

Assignment ∞

Course Feedback Questionnaire

1 Preamble (Please Read)

The completion of this survey is **completely voluntary**, but your feedback would be **very much appreciated** so that future students may benefit from your experiences in taking this course. If you choose to complete this survey and submit it by the deadline indicated on the course web site (and attend and actively participate in the course-feedback discussion to be held during one of the lecture time slots), you will receive **extra credit** equivalent to **up to the weight of 1% of the course mark**. The precise amount of extra credit depends on the helpfulness and thoughtfulness of your responses. If you prefer to submit this survey after the final grades for the course have been submitted to the Department, this would be fine as well, although you cannot be given extra credit in this case.

Your frank and honest opinion is sought. No course is perfect. Any comments that you can make that help to **identify shortcomings** of this course would be highly beneficial. None of your comments (no matter how negative) will be held against you, but it is asked that you try to be constructive in your criticism. That is, when identifying a shortcoming of the course, please always **try to suggest (to whatever extent is possible) a way to improve upon the shortcoming**. In other words, when you say that some aspect of the course sucks (which is okay to do), explain why it sucks, and also try to suggest how the course might be changed in order to address this issue.

2 Questions About Student

1. I am registered in:

- ELEC 486
- ELEC 586

2. The type of my (current) degree program is:

- Bachelor's
- Thesis-Based Master's (e.g., M.A.Sc.)
- Project-Based Master's (e.g., M.Eng.)
- Course-Based Master's (e.g., MTIS)
- Doctoral
- Other (specify) _____

3. The discipline of my (current) degree program is:

- biomedical engineering
- computer engineering
- electrical engineering
- software engineering
- other (specify) _____

4. After I graduate, the type of job that I would most like to obtain is:

5. My level of interest in mathematics would be best described as:

- strongly like
- moderately like
- neutral (i.e., neither like nor dislike)
- moderately dislike
- strongly dislike

6. My level of interest in signal processing would be best described as:

- strongly like
- moderately like
- neutral (i.e., neither like nor dislike)
- moderately dislike
- strongly dislike

7. My level of interest in geometry processing would be best described as:

- strongly like
- moderately like
- neutral (i.e., neither like nor dislike)
- moderately dislike
- strongly dislike

8. My level of interest in computer graphics would be best described as:
- strongly like
 - moderately like
 - neutral (i.e., neither like nor dislike)
 - moderately dislike
 - strongly dislike
9. My level of interest in computer programming would be best described as:
- strongly like
 - moderately like
 - neutral (i.e., neither like nor dislike)
 - moderately dislike
 - strongly dislike
10. Prior to taking this course, my knowledge of the C++ programming language was at the level of:
- complete beginner (i.e., no knowledge at all)
 - close to beginner (i.e., only some very limited experience)
 - intermediate
 - advanced
11. As a result of having taken this course, my knowledge of C++ and programming:
- remained unchanged
 - improved slightly
 - improved significantly
12. My primary reason for taking this course was:
- personal interest
 - suggested by another student
 - suggested by supervisor (of graduate student)
 - reputation of course
 - reputation of instructor
 - other (please specify) _____
13. Of the major topics covered in the course, the one that most strongly compelled me to take the course was:
- multirate signal processing (e.g., multirate systems, filter banks, transmultiplexers)
 - geometry processing (e.g., polygon meshes, subdivision surfaces)
 - programming (e.g., C++, OpenGL, CGAL)
 - all topics were of equal interest
 - other (please specify) _____
14. Did you visit the course web site prior to taking this course?
- yes
 - no
 - uncertain

3 Questions About Course: Part A

1. Was this course generally what you expected it to be?

- yes
- no

If you have indicated "no", please answer the following questions: How did the course differ from your expectations? Was this difference a good, bad, or neutral thing? If you had better understood in advance what the course would be like, would you still have taken the course?

2. Compared to other courses, the workload in this course is:

- very low
- low
- average
- high
- very high

If you have indicated "high" or "very high", what aspect of this course was most responsible for the high workload and, if the high workload significantly detracted from the course, how might this situation be improved?

3. Compared to other courses, the difficulty of the material covered in this course is:

- very low
- low
- average
- high
- very high

If you have indicated either "high" or "very high", what aspect of the course material was most responsible for making it difficult?

4. To what extent was the tutorial helpful in learning the course material related to C++ and programming?

- not fair to comment as I did not attend the tutorial regularly
- extremely helpful
- moderately helpful
- only marginally helpful
- not helpful at all

5. To what extent did the programming assignments (especially Assignments P5 and P6) help to improve your understanding of the course materials?

- significantly
- somewhat
- not at all

6. What did you enjoy most about this course?

10. *This question is for ELEC 586 students only:* Did you enjoy the project component of this course (aside from workload issues)? Is there any way in which the project component of the course could be improved?

11. Which parts of the textbook, textbook lecture slides, and/or C++ lecture slides could be improved the most and how?

12. Did you acquire (by some means) a copy of the optional textbook for the course (i.e., the book on C++ by Bjarne Stroustrup)?

- yes
- no

If you have indicated "yes", please answer the following questions: To what extent did you find the optional textbook to be helpful? Would you recommend that the optional textbook be made a required textbook in future offerings of the course?

13. Did you use any other reference materials aside from the textbook, textbook lecture slides, C++ lecture slides, video lectures (for the lecture slides), and optional textbook (by Stroustrup)?

- yes
 no

If you have indicated "yes", what materials did you use, and how helpful were they?

14. Would you recommend this course to other students?

- yes
 no

If you have indicated "no", please answer the following questions: Why would you not recommend this course to other students? How could the course be changed so that you would recommend it to other students?

4 Questions About Course: Part B (Video Lectures)

1. Most of the programming material for the course was delivered using video lectures. What is your overall feeling towards the use of video lectures for this purpose in the course (as compared to traditional in-class lectures)?

- strongly like (video lectures)
- moderately like (video lectures)
- neither like nor dislike (video lectures)
- moderately dislike (video lectures)
- strongly dislike (video lectures)

2. Compared to traditional in-class lectures, for the purposes of learning, video lectures are:

- much more effective (than in-class lectures)
- slightly more effective (than in-class lectures)
- of comparable effectiveness (to in-class lectures)
- slightly less effective (than in-class lectures)
- much less effective (than in-class lectures)

If you have indicated “slightly less effective” or “much less effective”, please explain the reason for this feeling of yours.

3. What parts of the video lectures could be improved the most and how?

4. Some potential advantages of using video lectures for the delivery of course material are listed below. For each of the advantages listed, indicate the extent to which you feel that the stated advantage was beneficial to you personally:
- (a) Students can access lecture material on demand, anytime and anywhere (instead of at a fixed time in a fixed classroom location).
 - highly beneficial
 - moderately beneficial
 - slightly beneficial
 - of no benefit
 - (b) Students can view the lecture material at their own pace, rewinding a lecture video as many times as necessary in order to clarify points missed during earlier viewings or skipping over points that are already well understood.
 - highly beneficial
 - moderately beneficial
 - slightly beneficial
 - of no benefit
 - (c) Students can easily review material at a later point in the course (e.g., if the material might have been forgotten or not fully understood when previously introduced).
 - highly beneficial
 - moderately beneficial
 - slightly beneficial
 - of no benefit
 - (d) The need for a significant lecture component during the tutorials is eliminated, allowing the tutorials to offer 100% hands-on lab time.
 - highly beneficial
 - moderately beneficial
 - slightly beneficial
 - of no benefit
 - (e) By having more of the lecture materials available on demand, students can work ahead in the course if they so choose, allowing for more flexible work scheduling and improved workload balancing.
 - highly beneficial
 - moderately beneficial
 - slightly beneficial
 - of no benefit
5. Do you have any other suggestions with regard to video lectures that might help to benefit the course?

5 Questions About Course: Part C (Other Feedback)

1. If you have any other suggestions regarding this course that were not mentioned in your responses to the preceding questions, please include these comments below.