

Discrete Structures (Spring 2023)

Instructor: **Viles, Weston**  
Subject: **CS**  
Catalog & Section: **5002 15**  
Course ID: **36451**  
Objectives:

Enrollment: **12**  
Responses Incl Declines: **6**  
Declines: **0**

Instructor Related Questions: Weston Viles (16 comments)

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

- 1 Professor Weston Viles is a very intelligent teacher and very knowledgeable in the subject of Discrete Mathematics.
- 2 The strengths of the course were its ability to challenge us to think in a new way while teaching mathematical logic and concepts that hadn't been taught in previous courses. The instructor was very enthusiastic about the course material.
- 3 n
- 4 He made an effort to connect with the students.
- 5 The demo code discussions were helpful to see real-world applications of some of the concepts.
- 6 Professor Viles is very passionate about the subject matter and has a strong knowledge of the content.

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

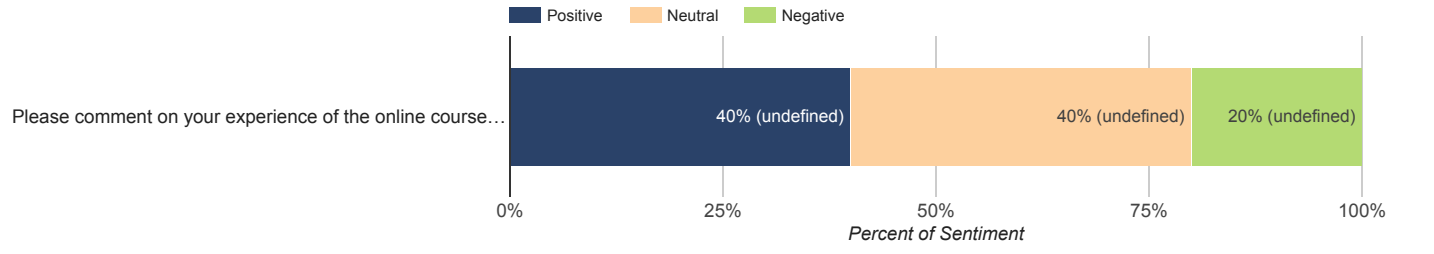
- 1 In the future, Professor Weston Viles should develop a schedule to releasing his rubrics and homework solutions. At the very least develop a timeline for when important rubrics are to be released. If the scheduled date needs to be changed, set a new date and let the class know. Also, an advanced notice that the grading is different than what is on Canvas, and that we should follow the grading rubric from the syllabus.
- 2 Clearer organization would be helpful, both with when to expect large assignments, as well as the structure of the course material itself. It was unclear when we'd be covering certain topics, and going in an order separate from the book (and seemingly from the normal order of topics intended for this class) was both an added challenge and sometimes made learning more difficult. I would have liked to have had access to the learning materials for the bridge course like the instructional videos from CS5001 to supplement my learning before/after class so I better understood what was being discussed.
- 3 n
- 4 Connected materials to real world use when plausible.
- 5 Create a schedule and stick to it. Try not to cram so much information into each class period. Allow time for in-class practice and collaboration to work on problems. Scale back the amount of busy work assigned weekly.
- 6 Set clear expectations and outlines for assignments. Preview/review homework problems prior to assigning them. More examples done in-class inline with the homework examples.

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

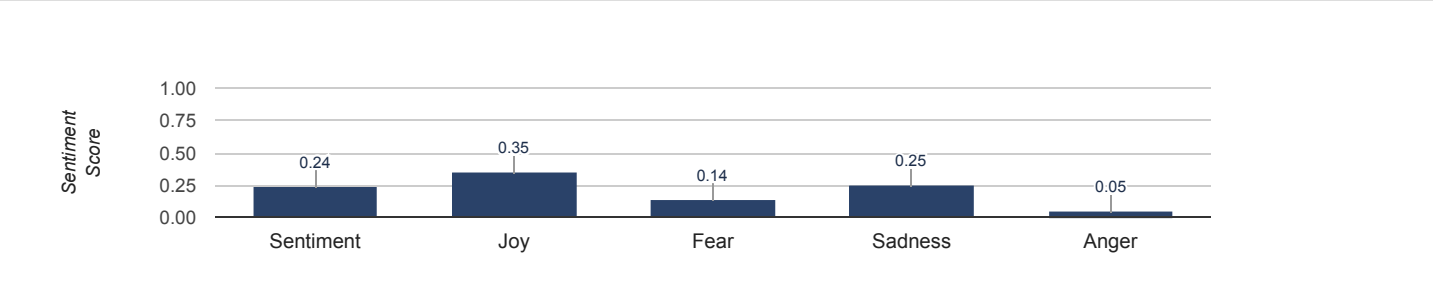
- 1 The instructor is very enthusiastic about the course material. I was disappointed to learn that not a single person had gotten a question on a major assignment correct. At that point, I'd ask either what was the class missing and/or why was the question asked?
- 2 n
- 3 More time could be devoted to collaborative discussions or in-class practice to foster a greater sense of community within the class.
- 4 The expectations and grading for the semester project was unclear and seemed ambiguous. We did not get a 'rubric' until about half way through the project. I also felt that all assignments were put together last minute and problems were not done out prior to their assignment. I felt that a lot of the material was being viewed for the first time as it was being presented and the lack of continuity through the problems was hard to follow at times.

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 It was difficult to connect remotely with other students in a math course. ★☆☆☆☆
- 2 n★★★★☆
- 3 Weston was very understanding and had good grading policies. ★★★★★
- 4 Students in the Zoom sessions were often overlooked. There were times the audio was turned off, and it took a long time for chat comments to be addressed. ★★☆☆☆
- 5 The online materials were nicely organized by week. However the grades that were input were not reflective of how the syllabus stated they would be weighted which made it difficult to really judge what our current grade was. ★★★★★

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 could have used more supplemental learning. I feel like I gained the most from homework and less from the class instruction itself.
- 2 n
- 3 I could have freed up more time to spend on course work.
- 4 There was no way to make the course better for myself. Even advocating or reaching out about questions or extensions did not provide the support needed at times. The TA was not helpful and office hours were not at times that made it feasible to attend.
- 5 The work load for this course was a lot more than was described in the first class. It was stated that there was going to be about a 2:1 out of class to in class ratio and I would say it was more of a 5:1 workload ratio. With the homework, reading, and project I spent between 15-20 hours per week completing the necessary reading and work for this class.