IASystem
The Course Evaluation Standard

COURSE SUMMARY REPORT
Numeric Responses

University of Washington, Bothell
Sci, Tech, Engr. & Math
Science, Tech, Engr. & Math
Term: Spring 2018

CSS 385 A
Introduction To Game Development
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: D
Responses: 23/45 (51% high)

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

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Median	College Decile
3.1	**0**
(0=lowest; 5=highest)	(0=lowest; 9=highest)

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 4.4
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	DECILE RANK Inst	DECILE RANK College
The course as a whole was:	23	17%	26%	26%	17%	13%		3.2	1	1
The course content was:	23	13%	30%	22%	26%	9%		3.2	1	1
The instructor's contribution to the course was:	23	13%	26%	22%	35%		4%	3.0	0	0
The instructor's effectiveness in teaching the subject matter was:	23	9%	30%	17%	26%	9%	9%	2.9	0	0

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median	DECILE RANK Inst	DECILE RANK College
Do you expect your grade in this course to be:	23	13%	30%	26%	22%	9%			5.2	4	5
The intellectual challenge presented was:	23		17%	35%	30%	17%			4.6	1	0
The amount of effort you put into this course was:	23	17%	48%	17%	17%				5.8	5	5
The amount of effort to succeed in this course was:	23	13%	17%	22%	48%				4.6	0	0
Your involvement in course (doing assignments, attending classes, etc.) was:	23	35%	26%	17%	22%				5.9	4	4

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 12.1 Hours per credit: 2.4 (N=23)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
		4%	22%	13%	4%	22%	13%	4%	13%	4%	

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 7.1 Hours per credit: 1.4 (N=23)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
4%		22%	30%	13%	13%	13%				4%	

What grade do you expect in this course?

Class median: 3.6 (N=23)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	E (0.0)	Pass	Credit	No Credit
22%	57%	9%	9%	4%										

In regard to your academic program, is this course best described as:

(N=23)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
22%		78%			

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	DECILE RANK Inst	DECILE RANK College
Course organization was:	22	18%	23%	27%	9%	14%	9%	3.2	1	1
Sequential presentation of concepts was:	23	17%	26%	26%	22%	4%	4%	3.2	1	1
Explanations by instructor were:	23	9%	35%	26%	26%		4%	3.2	1	1
Instructor's ability to present alternative explanations when needed was:	23	17%	13%	35%	26%	4%	4%	2.9	0	0
Instructor's use of examples and illustrations was:	23	17%	30%	13%	35%		4%	3.3	1	1
Quality of questions or problems raised by the instructor was:	23	13%	26%	17%	22%	13%	9%	2.9	0	0
Contribution of assignments to understanding course content was:	23	17%	17%	26%	22%	9%	9%	2.9	0	0
Instructor's enthusiasm was:	23	30%	35%	22%	13%			3.9	1	1
Instructor's ability to deal with student difficulties was:	23	22%	13%	30%	22%	4%	9%	3.0	1	0
Answers to student questions were:	23	17%	17%	39%	22%		4%	3.1	0	0
Availability of extra help when needed was:	23	30%	22%	26%	13%	4%	4%	3.6	1	1
Use of class time was:	23	22%	13%	30%	17%	9%	9%	3.0	0	1
Instructor's interest in whether students learned was:	23	22%	30%	26%	13%	4%	4%	3.6	1	1
Amount you learned in the course was:	23	22%	30%	13%	26%	4%	4%	3.6	1	2
Relevance and usefulness of course content were:	23	26%	30%	13%	22%	4%	4%	3.7	1	1
Evaluative and grading techniques (tests, papers, projects, etc.) were:	23	13%	9%	22%	17%	35%	4%	2.1	0	0
Reasonableness of assigned work was:	23	26%	30%	22%	9%	13%		3.7	2	2
Clarity of student responsibilities and requirements was:	23	22%	39%	13%	17%		9%	3.8	2	2

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STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. Yes I liked working with a team in a realm that was new to me
2. I just learned some ideas about game development.
3. It should be.
4. Yes, I had no prior game development experience so this class was very exciting and intellectually stimulating for me.
5. Not so much, just a lot of work and whatever intellectually stimulating activities would most likely come from problem solving code
7. Learning a new programming environment and language
8. Yes, it got me more interested in game development and might want to purse a career in it.
9. It was very fun and interesting. The class required and allowed creativity in doing the assignments.
10. I thought that the technical part of teaching game development was the most interesting.
11. Yes, I never knew much about how games were made
12. Yeah learned more about game developement
13. The final project of making a game was really fun and it thought me a lot of concepts related to game development.
14. Some parts, like Game Design theory was, other parts seemed like common knowledge.
15. I thought all of the lecture material, videos shown and guest speakers brought some interesting discussion to the room.
16. Yes. I learned a lot not only about developing in Unity, but also about the video game industry and about myself. I was given prompts to analyze games and how I personally feel about them. Games have been a hobby of mine for most of my life, so it was very interesting to learn how to think about them in different ways.
18. I was really saddened by this course because the professor's lectures were pretty much focused on things I've already seen/reviewed independently... including Extra Credits videos. I would have loved for the professor's talks to go over algorithms that are commonly used in game development, be they AI or physics simulation, game mechanics, etc. I have heard from several students who have said as much.
19. In some ways yes, most of the intellectual stimulation came from doing the group work, not so much any of the lecture material
20. It was challenging to learn Unity and code in C# on my own, but it was also fun to work in a team to build a game.

What aspects of this class contributed most to your learning?

1. The group work and in class design days
2. Some of the videos were fun to watch.
3. Watching Youtube videos on Unity tutorials, and reading the course textbook by myself.
4. I really enjoyed the team project for our game. I also thought that the first two homeworks were very helpful for new people learning how to develop in unity.
5. Individual work on the game
7. Using unity as the learning objective
8. The final project and in class exercises.
9. The few in-class exercises we did at the beginning of the quarter were fun. The lectures were also helpful though they did overlap some.
10. I enjoyed the guest speakers. I also enjoyed focusing on the technical parts of game development, like following along with the unity tutorials.
11. Making games
12. The projects
13. The process of making a game.
14. Guest speakers, powerpoint presentations with videos.
15. This was the first class I've had where I worked on a team with a single long arc programming assignment that needed to be presented as a deliverable at the end of the quarter. This was extremely valuable experience, and a lot of fun as well! I worked harder on the class than I even needed to because I was driven to make something I was proud of.
16. The Unity tutorials we did at the beginning of class helped build my confidence to start actually developing in the program. I actually had had Unity downloaded for months, but was also too overwhelmed to start actually using it.
17. Self learning by working on project
18. The game industry professionals showing up and giving talks.

19. The group project

20. Working in a team to complete a common goal, building a game. Learning game concepts through activities and guest speakers.

What aspects of this class detracted from your learning?

1. Not having a clearer understanding on what will be on the midterm

2. The most major issue with this class is that this class focused on game design, but not game programming. It makes much more sense to focus on the programming/software engineering side of games since this is what most people will be doing in the game industry, and especially since this class is in the CSS department, for crying out loud! Aside from 2 tutorials on using the Unity game engine (both of which are inadequate introductions to Unity for the scope of this class), there was zero focus AT ALL on anything to do with game programming. But of course, you are expected to pick up on all the features of Unity you need to make a game, and you are expected to learn them all by yourself. Like C++ and 68k assembly, you are expected to be smart enough and skilled enough in self-learning to teach yourself (we're all computer geniuses anyway, right?). Forcing us to write our own blog for this class was annoying and unnecessary. We don't need more practice in "organizing our thoughts". That's what English Composition classes are for. Finally, it was irritating how much the professor policed our computer activity in class to make absolutely sure that no one was doing anything when it wasn't specifically part of the current class activity. It would help the professor to realize that (1) the class sessions are painfully slow, (2) the in-class activities are pretty easy to get done quickly, and (3) given how much work is needed in this class, it's not surprising that some students would be spending class time working on their other assignments.

3. I feel like the instructor was teaching more of the irrelevant stuff than what I thought were important or useful.

4. I thought that the class where we discussed the midterm grade was a little unnecessary. I don't think students should have a say in how their grade is curved or improved. The instructor should usually do that by themselves. But I understand that giving students the option to do so is a very honest approach to teaching and learning.

5. a lot of "paperwork". The exam did not ask questions that I think showed what i learning from the class, and my grade will reflect off this, even though i believe i studies the material i believed would be important.

7. Lots of self learning and tedious assignment

8. n/a

9. As interesting as it was to have 3 guest speakers, I feel as if some of that time could have been used for meeting as a group for the major project. It really would have helped to at least have a little bit of time once a week to meet in-class as a group to discuss things.

10. I thought that the class had too much focus on game design compared to game development. I thought that the focus on the midterm distracted me from working on our final game.

11. Coming to class. All we did was watch videos and it was completely useless

12. Other people on computers

13. The lectures and the pointless assignment of doing a reflection journal every week.

14. Midterm

15. Sometimes the assignment requirements were not extremely clear, or else the information was not easily found/accessible.

16. Nothing.

17. Lack of clarity on instructions, lack of feedback.

18. The entirety of the scrum stuff, reports etc. Requiring students to be in groups of three or more. The requirement for the game to be 'fun'.

19. None

20. The lectures seemed long and like they were there to waste time. The midterm was very subjective and did not demonstrate anything useful.

What suggestions do you have for improving the class?

1. Giving a better study guide for the midterm.

2. Either make a better and substantial emphasis on the programming side of game development, or take this class out of the CSS department. What about giving us pre-made game projects and teaching us how to expand upon them or fix issues?

3. I wish the instructor would teach us the basics of Unity, or the good practices in organizing game objects in Unity. I know that all can be found online, but each of them has their own ways that they think is the good practice. It might be better to have an instructor that gives us a generalized and right way of doing and organizing stuff, or otherwise, the class should just be an online class.

4. Personally this is the best class that I have taken at uwb and I don't think anything needs to change about it. For a new person learning how to make games in Unity, it was an awesome experience for me.

5. A quiz that is worth 20% of the grade should be labeled exam, it was misleading. Making a question about what a few important game developers did worth 30% of the grade seems poorly designed. I studied important concepts of game development that i thought would be important and did not bother to memorize names i could google.

7. Less reading more game designing

8. The exam was useless PERIOD. Suggest you ask questions that are relevant to game dev that could potentially be asked during an interview. No one cares what Chris Crawford said or what made some game designers famous. The whole exam was completely useless and did not reflect what the course is about and you made it worth 20%. You should have given everyone full points for the exam. The journals were a waste of time in my opinion, and should be part of an ethics class not a CS class!!! Replace them with another unity assignment.

9. - The reflection journal was an interesting task, but I feel as if it was not very effective. I feel like if the journal's task was adjusted a bit, it would be more helpful. I am not sure as of how though, perhaps by asking students to read and comment on reviews of games. - I wish we had done a physical prototype of the main project's game. - It would have helped to have a better knowledge of how to host playtesting prior to the first playtesting. Also, playtesting 2 and 3 were too close together.

10. I would focus more on game development compared to game design. I would align the playtests with the ends of the sprints.

11. Making games in class was a good use of class time

12. The labeling of the “midterm” as a quiz on the syllabus was misleading. More time to work in class would of been nice. Having so many presentations seemed like a waste of time after every sprint. Maybe once in the beginning and one at the end

13. Actually teach about how to use the unity game engine in the lectures. Have professor gives tips and tricks about topics that students are interested. Maybe have all students vote on what they want to learn about. Don't have a quiz that doesn't test students anything about game development or game design and just tests them on existing games and game designer history. Don't have the pointless assignemt of writing a reflection journal every week.

14. Grading the midterm easier.

15. As hard as it is to balance the core curriculum and the large project, I would have liked more time after group formation to design the project before Sprint 1. The first two sprints in general were trial by fire.

16. I think a little more technical work and discussion in class would have helped, but honestly, I think every group did fine without it.

17. Focus on design aspects, game design documents, focus of theme early and go tips for collaborating with the game engine being used. Less structure for sprints, or better defined sprint formats with (graded) feedback.

18. Please migrate to canvas and/or clearly indicate what is due on what day. Multiple groups were blindsided by assignments.

19. Clearer questions on the midterm. If the questions are vague then there should be a reasonable amount of give on what is an acceptable answer.

20. Remove the midterm and focus on course material that will help make a game while people work to make the final project. Keep the activities to demonstrate concepts and add more to show how they relate to the project everyone is working with. Have more time in class for students to collaborate with other groups and work on the project.

INSTRUCTOR-ADDED OPEN-ENDED QUESTIONS

What advice would you give to a student taking this course that will help them succeed?

1. Make games

2. Read the Unity manual thoroughly, have good friends with good work ethics.

3. Watch a bunch of Youtube tutorials and do not forget to read the book. Focus on Game Development history rather than theories on game mechanics, since you will be asked on history of games rather than game mechanics. The more you can learn by yourself, the better you will do in this class.

4. Work with a group that you share the same passion for the game that you're making. You will be spending a lot of time with these people so make sure that you get along with them and you like the game that you are building together

5. The study guide is the exam, i didnt bother spending a lot of time on them because i figured the same questions would not be asked again, but rather similarly worded questions.

6. Work smart, not hard. Always make sure your code is modular and easily editable. Also be careful with version control.

7. Be ready to self learn unity

8. don't take this course

9. Have fun

10. I would suggest that they come into this class with some prior knowledge of Unity, C#, and Git.

11. Make games

12. Spend more time on the project then you think it will need. Will always take more time.

13. Have some knowledge of unity going in cus the instructor won't reach you anything about using the game engine!

14. Start with a very simple game and concept that's fun.

15. Have fun and choose a project you can get excited about! Even if you don't have something completely polished at the end, you'll enjoy the process a lot and learn more for your effort.

17. Learn Git, teach everyone in your group git, and make a game with a short gameplay loop.

18. If you love games, and want to make them, don't take this course.

19. Keep up to date on the reflections. Do all questions on midterm review.

20. Don't be afraid to try new things and explore Unity on your own.

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).

[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.