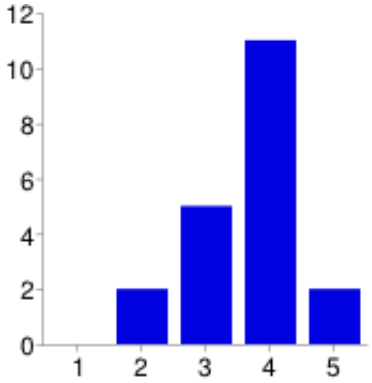
20 responses

View all responses

Summary

Did you grow as a programmer since 203 started?



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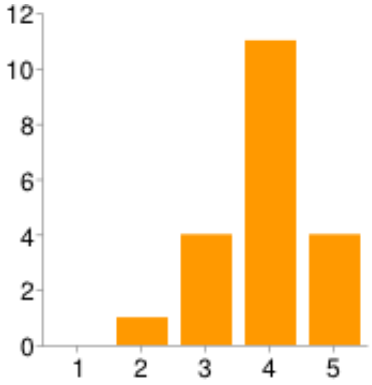
Did you grow as a _Java_ programmer since 203 started?



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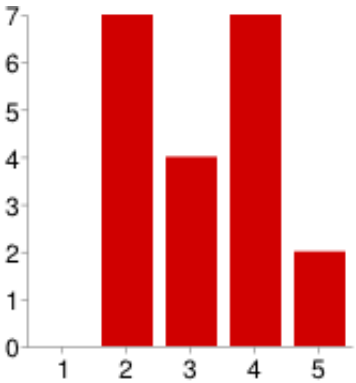
Is lecture time and the book the main reason for any growth you've had?



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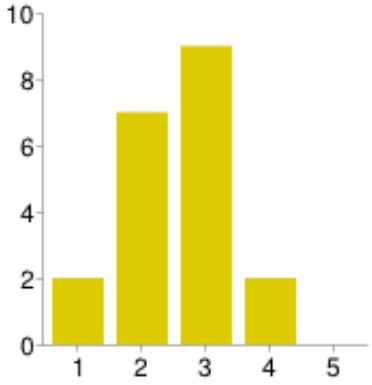
Is lab time the main reason for any growth you've had?



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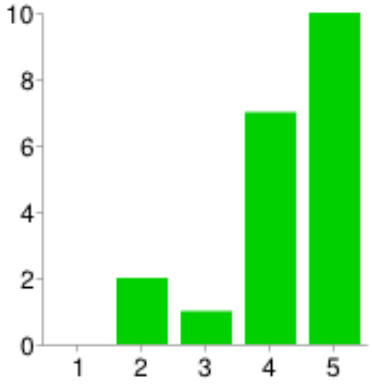
Is the assignment the main reason for any growth you've had?



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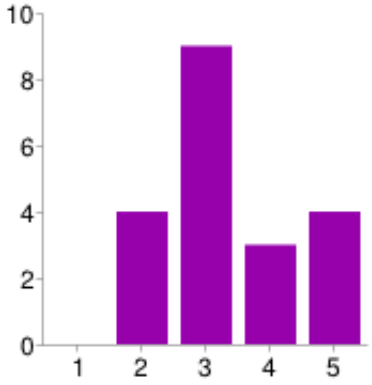
5	**10**	50%

Do I make good use of lab time?



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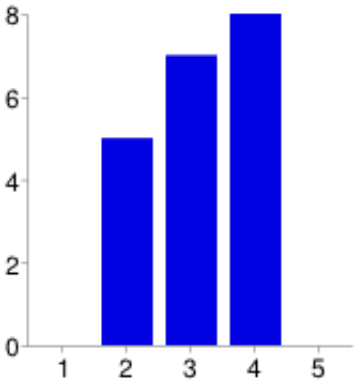
Do you feel like you were a "good" programmer before 203?



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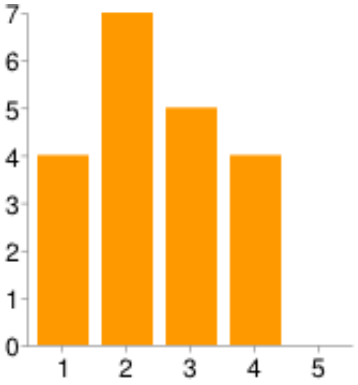
Do you feel like you were a "good" _Java_ programmer before 203?



1	**4**	20%
2	**7**	35%
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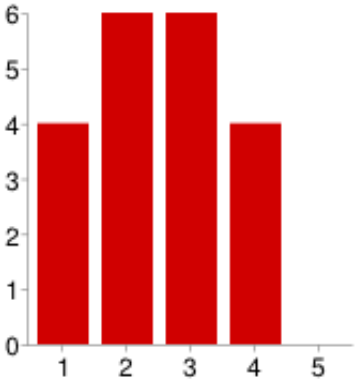
Do you feel like you could write a "real" Java program before 203?



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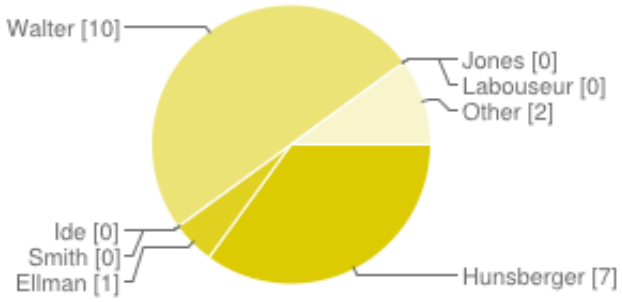
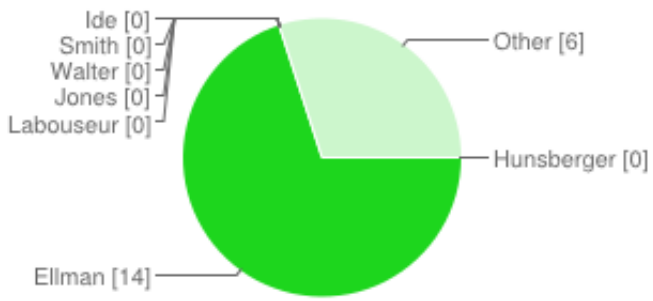
Who did you have for 101?



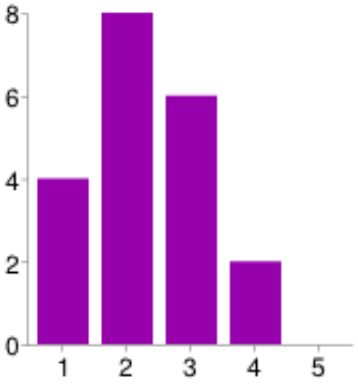
Hunsberger	**7**	35%
Ellman	**1**	5%
Ide	**0**	0%
Smith	**0**	0%
Walter	**10**	50%
Jones	**0**	0%
Labouseur	**0**	0%
Other	**2**	10%

Who did you have for 102?



Hunsberger	**0**	0%
Ellman	**14**	70%
Ide	**0**	0%
Smith	**0**	0%
Walter	**0**	0%
Jones	**0**	0%
Labouseur	**0**	0%
Other	**6**	30%

The purpose of the assignment was to learn about sets



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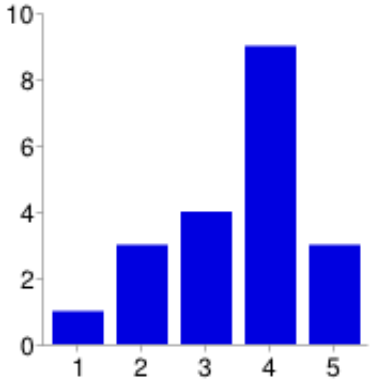
The purpose of the assignment was to learn about interfaces and data abstractions



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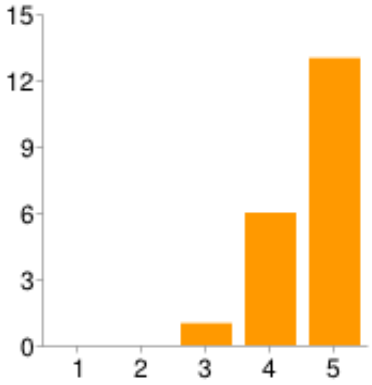
The purpose of the assignment was to learn about properties and property-based testing



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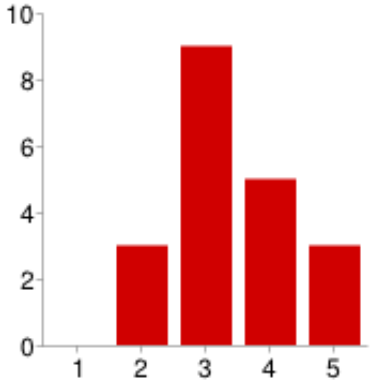
The assignment was a "real" Java program



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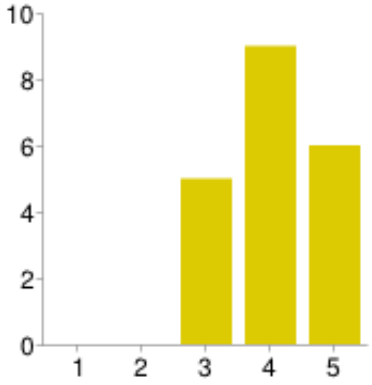
The assignment was hard



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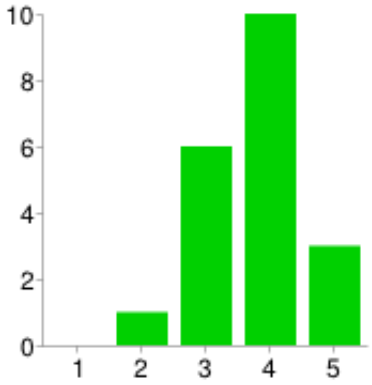
The assignment was interesting



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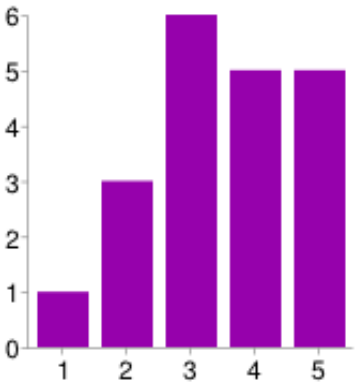
Property-based testing found errors in my program



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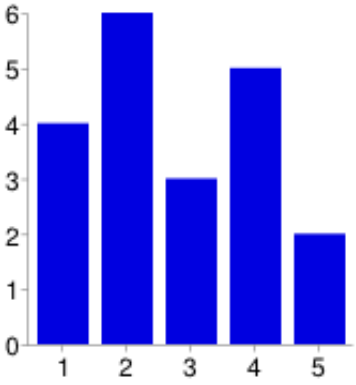
5	**5**	25%

Property-based testing found errors in my understanding of sets



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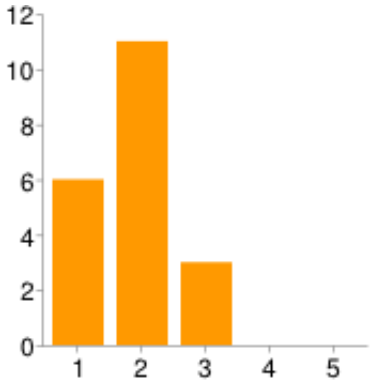
Property-based testing was a waste of time



1	**6**	30%
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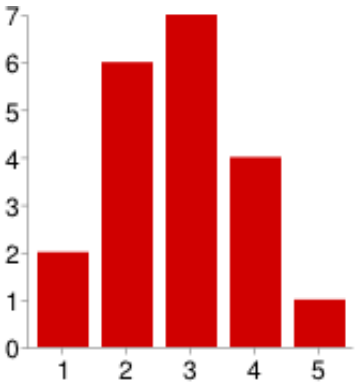
Writing the persuasive essay was useful to my growth as a programmer



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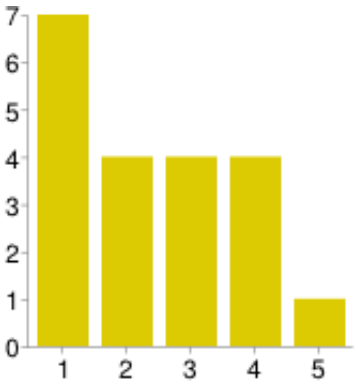
5	**1**	5%

Writing the persuasive essay was interesting



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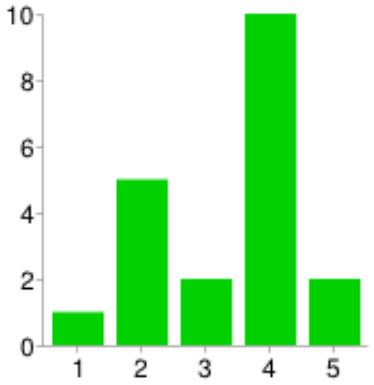
2	**4**	20%
3	**4**	20%
4	**4**	20%
5	**1**	5%

Writing the persuasive essay caused me to revisit my program or testing



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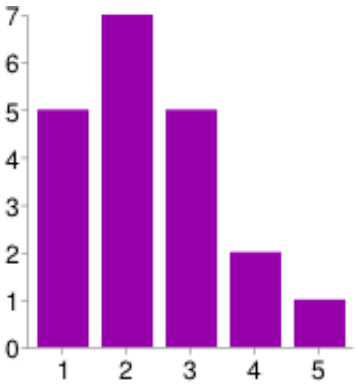
4	**10**	50%
5	**2**	10%

Writing the persuasive essay was a waste of time



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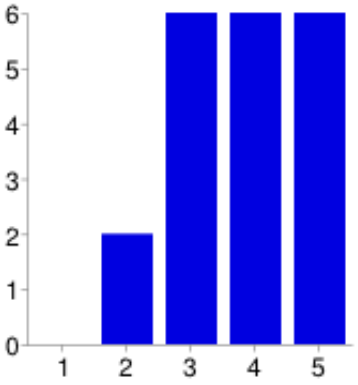
5	**1**	5%

I like the flexibility of essays and assignments



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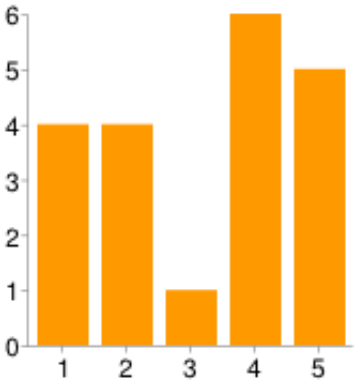
4	**6**	30%
5	**6**	30%

The flexibility of essays and assignments scares me and gives me anxiety



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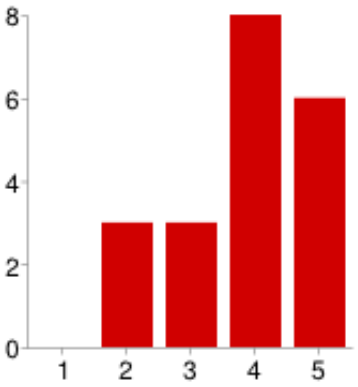
5	**5**	25%

I am excited about future assignments



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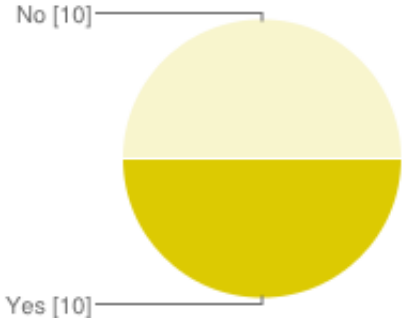
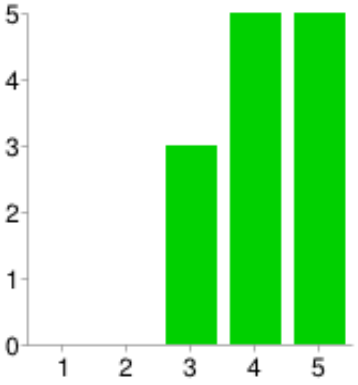
5	**6**	30%

Have you come to any office hour visit?



Yes	**10**	50%
No	**10**	50%

Office hour visits are useful



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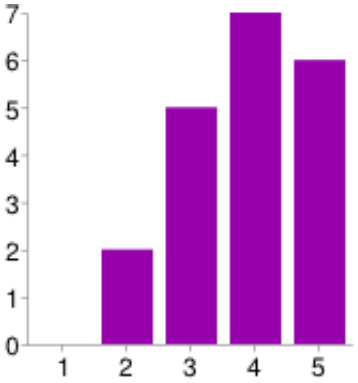
Github comments are useful



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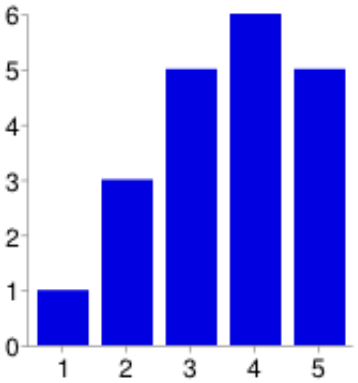
5	**6**	30%

The mailing list is useful



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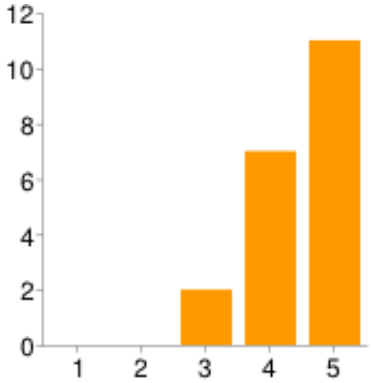
I feel that Jay loves and cares about me



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4	**7**	35%
5	**11**	55%

Please give me feedback and suggestions on lecture time

I think lectures are exciting and interesting (surely better than any I've had elsewhere at vassar)

Could you possibly go a bit slower? There have been occasions when you create a program in the blink of an eye and I'm still trying to figure out what it does when you start testing it.

I think lecture time is helpful but maybe there could be more of an explicit core, accompanied by examples. Instead of working and learning from examples. Personally, I know it helps me more to define the subject of the class before going through it.

It's alright, except that you tend to go a little too quickly for students with laptops trying to follow along with you on their own IDEs and we tend to usually get lost in the middle.

Talking about the current assignment for a few minutes at the beginning of class is nice. It gets me into computer science mode with something I'm familiar with before we jump into something I'm likely less familiar with.

It is very enjoyable! Very interesting tangents and I like that everything conceptual is put down in real code.

Lecture is helpful in introducing new topics but I feel it is repetitive at times. The programs written and run in class are extremely helpful as notes and examples.

No problems here.

Lecture time is useful to illustrate concepts, and having the code from class posted online is invaluable.

I'm a little confused if we're supposed to be using the specifications in our assignments (although the past one didn't really need any). I want to see some more correspondence between the lectures and assignments.

It was okay, but I have nothing really good or bad to say about it.

Please give me feedback and suggestions on lab time

Use the coaches!

The last lab where we went over property testing was very useful and helpful for testing and writing our essays.

The original plan for lab time of talking about what we've done on our assignments seems great. Getting to hear other's ideas and progress on a project I'm also working on should definitely be helpful, or at least interesting. The execution on this assignment was lacking, but I think that's more in part due to the tendency of all Vassar students to procrastinate than anything. Maybe announcing/posing a tentative structure for the upcoming lab beforehand would be useful? Possibly something like "Talk about implementation of finite sets as BSTs. Come with questions or problems. Move onto discussion of properties that could be tested if time allows." could be useful in providing a weekly goal for students to hit and have something prepared to engage with during lab. Maybe?

I'm happy with how it's been used so far; maybe can give more feedback as the semester progresses.

I'm not really sure what to expect of lab time. It didn't really help much, and felt similar to a lecture time

Lab kind of feels like just another lecture time.

I don't think we've really see what labs are yet.

Essentially lab has felt like a more disjointed lecture up until now. I am hoping that it changes as we get more feedback and programming time.

Allowing us to do examples ourselves or work on assignments in lab time while having the professor and/or coaches as a readily available resource would be a valuable use of lab time.

Lab time is very well used. I thinks its great that this class emphasises learning form each other's code. Because it really stresses the fact that there are multiple ways to go around the same problem.

Please give me feedback and suggestions on assigments

Assignments are very open ended and intimidating and I should have left more time to fully realize the solutions. However, there is a clear purpose to the assignments which I enjoy.

They're interesting! No problems here. Very excited for game1.

I think the assignments asses well our understanding of the ongoing classes, but maybe the instructions could be a little clearer. For example, it seemed the fact that the assignment was graded on our way of testing our interface was quite unclear to most of us.

Although I _kind of_ see the point in the essay component, I feel a bit icky about it. Writing essays for a CS course has been unheard of before, especially at Vassar, and it's worse that, simply put, only the essay is graded, based on its persuasiveness. Maybe it would be more acceptable to have a 50/50 code/essay grading scale. Maybe.

I feel like I did not know what exactly was being graded for the first assignment, so clarifying that aspect for future assignments would be helpful.

The first assignment started out difficult, but became much easier when I finally understand what I needed to do to implement methods and testing properties. However, writing the essay was easily the most difficult part, and if possible, I'd like to have feedback for all of our essays before the next assignment is due to know what to write next time.

Something more concrete for the essay would be very much appreciated. I have never written about code prior to this assignment. Trying to do so for the first time in such an open-ended environment didn't feel helpful to me, nor did I ever feel like the product of my writing is worthwhile or does justice to the effort put into the code. This could likely be a shortcoming of my own, which I will need to rectify with office hours visits for following assignments. However, I do feel that I am not alone in that this experience is the first time I've written about code.

If the assignments were meant to be freely-coded and we were only graded on the essay, why were we required to code in BSTs? Also under the previous premise, why does the code have to be optimized if it works?

A lot of fun, but the first one was a bit of a shock because of how differently you style java code vs Ellman. The first assignment could have definitely used more specific directions since if this same assignment had been assigned in 102, I would have turned in something vastly different.

Please give me feedback and suggestions on the use of Github

Constructive criticism would be more useful than saying only that something isn't correct or not optimal.

I love Github !!!

I think the use of Github is a little weird. It makes me a little nervous that everyone will see my mistakes and the stupid things I might be doing. But in way it's good because someone can help you when you are stuck at some point,

It's cool!

Github is pretty useful, but most students don't really have the time in their busy schedules to _really, thoroughly_ look at fellow students' codes and give them all feedback.

The comments you put on Github are helpful to know how my code is going so I can correct it as I go along. However, I haven't seen other people comment that much. I'm also concerned that people will look at someone else's code and copy their's; I know the code isn't graded, but it also tempts them to not work through the problem themselves.

I am still very confused about github and I don't really think it has been helpful on a personal level thus far.

The more we use it, the more I like it. It was very new at first and took a while to figure out. But the responses I've gotten were helpful, or at least encouraging in that I knew I was getting close. Making time to look at everyone's commits it not something I've worked out, but knowing how much I appreciated the few I got, it's something I'm going to work on.

This isn't my idea, I forget who mentioned it, but perhaps having 'review periods' or benchmarks in the assignment or some form of segmentation might help to make commenting on github a bit more coherent and accessible to everyone and more of a brainstorm environment than just people who are finished helping people who aren't.

Github is great!

Github comments are useful in highlighting which areas of our code could use work.

Please use this space for any other anonymous comments

I am still very unfamiliar with your grading and assignment styles but I am adjusting and hopefully will improve over time.

You're very helpful during office hours, and it would be so, so great if you could transfer

that greatness into the classroom -- it's not that simple, of course.

The class made me anxious at first, but I feel a little better now that the first assignment is done and I have a better idea of what I'm supposed to learn in this class. You're a really fun and nice teacher, and I love the idea that our later assignments build off of previous ones so we can learn, but I wasn't happy with the idea that our code isn't graded since I spend most of my time on the code, but that also means I'll have to try to re-prioritize everything and finish my code a.s.a.p (if possible) to work on the essay. However, the first assignment did help me grow more as a programmer since it was a completely different way of thinking and it was the first time I have ever struggled on coding something.

Number of daily responses