

# Individual Instructor /Course Report for 202201-NE-Crosslisted(202201-CS295A-15387-Artificial Intelligence,202201-CS395D-15389-Artificial Intelligence) (Emma Tosch)

Project Title: **2022 Spring Course Evaluation**

Course Audience: **37**

Responses Received: **12**

Response Ratio: **32.43%**

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## Report Comments

### Introduction

This report contains the results gathered during the online course-instructor evaluations. Students were invited to share their feedback on the teaching and the course material, ultimately to help improve the overall quality of education at our institution. It is now our collective duty to turn this insight into action.

As part of this mission, all instructors receive an Individual Report for developmental purposes: to identify strengths and areas for improvement in regard to their teaching methods. Content includes graphs, tables, frequencies, and statistics, as well as the full output of student comments for open-ended questions.

We urge every faculty member to diligently examine all the analysis, to seek to understand it, to take note of patterns, to draw logical conclusions, and to take it upon yourself to act on the valuable feedback your students have taken the time to provide.

### Guidelines

To aid in interpreting the results, please consider the three (3) following recommendations:

1. These evaluations stem from student perception, which implies that the validity increases proportionally with the number of occurrences. Your improvement plan should be based on the most representative results and less on outlying responses.
2. Upon getting a general sense of direction as to what requires improvement, it is important to drill down to the related questions and consider them as distinct items. They were evaluated as such by students and will indicate tangible steps/actions to incorporate into your developmental process.
3. In general high scores (4+) can be interpreted as a student consensus indicating a strength. On the other hand, low scores (2-) should be considered as an area that requires immediate developmental focus according to student feedback.

### Values and legends

Values are represented on a 1 – 5 scale where 1 is the lowest value and 5 is the highest value. The language provided by students for this scale is not indicated for each chart and graph below to preserve space and formatting. If you would like to view the full course evaluation questions with scale, please contact your department administrator for a copy.

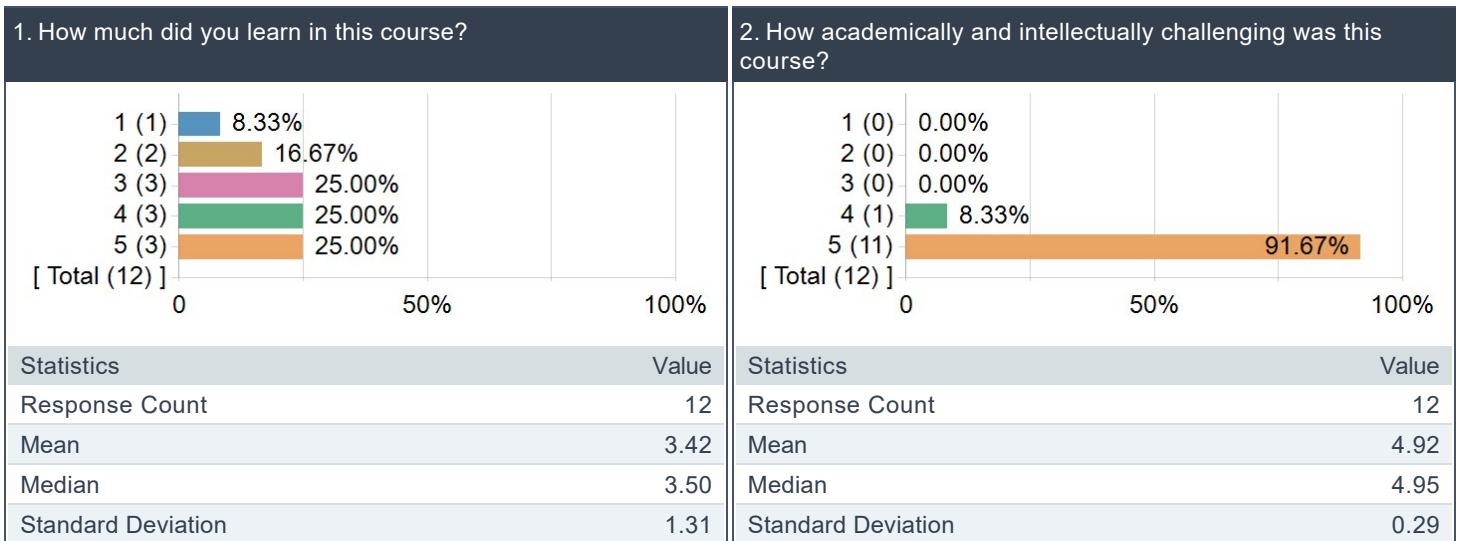
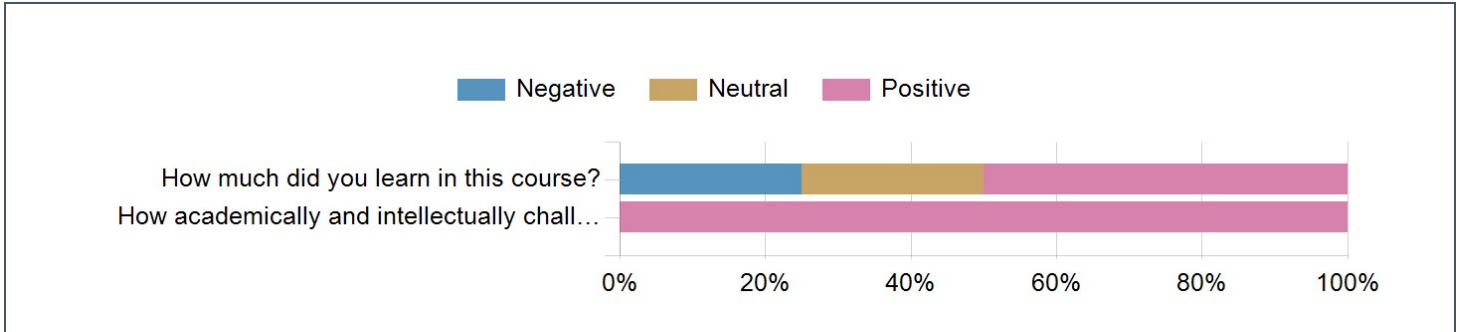
Where “Median” is noted as a statistic, the value is the Interpolated Median. (See <http://www.weekscomputing.com/webhelp/hs520.htm> for definition of Interpolated Median.)

\*\*\* Please consider the environment before printing this report. \*\*\*

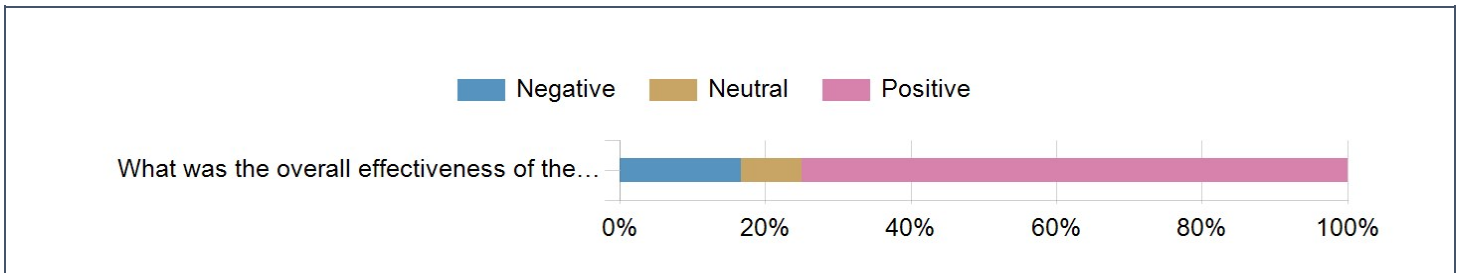
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Creation Date: **Thursday, June 23, 2022**

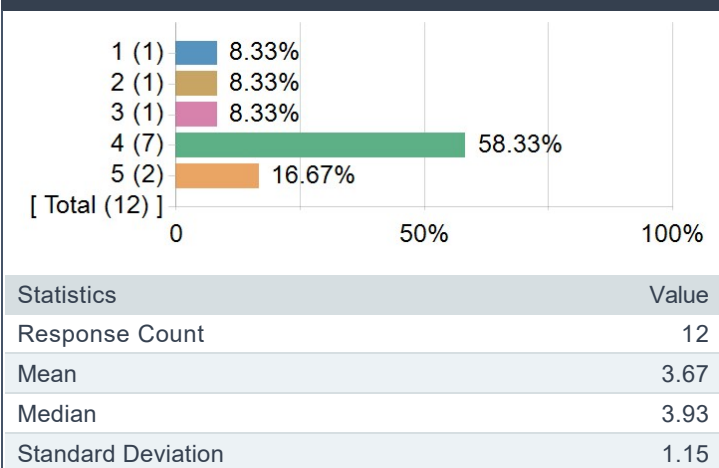
## Course Questions



## Instructor Questions



### What was the overall effectiveness of the instructor?



## Open-Ended Feedback

**Please comment on the value of the laboratory experience here and/or suggestions for improvement (e.g., facilities, organization, handouts, integration with lecture topics, etc.).**

Comments
I felt respected and encouraged to study
The class was kind of unorganized however this makes sense considering this was Professor Tosch's first time teaching this class and figuring out how exactly to organize and run it. I think personally maybe if we had walked through more of the ideas in a practical sense as well, slowly and together as a class I might've had an easier time understanding how to work through certain problems. However the assignments we did and information we covered was very interesting and the way we connected it to certain real world applications or how it can function or should function was intriguing.
The classes were very informative. There were a few times where I felt the lecture moved a bit too quickly and I was unable to comprehend and record the information fully. I did enjoy the depth and breadth of information that was presented in the class.

**Please comment on the effectiveness of the teaching assistant support here and/or suggestions for improvement (e.g., accessibility, quality of help, etc.).**

Comments
The TA was great and did a very good job covering for the professor when required.
Michael was fantastic for the few classes he taught and made the best of a bad situation. The classes he taught were the only classes I felt like I learned something I didn't already know.
Shout out to Michael for teaching the class during Dr. Tosch's medical leave– tell him he did a good job, please. I can't imagine having to suddenly take over teaching a class in addition to a normal graduate workload.
The TA did a fantastic job of providing support and helping the class. There was a period of time where Professor Tosch had to take a leave of absence for a little and the TA Michael did a great job of continuing material and helping us engage with it while Professor Tosch was out.
The teaching assistant did a great job stepping in when the professor was on medical leave. His lectures were informative and helpful. He was also available and quick to answer questions on Teams.
Michael, you killed it! Way to take on teaching the class – you did a great job!

**Please elaborate on any aspects of the instructor or course that work well or need improvement (e.g., organization, preparation, content, textbook, delivery, homework, quizzes/exams, assessment, responsiveness to student level, ability to answer questions, bias, etc.).**

Comments
I think a lot of the class was really confused for a lot of it. I think there were a lot of assumptions about our knowledge coming into the class which were always accurate. For example one of the hardest things for me was just the notation and what all the symbols meant. Professor Tosch is a great professor I just wish she had dumbed down a lot of the concepts.

## Comments

For various reasons, including missing certain critical lectures bc/ of illness, I struggled in this course. We covered some important and interesting topics which (as seems to be normal for her) Prof. Tosch has enviable understanding. I think it's great she's teaching the class again, at least for the students. I hope we can soon learn what she has to teach in her own choice of fields.

On some homework questions I sometimes feel as if there's a gap between the understanding I have of the course material and the application of the material that is expected of me. Some of the jumps in logic are a little hard to follow, but also statistics was never my strongest subject so it's just as likely to be my problem.

There was little effective instruction from Professor Tosch. It seemed that very early on they didn't care whether or not we learned anything and this class was just being taught because it needed to be. Often times students were confused and had no clue what was going on in the class. Instead of taking the time to make sure most of the people knew the class content they simply moved on to the next section of the course. They seemed unprepared to handle students not understanding the first way they explained something and this led the class to have an average of 8.6/25 on one exam. Instead of making sure students grasped this content the course just moved on. This seemed like a good course at the start of the semester but the lectures were often hard to understand as when writing on the board they would constantly make mistakes and rewrite whole sections of problems.

This course was a whirlwind tour of artificial intelligence— despite this not being her research area, Dr. Tosch did her best to deliver a great course. This was one of the few courses (perhaps the only) I've ever taken where I genuinely felt respected as a student, and felt like I had the space to try & fail at things. I feel like I'm a more confident student/scientist/programmer/etc because of it— being out of your depth is reality, and while often overwhelmed by the actual topics at hand, I always felt empowered by Dr. Tosch's lecturing, assistance, and creative exercises (the FTL packet was super cool, but may have worked better broken out into pieces over the course of a semester).

Ultimately, to Dr. Tosch: thank you for an amazing semester.

To whoever else reads these things: Let Dr. Tosch actually teach a class on programming languages! I've been lamenting for years that UVM's programming language theory offerings are mediocre compared to other colleges (no offense to either Dr. Near or Dr. Skalka, but two basic classes do not a robust PL offering make), only to find out that we have a PL researcher who has interesting work she's not teaching about. What am I putting myself into debt for here?

There is definitely still work to be done on how the course will fully work and the topics it will cover comprehensively, however I was totally ok being a guinea pig for Professor Tosch's first time teaching this class. I found her teaching style and personal touch on how AI is designed but also not ignoring the importance of how we are implementing and designing it. Without a doubt one of the most influential teachers I have had and Professor Tosch has an incredibly refreshing take on teaching/education.

This course was tough. Professor Tosch was always respectful to students and I did learn some things in this class. I understand that this was the first run of a special topics class, which should be expected to be choppy and we were kind of the guinea pigs for this class. However, there were a lot of areas in this class that could use improvement. The content of the course seemed very rushed, and I think that the course tried to cover too many topics with too much depth. I felt very lost a lot of the time with the topics and it seemed that others were in the same boat. It wasn't very clear what the expectations were for us as students in terms of assignments and the plan for the semester.

The blackboard quizzes and exams were difficult, extremely difficult. The problems on them were often very specific, I think the second exam had an average of 8/25. The base code for the programming assignments also was difficult to work with. I believe this class was so hard because a lot of the content built on the beginning of the course, but during the beginning of the course many classes were canceled last minute and eventually the Professor went on leave. This is not the fault of the professor by any means, but I believe this factor contributed to many students struggling in the class. When the Professor returned, we resumed but I think that many people were too far behind at that point and this level of being lost carried through to the end.

I would like to note that Professor Tosch was very responsive to student feedback and that her students were definitely in her best interest. She was always respectful, and it seems that she would enjoy teaching a class that closer aligned to her research.

I feel that I learned a lot in this class. If anything this class pushed me very hard. I thought that at times the lectures moved a little quick. I also felt the exams might be a little long for the given time. The assignments I enjoyed and learned from. Sometimes I learned more than just the material for the class during the assignments, such as a new programming library. The last week of class seemed rushed with a lot of deadlines for different assignments.

Hi Emma,

Firstly wanted to say thank you for teaching this course – I know it was a strange semester but it was a fun class nonetheless. I know that while the content was challenge, the students really enjoyed it. Two quick tidbits... firstly, it would REALLY COOL if the professors could teach content on what they are researching on instead of semi-topical-related courses! The second thing, and this opinion is shared by a several members of the class – I think you should try to limit the course content to about 75–80% of what is currently talk. I think a lot of the content was delivered was great, but at points felt rushed and thus we didn't get a full grasp of the material. Also more algorithm conversations and coding examples in class would be awesome

I enjoyed the material