (11)	7.53% (7)	2.66	1.12	0	93
D	7.61% (7)	22.83% (21)	39.13% (36)	25% (23)	5.43% (5)	2.98	1	0	92
Demonstrate proficiency in oral discourse and written communication									
A	16.07% (18)	25% (28)	39.29% (44)	14.29% (16)	5.36% (6)	2.68	1.07	0	112
B	13.11% (16)	26.23% (32)	36.07% (44)	18.03% (22)	6.56% (8)	2.79	1.09	0	122
C	15.05% (14)	20.43% (19)	39.78% (37)	16.13% (15)	8.6% (8)	2.83	1.13	0	93
D	6.52% (6)	20.65% (19)	43.48% (40)	20.65% (19)	8.7% (8)	3.04	1.01	0	92
Develop essential research and study skills such as time management									
A	17.86% (20)	25.89% (29)	34.82% (39)	15.18% (17)	6.25% (7)	2.66	1.12	0	112
B	17.21% (21)	27.05% (33)	28.69% (35)	19.67% (24)	7.38% (9)	2.73	1.17	0	122
C	17.2% (16)	25.81% (24)	35.48% (33)	10.75% (10)	10.75% (10)	2.72	1.19	0	93
D	6.52% (6)	18.48% (17)	45.65% (42)	22.83% (21)	6.52% (6)	3.04	0.97	0	92
Utilize the eportfolio for at least one assignment									
A	28.57% (32)	22.32% (25)	31.25% (35)	13.39% (15)	4.46% (5)	2.43	1.16	0	112
B	37.7% (46)	22.13% (27)	23.77% (29)	12.3% (15)	4.1% (5)	2.23	1.19	0	122

Rate the level to which the following were covered in your UBS:

	Poor	Fair	Good	Very Good	Excellent	Mean	Standard Deviation	Did Not Answer	Total Responses
C	35.48% (33)	22.58% (21)	18.28% (17)	11.83% (11)	11.83% (11)	2.42	1.38	0	93
D	19.57% (18)	26.09% (24)	29.35% (27)	17.39% (16)	7.61% (7)	2.67	1.19	0	92

Understand the academic expectations pertaining to studentship at the University at Buffalo and to higher learning at a research university

A	13.39% (15)	21.43% (24)	41.96% (47)	16.07% (18)	7.14% (8)	2.82	1.08	0	112
B	13.11% (16)	27.87% (34)	27.87% (34)	26.23% (32)	4.92% (6)	2.82	1.11	0	122
C	13.98% (13)	19.35% (18)	40.86% (38)	15.05% (14)	10.75% (10)	2.89	1.15	0	93
D	5.43% (5)	17.39% (16)	48.91% (45)	17.39% (16)	10.87% (10)	3.11	0.99	0	92

Please rate your agreement with each of the following aspects of this course.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Standard Deviation	Did Not Answer	Total Responses
The instructor had high achievement standards for this class.									
A	5.41% (6)	13.51% (15)	27.03% (30)	43.24% (48)	10.81% (12)	3.41	1.03	0	111
B	6.61% (8)	9.92% (12)	28.93% (35)	38.84% (47)	15.7% (19)	3.47	1.08	0	121
C	6.45% (6)	6.45% (6)	24.73% (23)	43.01% (40)	19.35% (18)	3.62	1.07	0	93
D	3.26% (3)	8.7% (8)	31.52% (29)	38.04% (35)	18.48% (17)	3.6	0.99	0	92
The instructor clearly showed the relevance of the course to my discipline.									
A	6.31% (7)	11.71% (13)	20.72% (23)	46.85% (52)	14.41% (16)	3.51	1.07	0	111
B	5.79% (7)	10.74% (13)	25.62% (31)	40.5% (49)	17.36% (21)	3.53	1.08	0	121
C	8.6% (8)	4.3% (4)	24.73% (23)	38.71% (36)	23.66% (22)	3.65	1.14	0	93
D	3.26% (3)	7.61% (7)	21.74% (20)	45.65% (42)	21.74% (20)	3.75	0.98	0	92

The instructor provided useful and timely feedback on graded work.

Please rate your agreement with each of the following aspects of this course.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Standard Deviation	Did Not Answer	Total Responses
A	9.01% (10)	18.92% (21)	28.83% (32)	33.33% (37)	9.91% (11)	3.16	1.12	0	111
B	7.44% (9)	14.05% (17)	27.27% (33)	35.54% (43)	15.7% (19)	3.38	1.13	0	121
C	9.68% (9)	7.53% (7)	25.81% (24)	38.71% (36)	18.28% (17)	3.48	1.16	0	93
D	6.52% (6)	8.7% (8)	29.35% (27)	38.04% (35)	17.39% (16)	3.51	1.08	0	92

Violations of Academic Integrity standards did not occur in class.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Standard Deviation	Did Not Answer	Total Responses
A	4.5% (5)	8.11% (9)	28.83% (32)	35.14% (39)	23.42% (26)	3.65	1.06	0	111
B	2.48% (3)	4.13% (5)	30.58% (37)	42.15% (51)	20.66% (25)	3.74	0.91	0	121
C	6.45% (6)	4.3% (4)	30.11% (28)	34.41% (32)	24.73% (23)	3.67	1.09	0	93
D	2.17% (2)	2.17% (2)	22.83% (21)	46.74% (43)	26.09% (24)	3.92	0.88	0	92

Rate your level of knowledge in the following:

The ability to:

	Poor	Fair	Good	Very Good	Excellent	Mean	Standard Deviation	Did Not Answer	Total Responses
Think critically using multiple modes of inquiry									
A	5.36% (6)	22.32% (25)	47.32% (53)	18.75% (21)	6.25% (7)	2.98	0.94	0	112
B	7.38% (9)	22.13% (27)	40.16% (49)	18.85% (23)	11.48% (14)	3.05	1.08	0	122
C	8.6% (8)	16.13% (15)	39.78% (37)	22.58% (21)	12.9% (12)	3.15	1.11	0	93
D	1.09% (1)	10.87% (10)	54.35% (50)	27.17% (25)	6.52% (6)	3.27	0.78	0	92

Analyze disciplinary content to identify contexts, learn fresh perspectives, and debate and discuss problems in the field

A	8.04% (9)	13.39% (15)	53.57% (60)	17.86% (20)	7.14% (8)	3.03	0.96	0	112
B	10.66% (13)	18.85% (23)	40.98% (50)	21.31% (26)	8.2% (10)	2.98	1.07	0	122

Rate your level of knowledge in the following:

The ability to:

	Poor	Fair	Good	Very Good	Excellent	Mean	Standard Deviation	Did Not Answer	Total Responses
C	8.6% (8)	16.13% (15)	34.41% (32)	29.03% (27)	11.83% (11)	3.19	1.11	0	93
D	1.09% (1)	13.04% (12)	51.09% (47)	28.26% (26)	6.52% (6)	3.26	0.81	0	92
Understand and apply the methods of close reading, note taking, analysis, and synthesis									
A	8.93% (10)	18.75% (21)	49.11% (55)	20.54% (23)	2.68% (3)	2.89	0.92	0	112
B	12.3% (15)	20.49% (25)	36.07% (44)	22.95% (28)	8.2% (10)	2.94	1.12	0	122
C	8.6% (8)	21.51% (20)	35.48% (33)	21.51% (20)	12.9% (12)	3.09	1.13	0	93
D	4.35% (4)	11.96% (11)	48.91% (45)	29.35% (27)	5.43% (5)	3.2	0.88	0	92
Demonstrate proficiency in oral discourse and written communication									
A	10.71% (12)	17.86% (20)	45.54% (51)	18.75% (21)	7.14% (8)	2.94	1.04	0	112
B	9.84% (12)	24.59% (30)	36.89% (45)	18.85% (23)	9.84% (12)	2.94	1.1	0	122
C	10.75% (10)	15.05% (14)	32.26% (30)	27.96% (26)	13.98% (13)	3.19	1.18	0	93
D	3.26% (3)	17.39% (16)	44.57% (41)	25% (23)	9.78% (9)	3.21	0.95	0	92
Develop essential research and study skills such as time management									
A	9.82% (11)	23.21% (26)	45.54% (51)	16.96% (19)	4.46% (5)	2.83	0.97	0	112
B	13.11% (16)	21.31% (26)	37.7% (46)	20.49% (25)	7.38% (9)	2.88	1.11	0	122
C	11.83% (11)	17.2% (16)	32.26% (30)	21.51% (20)	17.2% (16)	3.15	1.24	0	93
D	2.17% (2)	14.13% (13)	51.09% (47)	25% (23)	7.61% (7)	3.22	0.86	0	92
Utilize the eportfolio for at least one assignment									
A	16.96% (19)	25.89% (29)	40.18% (45)	11.61% (13)	5.36% (6)	2.63	1.06	0	112
B	31.15% (38)	20.49% (25)	29.51% (36)	13.11% (16)	5.74% (7)	2.42	1.21	0	122

Rate your level of knowledge in the following:

The ability to:

	Poor	Fair	Good	Very Good	Excellent	Mean	Standard Deviation	Did Not Answer	Total Responses
C	23.66% (22)	19.35% (18)	31.18% (29)	12.9% (12)	12.9% (12)	2.72	1.31	0	93
D	18.48% (17)	15.22% (14)	41.3% (38)	19.57% (18)	5.43% (5)	2.78	1.12	0	92

Understand the academic expectations pertaining to studentship at the University at Buffalo and to higher learning at a research university

A	6.25% (7)	18.75% (21)	52.68% (59)	15.18% (17)	7.14% (8)	2.98	0.94	0	112
B	8.2% (10)	22.95% (28)	40.98% (50)	18.85% (23)	9.02% (11)	2.98	1.05	0	122
C	7.53% (7)	16.13% (15)	39.78% (37)	19.35% (18)	17.2% (16)	3.23	1.14	0	93
D	3.26% (3)	14.13% (13)	47.83% (44)	23.91% (22)	10.87% (10)	3.25	0.94	0	92

The teaching assistant(s) were effective in the recitation/lab and office hours.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Standard Deviation	Did Not Answer	Total Responses
A	8.04% (9)	17.86% (20)	30.36% (34)	34.82% (39)	8.93% (10)	3.19	1.08	0	112
B	8.2% (10)	13.93% (17)	27.87% (34)	37.7% (46)	12.3% (15)	3.32	1.11	0	122
C	6.45% (6)	7.53% (7)	31.18% (29)	43.01% (40)	11.83% (11)	3.46	1.01	0	93
D	3.26% (3)	10.87% (10)	18.48% (17)	51.09% (47)	16.3% (15)	3.66	0.98	0	92

Fall 2016 Comment Report

GEOFFREY W CHALLEN

Course Sections

A

CSE 199SR (A): UB Seminar

B

CSE 199SR (B): UB Seminar

C

CSE 199SR (C): UB Seminar

D

CSE 199SR (D): UB Seminar

E

CSE 723SEM (CHAL): Seminars

Please comment on the elements of the course you found particularly effective. -

A

- Group activities and video "lectures"
- Videos
- Doing activities in class helped me learn a lot easier.
- activities in class
- The videos were good, and I liked the way it is set up to make content, instead of just doing tests and work sheets all the time.
- Videos
- Use activity to help us learn.
- The fact we are exposed to so much technologies like Linux and various command line tools is very cool, so is brief into to web programming lanaguages.
- Recitations and online videos
- Some of the in-class activities helped me learn.
- It provided information and skills that will be needed, as a computer science major, in the future.
- Even though I would have liked learning the material in class, I think that the strongest part of the class is the videos because the students are required to watch them.
- None really besides the fact they took attendance.
- The online lectures were by far the best element of the course. Allowing students to review the material easily and at their own pace helps students who genuinely wish to learn the source material.
- I definitely believe hands on is the way to go, but in a smaller setting with a professor either leading or showing us would've been the way to go.
- working together in a room
- They teach us a new way to program using virtual box.
- I found the website building part of the course really interesting and useful
- A few of the activities were actually very informative.
- The in-class workshops were pretty cool, they were very interesting.
- none
- Activities dealing with our personal website and tools most developers use were very interesting and useful. The website activities were my favorite part.
- The videos
- Some really good useful things about internet
- The group activities we did in class.
- Flipped classroom could work really well if managed appropriately. Meaning having to watch videos and use practically what we have learned in class.
- Nothing really.
- The flipped classroom model is a very interesting approach to teaching a class. I liked the idea of watching our "lectures" outside of the class and doing hands-on activities during class periods.
- Very unorganized
- Some of the actives were useful. I also like the video for homework format and activities for class.
- Some of the activities were very engaging and well paced.
- Practice coding as part of in-class activity.
- I enjoyed the "flipped classroom" layout of this course. It was a great experience to be apart of. The idea of learning all the lecture material through short YouTube videos worked great for me, as I'm sure it did with many other students. As I do spend a lot of time watching videos on the Internet and find it is a great way to learn content.
- Coming from another major that's not computers I feel I learned a lot of new and interesting things !
- The flipped classroom idea was cool

Please comment on the elements of the course you found particularly effective. -

- None
- Video projects, some of the group activities.
- The videos assignment assigned to us each week could help us in exploring the internet world.
- the way of teaching
- The class exercises done twice a week and the recitations always seemed to be very informative.
- I believe the fact that we learn internet through internet is an interesting idea and definitely brought students attention.
- The course allowed us students to complete problems with other students. TAs walked around and observed to make sure all was going well. They helped when needed.
- nothing
- the thought of how and what is internet
- The idea of learning out of class and doing some activity when we would normally have a lecture.
- To learn new methodology.
- I had no prior experience with computers, therefore this class was very challenging
- video
- I enjoyed watching videos to learn the course.
- Not very much, the videos watched (seeing as it was a "reverse classroom") were somewhat effective in trying to teach "something", but I can't say that the topics covered in the classroom and taught in the videos were collinear, they sometimes felt like they weren't even on the right track with what was covered in the classroom.
- Nothing was effective.
- I like the flipped classroom method
- I thought the topics were for the most part interesting.
- Learning through the internet
- I feel like the activities in class were effective due to the use of group work. Students wouldn't do as well if they didn't work with a group.
- I found that only a select handful of the activities were effective and actually taught us something. It was more effective to have a single group for the entire week rather than change during each session.
- I liked the videos for homework aspect.
- assignment were all done through out the internet
- The recitation was (sometimes) more helpful than the activities and the videos combined.
- Forcing us to do the survey to push the deadline back to 11:59.
- The in class assignments where virtual box wasn't used and were more hands on helped me retain knowledge more easily
- The class structure and environment was easy to work in. Being broken up into groups allowed for more person to person interaction.
- I found the activities and the videos really effective.
- javascript game and anotehr programm
- absence of exams and tests helped avoid rote-learning.
- Sometimes the class was interesting, and other times it was not.
- the activities
- When we were taught material relevant to the CSE major.
- Learning how to make a website and work with a terminal, if we haven't before, were very effective.
- The videos on major topics were cool but as you got more into them they got more bland but not too much.
- 1. Hands-on experience 2. Innovative method of teaching
- I already knew all of the topics covered by this course.

Please comment on the elements of the course you found particularly effective. -

- I find the class videos to be a good source of review material. It's quite helpful to look back at them once in a while.
- the assignments
- The online videos
- The videos.
- nothing really super effective

B • Watching the Video was very good way to study and i like this type of class set up.

- The recitation was fun to attend. The professor was very nice and fun to talk to.
- Watching online videos.
- The work he put into the videos
- The videos. The lecturer. The course content.
- Any activity that is fun and engaging and isn't too confusing.
- Nothing
- Web design and web navigation
- Videos were mostly effective
- Having students apply what was taught in the videos to assignments in class.
- The flipped classroom
- i liked the idea of the flipped classroom an giving students the freedom to learn on their own pace.
- The flipped classroom
- Working in pairs
- The course is a good idea, a lot of the information that was covered in this course was some that I hadn't seen before. The videos were a good way to teach the students to have a more hands on approach to the class.
- Some of the activities were cool.
- Lectures in video format.
- Working in groups
- I found the activity sessions where we actually coded in HTML and JavaScript and CSS to be helpful. While at the time I had no idea what I was doing, I've now realized that by doing those it set a framework for each of the languages and I find it easier to learn each one .
- I liked the activites where you actually code in class and work with the linux OS
- Nothing
- I liked the flipped classroom style of this course. I thought it was really nice for us to learn outside of the classroom and apply what we learned through activities in class. Lectures in class are a little boring.
- The video assignments and the final project are very engaging.
- I found that the videos were sometimes effective due to the topic that we were learning and I found the videos that we had to make an effective way of learning as well.
- Group work
- This course was effective in putting my in different groups, allowing me to talk to different students I normally wouldn't have met.
- Fun group work and great online review videos.
- The content that was taught was educational and I enjoyed what I learned.
- This course is one of the valuable and interesting classes I have ever take. UTAs and professor Geoffrey Challen are very helpful if you have some technical question and totally have no idea, they would take you to the right track. After the class, I had the online videos to watch, which widely introduced all types or tools of the internet. I love that class.
- Creating a personal website really got me interested and was fun for me, because I really wanted to learn it
- The only thing I found effective about this course was the fact that I had to show up every day. Other then that this class did not

Please comment on the elements of the course you found particularly effective. -

help me learn

- -Videos -TA Liam Gensel & Kyle S. were extremely helpful & polite
- I think the flipped classroom was a very good idea for the Seminar class. It gives us the option to go back and re-watch and even re-learn the material.
- nothing at all
- What I found effective about this course was incorporating an attendance system to ensure students attend the activities planned for the day. In addition, some of the planned activities were actually interesting when it came to using the program "Virtual Box" to do some coding in relevance to the internet.
- The internet videos are very good to study lots of knowledge.
- Interesting videos
- I learned what is computer science and I loved it
- Having video recorded lectures to look back on was nice to have. Most of the activities exposed us to what problems people in certain careers may face on a day-to-day basis.
- The CSE 199 class covered topics that I was curious about, like how the internet works.
- n/a
- Learned more about the internet and the various topics related to that. In addition, learned basic skills such as html and css coding.
- Some of the exercises in class were very well done. Mostly the hands on coding ones, as they were fun and interesting.
- Practicle
- Working in a group
- The topics were good most of the time
- The most effective aspect in this course was being able to work in groups for each assignment which allowed for more ideas and better outcomes.
- I enjoyed completing the in class activities. They were very hands on which helped understand course material easily.
- Partner activities were fun and informative most of the time.
- in class activities - when i had a partner i worked well with. i did like having new group members every week, though.
- It exposed me to a lot of helpful tools
- The videos
- Social interaction, fun cooperation
- The reseverse classroom system was interesting to try and it was easy to learn from the videos
- I enjoyed learning about how computers work. These days, everything is ran by technology. Acknowledging the computer language is efficient when attempting to solve a coding problem. I also found group activities to be interesting and mind-challenging as we were working as a team.
- Videos and Activities
- The TA's were very cooperative.
- Group work
- Some of the videos were helpful in getting a better understanding of how the internet works.
- In class activities that engaged my curiosity were really great
- I liked how they switched up the videos so that you cannot switch to a different webpage and let the video stream in the background.
- Video lectures on certain topics very interesting and informative, Proff. Challen is very good at explaining these topics.
- The video taught me a lot of things about internet, those are the fun part and effective part of this course.
- Plenty of information
- I found that the videos were pretty informative

Please comment on the elements of the course you found particularly effective. -

- We were given videos to watch for homework, so that gave us a taste of information. However, to truly grasp the content, we had to make a video of our own. This was highly effective.
- I very much enjoyed the flipped classroom setup.
- Nothing was effective. Course was disorganized and grading system was horrible
- I liked a lot of the exercises we did in class and liked meeting a variety of people.
- None
- Homework site is relatively well done, projects are reasonable.
- I found the video projects to be effective.
- I really did enjoy the bite-sized chunking of the video lectures - it helped me to watch them on my time, re-find topics easily, and generally fit into my life.
- group working
- The videos.
- The flipped classroom is a great way to learn.
- Being able to work on the activity with other people every week.
- None

C

- These are things I found negatively effective: • I find the professor is unapproachable that I believe doesn't have much respect towards others. I find the way he speaks to students who asks questions disheartening, because he gives snarky replies, while half of the time not actually answering the student's question • When I ask the TA's for assistance when assistance, I was told to look up a tutorial on Google. Whenever I explain that I did in fact look up a guide, but was still confused on a few things, they still refused to help and once again told me to search for an answer on Google • Poor location to hold a "class" (he put us in Bert's cafeteria) • Lessons were unclear and overly complicated, students who aren't experienced had no idea what to do and received little help from the TA's • The TA's do all the grading, and each of them grade differently • The professor and TA's have unrealistic expectations. Example, we had several projects where we have to make a video covering a topic from the video lectures. We were told to just use our phones or computers to take the video, that it doesn't have to be professional or have edits, but then gave out poor grades for a video that wasn't "well-made/produced" or "professional". 99% of the students made the video the same way the instructor does himself, in which he sits in front of the camera and talks. But when the students sit in front of the camera and talk, we receive poor grades for a video that isn't fancy. This, we cannot do, because we are not film majors, nor do we have any experience with the such. These are things I found positively effective: • Some of the "activities" were useful and taught me something
- Good
- The videos were a more effective learning tool than I expected.
- Since there were so many students, the way they divided up the TA's to cover and help them all was smart.
- The activities in class were effective.
- I found that the class motivated me well to learn more about web development independently.
- Respective and active
- Nothing
- The videos were somewhat interesting.
- the course was good I learned quite a lot from it .
- The structure of the course was a good idea in theory, but fell short in practice. I liked the enthusiasm of many of the TA's, but that is the only good thing I can say about the course.
- Making a website
- The topics on some of the videos were very interesting.
- If students actually watch the videos, they are an effective learning tool for the course.
- Nothing was effective, this course was awful
- The combination of an online section of the class and in class activities was the best part of the class.

Please comment on the elements of the course you found particularly effective. -

- I found it effective that we worked in groups to figure out challenging activities everyday. We teach ourselves, so it's a new approach to learning.
- Although some of the activities seemed pointless most of them were engaging and informative.
- Grading class participation/attendance.
- Videos Hand on experience
- Some of the earlier activities were interesting, but then they fell off.
- I kinda like some of the scavenger hunts. They were ok
- Although some activities I believe were important and actually can be applied to what we learned in the videos, some can be classified as a waste of time. For an example, the activity that included downloading the Second Life software. That activity was pointless and was entirely ineffective. It was almost as if the professors and TAs didn't know what activity they should do that week so instead of cancelling class, they decide to make us do a pointless activity for 50 minutes. 50 minutes in which we, as students, could be using for studying, homework, etc.
- Videos
- Activities and videos
- How everything is outlined and how the video due dates are predictable.
- -recitation was really helpful -some of the activities, especially the more hands-on ones, were useful outside of class
- Video is a good tool. We can watch it as many times as we want and it's always there.
- Videos and group activities were engaging
- The reverse class idea. It helps me learn more effectively.
- I enjoyed the flipped classroom model, with online video lectures.
- some of the activities were pretty cool
- I learned how to make a website
- good
- Having no lecture.
- Web building was useful
- - I think the video assignments were a good way of getting to know a topic really well
- The awareness of the internet and its ways of working and networking.
- The flip lessons were effective watching videos at home and then coming in to class to use what we watched to execute tasks.
- None of it
- Learning how to begin to code HTML.
- more activities is better
- The videos were effective
- the videos from Professor Challen. the group format(and the randomizer bot). the forum for the class.
- Homeworks were cool, most activities are fun
- The idea of the reverse classroom was well implemented in the video lectures.
- None
- No exams
- groups
- Group work with other students was helpful in that if I became stuck I could reach out to them to help.
- I thought the videos were intuitive and if you didn't understand them the crazy number of t.a's made it really easy to get a solution.
- The amount of flexibility and learning materials provided were sufficient. Internet videos were helpful for reviewing material forgotten.
- I learned a lot in depth about the Internet and how it works in a whole by watching the videos.

Please comment on the elements of the course you found particularly effective. -

- The flipped classroom offered a different type of learning experience that I enjoyed.
- nothing
- excellent job on the videos, they were extremely informative and since they are public on YouTube, people all over the world will be able to learn from them for years to come.
- I found the group work and video assignments effective
- Group work with activities.
- I thought it was ok.
- The video assignments
- I felt that learning html and creating github accounts was very helpful to developing future skills and helping us on the computer science path
- The in class activities were interesting but need better organization.
- lab exercise's
- Every Class, we did different topic activity through group. We can learn topics through operating talking with partner, and asking TA. TAs will go around, and when we have questions, they will come and help us.
- The activities were engaging.
- Videos full of information that can be rewatched easily.
- The TA's helped explain the coursework during class

D

- Learning by doing in class seemed like a good idea.
- Videos, video projects, internet participation project, classroom activities
- The videos that were assigned as homework was valuable information, and I am delighted to have access to them whenever I want.
- watching the videos
- the TAs are very nice to help you figuring the problems you get confused
- The coding activities (github, jquery) were interesting and hands on and interesting.
- The marshmallow activity for sure.
- The in class activities.
- none
- Internet videos helped me learn on my own time.
- I thought the course work was too rough for a seminar class especially for non computer science major
- I liked that we watched videos online. They were very informative and gave us basic intros into topics of the tech world.
- The classroom activities.
- activities working in groups
- The final project was a very interesting assignment that I somewhat enjoyed completing.
- Nothing in this course was in any way effective, and I'm surprised it was approved to even be a class.
- The elements of the course that I found to be effective was that they had students in groups of four which made it freshman interact with people more.
- I like the activities than a lecture.
- N/A
- The fun inclass activities
- Hands on activities.
- the videos
- The activities
- Nothing

Please comment on the elements of the course you found particularly effective. -

- Nothing
- None
- Interesting
- The in-class activities and the videos were really helpful.
- The activity sections were a great way to get to understand the material
- Nothing
- Video Submissions.
- I found the course to be very effective in its organization of content and in the presentation of that content in various activities. Additionally, I believe the assigned projects for this course were not only effective in reinforcing knowledge learned from the video material, but were also entertaining and fun.
- The video grades are too harsh.
- The web development aspects.
- Reversed-classroom techniques worked well for this subject, I felt. Doing activities in class helped me so much more than if I had to do them on my own.
- internet security
- It was a very interesting course.
- The elements of the course made me learned a lot about the internet.
- I enjoyed the flipped classroom and the in class activities. Also I enjoyed how many Teachers assistants there were.
- The videos for homework were well made and explained things clearly.
- Learning how to make a website
- I liked doing activities in class. It was very stimulating!
- Group activities
- Videos and class activities
- The most effective parts of the course were the ones that did something above and beyond what could be found in a browser (Like following the wire video to see where the connected Internet was near us). The other videos seemed kinda boring in comparison. The activities that helped were the ones that taught us actual skills/tools we would need that didn't require outside knowledge or retained knowledge over weeks of activities.
- The video homework was interesting and I found them particularly effective.
- The video content on the course's website is very resourceful.
- A flipped classroom may have worked in high school, but definitely not in college. The one thing that I did find interesting were the activities in class since those were fun to do at times.
- Developing the web content at the end
- I took this course by mistake so nothing was effective to me.
- The fact that the videos we watched actually translated to our activities was very helpful.
- The explanation of the internet and how it actually effects our daily lives
- Watching the videos every week was a good way to learn
- Learning about the different uses of the internet and how it functions coherently with the real world
- Video Assignments
- Videos
- I felt the reverse classroom style of the course was very effective in allowing each student to learn at his own pace, while still being able to participate with the class in activities to review what was learned, especially for me.
- Group work.

Please comment on course improvements you would suggest. -

A

- the class was perfect
- Organization. Meetings seems very disorganized.
- No class, make it 100% online
- the check out process
- Organized the videos into separate groups in the review section depending on which topic they all relate to. It's kind of a drag to scroll through an entire list of videos in the Review section just to find one certain video.
- Improve grading done on video submissions, they are still very opinionated (eg. sense of humor, and creativity). Both of these are open to vast levels of interpretation.
- 1. PDFs with the video can strengthen the gained knowledge
- Better in class activities
- The course needs to be organized a bit more and there should be set content to go over at the recitations.
- Include more material that potential CSE majors would learn in their future CSE classes.
- Make the videos more interesting to watch.
- reducing the number of different topics and delving deeper into certain select ones. less video content. one deadline a week instead of 2 separate ones since deadlines on a weekday are hard to keep up with.
- table and class environment are too pool
- I would suggest an improvement in the checking out process.
- Change the content of some of the videos we watch at home to be more interactive
- Change the videos to help students actually pay attention and avoid virtual box
- Don't make the deadline 8:59. Make it 11:59 like a rational person.
- have recitations more often and have one activity a week.
- 3 video assignment that we ned to do is hard
- Make better activities for each day to work on on.
- Merging all the sessions was a bad idea. Even though we had to switch groups for each week, the introduction process was still too long since there were so many people. And then finding our group mates for the first time always delayed the process because we don't know who anybody is. At least if the sections remained separated, we'd eventually get to know each other and facilitate the class.
- More sections of the course. There are too many people going to the same place at the same time.
- Course needs to be way more organized
- I didn't like the design of the class at all. It consisted of groups in which everyone would just wait around until the 50 minutes was up so we could sign out and get credit for the class. I honestly couldn't say I learned anything from this course. Also, all the dozens of hours of videos we had to watch were all things you could google yourself and had no real application to anything besides a few specific fields. Recitations for the class were pointless and a huge waste of everyone's time in my opinion because the TA's always run out of discussion material within the first 10-20 minutes of class. I would suggest a whole redesign of the class structure. An interesting idea but executed poorly.
- Find a better way to track attendance. It says I have missed several classes when I have been to all but 2. maybe if you had everyone swipe in with their UB IDs it would track better.
- This course has amazing potential, it was just executed poorly. Shift the Tuesday video due dates down to Wednesday so people have better time to breathe in between the set of videos; Allow students a way to somehow catch up their grade on videos they missed (it doesn't have to be full points); Find a way to get people to pay attention and do their activities in class (important to make them learn!).
- -Videos were not always easy to understand, or explained things effectively or accurately -Activities flip-flopped from painstakingly easy to unbelievably difficult, difficulty curve is kind of crazy -TA's were not always the most helpful in the classroom, they were present but it was hard to get their attention sometimes or to get checked out so I could leave and go home/to work, doesn't apply to everyone but it certainly happened part of the time -When they weren't not helpful, TA's ranged from quiet/reserved, to very open and comedic, to generally helpful and open, to narcissistic, power-hungry freaks who tried to exercise what faux-power they

Please comment on course improvements you would suggest. -

didn't have on students who didn't know any better. -Felt lost many times, like I had no idea what to do, what I was doing, what I was doing wrong, what the right thing to do was, etc. when doing activities. Wasn't sure what kind of help I would get if any at all. - Professor Geoffrey Challen switches from an insane, ego-maniac who doesn't have the common decency to treat a serious question as that, instead taking it as a joke and mocking you for having dared to try to speak to him to a kind, helpful instructor who challenges his students as well as tries to explain and help when they have issues. I've heard of cases where he is actually intellectually-stimulating or helpful, but I haven't personally experienced it, and I'm waiting for that day to actually happen so I know for myself. -THIS MAN'S EGO IS SO HIGH I COULD DIE FROM LACK OF OXYGEN FOR BEING ON TOP OF IT All in all, I felt like I learned somethings, but not much. I never want to have to take anything like this again.

- The in class activities of this course were very hectic, and often led to nothing at all. Whether a student took a nap for 40 minutes or worked hard on the activity, everyone got the same grade as long as you showed up to class.
- smaller class
- The videos need to be less repetitive. The videos should also be categorized into weeks so it's easier to go back and find certain video topics for the video projects because after awhile they all just blend together in the review tag and it can be hard to tell which weeks are which even if they specified in the syllabus. Also, for activities where a lot of people need to access one website/server at a time it should be done in groups of 2 to 4 people using 1 laptop so the internet and the website aren't slow.
- Everything
- Grading Work
- Be more organized. Have all the TA's know the material. Make sure the activity will work when everyone goes to do it. Not make the course as you go along.
- more lively describe the knowledge if that is possible.
- plan things better
- remove the course
- The checkout system to keep track of our attendance was a little broken, but it's nothing to be too worried over. Mr. Challen's ways to organizing the class made it much more productive and least time was waste so overall.
- I believe the activities could be explained more, because there isn't much time to google everything.
- I think the class was really well taught. Unfortunately most of the students didn't seek to gain as much from it as they could have. This brought down morale during the course quite a bit as much of the class was group oriented. But i don't think it was the educators fault for that.
- better assignments
- My suggestion is that maybe there could have some ways to make the class activity section more organized since there are so many students.
- Some of the group activities felt like individual activities. There needs to be a better way to organize berts, and I think the activities jump around to much, they should cover less topics more in depth.
- Stop offering this class
- Better organized contents and activities
- I suggest that you change the video deadlines to be a little later and in some videos please don't introduce topics that we are expected to know and build off of that. Coming from another major I don't understand every reference and found myself researching stuff every video (even though I learned a lot and loved it)
- I really hope this course remains at UB as the freshman CS seminar. It is a really eye opening course on the Internet and how technology has evolved over the years. I think the current course setup is great.
- I felt that as the time towards to the end of the semester, the in-class activities become less interesting, which I hope it can be better.
- The difficulty of doing each part of an assignment needs to scale properly.
- Do not treat some of the activities as if we were children. Some of them were appalling in the level of maturity and age they were built for (sticking straws through marshmallows, playing a dumb mmorpg, playing games clearly meant for children, using sites also meant for children). Also, do not force a speed in which video's have to be played at. Most people found ways around the code that tracked if people watched the videos. If I want to watch the videos at double speed I should be able to.

Please comment on course improvements you would suggest. -

- To change the way they approach the topics
- While the idea was good, the execution was lacking in places. The activities need to be tweaked, as I'm sure we all know. Some are terribly boring and unnecessary, others toss you in too far without much direction or guidance (see: Activities #19-20).
- Not sure
- A better supervision on students to make sure that we know the course contents. Students usually do not know what they are doing in class and not learning anything.
- Make more interesting activities.
- More videos
- Better organization and more reasonable activities.
- making this course a lecture instead
- The class really needs assignments other than the main videos and final.
- The activities were a 'hit or miss' kind of thing. Sometimes I felt like I learned a lot, and some days felt like a waste of time. Also NOTHING HAPPENS IN RECITATION, it is not necessary.
- I don't like the video grading part of the course. I find their reasons too vague and doesn't really help for further improvement.
- The course improve my programming skills.
- finding a method to force students to actually watch the videos. Activities that don't confuse students that have no background in html.
- The grading of videos that we produced ourselves was inconstant and harsh. There were major variations between graders, of ten to twenty percent, which was aggravating, as typical one grader would give a 90 and the second a 70 leaving your average a 80. Even though the grading criteria states that grades were not looking for production level quality, the grades among classmates that I talked to leads me to believe that the average for these videos was in the high seventies low eighties. Considering that we are mostly freshman with only High School experience with presenting, it makes little sense why the grading is so harsh. Also there was no documentation that mentioned that a laptop was necessary for the course, however I have several emails saying that "All group members should bring fully-charged laptops to class." and that if we did not we would be asked to leave. This presents a huge burden on the students unnecessarily and needs to be addressed.
- I guess an overall more structured class would be better.
- Now, the rest of this course is one big mess. The improvements that I would make are: The videos- Please make it so that people cannot have the video on and do other things on their computer. So people said that this is already happening but plenty of computers still do not have this. It would also be nice to make it possible to have the videos unavailable during one's classes. I have seen at least twenty students watch the videos during CSE 115 and in CSE 199. Making videos- I would like the videos to be less points on your total grade and a late credit system. I would also like to add a small quiz to replace some of the points if the videos were lessened. Plenty of people have sent their video a minute late and got nothing, which is not fair. Their should also be an easier way of submitting our videos to you, like emailing the link using a certain header so that they could be distinguished from other mail. In class activities- Please plan them more carefully. Our class shut down at least four servers and the level of professionalism and creativity has been all over the place. Learning the material is important but when you go from putting marshmallows together to website making to a decently intriguing coding introduction to crashing servers, some form of consistency is needed. I would like to see a different order of the activities, having the personal website in-class activity on two spread apart weeks (And I'm not talking about (Wednesday class, next week's Monday class) is not the best design for the class and for the students. Also Second Life is literally the worst activity we did in class. Others- Adding many outlets in Bert's - *start a petition* - Try to make more room, or use another room for huge classes - If doing an online activity, one computer per group to prevent crashes - One group of four or six per week; I enjoyed talking to my group members instead of switching every day and getting to know anyone - I'm not sure who this TA is but one tall blonde guy was being obnoxious constantly, both for his students and others around him. - A better way of attendance and leaving. some TA's are stricter than others for this, some used our emails, some made us sign out and the same TA mentioned earlier make his students make jokes or other nonsensical task to see who leaves first. - The TA's were generally unhelpful in plenty of cases, some had to look at the email and still couldn't help. All of my TA's were nice and tried to help but they were uninformed on the task at hand. - The CSE 199 Grade robot is a different method then what I am used to. I liked it but I wish that I got my grades on a more regular basis. I would like to see my grade every other week so that I am not blindly guessing my grades. Hopefully this is extremely helpful for you and the TA's and hopefully this helps mold the class to a more fair and efficient seminar.
- MORE ORGANIZATION

Please comment on course improvements you would suggest. -

- Remove some of the activities like second-life etc. those activities while may be fun to some. Wasn't the best use of my time due to other course work I would of rather of been doing for other classes.
- Give us some cool projects to work on. No, I don't mean the activity we do in class time. Give us a mini computer board, maybe something like a raspberry pi for us to play with. Like a monkey toying with an AK-47, it would be interesting to see what we can do with it. I personally plan to use it as a finger point scanner to unlock the dorm bathroom.
- Everything is good.
- None
- Make the grading more even, it seemed like there was some confusion among the TA's about what is an appropriate grade for things and what is not. The variance in some of the grades for the videos (3 TA's grade each individual video) was astounding. I would also try to find a better way to track attendance as there were some issues there too. Overall though, great seminar course, especially for computer science majors.
- making our own videos wasn't fun, didn't like it
- There should be a day in the week where there was teaching.
- The structure of each class
- Change activities so they do not require a previous activity to do. It makes it so that if you miss one activity then you can not participate in the next one.

B

- more student interaction
- N/A
- Don't hold class in a cafeteria
- Quizzes on the video
- need more interesting stuff
- The checkout process was, to some extent, clunky. Even at the end of the semester. I also don't think students had a super clear idea how things were supposed to work from an organizational standpoint going in. I know it's all outlined in the syllabus, but it would be useful to really drive home what was to be expected on the first day. Also, having an alternative to the video assignments might be useful for those who find themselves camera-shy.
- Make class interesting.
- Some TAs were not very smart or good at anything, most were good though. You need a better screening process.
- show an exemplary video because the scoring on video projects are really random and unpredictable
- Take this course out.
- Don't make people play Secondlife...
- Give students a later deadline time for videos then 9pm, because who finishes their homework before 9. Also the activities were useless and thought nothing and wasted time. Sometimes TA's would forget to add on checkout list so people would lose credit
- I would definitely make the activities either more relatable to the videos or the videos cover more stuff *cough*command line*cough*
- There are no improvements that have to be made as far as I'm concerned.
- I don't think every class should be an activity. Some of them should be lectures.
- TA's should help more if possible
- Be more organized, because all students in this course are from different majors. We don't know a lot of things, so please be more progressive in the future.
- I do not agree with the flipped classroom concept, 2 lectures and a lab would have been a more sufficient use of time. Every week, it seemed 1 class activity was a throw-away not really enforcing any of the topics learned in the video lectures. For example, the "Second life activity" or the video review sessions did not add to the course in any way. Recitations seemed to be used for getting feedback on the course instead of having meaningful internet discussions. Activities should be done once a week in recitation with 2 supplement lectures.
- notification of new videos uploaded on the website

Please comment on course improvements you would suggest. -

- Should organize the class assignments better and easier for people with no prior background in computer science
- Mebbe remove the video submission review days? No one ever really does them early enough to show off so it was always sorta a waste of time
- Make the in class activities more organized and more effective. Less videos to watch.
- Actually teaching us a lesson before giving us a group assignment on it. Not everyone is a CSE major in a seminar.
- More organization for the activities.
- In the beginning of each class, have students submit 1-2 sentences on what they learned from the previous session. This will help refresh our memories.
- There was little guidance on the in class activities
- Video deadlines were very harsh and I often missed them by 10 minutes receiving no credit for the ones I had watched before the deadline
- The way it is organised and taught
- Keep things a little more relevant. Playing SecondLife is a massive waste of time and makes you look like a joke of a class>
- videos to watch should be due at midnight not 9pm!!
- More organization and structure
- UTA's should be a lot more lenient when grading video assignments. I did not do nearly as well on my second video assignment and I do not think that it was graded the way it should have been.
- The assignments needed to be more organized and the TA's needed to be better prepared.
- Rather than jump on many subjects briefly, focus on a few really good topics.
- Better activities, better use of time
- Activities in ubuntu was a disaster
- Organization could have been better, a lot of times we weren't able to do the exercise as it was intended due to lack of resources or technical problems.
- A different idea for projects other than making videos.
- At times, the videos to watch dont actually help at all with what we need to do during class. Also, the TA's mostly tell you to search google on what the answer, or how to do something. It makes sense as part of their job to teach and guide the students rather than put it off and tell them to search up google. And this class said that no CSE experience was needed for the class but most of the activities required computercoding skills and things that CSE students already know what to do.
- The video assignments are hard and most people do not watch the assigned mandatory videos. Its a bit waist of time especially if there is no test. I would much rather have this class in a lecture hall instead of watching videos on your own time. Meeting in Burt's is gross, especially if you have to place your bag on the floor and your laptop on the tables.
- Get organized! Send out activities at least early the day before, not at 10PM. Make the videos due at midnight.
- I suggest more activity and game program
- nothing, really.
- The activities are a little boring.
- Ensure activities will be interesting by possibly add more activities involving "Virtual Box". In addition to that, if the activity is slightly challenging and hard to pick up at first, provide a video teaching the students on what to do. Finally, upload less videos a week and provide some questions for each video to ensure students actually watch the videos.
- Teach the class in a completely different way than before
- The organization of some of the meet-ups could be better. In the beginning of the year, we were learning a lot of cool functions for computers and learning about the internet. But towards the end of the year, it was diluted and wasn't totally interesting as the first 3/4 of the semester.
- -Pick Partners -Videos on how personal hygiene is important for all college students -Only TA's Liam& Kyle seemed to know what they were doing the whole time -TA Evan needs to stop calling us kids even tho he is a year older than us
- A proper evaluation of our knowledge like tests and quizzes would give students greater incentive to pay attention to the videos.

Please comment on course improvements you would suggest. -

- Since we all have to use the same documents or applications during the class, a really good wi-Fi will be needed for that and sites that will not crash. I really wanted to learn from the videos we had to watch weekly, but because I had other classes with huge workload, I couldn't always pay attention to the videos. I needed the videos to catch my interest
- I will suggest video grading can be more flexible, don't be that strict.
- I would suggest better organization and a bit more time on difficult topics.
- Video grading, attendance
- Better way of tracking attendance. The videos to review online were good but me and many other students felt like we were teaching ourselves rather than learning from the course.
- Overall organization and grading needs to be fixed. Some TA's give higher grades for videos while other ones give very low scores. Attendance isn't done well, that would be nice if fixed also.
- Less people
- I would suggest having some of the things we learn in an actual class instead of just being on the class website
- Some of the activities need to be improved and need to be more related to the current topic and be more engaging.
- I would suggest a better grading policy in terms of the videos. Also, some of the TA's aren't very helpful, and it seems some of them don't even know what is happening in the class. When the TA's grade the videos, they should leave comments on how to improve our videos. Just giving us a grade does not help at all because we don't know what we did wrong and how to improve next time.
- Nothing
- It was an overall pretty decent course it's pretty tough to come up with improvements. The only thing I'd have to say is that late in the semester after watching hundreds of videos previously they did get boring. But does that mean they weren't very good? No not at all. My chem lecture is 5x as boring as those videos ever got to be so I think they are alright and students just have to deal with that sometimes.
- better organized work sessions
- Very hard for recovery to an A
- Focus more on the specific topics rather than on covering a wider range of topics.
- The venue was awful for what the course was trying to accomplish. Many of the TAs didn't know what they were doing. Geoffrey wasn't very nice himself. Tons of tech issues hindered the grading process and made it inaccurate in multiple scenarios.
- I think the labs that were done in class were not advanced enough and should have been a little more well thought out. The day we "worked" with second life the entire time was in my opinion a waste of a day and could have been better spent learning a new language or developing our current programming skills.
- The course is not set up to help those who have never learned anything about this before. I am not an cse major and this was the hardest and most confusing class ever. Just try to make it so that everyone can learn new things.
- N/A
- For assignments, the grading has sometimes been contradictive. So perhaps there should be a new grading system.
- Make grading of the videos less subjective
- Some form of a lecture
- More organized activities
- - Professor should help more - Recitations are not needed - Way to track videos more clearly - More useful activities - Better instructors and TAs
- TAs that give actual instructions other than: "Google it" or "I don't know what I'm doing." Some TAs also treat the students like children and belittle them. A particular TA named Evan is mean and harsh to students who ask questions and gives no instructions.
- More organized projects. Better grading rubric.
- Less videos more teaching
- Inatructions and descriptions of activities and assignments are too vague. Grades of video assignments are contradicting.
- Make the TA more helpful in teaching students rather than just standing there

Please comment on course improvements you would suggest. -

- Since this is the first year this class is being taught, I understand that it was difficult to organize. This class was just very awfully organized. I dont think I learned anything from this class. This was my least favorite class.
- Everyone can't make videos. Some people have phobia to stand in front of the camera and speak. Please you should consider that.

C

- No course improvements
- Have more interactive activities in which the course staff can help more with the students.
- The videos were monotonous
- No videos
- More organized activities
- Nothing.
- More well thought out video submission grades.
- I would just improve the organization
- better system for organizing seating at Bert's.
- hire a new guy
- Be more organized. I shouldn't get a 20 point difference on the same project when graded by two different UTA's.
- This class should be in a classroom next time but overall it was well taught.
- Giving more fair material during activity sections. Course could use better ways to distribute amount of time needed for students to accomplish certain activities.
- I think if the class work becomes a little easier, because not everyone has used linex or any coding device. So I believe if it was slightly easier it would be more appealing to a lot of people.
- I would suggest TA's to be more knowledgeable on the activities, I understand that they are sophomores for the most part and that this class is an attempt to change the way UB learns but I don't think it did the best it could do. Quizzes at the end of the sets of videos would actually make students pay attention while watching the videos in my opinion.
- less work
- Better activities
- Get rid of flipped classroom and actually teach students.
- Better organization and optimization of class activities is definately required. The activities rarely worked to their full extent and I felt like I was just wasting my time by going to class.
- Questions during homework, exams maybe. Too easy to pass without trying and makes groupworkfrustrating
- Avoid activities that are silly like downloading second life and playing around in it for 40 minutes. Make sure the TA's know what to do, there where times when I would ask questions and the TA simply did not know the answer. The grading system for the videos was frustrating, when I did not do well on one of the videos I asked the TA's and they said I lacked enthusiasm, which was sad to hear, I spent an average of 5 hours per video, used the video studio in Sivermen and had a powerpoint presentation. If the issue was that I did not have enough info or inaccurate info or something like that, then I would understand. But to say I did not meet the standards because they did not believed that I cared was very frustrating.
- More organization
- Make sure all activities work before we start them.
- Provide free booze in class.
- too many videos at once felt overwhelming
- None
- - When an activity involves something like coding in a new language, it would be useful if the videos taught us at least the basics of the language so we can go into the activity with some background knowledge instead of it resulting in us just googling for the answers and not really learning anything. I understand that it is useful to know how to google effectively but this just results in us not really learning anything. - If there is any way to standardize the grading of the video assignments it would be extremely useful. I think that the "excitement" aspect of the videos is a bit too subjective, sense let's face it, these videos are supposed to be

Please comment on course improvements you would suggest. -

informative, not entertaining. Also if possible the "originality" aspect of the grading should be less subjective. - If possible, split up the class into more classrooms for the activities or find a bigger room. Although Bert's may have been the biggest and best option, the rooms were still really crowded, especially on the high-top tables.

- Give us an actual Computer lab instead of meeting in a Cafeteria. Do more in class literal teaching rather than ambiguous Instructions
- The in class activities were mostly useless and too simple. the class didn't allow for someone with no coding education to progress so i mostly sat and watched my table mates do the work
- none
- More organization and better planning. Maybe setting your a real plan for the course as a whole.
- make the grading of the videos more fair. Some TA's like something some dont....
- They should take attendance by swiping your ub ID, rather than simply typing in your email. Also, should inform the TA's more thoroughly of their task and of your's during the activities
- I feel like we should have had more organized activities, with more guidance and input from the TAs
- nothing
- Add a search for videos. Now quantity of videos is more than 300, which made it hard to review certain video we watched long times ago. If I can search name of video, that would be more effective.
- -More grading of actual class work, not just a participation grade, so that we can't just goof off for an hour -more spread out deadlines for the videos (fewer per deadline, but more deadlines per week)
- You might want to add quizzes or some sort of assessment if you actually want people to watch the videos.
- lesser number of students at a time
- Some activities were weird
- End the "flipped classroom" experiment. It was a course defined by a completely unorganized staff and therefore caused confusion. Most student don't watch the videos. They just wait until the button turns blue to click and and continue doing whatever they were doing. Although the "flipped classroom" idea is a good idea, it was poorly executed and therefore should be scrapped. If this class was a traditional lecture I would have got much more out of the class.
- Make people take quizzes on the videos. Some of the more dishonest students were using auto clickers.
- The videos be more than just informational. Would rather do something, other than sitting through hours of dry videos
- Longer video deadlines MORE TAs
- More organized, class also was a "Ub Seminar Course" but seemed more of a CSE class
- The only improvement I would suggest is better organization but there's not really a better way to do it.
- I would improve on the time management of the class activities.
- Nothing
- Get rid of the professor, he's not good at his job. The TAs do a better job and teaching and helping than he does. Stop doing the flipped classroom, it doesn't work. People just use a program to watch the videos without actually watching them.
- I would suggest condensing the videos. Due to there being so many, most people don't watch them or do other work while the videos play in the background at low volume. I would also suggest re-evaluating what the students taking the course are capable of. Most of the beginning activities were way over the heads of many people in the class.
- The course needs more organization between the TA's and the professors.
- Better grading. Not solely based on T.As opinions
- The activities and video assignments were a nice idea, but I think in the end they just weren't very effective. There is little motivation to do well in this course, as there are no tests or finals, but only video projects that are graded with wild inconsistency. I can see the goal they had in creating this seminar, but I don't think it benefited many students. If they were to increase interaction between the students and the professor, and maybe have more concrete goals for the students, then this course could become helpful in the future.
- It could be organized better than this , the videos could be made more interesting and more detailed .
- I would rather have lectures.

Please comment on course improvements you would suggest. -

- Grade the projects fairly and not opinion based
- Too fast
- I would suggest making the first few classes of the year more interesting and worthwhile. This would help the class over the course of the semester by reducing the number of people that believe it to be a busywork course.
- Organize the lessons better.
- That being said (the previous comment), I'm sorry but half the TA's were no help at all. For example, one class we had to set up a website and I was naming it wrong, I called over the TA and asked him what to name it, and after 5 tries it still wouldn't work. He ended up calling over the main teacher and he was like "oh just add this" and it worked. That took the whole class and I was supposed to get a lot more done in that time. Also, towards the end of the semester the instructor seemed to be running out of ideas for videos, which we had to watch weekly, and was making some just so we had to watch some, even though they were kind of irrelevant I think.
- Some group activities didn't teach a whole lot. Group activities were hectic in nature.
- Good
- Everything needs improvement...

D

- No more video assignments.
- Some of the in-class activities didn't engage us with our peers so much as just give us a work procedure to follow for the class. Perhaps the frequent swapping of groups discouraged peer connection and discussion.
- Videos should continue automatically.
- have longer videos instead of many videos
- I didn't find most of the activities to be particularly helpful
- None that I have in mind
- Better organization in the beginning of the course. In the first few weeks there wound up being a lot of technical problems that caused setbacks.
- No video making, didn't help at all.
- Have set lectures. Would have preferred to learn html and java script in depth
- Do not do a flipped classroom, it doesn't work in teaching us at all
- There are 4 main components of this course. I would like video reminders on the day of the deadline of videos, only if you are on the subscription list. For video watching and video making. Majority of us miss videos for either procrastination, forgetfulness, or not knowing videos are up. A subscription list would be beneficial for a person who is aware of their problem and needs that extra notification, I wouldn't find the notification annoying, but I would definitely would change how I go about my day in order to get the assignment done. Even though I am routinely in this class, other courses have my attention too, especially in times of exams, and these course videos are swept under the rug. I've gotten more on top of the videos close to the end of semester though, which is good. Attendance doesn't need to be helped with. Also the website building is fine. I just stress about the videos.
- At times I felt what was going on in class did not align with the videos making me feel slightly lost. But it was a non issue as I would eventually figure out what was confusing me.
- The videos got less engaging overtime, even though the material changed. Something about the formula of always having to watch videos every week became boring. Additionally, some of the topics covered in both the activities and videos really didn't feel like they warranted attention and seemed like filler content. There should also be a better explanation of the basics of HTML throughout the course rather than in just the later half if HTML is to be focused on again (next seminar class to take this course).
- More projects
- More explaining of certain keystone topics
- Attendance system was complicated
- Don't make the due times for the videos so early in the day. The video submission process should be able to be accessed from the day the class begins, that way students don't do the video early and then forget to submit it.
- Better make students can work with HTML first then students can make the website afterwards.
- It could be more organized, and the grading and absence system needs to be greatly improved.

Please comment on course improvements you would suggest. -

- Course was very disorganized, and activities themselves were not always functional. I understand why they ended up being this way,
- Remove recitation, it was not useful or applicable in any way and was a total waste of time.
- We have been watching a lots of videos online, and to be honest I don't think everybody is actually sitting down and watching all the videos. And you can't check too. Also, we never actually talk about what we were watching during the lecture so it's very easily for those people who did "watch" the videos but never understand it.
- Again, the video grades are too harsh.
- I would suggest correlating the activities more with the content presented on the course website. Additionally, despite the large class size, the number of UTAs present for each activity session seemed excessive. Lastly, recitation sessions should follow a fairly strict routine or should be run as a normal recitation wherein students who require help can ask questions, but those who do not shouldn't be required to come.
- More interesting lecture videos.
- Not video based
- Better grading on the videos
- It needs to be organized properly. My recitation every week was just the recitation leader saying that how he doesn't like how the class is not organized and answering " I don't have any info that you guys don't have" to every question or doubts we had about the class.
- More attentive to student progress.
- None
- Not doing the same thing every day
- Watching videos
- Video submission reminders instead of last minute email saying it's due.
- N/A
- Well they should not of changed the syllabus during the last month of class. We started off with a bunch of UTAs for the class but by the end we ended up with like 5 of them. Jeff being one of the lead professors in the beginning of the course ended up not even showing up for class about half way through the semester. Overall the UTAs that showed up to class were helpful when you needed it the class was very disorganized. Screamed like by halfway through the year non of the teachers or UTAs cared about this class.
- Give us more time to watch the videos. The deadline used to be midnight but it was pushed to 9pm. Make more video walk-throughs so we can understand the activities better. I struggled with command lines and making a webpage. Have the TAs know all the steps of each activity so there is no confusion with the students. I don't like being told to google my answers, because it can be overwhelming trying to filter what i need to understand. Maybe make worksheets with useful and more focused information for the students.
- The course improvements that I would suggest are to teach students the material more and give them more background than have them try to solve it on their own.
- Cut the the activities that involve running around campus. Most students found that to be a waste of time. In general, just cut activities that are honestly a waste of time. The Second Life activity? Yeah. Big waste of time. Stuff like that is useless and doesn't actually teach anything. The activities need structure and need to have meaning behind them
- Attendance taking was very poor, some people wouldn't get counted. Maybe have a sign in sheet? Also, I am sure that no one watched the videos and I feel bad because I would've been more interested in learning the material in a lecture instead of the videos. The activities were extremely hard for those who were not computer science majors and even those who were. I thought that the grading for the videos made by students could have been more appropriate since not everyone is outgoing in front of a camera. I also came in having the belief that this freshman seminar would help students get familiar with the school and it did not do that.
- Terminate the whole entire coarse.
- No suggestions.
- class itself was an experiment and the instructors didnt always know what was going on yet they werent lenient at all with projects and grades

Please comment on course improvements you would suggest. -

- Most of the activities we had to do in class were very difficult and almost impossible for someone with no background in computer science to complete. I found the instructors very unhelpful and questioned going to class every class because I knew I would be sitting there not knowing what to do for a majority of the class.
- Even for students that don't have any prior programming experience, they ask you to learn a couple of new languages(Javascript and html) by themselves and then make a website which counts for a large portion of the grade. Also, minimum grade required for an A is set too high given that it's almost impossible to get near to perfect grades in our video submission assignments.
- I would liked to have seen the activities we did in class relate to that week's videos.
- Examples of correct videos to ensure that the correct format is followed for the video submissions
- none
- More relevant topics to work on.
- More instruction during activities.
- Less videos and a better deadline. 9 is a very akward deadline that really effected a lot of students.
- The attendance system can be improved
- less videos to make
- The class activities were hit or miss; scavenger hunts were not well designed. The actual computer tasks, however, were interesting and strongly interactive.
- N-A
- Video grading didn't work well. Ratings were subjective and not based on the effort put into the video, and it was hard to know what I had to do to get a good grade. Recitations were almost pointless.

For what primary reason did you enroll in this course? - Other (please specify)

- A**
- (Other (please specify)): UB Seminar
 - (Other (please specify)): Advisor put me in it.
 - (Other (please specify)): I didn't choose my seminar so my advisor did it for me

- B**
- (Other (please specify)): Seminar is required so I chose this one
 - (Other (please specify)): wanted to see what this class was about
 - (Other (please specify)): Required seminar only because the other seminar for engineering was full.
 - (Other (please specify)): Needed a seminar
 - (Other (please specify)): I transferred from another class and this class happened to be the only engineering related seminar. (I am not a computer science major)

- C**
- (Other (please specify)): It seemed interesting
 - (Other (please specify)): It was the one that interest me the most
 - (Other (please specify)): I just get interesting
 - (Other (please specify)): I had to take a seminar and its title was decivingly cool
 - (Other (please specify)): Freshman Seminar

- D**
- (Other (please specify)): My Counselor
 - (Other (please specify)): Interested
 - (Other (please specify)): Thought it would be cool

If you were dissatisfied with any of the instructional facilities, please explain: -

A

- 1. TAs were not helpful
- Holding activities in a lunchroom is unacceptable.
- too much people in one room man
- WE WERE IN A CAFETERIA
- There's a lot of people in one space. It gets crowded after a while.
- nothing
- I wasn't that bad.
- classroom technology: lack of charging ports. classroom space: not being conventional isn't enough. unconventional stuff must also work. the cafe just did not.
- no i didnt
- Being crammed into berts was not effective. Finding groups was difficult since no one would sit where they were supposed to.
- Please have a legitimate classroom. This place is terrible and doesn't have outlets. Don't require people to have laptops, man. Some people don't have laptops.
- The Bert's cafeteria was too large, and finding our assigned groups was like finding a needle in a haystack, especially in the other room. The floor plan needs to be fixed ASAP if Bert's is ever to be used again.
- We worked in a cafeteria...
- Our "lecture" hall was located in bert's cafeteria...
- Recitation was fairly pointless
- too big of a class
- -No lab space, so it doesn't apply -Technology was my own, so I can't say anything about it without being biased, though the programs they utilized weren't the worst either, they were alright most of the time. -Recitation was a fucking joke and a half, little to no participation from students, half the class, who were of other races or ethnicity, didn't even bother to show up, instructor tried his best to be helpful and speak on some topics instead of wasting time and I applaud him for that, but I don't think he was very effective, since it didn't seem like it was very in-line with went on with the weeks videos. He spoke on a great range of topics, or ones where he has a very personal connection, but I can't say it felt like what he spoke about was on the 199 level, or even related to the weeks videos at all. Didn't sound like it. -Classroom was insanely massive, and if you got good internet in wherever you were working, you know so you could actually do some of the work that week, you were fucking lucky. Could have used more sections, so you didn't have to try cramming 300+ people into 2 rooms. Lot of emphasis on groups and group work, but most of the time there was no working in groups or as groups, it was a lot of individual work just with other people around. didn't feel like groups were particularly "balanced", as I could be in groups where people weren't CS majors with no idea what was going on or what they were supposed to do, or with people who had far more experience in the CS field who blazed through activities with no issue at all.
- who the fuck uses a cafeteria as a classroom
- it was in a lunch cafeteria, we had to bring our own equipment
- We need laptops for the class, but there are no ways to charge it.
- We were put in Bert's cafe
- No
- Bert's is not the best place to use a large amount of laptops. We slowed down the wifi and some of the tables were much too small.
- Bert's was way over crowded, it was managed well, but there were no outlets and tons of people. There was no way to charge your laptop which were almost always required.
- Some of the TA during some activities had no clue what to do how to help or even what the activity was about
- no outlets
- Requiring laptops/phones \$\$\$
- Bert's + too many students = Very Dissatisfied
- No classroom tech used, besides personal computers.
- Instead of reporting to the scheduled classroom on our schedule. We were instructed to report to Berts dining hall for the entire

If you were dissatisfied with any of the instructional facilities, please explain: -

semester. This wasn't all that bad, except for the fact that, on occasion you were somewhat forced to work at tables with food on them. No the biggest problem but not really enjoyable. The dining hall also did not have power outlets, and although this was stated in every email with groups assignments, it was a pain to have to manage your day as to have an hour of battery life for your laptop.

- Classroom was a cafeteria...
- Having class in a dinning hall is a bad choice.
- -Tables in berts cafeteria are not really comfortable. -And its almost always confusing to locate our group.
- The class was very cramped for space
- this course overall was not organized well in fact very poorly. In my opinion this was the worst course I have taken at UB. I am very dissatisfied with this course.
- Bert's cafeteria is not a good learning environment.
- I did not find recitation useful in anyway.
- The class was held in Talberts, which mad it hard to navigate and left little room for using computers.
- No
- The classrooms were too small and separated, so we moved to Bert's. Bert's has horrid wifi, no electrical outlets, and was open to the public. Overall, not a very professional or enjoyable learning/work environment.

B

- We had class in a cafeteria.
- Bert's was crowded loud and it was hard to find assigned groups. There was not really any technology used other than own laptops. recitation space was small and cramped.
- Try to get a room with a lot of power outlets.
- There were no power outlets in Burt's.
- It was a bit cramped in the classroom.
- Packed into a lunchroom for class and extremely unorganized
- too crowded
- We were in a cafeteria with no outlets for a class that requires a laptop. Ugh.
- Having a class in a cafeteria is not exactly pleasant.
- It would be nice to have electrical outlets available in the classroom space in the future, or ways for those who don't own laptops (as few as that number is) to participate more readily.
- Having to go to Alumni Arena for a 50 minute recitation is ridiculous. Especially for a required seminar.
- The amount we needed to download on our laptops and devices because nothing was given to us such as a computer lab
- Nothing about this class was satisfactory.
- This class was very disorganized and the space was not comfortable.
- HAVE A BUNCH OF PEOPLE ON LAPTOPS IN A ROOM WITH NO CHARGERS. GREAT IDEA
- For the whole semester, we were in the cafeteria. Space was limited.
- We kept Ddos-ing sites we needed to use, the class size was too big
- berts map did not match actual tables. this made it difficult at times to find my group
- Some TA's were not very helpful.
- Meeting in Burt's is a very bad idea. Placing your bag on the floor and your laptop on the table is very gross. I would much rather have this class in a lecture hall.
- activities could not be completed to websites not working
- clostrophobic
- Bert's was a little hectic at times.
- Sometimes confusing to find the groups we were in, especially with no numbers on the table tops. Granted, that would be hard to do so I do not hold that against them...

If you were dissatisfied with any of the instructional facilities, please explain: -

- most of the time, we were crammed into Bert's cafeteria and it was very crowded.
- My recitation space was all the way in Alumni. Alumni is very far.
- Going in Bert's every day and finding your group was a joke. Make the seminar smaller and go into actual classrooms.
- A cafeteria was one of the worse venues for a class like this. It should have been taught in a lecture hall or a computer lab.
- The entire class was packed into Bert's hall.
- A class in a crowded cafeteria shouldn't be allowed
- Classroom was moved from a lecture hall to a dining hall, and the dining had no outlets for charging laptops and the wifi routers often were unable to handle the load of having a large class in the hall.
- We were placed in Bert's Cafeteria, a space with not enough outlets to run the course. Not only that, but a lot of the programs they have us run are very intensive on the computer, one particular activity being a time when they had us play Second Life, which drained everyone's battery and caused most of the class to have dead batteries before the end of the class. The recitation being in Alumni Arena is extremely inconvenient and very disconnected from the rest of the campus. It is very annoying going to and from Alumni.
- We had our classes in BERTS CAFETERIAS
- The numbet of people is way too many.
- There was 300+ kids crammed into berts the cafeteria
- We were in BERTS NOT A CLASSROOM. There were so many people in the class and they did not realize that they would need a bigger classroom so they just opted to use berts dining hall.

C

- We were in a cafeteria.
- Bert's gets too crowded in areas.
- We had class in a lunch room.
- I didn't like the fact that the class was taken place in a cafeteria.
- Very very very poorly put together.
- The course did not prepare for the amount of computers on the servers/sites all at once. Felt that they could've ran DDOS to see what the sites/servers could maintain.
- Could have a better experience using technology if terminals were available for charging electronics.
- The whole idea of shuffling all the students around a cafeteria every week was not very smart. Having temporarily set groups and tackling bigger projects over the course of two weeks would have been more ideal.
- We were in a lunchroom instead of the lecture hall.
- No outlets and not enough bandwidth you cunts.
- We sat in burts cramped every class not fun.
- We meet in a Cafeteria, Not a classroom, and several activities were intensive on hardware, so many students were unable to participate with older laptops.
- Bert's is crowded yo
- better place then berts maybe
- Bert's was a little crowded, and finding groups could be a hassle as well, but okay otherwise.
- It was a little congested in Bert's cafe for the 4pm class.
- Sometime it's hard to find seat matches my number. The only way to find it is to take a look at map on phone and and ask others. Attaching number on table will make it simple.
- Bert's is pretty gross.
- Hundreds of people jam packed into one area all trying to access the Internet from the same location caused Internet to be slow and hindered the students ability to finish the required activity.
- There were too many students in the class at one time and we did not really have a classroom. We simply used the Bert's cafeteria. Often times the sites that we used for in-class activities would crash due to the large number of students accessing the

If you were dissatisfied with any of the instructional facilities, please explain: -

sites at the same time.

- We worked in the cafeteria.
- The class was held in Bert's...
- No, it was the best way to fit a hundred groups.
- Bert's cafeteria got very crowded. There were no wall outlets.
- maps were not clear
- We were crowded in berts cafe
- The facilities were too small and lacked outlets to charge the laptops which were required for coursework.
- It's in a cafeteria. A cafeteria. How about a lecture hall or something a little more professional.
- Bert's is a very crowded space and is sometimes hard to concentrate in, but it's not a big concern.
- Bert's is a horrible plase to hold a class.
- There wasn't enough room in the lecture hall of everyone so we ended up going to Bert's, one of the restaurants. I'm pretty sure that's a sign there's too many students. It was one of the bigger lecture halls too, not one of the little ones.

D

- Bert's did not have power outlets but our class required us to bring laptops
- One of the TA is too lazy and doesnt have a idea what he's talking about.
- None
- We were in berts cafe rooms
- I didnt think berts was a good space for a computer science course seeing as there are no outlets to charge our laptops.
- We had class in berts cafeteria, very awkward.
- Not really a complaint, but maybe move to a room that has some computers to accommodate the few people that don't have fast enough laptops (and maybe fit the atmosphere of the course better), otherwise Bert's is fine.
- I was not dissatisfied with the facilities, on the contrary, I liked having class there.
- N/A
- The class wasn't even in a class lecture hall or room it was in a cafeteria
- There was construction going on outside of the window of the cafeteria. We were also taking up a public space and would have to kick out students that weren't in the class.
- The class itself now takes place in Bert's Cafe which is much more convenient than Alumni, but the circle tables are way too small for a group of 4 to all have their laptops out, especially when you get some people that 17" laptops. Also, it is a Cafe after all, so sometimes the assigned tables are gross and have food all over them. I think finding a new location for the class itself would be beneficial.
- There are no outlets in a class where you need laptops. The class room was a cafeteria.
- berts cafe had no outlets
- Not dissatisfied.
- The class was in an actual diner room/restaurant. Where tiny four person circular tables were magically supposed to have four people working on there own laptops, while TA's mindlessly walked around the room not paying attention at all to what the students were doing. I'm convinced I could have watched a full length film every day in that class and not a single TA would have noticed.
- not a lot of room in berts

Please comment on how effective the instructor was in teaching this course. -

A

- Geoff's online videos were well-produced and conveyed the info he wanted to convey rather well. Unfortunately, any questions asked on the forum were usually met with a short, snarky, or sarcastic response, and sometimes simply led you to Google.com. Totally unprofessional and unwelcoming.
- He was for the most part effective to me in this course.
- The instructors seemed to have in-depth knowledge of the material but this didn't always translate to the TA's being helpful.
- Honestly not really effective. I did not learn that much in this class. The size of the class might be one of the reason why students do not get enough supervision/attention. I have to admit it, he has some good ideas in improving UB in computer science area
- He was very effective I learned a lot about the internet.
- Teaching us knowledge clearly
- Very enthusiastic about the class, but could improve teaching methods.
- The instructor for this course was not effective in teaching the material.
- He really taught only through videos, I think there were too many students
- He was pretty good. But the course sucked.
- Not very effective
- He shows us many new stuffs about the IT world.
- Instructor Challen
- All the lectures were spot on and were explained very well. The assignments were designed to give the students a bit of autonomy when completing them, however did not accurately specify the quality the professor was looking for leading to general miscommunication of what was to be expected on assignments which lead to poor scores on assignment for the class in general.
- Somewhat, never really saw him.
- He was very effective, as he taught a lot during recitation and during class.
- Not being able to see you teach in front of class was a let down. I was not able to meet you and being unhappy about the class made me partially dislike you, since you run the class.
- His videos were clear and informative.
- Pretty good. Much of the stuffs involve self learning though like figuring out how to use Linux terminal.
- He was enthusiastic about his course and the topics presented. If you paid attention you would learn the material pretty effectively.
- Very effective and well spoken
- Organization was poor
- He was somewhat effective.
- he was effective
- Did a great job. All the videos were enthusiastic and got the point of what it was about. Its a lot to pack into 5 minutes, but he did well
- Effective
- He's very passion in his lesson and recording video for us I think he is a very nice teacher
- the videos were good
- not very effective with the videos
- I enjoyed the video presentation system. I made learned relatively laid-back and still provided vast amounts of information.
- The way instructor hopes student to completely rely on Google to search isn't as effective as just teaching the concept. Google is a great place to learn, but the information it contains is way too much and not concise enough.
- Seems confident enough to teach the course competently but unnecessarily arrogant during office hours
- Eh
- I had him for recitation, he was great at teaching that but I don't think the videos were as effective.
- I liked the new system of teaching through videos. Especially when the videos were interesting and not him talking and not moving

Please comment on how effective the instructor was in teaching this course. -

- I enjoyed Professor Challen's instruction both in the online videos as well in recitation with him on Fridays. I think he has a real passion for this class and undergraduate CS education and he really put a lot of hard work into building this class. I thought his teaching method was very effective.
- Didn't see a lot of him in the beginning, discourse wasn't a very good forum.
- I am able to learn a lot of things about internet through his videos.
- Some of the activities made no sense as to why we had to do them and most of the other ones where a complete waste of time even if they had a clear objective. There was a place to talk about the course but usually no arguments would be heard. There was no clear office hour posting just emails once in awhile. Would not float around during class and usually stayed in one general location. The class has potential but overall a pretty big let down.
- He was informativ
- Effective
- Very Efficient.
- He had an interesting idea for a class, but it was obvious there was no organization.
- Answering questions and providing suggestions to us
- he was very effective in convincing me the spelling of "jeffrey/geoffrey" should be geoffrey since it sounds like a round word
- Mr. Challen went above and beyond what I expected a professor to ever do. He made his own website (a few, actually) that hosted all the content for us students to use to learn and discuss with others. He made my first semester of college great: - his class was fun. I genuinely looked forward to going every Monday and Wednesday - he was patient and understanding. I had a scheduled conflict and he made siren it was resolve during right away - he was just a great teacher overall I'm really sad to hear the news that he wont be teaching next year... that really disappointed me.
- You tried. You really did. But you didn't always do it well. Your videos were alright. Most of the time, until I started failing to be able to understand them halfway through one weeks videos. Maybe that's my fault. Maybe I wasn't attentive enough. Or maybe I just didn't understand. Maybe I was just distracted or bored and wanted to get it over with. Doesn't matter that much now, since they're almost over. But keep that in mind next year. Your activities switched from ridiculously easy to back-breaking difficulty. The difficulty curve felt insane at times. It didn't feel like it was fair, like a good introduction to CS and to college. It felt like it put a lot of people off, both from the CS field and college. Sometimes, I just sat there doing nothing in those activities because they weren't explained well at all, and I couldn't figure out what was being done wrong. Remember that too. And remember this. You tried. I appreciate that, I really do. You put in a ludicrous amount of work, into the class site, into the content of the videos and activities. I respect that. But try harder next time. Oh wait. You won't be.
- Mr. Challen was one of my favorite instructors from my first semester. I was very impressed with him, and felt that he was one of my most experienced teachers.
- useless
- I think he tried, but the activities were overly complicated for certain people and the videos, although interesting, were unrelated which is why I feel people were finding ways o get out of watching them. In terms of discourse I like the idea that he was able to answer questions for us one on one.
- He tried his best at teaching this class but it's online so it's difficult to actively teach
- The videos were explained well but all the topics never really and any application or use.
- I can't directly comment on how effective he is, because he only ever lectures us through videos. It would have been extremely effective if people actually paid attention to his all his videos, and the activities in class. However, 99% of them don't, and so his tactic of a "flipped classroom" failed. Other than that, most of the time when people ask a question on his Discourse forum, he replies with the most arrogant, condescending tone. This is not based on my personal experience- I have never asked a question on his forum. This is based on me reading every thread that he has ever replied to on his forums, and judging based on that.
- very effective, as long as student follow the instruction that he gives via email
- Never spoke a word to him.
- The videos were fine at first, but they eventually began to drag as the weeks went on. I feel as if the video lectures would be more effective if they were more succinct.
- Not very effective. His TAs aren't the best at known ng how to help students and because the class is so large getting to him is difficult.

Please comment on how effective the instructor was in teaching this course. -

- Not very effective. He wants enthusiasm from the videos that we make, but his videos aren't very interesting or enthusiastic.
- His videos were a bit dull. Not very exciting or interesting.
- He did a good job in regards to the video but was not involved in the actual activities.
- Professir Challen has a strong understanding of the content being taught, and is enthusiastic while presenting it to students.
- The instructor was very effective since he has taught me the fundamentals and basics of the topic covered in the course. Geoffrey's videos have taught me a lot about how the internet works.
- video were effective way to teach
- 6/10. videos interesting to watch but with no text material and an extremely diverse set of topics make it hard to remember or learn well a skill or information.
- You were fair and efficient.
- so so since he was talking through the video, it does not have very powerful effects in a term of learning. I think i would be better to learn face to face in a class
- The instructor was teaching very well.
- He's my personal hero and should receive a raise, please give this man more money/ authority. Great man
- effective
- His videos were helpful and fun to watch. I've learned more about the internet thanks to his lectures in his videos
- I don't personally remember ever meeting Geoff in person during any activity or recitation.
- 1. Knows what he is teaching 2. Quite helpful
- Superb
- very effective
- The video lectures were very good and straightforward, but sometimes it seemed that we were not given enough information for the activities.
- He was very committed in making videos and always helping students

B

- He is like one of the best teacher i have ever had in my life. I love the way he did the CSE 199 course.
- I never even got to say hi to the guy. I dont even know him. He did not teach the class. He just put his class online in videos. Videos do not help me learn. If the videos were fun to watch, I would watch them. The other profposors werent any good either. The only professor that I liked a lot was Andrew Hughes.
- Gave us assignments but didn't give us rubrics based on that assignment and then graded us very poorly because kids didn't understand the assignment because they was no rubric or any guidelines
- Effective on online video assignments but not on descriptions of activities
- Videos were very effective
- He is arrogant
- He uploads a large multitude of videos online for students to view, but a lot of these videos are fluff/unnecessary.
- Very effective. Knew the course inside and out
- effective
- Effective. Not very approachable
- Very effective. the flipped classroom taught me a lot about the internet
- He organized a series of thorough videos on a variety of topics that students should learn and set up a series of activities to give students the chance to apply what they learn in real world situations.
- Very effective
- During "class," he basically just walked around and watched. Some of the videos he made were okay, but the restrictions that he put in place for watching were abysmal. In addition, some of his forum comments, personal comments, and websites he told us to visit contained questionable content that did not reflect the professionalism of this University.
- Just fair I would say but in some of his video lectures, he said things from his personal opinions irrelevant to CS or technology that

Please comment on how effective the instructor was in teaching this course. -

are somewhat offending.

- Professor Challen was good while presenting information on the video format, however the labs in class were not developed enough.
- Geoffrey made a good attempt to try and make students watch the videos, but reverse classroom just doesn't work for most people. Everyone I talked to just binged through the videos with their computer on mute. You could also sense he was arrogant about himself, all students I talked to about this agreed with me.
- It's mostly TAs
- he wasn't really teaching us anything really. since the method of learning was through watching videos we weren't very engaged
- Geoffrey is an amazing professor and obviously a very intelligent man. He is funny and very caring for his TA's and students. It is so sad to see him leave.
- Excellent professor and sad to see him go. He taught with a purpose and was very helpful and engaging with students.
- I learned a lot from the course. All the videos were well explained with drawings to help visualize concepts. The activities also helped me get famiwith different coding languages and internet routing.
- Geoffrey Challen did not have a big part in anything that I learned this semester. He did create the videos, however, which is impressive and appreciated. But because of the way that the course was set up, there is no incentive to pay attention to the videos or learn from them.
- He had great knowledge about the course which was obvious in the videos we watched weekly and our activity instructions
- All I can say is I'm not surprised he didn't get tenure
- He was fair based on the number of students he had to teach.
- He was making the great videos. The content of videos is trustable and meaningful.
- Very nice, welcoming, enthusiastic and passionate teacher. With the videos however, I felt as if I was teaching myself too much throughout the course.
- He is a god. Should have gotten tenure.
- I have seen him like once throughout the activities
- Geoffrey Challen is a horrible indturctor
- Professor Challen was effective in teaching the material but it could have been better. Having all the material be in the weekly videos was very tedious because it was very easy to get distracted and since there were so many, it was hard to be enthusiastic about getting them every week. However, I have learned a lot about the internet and wish it was taught in a better, more effective way so I can recommend this course to another student.
- His video teaching is very clearly, and it is good.
- He does well
- Mr. Challen is bias and there are too many videos to watch. Most people do not watch the videos. The in class participation is a waist of time.
- he likes to teach on the video and he likes to make activity
- n/a
- Most of the videos were well done but some of them were confusing.
- He was the bomb
- Challen presented the course material very well with his weekly videos and he allowed for me to learn a lot about the internet with his assignments. On the other hand, there were times where the assignments were very disorganized and confusing.
- Professor Challen is very enthusiastic on the topic of the internet. This makes the course video lectures a lot easier to watch and comprehend.
- Good video lectures, but the activity topics were sometimes too far from the lectures set out.
- A very effective teacher
- The videos were very clear and straightforward, but also managed to be interesting. I didn't talk to him as much as I would have liked to (my fault not his), but he seemed like a cool guy who knew his stuff.

Please comment on how effective the instructor was in teaching this course. -

- Pretty good
- He was fairly effective
- Better to teach classes in person rather than in online videos
- With his online videos, I was able to follow and understand the topic at hand. His explanations were detailed. The group activities engaged every member to play an active role as a group.
- He was very clear on the concepts. The only problem with the course was that it was poorly organized.
- He didn't teach me much except through the videos but even then it didn't feel like I really got the info from him so I never really got to meet my professor
- He is a good professor
- He is very passionate about the course but sometimes uses more challenging concepts that basic no knowledge Students will not comprehend. Overall he's good though
- Pretty effective. Though I would suggest perhaps that the videos link to articles or something so people can read as well as watxg
- Overall Geoffrey W Challen put a lot of time into making his videos but he could work on making them about more meaningful and importance topics.
- I rarely had any interaction with Mr. Challen. The videos were not effective in helping me learn the course material.
- I didn't learn much of anything
- Very effective. Will miss Geoff next year.
- walking around to see how the kiddo working
- Somewhat
- The video lectures were quite enjoyable to watch, and conveyed information quite clearly while leaving room for students to further explore ideas that interest them.
- The videos were effective when people actually watched them.
- Good enough.
- He makes great videos, but hes not a teacher
- He did really good jobs on the videos.
- He did pretty well teaching the course and put a lot of time into the course as well
- Taught videos very well.
- He was effective
- Mr. Challen is very knowledgeable and taught the class a plethora of knowledge in online videos.
- He was very good in the videos. I highly enjoyed them. However the activities made the class more difficult than it had to be
- He did very well in the 300 or so videos he made in making the course fun and interesting.
- Barely effective because he wouldn't spend time with the student. videos he made were useless. didn't teach
- He was effective based on how explained the subject through his videos.

C

- The videos he makes are very insightful.
- The only time I actually talked to him was about the website thing I said earlier. Other than that I only saw him through videos we had to watch, I'm sorry but I can't really ask a video questions if I had any.
- I only ever saw him in the online video lessons, but even there, his speech and voice were very effective in making me learn the material presented.
- Good
- Was not that effective, nor did I find him approachable, based on how I have seen him respond to other students.
- I would like to have a solid opinion of professor Challen, but since he never actually talks to us in person makes it hard to evaluate him. I only see him in the video assignments, but it would be better if the professor would actually address his students directly sometimes and not leave everything to the TA's.
- He was quite effective but as I wrote before , the videos could be made more interesting and more visual .

Please comment on how effective the instructor was in teaching this course. -

- None existent in teaching the course he only makes poorly made videos he expects us all to watch yet no one does.
- Never taught directly by instructor, mostly interacted with TAs.
- He is speaking very well in the lecture
- He was quite effective.
- Challen did a good job at teaching the material for this course.
- If students watched the videos, he was very effective. Otherwise, he was nearly non-existent during the actual class activities.
- The videos he made were clear and covered a wide variety of topics.
- He was not effective, the class would be so much better without him. Replace him with a professor who actually cares about his students success.
- The instructor taught us well visually through his videos.
- Dr. Challen created videos for us to watch which were very effective in their nature. He was always excited to be teaching us new content.
- -worked well with students -easy to approach for help and encouraging of students to ask for help -made expectations/assignments easy to access and understand
- The instructor was dedicated and took great care to explain everything in detail.
- Didn't see him much but his videos were good
- Videos are boring to watch and hard to pay attention to. Vast majority include the professor standing in front of a whiteboard.
- Many students had little interaction with Geoffrey. Some of his comments were unprofessional. Some of his lessons felt like a complete waste of time, often forcing students to play video games to receive credit for the course. Very unprofessional.
- best instructor NA
- The videos for class were not particularly interesting, yet students were held to a high standard for their video assignments
- His Ta's mostly taught the course, they often just told us to use the guide and didn't really help themselves.
- The way instructor teaching me is watching video. Video is good, and subtitle helps, too. Teacher always has passion in video. So quite good.
- gud
- He was extremely effective! His style of teaching suited many different types of learner. He was engaging and it was fun watching the lecture.
- He gave some really interesting talks and kept me intrigued during the videos. Material is presented well.
- he tried really hard to create this class. props to him
- The instructor was passionate about the course and the course material, however, due to the size of the class and the way it was initially designed and structured it did not feel very encouraging to spend time focusing on that class
- Taught the material well but had no interaction with the students, except if you went to office hours. I don't feel like the course really had a professor.
- I think He should have taught in class more often, and that the class should have been Him teaching on tuesday, Us applying it on thursday
- He never taught me a thing outside the videos and. Even those werent very effective in teaching
- I'm not sure
- good
- Quite effective.
- It was very effective.
- GIVE HIM TENURE YOU FUCKING BASTARD CUNT UB MANAGERS. DIE IN A HOLE, UB.
- His passion for the course made me want to learn about it more
- Never saw him in the actual class only in our videos.
- His videos were really in depth

Please comment on how effective the instructor was in teaching this course. -

- Was never present in class, only in videos
- Although the reverse classroom is a very good way to teach a course, most of the videos were pointless and seemed like filler content that we never used. Some of the activities we had to do could have used a lot more instruction which the videos certainly did not provide.
- He created tons of material to learn from
- Mr. Challen is very helpful by demonstrating material and providing internet videos for students to learn from. The internet videos are helpful for reviewing material that was forgotten.
- He taught it well because his videos were broken down into so many and not that long. This was really useful because I could watch a handful and finish the videos over a long period of time rather than spend 30 minutes per video.
- I feel like Mr Challen took a risk with this course and it went down in flames rather quickly. It was a good attempt in his way of shaping the young minds in CS but I feel as if once he did not receive his tenure and released his blog post there was a lack in effort for the activities in the course. We went from more harder stuff to more simpler things. I have no complaints in this but I feel like they could've been more a mix than a distinct difference between the two time periods.
- Good videos
- There was no reinforcement behind the material. Also, Geoff Challen is the biggest narcissist I've met. It's obvious to all the students why he didn't receive tenure
- The instructor was very effective teaching this course
- Very effective. The informational videos he made were very easy to understand.
- In this class, we need to make our own video. He always gives us suggestions.
- He was very effective and very very knowledgeable
- 4 out of 10
- Geoffrey connects and helps students in this course and does everything in his power to give us the best experience.
- I thought he was kind of a dick at first, but it seems like he's an ok guy.
- He taught this course really well, and by making those videos taught me a lot.
- extremely informative videos
- It was all videos online if you didn't get it, re watch it.

D

- He's an excellent teacher, that's all I gotta say and the fact that he'll not be continuing at UB hurts somewhere deep
- His online videos were nicely done. Learned a lot from him.
- Very effective
- He was pretty good.
- Enthusiastic, online videos helped.
- Very effective in teaching through videos, but not in class.
- The instructor was a leader. He was very friendly and guided his team efficiently .
- fair enough
- Before I came to this University I had the mindset that professors were these well-rounded, respectable, and experienced people. That completely changed when I met Mr. Challen, who was one of the rudest professors I've met by far. I was only able to see him in class maybe six times throughout the whole semester because he's literally never at class. I don't even think he's been at my 9 A.M class throughout the whole month of November. When he is at class, he hides in the back of Bert's Dining Room and doesn't say a word to anyone. He expects people to understand the course through his extremely dull videos of him talking in front of a white board. Grading is a laughable joke in that class, where you show up, try and do an activity, get credit, then leave. Most people in the class show up just to get credit for the activity.
- it was a flipped classroom so he just made a bunch of videos we had to watch
- Granted all the learning was based on online videos that were not interactive I didn't think it was too effective.
- I have never met him in person so I don't have any comment.

Please comment on how effective the instructor was in teaching this course. -

- The professor was really effective at teaching this course and taught us about the web.
- He knows his stuff but taught as though we all were computer science majors.
- He didn't hasn't shown up for class in like 2 months
- N/A
- His videos and lessons were very on point and precise
- Although the class was boring and ineffective because of the flipped classroom, Geoffrey did his best in trying to convey information through his videos.
- He gives a lot of information about what a student is attempting to do, which is very helpful. The video topics are questions we all ask about the internet, which helps discover new terminology and ideas. The videos posted on the course site is something I wish go back to in the future. If Geoffrey keeps them for students post-enrollment in this course.
- Firstly, although the videos he made were informative and interesting to watch in the beginning, I started to grow tired of the same format of videos. He presents the topics well, however they began to get a little stale after a while. Also, a small amount seemed like filler content. This generally applies to the activities as well. Some seemed to be more significant than others (learning HTML vs. playing Second-Life).
- He is a good teacher
- Did not interact with him much
- i think he did an alright job, but not the best
- Mr. Challen is very helpful when students does not understand the materials.
- I don't know if that just how it works, barely see him in the class we were just assigned to the TA, he was only making the video for us to watch
- He was fine.
- I barely saw him in the class, but his TAs are fine.
- The material wasn't hard, so teaching it wasn't going to be a challenge, even for someone new to teaching. His teaching skills are fine, but hes arrogant and this trait comes out quite frequently to his students, and when hes not being arrogant, hes off in the corner not interacting with the students. The TA's run the class and the recitation. Hes just a voice and face in the videos, and when he does exist in class, its usually unpleasant
- Dr. Challen was very clear and concise in teaching the course and the things we were expected to understand by the end of each class and the course as a whole
- He was pretty effective in introducing us to content related to the internet and it gave me a path to delve deeper into the various aspects of the internet.
- He was effective enough.
- pretty effective
- Great effects!!!!!!!!!!
- Seemed incredibly pleasant and very knowledgeable about all presented material. I would take a class taught by him again.
- good.
- Somewhat
- The instructor put in a lot of time outside the class to make sure our learning experience was as engaging and interesting as possible, and effectively put in an effort to teach the whole of the internet, through the internet.
- Normally effective.
- I think he's a good instructoreason overall.
- The videos were helpful
- Fairly effective
- Only really was involved with videos. During class time did not see him much
- Mr. Challen is passionate about the internet and as a student I could clearly tell. This course was just a mistake by me but Mr. Challen did a great job.

Please comment on how effective the instructor was in teaching this course. -

- The methods he used to teach were helpful in understanding the course overall.
- very effective, I actually enjoyed listening to him

Please comment on how effective the teaching assistants(s) were in helping you meet the learning outcomes of the course. -

A

- Most of the TA's had no idea what information was in the lecture videos, so they did not know what information was given to us to work on
- effective
- 1. TAs were not sure of what they were supposed to do
- Some TA's are very useful, other would rather devote their time to furthering their tinder profiles than read activity reports.
- They were good, some seemed lost
- they replied all of my questions
- very effective
- Decently helpful
- They were helpful.
- awkward interactions usually. the nature of the course makes it hard for them answer and for us to ask intelligent questions.
- specifically in the lab, they are super helpful but since they cannot tell us the answer, i had to spend time on thinking about it, then i could ask another questions.
- They were helpful in telling me what I was suppose to do during the activities and have always helped me through whenever I got stuck on a certain part of an activity.
- Very effective
- T.A.'s were friendly and always around but when asking for help i was often told " look it up" or " you would know the answer if you watch the videos" even though majority of the time i was just confused by the video and needed clarity.
- ok
- TAs often wouldn't be able to help and have to call a professor over.
- The teaching assistants were very effective in helping me meet the learning outcomes of the course by helping us understand more about what we did in the activities in the week.
- Everything went well, I learned a lot more than i expected to.
- They were alright
- Certain TA's were awkward and dull. A few soared beyond expectations.
- teaching assistants are not very helpful
- I didn't ask a lot of questions but when I did some were more helpful than others.
- I felt the TA's had a lot of knowledge about computer science and the internet.
- Some knew what they were doing, some didn't.
- See first comment where I overview everything
- The TA's were useful at times, however there were many restrictions placed on them as to what they can tell us. So most of the time we had to Google things ourselves and even that did nothing. Overall, we learned almost nothing.
- They helped me with my website.
- some TA were quiet effective
- This course was new and very easy to grab. It was a new experience.
- better than class
- good
- The TAs seemed a bit lax and uninterested at times, which didn't help with the morale of the class.
- useless
- Not all the TA's knew what they were doing when we had an activity. They would also give a thousand different answers to one question. I don't blame them seeing who poorly planned the course was as a whole.
- They were the most helpful with questions and concerns relating to activities, but still never gave us direct answers. Which is fine, but people who have no experience coding or are not in cse 115 in the time, they should have helped more than they were instructed to.
- Effective

Please comment on how effective the teaching assistants(s) were in helping you meet the learning outcomes of the course. -

- They were generally helpful
- There are many assistants to help us. So it's really helpful
- I find that some of them do not have clear understandings of the course contents - some of them do.
- Being a brand new course, the TAs had never had the chance to attend it before, and as such, were rather disorganized and clueless whenever a student had a question pertaining to the material we were working with that class period. They were not required to watch videos that the students were, which most likely would have had them completely set to work with the students on anything they could needed.
- Helpful
- The recitations were a pretty big failure. They were supposed to be areas to discuss ideas. But it was a really inefficient use of time. I have been better to listen to the assistant professor in a normal lecture or work on a programming skill during the time.
- Depends on who is the TA. A few act... Like they were suffering some mental disorder such as the one who seems to think himself as worker surrounded by children. His defining speech... "HELLO/ALRIGHT KIDS!!!"
- They were alright
- They were not
- I had the course instructor so he was very effective at it.
- They were pretty good.
- Most of them are helpful.
- During lecture, the TAs were always around to answer any questions I may have had during the assignments. The TAs were great to and offered assistance whenever needed.
- Not helpful at all, gives vague replies/flat out ignorant of the material they are suppose to cover
- He was a nice guy. He made sure he found the answers to our questions
- The teaching assistants were really helpful in case of getting students on track in activities
- Very effective when asked with help
- helped with activities
- Recitations were pointless, TA's ran out of discussion material within first 10-20 min of class. I came away with nothing valuable from recitations.
- My TA guy, Patrick Jones, was actually pretty cool and fair. He did a good job of explaining what was expected, what was due when, needed to do. He did a good job of explaining those, and trying to supplement the material of the videos and explain content and answer questions as necessary. He did a good job. I commend him for that, and you should too.
- Effective
- Most were helpful when needed.
- They teach us and answer our questions about the topic and anything about the internet world.
- Didn't know the material themselves.
- They weren't helpful at all. If they were it was only a very small percentage of them
- A large percent of TAs were very rude when answering questions or refusing to answer questions. In a course of this size there are bound to be bad TAs, however the number of times I encountered an issue and asked a TA for assistance, or for a hint, or any helpful input at a often met with a condescending "you should already know that" and nothing else. I understand that it was expected of us to problem solve on our own and look on the internet for solutions to some of these issues. However more critical input is necessary to help the students in this situation.
- No one showed up to recitation but the teaching assistant made sure we knew what was going on in the seminars and then after that about computer science related stuff.
- The TA's often didn't know how to do the current exercises themselves. Was very annoying when asking for help and they didn't give
- Some TA's were excellent at presenting information on the activity days, while others weren't as helpful.
- The teaching assistants did a very poor job of helping students. Over half the time the teaching assistants did not even know what the assignment was. Some teaching assistants were helpful, but most were not.

Please comment on how effective the teaching assistants(s) were in helping you meet the learning outcomes of the course. -

- Some days better than others.
- They helped me enough for me to understand.
- They helped a lot.

B

- On answering our questions as soon as possible.
- Some TAs very helpful, others not as much. Some TAs seemed to have little to no knowledge of actual course material.
- I feel like some did very well and others were not on the same page as everyone else.
- Rather than simply telling me the direct answer, the teaching assistant(s) create complex problems for me to think about before solving together.
- Excellent
- They did a great job
- The Teaching Assistants were always ready to offer any sort of help; may it be answering questions giving suggestions.
- They assisted with doubts in the activities and assignments
- Some TA's were better than others
- A lot of knowledge that we can learn from this course.
- Good.
- In the beginning of the course none of them seemed to know what they were doing
- not very effective
- Not effective at all. Most of the time the teaching assistants did not know what they were doing.
- They were effective in giving out hints and help to students. Sometimes chatted around too much
- Mostly good.
- Many of the teaching assistants are not aware of what is going on therefore leading to more confusion among the students if a question asked.
- The TAs were there to answer questions, offer help and guide the activities during the activity sections.
- Somewhat
- Bad.
- Ok
- Pretty useless. 9 times out of 10, they simply told us to google whatever question we had Which shows poor educational ability
- Some were good, some were too high on themselves and made students feel bad for not understanding the content
- Most of the time it did not seem like they knew what they were doing. Were not very helpful
- They were helpful when you did need help.
- They were pretty much the teacher's for the course so when we needed help they were there to help in class
- They were the actual teachers
- they didn't tell us much and they were vague with what they would tell us
- i dont know
- Some of the TA's were very helpful during class and in recitation, but others seemed lost when it came to the material and the exercises
- All of the UTAs were very helpful during class activities. I did not use them outside of class times.
- Very poor. My TA for my recitation did not engage us at all -- she gave us an attitude and even punished us by forcing us to have discussions about things that have nothing to do with the course (she's had us have thirty-minute long discussions on winter boots and Buffalo wild patterns with the goal of boring us into talking about the course). Several of the TAs for the seminar itself (Evan and one of the TAs who refer to the students as "children") would treat the students very poorly and wouldn't guide them, rather harass them. Other TAs did not and actually provided some helpful instructions (Harshita and Angus).
- He was helpful
- some were very helpful, others simply claimed "you should know this if you watched the videos" or "try google" before given any decent

Please comment on how effective the teaching assistants(s) were in helping you meet the learning outcomes of the course. -

themselves

- n/a
- Sometimes they teach well but sometimes not
- One teaching assistant, Evan Walley, was very rude and insulting to me and other students. However, other TA's tried their best to help students, even though they got the information the day of.
- Some TA's were not helpful. In the sense that they didn't understand much about activities, or talked to one group the entire class.
- terrible
- Great to get help from and insight
- The teachers assistants were helpful and were interested in the topics they were trying to teach. Some of them were not as knowledgeable they should have been, but that may have been unavoidable due to the nature of the course.
- Sometimes the teacher assistants didn't know much about the activity in class so it was not useful asking them for help. However, for general questions about the course and syllabus related concerns, they were very helpful.
- 10/10 recommend Kyle S. & Liam Gensel they were awesome staff! So lucky to have met both of them! Evan however needs to stop kids because he is a year younger than us.
- The TA's were really hit or miss. In this seminar there were a lot of TA's so obviously some were good and actually helpful while others stood with other TA's and talked and would only come up to my group to check us out.
- There were a handful that knew a lot and the rest had a brief understanding of all the topic.
- pretty good
- Did a great job at getting the information out to the class. Made it a very fun and enjoyable experience.
- Very effective. They would walk around in the activity sessions and help out.
- Sometimes the TA's were little help and sometimes they helped a lot. I feel they needed to grasp the material more before presenting first.
- Very friendly and helpful
- They ran the class, but never actually taught anything. They acted as monitors to see if students were on task or distracted.
- We discussed about the internet. She was cool. I learned a lot about the field and major from her.
- They had no problem explaining challenging material in an understanding way.
- The TA's were good at helping meet the outcomes but were poorly organized in general. There were some TA's who were really involved were good with their jobs while others seemed to be hands off and unwilling to help.
- Many of the TAs during "class" were hardly educated on the activity prior to trying to teach it. When asked for help, many would give responses such as, "I have no idea," "nope!" or "yeah, we get these at the same time you guys do." The recitations were okay, but kind of suffered from lack of course content.
- Very effective
- Good
- The TA helped me push my website when i was having multiple problems. They were knowledgeable and taught me the skills i need and reasons behind them.
- Very disorganized
- TAs do help sometimes, but most of the time your question gets pushed off to someone else to answer.
- They were very helpful.
- Happy to help when needed.
- They didn't know anything
- Andrew is a great guy. He was very fun to talk to. He would get in depth a little bit more about the content. I think that the recitation was fun to go to.

C

- TA's during activities were ok. They tell u too look up on internet.
- The teaching assistants did their very best. Some TAs were more enthusiastic than others which was helpful but I feel like majority of

Please comment on how effective the teaching assistants(s) were in helping you meet the learning outcomes of the course. -

had weren't much help to me. The TAs had to cover a wide array of students per class and most did not understand the activity like the students. Towards the end of the semester they were less of TAs and more so just a group of friends standing in the middle of the room about their workloads.

- The teaching assistants gave me their full attention and made it their goal to help us with any problems we had.
- 2 out of 10
- Some were clueless while others knew what to do
- Answered any question that were thrown at them.
- The TA's were somewhat effective
- No too good
- In my opinion, the TAs did as good of a job as they could given the garbage leadership of Geoffrey. They didn't provide much aid in a because there wasn't much aid to give. Some activities didn't relate to the course at all and I don't blame the TAs for being unhelpful with assignments that were quite pointless and just utterly stupid.
- They were ok
- I didn't attend any recitations because I am a delinquent.
- The multiple ta helped greatly
- They were helpful in class
- During the classes, the TAs weren't very helpful at all. Most of my time was spent explaining my problem to them to the point where just searching it on google would've been much more effective.
- could have done a better job
- They were always available and had an answer for your question
- Simply put, they were multiple times when they simply did not know the answers to course related questions, this was annoying but the problem from this was low moral, there were at least 3 separate incidents where my groupmates did not stay focused on the activity because the even the TA's don't know it, why should we even try".
- They were helpful with any problems which I had.
- Better than in the lectures
- Some T.As didn't properly know the materials they had to deal with.
- The teaching assistants were quite effective.
- They were eager to provide as much assistance as they were allowed
- Provided different evaluations and analysis' of material within activity sessions. Were moderately effective.
- good
- Some tas cared others did not
- N/A
- There certainly were a lot of them. All of them were very helpful in helping us build websites and do group activities.
- some TA's were good. some not so much TA Evan, Heeba and Liam were the good ones I had
- I think they were very useful because whenever I had trouble during class they would always help out.
- pretty good
- Most of them were ok I guess
- Recitations were boring and all they were was just a discussion on the activities. Should have dived deeper into each topic during recitations instead of discussing it.
- Depends on the person
- Good
- some of the UTAs were really involved and helpful, and some of them didn't really do much for us
- They helped us reflect on what we learned in the videos for homework.
- They were pretty decent, but they don't give direct assistance.

Please comment on how effective the teaching assistants(s) were in helping you meet the learning outcomes of the course. -

- The teaching assistants always had the answers that I needed, and if they couldn't give me the answer directly they would guide me to the answer
- VQWEGWRTRMY,UY.IO/I;OP/IOUILYKTYRJEHWGEAFSCVDBFDNGMFH,UYI.UO'8;7O67I56U45Y34WTEQFWGEHREJTRYKTUI'08;9P786O7I56UERYHSGDFDGF,H.YI/JOIP 08[97P86O75I6U5EYRE
- The teaching assistants helped fill in the knowledge gaps between students and the activities we were required to attempt.
- Im sorry but They really weren't. Out of all the TAS that were there, I can only think of like 2 or 3 that actually helped. there were at least 10. I've made comments about them already in past sections so yeah I dont think I have to repeat myself.
- They helped us to overcome any small software related problems and made us work on our own to get through the entire activity.
- Some were really good at helping me better understand the material whereas other weren't as helpful at all.
- Some were good, others were terrible
- Unnecessary
- My TA was very good at answering questions and going over the material.
- They do nothing besides sign us out at the end of the class. They think they are better than us and I have had one of them literally tell me "obvious figure it out" when I asked for help. Not helpful at all.
- Good
- They were very nice and helpful always.
- • I have recieved little to no help. Instead, I have been told to look up the answer on google. Except for one guy. I didn't catch his name but he knew how to use GitHub and actually sat down to help me, unlike the other assistants. • They sometimes dont even know what is going on. Some of them are also unapproachable. One student, who was unfamiliar with the programming because it wasn't his major, asked for help, and she responded with, "it's obvious," and then went about her day instead of helping the student.

D

- The teaching assistants were the ones we were with most of the time and they were very effective in helping us through activities. All questions pertaining to the videos were always fielded by the teaching assistants and were clearly explained.
- Teaching assistants always came to our help when needed. They would always make sure that everything was okay but still let you be independent which was greatly appreciated.
- They helped me out any time I needed a question
- They helped during the activities but sometimes they are unable to give hints
- Had a solution to people's problems more often than not and walked around/helped out where they could; no major complaints.
- The teaching assistants allowed for more personal interaction in the classroom and involved discourse about the subject than the professor alone could have given.
- good.
- One of the TA is too lazy. doesn't help. But most of the TAs are awesome!!!!!! Love them.
- They were helpful
- They were actually effective in helping out, in a way that was not confrontational, but genuine.
- They helped a lot during class activities
- They were sorta effective, not really much help to be honest...
- Very effective
- The TAs in the activity sections were helpful most of the times, but not in the recitation section.
- They were there almost right away if you needed help.
- Very helpful with any questions we had
- They seemed underprepared
- They helped overview all the students.
- He would let us ask questions and help us to achieve the project
- They were all good.
- The teaching assistants are very helpful when students get problems.

Please comment on how effective the teaching assistants(s) were in helping you meet the learning outcomes of the course. -

- We're all helpful but a little lost themselves sometimes
- They were kind and they always helped me
- effective
- Some were more effective than others in assisting during activities
- Some TAs were very helpful during assignment, others were not.
- Some TAs are ineffective. Because their answer to my question is always "ask google."
- Effective
- The ones that showed up were very helpful when you ended it
- When asked a question they would read off what was said in the google doc. Some did help at times.
- The TA's ran this course and office hours. They were the professors. Geoffrey didn't exist. TA's did a great job with the task given to t
- Very Ineffective
- My TA didn't know the point of recitations and we didn't do much. I've stopped going after the second time.
- Most of the time the TAs knew exactly how to answer a problem.
- the TAs during class were very helpful and they answered any questions the students had but TA's weren't at recitation
- they showed you simple stuff but if you ask them any challenging questions, they say "just google it".
- He thoroughly explained most course material that was asked for
- The teaching assistants always knew what they were doing. They were also passionate about the internet.
- Recitations for this class are unnecessary.
- The teaching assistant was effective at helping us learn the course material.
- The ta's had good intentions, but recitation was a complete waste of time
- They were fine. Sometimes we would have a slow start, but other than that, they handled the class okay.
- Extremely effective, they added even more to the whole learning process by sharing their own knowledge

Please list your favorite in-class activity (one we should definitely keep) and your least-favorite activity (one we should definitely replace): -

D

- Favorite in-class activity: Anything to do with web development Least favorite activity: Video reviews
- Doing codecademy in class is one of the best activities mostly because it provides online resources for students to go through if they actually want to learn. The scavenger hunts were my most disliked activities coming to UB, because it was unrelated to the class, done in the rain, and was not really fun overall.
- picoCTF was cool.
- I found 95% of the activities meaningless and felt as though they were just thrown in in order to get some sort of material into the course
- Keep reviewing videos in class to lets us talk about it Take out the class activity on coding
- The Second-Life one.
- i personally am not a comp sci major so i didnt enjoy any activities
- Having people in groups and giving them activities to do.
- Writing the html for the personal website is the favorite. The scavenger hunt the first was my least favorite
- Playing games.
- the one with the games should not be removed. trying to figure out how an entire programming language works in one class should definitely be removed.
- Secondlife was the worst Keep github personal site
- I don't think I have a favorite, but there were certainly many activities that qualified for my least favorite.
- The ones where we played games haha. It was pointless but it was fun.
- Favorite: Playing second life. Least favorite: every single activity minus second life.
- Please replace Second Life..I didn't learn anything from it. I really enjoyed making the personal website and having class time to work on it for the final project.
- The coding one was my favorite where we use codeacademy I believe. My least favorite are the video review sessions as no one has ever had videos ready to be watched.
- The activity you should keep is the hacking game, and the one you should replace is the video dicussions
- Javascript
- The protocol assignment where we had to come up with our own: good The one computer game running around in a laggy world: bad
- Video review. Scavenger hunt outside
- the one with the marshmallows!
- Creating a website was my favorite. The virtual box ones should be replaced.
- Overall i really enjoyed all the activities.
- Java scripting, second life should not be in the class
- I pretty much liked all of them, but I especially liked codeCombat. It was a fun and easy way to learn to learn the basics to coding.
- Favorite was making the website, least favorite was the online mystery game (Waste of time)
- The favorite in-class activity is the video review. The least-favorite is the text and drive because most students are not reading or watching the activity.
- The best one was the coding game, where you had to code to play. My least favorite activity was using second life in class because it did not work for me
- Keep: web development activities Replace: texting and driving, video review sessions
- Marshmallows
- keep the groups lose the recitations
- The marshmallow activity, although too simple, was very helpful in understanding the structure of internet connections. You should definitely keep this. I didn't like the video review sessions because almost no one had their videos ready and people just worked on their laptops instead of actually looking at other people's videos and reviewing them.

Please list your favorite in-class activity (one we should definitely keep) and your least-favorite activity (one we should definitely replace): -

- Github, second life
- Favorite: Second life Least favorite: Github
- The marshmallow activity was the best one and I don't really have a least favorite.
- The game and finding hints.
- Keep: JavaScript game activity Replace: Second Life activity
- Keep: Fake Website. Replace: Online Scavenger Hunt
- I enjoyed the sorting/searching cards activity because it engaged the group and definitely facilitated teamwork and communication within the group. I disliked the Second Life activity, because it seemed irrelevant to the subject and had a lot of problems for only superficial reward (plus, it's nowhere near World of Warcraft).
- Keep the HTML activity (maybe make it a theme throughout the seminar) and maybe ditch the Second Life one (didn't really feel like attendance credit should of been taken, although it is fun to play games during class).
- Scavenger hunts
- group activites
- Favorite-git a personal website Least favorite- Javascript part II: JQuery and bootstrap
- My favourite activity would have been playing the life game in class one day
- I loved the texting and driving safety.
- My favorite activities were the ones pertaining to git and website building. I think those activities should definitely remain within the course. I didn't actually have a bad activity. They were all pretty interesting and helped me understand more about the internet.
- Favorite: Second Life Activity Least Favorite: IDK?...

Please list your favorite in-class activity (one we should definitely keep) and your least-favorite activity (one we should definitely replace). -

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- The scavenger hunt from one of the earlier weeks was my favorite. My least favorite would be the Second Life activity. Completely irrelevant to the course.
- Some of the in-class activities were really fun, engaging and useful such as learning JavaScript etc, however we are not supervised that much so that we actually understand it.
- Coding game
- My favorite in class activity was the computer distribution model represented using cards. My least favorite activity was the RFC Protocol activity.
- The marshmallow one, and some activities need us to work on that using hands.
- Using GitHub was a fun activity. The online games we played seemed pointless like second life.
- I don't have a specific one that I liked the most.
- Any that has to do with Linux because Linux > Miceroshaft Winblows > Apple suckingtosh > everything else.
- The marshmallow activity
- The marshmallow one you should keep The second life one you should get rid of
- Bootstrap w/ website activity to keep. Second Life to replace.
- The hands on coding activities are my favorite and my least-favorite activities were the reviewing ones because everyone did not have a video and so we sat there twiddling our thumbs basically.
- The scavenger hunt using Linux was good, but to high pressure considering we only had an hour and very little Linux experience to work with. No exceptionally good sessions stand out to me.
- Keep: making a personal website Replace: the scavenger hunts
- Making a website.
- CTF
- My favorite in-class activity is work as group to finish the activity.
- I liked the activity with the cards. It was fun and interactive. We should lose anything virtualbox related.
- No comment
- Group activities should be kept but recitations should be replaced with lectures that we can actually learn something from
- The networking acitivity with marshmallows favorite . Not so good are the short boring activities that are irrelevant
- Replace the second life one. Keep the scavenger hunt type of activity.
- Personal website was my favorite. Second life, least favorite.
- KEEP-Internet Protocols REPLACE-Anything to do with internet speed.
- Online scavenger hunt, second life
- None
- Using marshmallows to show how certain things can connect to the internet.
- personal website 100%
- I really enjoyed the website design with Github Pages. It offered a great intro to website development as well as git and repo management.
- None
- I don't really remember much about it but the best one was the one where you would get through the assignment by getting clues and doing things on the internet. The worst one was the marshmellow one but just because it was very disorganized.
- Keep: all the activities relating to web site design, whether it was HTML, CSS, or Bootstrap Remove: change the format of the Javascript activity
- My favorite in-class activity was creating our own website, and the least favorite was playing the game called "Second-Life."
- Making a website was the best, if it could be taught a little better with better scaling in how the activity could be presented. The scavenger hunts were a waste of time.

Please list your favorite in-class activity (one we should definitely keep) and your least-favorite activity (one we should definitely replace). -

- Most of the activities that involved using linux where by far the best. Even if some didn't have the best instructions nor actually taught linux outright. However, almost every other one was a huge waste of time. Some where meant for children or just a waste of class time. Most of them I didn't have to watch the videos to understand them.
- Second Life was painful to do. Learning how to make a website was great.
- The activity where everyone had to go out and explore without the internet.
- favorite: none least favorite: all
- marshmallows
- Liked: html replace: second life
- keep- marshmallow one replace- reviewing videos
- Favorite : Playing half life Least favorite : Marshmallow diagrams
- I don't have an answer for you on that. Cause I can't remember one that was good at all. I know that sounds bad, but I don't have a specific one that really stands out and is a shining beacon of goodness. Except maybe the activities which had you running around without the use of internet or the one of trying to find specific things relating to the internet on campus. Yeah, scratch what I said earlier, those were actually pretty good. Keep that. As for ones worth replacing... JavaScript, with the web site and in general. Did literally nothing those days cause I couldn't make it work at all. Second Life. LITERALLY COULD NOT DO A SINGLE FUCKING THING BECAUSE I WAS HONEST AND SAID I WAS 17. FUCK. THAT. And when they said to try to do something else, relevant to the course or otherwise... I COULDN'T BECAUSE I WAS UNABLE TO CONNECT TO ANYTHING CAUSE THE INTERNET WAS SO SHIT.
- Keep the one with the marshmallows and straws to represent servers and connections. Drop the one with using the appliance console to access data(?).
- 'Scavenger hunts' through the command line was fun. The second life game was pointless and irrelevant to everything about the course. We were forced to play a video game?
- Favorite: creating the website Least favorite: understanding java
- Favorite - git usage Least-favorite - playing a dumb video game in class
- Favorite: the marshmallows, the only likable one that was very entertaining Least Favorite: SECOND LIFE!
- Web design & atom
- My favorite in class activity was the Marshmallow lab and I think that you should definitely keep this one.
- Javascript Game Playing is most favorite. The RPG Game Playing is least favorite.
- Marshmallow activity, deck of cards activity
- I enjoyed the more hands on activities like the sorting with the deck of cards activity and hated almost anything involving virtual box because it gave me so many problems.
- Best - texting and driving Worst - How to avoid the internet (something like that)
- creating a person website on github
- Keep the marshmallow one and any others that involve food. Remove website building at all costs, Carl Alphonse gives me enough to worry about
- best: going outside and looking for the internet related stuff : best understanding cause i had to move and participate worst: making website : needed more explanation i guess. In my case, i did exactly same and it didnt work, and others TAs did not know the reason
- favourite: the one with the marshmallows and the one with the playing cards. least-favorite: the outdoor activities.
- Favorite: Second-life Game Least: Don't really have one
- website replace that worthless second life garbage game cancerous toxic
- One of my favorite activities was Activity 19 b/c the URL sites that were given in that activity were actually fun to play and learn. One of my least favorite activities was Activity 21 b/c just like some of my other least favorite activities, I felt as if I didn't get to learn anything from doing the activity either b/c the activity itself was too boring or too confusing to understand.
- all activities were good

Please list your favorite in-class activity (one we should definitely keep) and your least-favorite activity (one we should definitely replace). -

- The basic html ones were cool. Opened a lot of windows. The one with that terrible game on the islands of hell
- Easter Egg Hunt, ctf2016
- Favorite was learning how to use linux
- Favorite: Creating a Website Least Favorite: Secondlife

Please list your favorite in-class activity (one we should definitely keep) and your least-favorite activity (one we should definitely replace): -

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- My favourite activity was the game used to teach java. And my least favourite was that game we were made to play in which we have to walk in the city.
- My favorite activity was probably the one with where we learned sorting. It was fun and easy to understand. I did not like the activities where we used virtual box and the terminal to run code.
- Card activity you should keep
- I liked making the website on github. I didn't like the second life activity
- Favorite: Creating a website Least favorite: The activity where we played afterlife
- My favorite was the mobile optimization one, my least favorite was the "hacking" one, going from website to website looking for passwords
- Marshmallows
- keep: Git a website. replace: bandwidth and latency
- Replace Evan as a TA
- Most favorite: website Least favorite: The game we downloaded
- All of the activities that didn't *require* a computer were actually pretty fun. Please get rid of the Second Life activity. It's objectively an awful game.
- Marshmallow activity was good. Second Life was bad.
- Favorite: Making our own websites. Least-favorite: Don't know
- My favorite in-class activity was learning HTML and CSS and building our personal websites. My least favorite in-class activity was when we played Second-Life.
- You should keep making the personal website. Scrap the one with the marshmallow routing that was crazy.
- trying the mmo was fun anything with a server that crashed was less than desirable though
- Activity on creating a personal website-favorite. Scavenger hunt activities were poor.
- Least favorite: marshmallow connections or playing second life. Favorite: n/a
- Keep: Online scavenger hunt
- One to get rid of should be the second life activity. It was filled with too much lag, and bugs. One to keep is the online video submissions. Those are fun to make.
- keep the marshmellow one, get rid of the card game one
- Favorite: Learning git functions Least: Texting and driving
- I liked the marshmallow one showing different hops, the Second-Life one was terrible.
- One that should definitely be kept is creating a git-hub website. One that should be removed is the card-counting activity.
- Personal Website, Deck of cards
- Keep: JavaScript and JQuery. Replace: the texting and driving one.
- Keep: Not sure. Remove: Second Life
- My favorite activity was the one where it was a scavenger hunt, that was challenging and fun. My least favorite activity is the activities where you go over video submissions, most people do nothing because they do not have anything. Also, please have an activity where you teach the class how to use the command line. That is a must.
- java script game
- none were good
- Favorite: Teaching the risk of driving with alcohol. Least: none
- Treasure hunt.
- Favorite: Reviewing videos we mad with each other Least-Favorite: Scavenger Hunt
- My favorite activity was making a website, and my least favorite activity was the sort and shuffle with cards.
- The activity connecting servers and routers using marshmallows and toothpicks. Gave a good understanding of how these things are connecting

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- I enjoyed learning html and css, but the marshmallow activity didn't really help me other than to visualize routing physically.
- My favorite: The marshmallow activity My least-favorite: SecondLife Activity
- Sorting activities with the cards, and making fake news articles were my favorite activities. My least favorite activities were: Second Life, and ping tracking.
- The idea of building a website was really cool, and the activities made sense. Get rid of the second-life activity, it did nothing good.
- Web development with github Replace marshmellow networks
- Keep GitHub Designing website Replace the marshmallow activity
- My favorite activity was the github scavenger hunt, and my least favorite was the marshmallow one.
- Best: website Worst: everything ubuntu
- the hands on activities we did during class
- Favorite was the one with cards and processing least favorite was secone life
- Definitely replace the scavenger hunt online and keep the intro activities
- Anything that teaches a real practical skill. Like building a website or something. Get rid of anything with that stupid terminal stuff. Its going to be 2017 soon teach me how to build a chrome plugin or something
- Favorite: Marshmallow networking activity. Replace: Second life game activity.
- Anything with the games was entertaining. Coding.
- Second Life. Marshmellow activity.
- The marshmallow connectivity one was my favorite
- One activity I would keep is the CodeAcademy activity as it was helpful in many ways with learning HTML. One activity I would get rid of was the routing table activity, that was rough.
- The scavenger hunt
- Building a website, not sure
- Favorite: Second Life Least: Dont have ond
- I particularly enjoyed the online scavenger hunt activity, using a number of different increasingly difficult communications protocols. I did not enjoy the first campus scavenger hunt, though this problem may be compounded by the fact I had suffered a knee injury a few days before.
- I think the one where you hack into an electronic lock was really cool and interesting, however the marshmallow thing needs a bit of work (it's kind of gross).
- dont keep any, replace them all
- My favorite activity was the creation of my own website and my least favorite was the routing one.
- My Favorite Activities were the marshmallow connections one and the url easter egg hunt. My least favorite activities were those involving command line and linux because the instructions were not very clear and confusing.
- Get rid of the second life activity, it was useless
- The virtual world game was pretty fun.
- One activity that should definitely be kept is the online coding game, where we have to type code in order to move the character to collect gems. My least favorite activity is "Bad Ads."
- Favorite was the marshmallow activity. Worst was the Second Life activity.
- no activities were good
- Playing that online coding game was fun and effective. The activity where you have to walk around campus to look whats related to the internet should be replaced in my opinion.

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- Marshmallow links was my favorite. Least favorite was the video review sessions. Those were a waste of time in my opinion.
- This entire course was awful just get rid of it.
- Website building was definitely my favorite, but it needs major improvements. I dont even know which lesson(s) you should get rid of, because they were so poorly written and vague, I wasnt even sure what were supposed to do half the time.
- I dont really know ..
- None really stood out to me that I would call my favorite, but Second Life could probably go.
- Replace the second life activity. Keep the texting and driving activity
- Favorite Activity: Java Coding lessons (Castle-like game and CodeAcademy) Worst Activity: The one about hacking that gave us multiple options to choose from because the servers for the original website to be used crashed when we tried to use it.
- You should keep the marshmellow- fiber optic one- that I actually enjoyed AND learned stuff from. And, I think you should get rid of the activity that we couldnt do because the website crashed. I for get what its called, but it was some like rpg thing from 2011 or 2012, and everyone going to the site at once crashed it.
- Definitely keep git A Personal Website (Part I and II). Replace or adjust the activity that ended with sending an email using the command line. It's useful information, but a little too dense for the beginning of a course.
- The marshmallow activity was the best and the driving while texting should be replaced because everyone already hears that enough.
- Undecided
- My favorite in-class activity were the two activities where we were learning about JavaScript. My least favorite was the one where we tooled around with ad blockers
- Making a website was fun but very confusing (replace) and playing the virtual games was pretty fun.
- My favorite in class activity was the scavenger hunt around campus to help us get used to the university.
- Favorite: github website Least Favorite: texting and driving
- Its very hard to pick my favorite activity as there were very few that were even slightly though provoking at all. I guess the scavenger hunts in the beginning were useful for showing freshmen around the campus and should be kept. Its also extremely difficult to choose my least favorite activity as most of the activities were completely random and had little to no actual means of teaching the student anything except how to google the answers. (A method we had all learned by middle school.) If i had to choose one in particular it would be the one activity where the website jad actually crashed because of all the student traffic. We ended up creating a LinkedIn page which would've been better if it was the actual assignment. Just the lack of planning and organization is what showed how poorly the professor interacted with the TAs and the students.
- Favorite: marshmallow networks Least favorite: second life game
- Keep: Scavenger hunt with different kinds of protocols Replace: Second-Life (real waste of time)
- None for either
- the encryption one(keep) second life (replace)
- Favorite: Video content. Least Favorite: Recitations. Literally nothing happens in them.
- naming
- My favorite one can be the playing games on computer like SecondLife. My least-favorite one is which tell us to find something in code or terminator.
- Traceroute was my favorite.
- marshmallow was good cards was good
- I liked the activity where we had to play the game "Second Life" because that was really entertaining. I think you should get rid of the creating your own website because it's very challenging and hard to do.
- Keep the web building Never do the Newlife or fakelife activity again
- Playing with the cards.
- activities
- I enjoyed the activities when we fussy started making our websites bc I learned alot about html and css. However many of the

Please list your favorite in-class activity (one we should definitely keep) and your least-favorite activity (one we should definitely replace): -

activities did not make much sense. Such as the second life activity and also a few activities just didn't work like the capture the flag one.

- Favorite: building a website, Replace: capture the flag
- The Second Life was easily the best activity and the worst were the scavenger hunts.
- favorite activity: cloning and altering a website least favorite: watch videos to discourage drinking and driving.
- Favorite: Building networks using marshmallows and straws. Least Favorite: Bad Ads.
- Making a website
- My favorite was the series on HTML because it helped for a project in another class. My least favorite was Second Life, partly because it didn't work and partly because I don't see what it was supposed to teach.
- working on the website ones you should keep, drop the second life one
- keep the clone site one and replace some terminal related activities
- Favorite: I really liked the capture the flag activity, but sadly I didn't get to play very much of it before our class crashed the servers. Least Favorite: I didn't like the class activities that were just going over our videos if we had them done because no one in any of my groups ever had their videos done at that time and I think it is a similar case for many of the other groups too. I think it was mostly a wasted class day.
- The washmellow one was pretty dope. The one with going outside was terrible
- Marshmellow
- There were no good activities
- Some of the activities felt a little pointless compared to the others. Keep most of the hard activities because they force you to learn a lot, but cut out the short easy ones because the topic of the class is very interesting, so going in depth is better.
- The online scavenger hunt should be kept Less video submission review
- The marshmallow one was great, every other one needed some more work.
- The games on websites given in emails were my favorite activity
- favorite: creating a website least-favorite: second life game
- I cannot think of one activity or another to keep or replace
- Texting while driving, every lab recitation
- The scavenger hunt was really good and I'm neutral on picking a least-favorite activity.
- making a website on github
- The 2rd the fifth
- N/A
- The activity where we used different methods to get to the end result of a picture of a cat I actually found very enjoyable (I think it was called webhunt or something). Least favorite would have been towards the start of the semester when we started using the terminal, I had no idea what to do and fell behind there since I got a group that didn't communicate.
- Best in class activity was exploring the internet without using a real identity (though, it would be highly preferable to use Runescape instead of Second Life). Least favorite activity would have to be Capture the Flag.
- The cipher text and plain text activity (alice and bob).
- Marsh mellow to show the networks.