

Final Evaluation (CTEF Numeric) (Instructor) for Hennigan, Eric Michael I&C SCI 22 LEC A (36540), CSE 22 LEC A (16030), CSE 22 LEC A (36010), Winter Qtr 2011

A. Please comment on the following areas and be as specific as possible:

1. What are the instructor's teaching strengths?

- Accesible, knows and has a passion for the subject. Uses a good amount of actual code examples.
- Although he is a new instructor, he shows enthusiasm with the material and it seems like he is definitely trying his hardest to do the best he can.
- Class engagement Course planning Subject Knowledge
- Clear, friendly, accesible. Makes some interesting analogies and gets the point across in all his lectures.
- Clear knowledge of Java
- enthusiastic about the subject uses a lot of examples to show what he is talking about
- Enthusiastic about topic, gives good information in lectures
- Explaining thoroughly on concepts by drawing picutres
- Explains concepts of Java through drawings well.
- giving the basics, going by the book
- Good overall, good coverage, helpful with understanding concepts
- Good overall review of corse material.
- He can relate to the students
- He displays enthusiasm for the subject that he is teaching and displays good notes on the board. He also conveys the code through the projector, which helps in his teaching.
- He gave good examples and explained everything clearly
- He gave live examples to make us understand the concept better.
- He had a very good personality and presented most of his ideas he was trying to convey very well. I did feel I was learning a lot going to lecture which helped when it came time to work on lab assignments.
- he is very clear, and is really good at teaching.
- He keeps the class interested and shows numerous examples in class that gets the student involved.
- He knows his stuff
- He not only teaches the concepts but also shows us real code examples in class so we can put concepts into practice.
- He really improved a lot over the course of the quarter. His lectures became very engaging and clear. He really focuses on understanding the concepts and main ideas, which is great, rather than being picky about details. He is extremely approachable, super helpful, and dedicates a ton of time to making this course as great as he can.
- He tries hard.
- His visual teaching style compliments my learning style. Throught his drawings and diagrams I was able to grasp many of the complex concepts, such as data structures and algorithms.
- lecturing fast, writing small.
- Liked how there were live demonstrations on the computer, even though sometimes they were a bit long.
- Made things easy to digest. Clear speaker. nice simple examples

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- Makes the course easier and the concepts applicable to the real world. Visual demonstrations during class and presents meaningful questions asked to students during lecture.
- Makes the course interesting, lectures are well thought out and engaging. I am thankful for the lectures that help with the projects themselves.
- Making good visual representations of complex concepts readily understandable.
- Multi-talented.
- OK
- Passionate about what he teaches
- relating course to real world. Explaining big picture
- Seems excited to teach and enjoys the material he is lecturing about. Gives great examples of how material will be used in real life situations. Very helpful and responsive when approached outside of class.
- The instructor knows what is being taught
- Tries really hard and makes class kind of interesting
- Understands the field from a professional view.
- Uses code, pseudocode, and illustrations as examples to help students understand.
- Very animated at lectures, is very good at keeping lectures interesting and lively. Very detailed, and the way you wrote things out made a lot of sense to me.
- 13 blank answer(s).

2. How can this instructor improve as a teacher?

- Apply for a Pedagogical Fellowship
- As a teacher of a beginning level course, fundamentals should be stressed.
- be more clear, give better metaphors and examples
- Build on the assigned reading rather than repeat it.
- Don't be nervous when lecturing and try to time out the lectures and actually use all of class time rather than having some little time left over like about 5 minutes for some lecture
- Experience.
- explain better.
- explain things a bit faster
- get more experience.
- Give more and clearer examples while explaining the topic
- Go over how to actually do Java more often, there were plenty of times I knew the concept of what I wanted to do but had no idea how to actually do it.
- Has a tendency to repeat things more often than is necessary/explain the obvious in great detail.
- have more experience.
- He can be more interactive in the class, not just by lecturing. He can ask some students questions, give us a code to evaluate and tell us to think about it. Just to make the class more engaging.
- He could have discussed the labs a bit more to give us a better conceptual understanding of what we needed to do.
- He could maybe build his Java background more, and prepare more before his lectures.
- He cruises through the material, stating things, and doing an example or two, not much in the way of depth.

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- he should not spend 1hour on just one topic, because in a ICS class it gets veryyyyyyy boring. some juggling is necessary to keep us awake.
- He was often quite vague, possibly on purpose so we could discover an equal amount of things on our own, but it made it often difficult to put all the ideas in lecture together as a result. Also not all examples made sense. It would be frustrating when he would say something that would later be contradicted by TA's in the lab. It would be helpful if the teachers and TA's had more uniform answers to conceptual questions and ideas to avoid frustrating confusion.
- He was very inexperienced, and it was kind of obvious. Earlier on in the year, he made mistakes about the methods of ArrayLists, they don't have append or prepend or insert methods, just an add(obj) method and an add(i, obj) method. Also, saying things like "I don't really know much about Scheme" doesn't really boost our confidence. He wasn't always completely prepared for class, he tended to make mistakes and get lost during demos, although he improved a lot as the quarter went on. There were several phenomenally boring lectures. The lectures on Stacks and Queues were terrible. We already understood linked lists..and stacks are simplified linked lists...and we spent an entire lecture on them. I had already created my stack in my program, and completely understood how it worked BEFORE the lecture. It took about 15 - 20 mins to actually make. Please fix that lecture.
- If you're unsure about how to answer a student's question, it's better to say you have to think about it rather than responding quickly with an answer that may be wrong. Also, while I can see the instructor's enthusiasm for the topic, it needs to be exaggerated even more so that enthusiasm can transfer over to the students that are listening. Lastly, try to lecture more on the topic rather than the background information leading up to the topic. Don't let the class out more than two minutes early. If anything, try to come up with some more examples on the topic for the day, so students can have a better understanding.
- More examples
- n/a
- Nothing in particular, perhaps instead of just asking the students if they have any questions from time to time you could point out what some common problems or misinterpretations students might have and address those.
- Perhaps try to engage the class a bit more, perhaps have videos or animations to show how things like queues and binary trees work. Go over the implementation as it applies to projects more.
- Shouldn't have followed the old way the class was taught.
- Show more complex examples, like more complex O notation.
- Some lectures seemed pretty boring but I'm not sure if there's much you can fix about that. A lot of the learning comes from the lab. Maybe discuss more about real-world applications behind the theory? It's always interesting to hear the research or industry perspective to keep things interesting. Linked-lists can only be so entertaining.
- Sometimes, the instructor did hang on the topic for an extended amount of time. And it would be nice to have an idea of what the lecture is going to be one. Such as a Topic or Lecture Title.
- Somewhat
- The student can tell at times that he is not as well versed in every subject he lectures on.
- 22 blank answer(s).

3. Any other comments about this course?

- As a student repeating this class, I think the fact that we weren't allowed to use our old code was a little unfair. Yes, we didn't pass the class the first time because we did not get a fair understanding of the material, but not being able to reuse some of our old code and keep building on what we were working on last quarter seems a little harsh.

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- Assignments should be spaced out more evenly over the course of the quarter (rather than doing very little the first 7 weeks and then being hit with four projects in the last few weeks). Also, I would really have appreciated getting grades returned faster. I realize that it is a lot of work to grade all the students' projects - but, it is not really fair to have us turn in project 4 and 5 before we even get feedback on what we need to improve on from project 3.
- challenging, but great.
- Do not have labs due on Monday nights, so if there is a major issue, students can either get help from the instructor or TAs.
- Extremely difficult.
- Great class and interesting, but a challenging course that could of been better scheduled out so there is some more time on projects 4-6.
- Great instructor. He should definitely teach it again.
- I'm taking this class to begin the ICS minor and so far it's been a great experience. The class is kind of dull but most of all the labs taught me a lot.
- I learned a lot.
- It was a very difficult, stressful course. There were too many projects due in quick succession and everything in this course takes a lot of time.
- I would have liked more time for lab 4, and less for lab 3. We only had a week to do the most difficult and complex project.
- N/A
- n/a
- None.
- Nothing really, was very rewarding and enjoyable.
- np
- Physics Graduate!!! Programmed mainly in C or C++. couldn't this school find a teacher that knew the language he taught??
- Ridiculously hard at the end the three hardest program in less than 3 total weeks was too much and made the class way too hard
- The last three projects made the course slightly harder because students are not given a starting template/files. Consider giving students two weeks for project 3, therefore allowing an extra week for the last three projects.
- The lectures of the course were often fun and thought-provoking. The lectures made me want to participate and work hard. However, the lab work was very difficult and the subjects of the lab weren't always very interesting. I did lose a lot of interest in programming as a result.
- This course assumes the students know way too much they should know. some students have programming background from the past, but some of us only took ics 21, so the balance is uneven in the class and the professor assumes everyone knows everything,
- This course was very difficult for me, and I felt like the projects were a little bit too advanced for the course. Considering the projects' difficulty alone and they were appropriate for the class, but when considering the short amount of time assigned to each project then I feel that the projects were just a little bit too difficult.
- Too abstract
- TYPOS ON THE MIDTERM WERE TERRIBLE. Please learn to use apostrophes correctly, and please make sure that the ENGLISH part of the test is completely clear. The part of the test where we had to create an iterator was BAD, I didn't understand where the method I was writing was being called, and what kind of parameters were getting passed in, and what the variables were, and what I was even writing. Was it a class, a sub-class, a method? What fields did I have available to use? Keep in mind, I had never had to write code with a pencil before, and I was very confused.

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- 29 blank answer(s).

B. Please choose the appropriate rating:

If you have no opinion on the question asked or if it does not apply, please select "Not Applicable."

4. The course instructor shows enthusiasm for and is interested in the subject.

27	9 (Excellent)	Value: 9
12	8	Value: 8
8	7	Value: 7
4	6 (Good)	Value: 6
0	5	Value: 5
0	4	Value: 4
1	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
8.12	Mean	
9.00	Median	
1.20	Std Dev	

5. The course instructor stimulates your interest in the subject.

12	9 (Excellent)	Value: 9
13	8	Value: 8
15	7	Value: 7
7	6 (Good)	Value: 6
2	5	Value: 5
0	4	Value: 4
1	3 (Fair)	Value: 3
1	2	Value: 2
1	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
7.21	Mean	
7.00	Median	
1.70	Std Dev	

6. The course instructor meets stated objectives of the course.

14	9 (Excellent)	Value: 9
17	8	Value: 8
7	7	Value: 7
13	6 (Good)	Value: 6
0	5	Value: 5
0	4	Value: 4
1	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
7.54	Mean	
8.00	Median	
1.29	Std Dev	

7. The course instructor is accessible and responsive.

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18	9 (Excellent)	Value: 9
12	8	Value: 8
10	7	Value: 7
7	6 (Good)	Value: 6
1	5	Value: 5
1	4	Value: 4
0	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
3	Not Applicable	No Value
7.73	Mean	
8.00	Median	
1.26	Std Dev	

8. The course instructor creates an open and fair learning environment.

20	9 (Excellent)	Value: 9
14	8	Value: 8
12	7	Value: 7
4	6 (Good)	Value: 6
1	5	Value: 5
0	4	Value: 4
1	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
7.85	Mean	
8.00	Median	
1.25	Std Dev	

9. The course instructor encourages students to think in this course.

21	9 (Excellent)	Value: 9
11	8	Value: 8
11	7	Value: 7
7	6 (Good)	Value: 6
0	5	Value: 5
1	4	Value: 4
0	3 (Fair)	Value: 3
0	2	Value: 2
1	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
7.71	Mean	
8.00	Median	
1.52	Std Dev	

10. The course instructor's presentations and explanations of concepts were clear.

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12	9 (Excellent)	Value: 9
6	8	Value: 8
12	7	Value: 7
11	6 (Good)	Value: 6
7	5	Value: 5
0	4	Value: 4
2	3 (Fair)	Value: 3
1	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
6.84	Mean	
7.00	Median	
1.71	Std Dev	

11. Assignments and exams covered important aspects of the course.

20	9 (Excellent)	Value: 9
10	8	Value: 8
11	7	Value: 7
5	6 (Good)	Value: 6
3	5	Value: 5
2	4	Value: 4
1	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
7.56	Mean	
8.00	Median	
1.55	Std Dev	

12. What overall evaluation would you give this instructor?

14	9 (Excellent)	Value: 9
14	8	Value: 8
16	7	Value: 7
5	6 (Good)	Value: 6
2	5	Value: 5
0	4	Value: 4
0	3 (Fair)	Value: 3
1	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
7.54	Mean	
8.00	Median	
1.34	Std Dev	

13. What overall evaluation would you give this course?

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11	9 (Excellent)	Value: 9
10	8	Value: 8
16	7	Value: 7
5	6 (Good)	Value: 6
6	5	Value: 5
3	4	Value: 4
0	3 (Fair)	Value: 3
0	2	Value: 2
1	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
7.00	Mean	
7.00	Median	
1.68	Std Dev	

C. Please answer:

14. Based on completed assignments thus far, what is your current course grade or approximate standing?

A	B	C	D	F	NA
12	26	6	1	1	6
Value: 4	Value: 3	Value: 2	Value: 1	Value: 0	No Value
Mean	Median	Std Dev			
3.02	3.00	0.82			

15. How much academic dishonesty seemed to occur in this course? If applicable, please describe the type of academic dishonesty that occurred (not the particular students involved).

1.

A lot	Some	A little	None I could discern
0	3	5	43

2. Examples:

- copying of code
- I don't really know if there was any academic dishonesty. The teacher convinced us all we would get caught if we cheated at all. I certainly discussed code a lot and shared ideas, I also worked closely to help other people on assignments that were not partner projects. I don't really think I cheated, even though I told people how to write certain code segments.
- My friend in the class saw a fellow classmate hide a stack of notes under the midterm and use them while he was taking the test. I also noticed a couple different girls using their iPhones during the test- I'm not sure of the reason, but I think situations like this are unfortunate and should be resolved if possible.
- 50 blank answer(s).

16. How helpful were the textbooks and/or readings to your overall learning experience?

Very	Adequately	Somewhat	Not at all
1	21	21	9

17. How challenging was this course?

Very	Adequately	Somewhat	Not at all
30	20	2	0