University of Wisconsin Madison
Survey Results Aggregate

CS Final Grad Evaluation Fall 2018 `Completed`

📅 2018-2019 Fall / Student Course Evaluation (End of Term) / Anonymous Survey

Course Assignments: `20` / **Survey Participants:** `464`

Schedule: 11/28/2018 to 12/12/2018

Results Available: 12/27/2018

📅 This survey completed on **Wednesday, December 12, 2018** at **11:59PM**.

|	
College:	Letters and Science
Department:	COMPUTER SCIENCES
Course Section:	COMP SCI 770 - 001 Human-Computer Interaction
Instructor:	👤 BILGE MUTLU

Master - Linked Course Section

COMP SCI 770 001 is currently the master record and linked to the following course section(s): **PSYCH 770 001, ED PSYCH 770 001**.
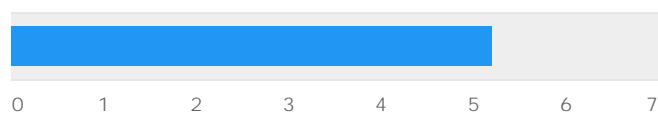
Survey results have been combined for master and linked course sections.

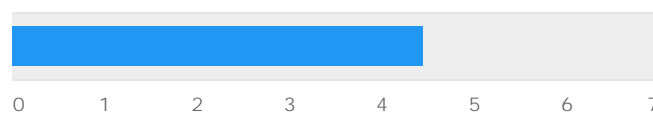## M Survey Overview / Course Section Results Aggregate

71% Response Rate

TOTAL SURVEYS	SURVEYS COMPLETED	PENDING SURVEYS
56	40	16

COURSE ASSIGNMENTS
1
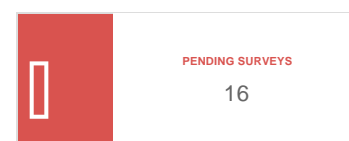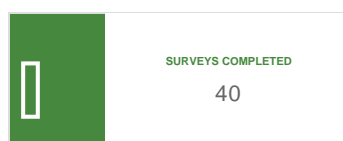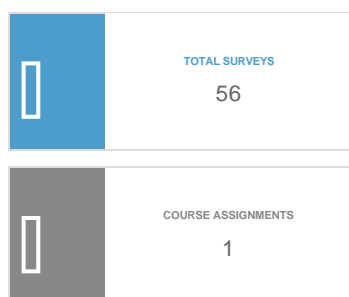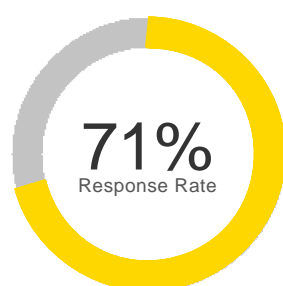
M Survey Metrics / Course Section Results Aggregate

Recommend instructor

Avg	Min	Max	#Resp	Target	Success
5.2	0	7	40	NA	NA

How useful

Avg	Min	Max	#Resp	Target	Success
4.45	0	7	40	NA	NA

## M Survey Data / Course Section Results Aggregate

GENERAL
Please answer the following general questions; please skip questions that are not relevant to your course experience.

1 Motivation: What is the main reason you chose to take this course?

(Multi-Choice, Single Answer)

Value	Option	Total
1	a. It matched my interests	21
2	b. It fulfilled a requirement for a CS degree or certificate	10
3	c. It fulfilled a requirement outside a CS degree or certificate	1
4	d. It fit my schedule	1
5	e. I heard good things about the instructor	2
6	f. I heard good things about the course	5
7	g. None of the above	0
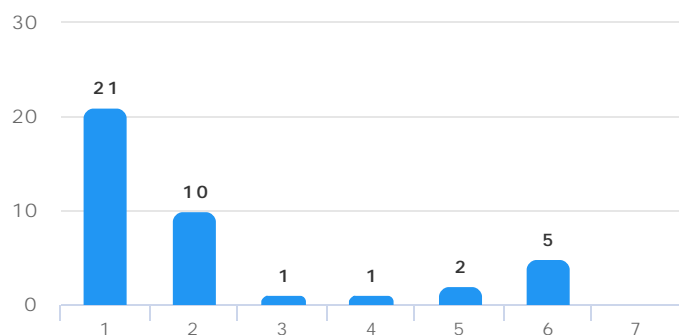
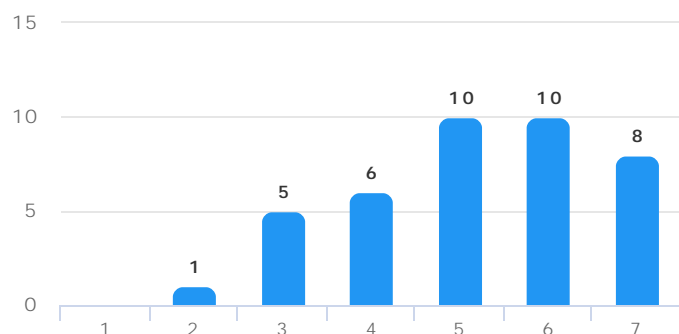|	
Average	2.20
Mode	1
Std. Dev.	1.75
Variance	3.06

2 Preparation: How often did you prepare for class?
(Multi-Choice, Single Answer)

Value	Option	Total
1	1 -- Never	0
2	2 -- Rarely (~10%)	1
3	3 -- Occasionally (~30%)	5
4	4 -- Sometimes (~50%)	6
5	5 -- Frequently (~70%)	10
6	6 -- Usually (~90%)	10
7	7 -- Always	8

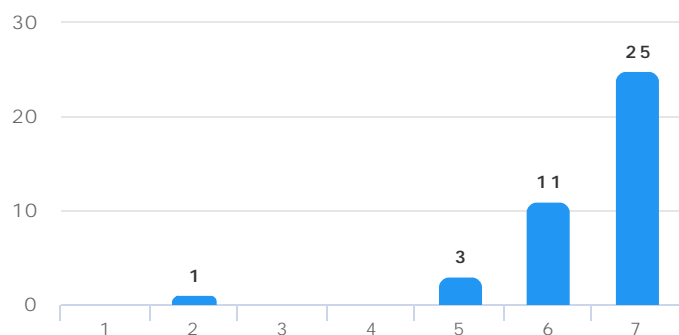|	
Average	5.17
Mode	5,6
Std. Dev.	1.38
Variance	1.89

3 Attendance: How often did you attend lecture?

(Multi-Choice, Single Answer)

Value	Option	Total
1	1 -- Never	0
2	2 -- Rarely (~10%)	1
3	3 -- Occasionally (~30%)	0
4	4 -- Sometimes (~50%)	0
5	5 -- Frequently (~70%)	3
6	6 -- Usually (~90%)	11
7	7 -- Always	25

	Average
	6.45
	Mode
	7
	Std. Dev.
	0.95
	Variance
	0.90

4 Lecture: How valuable was time spent in lecture to your learning?

(Multi-Choice, Single Answer)

Value	Option	Total
1	1 -- Not at all valuable	3
2	2 -- Of very little value	4
3	3 -- Of little value	1
4	4 -- Moderately valuable	6
5	5 -- Valuable	13
6	6 -- Very valuable	8
7	7 -- Extremely valuable	5
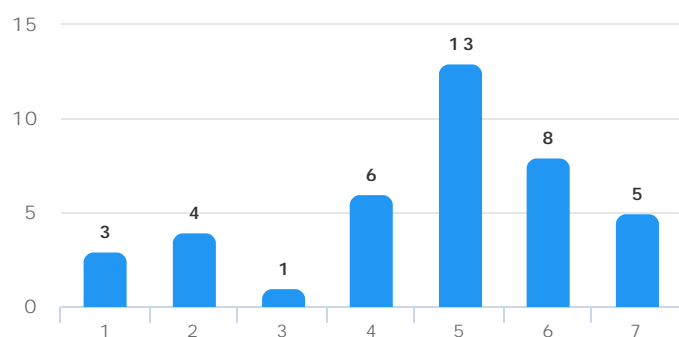
	Average
	4.65
	Mode
	5
	Std. Dev.
	1.71
	Variance
	2.93

5 Homework: How useful was homework to your learning? (skip if no homework)

(Multi-Choice, Single Answer)

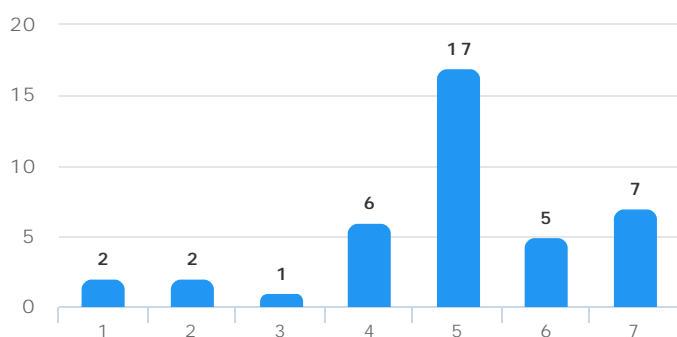| Value	Option	Total
1	1 -- Not at all useful	0
2	2 -- Of very little use	1
3	3 -- Of little use	5
4	4 -- Moderately useful	7
5	5 -- Useful	14
6	6 -- Very useful	8
7	7 -- Extremely useful	5
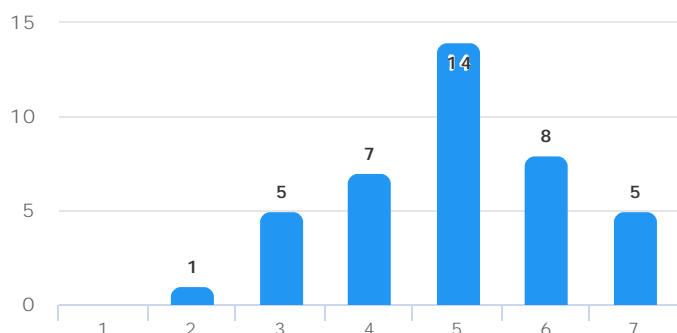
Average
4.95
Mode
5
Std. Dev.
1.26
Variance
1.60

6 Projects: How useful were projects to your learning? (skip if no projects)

(Multi-Choice, Single Answer)

| Value	Option	Total
1	1 -- Not at all useful	2
2	2 -- Of very little use	2
3	3 -- Of little use	1
4	4 -- Moderately useful	6
5	5 -- Useful	17
6	6 -- Very useful	5
7	7 -- Extremely useful	7

Average
4.92
Mode
5
Std. Dev.
1.52
Variance
2.32

7 Materials: How useful were educational materials (e.g., slides, books, solutions, practice exams, web page) to your learning?

(Multi-Choice, Single Answer)

Value	Option	Total
1	1 -- Not at all useful	1
2	2 -- Of very little use	1
3	3 -- Of little use	3
4	4 -- Moderately useful	7
5	5 -- Useful	13
6	6 -- Very useful	10
7	7 -- Extremely useful	5
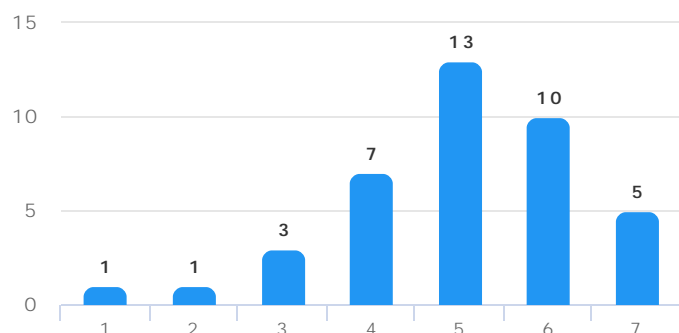
Average	5.00
Mode	5
Std. Dev.	1.36
Variance	1.85

Student Comments:

- Gave me a good sense of an interdisciplinary study.
- Students-led discussion sometimes may not be conducive to learning more about the particular topics. The second hour however, when students work in pair in answering worksheet activity are more helpful most of the time.
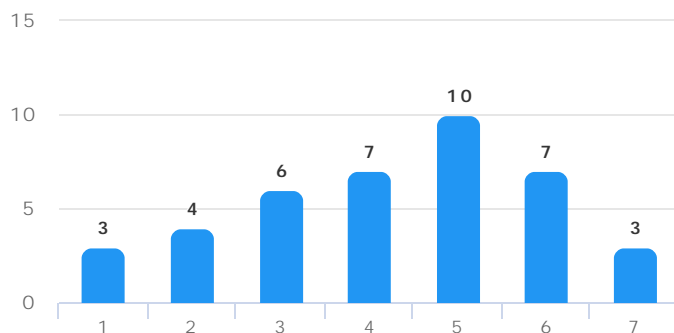
more

8 Feedback: How useful was the feedback (oral, written, or otherwise) to your learning?

(Multi-Choice, Single Answer)

Value	Option	Total
1	1 -- Not at all useful	3
2	2 -- Of very little use	4
3	3 -- Of little use	6
4	4 -- Moderately useful	7
5	5 -- Useful	10
6	6 -- Very useful	7
7	7 -- Extremely useful	3

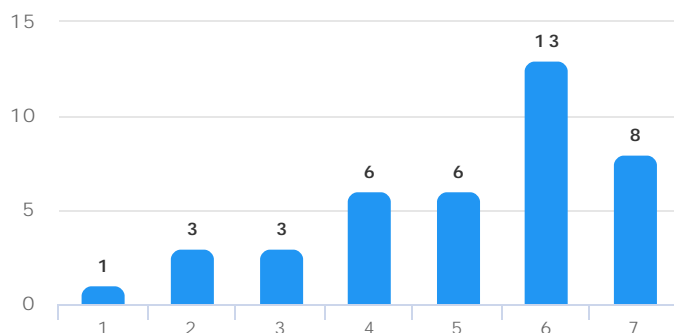| Average |
|---|
| 4.25 |
| Mode |
| 5 |
| Std. Dev. |
| 1.67 |
| Variance |
| 2.79 |

INSTRUCTOR
Please answer the following four questions with respect to the course instructor.

9 Overall: To what extent did the instructor meet your expectations for the quality of a UW-Madison teacher?

(Instructor Multi-Choice)

БILGE MUTLU instructor

Value	Option	Total
1	1 -- Far short of expectations	1
2	2 -- Moderately short of expectations	3
3	3 -- Slightly short of expectations	3
4	4 -- Approximately equaled expectations	6
5	5 -- Slightly exceeded expectations	6
6	6 -- Moderately exceeded expectations	13
7	7 -- Far exceeded expectations	8

Average
5.10
Mode
6
Std. Dev.
1.62
Variance
2.64

10 Responsiveness: How often was the instructor available to answer questions (in class, during office hours, via email)?

(Instructor Multi-Choice)

БILGE MUTLU instructor

Value	Option	Total
1	1 -- Never	0
2	2 -- Rarely (~10%)	0
3	3 -- Occasionally (~30%)	0
4	4 -- Sometimes (~50%)	1
5	5 -- Frequently (~70%)	6
6	6 -- Usually (~90%)	5
7	7 -- Always	28
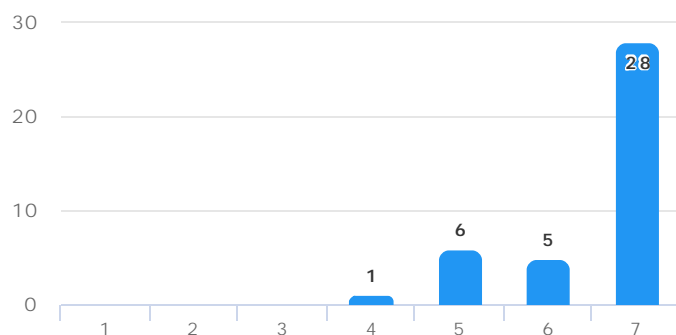
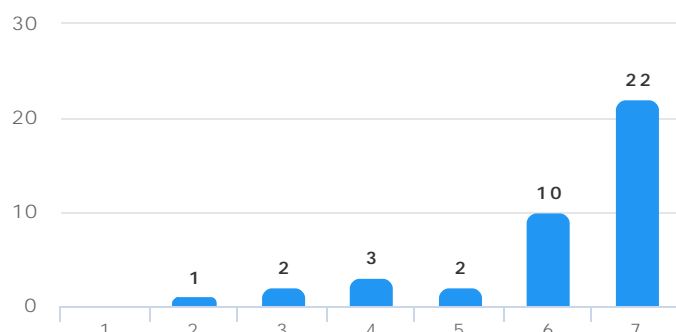|	
Average	6.50
Mode	7
Std. Dev.	0.84
Variance	0.70

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11 Environment: How often did the instructor create a positive, engaging learning environment?

(Instructor Multi-Choice)

BILGE MUTLU instructor

Value	Option	Total
1	1 -- Never	0
2	2 -- Rarely (~10%)	1
3	3 -- Occasionally (~30%)	2
4	4 -- Sometimes (~50%)	3
5	5 -- Frequently (~70%)	2
6	6 -- Usually (~90%)	10
7	7 -- Always	22

Average	6.10
Mode	7
Std. Dev.	1.32
Variance	1.74

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12 Overall instructor: How likely are you to recommend this instructor to fellow students?

(Instructor Multi-Choice)

Recommend instructor

BILGE MUTLU instructor

Value	Option	Total
1	1 -- Not at all likely	2
2	2 -- A tiny bit likely	3
3	3 -- A little likely	0
4	4 -- Moderately likely	7
5	5 -- Likely	9
6	6 -- Very likely	6
7	7 -- Extremely likely	13
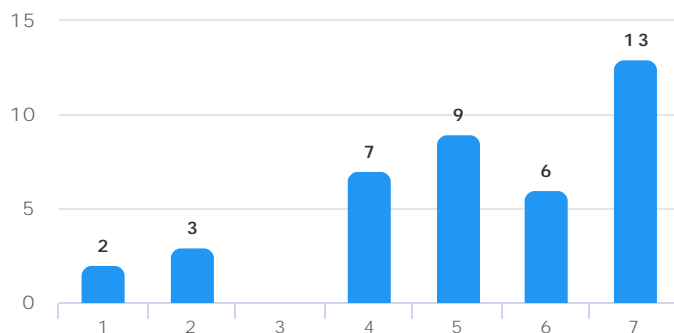
Average
5.20
Mode
7
Std. Dev.
1.75
Variance
3.06

Course
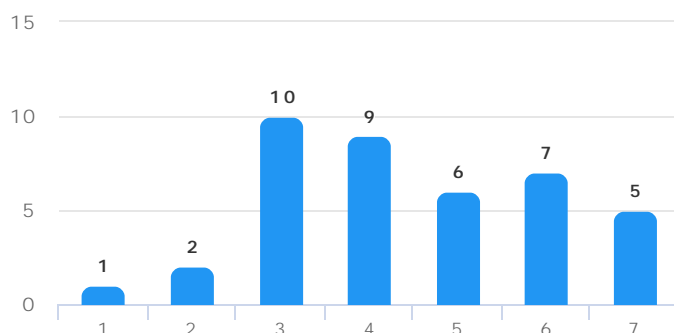Please answer the following three questions with respect to the course content.

13 Value: Overall, how useful was this course to you?

How useful

(Multi-Choice, Single Answer)

Value	Option	Total
1	1 -- Not at all useful	1
2	2 -- A tiny bit useful	2
3	3 -- A little useful	10
4	4 -- Moderately useful	9
5	5 -- Useful	6
6	6 -- Very useful	7
7	7 -- Extremely useful	5

Average
4.45
Mode
3
Std. Dev.
1.56
Variance
2.45

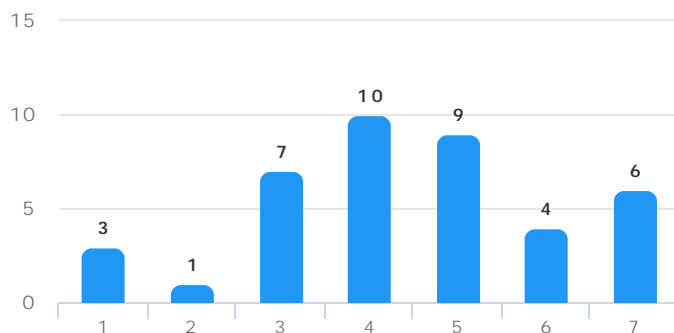**14** Overall course: How likely are you to recommend the course to fellow students?

(Multi-Choice, Single Answer)

Value	Option	Total
1	1 -- Not at all likely	3
2	2 -- A tiny bit likely	1
3	3 -- A little likely	7
4	4 -- Moderately likely	10
5	5 -- Likely	9
6	6 -- Very likely	4
7	7 -- Extremely likely	6

Average
4.42
Mode
4
Std. Dev.
1.66
Variance
2.74

15 Difficulty: How difficult was the course?

(Multi-Choice, Single Answer)

Value	Option	Total
1	1 -- Not at all difficult	4
2	2 -- A tiny bit difficult	2
3	3 -- A little difficult	6
4	4 -- Moderately difficult	16
5	5 -- Difficult	10
6	6 -- Very difficult	1
7	7 -- Extremely difficult	1
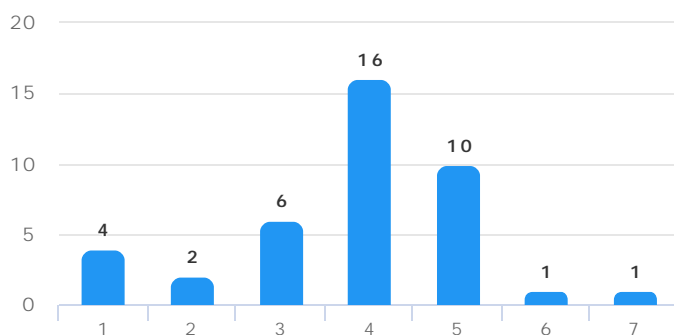
Average
3.83
Mode
4
Std. Dev.
1.34
Variance
1.79

Instructor
Open ended questions regarding the course instructor.

16 What did the instructor do that helped you learn the material?
(Text/Memo)

- Discussion during class, one on one discussion during hands on activities Professor Mutlu rocks!
- Regular discussion sessions were very helpful
- Assignments and project
- Provided a flipped classroom which forces student to engaged with the material in a different way. For me this meant I could watch the lecture at 1.5 to 2.0 speed for parts I knew and 1.0 to 1.5 speed for parts I needed to study.
- very little
- The video lectures were useful, because I could revisit them when I needed to brush up old concepts.
- Created a positive learning environment in the class
- I liked the discussions at the beginnings of each class.
- In-class explanations of concepts, assignments, and so forth were very helpful. The few bits of lecture we had in-class were also helpful. Questions were always answered clearly, and cleared up any confusion.
- Readings are great by may be reduced so we can focus more on better readings.
- Recorded his lecture, we were able to watch it over and over to better understand the concept.
- Well written assignments
- I liked having the videos and readings to watch and read before coming to class and then being able to discuss them in class.
- He framed in class discussions and facilitated Q&A sessions in class. He also added his perspective to the student led discussions.
- Descriptive video lectures
- Stayed after class to help us understand the material and how to apply it to our project.
- I appreciated how the professor contributed to weekly discussions, and the hands-on activities were helpful for depth of knowledge.
- He is very responsive to our questions.
- Instructor is very willing to guide through some confusion or difficulties student faced in the course material

17 | What would you suggest to the instructor to improve his/her teaching?

(Text/Memo)

- No suggestions
- The course material and the assignments can be taught in a more ordered way. Difficult concepts and assignments can be done in the starting of the semester.
- Make the course as an online class. OR give the lecture in class rather than online slides and remove 1st part of the class keep it online.
- engage with the material and update it instead of recycling stuff from before
- I can't think of anything.
- Nothing .. Just continue like this
- I wasn't a big fan of the online lectures (except perhaps for special topics like using R). I didn't find the in-class activities that helpful except in understanding how difficult it can be to categorize and analyze different parts of studies. The frameworks we learned were generally quite specific and it was never really clear how the papers fit in. It may have been helpful to assign specific papers as reading and then do an analysis in class as maybe an interactive lecture. The in-class discussions were generally very interesting to talk about differing opinions and viewpoints, but I didn't feel like most of them improved my understanding of the reading or general topic.
- The instructor's teaching is very good, I don't see much to improve there.
- Speak louder/use a speaker.
- Exellent
- I would say the facilitation section (first part of class) was pretty awkward most of the time and may be better to do discussion between groups rather than with everyone?
- It would be great to hear more from him and maybe get a demo of his own research and how it relates to current topics in the field.
- Better to have lectures spread across a week.
- Explain/give examples for the assignments at least a week in advance.
- The workload was overwhelming and severely detracted from my ability to learn. Also, feedback on assignments was virtually non-existent, and the assignments built on each other, which made it extremely challenging and a bit unfair because we did not know if we were on the right track.
- Students should receive feedback on submitted projects and assignments

Course
Open ended questions regarding the course content / learning activities.

18 Briefly describe the learning activity(s) that were the most valuable to your learning in this course.
(Text/Memo)

- The very interactive hands on activities and some aspects of the assignments were very valuable. I liked the hands on activity where we went out and conducted an ethnography the most. The assignments were interesting, but took a long time.
- Regular discussion sessions were very helpful
- The quizzes is a great motivator to do the methods reading. Discussion was an okay external motivator for the theory reading. Granted the theory reading was more intrinsically motivating.
- individual assignment
- Learning how to design, conduct and validate a scientific experiment.
- Assignments
- The group project was enjoyable for the most part and helped me better understand the HCI research process. I thought that the individual assignments were helpful for solidifying my knowledge of the research techniques we learned, or would have been if the course were more conducive to learning those techniques in the first place. I will discuss that issue in the next answer. The in-class activities were also generally helpful for practice, again subject to whether I had really learned the techniques covered.
- The assignments were useful. Coding qualitative data, building factors from a questionnaire, and doing correlation analysis were skills I felt will help me at some point in the future.
- When Professor Mutlu would stop us to explain or clarify something during the hands on activity. That was the most helpful part of this class.
- Assignments
- Learning - How to go about doing a research
- I thought that the in class practice was valuable. However, the most valuable thing from class was doing the different solo assignments, I thought I learned a lot from those.
- Assignments and Project
- A lot of the readings and resources will be good references for future work.
- Assignments #2-5 followed by the group project.
- I appreciated the format of online lecture slides and in-class activities and discussion. Slack was also a great communication tool.
- The assignments have very detailed and structural handouts which are very good learning materials for research methods.
- Understanding design from HCI perspective. Carry out projects with very clear guidelines on why, what and how to select and distinguish independent variables, dependent variables and how to form research questions,

19 What suggestion(s) do you have to improve the course (other than instruction)?

(Text/Memo)

- Consolidate the assignments and project somewhat. It seems like they have a lot of overlap.
- The course material and the assignments can be taught in a more ordered way. Difficult concepts and assignments can be done in the starting of the semester.
- Instructor doesn't do a thing. The first hour is a waste of time. At the end of the semester students skipped the first hour. We already read the papers and write about them. Make it more like an online discussion between small groups of people where students comment and then comment on other students' ideas. Assignments should be discussed more and given adequate time. Usually we learn about what we need to do on Tuesday and Assignment is due Thursday!
- create a syllabus, reduce the number of individual assignments, get rid of the poster session
- I can't think of anything.
- Nothing much
- Having two different projects/studies going on at the same time with the individual and group assignments was a lot. I wouldn't say it was too much work, but with all the things we learn later in the class, I didn't really feel like we were equipped to even design the group project until we were already supposed to be halfway done.
- I would consider doing away with the semi-flipped classroom. Lectures were given as videos to be watched outside of class time. Between the reading assignments, coursework assignments, and group assignments, it was very difficult to find an extra hour or more to watch lecture videos. There was little incentive given for completing the lecture videos, as the only direct feedback on this were one-point quizzes, for which we got no direct feedback. This tended to make lectures feel like the forgotten step-child of course content, when they ought to be the most important class component. On the other hand, the in-class time that would normally be spent on lecture was instead spent on class discussions. While discussions are useful in small groups of people with a reasonable understanding of a topic, this was a large group of people whose understanding of a topic came from just a couple papers. Because everyone read the same papers, there was simply no new insight to be gained from discussion, and I got zero value from this part of the class. I would have learned far, far more from in-class lectures than I did from discussion.
- The discussion hour generally wasn't very useful after doing the reading because there were no organized take-aways from the conversation. Similarly, the second hour activities often didn't have clear learning goals. Often these sections of the class felt unguided and wouldn't help me do the task any better than just trying it if I ever needed to do it anyways.
- I don't like the flipped classroom experience at all. I do not do well learning on my own, and I like to practice applying information. I normally like discussion portions of class, but I didn't feel that any of the discussions were useful to me at all, and I felt like normally discussions were just 5 students pretending they are discovering a novel subject or that they are experts on a topic when really it was just a bunch of laymen discussing topics in an armchair scientist type of way. This was only doubled when the conversation would almost never be brought back to the topics we were supposed to be learning about. I took this class because I wanted to learn from Professor Mutlu, not a couple of loud masters students who thought they were experts. (Nothing against any of my classmates, I just didn't feel the discussions were of very high quality most of the time... not BAD just... average.)
- Felt that the course is hectic
- Little less readings
- Spend less time with the facilitation time and have more examples and exercises
- The course currently has too much workload. With all the assignments, the course felt very task oriented with little constructive feedback given on assignments. It would be great if the readings each week were reduced and the individual or group project eliminated to allow for more focus on the core topics of the class and learn them in more depth.
- I would have preferred having fewer readings as it was an overwhelming amount of work between the weekly readings, weekly lectures, readings for quizzes, individual assignments, and group work each week. The course expectations were unrealistic and caused an extreme amount of student stress. Due to this, I feel that I got much less out of the class than I could have as it was an overwhelming amount of history, content, methods, and statistics.
- Weekly first hour discussion needs improvement and restructuring. Some topics may become less interesting because not all students in class can be involved in a discussion. This first hour could be modified to differ each week.

due lecture videos lot work between papers

assignments

project normally felt far amount weekly time

Course Section- Specific

Miscellaneous

20 Do you have any additional comments/suggestions that were not previously addressed by this evaluation?
(Text/Memo)

- Professor Mutlu rocks!
- No
- 1) I don't think the classroom configuration adds anything. In fact it was a little uncomfortable to constantly have to turn around if you were at one of the wall facing chairs. A classroom with round tables would do just fine. 2) The assignments should have been explained and gone over in a little more detail a significant amount of time before they were due. (like go over it in detail the tuesday before the due thursday, giving us 9-10 days) 3) Make requirements of class something you have to learn. I felt like class didn't know what it was - it felt more like an introductory research course than a course in human-computer interaction. i didn't understand what statistics using R or practicing ANOVAs had to do with it. I enjoyed the technological papers and the scale construction assignment but this fits in more with a research methods course than an HCI class. It was very different from my expectations.
- Could have had less assignments or less of a project work
- As mentioned, this class was an overabundant amount of work. Each of the individual assignments were more work than a final project should be, but we were still required to spend countless hours working with our group on a full-semester group project. There was an extensive amount of reading for the weekly discussion posts (3+ hours of reading), combined with the online lectures and preparing for quizzes (2+ hours each week), and when combined with the number of both individual assignments and group project deadlines this course was FAR MORE demanding than a three-credit course should be (10-12 hours of work, including 3 hours of class time, every week). There was even an assignment due on Thanksgiving, that only after class request did the professor move the due date. Additionally there were a number of required assignment, including a final presentation and a poster session where we had to pay to print the posters ourselves, that were UNGRADED but then the final paper was worth over 40% of our grade. It seems this could have been much better divided to grade all required student work. I really wanted to enjoy this class, and find the professor extremely knowledgeable, but am left with a sense of exhaustion.
- Field trips to HCI laboratory or design lab. More introduction and interactive example of real HCI projects.