

Instructor: **Edmunds, Timothy**  
Subject: **CS**  
Catalog & Section: **5002 10**  
Course ID: **21999**  
Objectives:

Enrollment: **23**  
Responses Incl Declines: **14**  
Declines: **0**

Instructor Related Questions: Timothy Edmunds (16 comments)

Q: What were the strengths of this course and/or this instructor?

- 1 Very smart and very interesting questions to cover the material. The problem solving sessions were good thought process kick-starters for the homework
- 2 N/A
- 3 I think the professor is great at creating/choosing interesting problems to solve using discrete math. Though often challenging, were fun to solve. I think I have enjoyed this math class more than previous math courses I have taken before due to the material and structure of the course.
- 4 I did not interact much with the professor outside of the grades he gave on assignments. He did provide very thorough feedback on each assignment.
- 5 The open problem-solving sessions were EVERYTHING!
- 6 I really appreciated the depth of feedback given on assignments, and in email replies. I know as a teacher I'd often wonder if students read the feedback given them. I read it all, and it was immensely helpful.

Q: What could the instructor do to make this course better?

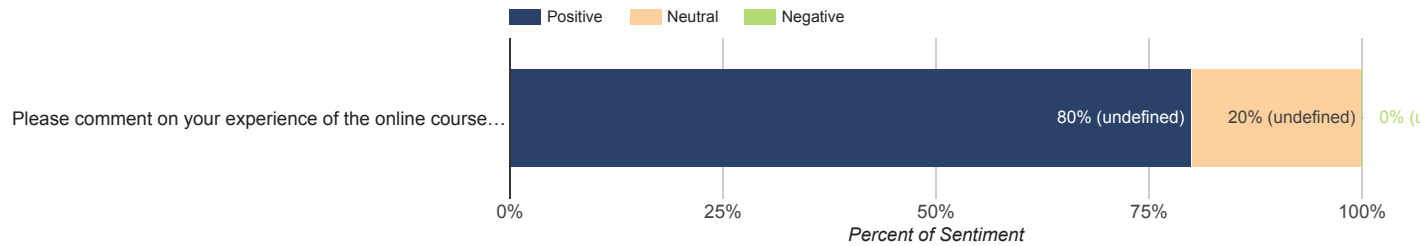
- 1 I think having one or both of the group questions be more of a "guided learning" experience with a question/concept for the homework would be huge in helping build the community aspect of the program. Towards the end I think most groups were just meeting to divide the two questions up but still by and large worked on the questions individually. Instead, maybe take that same question and have a guided discussion (similar to how you do breakout groups in the problem solving sessions) so that it has us doing smaller problems together and working together. Ultimately, I think the difficulty of combining everyone's work schedules, with a challenging subject, and sometimes lacking textbook reference material leads to frustration and the group sessions become unproductive.  
  
TL;DR: using the same group question - add a document that guides the steps and lets the group discuss the thought process for applying the concept desired from the question. The final input is the results of the guided discussion/problem solving.
- 2 N/A
- 3 I felt problem #3 in problem set 0 was a bit challenging considering there was no lecture or teaching yet done in the class and feel it would have been helpful for problem set 0 to have had the same early submission deadline for feedback as the other problem sets had. Additionally, I believe Problem set 4 Problem #1 more so belongs to material covered in module 5 than in module 4.
- 4 A collaborative effort between 5001 and 5002 to align the material learned in the weekly modules would have helped me ground theory and practice.
- 5 I wish groups had been shuffled after Set 5. Groups were my main social interaction with the class, and it would have been nice to spend more time with different people.

Q: Please expand on the instructor's strengths and/or areas for improvement in facilitating inclusive learning.

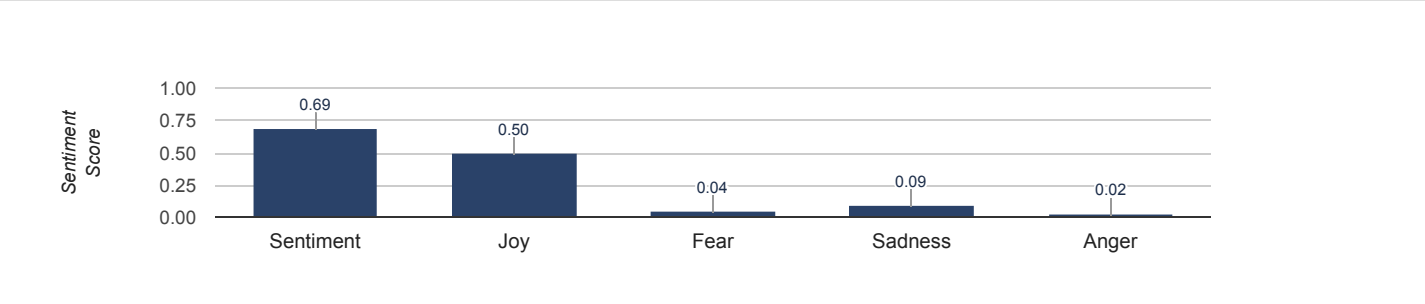
- 1 See comment above
- 2 N/A
- 3 In the optional problem solving sessions, I think the instructor did a great job in facilitating discussions. As well as having students work in small groups at some points during the session to solve problems and checking up on each group's progress I feel further contributes to facilitating inclusive learning.
- 4 Relating the material to real-world situations.
- 5 I really appreciated Tim's feedback, and enthusiasm for math in general. The course is also incredibly well structured

Questions to Assess Students' Online Experience (5 comments)

Q: Please comment on your experience of the online course environment in the open-ended text box



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- 1

Overall, I had an incredibly positive experience with this course, though I did have to spend a lot of time doing independent research to cover materials that were not covered in the textbook and weren't sufficiently addressed in the videos. ★★★★★
- 2

N/A ★★☆☆☆
- 3

I liked the structure of the online course with having an early submission deadline where feedback could be received. I felt this was incredibly helpful so as to do better on HW assignments and overall in the class. ★★★★★
- 4

I enjoyed this course tremendously, I was intimidated at first, but Professor Edmunds and the TAs were incredible and helped me find my confidence. ★★★★★
- 5

The course was well-designed, and easy to navigate. The frequency of office hours and classes were very nice. ★★★★★

Student Self-Assessment of their Effort to Achieve Course Outcomes (5 comments)

Q: What I could have done to make this course better for myself.

- 1

I think including some extra resources for subjects that were not included in the textbooks would be helpful:  
For example: subjects we covered in the homeworks but I didn't think were sufficiently discussed in the textbook:  
Expected Value (probability)  
CNF vs DNF  
Permutations/Combinations while removing duplicates (permutations of HELLO question)
- 2

Time management
- 3

I feel I focused too much on solving the problems on my own without seeking help. What I could have done is set a certain amount of time working on a problem and if I do not get to an answer within that time frame, to seek assistance from others rather than working indefinitely on it before the assignment deadline.
- 4

start tutoring/TA hours sooner!
- 5

I currently have a <99 in the course. I don't feel I could have made substantial improvements.