

37/60

I think I deserve a 37/60 because I did not have an in-depth understanding of all the topics, especially the concept behind uncountably infinite properties, defining a countable sequence and proving Rice's theorem. I had three grading tiers, harsh, medium, and easy. My harsh tier meant that anything that was not full credit, just did not get any partial credit. Medium tier meant that I gave myself half points if I was given partial credit based on the feedback. Easy was giving me almost full credit at a deficit of 0.5 to 1 points off. The harsh judgement returned a 32/60 and the generous grade returned a 42/60. I knew that a 47/60, or my medium tier, would most likely be more accurate, so I chose this grade. Some specific items from the exam that I definitely should have studied more up on Rice's Theorem and its connection to Turing Machines, as I forgot how to explain it well for #13 and #14.

My study habits for this course are very abstract. I typically will look over slides, briefly read parts of the textbook, and do some practice problems. They worked for me since I did interact with most, if not all, of the material available on Canvas. It did not work for since I did not spend much time acknowledging my weaknesses, which led to very passive study time and unintentional focus, which most likely clouded my view. This is most likely why the one question I did get partially incorrect, I was marked as 'missing most steps'.

Moving forward, I do want to study more intentionally, and I believe that the final exam will allow me to refine my study habits and really figure out the most productive way to revise course material and easily point out my struggles. Since chapter 7 is shorter than most of our chapters, I'm hoping I will be able to establish a basis of red, yellow, and green topics and thoroughly understand everything before the exam date. I would like to be able to categorize every skill in this course as red: meaning I don't understand anything pertaining to that topic, yellow: I sort of understand the concept, but have no clue how to do it, and green: I understand the concept, but have no clue how to do it, and green: I understand the concept and application, and just want to do some extra practice for the challenging or outlying cases. I also want to do more pre-class previews, which is something I've already begun to do as well as we began chapter 7 since it gives me a better understanding of what I might struggle with during class.

The learning process in this course is more useful than when I took it online last semester. I enjoy how there are practice problems to do in class and plenty to do online as well and how they are not counted directly into my grade. The in-class assignments are also great since they are graded based on completion and effort. It makes it much easier to do the "try-it" assignments without worrying about whether I go the desired answer. It really helps take the pressure of not immediately understanding a concept, especially since some topics did not 'click' right away for me.

I don't like how most of the material is taught through slides since it doesn't really allow me to process the problem walk-throughs thoroughly. I have noticed that I understand the problems better when I go through them on my own outside of class and have found it more efficient and effective than fully tunneling into lectures since they don't seem very helpful given, they are just slideshows.

I think Professor Budwell is doing ok. I just wish it was more interactive and less just slides since I could just read the slides without attending lecture. Lecture seems less and less helpful as I have noticed I achieve higher grades when I just teach myself the lessons. It would be much more useful if she did more teaching than just reading off the slides and annotating them. More engaging hands-on practice would help since students are not engaging with the material until the try-its. I don't find the lectures to be handy. I feel like walk-throughs would work better for a more conceptual math-ey course, whereas it is easier for students to gauge their understanding by doing the problem first, figuring out where they got stuck, and then having the professor walk through the problem after that. I think it's very easy for a student to watch a walk-through, think they understand the topic, and then go to do the homework or the try it and realize they did not really understand anything at all.