

TAP- Morgan
Course – ISAT 252
Consultant – Carol A Hurney
Date – Monday February 26, 2007

Helps

- Emphasis on labs not the tests
- Videos
- Basecamps
- Open-ended class
- Good communication skills – prompt
- Class demonstrations of everyone's programs
- Like small class format
- Good TA's emphasis on labs

Hinders

- Random tangents
- Cover more material in class that is based on assignments
- Feedback used to be quicker
- Book suck (not clear or connect)
- Tests are hard to prepare for because of the multiple professors that write the test

Suggestions

- Don't slack on the videos
- Less tangents during class
- Bring video material into class

3/12/08 TAP in ISAT 252

Helps

Videos*
In class work periods*
Group work*
Redo labs for grade
Reviewing examples and test in class*
Peer grading
Discussion board
Relaxed atmosphere
He is accessible
Hands on approach

(Ron
Anaya
Lending Tree
6:30)

Hinders

No lecture on material to be used (do loops lecture)**
Not enough direct guidance

Return labs more timely / frequently*
Not up to date on Base camp**
Assignment expectations not clear
(process vs. deliverable)

Suggestions

Keep up to do list – base camp**
More in class examples
Watch videos in class / shorten videos/ combine in –out class*
Discussions before the lab is due*
Multiple troubleshooting of labs

TAP #3

Date: 10/16/09

TAPper: Beth Eck

ISAT 340

What helps your learning	What hinders your learning	Suggestions for improvement
Hands on (2)	Short classes	More in class examples
Hacking sessions	Lack of examples	Short demonstrations rather than one example for whole class
Freedom	Not knowing the material from the beginning (i.e. 252 stuff)	Better book
Pressure of not having grades (2)	Sometimes not hands on enough	Recap of info before lab (esp VB)
Google	Too much reliance on outside sources (2)	
Self learning leads to self motivation	Finding tutorials on complex topics	
Interesting projects		
Peer evaluation		
Benton demonstrating best practices		

I divided the group into three groups (2 groups of five, one of four). Number in () indicates number of groups who listed issue/concern.

As you can see they really think there are a lot of things that help them learn in this class. They like that it is hands on. Peer evaluation is a good way for them to get constructive feedback from someone at their own level and it helps them evaluate quality of work. They like that they don't have to worry about grades (though some of them feel a little uneasy as they aren't sure exactly in the end how they'll be evaluated). They were all in agreement that by not focusing on grades they are encouraged to keep learning in order to know something important and their learning does not feel stress induced. Furthermore, they like that it motivates them to learn on their own.

There was not a lot of agreement on things that hinder learning in the course. Basically, there were some students who thought that it was fine to look on line for basic "stuff" but the more complex problems were much harder to find solutions to on line making it harder for them to learn on their own. A couple of people noted that they are still students so even if you are modeling "real life" coding practices (where they would not have a supervisor telling them the answer or where to look), maybe there is a little too much of this for where they are at. Others thought it was perfectly fine that you made them find things on their own as that is real life. Maybe you could talk with them about the value of doing this, your philosophy for this approach. You may have already done this, but sometimes they need to be hear it again. It may be something that some of them have to agree to disagree with you about.

Inform people not to fake books back.

There were not many suggestions for improvement in the course. Students thought a brief recap of material learned from the prereq course would be useful to help them remember basic stuff. Though the book is recommended, not required, they think there are more useful texts you could recommend (e.g., a text that outlines the model or one that offers lots of examples). With regard to in class examples, there seemed to be some agreement that having shorter examples and several of them during a class period would be more helpful than having to remember everything about one example that takes up the entire class period. A couple of students suggested that if you stick with the one long example approach you could post it on Base Camp and that would be helpful.

Overall, they like the atmosphere of the class. They believe they are learning, that you do a really good job of helping them to learn. The class is low pressure, but they still feel competitive with one another (team based atmosphere). They think this is a better motivator than grades.

Students divided into three groups of about 6. Number in () indicates number of groups who brought up issue.

What helps you learning in this course?	What diners you learning in this course?	What suggestions do you have to improve your learning in this course?
<ul style="list-style-type: none"> • Flexibility (he is here for us) (2) • range of teaching styles (2) • Going over specific problems in class • Being on the computer during class • Suggested tutorial • Small assignments • Professors real world experience • Open-endedness • Feel free to answer questions • Exposed to a lot of interesting material • Not straight from test • Likes to teach • Knows what he's talking about • Up to date information • Pushes us to do better 	<ul style="list-style-type: none"> • so much information jammed in one class (2) • lack of structure/accountability (2) • More feedback on assignments • No access to course materials (code) post class • Easy to put on the back burners • Sometimes too laid back, no concrete deliverables • More step-by-step in class activities • Nothing tangible to revisit after class 	<ul style="list-style-type: none"> • More deliverables: start the project earlier • Outline of what we did in class (in case we missed something) • Put up review or basic code example with explanation • Slow down- write the code then explain • Separate lesson and what's going on in the world (hard to follow if combined) • Suggestions for assignments (reading between classes)

As you can see, there was not a lot of agreement among groups as to what's helping and hindering their learning as well as what suggestions they have for improving the course. They did agree that you are flexible and that they like this. This includes allowing them to work on projects that are relevant to them and being approachable in and out of class. But the list for what helps them learn is a long one and fairly self explanatory.

In terms of hindering their learning, students noted that you go over several different kinds of code/programming language in one session. This seems a bit overwhelming to them. They think they are getting superficial understanding as opposed to deeper knowledge.

They get your point about them being seniors and that they need to become more comfortable managing their own time but they are having trouble with it. They would like a little bit of structure. They thought instituting little "checkpoints" for them along the way would be one way to keep them on track. It would help them learn, they believe, if they knew how their peers were doing. This would allow them to measure their own progress in the course. They noted they haven't had to turn in much so they haven't received much feedback (their first "deliverable" was due the day I did the TAP). They'd like a better sense of where they're going and what's expected of them. They like the laid back atmosphere of the course, but once outside it they think it aids in their procrastinating doing what they need to for the course. They'd actually like more assignments. They acknowledge that they've been socialized to structure and that this is totally new to them, they're wondering if there is some room to meet in the middle of your philosophy and their needs.

As far as other suggestions, they think it would be helpful if you would post stuff done in class afterwards; it would help to "put up code" because some of them have no experience in web building and so aren't sure what to look for. Some noted that you tried a blog but none of them posted so you stopped. They also are not sure what specific chapters in the book correlate with in the class.

Benton Spring 2010

9:05

10:10

Helps

Hands on		X
Videos	****	XX
Group work	***	X
VB examples in class	***	
The book*		
Not stressing about grades	*****	XXX
Hacking sessions	****	XX
Approachable	**	
Helpful TA	**	
Self motivating atmosphere	*	XXXX
Notes on board	*	
Base camp	**	
Knows students names	*	
Later test time	*	
Lab time		X

Hinders

Lack of direction – direct teaching	***	XX
Having to learn on own	*	X
Not enough lessons on syntax	*	
Saying Google it	*	
Not sure what we are to know	*	
Assumes specialized knowledge	*	
Specifics of code	*	
Not knowing VB net	*	
Long videos	*	
No completed projects		X
Short Classes		X
Need more lab time		X

Suggest

Code in class	****	
Implement Power-points (separate from video)	*	X
Sequential steps in writing code -specifics	*	X
More programming practice		
Longer classes	x	
Base camp check list for watching videos		
End class timely		
More class notes / handouts –less video		X
Introduce basic topics		X
More in class project time		

*Integrate 252 WEB site INTO Base Camp
Separate PPT. from videos*



Learning and Teaching Analysis Poll

Instructor: Morgan Benton Course: ISAT 340: Software Development

Consultant: Cara Meixner Date: October 11, 2010

16 students participated; TA was also present



What helps YOUR learning in this course?	What hinders YOUR learning in this course?	What suggestions do YOU have to improve your learning in this class?
<ul style="list-style-type: none"> • Step by step labs – demonstration of software you're not familiar with • End of semester portfolio – enjoy comprehensive nature • Individual pace • Approachability of instructor 	<ul style="list-style-type: none"> • Lack of time- X – class is almost over by the time he gets to the core explanation; often starts demo and goes over class • Too fast- X – he is typing stuff so fast, a lot of new stuff that you haven't seen; don't know this, cannot teach yourself • Attendance policy – good for some, not great for others even though he does take attendance every day 	<ul style="list-style-type: none"> • Power point slides of steps-X • Teach basic code and how it works or provide us with good videos or tutorials – X there was a lot of discussion around this point and the lack of scaffolding in the ISAT curriculum; students are trying too hard to teach themselves the basics • Simple Xpath projects
What are YOU doing that helps your learning in this course?	What are YOU doing that hinders your learning in this course?	What could YOU do to improve your learning in this course?
<ul style="list-style-type: none"> • Help sessions-X • Hacking session-X • Google • Base camp • Tutorials 	<ul style="list-style-type: none"> • Procrastinating –X • Knowing what to study, not studying enough • Not coming to class 	<ul style="list-style-type: none"> • Spend more time on subjects • Proactive; start ahead of time • Make tangible objectives • Have basic programming knowledge

Remember the MOST important part of the TAP is talking to your students about the TAP results. Be prepared to comment on the results during the next class



Learning and Teaching Analysis Poll

Instructor: Morgan Benton Course: ISAT 348: The Multimedia Industry

Consultant: Cara Meixner Date: October 11, 2010

12 students participated



What helps YOUR learning in this course?	What hinders YOUR learning in this course?	What suggestions do YOU have to improve your learning in this class?
<ul style="list-style-type: none"> • Hands on/examples-X • Learn and work at your own pace-X • Flexibility/relaxed environment-X • Hacking session • Doing group code in class 	<ul style="list-style-type: none"> • Short class time • Speed of lectures/fast paced demos-X • Project is uninteresting - ISAT website • No personal feedback – e.g., when you post your lab online 	<ul style="list-style-type: none"> • Posting code right after class-X • Give a full week for labs • See if everyone's on the same page • Slow down when writing demos • More lab structure • Group people that understand with the ones that don't
What are YOU doing that helps your learning in this course?	What are YOU doing that hinders your learning in this course?	What could YOU do to improve your learning in this course?
<ul style="list-style-type: none"> • Read W3 schools tutorials-XX • Hacking sessions • Reading tutorials • Actively looking for code and examples online 	<ul style="list-style-type: none"> • Procrastinate-X • Losing interest • Not reading/being prepared • Not doing tutorials, hacking 	<ul style="list-style-type: none"> • Come to hacking sessions • Spend more time outside of class • Buy a Dummies book

Remember the MOST important part of the TAP is talking to your students about the TAP results. Be prepared to comment on the results during the next class