

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering
ASEN.2018.Spring

Course: EN.601.310.01.SP18: Software for Resilient Communities

Instructor: Yair Amir * ,Amy Babay

Response Rate: 15/15 (100.00 %)

1 - The overall quality of this course is:												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Poor		(1)	0	0.00%								
Weak		(2)	0	0.00%								
Satisfactory		(3)	1	6.67%								
Good		(4)	5	33.33%								
Excellent		(5)	9	60.00%								
N/A		(0)	0	0.00%								
						Instructor	School Level	Department Level				
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median	
15/15 (100.00%)	4.53	0.64	5.00	9430	4.08	0.98	4.00	1823	3.85	1.03	4.00	

2 - The instructor's teaching effectiveness is:												
Yair Amir												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Poor		(1)	0	0.00%								
Weak		(2)	0	0.00%								
Satisfactory		(3)	1	6.67%								
Good		(4)	3	20.00%								
Excellent		(5)	10	66.67%								
N/A		(0)	1	6.67%								
						Instructor	School Level	Department Level				
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median	
15/15 (100.00%)	4.64	0.63	5.00	10717	4.14	1.03	4.00	1971	3.91	1.09	4.00	

3 - The intellectual challenge of this course is:												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Poor		(1)	0	0.00%								
Weak		(2)	0	0.00%								
Satisfactory		(3)	2	13.33%								
Good		(4)	1	6.67%								
Excellent		(5)	12	80.00%								
N/A		(0)	0	0.00%								
						Instructor	School Level	Department Level				
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median	
15/15 (100.00%)	4.67	0.72	5.00	9330	4.17	0.87	4.00	1798	4.09	0.91	4.00	

4 - The teaching assistant for this course is:												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Poor		(1)	0	0.00%								
Weak		(2)	0	0.00%								
Satisfactory		(3)	0	0.00%								
Good		(4)	0	0.00%								
Excellent		(5)	2	13.33%								
N/A		(0)	13	86.67%								
						Instructor	School Level	Department Level				
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median	
15/15 (100.00%)	5.00	0.00	5.00	9339	4.21	1.01	5.00	1797	4.02	1.15	4.00	

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering

ASEN.2018.Spring

Course: EN.601.310.01.SP18: Software for Resilient Communities

Instructor: Yair Amir * ,Amy Babay

Response Rate: 15/15 (100.00 %)

5 - Please enter the name of the TA you evaluated in question 4:

Response Rate	3/15 (20%)
<ul style="list-style-type: none"> • Amy Babay • N/A • Amy Babay 	

6 - Feedback on my work for this course is useful:

Response Option	Weight	Frequency	Percent	Percent Responses	Means									
Disagree strongly	(1)	0	0.00%											
Disagree somewhat	(2)	0	0.00%											
Neither agree nor disagree	(3)	0	0.00%											
Agree somewhat	(4)	6	40.00%	■										
Agree strongly	(5)	8	53.33%	■										
N/A	(0)	1	6.67%	■										
					0	25	50	100	Instructor	School Level	Department Level			
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median			
15/15 (100.00%)	4.57	0.51	5.00	9292	3.91	1.06	4.00	1789	3.70	1.13	4.00			

7 - Compared to other Hopkins courses at this level, the workload for this course is:

Response Option	Weight	Frequency	Percent	Percent Responses	Means									
Much lighter	(1)	0	0.00%											
Somewhat lighter	(2)	3	20.00%	■										
Typical	(3)	4	26.67%	■										
Somewhat heavier	(4)	7	46.67%	■										
Much heavier	(5)	1	6.67%	■										
N/A	(0)	0	0.00%											
					0	25	50	100	Instructor	School Level	Department Level			
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median			
15/15 (100.00%)	3.40	0.91	4.00	9316	3.32	0.95	3.00	1795	3.42	0.96	3.00			

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering

ASEN.2018.Spring

Course: EN.601.310.01.SP18: Software for Resilient Communities
Instructor: Yair Amir * ,Amy Babay
Response Rate: 15/15 (100.00 %)

8 - What are the best aspects of this course?

Response Rate	12/15 (80%)
---------------	-------------

- The best aspects of this course are the group heavy work, with feedback from both the instructors and the other groups. Other likable things include the bonding of the entire class despite being split into separate semester long groups, and its structure in being more of teams in a business rather than a class in a university.
- Good exposure to real life projects in software engineering.
- Enough guidance to help find a direction to move in, but freedom in how you move in that direction
- Working on a project that is relevant to the real world
- Allowed me to take on a real-world projects with real-world implications (from the city of Baltimore to the US community) using my own knowledge of programming and thinking. Amy was really helpful in providing feedback and detangling the Spire code. I got to learn the implications of open source software and actually building stuff that matters.
- It was an amazing class overall, very different from typical classes at Hopkins but in a good way. Being able to take an open-ended project course as a freshman will be very valuable I believe. The single best aspect though is that all of the projects seem to have the potential to continue beyond the course.
- The course seemed to work well with having a long period to meet once a week. It would be hard to have small meetings throughout the week since we might often only accomplish a little before the meeting was over and we would also have less time for workings until the next meeting. The long meeting allowed most teams to update the class on their current progress, work together on plans for next week, and at the end fo the class we could inform everyone of our plan for next week. And meeting once a week meant at each meeting we would often have meaningful progress to report. Also, I would say I saw a lot of teams benefit from having Yair and Amy go around during the meetings and talk individually to each team. It helped us get insight on how we were progressing and where they saw the project going. The presentation aspect of the course gave me a chance to work on different skills outside of the technical ones often pushed in computer science projects. On a higher-level, I found the project-based and team-based aspects of the course to be new, interesting challenge.
- Setting my own schedule Coordinating with a group Finally figuring out something I'd been struggling with for a long time feels really good
- The course gave me an opportunity to learn about what it means to contribute to an open source project, as well as satisfying both technical and business constraints in a software engineering environment. It gave me insight on how to structure production level code and communicate with the end users to create what they desired. The instructors gave very helpful suggestions on each project during the weekly meeting sessions and setting reasonable expectations for the next meeting. I also liked how the class allowed each team to structure their own meeting times outside of class depending on the team members' availability.
- The fantastic instructors - their passion truly shone through the guidance they provided to the class. The class was extremely individually catered, and allowed for a lot of self-growth as we were put in charge of a real community project, connected to an actual organization. I really enjoyed the freedom that was given with how we proceeded with the project, but also with the constructive feedback that was given each week. Also, I thought that class time was greatly utilized with the structure of both group work time and presentation time. I also thought it was just the right amount of guidance and involvement of the instructors - I could tell that they were interested in what we were doing, and that they really wanted to help us achieve the goals of our project. So it was easy to get help when needed because they were always offering resources we could use. This approachability was honestly one of the best, if not the best, aspects of this course, because I definitely have never felt this from any class before, even in project courses. I really thought that the small class size was an excellent move - that way everyone is more invested in what they are doing, and what others in the class are doing, and also how invested the instructors are in the students' projects. Overall I learned a great deal of team leadership skills and also, for the first time, how to effectively build a piece of software and refactor code as you go, and also how to present and polish the final product at the end for others to see and use. It was the most practical experience that I've received in a class setting, and it was absolutely remarkable. But like I said, I do not think the experience would've been the same, had it not been for Yair and Amy's dedication and deep interest in their students' growth.
- Ability to work on a project that actually has an impact and get direct feedback from the customers that will be using it and then shipping it to those customers. Great resume builder and learn a lot of non-technical skills that other Hopkins courses don't teach
- I love that it was student lead and driven. The projects were very impactful and interesting to watch come to fruition! Truly one of the best and most practical courses I've taken at Hopkins!

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering

ASEN.2018.Spring

Course: EN.601.310.01.SP18: Software for Resilient Communities
Instructor: Yair Amir * ,Amy Babay
Response Rate: 15/15 (100.00 %)

9 - What are the worst aspects of this course?

Response Rate	13/15 (86.67%)
---------------	----------------

- The professor sometimes goes on really long rants without waiting for people to finish speaking. Sometimes he will misunderstand what people are saying because he doesn't let them finish, so the rants are long for no purpose.
- The worst aspects of this course include how some of the projects seemed easier to work on than others.
- The professor is very demanding.
- Sometimes comments during presentations felt more like interrogations than constructive criticism
- The difficult projects
- Because this was a pilot, some stuff still has to be worked out. I didn't find poor aspects other than the occasional disorganization, though.
- At the beginning there were many roadblocks in the way of working on the assignment, and these were only overcome after a few weeks.
- The biggest challenge of the course was fitting our goals for the project into one semester. In truth, it would be fine if our broader goals extended beyond the scope of the course because these projects are to continue outside of the course if people are interested in doing so. That being said, the goals for a single semester were limited because beginning a project means having some learning curves and often momentum needs to build up.
- Lots of barriers in our project that were annoying and hard to overcome
- Since it was a new class, the first few weeks was figuring out how to best structure class time for presentations and feedback. It would have been better to limit presentations and feedback for each team to 5-7 minutes and use the rest of the time using the feedback to set new project goals.
- Sometimes Yair would talk a lot :) but if that's the worst aspect of this class, it must mean that it was a pretty fantastic class.
- Really long class period
- I understand that the 3hr class was necessary to do the group meetings, but it was difficult because I got so hungry. On that day I had class from 1:30-7:20pm without break so I was starving. That was the worst part.

10 - What would most improve this class?

Response Rate	12/15 (80%)
---------------	-------------

- Better initial guidance on all the projects.
- Better understanding of each project by the instructors.
- The class was pretty great. More pizza?
- I think a course like this would be good as a junior design project, similar to the senior design of other departments.
- Spend less time on presentations - a lot of time we spend on presentations could be used programming (maybe have presentations every other week, along with the mid and final presentation). Also, have some type of written feedback in the future on what we did in the week to encourage students to stay on track with the project and the goals they've created.
- Moving the meeting time to earlier in the week. We would meet on Thursday and set goals for the week, but then wouldn't have time/motivation on the weekend to actually accomplish those. Then we would have to make up work the next Monday or Tuesday.
- Potentially one fix for the limited goals is to have two semesters of the course for the projects that want to continue. Or it could also be that the groups that want to continue their projects get a group study to do so. This way students can continue work on their projects and accomplish larger goals while still receiving credit. Another possible improvement could be having a room or lab or space for groups to work outside of the class time. Obviously, reserving a room in the library is always an option for groups but it would facilitate things to have spaces dedicated to certain groups for their project. I do not think our project required a reserved physical space but potentially, a project could require that.
- I would prefer multiple classes than one long class a week. Generally our group would be pretty lazy for most of the week and do all of our work in the last two days before class. It would be better if we had incentive to work throughout the whole week.
- It would be most helpful if each project had an advisor or TA to advise team members on how to overcome problems with setting up the code, deployment, implementation, etc.
- I think in this semester the groups worked out pretty well, but I do think that it is essential to put a solid group together for future iterations of this kind of class too instead of just doing an open registration. Personality matching could be helpful too - the better the group dynamic is, the easier it is to work together, and the skillsets are well varied. It also brings more responsibility to each group member, so I think that made us all the more productive in the long run.
- Split the class into two days. The first day the teams meet and discuss their progress and presentation for the next day which is when all the teams meet and present their work for the week.
- Food for dinner, more breaks, longer in class project time!

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering

ASEN.2018.Spring

Course: EN.601.310.01.SP18: Software for Resilient Communities

Instructor: Yair Amir * ,Amy Babay

Response Rate: 15/15 (100.00 %)

11 - What should prospective students know about this course before enrolling? (You may comment on any aspect of this course such as assumed background, readings, grading systems, and so on.)

Response Rate	10/15 (66.67%)
---------------	----------------

- This class gives as much as you put into it. You will learn a lot if you put in the work, but if not, then it's not worth taking
- Very nerve recking class. Going into lecture is always stressful because you never know if you have done "enough" that week or not.
- You get from your project what you put into it
- This is a very difficult course and coming in with background knowledge for your project would be very useful.
- You get what you put into the course. Honestly, you could slide by the course doing very little, but you learn the most by putting everything you have in.
- The course is useful for developing new skills that projects and teams require such as persistency when you get stuck and it seems no one has an answer, presenting your work in a way that is honesty and clearly shows what you have accomplished, and building team dynamics.
- It's a project-based course and it is very helpful to have knowledge on the tools used on your project beforehand so you can hit the ground running starting from the first week in the course.
- It's a lot of work! Not a cruise, for sure. But, you learn to independently build a project with enough structure but also plenty of guidance if needed. If you want real experience, this course is definitely one that you will not regret. There is something to learn in this class for everyone.
- Expect a lot of time outside of class meeting with your team members and to be challenged in non-technical aspects
- Be prepared for a lot of DIY learning! Great course for people looking to make an impact in the community and learn a lot about programming.