

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

Evaluation Delivery: Online
Evaluation Form: T
Responses: 32/45 (71% very high)

Taught by: Yusuf Pisan
Instructor Evaluated: Yusuf Pisan-Assoc T Prof

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
4.3	5
(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: 4.9
(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	College
The course as a whole was:	31	52%	35%	13%				4.5	6	7
The course content was:	31	52%	19%	26%		3%		4.5	6	7
The instructor's contribution to the course was:	31	35%	26%	26%	10%	3%		3.9	2	3
The instructor's effectiveness in teaching the subject matter was:	31	42%	13%	35%	10%			3.9	2	3

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median	DECILE RANK	
										Inst	College
Relative to other college courses you have taken:											
Do you expect your grade in this course to be:	31	29%	26%	13%	26%	3%	3%		5.7	6	7
The intellectual challenge presented was:	31	13%	26%	29%	19%	13%			5.1	2	2
The amount of effort you put into this course was:	31	32%	29%	26%	10%		3%		5.9	6	6
The amount of effort to succeed in this course was:	31	16%	23%	19%	26%	10%	6%		4.9	1	1
Your involvement in course (doing assignments, attending classes, etc.) was:	31	23%	23%	26%	23%	6%			5.3	2	2

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: 8.5 Hours per credit: 1.7 (N=31)

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
	3%	10%	26%	23%		13%	13%	6%	3%		3%

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

Class median: 7.4 Hours per credit: 1.5 (N=31)

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
	16%	6%	29%	16%	3%	10%	13%	3%			3%

What grade do you expect in this course?

Class median: 4.0 (N=31)

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
81%	6%	10%		3%										

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

(N=31)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
35%		65%			

STANDARD FORMATIVE ITEMS

	N	Strongly agree (5)	Agree (4)	Neither agree or disagree (3)	Disagree (2)	Strongly disagree (1)	Median	DECILE RANK Inst College
The instructor explained the learning outcomes/objectives for this class.	31	58%	39%	3%			4.6	
The syllabus listed the learning outcomes/objectives for this class.	31	68%	32%				4.8	
The overall organization of the course made it easy for me to learn the course concepts.	31	65%	32%	3%			4.7	
Course activities and assignments helped me achieve the learning outcomes/objectives for this class.	31	71%	26%	3%			4.8	
Course materials (e.g., textbook, other readings, lecture, Canvas site) helped me achieve the learning outcomes/objectives for this class.	31	42%	35%	19%	3%		4.3	
The instructor clearly explained how course activities and assignments related to the learning outcomes/objectives of this course.	31	58%	39%		3%		4.6	
My perspective was valued by the instructor.	30	57%	37%	7%			4.6	
The instructor clearly communicated their expectations for respectful communication and interaction in the course.	31	71%	26%		3%		4.8	
The instructor created a class environment where I felt valued and respected.	31	71%	26%	3%			4.8	
The instructor ensured that course materials (e.g., textbook, other readings, lecture, Canvas site) were accessible.	31	68%	19%	13%			4.8	
I felt I was a valued member of the class community in this course.	31	61%	35%	3%			4.7	
Course activities and assignments provided opportunities for me to critically analyze/reflect on new ideas and concepts.	31	65%	32%	3%			4.7	
I was an active and engaged member of the class community.	31	55%	32%	10%	3%		4.6	
The structure of the course gave me enough time to understand and process the ideas and concepts presented in class.	31	58%	35%	6%			4.6	
The instructor regularly provided time and space for students to ask questions and clarify ideas and concepts.	31	77%	19%	3%			4.9	
I had the opportunity to engage with other students.	31	87%	13%				4.9	
The instructor provided opportunities to practice and apply course ideas and concepts before assignments and/or tests.	31	58%	29%	13%			4.6	
Course assignments enhanced my understanding of the course ideas and concepts.	31	71%	29%				4.8	
Feedback on assignments helped me to better understand and/or apply course ideas and concepts.	30	50%	23%	20%	3%	3%	4.5	
Course activities and assignments provided opportunities to demonstrate my learning of course ideas and concepts.	31	71%	26%	3%			4.8	
The instructor clearly communicated what students needed to do in order to be successful in the course.	30	80%	20%				4.9	
I learned ideas and concepts in this course that will be useful for me in other courses and/or after graduation.	30	67%	30%		3%		4.8	
I learned skills in this course that will be useful for me in other courses and/or after graduation.	31	65%	32%		3%		4.7	
The instructor effectively explained the relevance of the course ideas, concepts, and skills covered in this course.	31	61%	26%	13%			4.7	

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STANDARD OPEN-ENDED QUESTIONS

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

1. I already had prior years of experience making games, but this was a fantastic opportunity to collaborate with others and get motivation to create something.
2. Yes the class really make me do a lot of research in using Unity
3. Yes, It is fun and requires team work as well as outside learning
4. The guest lecture
5. I enjoyed this class, very enjoyable experience learning about game development. Appreciated the presenters.
6. The class can be challenging at time but as long as you are willing to put the time in to learn its a very rewarding class.
7. This class taught me about Unity and how games are created using the program and manipulating existing functions to allow movement and various mechanisms. It was also interesting to listen to people who have taken the class in the past and are now in a career involved with video games.
8. The class made me learn how to use unity in a new way, which stretched my thinking a little.
9. Yes, the perspective of making games and working with a new way to make programs was really stimulating.
10. It did. I really liked how the class was structured, it gave flexibility.
11. Yes it is a different and difficult area of computer science that is intellectually stimulating
12. Yes, it was intellectually stimulating. This course gave me the opportunity to be creative, probably more than any other course I've taken at UW. All of the assignments in this class were self-driven.
13. Yes, this class was intellectually stimulating, I learned a lot of new things in this class.
14. The class was stimulating purley in the way that it wa structured. I like that it was in the students hands to choose what they wanted to do for assignments. This allowed students to plan out their quarter so you didnt have certain weeks that were overly heavy.
15. The class was intellectually stimulating as it had me design and produce working games and prototypes, testing my critical thinking and creativity as well as problem solving and coding skills.
16. Creating games was so much fun, and the professor was understanding, making the entire class experience enjoyable.
18. The projects were great and gave the opportunity to really learn for ourselves and take the learning process at our own pace. I thoroughly enjoyed doing each of the assignments.
19. This class was intellectually stimulating and stretched my thinking, as I got plenty of practice doing things I hadn't done before, like designing and implementing games and working on a project for more than 2 weeks.
20. yes. It taught me lots of technical and soft skills
21. The various guest speakers taught me a lot about the video game industry and the type of work that video game developers do on a daily basis. As someone who has done almost no game development previously, learning Unity and being able to create a group game was very fun and stimulating,
22. Yes. It provided the excellent assignments and prompts to make me engage with the tools and learn them from the ground up. I could tell I was getting significantly better at coding in Unity and solving previously difficult problems was easy.
23. Yes, it forced me to think about unity in different ways
24. Yes, I learned that I enjoy the process of designing levels. I also appreciated the guest lecturers sharing their experiences in the field.
25. It was my first time using Unity, and going through the learning curve was intellectually stimulating. I had to use lots of knowledge from my previous class like Git or C#, and even web development.
26. Yes, a lot of new concepts that I am not familiar with and it is my first experience using Unity.
27. yes, I had a lot of fun with Unity and this was definitely one of the more unique classes ive taken in my cs major.
28. The class easy and intellectually-stimulating at the same time. Concepts weren't too difficult and because of the professor's flexibility with assignments, it made things easy to learn.
29. I'm quite familiar with game development in general, but I still enjoyed the class activities and found the project assignments intellectually stimulating.

What aspects of this class contributed most to your learning?

1. Team collaboration.
2. I like project base class that I have variety of project
3. Team work and understanding of the given materials
4. The final game project
5. Weekly projects and group project, assignments overall

6. Guest speakers.
7. The first five projects involve learning about using Unity using the Unity Learn course and recreating an existing game made by the professor, plus the last remaining weeks is working on a game with other students.
8. the group project where we all worked together to use unity
9. The projects and the reflections
10. Final Group Project was the best part.
11. GUEST LECTURERS
12. The flexible syllabus contributed the most to my learning. It gave me the opportunity to explore game development in my own way, not just following assignment instructions.
13. I think learning a new language, C#, and learning how to use Unity would contribute the most to my learning.
14. I think the way assignments were structured was the key contributor.
15. Creating games.
16. The guest lectures were interesting and diverse. Hearing the stories of professionals already working in the field was both fascinating and insightful.
17. I liked the course structure of one final project that each group worked on. And that there was an assignment due almost every week.
18. The solo projects, and the final project to a certain extent.
19. The free time that we had to communicate with our groupmates was very helpful to my learning. The consistent, but not overbearing, deadlines for the final project helped me avoid putting everything off until the last week. The guest lecturers were very insightful, although they did tend to ramble for a bit.
20. The project
21. Despite not going over particular concepts in class, the structure of the class allowed me to learn on my own and develop the skills I wanted. The guest lecturers also taught me a lot about game development.
22. The five programming assignments. The Unity tutorials were extremely helpful in getting my knowledge jump started. From there I was able to easily start work on more independent work. That work did frequently require code that wasn't taught in the tutorials, however there are ample resources to find answer and familiarizing myself with those was also very important. I also loved the guest speakers. It was an incredible chance to get insight into not only the industry but life beyond campus from multiple different perspectives.
23. Group project
24. The weekly projects.
25. Professors encouragement to use Unity Learning. I learned so much about Unity by following the course. The professor made Unity Learning part of an assignment, which was super helpful for my learning. If Unity Learning was only a suggestion, I probably wouldn't have went through it.
26. All of the project assignments as they were all hands on and required a major learning curve as I progress
27. This class is highly dependent on how good you are self learning and using online resources. Outside the first few lecture days where the basics of unity is taught, it's all up to you on what you want to learn and be able to do in Unity. Because of this there is a lot of freedom when it comes to the projects you're able to do.
28. The aspect that contributed the most to my learning were homework assignments.
29. The guest speakers for me, since it gave me perspectives I would otherwise be unable to gain.

What aspects of this class detracted from your learning?

1. We only meet twice a week for 2 hours each session :(Also people talking during guest lectures :(
2. None
3. Nothing
4. Nothing
5. Lack of clarity of whether attendance was required or not
6. It can require a lot of your time, and when you have other obligations it can be things challenging.
7. None.
8. I felt the lecture time could have been used a little better to explain game design concepts.
9. Sometimes the class topic was not that interesting
10. 7 submissions was a little too much. It distracted from the final group project.
11. possibly 1 project a week might be too much
12. The mandatory attendance in the second half of the quarter was not great. I understand it's important to meet in-person with team members, but it's also difficult to work in Unity on a laptop as opposed to working from home. I had already established contact with my team members, and we were already meeting outside of class.
13. None
14. Since this class is so decentralized I think that it would benefit from hybrid classes.
15. None

18. Classes seemed... almost unnecessary until work on the final project started. Even as someone who had never used Unity before this course, I didn't feel like I was getting any value from being in class. The professor would be gone for a good part of an hour when we were doing our final projects, so it wasn't like that time could be used to ask questions or get clarification on things. When he came back, he would go straight into a guest lecture or something else. As someone who worked better on a desktop, sometimes it felt like a waste of time to come to the first half of class, since there was nothing we could do there that I couldn't do at home. I understand why it happened, I just don't agree with how it was executed. I also want to point out that the selection of games to use as examples was... interesting at times.

19. 7 assignments besides the final project seem like too many, especially since students are almost required to turn in a new assignment each week. The other course I took that used a similar structure was Computer Graphics with Kelvin Sung (I believe he used to teach CSS385, so I assume that's why the classes have the same structure) and the abundance of assignments was also detrimental in the course as well. I believe that around 4 or 5 programming assignments is optimal, as less than that doesn't give students enough opportunities to practice the material, and more than that causes students to focus more on completing assignments rather than learning.

20. nothing

21. I think sometimes the guest lecturer presentations were too short and having the full two hours would let the guest to better talk about their work and also give us more to learn about.

22. Nothing. The way the five assignments, game mechanic, and 2 person project was maybe a little awkward to understand at first.

23. N/A

24. Not too much assignment or classwork.

25. I wish there are more mandatory assignments on harder Unity concepts.

26. None

27. I found some of the guest lectures to be kind of boring or just not interesting to me. I feel those guest lecture days should've been optional and the other day of the week be mandatory to show progress for your group project

28. None.

29. N/A

What suggestions do you have for improving the class?

1. Encourage more communication over discord/outside of class.

2. None

4. nothing

5. Allow lectures and presenters to have optional attendance. List days where attendance is required in advance

6. The class in its current state is very high quality.

7. None.

8. There was a day of class where we discussed the game design behind backtracking in games. I wish every class taught us an element of game design like this. I feel it would have added to the learning

9. Having project every week was pretty taxing so maybe do 1 less project

11. project due every other week

12. This course should only meet in-person once a week. The presentations and guest lectures usually only ran for an hour respectively, so we could have just done them in the same day.

13. I like all the things that I learned from this class, but sometimes the projects could be a little bit overwhelming for me. I really like that we could choose our own group, who we like to work with, and also the game that we created for the final project has a specific theme/concept which is very interesting.

14. Just Hybrid classes

15. None

16. N/A

18. If you are gonna make attendance required, I feels like that should also apply to the person who made that decision. To show up 5 minutes early, take attendance, and then leave is wild. Despite how much I've had to say about this class, I really liked the way this class was set up, and I think more should follow this formula. Obviously it's not going to work for everyone, but I don't learn well from sitting in a chair listening to lectures and step by step instructions. I liked that I had to do a lot of that myself, and the idea of setting vague goals with very few requirements is an amazing way to give people the opportunity to do what is within their abilities.

19. The class seems to have 2 halves: The first 5 weeks, where we have more standard lectures, learn about game engines and development, and practice using Unity via individual projects. The second 5 weeks, where we mostly just have in-class team meeting time and guest lecturers, and are focused on the final project, completing prototypes, and doing playtesting. I think this is good for this class, but there being 7 assignments causes them to bleed over into the second half of the course. I think it would be very beneficial if the two halves were more clearly stated to students at the start of the quarter, and there were 4-5 assignments so that students could just focus on the final project in the last half of the quarter (the first few assignments helped me learn Unity, but the last few assignments didn't help my learning much, they just got in the way of working on my project).

20. nothing

21. I think the class is very well structured and unique. Nothing to change.

22. * When we switched to the format of groups come up with features on Monday and then present those features on Wednesday was a little short on time. If the Monday could be used to establish features to implement for NEXT Wednesday that would be very appreciated. Because the class goes into the afternoon, most work on the discussed features will only happen on Tuesday--assuming there's time. Just having a single day to work on the features and make them presentation ready was a little difficult. * Perhaps have each group make and publish a public Roadmap for the class of their plan for their game. The feedback form would ask "The team can meet the final deadline" With all the games it was sometimes hard to keep track of what I'm expecting them to accomplish by that point in time. It would also be a good way to keep groups aware of their time/tasks. * Collect and Post all the groups WebGL builds so they can play and test them out for the classes to come. * I liked the assignment format, but it'd be appreciated if it was made more clear the responsibilities of the students. At one point someone in the class considered it "Leveling Up" to the next tier of assignments when you complete the first five. I think that analogy made it click for me. Perhaps make it gamified by presenting it in that way to future classes. * The group numbers got a little confusing, if you could require every group to always have their group number present on the corner of every slide they're presenting. I think that'd help clear up confusion and allow everyone to provide feedback to the correct groups.

23. N/A

24. Potentially more assignments or classwork, even if just optional.

25. I hope there was a choice to have the final project individual.

26. None

27. none, the class was very good

28. No suggestions, everything was perfect.

29. A little more structure and clearer expectations.

Your instructor is a member of a cohort of faculty who are piloting some new course evaluation questions focused around common elements of effective teaching. What did you like or not like, if anything, about the set of questions on this evaluation compared to other course evaluations you have completed?

2. I have no comment, the question is straight forward

3. Nothing

4. It have more accountability toward the student question which can be impactful to evaluate the course

5. Too many questions

6. The question seemed more applicable to what I wanted to say

8. The questions felt pretty normal compared to other course evaluations

11. Did not complete any other evaluations yet

12. I thought the questions were interesting. There was nothing I didn't like about them.

13. None

14. I liked that the questions were much broader and felt more in tune with what actually matters in the classroom

15. I feel the questions were easier to coherently rate and scale.

17. because of the structure of the class many of the questions didn't apply.

18. I can't say I noticed, but the questions seemed normal to me.

19. I did not notice any differences until this question. There are a lot of multiple choice questions though, and so I imagine most students (myself included) don't think much on the answers and just blitz it out, making the feedback less valuable. Maybe this is a case where less is more.

20. N/A

21. These set of questions are not too dissimilar to other course evaluations.

22. I really appreciated the new questions. I've frequently found the course evaluations a little frustrating when I genuinely have an issue with a course. Usually the issue I have is that the professor isn't teaching the class effectively but the majority of questions asked still get an "Excellent" with only 1-2 getting "Fair/Poor." It doesn't feel like my opinion is being accurately represented. I appreciated the questions: * The structure of the course gave me enough time to understand and process the ideas and concepts presented in class. - Frequently this is poor in a bad course * The instructor regularly provided time and space for students to ask questions and clarify ideas and concepts. * I had the opportunity to engage with other students. - The classes where everyone has done very poorly are usually the ones with zero community or engagement among the students in the class. * The instructor provided opportunities to practice and apply course ideas and concepts before assignments and/or tests. - The worst classes I've taken had the professor always finishing 15-30 minutes early with their death by slide show. Then they leave the class promptly, not using any of that extra time to engage with the students or check if they know the content.

23. Didn't notice difference

24. I feel I was able to express my course experience well with these questions. I like how open ended the questions were and how may convey my thoughts across the questions.

26. None

27. I liked the changes.

28. The questions posed were appropriate.

29. N/A

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.