

CS 2910-001 CS Education Practicum - Spring 2018

ENGR (18391)

INSTRUCTORS: Tychonievich, Luther (lat7h)

Respondents: 25 / Enrollment: 47

Summary: CS 2910-001 CS Education Practicum - Spring 2018 (18391)	
Overall Course Rating CS-2910-001 Mean 4.47 CS-2910-001 Std Dev 0.73 CS-2910-001 Response Count 124 SEAS, 2000-level courses Mean 4.03 SEAS, 2000-level courses Std Dev 1.01 SEAS, 2000-level courses Response Count 21225	Overall Instructor Rating INSTRUCTOR: Tychonievich, Luther Mean 4.81 Std Dev 0.46 Response Count 172 SEAS, 2000-level courses Mean 4.23 SEAS, 2000-level courses Std Dev 0.91 SEAS, 2000-level courses Response Count 31281

~ QUESTIONS AND DETAILS ~ ~ ANSWER MATRICES ~

<p>1. Which topic/lecture in this course was your favorite and why?</p> <p>~ Question Type: Short Answer ~ contributed by Tychonievich, Luther (lat7h)</p>	<table border="1"> <thead> <tr> <th colspan="2">Results for CS-2910-001, Tychonievich, Luther</th> </tr> <tr> <th>Total</th> <th>Individual Answers</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">24</td> <td style="text-align: center;"><i>See below for Individual Results</i></td> </tr> </tbody> </table> <p>I always like learning about how people learn and how best to help people learn.</p> <p>My favorite was the dealing with difficult students lecture because it actually really helped me while I was TAing.</p> <p>Ethics, because I learned the most in that lecture.</p> <p>All of them. in different directions please don't make me rate them all on a 1-dimensional scale I did think the required sessions were important. They cover a lot of stuff that we need to consciously think about as educators when we're probably not giving them much thought as students</p> <p>I loved the one on cheating, and why we cheat. It's just very cool to see the other side (professors) acknowledge that the reasons students cheat are valid, and there's no easy fix. I especially found it interesting because I'm in Honor, and deal with cheating cases fairly frequently.</p> <p>Bias because I feel like I used that the most and techniques taught to me were consistently used in addressing students. It really is more of a subtle thing but is very nice.</p> <p>The one on cheating - I thought it was pretty interesting to see why/how people cheat, and what could be possible solutions</p> <p>Cheating - I like learning about how students think</p> <p>I enjoyed the lecture on how people think/cognitive overload and how to work with that.</p> <p>Engagement</p> <p>I thought the lecture on difficult students was definitely the most applicable and helpful to have. This is definitely the hardest part about TA'ing in my opinion, and it really helps to know that not only does everyone recognize that some students are difficult to deal with, but to also have some tools to make it go better for everyone.</p> <p>I really enjoyed the lesson on cheating. It was just a very lively lecture.</p> <p>Identifying Bias</p> <p>I liked the designing your own lecture activity. This activity was interactive and informative. It definitely provided the steps to effectively communicate information in a short time span while still keeping the audience engaged.</p> <p>Implicit biases and stereotype threat</p> <p>How to create a lecture</p> <p>Problem students, I had encountered this several times before and didnt know exactly how to handle it</p> <p>I really enjoyed the lecture on Teaching Philosophy</p> <p>Engagement. It was interesting and informative, especially the bit about how all education studies work.</p> <p>Cheating, because I'm very interested in how to discourage people from cheating.</p>	Results for CS-2910-001, Tychonievich, Luther		Total	Individual Answers	24	<i>See below for Individual Results</i>
Results for CS-2910-001, Tychonievich, Luther							
Total	Individual Answers						
24	<i>See below for Individual Results</i>						

I really enjoyed the lectures on engagement, ethics, and learning. I felt that these were directly applicable to my duties as a TA and I learned about different actions I could do to help other students learn.

My favorite topic was the one on gamification. I think it was interesting to see the game demo he showed and how gaming could/couldn't be used for the course progress grade.

I really liked the diversity implicit bias class we had, because it helped me recognize some of the biases I have, and it was helpful to hear about some ways I can work around those biases. I also really enjoyed the diversity: stereotype threat for the same reason. I'm glad those courses were required.

Diversity: implicit bias. This topic is something that I feel we overlook as TA's, or something we don't think to consider while teaching/helping students. It was nice to learn that we should be aware of it, and how to approach situations (what to say / not to say).

2. What would you suggest we change about this course in the future?

Question Type: Short Answer

contributed by Tychonievich, Luther (lat7h)

Results for CS-2910-001, Tychonievich, Luther	
Total	Individual Answers
23	See below for Individual Results

I would like to see a more discussion-based class rather than a traditional lecture class. I think there's a lot of things we can learn from each other as new TAs, and just allocating a few more minutes of the course time to discussing what we think of the topics would be beneficial.

Nothing

I really liked the structure of this course and I wouldn't change it.

I hope Tychonievich continues teaching this his style is good and his overall course design really helped me grow in my interactions with students and feel prepared for some of the challenges I faced .

Nothing.

I think the class needs to start earlier. Some of the classes are really important and would be helpful for new TAs earlier on.

Not much.

N/a

Suggestions already made in instructor sent feedback form

Nothing, I know that isn't helpful but I thoroughly enjoyed the course. Maybe try to integrate the lecture we didn't have time for, with the professor teaching philosophies.

I think assigning readings outside of class so people are more ready when they get to lecture

I hope this course can be available to returning TAs again in the future. The previous model of letting TAs sign up for up to 3 credits of CS 2910 per semester has plenty of components that can be changed individually instead of basically taking it all away, like maximum number of credits per semester and maximum number of credits per student's undergraduate career. If I can't take this course in the future, then I wonder if I can just sit in on this course without enrolling in it. This course is good not just for first-time TAs, but also returning TAs who might need or want refreshers.

Make TAs retake this course after a few semesters. I feel like a lot of this information is really helpful but could be forgotten a few semesters down the road.

Nothing much, I thought it was fairly interesting all around. However, I am getting 1 credit for 3 hours of unpaid work and this 45 minute class. Since the 3 hours of unpaid work are already supposed to be 1 credit, it seems like I am adding an additionally 45 minute class for no benefit.

It was pretty worthwhile. Some of the optional lectures were pretty bad though.

Nothing, I thought it was extremely engaging/useful, and a good informative break from the rest of my academics.

I have no suggestions because I really liked this course.

I don't really have any suggestions, I think it was well done.

I feel that fewer of the lectures should be optional, as I found them all interesting.

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

I think I heard this is changing but my only complaint is that I didn't get paid for three hours of hard work because of this class each week. I didn't think that was right. It comes off like the department is just being cheap and I don't see any practical reason to require everyone take a 1 credit class and still not pay them for work. Other than that, I thought it was great.

Make the final paper requirement more clear and discussed in the course. Professor T never mentioned in class and we only received an email with vague instructions about it.

Don't make it a requirement

Have a TA panel or have a professor come in and discuss their teaching style

3. How correlated do you anticipate mastery of course material to be to performance as a computing professional and/or graduate student?

Question Type: Multiple Choice

contributed by Tychonievich, Luther (lat7h)

Results for CS-2910-001, Tychonievich, Luther						
Total	Strong positive correlation (NA)	Weak positive correlation (NA)	No correlation (NA)	Weak negative correlation (NA)	Strong negative correlation (NA)	I don't know (NA)
25	10 (40.00%)	10 (40.00%)	2 (8.00%)	0 (0.00%)	0 (0.00%)	3 (12.00%)

Results for SEAS, 2000-level courses						
Total	Strong positive correlation (NA)	Weak positive correlation (NA)	No correlation (NA)	Weak negative correlation (NA)	Strong negative correlation (NA)	I don't know (NA)
25	10 (40.00%)	10 (40.00%)	2 (8.00%)	0 (0.00%)	0 (0.00%)	3 (12.00%)

4. The course addressed technically rigorous subject matter consistent with the course objectives.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2910-001								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
25	4.40	0.60	9 (36.00%)	10 (40.00%)	1 (4.00%)	0 (0.00%)	0 (0.00%)	5 (20.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
4243	4.35	0.76	2031 (47.87%)	1814 (42.75%)	266 (6.27%)	69 (1.63%)	43 (1.01%)	20 (0.47%)

5. The instructor used methods other than/in addition to traditional lectures (for example, active learning, in-class problems, collaborative learning, in-class discussion) effectively in this course.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2910-001, Tychonievich, Luther								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
25	4.76	0.44	19 (76.00%)	6 (24.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
4472	4.08	1.01	1755 (39.24%)	1661 (37.14%)	529 (11.83%)	264 (5.90%)	120 (2.68%)	143 (3.20%)

6. There was a reasonable level of effort expected for the credit hours received.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2910-001								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
25	4.56	0.77	17 (68.00%)	6 (24.00%)	1 (4.00%)	1 (4.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
4251	4.09	1.01	1684 (39.61%)	1803 (42.41%)	339 (7.97%)	270 (6.35%)	138 (3.25%)	17 (0.40%)

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

7. The homework assignments helped me learn the subject matter.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2910-001								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
25	4.50	0.76	5 (20.00%)	2 (8.00%)	1 (4.00%)	0 (0.00%)	0 (0.00%)	17 (68.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
4245	4.16	0.93	1675 (39.46%)	1710 (40.28%)	388 (9.14%)	188 (4.43%)	86 (2.03%)	198 (4.66%)

8. The textbook increased my understanding of the material.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2910-001								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
25	5.00	NA	1 (4.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	24 (96.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
4242	3.56	1.12	709 (16.71%)	1019 (24.02%)	836 (19.71%)	383 (9.03%)	162 (3.82%)	1133 (26.71%)

9. The course material was well organized and developed.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2910-001, Tychonievich, Luther								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
25	4.84	0.47	22 (88.00%)	2 (8.00%)	1 (4.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
4471	4.02	1.02	1597 (35.72%)	1812 (40.53%)	512 (11.45%)	317 (7.09%)	125 (2.80%)	108 (2.42%)

10. The instructor was knowledgeable about the subject matter.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2910-001, Tychonievich, Luther								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
25	4.92	0.28	23 (92.00%)	2 (8.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
4473	4.51	0.71	2617 (58.51%)	1420 (31.75%)	209 (4.67%)	46 (1.03%)	34 (0.76%)	147 (3.29%)

11. The instructor was well prepared for class.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2910-001, Tychonievich, Luther								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
24	4.96	0.20	23 (95.83%)	1 (4.17%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
4469	4.32	0.87	2198 (49.18%)	1565 (35.02%)	360 (8.06%)	132 (2.95%)	68 (1.52%)	146 (3.27%)

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

12. I received adequate preparation from the prior courses in the curriculum to be successful in this course.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2910-001								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
24	4.30	0.95	5 (20.83%)	4 (16.67%)	0 (0.00%)	1 (4.17%)	0 (0.00%)	14 (58.33%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
4244	3.86	1.05	1118 (26.34%)	1567 (36.92%)	620 (14.61%)	310 (7.30%)	134 (3.16%)	495 (11.66%)

13. The grading policy was fair.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2910-001, Tychonievich, Luther								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
25	4.60	0.71	18 (72.00%)	4 (16.00%)	3 (12.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
4473	4.15	0.93	1801 (40.26%)	1811 (40.49%)	484 (10.82%)	192 (4.29%)	89 (1.99%)	96 (2.15%)

14. The instructor responded adequately to in-class questions.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2910-001, Tychonievich, Luther								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
24	4.88	0.34	21 (87.50%)	3 (12.50%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
4463	4.29	0.86	2075 (46.49%)	1678 (37.60%)	334 (7.48%)	151 (3.38%)	63 (1.41%)	162 (3.63%)

15. The instructor effectively used technology in support of the learning goals for this course.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2910-001, Tychonievich, Luther								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
24	4.74	0.54	18 (75.00%)	4 (16.67%)	1 (4.17%)	0 (0.00%)	0 (0.00%)	1 (4.17%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
4460	4.23	0.88	1918 (43.00%)	1711 (38.36%)	426 (9.55%)	170 (3.81%)	58 (1.30%)	177 (3.97%)

16. The average number of hours per week I spent outside of class preparing for this course was:

Question Type: Multiple Choice

contributed by Office of the Provost

Results for CS-2910-001					
Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
25	16 (64.00%)	8 (32.00%)	1 (4.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses					
Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
4246	343 (8.08%)	1211 (28.52%)	1577 (37.14%)	658 (15.50%)	457 (10.76%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~																
<p>17. I learned a great deal in this course.</p> <p>~ Question Type: Likert ~ contributed by Office of the Provost</p>	Results for CS-2910-001																
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Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)										
4233	4.18	0.91	1762 (41.63%)	1791 (42.31%)	414 (9.78%)	192 (4.54%)	74 (1.75%)										
<p>18. Overall, this was a worthwhile course.</p> <p>~ Question Type: Likert ~ contributed by Office of the Provost</p>	Results for CS-2910-001																
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4231	4.09	1.00	1711 (40.44%)	1668 (39.42%)	482 (11.39%)	253 (5.98%)	117 (2.77%)										
<p>19. The course's goals and requirements were defined and adhered to by the instructor.</p> <p>~ Question Type: Likert ~ contributed by Office of the Provost</p>	Results for CS-2910-001, Tychonievich, Luther																
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	<table border="1"> <thead> <tr> <th>Total</th> <th>Mean</th> <th>Std Dev</th> <th>Strongly Agree (5)</th> <th>Agree (4)</th> <th>Neutral (3)</th> <th>Disagree (2)</th> <th>Strongly Disagree (1)</th> </tr> </thead> <tbody> <tr> <td>4459</td> <td>4.25</td> <td>0.81</td> <td>1870 (41.94%)</td> <td>2046 (45.88%)</td> <td>370 (8.30%)</td> <td>115 (2.58%)</td> <td>58 (1.30%)</td> </tr> </tbody> </table>	Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	4459	4.25	0.81	1870 (41.94%)	2046 (45.88%)	370 (8.30%)	115 (2.58%)	58 (1.30%)
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)										
4459	4.25	0.81	1870 (41.94%)	2046 (45.88%)	370 (8.30%)	115 (2.58%)	58 (1.30%)										
<p>20. The instructor was approachable and made himself/herself available to students outside the classroom.</p> <p>~ Question Type: Likert ~ contributed by Office of the Provost</p>	Results for CS-2910-001, Tychonievich, Luther																
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25	4.48	0.77	16 (64.00%)	5 (20.00%)	4 (16.00%)	0 (0.00%)	0 (0.00%)										
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Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)										
4462	4.25	0.89	2097 (47.00%)	1640 (36.75%)	527 (11.81%)	118 (2.64%)	80 (1.79%)										
<p>21. Overall, the instructor was an effective teacher.</p> <p>~ Question Type: Likert ~ contributed by Office of the Provost</p>	Results for CS-2910-001, Tychonievich, Luther																
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~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

22. Please make any overall comments or observations about this course:

Question Type: Short Answer

contributed by Office of the Provost

Results for CS-2910-001	
Total	Individual Answers
16	See below for Individual Results

Not just clicking without reason, Tychonievich is the perfect instructor for this course. Understands how psychology interacts with our perceptions of learning and teaching and knows from years of teaching what I will go through. Very wise and also a quirky guy who can make me laugh or think deeply pretty naturally. He also seemed to have a good grasp on the material and could probably give any lecture at any time and deal with it flexibly.

very informative course! I liked it a lot, especially because the time commitment didn't really take away from anything else.

Great course; I'm glad it's required for all CS TAs.

Incredible class.

Great class! Great topics! The final paper details are extremely unclear.

I don't think this class had any effect on my behavior and choices as a TA; it doesn't need to be a requirement.

Thanks for a great semester :)

I really enjoyed this class! I learned so much and I'm glad that this is required for first-time TAs. I wish we had more guidance or instruction on the final paper, because I felt like we were just given the assignment with no mention of it in class, or ways in which we could complete the assignment. Other than that, I have nothing bad to say about the class. I would totally take a more in-depth version of this class if it was offered - dealing with more topics on CS education.

This was my favorite course of the semester I think. It was a fun style of learning and was so low stress so I really loved it. It was also really nice to get to know you as a teacher.

Great class, loved the lectures and professor offered very unique perspectives

This was a really interesting class, and I am glad to have taken it. I think that I learned a lot about how to be a better TA through this class. Professor Tychonievich was really knowledgeable about the subject matter, was good at teaching it, and was a lot of fun to be in class with.

Didn't initially think this class would be all that useful but happy to be proven wrong.

I wish there could be a similar version of this class made available to everyone at UVA, or at least to all SEAS and BACS people.

Good class for TA's to learn from - should count towards credit (outside the 3 unpaid hours!)

Why are you guys taking away allowing people to take this course multiple times? As someone who's taken it twice I found it still worthwhile and I still learned a lot the second time around.

Overall, I felt that taking this course led to an improvement in my teaching ability and helped me to learn more about what it is like to be a teacher or professor.