CSE140 Fall 2012 Survey (iClicker, Instruction, Exams, Homework)

Lectures:
- I like the way it's taught.
- Prof. Cheng really tries to make sure everyone understands what is going on in lecture.
- Professor Cheng is very helpful, and easily approachable.
- I think everything is going pretty good so far.
- Lecture is clear and straightforward
- Lectures are useful and insightful.
- I like the pace of the class and that you're trying to take the time to explain everything so that we know the material.
- The pace is very good. Nothing feels rushed.
- CK Cheng teaches well.

- Lectures go too fast. Don’t understand what is going on in class.
- I also feel that material is explained a bit too slow and the class drags on a bit, but that is probably a matter of personal preference.
- Sometimes it's still hard to understand what's going on.
- The material is being covered too quickly; a small percentage of the class understand, and they are the ones asking questions, but it seems a majority of students are confused about the material being taught
- Not just me, but other students think that as well.
- The professor might be smart, but he is a horrible at teaching.
- I try so hard to understand him but I am unable to do so.

- Need to be more clear-specific on the lectures.
- Spend more time on challenging concepts!!
- Go slow on the explanation; be more clear.
- Not too much info is given about topics.
- Pacing is not a problem, but being more explicit in explaining new concepts is always good.
- The professor provides examples
- Just jump from example to example without putting it all into context.
- Sometimes the examples aren't descriptive.
- Make clearer instructions. Do sample homework problem in class.
- The right amount of difficulty. Explain homework problems more.
- More examples
- Giving more exercises in class that are similar to the homework/midterms.
- He needs to use the blackboard more often to go step by step through a problem
- Less power point more chalk board
- More board problems so we can be more engaged in class to ensure all students are following his thought process.
- Describe in detail the material and evaluate problem efficiently.
- Sometimes someone will ask a very simple question that doesn't require a proof or a long explanation to address, but one is given anyway. Short but complete answers are better!
- They are clear and easy to understand for places where I am unsure what is going on.
- Professor CK delves into depth of the knowledge instead of over focusing on superficial content like some other professors do.

CK Cheng Responses:
1. I should try to mix the slides with board usage.
2. I should try to provide more details about the problems and derive examples with context.
3. iClicker: The pace of the class is: A. Too fast, B. Just right, C Too slow.
Speech:
-Lecture is unclear. It is difficult to keep up with what the professor is saying.
-My only suggestion would be that sometimes it is a little difficult for me to hear.
-The professor's very heavy accent and sometimes grammatically imperfect yet excessively formal language hinders learning.
-But I wish if the TAs can have a better accent so I can understand what they are talking about. So that I have to put extra time to relearn what is appear on the class.
-Often, I can hardly understand what the professor say on the class.
-I have a hard time following what is presented in class. I mean the way not the content.
-The professor cannot speak clearly enough to get any technical point across.
-Both of the TAs have this same problem.
-Jyoti always speaks quickly while she is facing the board so that she is inaudible.
-Shih-Hung talks extremely quietly.
-No-one is audible.

-It has a lot to do with all the people in the class creating a lot of noise.
-I would suggest speaking just a little bit louder.
-Cannot understand professor in lecture hall (can understand him better in office hours)
-Lecture slide clarity, and spoken clarity of both the TAs and the Professor.
-He is very clear during his office hours.

CK Cheng response:
1. We should watch out the projection of the speech in the classroom.