

FEEDBACK FORM

October 2, 2007

This form is for feedback on the class in general. Please note that using this form is **voluntary**– if you do not want to say anything, do not turn this form in. Also please **do not put your name** on this sheet. If you want to give your feedback but do not want to write it down on paper, please feel free to leave anonymous comments in the comments section of the entry for today’s lecture on the course blog. Feel free to write about whatever you think you want changed in the class (there are some specific questions in case you only want to answer multiple-choice questions) as well as what you think is good with the class (so that I can make sure that those things do not fade away).

You will have the last five minutes of the lecture to yourself, if you want to fill in this form in class.

1. Multiple-choice feedback questions.

- (a) The pace of the lectures.
 - i. Too fast: I am not getting anything in class.
 - ii. A bit fast: I get most of the stuff in class.
 - iii. Perfect: I follow everything just fine.
 - iv. A bit slow: Sometimes I wish the instructor would speed it up.
 - v. Too slow: I need to occupy myself in class with tic-tac-toe.
 - vi. Other (Specify):
- (b) The use of examples in the lectures.
 - i. Not enough of them are used in class.
 - ii. Right about the perfect number of them are used in class.
 - iii. The examples are too simple to be useful.
 - iv. Why bother with examples ?
 - v. Other (Specify):
- (c) Questions from students.
 - i. Students are not encouraged to ask questions.
 - ii. Students are encouraged to ask question but not given enough time to think of one.
 - iii. It’s all perfect.
 - iv. The material is very easy: who needs to ask questions ?
 - v. Other (Specify):
- (d) Questions asked in the class.
 - i. The instructor asks irrelevant questions.
 - ii. The questions asked are too hard.
 - iii. The questions are fine but I need more time to think before answering them.
 - iv. It’s perfect.
 - v. The questions are so easy, I do not bother answering them.
 - vi. Other (Specify):
- (e) The instructor.
 - i. Mumbles a lot and writes too small.
 - ii. Speaks clearly but writes too small.

- iii. Mumbles a lot but writes fine.
 - iv. Mumbles a bit and sometimes writes too small.
 - v. He's perfect.
 - vi. Other (Specify):
- (f) Neighbor talk time.
- i. I hate my neighbor.
 - ii. I find it useful but the talk time is too little.
 - iii. It's perfect.
 - iv. Other (specify):
- (g) The bigger picture.
- i. I have no idea what are the big goals we are after.
 - ii. I have them in my mind when I come into class but get lost in the proof details.
 - iii. I have the bigger goals in my mind sometimes.
 - iv. Yes, they are imprinted in my brain.
 - v. Other (Specify):
- (h) The course blog.
- i. I do not find it useful at all.
 - ii. A course newsgroup would have been just as fine/better.
 - iii. I do see some benefits.
 - iv. It's a great idea.
 - v. Other (Specify):
- (i) Scribing notes in LaTeX.
- i. Making us do it in LaTeX is horrible.
 - ii. I am starting to get the handle on LaTeX.
 - iii. I had not used it before but I love LaTeX now.
 - iv. LaTeX was and is my word editor of choice.
 - v. Other (Specify):
- (j) Expectation from Scribing.
- i. It is not clear at all what is expected of us for scribing.
 - ii. I have a hazy idea of what we are supposed to do.
 - iii. Am I supposed to fill in details left out by the instructor?
 - iv. Yep, I know what I am doing.
 - v. Other (Specify):
- (k) Projects.
- i. What, we have to do a project?
 - ii. I have not looked at the topics at all.
 - iii. I have glanced though the topics.
 - iv. I am more or less sure what topic I am going to choose.
 - v. Other (Specify):
- (l) Project topics.
- i. All the topics were uninteresting.
 - ii. There were one or two that I liked.
 - iii. Quite a few of them were interesting.

- iv. They were all great: I did not know coding theory had so many facets!
 - v. Other (Specify):
2. Use the space below to write down any thoughts you might have on the class (letting me know what is going right *and* what is going wrong would be very helpful in making changes (if any) in the rest of the semester).