

## Student Evaluation of Teaching, Spring 2020

### Alexander Murph, STOR 565-002 MACHINE LEARNING

Due to the global pandemic, all spring 2020 courses shifted to remote instruction midway through the semester. As a result, these student evaluations of teaching are for the instructor only. It is entirely up to the course instructor if these results and comments are shared during future evaluation or promotion settings.

Raters	Students									
Responded	12									
Invited	23									
Response Ratio	52.2%									
	Mean	Median	SD	N	%(1)	%(2)	%(3)	%(4)	%(5)	
1. Overall, I learned a great deal from this course.	4.33	5.00	1.15	12	8.3%	0.0%	0.0%	33.3%	58.3%	
2. The instructor treated all students with respect.	4.58	5.00	0.90	12	0.0%	8.3%	0.0%	16.7%	75.0%	
3. The instructor encouraged students to participate in this class.	4.25	4.00	0.75	12	0.0%	0.0%	16.7%	41.7%	41.7%	
4. The instructor saw cultural and personal differences as assets.	4.17	4.00	0.83	12	0.0%	0.0%	25.0%	33.3%	41.7%	
5. In this course I had multiple opportunities to express my viewpoints and questions.	4.17	4.50	1.03	12	0.0%	8.3%	16.7%	25.0%	50.0%	
6. The course challenged me to think deeply about the subject matter.	4.08	4.50	1.31	12	8.3%	8.3%	0.0%	33.3%	50.0%	
7. The design of this course (e.g., its format, selected materials, assignments, exercises, quizzes, etc.) helped me better understand the subject matter.	3.92	4.00	1.31	12	8.3%	8.3%	8.3%	33.3%	41.7%	
8. Overall, this course was excellent.	4.18	4.00	1.17	11	9.1%	0.0%	0.0%	45.5%	45.5%	
9. If my instructor had more time to prepare, I think this course would have the potential to be an excellent online course.	3.08	3.00	1.56	12	25.0%	8.3%	25.0%	16.7%	25.0%	

## Open-Ended Responses

### 1. In what ways did your instructor try to make learning possible for you during the spring 2020 semester?

Comments

Always available for clarification. Explained concepts in a super clear manner.

Created the Gradescope page to let students turn in assignments and give them feedback.

Murph was always available for office hours and additional questions via email. The computer assignments that he created were by far the most valuable part of the course.

Murph was really good at explaining things during office hours, and generally being available. He also graded homeworks and returned them to us in a timely manner, which was very helpful.

Consistently held office hours and offered help for projects and test preparation.

Hosted review sessions was beneficial

Going through selected homework problems was helpful and necessary to help understanding the points made in the homework.

He was always extremely responsive to homework questions

**2. How would you describe your learning experience after the transition from face-to-face instruction to remote instruction? What did you find most helpful to your remote learning experience? In what ways, if at all, did aspects of your learning change?**

Comments

Best Class i have taken at UNC. Learnt the most. wish every class was like this. A perfect balance of theory and practicality. The transition to online learning slowed us down a bit. Wish we had more time to cover more chapters in depth.

I could replay the lecture video recorded when I felt I missed some parts of the lecture.

The transition to remote instruction accentuated the weaknesses of the class which were already hurting my ability to learn the material. While the course was advertised to cover a 50:50 ratio of theoretical to practical aspects of machine learning, the actual coverage was 80% theory to 20% practical. I found the assignments associated with the theoretical aspects of the material especially hard to complete in a remote context, while the programming assignments and final project were much more suited to this context and actually engaged with the theory more than the theory based homeworks and exams. However, the lack of change to the syllabus regarding how these categories were weighted means that the assignments suitable to the remote context were barely worth completing.

The fact that the course was being created as it was taught had more detrimental effects in a remote context. We did not learn the format of the final project until a couple weeks before it was due, and did not know what form the final exam would take until a week before the exam period. Together, these assignments comprise 50% of the final grade.

The materials are really great. I have learned a lot from this course. Although the weekly homework and computing assignments are useful to help us understand the materials mentioned in class, the workload was too heavy and they should be counted for higher percentage in the final grade, not only 10% for each.

There was no general feedback response box so I will just type it here. This was absolutely the worst class I have ever taken. I would come to class and listen to Prof Nobel talk his way through the lecture going in loops and circling around all the while saying "see this just makes logical sense" without actually explaining or teaching anything. after learning nothing in lecture, I had to face a problem set that was ridiculous in that the lecture was would help me solve like maybe 2 problems out of the 10 or 11 in the set. Excuse me? Why is the graded material not reflective of what is taught in lecture and what is assigned as reading. And then the computer assignments, which were convoluted and unhelpful, created definitely to boost the TA's portfolio. These two took so much time to complete and the fact that they didnt even cut down the workload at all after switching to remote is .. it was horrible. During class it's all "ask any question you have" and when someone does ask it's often dismissed or a very weird drawn out response that doesn't actually answer the student's question is given. This class ruined my semester. It ruined every week of this semester. This class. was. horrible.

Of course, you miss stuff with the remote learning, particularly person-to-person interactions, but asking us to turn on our cameras really helped me. It made it feel more like a class, less like staring at a screen, and made me pay attention more.

Remote instruction definitely made this course a little tougher as Wifi connections were sometimes an issue. Also, if you did not understand something it was more difficult to collaborate with friends to better understand the material. The remote instruction also made the project more difficult as some of us were in different time zones making it difficult to meet with one another and work around class schedules. Overall, remote instruction ran pretty smoothly other than the occasional Wifi hiccups. One advantage of remote instruction was to go back and watch lectures if you did not understand something.

really difficult to learn this challenging material via an online platform. Felt myself getting much more lost

It was harder to focus, but going to remote office hours still help and is a bit more convenient.

A little rough but the professor and TA made it manageable.