

Survey 2: end of term

All Information

23 attempts have been completed

Background

Question 1

What is your rank?

Freshman		0	(0%)
Sophomore		1	(4.35%)
Junior		6	(26.09%)
Senior		15	(65.22%)
Other		1	(4.35%)

Number of Responses: 23

Question 2

What is your approximate cumulative overall GPA?

D		0	(0%)
C-		0	(0%)
C		2	(8.7%)
C+		2	(8.7%)
B-		3	(13.04%)
B		7	(30.43%)
B+		0	(0%)
A-		4	(17.39%)
A		5	(21.74%)

Number of Responses: 23

Question 3

At this point in the quarter, what grade are you expecting to earn in this class?

E		1	(4.35%)
D		1	(4.35%)
C-		0	(0%)
C		3	(13.04%)
C+		0	(0%)
B-		3	(13.04%)
B		3	(13.04%)
B+		2	(8.7%)
A-		3	(13.04%)
A		7	(30.43%)

Number of Responses: 23

Question 4

At the start of this quarter, what grade were you expecting to earn in this class?

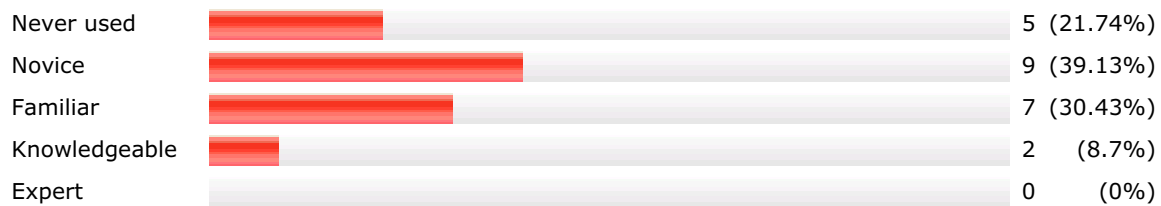
E		0	(0%)
D		0	(0%)



Number of Responses: 23

Question 5

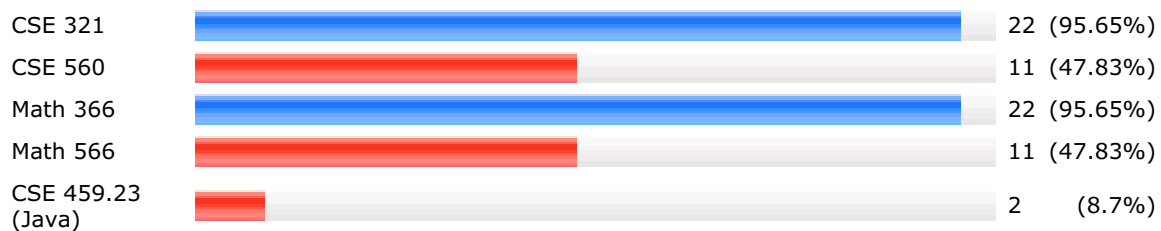
What was your Java proficiency before starting this class?



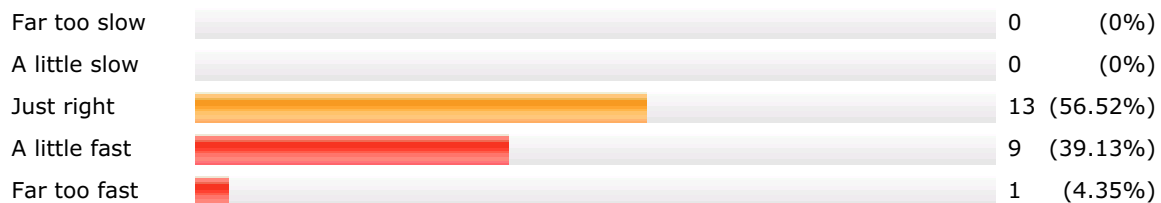
Number of Responses: 23

Question 6

Which of the following courses have you already completed?

**Pace and Difficulty****Question 7**

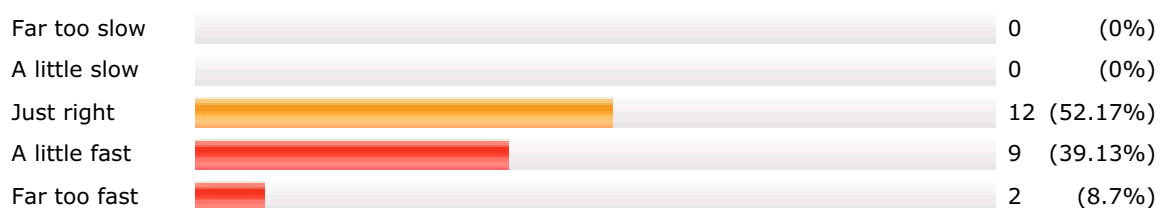
The pace of the course as a whole has been



Number of Responses: 23

Question 8

The pace of a typical (single) lecture has been




Number of Responses: 23

Question 9


Any comments to add about the pace? Any specific suggestions for improvement?


 [Collapse Responses](#)

- 

The pace was usually pretty good. The only lecture that I can think of right now that seemed too short was about Interfaces. But throughout the course and with the use of all the labs, interfaces became very clear..

As experienced with these sorts of concepts as I am, the lectures were a little slow for me, but they seem about right for the target audience.

The lectures covering stuff I hadn't seen before were very interesting (Swing and MVC stand out)
- 

Some are the slides are clearly too long (if you remember, there are a couple of times when you just skip through for like 3-4 slides because the bell rang). Some are okay to skip, but some are not because I think it's essential. Same as what I mention on the last question of the final, debugging using eclipse debugger is quite essential for an eclipse user, that's one of the main reason why I use Eclipse instead of just notepad =D
- 

I thought it was very good. I thought the lectures and slides were excellent. I really learned a lot in lecture and reading the slides. I especially liked the fact that the lecture/slides covered more/other material that was in the textbook. Thus giving motivation for coming to lecture.

Not really any comments. The lectures seemed fast mainly because I didn't quite get "it" until the labs anyway.


Sometimes the lectures don't reflect the lab at its up most way.

N/A


I think this course went too fast. We were covering some very difficult concepts in 45 minutes. There were too many slides per lecture. Shorten the length of slides. Do not rush through the lectures.


The pace of the class was just fine

N/A

I think some of the lecture could have been dropped/changed for ones that we would eventually use in labs. I am specifically talking about any of the labs referring to GUI stuff. It would have been nice to have a more in depth discussion about creating a proper GUI in eclipse.
- 

Everything (ok, except for maybe singletons) felt important and useful, and I think the topics were covered with the right amount of depth, so I don't know how the pace could have been improved.

The breadth of the topics covered in this course seems a bit much for the targeted student audience.
- 

I found the pace of homework due dates to be rather challenging to keep up with at times.
- 

Far too much material covered, bad weighting of subjects that are pertinent towards a class such as 560

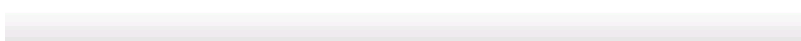

less tricky questions on the exam.


The pace was fine, though it felt very rushed at the end.

Number of Responses: 17

Question 10

The intellectual difficulty of the labs has been

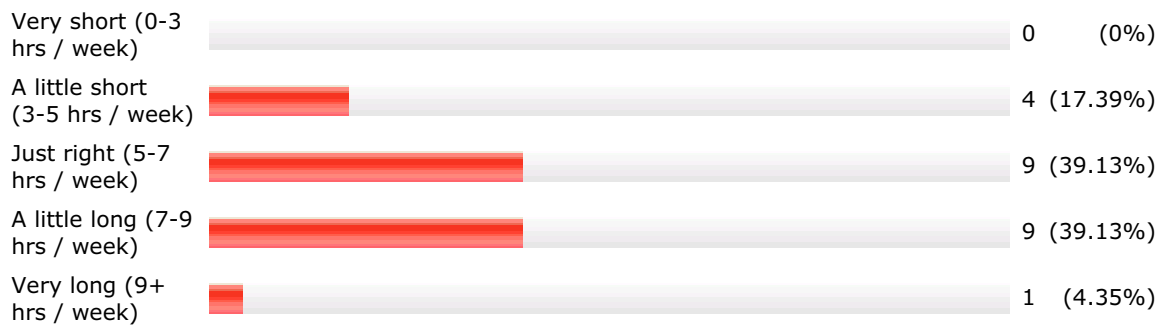
Far too easy		0	(0%)
A little easy		1	(4.55%)
Just right		15	(68.18%)
A little hard		6	(27.27%)

Far too hard  0 (0%)

Number of Responses: 22

Question 11

The time required to complete the typical lab has been



Number of Responses: 23

Question 12

Any comments to add about the difficulty of the labs? Any specific suggestions for improvement?

 [Collapse Responses](#)

- Too many, once again a pace issue. Normal people can not keep up with material and labs at the rate it was covered. Suggest 5-7 normal labs that are more pertinent towards 560
- Each lab should include a list of files that have to be submitted.
The lab about the "distribution plagiarist" was in my opinion too hard, and worded to complicated.
- Using custom javadoc tags irratated me, I know what you are trying to accomplish with them, but it didn't change matters.
- 3/4 of the labs being around BigNatural was a little tiring as well, but I think it was still a good idea. Mostly though It was that I didn't get the first one done on time, so it was a constant game of catchup, which i did not enjoy.
- I'm not sure with the last team lab... If it's team lab, maybe its better if its earlier in the quarter, but then the lab is still pretty basic so doing it in a team will basically make one person doing the work while the other can only agreed to what the other member doing. I am also not sure what's the main reason of doing this team lab, is it for giving us experience with CVS, or is it simply because the lab is too complex for a person to complete it? Either way, my suggestion is to make a skeleton so that we don't have to design everything from scratch (and try to formalize everything with UML to avoid confussion)...
- N/A
- I wish we had learned more about GUI's in class before we had to attempt the lab.
- I think the labs were generalized too much, i.e. not too specific in the instructions. Have shorter/easier individual labs, and longer/harder group labs.
- It was difficult in the beginning because of lack of feedback due to not having a grader. So if you did lab 2 wrong, you didn't get feedback of what you did wrong, and the same thing was subsequently taken off points on labs 3-6 before feedback was given for lab 2.
- N/A
- It was not so much the difficulty was to hard as it was that there was one every week. Perhaps space the first lab out a little longer and then make the group lab more involved, thereby completely eliminating some of the middle labs
- I enjoyed doing the labs for this class, especially the later labs like DistributionPlagiarist, because they were challenging, but I learned how to do things I've wanted to do for a while, like GUI programming in the Jotto lab and, being a linguistics double-major, I'd actually been looking for an excuse to write a DistributionPlagiarist-type program.

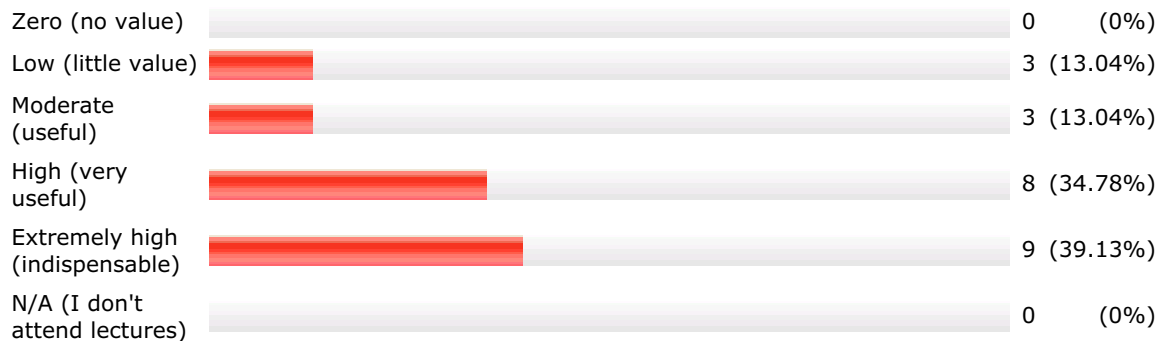
- [REDACTED]
I would reduce their relative weight in the grade scale or break up the chain of related labs at the beginning of class so that missing one lab doesn't lead to a snowball sort of effect. (Miss one lab, have trouble turning in two or three, etc.)
- I think that the labs could have been a little clearer in what was expected, how to turn things in. Some things that were necessary to solve the labs seemed to be left out unintentionally.
- I think it would be great if there is a little hint for each lab because it is kind of hard for me in doing the lab because I have never used java before.
- The labs are difficult mainly due to that the fact that the professor sometimes didn't add enough detail. The description was too hazy.
- The directions need to be more specific.
- [REDACTED]
Some of the labs were a little complicated than others. The team lab was definitely a jump up in difficulty. Definitely had a back experience in the team lab.
- [REDACTED]
I thought the labs were good. One thing I would say is that I feel you need to include the example you gave in carmen for Lab 8, in the Lab 8 instructions. That example helped me solve the problem. Without that example I was a little confused on how to solve that problem. But other than that I thought the labs were great! I also wish you could give us extra credit labs for the "Extra" stuff, stuff that you said was in a "Job Interview" but has nothing to do with the project/labs.

Number of Responses: 18

Learning Aids

Question 13

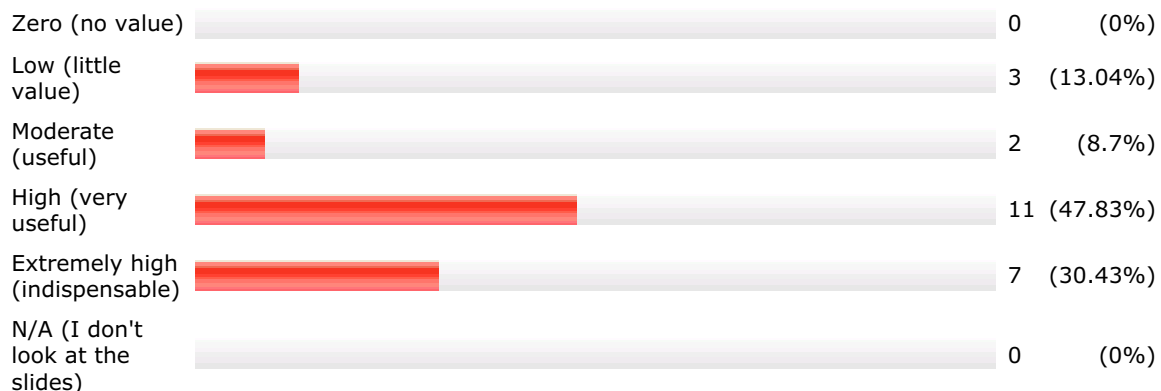
The utility of the lectures in helping to understand the course materials has been



Number of Responses: 23

Question 14

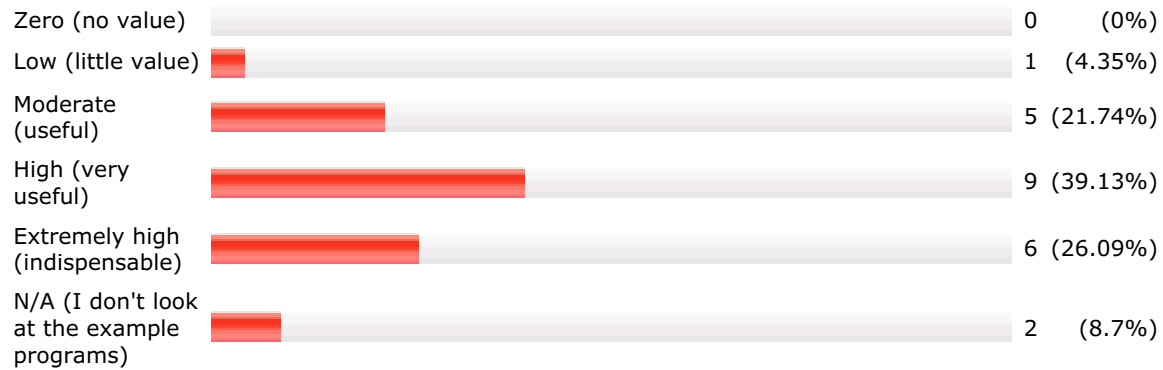
The utility of the lecture slides in helping to understand the course materials has been



Number of Responses: 23

Question 15

The utility of the example programs in helping to understand the course materials has been



Number of Responses: 23

Question 16

Any comments to add about the utility of the lectures? Any specific suggestions for improvement?

[Collapse Responses](#)

- No, not really.
- Slides could be more specific and less wordy, as in use "normal" language more
- Add more examples and details.
- n/a
- The lectures were the best method to learn... I wish that I'd been able to attend them all.
- In consideration of lab9, the lecture about CVS would benefit extremely from a visual example of merging two conflicting files.
I thought the lecture about MVC was really good, especially since it's such a useful design pattern. (it may be old but I've never had anybody explain it to me in detail before)
Also, maybe the MVC lecture could come before lab9, and then lab9 could be judged according to the effective use of MVC separation.
- Good lectures, and i've always found the professor's slides to be the most useful study materials for any class.
- The example programs for a couple of the areas were a little unclear though. (file io for example)
- Hey, about more plugin! You talk a lot about eclipse plugin, but never goes into detail to any of them... (except cvs, which is almost built in anyway).
- N/A
- Shorten the length of the slides. I feel as if we were rushed getting through the slides.
- Possibly use more examples in the middle lectures
- N/A
- The lectures were very well laid out and I frequently referred to the examples to make sure i was doing certain things right.
- I thought Lectures were great. Thought-provoking, well-prepared, and relevant.
- Wonderful material for the slides, and very clear throughout.
- Great lectures/slides. You have the best lectures/slides in the department.

Number of Responses: 16

Question 17

The utility of the labs in helping to understand the course materials has been

Zero (no value)		0	(0%)
Low (little value)		0	(0%)
Moderate (useful)		5	(21.74%)
High (very useful)		10	(43.48%)
Extremely high (indispensable)		8	(34.78%)
N/A (I don't do the labs)		0	(0%)

Number of Responses: 23

Question 18

The utility of the text book in helping to understand the course materials has been

Zero (no value)		0	(0%)
Low (little value)		8	(34.78%)
Moderate (useful)		5	(21.74%)
High (very useful)		2	(8.7%)
Extremely high (indispensable)		3	(13.04%)
N/A (I don't own the text book)		5	(21.74%)

Number of Responses: 23

Question 19

Any comments to add about the utility of the labs? Any specific suggestions for improvement?

[Collapse Responses](#)

- The labs were helpful, especially the Natural Numbers aspects of the labs. Though I wish there had been a class specifically on how to write the Abstract data constructs (requires/alters/ensures).
- n/a
- add more details, less general explanation.
- I learned everything from the labs and used the slides to complete the labs. Meaning, on the slide, it didn't make sense until I saw how it was used specifically in a real life example. The code sheets attempted this but hands on is definitely better.
- The wite up for lab 8 is not as easy to understand as the follow up explanation in Carmen.
- Please see my above comments.
- Skeleton of the program, less formalization... but I might be biaized, since I'm not good with mathematical formal language.
- The lab about equality should be either left out completely or be included in some other lab. Or may just for extra credit. I don't feel that it contributed that much to my understanding of JAVA.
- Not the most fun labs, but they served thier purpose.
- N/A
- I think having harder group labs and easier individual labs will boost a student's confident and it will help the student learn more.
- Like I said above, feedback would have been most helpful for the first few labs, even though we

didn't have a grader

- N/A

- The labs were pretty useful and I found that they helped me understand the course material. The lab difficulty was fine as I like being challenged but the number of labs could use some tweaking.

- [REDACTED]
I learned a lot from completing the labs, but I would have learned far more if we had received more detailed feedback on our labs. As is, I got a number. If that number was not 100, I had no idea what had gone wrong. If the labs built on each other more heavily, then this would have been more of a problem, but the feedback would still be very helpful in judging how much effort to dedicate to the lab assignments.

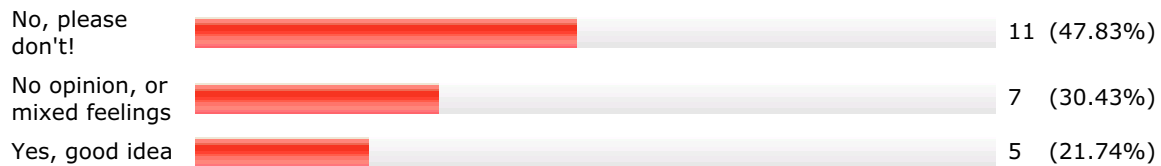
- [REDACTED]
Status quo for more texts, I'm afraid.

Number of Responses: 16

Possible Course Modifications

Question 20

Generally simplify the material, making it an easier course



Number of Responses: 23

Question 21

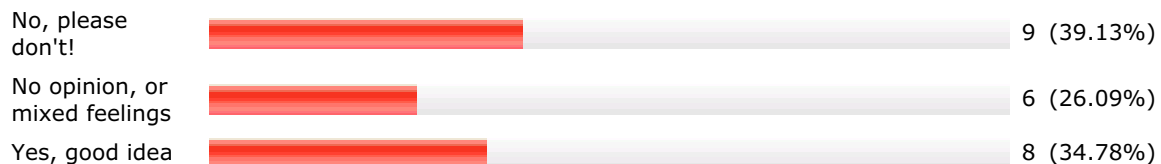
Have fewer labs



Number of Responses: 23

Question 22

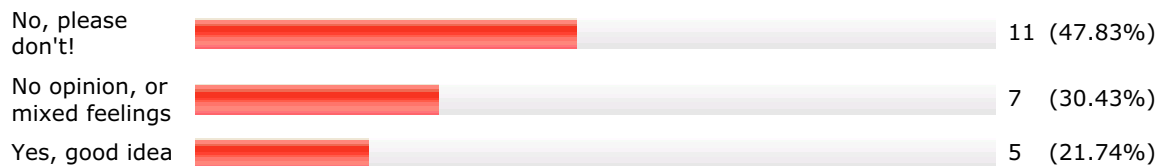
Have more team labs (and possibly fewer individual ones)



Number of Responses: 23

Question 23

Add some information about C#, comparing and contrasting it with Java (and thus covering less Java material)



Number of Responses: 23

Question 24

What changes in the topics covered by the course would you most like to see? Were there any topics that we missed or covered too quickly? Were there any topics that we dwelled on too long?

 [Collapse Responses](#)

- . Instead of answering the question (which I'm clueless), I'm commenting question number 23. In my opinion, that is a really good idea! Package and namespace, parsing, how casting works, their similarity in terms of how they handle class and objects, etc.. But that will only make sense for people who have experience with C#, for they who just finished their RESOLVE sequence, it will just be another boring theoretical knowledge which they learn but never use. If you want to do it, maybe combine C# and Java class together =D I know Prof. Crawfis is going to teach C# next quarter, now in the future if the two class is offered in the same quarter, wouldn't it be nice if there is a couple weeks where the two class are combined... just my wild imagination =D
- . Like I said before, I wish you could include "More" Labs not less labs. Maybe you could include extra credit or "For your own entertainment" type lab towards the end. As I would love to practice some of the stuff that you gave in presentation(networking, MVC Design Pattern, etc) on a lab.
- . Part 1 and 2. I did not feel I understand too much about throws. Maybe cover exceptions more and include throws in a lab. It might be helpful to be given code where all we would need to do is put in the appropriate throws and exceptions.
- . Part 3. No.
- . Toward the end it seemed like it was just a "topic of the day" feel with no really linking of them together. Sometimes there was like with I/O, and Swing, and then there were things that I honestly don't understand why they were covered.
- . The I/O topic was too quick, and the lab regarding it wasn't very detailed.
- . Too much time on subtyping.
- . It would be great to have more lecture in swing, since it really useful and it is needed for web based programming.
- . Logging and Debugging were not discussed in as much length as needed. The class would do well to be broken up into two parts, one to discuss the basics and another class taken as an elective that finishes up GUI/Logger/Etc. etc.
- . We spent a fair amount of time on things at the end that didn't "matter" too much in terms of the class, meaning that they were very lightly covered on the midterm/final and most importantly they were not touched upon in a lab. Factories for instance come to mind.

Of course they "matter" to Java, so I am not necessarily saying to get rid of them, but I am not a fan of covering something that is not then applied in a lab or homework. What I would like to see would be some topics included more (with a lab) and some topics covered less, say with 1/2 or 1/3 the time spent on them.
- . I can't think of any topics we missed or covered to quickly.
The topic about reflection is the only one I'm not so sure about. Sure it was an interesting topic but like you said, I don't know how useful it is for the "everyday" programming objectives.
- . I don't think C# coverage is needed. When it actually came up (the widening and narrowing lecture, for example) it was interesting to see different design choices, and it might have some value in specific cases, but I don't believe it is needed on the whole. Perhaps only when they diverge significantly.
- . Content seemed adequate. No suggestions for improvement.
- . Not enough time spent on GUI. But everything seemed pretty important, so I'm not sure what you could've cut out.
- . I think we covered too many topics at once. I personally felt it was rushing through since almost every lecture there was a new topic. It wouldn't hurt to slow down even if that means not covering some topics. Its better to have understand a few topics clearly than to have understand a lot of them roughly.
- . Everything was fine
- . The MVC lecture is definitely necessary and should be moved up and perhaps integrated with the Swing lecture.

- . I quite liked the last lab and having to do a GUI interface. If it would be possible to incorporate more of that into the course I think it would be a good idea. I kinda misunderstood the whole point of immutability so it might not hurt to explain it in a different way.
 - . Some topics were too advanced for the targeted student audience.
- More time could have been spent on debugging, it is a must in good development. Most people do not know how to debug a program with a powerful IDE like Eclipse.
- . No comments in this regard.

Number of Responses: 19

Question 25

What other changes in the the course (eg structure, lab work, group work, balance between language and patterns/idioms) would you most like to see?

[Collapse Responses](#)

- . I guess my answer on the previous questions already self explanatory.
 - . I feel you should have the following lectures in this order. You should first talk about inner classes, then you should talk about the Swing Lecture, then you should talk about the MVC Design pattern right after the swing lecture. This would seriously help us out for the first project(Which I loved).
- I also think you "Require" us to do both projects for lab 9. I do not feel this is too much. I wished you included that though
- . I'd like to see some of the exam answers and/or exam questions changed.
 - . Possibly more group work. People learn better as a group, sometimes, unless you have one person doing everything.
 - . Have more group labs since this is a course that branches to 560.
 - . The labs did not help on the final much.
 - . n/a
 - . More group work would have been good, introduction to how to work in a CVS environment compared to solo environment.
 - . One group lab is ok. Usually a group project takes a lot more time than a regular project because usually team members all work in a different pace. Also, a group lab brings a lot more frustration when you feel that you have to wait for somebody else's work or that another person isn't doing enough work.
One lab every week seems alright. It is a lot of work but it helps a lot in getting comfortable with Eclipse and java.
 - . I think design patterns are a VERY valuable thing to teach. but i'm not sure if such a broad topic can be effectively placed into this class without sacrificing too many of the other goals.
- Perhaps
- . The time required to complete the labs was too great. To simply write the first approach at the code for each of the several sections of each lab took a significant amount of time. This made it so that if you add debugging time, it definitely goes over the amount of homework time that is reasonable for a 3 credit class.
 - . Individual labs need to be easier. Group labs need to be harder. Maybe you can have the BigNatural one as a huge semester long project.
 - . Find a grader earlier
 - . The course probably needs two graders when enrollment is full. This was, understandably, an impossibility for this offering but feedback on performance is crucial.
- Labs need to be graded and returned to students so that any mistakes made in early weeks can be corrected and not impact the grading in subsequent labs.
- Students should be afforded the opportunity to select their own group members.
- . For a pilot offering the course went very well. I enjoyed it and it kept me thinking. Some of the individual labs could be dropped and another group lab put in since this is suppose to be a pre course for 560. I would also make this a requirement before 560 can be taken. The introduction

to CVS and javadoc alone would have swayed me towards using it in 560 had i know when i took the class.

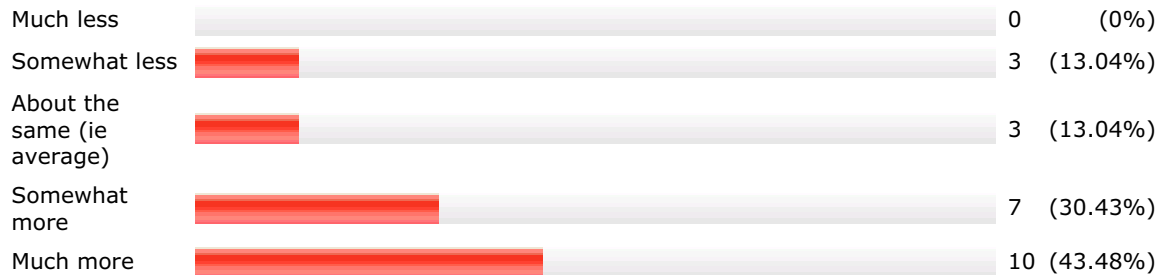
- A diminished focus on the value of individual labs in exchange for an increased value of the team labs would be a positive change. One of the strengths of a strongly suggested development environment is that students would have an easier time working together, and beyond that, given this course is under consideration for coming in the sequence 'before' 560, an additional focus on teamwork would increase its value in that regard significantly.

Number of Responses: 16

Overall Evaluation and Comments

Question 26

Compared with other courses you have taken in CSE, how much do you feel you learned in this course?



Number of Responses: 23

Question 27

If your answer to the previous questions was *not* "average", why do you feel you learned more/less in this course?

[Collapse Responses](#)

- Generally, the CSE courses don't talk about anything concrete (at least none that I've taken so far) everything is so abstract it's sometimes impossible to grasp the concepts.
 - Some people learn through doing. Some people cannot do everything abstractly, and desperately need to have some concrete skills in order to connect with the code AND not feel like learning the abstract is pointless. RESOLVE/C++ is a great tool for teaching abstract design, but because it doesn't translate to something we actually will use in real life, no one really gives it the respect it needs to teach. This course does.
- because this class covered a lot of topics in a very short time, and therefore I spent more time on this class
- The labs alone were difficult towards the end.
- Answer was average
- I learn better doing labs.
- I learned a lot about programming. "Please do not show this comment to the Resolve people" but I feel that this was my first programming course. I strongly feel that this course taught me a lot about programming that I should have learned in the introductory sequence, BUT I did not learn due to the confusing nature of Resolve. This course has made me a better programmer and I am very happy you made this course.
- Because after midterm, I learn many things that I never know about Java (which explain why my final exam grade (most likely) is significantly lower than my midterm...
- Too much material, focus was lost in class. Did not care for many topics covered.
- The topics included all the modern, useful language features and coding practices (generics, inheritance, coding to the interface, interfaces in general, unit testing, javadoc) All these topics are so important for the everyday programming tasks and that's why it is so useful to learn about them.
- In all honesty, the RESOLVE sequence was okay to introduce certain ideas about programming (concrete/abstract state, pointers, recursion etc.) but this course just brought so much more (the good/bad idioms, the use of Eclipse/JUnit/Javadoc).
- Besides, the knowledge about JAVA is actually applicable (maybe even important) to a future

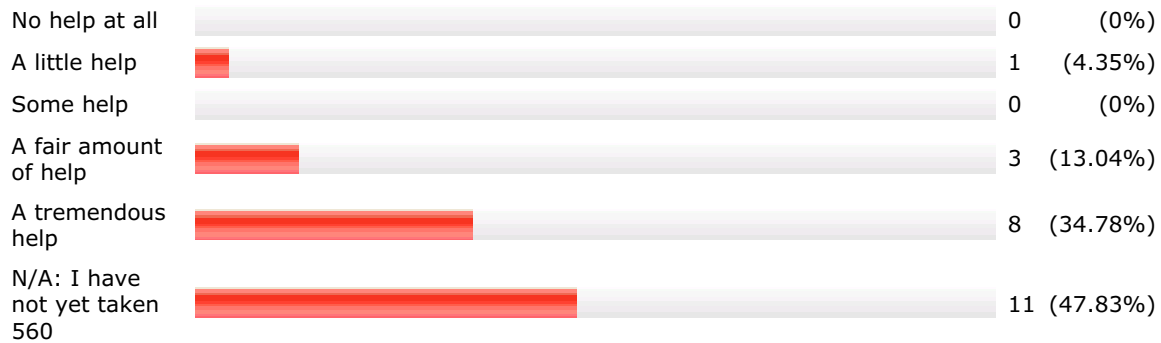
job.

- Senior, i've seen alot of this before.
 - In other courses, I am often familiar with at many of the topics that are presented so they are somewhat review. While that was also the case in this course, a lot of the material was either entirely brand new, or presented in a new and different way.
 - I think that I learned somewhat more than other courses because I could see where I would use Java in real life scenarios instead of RESOLVE/C++ because outside of the 221 series, I will never use RESOLVE again
 - N/A
 - I learned more in this course then the 221, 222, and 321 series as a whole. That is just a matter of personal opinion, but if in those classes they used a "known" language like java, C++, etc., I think more use could be gotten out of them. By tying the student to using the lab computers and the resolve language they are not getting all that they could out of the course. I know that most of the students that take the 221, 222, and 321 series will never be using resolve again, so why not teach them a language they will/could eventually use in a job environment.
- Anyway, this course gave me an understanding of java that is much better then any other language i know, and that is the main reason why answered "much more."
- There was a tight coupling between the lecture material and the (quite frequent) labs. This made lecture interesting & immediately useful, and gave me the motivation to really learn & remember the material.
 - Unlike some classes I've taken, the lab work felt more relevant, and I felt like I was able to take a significant amount of information with me, despite having some trouble submitting all of the homeworks.

Number of Responses: 16

Question 28

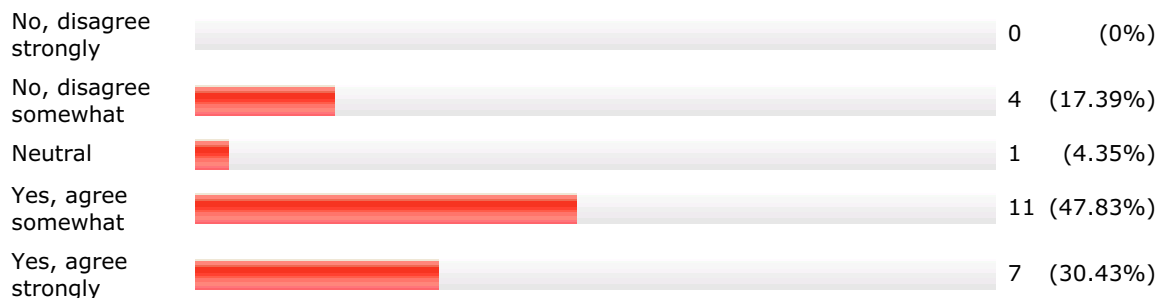
If you have already taken 560, do you feel that--in retrospect--taking this course would have helped you do better in and get more out of 560?



Number of Responses: 23

Question 29

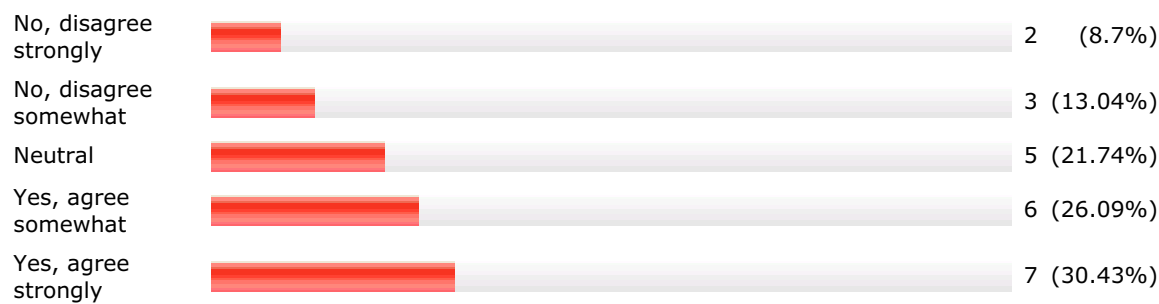
Should this course be a <emph>required</emph> course for the major?



Number of Responses: 23

Question 30

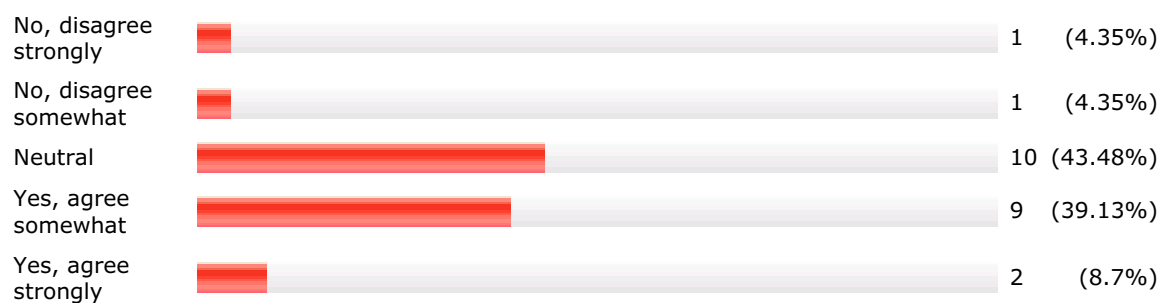
In order to add a class to the major, one must remove credits from somewhere else. If this class is added, the most likely removals include 1 credit hour from 560 (making it 4 credit hours total), the 459 requirement, and 1 credit hour from 321. Given these removals, do you feel that this course should be required for all majors?



Number of Responses: 23

Question 31

Should this course be a technical elective (ie optional) course?



Number of Responses: 23