

Instructor: **Smith, David**
Subject: **CS**
Catalog & Section: **6200 01**
Course ID: **11382**
Objectives:

Enrollment: **44**
Responses Incl Declines: **10**
Declines: **0**

Instructor Related Questions: David Smith (11 comments)

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

- 1 The professor was very enthusiastic and knowledgeable about the course but the material was very dense and contained lots of Mathematical formulas and concepts.
- 2 very passionate
- 3 He is very passionate about the subject - thats good.
Its just that he talks a lot and there is very little "meat" in the lectures
I would prefer going deeper in some of the math - like transformers and having exercises on that. Lot of the times I went home and I learned very little
- 4 Oh boy,
TA's didn't give feedback on the first homework. When someone asked about it, their response was "we didn't think that would be helpful" ... WHAT!?

Office hour availability was very poor. There were three blocks and two of them overlapped and were in the middle of the day.

Lectures were mainly rambling about the topics at hand. The prof knows what he's talking about, but he gets off topic very often. Not largely off topic, like he doesn't completely switch topics, but he'll say something, and then qualify the thing that he said with something only tangentially related to the class (something we don't need to know) before going back to talking about relevant stuff, and he does this without skipping a beat. This makes his lectures hard to pay attention to, and hard to parse.

On top of that, lecture notes are given as slides (which is great) but the topics are really long. I'd like if it was split out into smaller sub sections.

Some homework assignments took a very long time to run, especially on older hardware. This also means that TAs can't run the code we submit to check answers, so we could have just faked answers and they wouldn't know.

One homework assignment couldn't be run at all on arm mac books. This made the assignment completely inaccessible to me unless I was willing to use google colab, this was due to picking a library that was unmaintained, when there are other, maintained libraries that could do the same thing.

I think less than 30% of the students in the course showed up to class after the first week.

We had a midterm that was a large % of our grade. But that was the first and only exam or quiz of any kind, so we had no idea what to expect for it.

This course was both a grad and undergrad course at the same time. Grad was made artificially hard for the exam by just giving undergrad students a free "you get your lowest scoring question dropped".

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

- 1 Align it with the latest developments and focus on the practical aspect.
- 2 The machine learning part feels overwhelming to grasp at times, so professor could probably go in some details.
- 3 The course could be more interactive if the instructor didn't just go over the slides, skipping the main ideas of the difficult probability formulas. Instead, the instructor could point to the formula, call its name, and then ask students to implement it in the midterm exam. When the derivation of the formulas is skipped, it becomes impossible to understand them completely, use them efficiently, and, moreover, remember them. Additionally, the pace of the lecture is too fast, making it very hard to follow the instructor. The attendance of the class dropped from 50 to 8 people, with students showing up only for the midterm. This is because reading the book is way more helpful than attending the lectures.

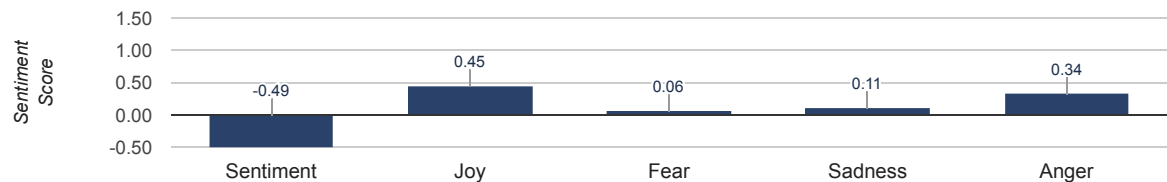
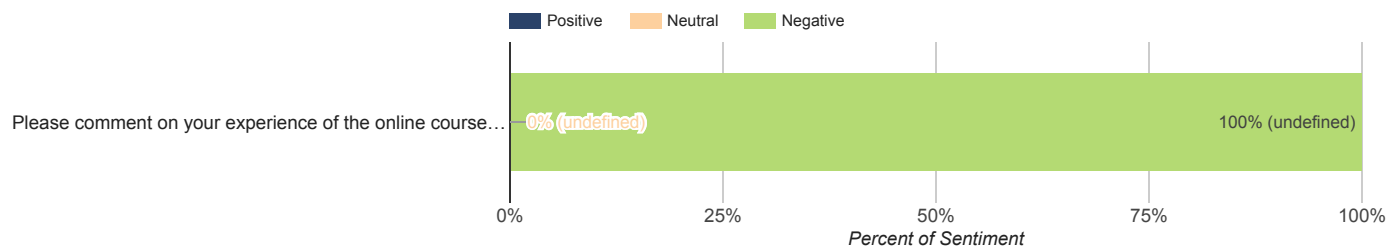
The assignment grading is another negative experience. There is no rubric and no helpful feedback on graded assignments. When you ask TAs, who haven't taken this course before, for help, they do their best. However, they grade according to the key, which is different from what they advised students to do.
- 4 please make lectures less dry
- 5 Test run the homework, release homework solutions. Tell your TAs that feedback on homework is absolutely required. Plan out lectures so they are more compartmentalized. Split up slide decks. Try not to ramble so much in lecture, stay on topic. If you want to give a midterm, a low point quiz or two before hand would help students feel more prepared.

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

- 1 answers all questions
- 2 he's fine.

Questions to Assess Students' Online Experience (1 comments)

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



1 Online was fine, he zoom lectured every course. Sometime Piazza questions were left unanswered ★★☆☆☆

Student Self-Assessment of their Effort to Achieve Course Outcomes (3 comments)

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

- 1 Focus on the practical aspect of the course. Assignments should contain clear language on what needs to be done.
- 2 I think it would be better to drop this course before the deadline. However I realized that the course is very bad after first two weeks.
- 3 Used a text editor that supported jupyter notebooks