

## Student Feedback (End-Term) (Provisional)

<b>Faculty</b>	ASANKHAYA SHARMA	<b>School</b>	SCHOOL OF COMPUTING AND INFORMATION SYSTEMS
<b>Course</b>	COMPUTATIONAL THINKING	<b>Code</b>	COR-IS1702
<b>Academic Term</b>	2022-23 Term 2	<b>Print Date</b>	15 May 2023 09:24 hrs
<b>No. of Respondents</b>	22	<b>No. of Students</b>	28

### SECTION I

#### Summary

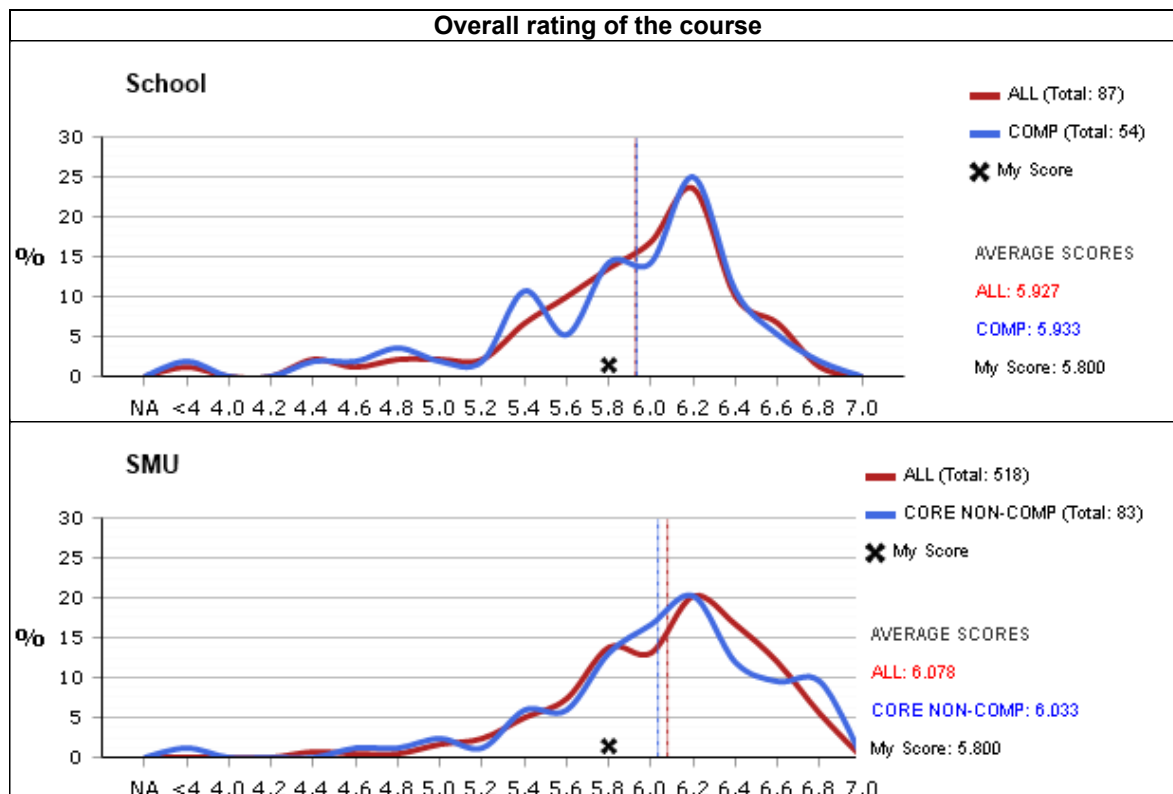
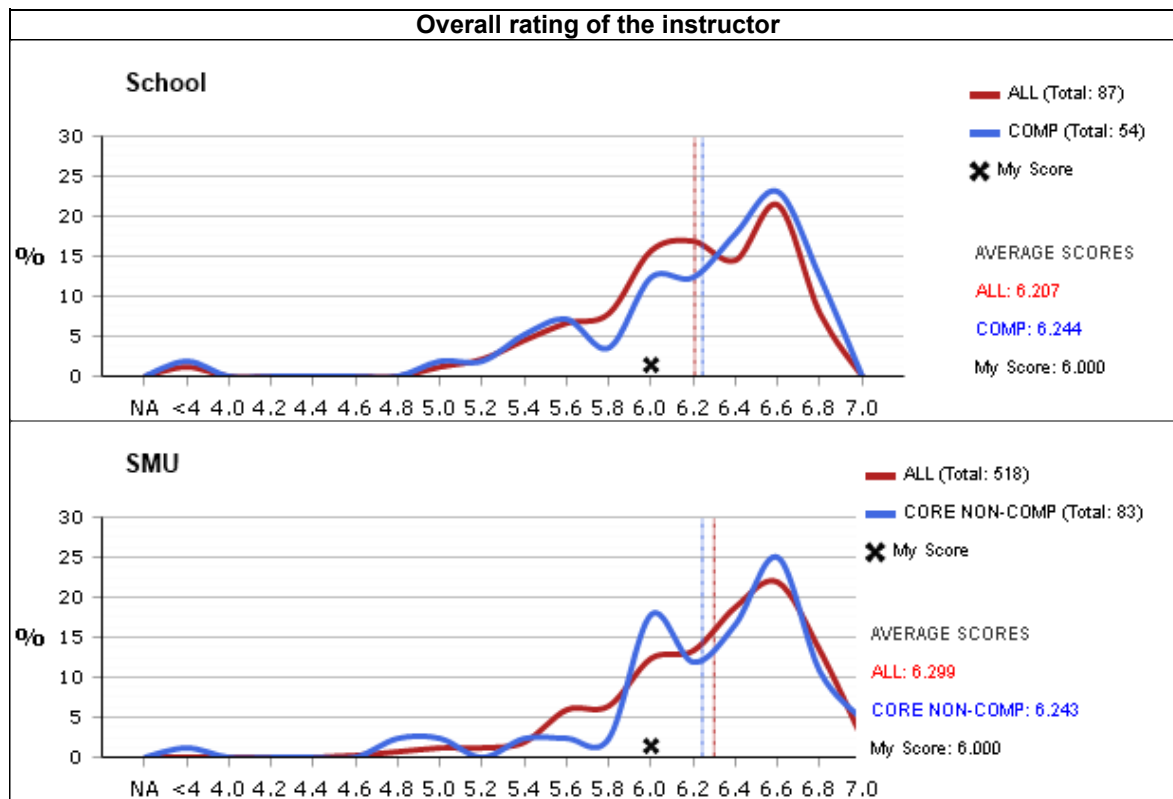
	Question	My Score	Std Dev	Sch Ave (COMP)	Sch %tile (COMP)	Sch Ave (ALL)	Sch %tile (ALL)	SMU CORE Ave (NON-COMP)	SMU CORE %tile (NON-COMP)	SMU Ave (ALL)	SMU %tile (ALL)	Sch Ave (NON-COMP)	SMU CORE Ave (COMP)
1	Instructor's preparation and organisation	6.150	0.875	6.307	30.189	6.261	38.372	6.273	30.488	6.330	30.561	6.118	6.363
2	Instructor's clarity and understandability	5.950	0.945	6.160	28.302	6.105	33.721	6.173	25.610	6.205	26.692	5.939	6.303
3	Instructor's stimulation of interest in content	5.950	0.999	6.119	33.962	6.092	36.047	6.172	25.610	6.209	27.273	6.009	6.296
4	Instructor's encouragement and openness	6.300	0.923	6.328	41.509	6.294	52.326	6.322	36.585	6.369	36.944	6.189	6.454
5	Instructor's availability and helpfulness	6.300	0.801	6.345	37.736	6.312	47.674	6.324	36.585	6.369	37.524	6.211	6.409
6	Instructor's presentation and speaking skills	6.050	1.050	6.197	30.189	6.151	37.209	6.268	24.390	6.292	27.660	6.008	6.444
7	Instructor's enthusiasm for the subject	6.250	0.786	6.365	35.849	6.349	36.047	6.454	23.171	6.481	23.211	6.299	6.530
8	Instructor's fairness	6.350	0.813	6.348	47.170	6.324	52.326	6.300	47.561	6.364	44.681	6.249	6.342
9	Instructor's concern for students	6.100	0.912	6.269	32.075	6.233	33.721	6.250	29.268	6.294	27.079	6.125	6.335
10	The learning experience in this course	5.750	1.251	5.957	30.189	5.947	27.907	6.035	19.512	6.086	21.857	5.920	6.078
11	The clarity of objectives and requirements	5.900	1.071	5.983	41.509	5.962	38.372	6.047	26.829	6.092	30.368	5.899	6.061
12	Quality and frequency of feedback	5.500	1.192	6.011	16.981	5.982	16.279	6.060	10.976	6.070	11.605	5.894	6.058
13	Quality and value of the course material	5.650	1.137	6.011	20.755	5.990	19.767	6.079	13.415	6.132	13.926	5.927	6.064
14	Quality and usefulness of course assignments/projects	5.800	1.056	6.024	28.302	6.014	25.581	6.108	19.512	6.136	19.729	5.983	6.048
15	Degree to which the course was participative and interactive	5.900	1.021	6.097	32.075	6.061	37.209	6.233	19.512	6.206	21.277	5.952	6.294
16	Overall rating of the instructor	6.000	1.170	6.244	24.528	6.207	29.070	6.243	20.732	6.299	22.824	6.092	6.357
17	Overall rating of the course	5.800	1.005	5.933	33.962	5.927	32.558	6.033	20.732	6.078	23.404	5.908	6.012

- "My Score" reflects a trimmed value in cases where there are at least 20 respondents, excluding NA responses.  
- "Percentile (%tile)" refers to the percentage of school or university-wide scores that falls below "My Score". The Overall Rating Distribution section in this report shows the total number of scores included in the school or SMU comparisons.  
- SCH COMP groups instructors who teach compulsory courses offered by the school for a degree programme or major (including compulsory university and school-specific Core Curriculum courses, and compulsory courses for other schools); SCH NON-COMP groups instructors who teach all other courses offered by the school; SCH ALL groups all instructors in the school that offers your course.  
- SMU CORE COMP groups instructors who teach the university's compulsory Core Curriculum courses; SMU CORE NON-COMP groups instructors who teach non-compulsory Core Curriculum courses; SMU ALL groups all instructors in the university.

## Overall Rating Distribution

The horizontal axis of the charts displays the FACETS scores for a specified question, while the vertical axis represents the percentage of course sections in the School or SMU with that average FACETS score. Each summary curve shows the empirical distribution of the instructor-course average scores for the specified question. The red and blue vertical dotted lines indicate the mean of instructor-course average scores for "all" and "compulsory/non-compulsory" courses, respectively.

		Compulsory	Non-Compulsory	Total
Total no. of instructor-course average scores	School	54	33	87
	SMU Core Curriculum	55	83	138
	SMU	-	-	518



## Score Breakdown

				7-POINT SCALE - SCORE & FREQUENCY							
Question		My Score	Standard Deviation	NA	1 Extremely Poor	2 Very Poor	3 Poor	4 Neutral	5 Good	6 Very Good	7 Excellent
1	Instructor's preparation and organisation	6.150	0.875	0	0	0	1	0	6	5	10
2	Instructor's clarity and understandability	5.950	0.945	0	0	1	0	2	3	9	7
3	Instructor's stimulation of interest in content	5.950	0.999	0	0	0	1	2	4	7	8
4	Instructor's encouragement and openness	6.300	0.923	0	0	0	0	2	3	5	12
5	Instructor's availability and helpfulness	6.300	0.801	0	0	0	1	0	4	6	11
6	Instructor's presentation and speaking skills	6.050	1.050	0	0	0	1	2	4	5	10
7	Instructor's enthusiasm for the subject	6.250	0.786	0	0	0	0	1	4	7	10
8	Instructor's fairness	6.350	0.813	0	0	0	0	0	5	5	12
9	Instructor's concern for students	6.100	0.912	0	0	0	0	2	4	7	9
10	The learning experience in this course	5.750	1.251	0	1	0	0	5	3	4	9
11	The clarity of objectives and requirements	5.900	1.071	0	0	0	1	2	6	4	9
12	Quality and frequency of feedback	5.500	1.192	0	0	0	1	5	6	3	7
13	Quality and value of the course material	5.650	1.137	0	1	0	0	4	5	5	7
14	Quality and usefulness of course assignments/projects	5.800	1.056	0	1	0	0	2	7	4	8
15	Degree to which the course was participative and interactive	5.900	1.021	0	0	1	0	2	5	6	8
16	Overall rating of the instructor	6.000	1.170	0	0	0	0	4	4	3	11
17	Overall rating of the course	5.800	1.005	0	1	0	0	2	6	6	7
<b>Total Count</b>				<b>0</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>37</b>	<b>79</b>	<b>91</b>	<b>155</b>
<b>Percentage</b>				<b>0%</b>	<b>1%</b>	<b>1%</b>	<b>2%</b>	<b>10%</b>	<b>21%</b>	<b>24%</b>	<b>41%</b>

- "My Score" reflects a trimmed value in cases where there are at least 20 respondents, excluding NA responses.

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**For qualitative responses to Q18 & Q19, see Section III**

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## Other Questions

20. For this course, how many hours per week on average did you spend on coursework outside of class?								
Average Hours Spent Outside of Class	0-1	2-3	4-5	6-7	8-9	10-11	12-13	≥14
Frequency Count	0	5	8	2	0	2	1	4

20. For this course, how many hours per week on average did you spend on coursework outside of class?					
	Median	Sch Median (COMP)	Sch Median (ALL)	SMU CORE Median (NON-COMP)	SMU Median (ALL)
Average Hours Spent Outside of Class	5	5	5	3	4

21. This course challenged me intellectually.											
My Score	Std Dev	Sch Ave (COMP)	Sch %tile (COMP)	Sch Ave (ALL)	Sch %tile (ALL)	SMU CORE Ave (NON-COMP)	SMU CORE %tile (NON-COMP)	SMU Ave (ALL)	SMU %tile (ALL)	Sch Ave (NON-COMP)	SMU CORE Ave (COMP)
6.700	0.470	6.331	81.132	6.331	83.721	6.280	92.683	6.329	86.267	6.329	6.122

21. This course challenged me intellectually.									
My Score	Standard Deviation	7-POINT SCALE - SCORE & FREQUENCY							
		NA	1 Strongly Disagree	2 Disagree	3 Slightly Disagree	4 Neutral	5 Slightly Agree	6 Agree	7 Strongly Agree
6.700	0.470	0	0	0	0	0	1	6	15
Percentage		0%	0%	0%	0%	0%	5%	27%	68%

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- SMU CORE COMP groups instructors who teach the university's compulsory Core Curriculum courses; SMU CORE NON-COMP groups instructors who teach non-compulsory Core Curriculum courses. SMU ALL groups all instructors in the university.

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**SECTION II**

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**Question(s) from the Instructor**

Nil.

**Question(s) from the School**

1. I clearly understand the learning outcomes and related competencies for this course.									
		7-POINT SCALE - SCORE & FREQUENCY							
My Score	Standard Deviation	NA	1 Strongly Disagree	2 Disagree	3 Slightly Disagree	4 Neutral	5 Slightly Agree	6 Agree	7 Strongly Agree
5.762	1.480	0	2	0	0	2	4	6	8
Percentage		0%	9%	0%	0%	9%	18%	27%	36%

- "My Score" reflects a trimmed value in cases where there are at least 20 respondents, excluding NA responses (if available).

2. I was able to develop and demonstrate the competencies that are specified for this course.									
		7-POINT SCALE - SCORE & FREQUENCY							
My Score	Standard Deviation	NA	1 Strongly Disagree	2 Disagree	3 Slightly Disagree	4 Neutral	5 Slightly Agree	6 Agree	7 Strongly Agree
5.143	1.905	0	3	1	0	3	4	5	6
Percentage		0%	14%	5%	0%	14%	18%	23%	27%

- "My Score" reflects a trimmed value in cases where there are at least 20 respondents, excluding NA responses (if available).

## **Profile of Respondents**

**Number of students: 28**

**Number of respondents: 22**

### **Percentage of respondents by academic level**

<b>Academic Level</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Intake Year 2022-23	1	5
Intake Year 2021-22	4	18
Intake Year 2020-21	5	23
Intake Year 2019-20	11	50
Exchange	0	0
Graduate	0	0
Others	1	5
<b>Total</b>	<b>22</b>	

The intake year is applicable only to matriculated students in undergraduate programmes.

### **Percentage of respondents by gender**

<b>Gender</b>	<b>Number of Respondents</b>	<b>Percentage</b>
M	13	59
F	9	41
<b>Total</b>	<b>22</b>	

### **Percentage of respondents from each school**

<b>School</b>	<b>Number of Respondents</b>	<b>Percentage</b>
LKCSB	13	59
SOA	1	5
SIS	1	5
SOE	6	27
SOL	0	0
SOSS	0	0
Exchange	0	0
Graduate	0	0
Others	1	5
<b>Total</b>	<b>22</b>	

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## SECTION III

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### Student Comments

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**Question 18. Please give responsible feedback regarding the instructor:  
a. What are the strengths of the instructor's teaching?**

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#### CLASS G22

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1. Prof Sharma is very receptive to providing extra help after class, and repeating concepts whenever students are unclear. He can explain problems in a logical and sequential manner and tries his best to engage the class.
  2. -approachable, very willing to help students and re-explain concepts if we dont understand. -i like that he would do a step-by-step working with us in real time
  3. Instructor was a very qualified person for the course. He has real work experience.
  4. Clear in going through examples and always never failed to spend extra time explaining basic principles to us to build a stronger foundation
  5. The professor is very patient and clear to show us the workings. He does not hesitate to explain to us how things work, no matter how small the question is. He constantly emphasise certain concept to reinforce our understanding, and always check in on us to see whether we are still following in class. Overall, he is an excellent professor with abundance of knowledge. He is willing to explore our suggestion even though it may not be the most optimal. Such open minded professors are hard to find nowadays!
  6. Lots of examples
  7. Very patient and willing to explain again for certain concepts
  8. clarity in explanation
  9. Patience
  10. Instructor was clear and concise
  11. Knowledgeable in his field
  12. The instructor is very patient in helping students
  13. Prof is clear in his teachings and is enthusiastic about the module and trying to help us learn.
  14. The instructor is extremely intelligent and knows what he is talking about. He is also organised and his pace of teaching is at a comfortable pace that allows students to understand.
  15. Knowledgeable of the course and able to explain in depth if needed
  16. Very clear explanation of concepts and was able to simplify the concept even further with each additional explanation he gave. He also replies readily to the questions I send on telegram, and I think it has really improved my learning experience
  17. Clear
  18. He is open to after class consultations
  19. He really knows his stuff and will always break down the course questions to its simplest form so that we as students will be able to understand no matter how much time it takes.
  20. He will give a lot of examples and tries his best to break things down for us to understand
  21. very friendly and approachable and explains well
  22. Reply our questions very fast after class
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**Question 18. Please give responsible feedback regarding the instructor:  
b. What suggestions do you have to improve the instructor's teaching?**

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#### CLASS G22

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1. Emphasizing more on the importance of certain steps when going through the chapter respectively.
  2. Maybe have more fun activities for us to do in class.
  3. Teach in a way that people with no coding experience can understand with much ease
  4. can slow bit, if the lesson cannot finished on time, still need to have a break for students in the meanwhile
  5. I think he asks too many simple questions and waits for us to respond
  6. explain concepts more clearly by going through step by step and the thought process
  7. Handwriting on the board can be bigger
-

8.	nil
9.	Please write larger and make sure everyone is on track once a while.
10.	no
11.	Give more questions/practices that are close to the difficulty of the exam questions
12.	provide outside study material like youtube tutorials and conceptals
13.	nil
14.	Not really. Really enjoyed.
15.	As this class is a non-computing class, perhaps prof can push a little more by showing what he is looking for when asking the class certain questions. Some questions may be too tough or vague for non computing students to understand, making it hard for people to answer.
16.	Focus more on the code than the algorithm as most of us do not have coding experience and stumble over the codes
17.	It would be great if we were able to observe implementations of concepts in real life projects.
18.	NIL
19.	Could explain the topic more before going into tutorial questions
20.	He could probably give more notes and examples for the various topics and exercises as this module is not an easy module to understand the content.
21.	NA
22.	More practice questions out of class if possible

**Question 19. Please give responsible feedback regarding the course:  
a. What elements of the course most contributed to your learning?**

**CLASS G22**

1.	THinking about data structures
2.	Labs and tutorials
3.	The content was interesting.
4.	The class lectures and tutorial questions.
5.	The practising of tutorial in class
6.	NA
7.	None, i don't think any of this will be applicable to my other Data Science modules or at work.
8.	lab and tutorial
9.	practices, tutorials and lesson videos
10.	prof method of teaching
11.	Practice exercises, and consultations with Prof.
12.	mock midterms
13.	The fact that he takes the time to break down the questions
14.	Tutorials
15.	The topics helped me to understand how to tackle problems involving data.
16.	Extra exercises provided and videos
17.	tutorials and in class examples
18.	Teacher's clarity
19.	pre-read youtube videos are useful
20.	The pre-class videos were very helpful, and also the practice questions outside class/
21.	critical thinking
22.	The practices



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**Question 19. Please give responsible feedback regarding the course:  
b. What suggestions do you have to improve the course?**

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**CLASS G22**

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1. NA
  2. More notes on python and the various exercises could be helpful as it is difficult to understand especially for students like myself who are not in the School of Information Systems.
  3. This course is extremely difficult for students with no prior programming knowledge, especially students from other schools that enroll in analytics tracks. It might be useful to have programming as a pre-requisite for this class. In addition to that, the sound quality of the recorded lectures are quite poor, as there is a lot of background noise. It would be nice if there can be updated ones recorded in a quiet environment.
  4. NA
  5. speed of learning could be slower, as it is difficult to retain information at the speed of how deep the topic is
  6. less bellcurve focused, Non-IS students can enjoy the class materials instead of worrying about grading
  7. Give practice questions are similar to the exam questions in terms of the difficulty
  8. This course is too intense... it feels more math than actual thinking
  9. Pre-reading video audio can be louder, and slides can go into further detail.
  10. nil
  11. its good
  12. Use blended approach rather than pure flipped classroom, as in-class teaching helps to reinforce concepts as well.
  13. Consider if this is compulsory for DSA 2nd majors. It is a struggle for me as I had no python knowledge as we only used R and analysing of data. This course feels more tailored towards software engineers. Because of CT, I had many friends dropping their 2nd major or even taking it to the last semester for the fear of doing badly. I do not believe that one should have this mentality going into a course.
  14. NIL
  15. Wish that more techniques to solve common questions in class are taught, like sliding window, etc
  16. None, perhaps more algorithm exposure and data structures
  17. More help for coding beginners or testing less on codes but more on concepts
  18. make it easier PLEASE
  19. Having a decent understanding of python is crucial in this course
  20. Please rethink if this module if even necessary for DSA majors that do not have IS background. So many of my batchmates actually drop the major in their final semester just to avoid this course. I could certainly understand why after taking it.
  21. can have a tutorial for lab
  22. provide more practices
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## **SECTION IV**

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### **Online Teaching Questions**

Nil.