MID-QUARTER FEEDBACK SUMMARY
Numeric Responses

University of Washington, Bothell
Sci, Tech, Engr. & Math
Science, Tech, Engr. & Math
Term: Spring Mid Quarter 2020

IASystem
The Course Evaluation Standard

CSS 385 A
Introduction To Game Development
Course type: Online

Evaluation Delivery: Online
Evaluation Form: Z
Responses: 20/45 (44% moderate)

Taught by: Yusuf Pisan
Instructor Evaluated: Yusuf Pisan-Lecturer

MID-QUARTER FEEDBACK

	N	Excellent	Very Good	Good	Fair	Poor	Very Poor	Median
My ability to engage with course concepts is:	20	20%	25%	50%		5%		3.4
My ability to keep up with course requirements and assignments is:	20	25%	15%	45%	15%			3.3
My instructor's communication regarding course requirements and assignment is:	20	35%	30%	25%	5%	5%		4.0
My instructor's responsiveness to student questions and concerns is:	20	50%	15%	15%	15%	5%		4.5

From where are you engaging with this course this quarter? **(N=19)**

84%	**US: Greater Seattle Metropolitan Area**	**International: North America (not US)**
11%	**US: Washington State outside of the Seattle area**	**International: South America**
	US: California or Oregon	**International: Africa**
	US: Alaska or Hawaii	**International: Asia**
	US: Mountain time zone	**International: Australia**
	US: Central time zone	**International: Europe**
5%	**US: Eastern time zone**	

MID-QUARTER FEEDBACK SUMMARY
Student Comments

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OPEN-ENDED QUESTIONS

What is helping you to learn in this course?

1. Freedom

2. Lots of chances for hands on experiences and lots of examples in the slides

3. The use of yes no/ raise hands is beneficial. The break out groups are okay, but I'd prefer to pick my own. It does provide a chance to meet other students in the course though.

4. Primarily other peers in our discord server for the class. There are literally hundreds of other students who have taken this course so they're eager to help whenever anyone has a question as well as others taking the class with me.

5. Online tutorials of Unity, some course readings

6. Zoom

7. Zoom lectures are accessible and run smoothly.

8. Google and YouTube tutorials.

9. Breakout groups are very helpful.

10. Lectures are excellent and the combination of curriculum and additional resources is good so far (e.g. external references to leading game developers / researchers)

11. Having actual class sessions is a huge benefit

12. The discord server that the professor set up and the connection to other students has been invaluable.

13. na

14. I really enjoy the break out groups. I feel like im able to connect with my peers while getting more comfortable with the topics

15. All the links provided by the professor for research

16. Definitely the short exercises in class. Also working with other classmates, viewing tutorials online and getting hands on experience with the projects is very helpful.

What is hindering your learning in this course?

1. I cannot learn things that I need for assignments from the lectures

2. Nothing really seems to be hindering my learning except maybe my unstable connection

3. I don't feel like we are doing a very good job of learning the tool (unity)- while I realize some of this is meant to be learn-it-on your own, a basic level of knowledge would be really beneficial. I don't think the networking aspect of the theme of the course was thought through, and heavily skews the project from coming up with an interesting design to "how do we make unity do this".

4. Just the adjustment to a different kind of development. It is my first time doing game development and the remote learning setting isn't entirely helping.

5. Lack of going over how to do basic to intermediate things in Unity required for assignments, assignments that take longer than expected to do because I am still just learning how to use Unity.

6. The professors lectures don't help at at with the assignments and are useless in completing them. There should be more focus on the assignments and technical details rather than useless project management and other stuff that we've already covered in other classes.

7. Nothing so far, I'm very geared towards online courses.

8. Strange technical issues that seemingly have so solution. Especially when using dated versions of Unity.

9. Class lectures don't focus on actualy Unity concepts which could help us understand how to write C# scripts.

10. Unfamiliarity with Unity + difficulty running Unity on my OS. Not having enough time to start assignments earlier :((mostly my fault)

11. Having to self learn the nuances of unity has been incredibly difficult without any real guidance on how to learn different things.

12. I have been a little confused and demoralized by the lack of relevant course material on assigned projects. There are a wide variety of solutions but their would have been benefit from some of the class time to be devoted to discussing issue directly involved in the projects that were assigned.

13. na

14. Nothing really.

15. Lack of experience in Unity and jumping straight in.

16. The fact that my experience with the Unity software we are using is limited to this course. I am beginning to catch on but it's been a pretty steep learning curve.

What can your instructor do to improve your learning in this course?

1. Learning about unity in class rather than just letting us find the way by ourselves. At least some tips or resources should be provided more.

2. I think it is fine how it is

3. More In class unity lab work. The one group project we did, my group ended up being paralyzed, so I just made the changes and submitted it. It was difficult to work on a single file jointly for it. It might be beneficial to split class time between learning unity, and learning about game design.

4. I believe he's doing everything well actually. His communication is one of the best I've had in my entirety at UWB and his enthusiasm for the course as a whole is encouraging.

5. Adjust the difficulty of assignments or provide more hints on how to complete them (the Fun with the Tools and the Hero is taking way longer than 6 hours), provide some lectures on doing intermediate level things in unity.

6. Actually go over the technical parts of the assignments and how to use unity more in depth. I want to know what the professor knows that's why I'm taking the course. I don't pay for school to learn from random YouTube videos. I shouldn't have to do literally all of my learning from the internet and tutorials online. I understand that the professor cannot cover everything in the class time but at least some kind of starting point for the technical side of things would be nice. For example: I know many of the students has problems connecting levels of their games for the first assignment, the professor should have known about this issue and covered it in class because it was simply a matter of making sure the levels were selected in the build settings in unity. Similarly with creating and editing code for use in unity- the professor never covered this and although it should be relatively easy to search this the professor should have went over this in class because it's a fundamental part of an assignment.

7. The professor is doing a great job. The class is very organized and I know what to expect.

8. Stick with the latest version of Unity as it seems to have far fewer technical issues.

9. Dedicate lecture time to teaching C#.

10. Nothing that I can think of

12. I would make sure that instruction stair stepped knowledge towards the completion of project goals. Making sure lecture material was relevant to students assigned tasks. Also estimates on time of completion should either be accurate or not given. The last assignment took far longer then the 5-6hrs mentioned in the project which made completion some what strenuous.

13. na

14. Spend more time scripting

15. Right now we're been going over the theory of game design, but all our assignments have been unity games. The two are very different things.

16. I think being a little more explicit with some of the foundational aspects of Unity would help translate to feeling more ready and confident with assignments.

IASystem Course Summary Reports summarize student ratings of a particular course or combination of courses. They provide a rich perspective on student views by reporting responses in three ways: as frequency distributions, average ratings, and either comparative or adjusted ratings. Remember in interpreting results that it is important to keep in mind the number of students who evaluated the course relative to the total course enrollment as shown on the upper right-hand corner of the report.

Frequency distributions. The percentage of students who selected each response choice is displayed for each item. Percentages are based on the number of students who answered the respective item rather than the number of students who evaluated the course because individual item response is optional.

Median ratings. *IASystem* reports average ratings in the form of item medians. Although means are a more familiar type of average than medians, they are less accurate in summarizing student ratings. This is because ratings distributions tend to be strongly skewed. That is, most of the ratings are at the high end of the scale and trail off to the low end.

The median indicates the point on the rating scale at which half of the students selected higher ratings, and half selected lower. Medians are computed to one decimal place by interpolation.[1] In general, higher medians reflect more favorable ratings. To interpret median ratings, compare the value of each median to the respective response scale: *Very Poor, Poor, Fair, Good, Very Good, Excellent (0-5); Never/None/Much Lower, About Half/Average, Always/Great/Much Higher (1-7); Slight, Moderate, Considerable, Extensive (1-4).*

Comparative ratings. *IASystem* provides a normative comparison for each item by reporting the decile rank of the item median. Decile ranks compare the median rating of a particular item to ratings of the same item over the previous two academic years in all classes at the institution and within the college, school, or division. Decile ranks are shown only for items with sufficient normative data.

Decile ranks range from 0 (lowest) to 9 (highest). For all items, higher medians yield higher decile ranks. The 0 decile rank indicates an item median in the lowest 10% of all scores. A decile rank of 1 indicates a median above the bottom 10% and below the top 80%. A decile rank of 9 indicates a median in the top 10% of all scores. Because average ratings tend to be high, a rating of "good" or "average" may have a low decile rank.

Adjusted ratings. Research has shown that student ratings may be somewhat influenced by factors such as class size, expected grade, and reason for enrollment. To correct for this, *IASystem* reports **adjusted medians** for summative items (items #1-4 and their combined global rating) based on regression analyses of ratings over the previous two academic years in all classes at the respective institution. If large classes at the institution tend to be rated lower than small classes, for example, the adjusted medians for large classes will be slightly higher than their unadjusted medians.

When adjusted ratings are displayed for summative items, **relative rank** is displayed for the more specific (formative) items. Rankings serve as a guide in directing instructional improvement efforts. The top ranked items (1, 2, 3, etc.) represent areas that are going well from a student perspective; whereas the bottom ranked items (18, 17, 16, etc.) represent areas in which the instructor may want to make changes. Relative ranks are computed by first standardizing each item (subtracting the overall institutional average from the item rating for the particular course, then dividing by the standard deviation of the ratings across all courses) and then ranking those standardized scores.

Challenge and Engagement Index (CEI). Several *IASystem* items ask students how academically challenging they found the course to be. *IASystem* calculates the average of these items and reports them as a single index. *The Challenge and Engagement Index (CEI)* correlates only modestly with the global rating (median of items 1-4).

Optional Items. Student responses to instructor-supplied items are summarized at the end of the evaluation report. Median responses should be interpreted in light of the specific item text and response scale used (response values 1-6 on paper evaluation forms).

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[1] For the specific method, see, for example, Guilford, J.P. (1965). Fundamental statistics in psychology and education. New York: McGraw-Hill Book Company, pp. 49-53.