

Instructor: **Choffnes, David**
Subject: **CS**
Catalog & Section: **5700 01**
Course ID: **30626**
Objectives:

Enrollment: **33**
Responses Incl Declines: **12**
Declines: **0**

Instructor Related Questions: David Choffnes (23 comments)

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

- 1 Instructor clearly knew his stuff.
- 2 The instructor was well-informed, well-suited to teaching the course, and experienced.
- 3 Prof Choffness really wants his students to learn and is very passionate about the subject he teaches. He does a great job at going through the history and details, and making topics/concepts relatable to real world situations which makes it more interesting.
- 4 Extremely interesting material, and Professor Choffnes brings expertise, passion, and fun personal anecdotes. Also loved that he brought up current/recent events to explain topics.
- 5 Lectures were solid, grading was fair, workload was reasonable, material was interesting, etc. Good class.
- 6 The instructor is enthusiastic about the material and for the most part was happy to answer any question.
- 7 Very passionate about computer networks and data privacy. Has a great deal of technical and theory knowledge. An expert in the field.
- 8 Extremely knowledgeable, helpful, and efficient. Professor Choffnes has a wealth of experience in the networking world and can speak accurately and effectively to modern networking problems and strategies.
- 9 The instructor is helpful with fast response.

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

- 1 Class materials rarely relate to assignments and there are not sufficient resources for those assignments. Too much of the course was group work. Too few office hours and TAs from office hours rarely knew what was happening in the course. Responsiveness to piazza was low and responses took so long as to often be useless.
- 2 More focus on learning topics/concepts related to the projects, as most of us had to learn about them as we did the projects. For example maybe a couple of working through some code or talking about how to program certain topics would have been helpful as a start.
- 3 This course was a ton of work. It was manageable, but I can't imagine the stress if we had exams on top of everything else. It sounds like the course typically does include exams, so I'd just politely suggest scaling something else down a little to give students time to study if you add tests back in.
- 4 I wish the undergraduate and graduate students had their own sections. The different schedules were confusing and there is a question of fairness for competition.

I'm guessing there aren't enough undergraduate students to do this, though. I think they should be able to take the class.

Also, please link the papers directly from the homepage instead of their own list.
- 5 In regard to the concept material, I think it can be beginner friendly, but I felt that the projects, especially after project 1 were not. With an extensive amount of time to getting to know the tools to build the projects, it can be doable. That being said, there felt like a clear gap in skills and knowledge between students who took a previous networking course and those who came in without networking experience. It seemed that the students with previous networking experience were annoyed and condescendingly responsive when some students asked basic networking questions. This of course made the course less enjoyable, but this tells me that the pace was too fast for students without networking experience and too slow for the students with networking experience. I think it would be good if this class was split into 2 different sections or maybe a new class could be created that would be more beginner friendly. That way, the pace could be tailored to the particular group.

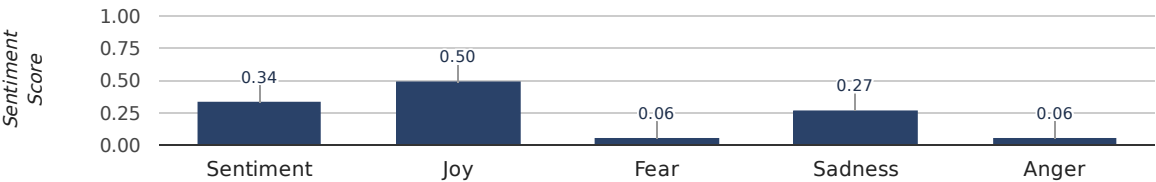
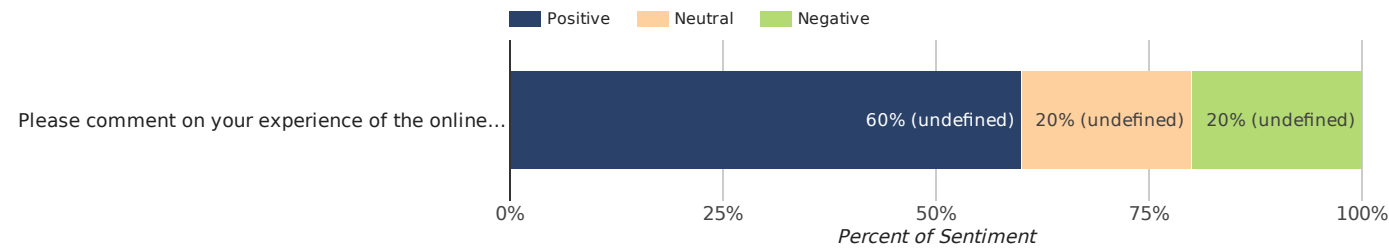
In regard to the projects, I think there was a lot more than seemed responsibly manageable. Project 3 felt like it should have had at least 1 month to be worked on. Of course, for the students that didn't need to do project 1 or 2 (because took the previous networking course 3700), they had enough time for project 3, but the rest of the students essentially only had like 2 weeks to work on it. I recommend reducing the scope of project 3 for the students who do need to do project 1 and 2 or removing it from the projects to do entirely.
- 6 The lectures are theory based and the projects are implementation based. While I quickly adapted to this, it should be announced at the beginning of this course. Some students I spoke with tackled the early projects with the wrong strategy, thus wasting time or failed to complete the projects.
- 7 Maybe tie the projects to in class work a little bit more but honestly it was refreshing to learn the theory in class and implement something using the theory outside of it. The only drawback is there is a lot of self learning needed for the specifics of the implementation, but that's expected and generally enriches knowledge of the overall topic.
- 8 The instructor can update the course material.

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

- 1 Prof was inclusive in allowing everyone to participate equally in class, and did not show any bias or discrimination in any sense. Also mentioned about creating an inclusive space at the start of the semester.
- 2 He made an effort to get students engaged, and not just the same few students who always raised their hands, and I thought he was very inclusive and respectful in that.
- 3 He was very careful to explain concepts so all students understood. Very few professors are as receptive to questions. It made the material clear to me).
- 4 None. Just announce the rationale of the projects so students can know what study strategy to use.
- 5 Extremely kind and helpful in office hours. Frank and concise about problems that you are having.
- 6 It will be helpful if the instructor may update the material.

Questions to Assess Students' Online Experience (10 comments)

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



- 1 Poor explanation of nearly all technical aspects of class. ★☆☆☆☆
- 2 The online portion of the course generally ran well, Piazza was useful and effective and was often a good place to find answers for issues I was having in or about an assignment. ★★★★★
- 3 Online environment was used at the start of the semester before restrictions were lifted ★★★★★
- 4 I appreciated that the professor made it possible for students to attend remotely if they were feeling ill or couldn't be in person. Overall good online environment, pretty responsive on Piazza and email. ★★★★★
- 5 The class was fully remote in January. The transition was as seamless as possible and optional Zoom lectures continued. ★★★★★
- 6 good ★★★★★
- 7 Lectures were mostly live. The instructors were pretty responsive on piazza. ★★★★★
- 8 The online course experience is good since all the lecture slides are online, zoom link is available upon request, and Piazza is pretty active. ★★★★★
- 9 Virtual format was engaging. ★★★★★
- 10 This is not an online course. ★☆☆☆☆

Student Self-Assessment of their Effort to Achieve Course Outcomes (7 comments)

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

- 1 Group projects are disasters and should not be as much content as they are.
- 2 Start projects earlier as it takes a lot of research to figure things out with no prior experience.
- 3 I could have leaned a little more on TA help and saved myself some time trying to debug things, but I learned a lot
- 4 n/a
- 5 I would have only taken this class only. There was much more workload than I felt was responsibly doable.
- 6 None.
- 7 More proactive about projects. Select a good partner.