University of Michigan
Fall 2020 Instructor Report With Comments
EECS 280-003: Prog&Data Struct
Nicole Hamilton

83 out of 266 students responded to this evaluation.

Responses to University-wide questions about the course:

	SA	A	N	D	SD	N/A	Your Median	Univ-wide Median	School/College Median
This course advanced my understanding of the subject matter. (Q1631)	48	25	4	0	0	0	4.7	4.6	4.5
My interest in the subject has increased because of this course. (Q1632)	39	28	6	2	1	0	4.5	4.2	4.2
I knew what was expected of me in this course.(Q1633)	39	33	3	1	0	0	4.5	4.5	4.4
Overall, this was an excellent course.(Q1)	41	30	4	1	0	0	4.6	4.4	4.3
I had a strong desire to take this course.(Q4)	40	28	5	1	1	0	4.6	4.1	4.1
As compared with other courses of equal credit, the workload for this course was (SA=Much Lighter, A=Lighter, N=Typical, D=Heavier, SD=Much Heavier). (Q891)	5	2	23	35	11	0	2.3	2.9	2.8
How did you participate in this course? (Q1854)	46	29	1	0	0	0	4.7	4.7	4.5

Responses to University-wide questions about the instructor:

	SA	A	N	D	SD	N/A	Your Median	Univ-wide Median	School/College Median
Overall, Nicole Hamilton was an excellent teacher.(Q2)	33	22	7	0	0	11	4.6	4.7	4.6
Nicole Hamilton seemed well prepared for class meetings.(Q230)	38	20	3	1	0	11	4.7	4.8	4.7
Nicole Hamilton explained material clearly.(Q199)	31	24	6	0	0	12	4.5	4.7	4.6
Nicole Hamilton treated students with respect.(Q217)	38	20	2	2	0	11	4.7	4.9	4.7

Responses to questions about the course:

	SA	A	N	D	SD	N/A	Your Median	University-Wide Median
Prerequisites provided adequate preparation for this course. (Q61)	30	27	9	1	0	7	4.4	4.5
The textbook made a valuable contribution to the course. (Q64)	11	7	16	9	5	26	3.1	3.9
The laboratory was a valuable part of this course. (Q331)	18	26	23	2	4	1	3.8	4.3
Laboratory assignments required a reasonable amount of time and effort. (Q336)	18	41	9	4	1	1	4.0	4.1
Laboratory assignments were relevant to what was presented in class. (Q337)	32	39	2	0	0	2	4.4	4.4
I developed confidence in my abilities as an engineer. (Q1769)	22	37	12	2	0	1	4.1	4.2
I developed the ability to solve real world engineering problems. (Q1770)	23	35	11	4	0	2	4.1	4.2

The solitude and lack of live human contact brought on by the pandemic made everything more difficult.

(custom question added by the instructor)

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Your Median
30	28	8	5	2	2	4.3

The disconnect from synchronized life as we used to know it made everything more difficult.

(custom question added by the instructor)

Strongly Agree	Agree	Neutral	Disagree	Strongly Agree	N/A	Your Median
32	29	7	4	2	1	4.3

The faculty and staff were responsive and accommodating of student needs during the pandemic.

(custom question added by the instructor)

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Your Median
49	17	5	1	0	1	4.8

The medians are calculated from Fall 2020 data. University-wide medians are based on all UM classes in which an item was used. The school/college medians in this report are based on classes that are lower division with enrollment of 75 or greater in College of Engineering.

Written Comments

Given the format of the course (e.g., fully online, in-person, etc.), what teaching methods worked well? (Q1855)

Comments
Having the synchronous lectures that allowed everybody to impulsively ask questions for clarification was very helpful. Unlike other classes I had, where there was barely time for questions... I had a better understanding of content for this class than those because of that interactivity.
Having the information directly in front of me instead of looking across a lecture hall was nice.
I felt that lectures online worked well
I mainly used the lecture slides when I didn't know a concept.
The recordings of lectures were really helpful.
in person would be better
I liked doing poll questions and lobster exercises during class.
I was thoroughly impressed by how well this class transitioned to the new format. I personally preferred watching the recordings to go at my own pace and be able to pause when needed, and I liked that I had that option.
Synchronous.
The recorded lectures.
The synchronous lectures were very beneficial. Listening to other students ask and answer questions was useful.
lecture methods
Lectures were excellent
labs were good, the lectures were also pretty good.
Projects helped me master the material.
I think pretty much everything worked well.
It worked well to provide a lot of examples in lecture.
the flexibility of what lectures and labs we could attend
The zoom lecture worked well with screen sharing
The labs were really helpful and helped me clear up a lot of the confusion
all material was available through the EECS 280 website
The synchronous lectures were very helpful.
Lecture recordings were helpful
Zoom polls!
I like very easily seeing the presentation and hearing the professor in the online format.
Labs and Lectures
Just doing the projects.
Being able to ask questions live as I had them in the zoom
Use of polls to interact with students
I liked how we were given videos to watch on our time by posting the lectures.
I liked that we got to ask questions throughout the lecture.
Synchronous lectures were fun and informative
Not much really changed
I liked the lecture format, which was pretty similar to what it would be in person, but just over zoom. I feel like it worked well here, so it would work well over zoom as well. Office hours worked especially well, as you didn't even have to leave your house and go find where they are.
The fact that everything was recorded was very helpful in catching up and going back and reviewing.
Listening to Hamilton. Just absorbing everything they had to say
Live lectures.
Hearing broad coding concepts described and then implementing them more specifically on my own time worked well.
I liked the material but the explanations weren't all that great
fully online

What were the greatest challenges to your learning in this course format? (Q1856)

Comments
staying focused and engaged in a surely online format with limited social interaction and communication with classmates in a pandemic
This class is very susceptible to procrastination, which is unfortunately easy given the remote semester. I had a hard time making myself start projects early, and I know it's something I need to change about myself, but I still think it is a valid problem that many of us are experiencing.
Time management. Even with the deadline pushbacks or project size reductions, I still felt overwhelmed at times.
I wish there was more interactive content during lectures such as lobster or other resources besides polls
Considering that I have been programming for 7 years prior to taking this course, I did not learn much from this course. When I went to office hours to politely ask about other opportunities to learn more about CS (such as research, additional projects, etc.), I was dismissed because "everyone at the University of Michigan is bright" and advised to take "Econ or Modern Dance".
Communicating with teachers and IA's were hard for asking for help because piazza is very inefficient since you can't really have a conversation on piazza.
different timezone and online classes
Not everyone wanted to work together in break out rooms.
One thing that was a little annoying was that the due dates for assignments, exams, etc would sometimes be wrong on the slides. While this would usually be corrected in lecture, it was weird that you would have to watch back to see the correct information. This is a very minor inconvenience, but in a semester where it's never been harder to keep track of everything going on in class and the world in general, I thought stuff like this was odd.
The way to have office hour.
Keeping up with the lectures and figuring out what is needed for the projects.
Probably my sense of pacing of the course.
exam is hard!
everything being online so I couldn't talk to people in person about my code
staying consistent abt going to synchronous lectures
Being so distanced from my peers and teachers.
Online lectures were tough to be alert for.
I did not really have any challenges.
The greatest challenge was not being able to work with others on problems.
keeping up with the work
Time management, critical thinking
constantly changing deadlines – would've appreciated knowing an extension was on the way for some of the projects.
Focusing for 1.5 hours.
Making Tests
Not being able to reach out virtually compared to in–person.
Getting access to the staff
Not being able to make it to proffice hours.
For many of the projects, it's like we are encouraged to procrastinate because a lot of the content of the projects were discussed about 2 classes before the project was scheduled to be due. And when we were behind in schedule, that becomes 1 class before the project is due.
No Homework
Time management and the projects.
Time management and LONG office hour lines
The greatest challenge was getting questions answered.
N/A
Difficult to stay caught up from home
I feel like the weirdest thing was meeting people and getting help from your peers on course material. There were efforts made to help with this, but it was definitely still harder than if the classes were in person.

Comments
Writing tests, and considering edge cases. Reviewing for tests(A practice exam with no answers and an absence of simple problems like "find the output of this func" have influenced my opinion).
Getting help when I needed it.
Getting started on projects on time. There were also several set–up related things (visual debuggers, logging onto CAEN Linux, etc) that I never really got a solid handle on, yet was still able to complete the projects through less efficient workarounds. Perhaps videos or a little class time reviewing these things could've been helpful.
starting projects on time
can't talk to classmates

Comment on the quality of instruction in this course. (Q900)

Comments
This class had the best accommodations/changes for the remote semester. That alone was very comforting to me as a stressed out, overwhelmed, and worried student right now. It felt like our struggles were recognized and understood, not just heard and ignored (like some of my other classes).
Good.
Hamilton did a phenomenal job and I have learned a lot!
From the few lectures that I attended, the instruction was very good.
Very good teaching staff. Good at explaining complex concepts in detail, but simple enough for us to understand on first go. Professors are very open to questions.
The professor I had, Nicole Hamilton, and the lab IA I had, Harsh Jhaveri, were just amazing in teaching this course to me. I think these people did a really good job in teaching the concepts to me. In general, I think because of the online only aspect, it was really hard to get help with projects and ask questions which could be better.
really good honestly
I think that the EECS 280 professors and IA really cared about us students. They understood it was a tough semester and tried their best to offer as many opportunities for extra help.
The instructors were very knowledgable and able to explain difficult concepts very well
Overall, the instruction of this course was exemplary. I attended Beaumont's lectures, and he did an excellent job of explaining material and going at a pace that students could follow. My one gripe is that there is nothing comparable to zyBooks from EECS 183, which I found very helpful. However, I am still confident that I learned the material, and assignments like Labs and Projects were more than enough to make up for it. I just personally liked zyBooks.
Very good.
It was different from in–person lectures but still great!
Very good instruction. Professor Hamilton was very enthusiastic in teaching the material and very willing to field any and all questions as they arose. This dialogue during lecture was extremely helpful.
good
Material was taught very clearly
Superb.
I attended the asynchronous lectures, and I thought they were taught quite well.
Professor Hamilton explained concepts clearly and always answered questions, which was good. I would have liked more opportunities to work on coding problems in class or in lab to practice.
Great!
Professor Hamilton was always prepared for lecture and was incredible at answering even difficult questions.
When first introduced to a topic it could be confused, but since it is repeated, the topic becomes more clear as time passes.
Good
Professor Hamilton was really good at explaining everything and answering questions! Her lectures were always very helpful.
Very helpful
Good.
Great teaching and awesome class!
Instruction was very good and adequate, covering all required material and more.

Comments
The instruction was done very well and was enjoyable.
Sufficient.
I think the Professor did a good job, but at times she was a little too fast in going over concepts.
I liked the teaching style of my professor.
Instruction is great! Not much I can see that requires a lot of improvement
Definitely one of the more reasonable courses for the pandemic. Adjusted things where they needed to be adjusted. I went to Professor Hamilton's lectures and even from zoom I could feel that she was passionate not only about C++, but she was passionate about both our learning and our health. Sometimes I felt that students were just asking questions to try and look smart and too many of them were taking up too much time, but this was addressed after the first midterm and things improved greatly. I don't think this was an easy course by any means, but it was adjusted to the pandemic perfectly. For how terrible eecs 203 was, 280 was conversely as reasonable as 203 was unreasonable
The instruction was overall very good and clear. I think the faculty and staff at this point knows how to present the information in a way that people will understand.
The instructor was very knowledgeable and explained everything in great detail which was good.
I thought the lectures were very good even though they covered a lot of material. I also thought the labs and projects were good for reinforcing knowledge and coding practices.
Top Tier
Very good instruction.
The lectures in this course were effective in providing a broad picture of various coding concepts as well as historical background for why certain features exist. At some points, this lead to more explanation than was strictly needed to complete projects, or discussion of theoretical solutions outside the scope of the class, but this was usually a positive. As for specific implementation of these concepts, I found that I had to figure this out myself by doing it on labs or on projects. I usually wasn't able to answer "what will this do" questions in class just by looking at the code.
very good

How might the class climate be made more inclusive of diverse students? (Q910)

Comments
N/A
This class was very inclusive.
N/A
By continue providing asynchronous lecture recordigns.
Provide students with more flexibility as some don't have quality wifi services.
I thought this class was very inclusive.
make it easier to contact people
N/A
Professors could address issues such as discrepancies in the programming workplace to educate other students.
unsure
This class was very inviting and was welcoming to all students
Not really sure given the remote nature of the course
I felt that the staff did a great job of accommodating everyone's needs and time zones
Recruit!
I mean you can't really do that online since we are all basically anonymous. I didn't find it to be exclusive at least.
Include different topics and a wider range of examples
It's just fine as is.
Question unclear.
I think the class was inclusive.
N/A (Not aware of how it is excluding diverse students at the moment).
I appreciated the diversity of the professors and that they brought up several student organizations to include students who might feel excluded from STEM. I think it definitely would be worth having a lecture about biases against women and people of color in STEM. While I am not either, I feel like addressing these trends are just as important if not more important than any sort of abstract data type
As someone that is not a minority, I am not sure how to comment on this, but I feel like computer science is objective enough that it may be difficult to discriminate against diverse students. I am probably wrong though.
Open more lab sections.
It's tough to speak on the diversity and inclusivity of this class being that I had very little interaction with other students due to everything being online.
i dont know

What were the strengths of the course ? (Q953)

Comments
Good coursework which tested my understanding.
Projects – allow application of concepts learned in class
The recorded lectures and teachers and IA's were really qualified. They were also really understanding with the pandemic which some people may think isn't really important but for me, it made such a big positive impact. I really appreciated that.
Many different avenues to get help and practice what we learned in lecture.
The labs are very useful and allow for a lot of questions to be answered
The structure of this class was very impressive. It always felt like there was a clear path and subsequent topics always built off of what we previously learned. Projects were always very clearly related to whatever we were learning at the time, and overall there was a great flow to the class as a whole.
Good.
A lot of resources for students are available.
The varied projects.
The projects are really interesting but also really frustrating. The exams illustrates an attitude of pragmatism instead of just pedantic concepts (while not easy).
lots of resources
Course organization (project/lab content in relation to material taught)
Projects and labs were designed very well.
The main strength of this course is projects because they are so thorough and practical. Another strength is the active piazza forum.
This course provided very good lab and project material to allow students to explore different concepts and topics within programming.
the staff
This course advanced my knowledge of coding as well as taught problem solving in hard situations
The staff and their amount of consideration for the students.
The projects were all very enjoyable and helped a lot with boosting understanding of the content.
The great lecture recordings and labs.
The "textbook" was really helpful
I feel like the projects and labs did a good job in reinforcing what we learned in lecture. (Except the last topic...)
Lots of help and material to look at.
The project and lab orientated class was very useful, since I think programmers learn best by doing.
The instructors were aware of the stress on us students and were very accommodating about this with the project extensions.
Fast responses on Piazza.
I liked how we had weekly lab projects to make sure we understood the new concepts.
Lab assignments that complemented what we were learning.
It teaches the basics of C++ and programming in general very thoroughly, and made me appreciate C++ as well as programming methods/common knowledge.
Well paced. Well thought out. Reasonable. Challenging, but not overkill.
It was very clear and I understood the things that were taught.
Good explanations and didn't seem like it was too affected by the pandemic
The fact that a lot of information was consolidated and presented in the lectures was a core strength of the course. I believe that I learned a lot by interacting the the lectures and the projects.
Clear lectures, engaging labs
Having the lectures and labs recorded, and having access to the slides.
It translated very easily to being online. It also feels very streamlined in that the instructions for all the project specs were clear and complete. The course always felt organized, and it was never unclear where to find information and resources.
fun material

What suggestions would you make for improving the course ? (Q955)

Comments
N/A
I think the material needs to cover more of what we are using in the projects. At least for the last project, there was so much that we ourselves had to learn and familiarize with. The supplemental videos that the IA's made also helped.
more office hours to accommodate international students with different timezone
I think some sort of coding exercises each week, such as code lab, would be helpful so that we could practice the different topics we learned in lecture on more exam–like questions.
N/A
I'm not sure specifically how they can be improved, but I never felt that I leraned the material through the exams as well as I did through labs and projects, but the exams are worth a much more substantial part of the class grade. I'm sure there's a reason for this decision, but I felt that at best the exams reinforced material that I mastered through projects and I never walked away from a test feeling that I gained an understanding of the subject, at least compared to after turning in a project.
None
It is pretty good already.
No. This is a very well–structured course.
more help with the staff on piazza
Sometimes the project specification could help with being a little clearer
I do not have any suggestions.
I do not really have any changes to recommend – everything we did seemed to fit right into what we were learning.
Professor Hamilton also had us think about how we would approach coding problems; I thought this was really good but I don't think she gave us enough time. The first people to raise their hands in the chat are often some of the best coders, but others need more time to benefit and come up with their own solutions. I would also suggest releasing on more practice exam and more practice problems for students.
unsure
The course was great but I think the lectures could be a little more engaging if we could code so examples in an IDE
N/A
Make it more accessible for students to talk to the staff, (ik it is much harder to do then when we are on campus)
switch the recursion and functor labs
I would have liked a non–graded lab on the exceptions.
optional homework
Overview videos for projects would be useful.
Spend more time on the testing aspect of projects.
I think we should spend more time on individual concepts within lecture.
Not much.
I think it definitely would be worth having a lecture about biases against women and people of color in STEM. While I am not either, I feel like addressing these trends are just as important if not more important than any sort of abstract data type
There should be a lab assignment every week, even if it is redundant to project material since it allows students to practice concepts without as much complexity and pressure as on a project.
Maybe a break in the middle of the lecture? Especially in the virtual format, even a 5 minute break would be very helpful in keeping focused on the materia. Sometimes I found myself unable to focus for the entire lecture, and if I felt I had time to get up and stretch or whatever I would be better focused.
More intensive exam review options/practice for concepts like pointers, references, classes, functors, blah blah blah
Increasing the length of office hours.
As I stated earlier, there were also several set–up related things (visual debuggers, logging onto CAEN Linux, etc) that I never really got a solid handle on, yet was still able to complete the projects through less efficient workarounds. Perhaps videos or a little class time reviewing these things could've been helpful.

Among the courses you have already taken, which proved the most (or least) effective in preparing you for this course, and why? (Q1098)

Comments
ENGR 101 was the most helpful. I took it last fall, so there was a pretty big gap, but solidifying basic programming concepts before jumping into this content–heavy, complex class was very helpful. I can't imagine having to learn most of the basic things right at the beginning of this class and then covering all of the rest at the pace we had.
N/A
I hadn't taken any courses prior to this course since I used AP credit from high school to take this course. However the jump from a different programming language straight into difficult projects in a different language was very difficult in the beginning but got better as the course proceeded.
eecs 183.
EECS 183 was the most helpful in preparing me
EECS 183, but this was also the first programming class I had taken, so it was the most effective basically by default.
/
ENGR 101.
I think engin101 was certainly useful in preparation for this class.
CSE 2231 in OSU
eecs 183 because it had fundamentals
As a freshman, I feel like AP Computer Science A prepared me adequately
EECS 183 because it helped me form a foundation of basic coding skills.
EECS 183 was effective in preparing me for this course because it took me from zero programming knowledge to competent enough for this course.
Engineering 101 was the most effective because this taught me basic C++ skills.
eecs 183
I only took APSCA before this class. I struggled in the beginning with the setup and other things but as the year reached it's third week I felt fully ready.
The lab assignments for this course seemed too simple and didn't do much, especially compared to the projects
EECS 183 gave me a good base for the class
Engr 101 was effective
N/A. First semester at U–M.
Programming in C class from Purdue University.
N/A, I am a transfer student.
N/A, This is my first semester at umich
I think my Data structures class was the most effective because it exposed me to some of the data structures before this course.
My high school AP Computer Science class prepared me the most.
N/A (This is my first semester; the prereq was from AP CS A)
eecs 183
EECS 183 was very effective, as it taught everything about C++ I needed to know about this course, and some of the things we learned in the first few weeks. There was a bit of overlap between the two courses.
EECS 183.
I took AP CS in high school, that helped the most for me.
ENGR 101 as it laid down the basics of C++. I also took a creative coding class through a different program (PAT 240?) which was helpful as more coding practice in general.

How did the switch to online-only affect your experience?

Comments
I found it VERY difficult to avoid procrastinating, which is such a weakness for a class like this that depends on starting things early.
Worsened it.
The online only made it really hard in getting help with code in our projects and communicating with other students. More than the

Comments
impact on the course, the switch to online–only and the solitude really negatively impacts mental health which made me lose a lot of time on projects. Because of this I had to catch up on all these projects which increased my stress. Thankfully the teachers were really understanding with extensions and helped with my stress so much.
a lot, i had a hard and difficult time
I think that while it made some parts of the class harder, it made reaching professors and IAs WAY easier and that was the most important thing to me.
I found it very difficult to focus during lecture and it made it harder to ask questions and get quality help
Compared to other classes, there were minimal effect in my experience in this clsas due to the switch. Actions like delaying project due dates and reformatting the entire midterm to be online conveys the willingness of this class to adapt, and it was greatly appreciated.
Hard to solve issues.
It did not affect much.
It was difficult to meet any other students, who I may have partnered with for projects. Often this is the person you sit next to on the first day of class.
yes definitely
It made it difficult to stay motivated.
I did not really change much.
Switching to online only made motivation a lot harder because I couldn't work with other students nearly as easily, and it was hard to work in one place always. Office hours were very accessible though which was good.
made things harder to focus on
It made me look at screens a lot every day. I would get headaches because everything was online.
Helped greatly and allowed me to avoid driving 45 minutes to Ann Arbor.
It was hard to focus in class
Not that much with this class
It was better and worse in ways. I liked being able to take classes virtually without going up to North Campus every Monday and Wednesday.
It made it much harder as there were many changes to my daily life
I feel like there are both good and bad to online–only classes. I like the anonymous feeling when asking a question because if you ask something somewhat obvious, it's not like people are right there to judge you. But the bad thing is that I really don't know my classmates.
Made everything harder
It's much harder to schedule and focus.
Harder to stay disciplined and keep up with synchronous learning. Also harder to communicate with other students and have a true group learning experience.
I do not think it was a big deal and the experience was to my expectations.
It was a change at first, but I was able to get used to it.
It made the projects a bit less fun, since I was hoping to meet my project partner and form relationships
not much tbh, probably would have done lecture recordings anyways. didn't have to take a bus to north campus
In some ways it was easier, because I didn't have to leave my house or go on the bus. In some ways, though, ti was harder, because it was harder to experience human reaction within the online format.
Didn't really interact with any other students
Shot my motivation, mostly because we have had zero 3 day weekends
It was harder to learn but I had more time to study.
The main difference is that I knew very few of my peers. The people I did know, I knew from previous semesters. This made it tougher to ask for small clarifications relating to the course (that might seem too small or obvious to warrant a piazza post).
yes, i do not like online

You could choose between attending a synchronous or an asynchronous section. What did you choose

and why?

Comments
I attended all lectures synchronously. I found that if I watch recordings, I tend to multitask and get distracted easier because there's nothing to keep me attentive. When the lecture is live, the responsive and interactive environment kept me attentive and I retained more information.
Synchronous, I would be more present/attentive, more interaction with other people.
I think being synchronous is good for my daily habits
I chose synchronous because I assumed I would be learning things but then swapped to asynchronous when I realized I wasn't.
Synchronous – having a live class session to attend helped me stay on top of all the coursework and kept me more organized. Was nice to see other people and interact with them, even if virtually.
Synchronous because I like to have a structured schedule so that I don't procrastinate and I also can ask questions if I attended synchronously.
i chose asynchronous because of the time zone difference and it was super hard.
I went to a synchronous section with Keefer at 5 pm M/W because it was a smaller class that was interactive and I felt comfortable asking questions and participating.
Asynchronous because it fit better into my schedule
I chose to watch the recording asynchronously, since it gave me the opportunity to watch at my own pace or switch to 1.5x speed for sections I had a good understanding of already.
Synchronous
Asynchronous.
Synchronous lectures. As mentioned above the in–class dialogue was useful and cannot occur in an asynchronous lecture.
sync. Feeling of participated.
synchronous just so I know I have to be there but with not accuracy participation
Synchronous in the first half and asynchronous after midterms because I fell behind and lost a bit of motivation
I chose asynchronous so that I could pause the recordings and go at my own speed.
Asynchronous so I could learn the material when it was most convenient to me.
I chose asynchronous because it fit better into my schedule.
I chose a synchronous section because I really benefit from asking questions in a live lecture. I also liked the fact that this provided some social contact and I could get to know some people in a surface–level way. I highly prefer the synchronous format, it also kept me on track with my lectures.
I chose async because I had another class at the same time
I chose synchronous because there was accountability for going to class and learning things. I prefer having a nice schedule
Asynchronous, I learned more and asked more questions. I feel like class was more engaging and asked more questions.
I chose to attend the synchronous sessions because they helped me stay engaged with the course on a fixed schedule
I chose synchronous for the interaction that I could have in asking questions and working on questions real time.
synchronous because it keeps you responsible with managing yourself
Synchronous, provided that it was virtual. I learn the most synchronously (less distracted) but I also like the class being virtual.
I chose the asynchronous section because it was not possible for me to regularly attend the live lectures.
synchronous—it helped to be able to ask questions live
I chose to attend a synchronous one because it made me keep a schedule. I also like synchronous ones better, even if I can't x2 speed or skip around, not quite sure why though.
synchronous, made me feel less alone an more involved
I chose a synchronous section, since I needed that sort of structure.
Synchronous because I was able to ask questions live if I had any and I could hear other students questions which got me thinking.
Mostly asynchronous because it allowed me to focus my attention on other classes when needed
I attended both, but I ended up mainly going to asynchronous. I liked that format more because it allowed me to go at my own pace.
I prefer synchronous sessions by far, because it brings more structure to my schedule, and the fact that we actually interact with professors and can ask them questions live.
I chose to attend the synchronous section. It is partly to pay more attention to the material and get my questions answered, but also to connect with people who are also attending lecture synchronously.

Comments
I chose to attend a synchronous lecture asynchrously. I found it worked best for my learning style
Asynchronous because it took less time to review on my own, and I was rushed for time due to EECS 203
I chose a synchronous section because it was easier for me to keep on a schedule when one was imposed on me. If it was asynchronous, I would have to self–impose a schedule, and I feel like I wouldn't be able to follow one as closely.
synchronous, because it provides a little more schedule.
synchronous every day of the week
I chose synchronous so I didn't fall behind.
I chose a synchronous section as having a set time to attend class gave me slightly more structure. However, I was not always able to stick to this structure and often ended up going through lecture slides and recordings instead.
I chose syncronous, but I watched Dr. Beaumont's lectures. seemed more connected and theres more reason to listen and attend lectures.