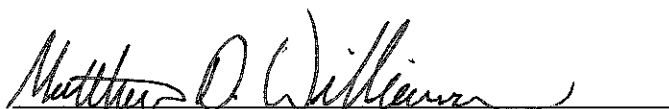


To Whom it May Concern:

The course review for CS 420 on Thursday, March 31, 2011 was conducted without the presence of the instructor, Dr. K. Subramani. The surveys were not tampered with, and the results were compiled by the person signed below.

A handwritten signature in cursive script, reading "Matthew D. Williamson", is written over a horizontal line.

Matthew D. Williamson

Matthew Williamson

## Design of Algorithms - Analysis of Course Review for March 31, 2011

Matthew Williamson  
LDCSEE,  
West Virginia University,  
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{mwilli65@mix.wvu.edu}

In the course review given in CS 420 on March 31, 2011, the students were asked to rank their top five answers from the list below that closely match their notion of teaching effectiveness. Below are the possible answers and ranks 1 to 5, where 1 was the students' most important notion of effective teaching. For each answer, we provide the number of students who gave the answer a specific rank. The course review was given to five students.

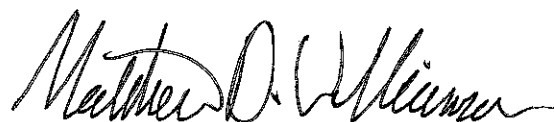
Answer	1	2	3	4	5	Total
(a) Arriving to class in timely fashion.	0	0	0	0	0	0
(b) High enthusiasm in instruction.	1	0	1	0	0	2
(c) Uniform, fair and consistent grading.	1	0	1	0	1	3
(d) A good syllabus which is consistent with course expectations in peer schools.	0	0	0	0	0	0
(e) High expectations from instructor of students.	0	0	0	0	0	0
(f) Ability to inculcate critical thinking.	1	2	0	0	0	3
(g) Tests and exams which emphasize deep thinking as opposed to learning by rote.	0	0	0	0	0	0
(h) Intellectually engaging the students.	1	2	0	1	0	4
(i) If my grades meet my expectations, the instructor is effective.	0	0	0	0	0	0
(j) Should keep the students satisfied.	0	0	0	0	0	0
(k) Course and lecture organization.	0	0	1	2	0	3
(l) Good feedback/communication to outline work assignments.	0	0	2	0	1	3
(m) Providing lots of help to students.	0	1	0	0	1	2
(n) Providing minimum help to students with the goal of encouraging independent thinking.	0	0	0	1	0	1
(o) Good articulation of material.	1	1	0	1	0	3
(p) Avoids repetition of content.	0	0	0	0	1	1
(q) Avoids criticizing students in order to not offend them, although this could jeopardize the student's learning.	0	0	0	0	1	1

As a result of the course review, there are several observations that need to be made.

1. The number one answer was different for each student, meaning each student had a different answer for the notion of teaching effectiveness.
2. Two sets of two students agreed on the number two answer.
3. Only two students could agree on the number three answer and the number four answer.

A handwritten signature in black ink, reading "Matthew D. Williams". The signature is written in a cursive style with a large, stylized 'M' and 'W'.

4. Each student had a different answer for the number five answer.
5. Four of the five students ranked intellectually engaging the students in their top five answers.
6. Three out of five students find fair grading, critical thinking, course and lecture organization, communication and feedback, and good articulation of material to be very important when describing teaching effectiveness.



## Design of Algorithms - Course Review

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West Virginia University,  
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{ksmani@csee.wvu.edu}

March 31, 2011

1. Enumerated below are various notions of teaching effectiveness. Kindly pick five that closely match your notion of effectiveness and rank them accordingly. Also feel free to add some of your own criterial, but remember that only five can be ranked.
- (a) Arriving to class in timely fashion.
  - ① (b) High enthusiasm in instruction.
  - (c) Uniform, fair and consistent grading.
  - (d) A good syllabus which is consistent with course expectations in peer schools.
  - (e) High expectations from instructor of students.
  - (f) Ability to inculcate critical thinking.
  - (g) Tests and exams which emphasize deep thinking as opposed to learning by rote.
  - ② (h) Intellectually engaging the students.
    - (i) If my grades meet my expectations, the instructor is effective.
    - (j) Should keep the students satisfied.
  - ④ (k) Course and lecture organization.
  - ③ (l) Good feedback/communication to outline work assignments.
  - (m) Providing lots of help to students.
  - (n) Providing minimum help to students with the goal of encouraging independent thinking.
  - (o) Good articulation of material.
  - (p) Avoids repetition of content.
  - ⑤ (q) Avoids criticizing students in order to not offend them, although this could jeopardize the student's learning.



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  - (a) Arriving to class in timely fashion.
  - 3 (b) High enthusiasm in instruction.
  - 1 (c) Uniform, fair and consistent grading.
  - (d) A good syllabus which is consistent with course expectations in peer schools.
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  - 2 (h) Intellectually engaging the students.
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