

Project Title: **Course Evaluations Spring 2024**

Courses Audience: **19**
Responses Received: **11**
Response Ratio: **57.9%**

Report Comments

Guide to the Interpretation of Course Evaluations at UT Austin

The goal of course evaluation process at UT Austin is to drive teaching excellence and to support continuous improvement in teaching and learning experiences. The two sets of scales used for core evaluation questions and the associated weights are:

Strongly Agree (5)
Agree (4)
Neutral (3)
Disagree (2)
Strongly Disagree (1)

Excellent (5)
Very Good (4)
Satisfactory (3)
Unsatisfactory (2)
Very Unsatisfactory (1)

The Mean is calculated by adding all of the weights for a single question and dividing by the number of respondents. The course workload question is not averaged.

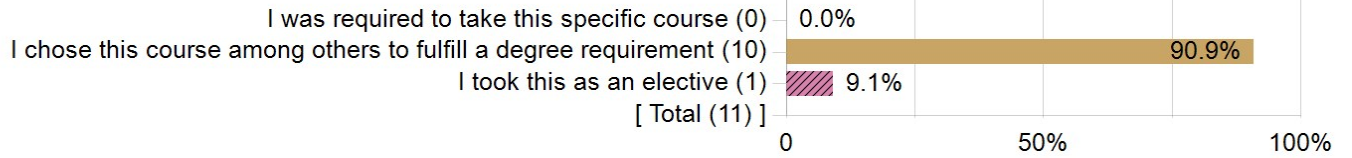
The number of students (e.g. respondents) marking each option is reported for each of the items. These frequency distributions provide information about the level of student ratings and the spread and shape of the class distribution of responses. The distributions thus provide a picture of student perception of a course.

Course evaluations provide snapshots of student perspectives on their course-level learning experiences. Most experts on teaching evaluation advise that no individual method gives the complete picture of an instructor's teaching effectiveness; multiple and diverse measures, on multiple occasions, are advised to give a full picture of the teaching effectiveness of a particular instructor. Moreover, other factors, such as size of class, level of the class, and content of the course, can cause small variations in the ratings. Therefore, student perspectives for a particular instructor or course should be interpreted as a snapshot, and not as providing complete information on the teaching effectiveness of that instructor.

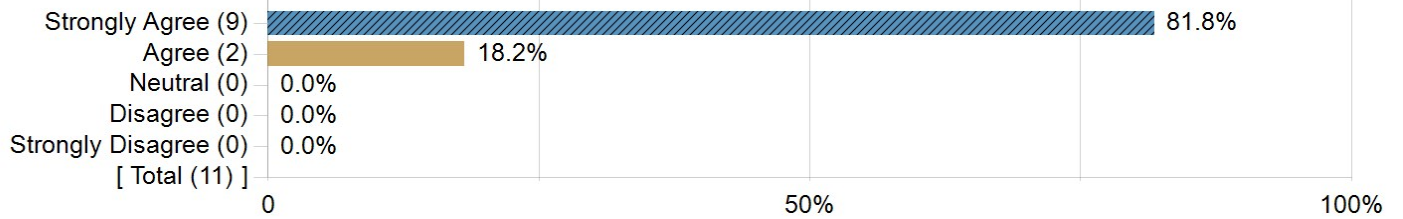
Creation Date: **Monday, May 13, 2024**

Course Questions

Why did you take this course?

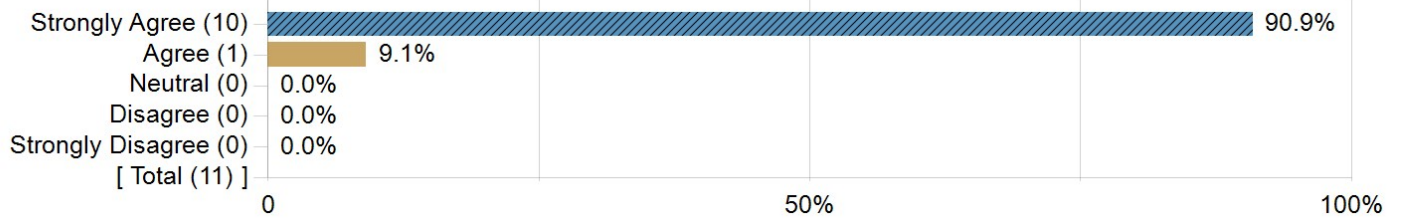


During this course, I gained a deeper understanding of the subject matter.



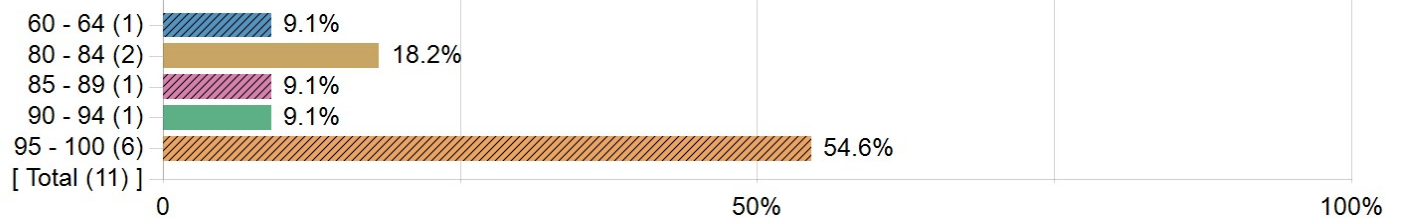
Statistics	Value
Mean	4.82

The course was well organized.



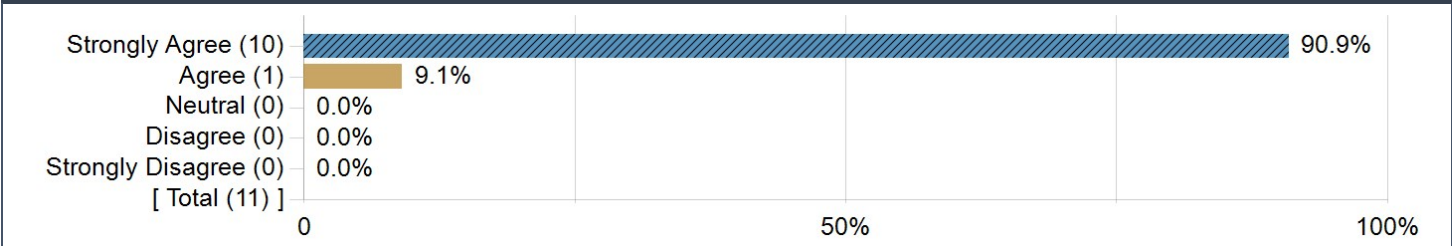
Statistics	Value
Mean	4.91

Overall, approximately what percentage of the course meetings did you attend or complete (online, in person, or asynchronously)?



Statistics	Value
Mean	89.64

During the course, I gained skills related to the course content.

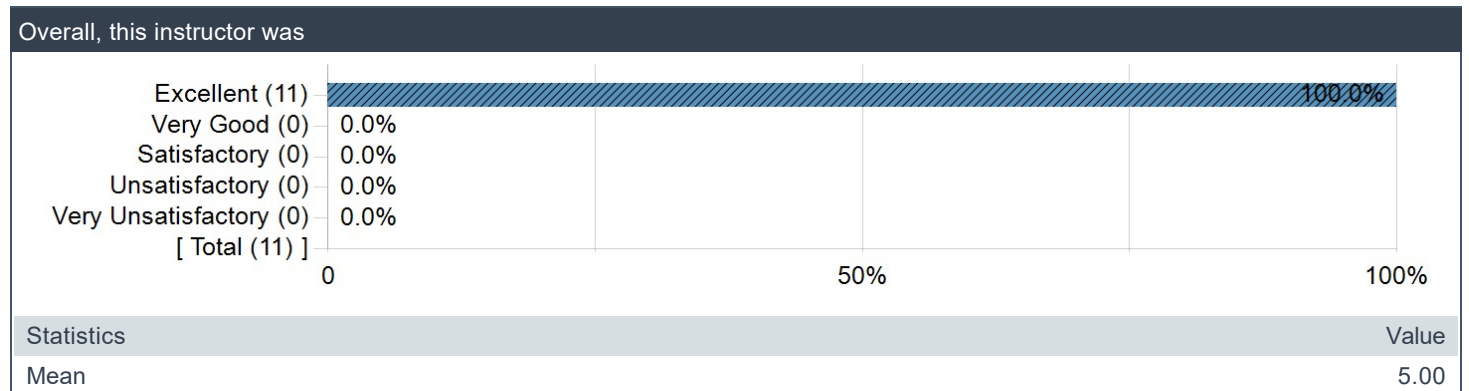
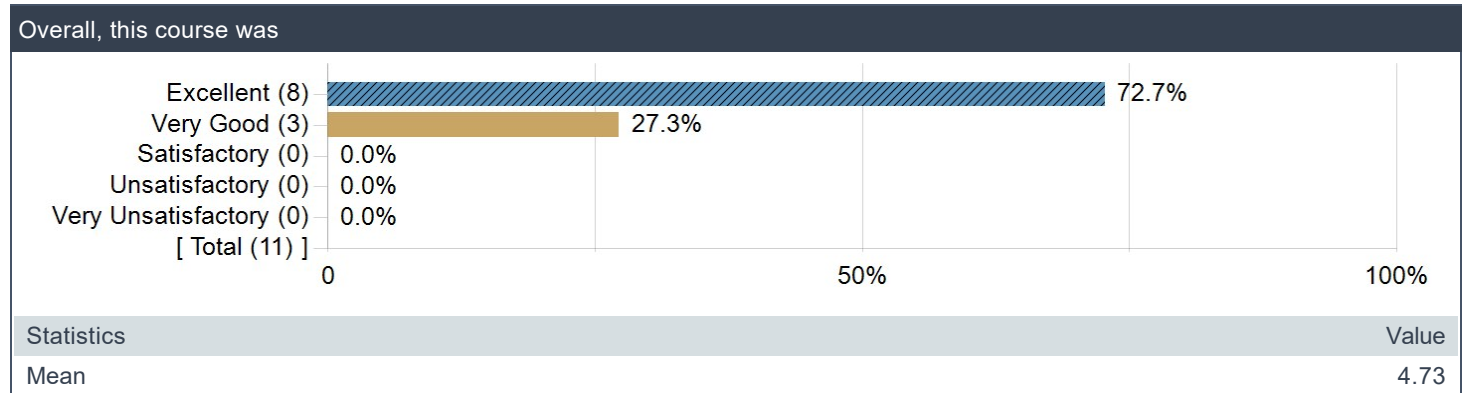


Statistics	Value
Mean	4.91

Instructor Questions

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Responded	Mean
The instructor clearly explained the course objectives and expectations.	90.9%	9.1%	0.0%	0.0%	0.0%	11	4.91
The instructor fostered an inclusive learning environment.	100.0%	0.0%	0.0%	0.0%	0.0%	11	5.00
The instructor effectively explained the concepts and subject matter in this course.	100.0%	0.0%	0.0%	0.0%	0.0%	11	5.00
The instructional techniques kept me engaged in learning.	90.9%	9.1%	0.0%	0.0%	0.0%	11	4.91
The instructor checked for student understanding of the concepts presented in the course.	90.9%	9.1%	0.0%	0.0%	0.0%	11	4.91

Overall Questions



Comment Questions

Identify aspects of the course that were the most effective in helping your learning.

Comments
I really liked that the game prompts were random, and that Prof. Wiggins participated in creating the prototypes along with the class. I liked how in depth the feedback I received was, as it really helped me zero in on what I needed to prioritize improvement on. I liked playtesting each other's games with my classmates and I wish I was able to get better at throwing something together as fast as possible and building from it, rather than going so in-depth so early on. I do think this class made me better at ditching the sunken-cost voice in my head and moving on to something new when the first thing doesn't work well enough.
Weekly projects are tough, however the grading system implemented really made me feel like I could experiment and grow while doing them. I was less worried about my final grade and more focused on increasing my skills in making games. If I was graded on every single game I made, I would have played it safe the entire semester and would probably not have progressed as much as I did.
Professor Wiggins is probably one of the best professors this department will ever have. He's down to earth, funny, and approachable. With his prior experience in game development, it was easy to receive help, especially from someone who does not have a strong coding background. I was able to make a lot of games this semester with functionality I never thought I would achieve. Wiggins you are my goat 100/10 professor
Wiley Wiggins is one of the best professors I've ever had. He noticed me when I was struggling, remembers my interests and skills, and assists me in any way he can to help me cater to those. Wiggins gets nothing but 10/10s from me.
I think that giving us a theme every week for a game while still having to create our own video game idea has helped me develop my design and technical skills. Having "free reign" of which game engines, type of game, design, etc. has helped me feel more comfortable outside of my academic / computer comfort zone. I was pretty nervous the first few weeks but after getting into the feel of the class, I feel a lot more confident in my own idea and game building. I am no longer scared of video game classes.
Learning how to quickly create prototype games with Unity.
This is kind of a strange answer, but not having traditional lectures was the most helpful thing. Instead of doing what my professor said to do that week, I had to learn new skills by myself, which not only taught me those skills but also *how to find information* on those skills.
I've likely learned the most from this class than I have from any other UT class I've taken in a while. This instructor was engaged throughout, clearly interested and enthusiastic about the work he taught, and was very helpful whenever a student needed assistance.
Wiggins was always available to help students with their projects and always gave very helpful advice to make projects doable and fun.
I absolutely loved the 3-game grade system, in which Prof Wiggins took the best game out of 3 and graded that game only. This really allowed me the freedom to make mistakes, and subsequently, improve. Even though this course was pretty time intensive, I found that this model made me less stressed as I had the space to fail and learn with my prototypes. Over all, an amazing class with an amazing structure and prof.
Wiley was an amazing professor to have for this course. His insight into rapid prototyping and games in general was extremely helpful, being one of the few teachers I've ever had to be blunt and clear about his crit, while also fostering support and continued exploration. I found the general layout of the course to be extremely helpful as well, with the game-a-week style allowing me to grow my ideation to creation pipe-line rapidly. I learned to let go of failure and to not over-complicate ideas, to truly stick to and figure out what makes a game or project fun! The environment Wiley fostered as well as enjoyable, with everyone always excited to show off what they had worked on and through our mutual failures and successes, a general urge to grow in our skills.

Identify the aspect of the course that you found most challenging, why you found it was challenging, and suggest one thing that could be done to help future students meet that challenge more effectively.

Comments
I think it was most challenging to be able to explore game engines and branch out. I came into the class having the most experience with Processing, which does not do well as a prototyping program for video games. It's pretty good for interactive visuals and stuff like that, but for something like a gameplay loop, it was very difficult to use. I never really felt like I had the chance to get away from Processing because it took too long to learn other programs.
Having random prompts was really cool but would sometimes make me hit a wall. If i got the prompt, " you're fired" it would have been tough for me to make a game around that. I really liked the weeks where we drew 3 random prompts and could choose between the 3.
N/A
I found it challenging to self-moderate my work and push myself to do more technologically advanced things. I feel like I am more of a creative than a programmer and struggled sometimes towards making works I found satisfactory.
It is a very fastpaced class that requires good time management. I am a big procrastinator, so creating a video game every week was tough but it eventually got easier! I am not sure what could be changed to make it more effective... maybe more discussion of what makes a game "good" or idea / design building skills. There really isn't too much direction / lecturing in the class which makes it more independent work.
Time management was hard as the scope needed to be in a certain amount. I think I would just want more time.
Maybe there should be stricter requirements for taking this course because I felt like I was spending wayyyy too much time on my assignments. Or maybe I'm just not built for game design. Honestly, that's the more likely explanation.
The aspect that was most challenging was the time limit students were given to make a game. However, this time limit was integral to the way the course functions, and I wouldn't suggest doing without it.
The weekly format is challenging and you just kind of have to plan for it. It's best to have your game idea the same day you get the prompt
Time management regarding this course was very difficult for me — having to make a game every week and finding the time to do so made this course pretty time consuming. However, this led to rapid improvement in Unity and concept development on my part in a way that no other AET course has done for me so far, so ultimately, I think this way of planning the course was fantastic and I'd definitely take this course again with professor Wiggins and in this format.
The course was challenging, but I liked it that way. The rapid time crunch of a "game-a-week" (as stated before) pushed me to pinpoint what exactly makes a game interesting. The challenge of changing my mindset has been for the better, and I find myself even more energized to create.