Shawal Khalid

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January 03, 2026

Selected Teaching Evaluations
CS 3704: Software Engineering (Spring 2024)
Instructor of Record: Shawal Khalid
Institution: Virginia Tech
Enrollment: 98 students

Course Context
CS 3704 is a core, project-based undergraduate software engineering course emphasizing team-based development, evolving requirements, testing, and professional practice. This was my **first term as Instructor of Record** for a large-enrollment, upper-level course.

Quantitative Summary (VT SPOT)
Students reported strong performance across preparation, feedback, classroom climate, and applied learning:

- **Instructor was well prepared:** 5.16 / 6
- **Subject matter presented clearly:** 4.97 / 6
- **Feedback improved performance:** 5.09 / 6
- **Fostered atmosphere of mutual respect: 5.47 / 6**
- **Overall teaching effectiveness:** 4.84 / 6
- **Related theory to practice:** 5.13 / 6
- **Applied principles to new situations:** 5.00 / 6

Scores were **comparable to or above departmental medians** in multiple categories, particularly in classroom climate, feedback quality, and applied learning.

Representative Student Feedback (Selected)

- "Professor Khalid presented content clearly and set understandable expectations for assignments."
- "She laid out the entire course content on Canvas and GitHub, which made everything easy to find and review."
- "The engagement activities and time for group work helped us learn how to work as a team."
- "She consistently connected course topics to real-world software engineering practice."
- "The environment was very welcoming, and questions and discussion were encouraged."

Several students also noted that **attendance and engagement choices on their part affected their learning**, reflecting appropriate course rigor and expectations.

Reflection and Instructional Development
Student feedback highlighted strengths in organization, accessibility of materials, respectfulness, and real-world relevance, while also identifying opportunities to improve **lecture pacing and in-class engagement**. In response, I have since:

- Streamlined lecture slides to emphasize key concepts and reduce cognitive load
- Increased structured in-class activities and discussion checkpoints
- Clarified project milestones and grading weight distribution earlier in the semester

This reflective process directly informs my ongoing teaching practice and course redesign efforts.

These evaluations demonstrate my ability to manage **large-enrollment, project-based computer science courses**, foster an inclusive and respectful learning environment, and support applied, practice-oriented learning. They also reflect a commitment to **continuous instructional improvement**, particularly important for early-career faculty teaching core software engineering courses.