

**Q: When I teach this course next time, what could/should I do differently?**

- Give more of a review of basic linear algebra at the beginning of the course?
- Add more on modern graphics programming (shaders), and have an assignment on that? There are a few reasons to not do this as I mentioned in the course: (1) writing shaders has a startup cost in terms of arbitrary notation you need to learn; (2) you can learn GLSL or WebGL on your own whereas the stuff we did do is not so easy to do on your own. That said, it would be very useful for those of you who plan to work as software developers in the graphics industry.
- Add more data structures in the lectures and assignments. For example, add another lecture on meshes and their manipulation. This is typically not done in intro graphics but it might be fun.
- If I had added the above stuff, what should I cut? Probably the answer is to cut some of the secondary/topics material, such as the fractal/L-systems or the lectures on capture and display. What do you think? Did you find that material to be interesting/useful?
- Should I have closed book exams with more regurgitation and memorization, rather than these open book exams which require me to ask some more challenging, thought provoking creative (?) questions. It is easier for me to come up with questions for closed book exams.
- Should the assignments give more pseudocode and hints, to help you get going?

**Q: How useful were the various resources for learning?**

- Were the lectures comprehensible? Did I go too fast, too slow, just right?
- How many of you followed the mycourses discussion board? My guess is, not many. There was less activity on the discussion board for this course than for any course I have taught before. (I have been using it for about four years). I'm curious why this time was different. Perhaps it is because many of you are spending a lot of time on facebook and other social media, and you are starting to get sick of interacting online? Or perhaps you prefer FB for whatever reason.
- The Lecture Notes were modified version from the last time I taught the course when I had used only blackboard and chalk. I had to do a lot of work to make them consistent enough with the slides. Was that work in vain? Did you use the Lecture Notes or not? Should I continue to offer them?
- What percentage of the Exercises did you do? How useful were they? How did you use them? Did you just read the question and then jump to the answers? Or did you take a crack at them first?
- Did you keep up with the material or did you fall behind and have to cram for the final? Attendance was remarkably low in the second half of the course, and there was a big spike in lecture recording views in the few days before the final exam. How could this be avoided? My guess is, not much.
- For the Assignments, would you have preferred them to be worth less weight? I believe they take a lot of work and so you should be rewarded appropriately for that work. But the downside of making them worth so much is that you force yourself to do a top notch job with them and this leaves little time for keeping up with the lectures and doing the Exercises. Another other potential problem with having them worth so much is that you can pass the course doing only the assignments and answering exam questions that are related to the assignments. This situation is problematic because there might be huge gaps in your knowledge of the course material.