

Instructor: **Cantrell, Gary**
Subject: **CS**
Catalog & Section: **5004 14**
Course ID: **40235**
Objectives:

Enrollment: **12**
Responses Incl Declines: **8**
Declines: **0**

Instructor Related Questions: Gary Cantrell (14 comments)

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

- 1

Gary is a great professor, and I really appreciate the time he spent in lectures to walk through examples and answer questions. I like the idea of class time being more of a discussion than a lecture environment, but the materials we had to study prior to class were largely insufficient (at least for me.) If the course was structured around a better resource, say a good book on OOP, then perhaps it would have been a better experience.
- 2

All instructors are different. Gary has designed a flip classroom which allows for class time to be used to apply ideas from the modules together and see what problems and solutions arise. For me, this is a very effective approach.
- 3

Classes are well-planned.
- 4

none
- 5

Gary had so much useful/practical knowledge that he wove into the course and he was always very willing to spend additional time with students to provide additional explanation and support. A great professor all around.

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

- 1

A lot of my issue with this course, outside of the online material, was based around inadequate knowledge of Java and the IDE's that are built for it. Gary prompted us all to use Eclipse, which we all ignored in favor of IntelliJ.

I appreciate the argument that IntelliJ does too much for students, but I think we should either commit to IntelliJ, or spend more time on things like Packages and all the other things Eclipse throws at you upon launch. In person. Not in outdated videos. Ahem. Anytime I am told "just tick these boxes and don't worry about it" I worry about it.
- 2

If more students came prepared, I think Gary could push the flipped design even further, for instance starting with a paired coding challenge (rather than ending with it) that requires having watched the module videos. Then we could share solutions and walk through those solutions together to learn how to best apply the content learned in the modules. I think this would be better than stepping away from the flipped model because people (who should behave like graduate students) aren't preparing for class. Just my 2 cents.
- 3

Maybe add some side fun reading?
- 4

NA

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

- 1

This is meant to be an OOP course, but I spent most of my time struggling with IDE's and Java. I get that the rigor of Java is meant to hammer home all of the OOP concepts we're learning, but at a certain point it gets in the way. If OOP is language agnostic, why force students to learn Java when Python, which we've already encountered in 5001/5002, would be sufficient?
- 2

I appreciate Gary and his approach. I appreciated his focus on classroom community building, and he does a great job making sure we do real coding around relevant challenges in class (again, could move that to beginning rather than end). He didn't always come across as enthusiastic (which certainly is not required). He should be sure the course is designed in a way that makes it fun for him because that interest does rub off. of all the professors I have had so far, Gary was the most attentive to creating a community in the classroom. I think this resulted in the most class participation of my align classes so far.
- 3

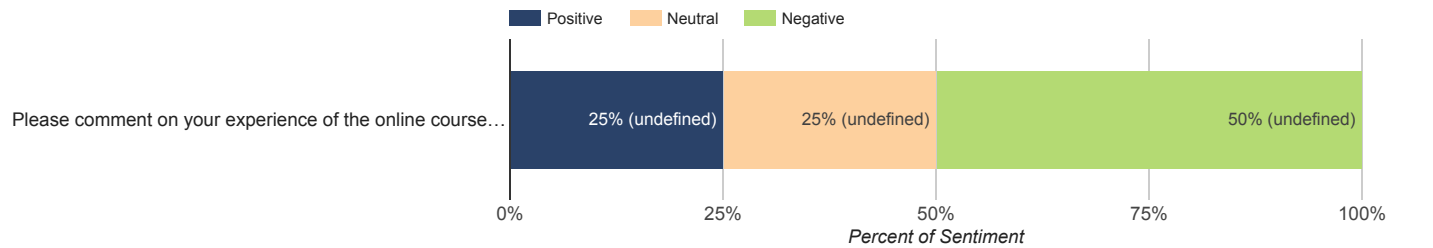
Every concepts are explained clearly.
- 4

none
- 5

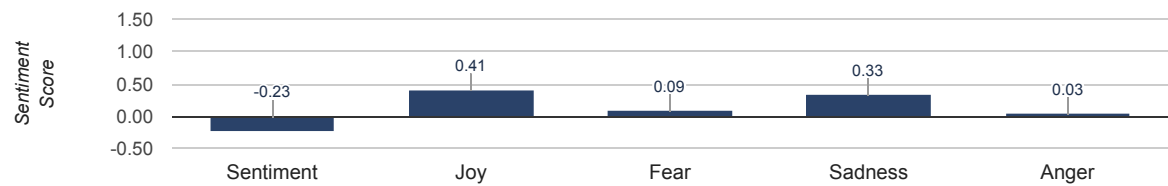
A very knowledgeable professor who consistently made himself available to students to provide additional support and knowledge. He created an environment in the classroom and outside of it that was very conducive to growth and learning.

Questions to Assess Students' Online Experience (4 comments)

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



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- 1

The online materials were mostly fluff. Interspersed throughout would be nuggets of actual information, but one had to sit through overly verbose and piddling explanations/examples to get to them.

If these videos were optional resources it would be one thing, but having the course entirely structured around them was a mistake in my opinion. Lecture videos *can* be good, and some of them were, but by and large the online resources for this course were a disappointment at best and a hindrance at worst. ★★☆☆☆
- 2

I was mostly in person, but when I needed to be virtual, Gary was helpful and made choices of mode of teaching to be sure that it included all the virtual students alongside classroom students. ★★★★★
- 3

Class is in-person. ★★★★★
- 4

the quality of the content of the canvas video are very bad and hard to understand ★☆☆☆☆

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

Spend more time on independent study of the videos, even though they make me want to throw my laptop out the window.
- 2

I would love to have more time for reading additional resources on the content
- 3

Nothing.
- 4

teach slowly
- 5

NA