2161A - Spring 2016 - LA - CMATHSTAT - ASUO Survey 2161A (2016)

Course:	MAT 265 25096 - Calculus for Engineers I	Department:	CMATHSTAT
Responsible Faculty:	Brian England	Responses / Expected:	18 / 69 (26.09%)
Overall Mean:	 4.6 How often access course (18 responses) 3.7 5-Point SA>SD w/Neutral H-L (123 responses) 3.5 Cum GPA (16 responses) 3.4 Excellent to Poor (90 responses) 3.4 5-Point w/ Neutral H-L (234 responses) 3.2 Grading (36 responses) 2.7 Expected Grade (18 responses) 2.2 Class Standing (Fr,So,Jr,Sr,Grad) (18 responses) 1.1 Reason for course L-H (18 responses) 		

					М	AT 265 - 2	5096					
Ge	ATHSTAT Course Questions neral Course Questions		Re	esponses ((%)		Course					
		SA	Α	N	D	SD	N	Mean	Med.	Mode	Std Dev	
Q1	Assignments and/or examinations promote learning	3 16.7%	7 38.9%	4 22.2%	2 11.1%	2 11.1%	18	3.4	4	4	1.21	
Q2	Class sessions are well planned	2 11.1%	6 33.3%	6 33.3%	3 16.7%	1 5.6%	18	3.3	3	3,4	1.04	
Q3	The pace and level of the course are appropriate	0	2 11.1%	4 22.2%	7 38.9%	5 27.8%	18	2.2	2	2	.96	
Q4	The course engages my interest	3 16.7%	12 66.7%	1 5.6%	0	2 11.1%	18	3.8	4	4	1.08	
Q5	I learned something that I consider valuable	5 27.8%	9 50%	2 11.1%	1 5.6%	1 5.6%	18	3.9	4	4	1.05	

 $\label{eq:Responses: [SA] Strongly Agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly Disagree=1$

		MAT 265 - 25096												
General Course Questions	Responses (%)						Course							
		В	С	D	E	N	Mean	Med.	Mode	Std Dev				
Q6 Using A-E as grades, what is your overall rating of the course?	3 16.7%	3 16.7%	3 16.7%	6 33.3%	3 16.7%	18	2.8	2.5	2	1.34				

Responses: [A] A=5 [B] B=4 [C] C=3 [D] D=2 [E] E=1

CMATHSTAT Online - Course Tool Questions ASU Online and iCourse		MAT 265 - 25096												
		Responses (%)						Course						
		TAW	ТТА	FTA	FOM	N	Mean	Med.	Mode	Std Dev				
Q7 On average, how often did you access your course?	0	0	3 16.7%	1 5.6%	14 77.8%	18	4.6	5	5	.76				

Responses: [OAW] Once a week=1 [TAW] Twice a week=2 [TTA] Three times a week=3 [FTA] Four times a week=4 [FOM] Five or more=5

					MAT	265 - 2	2509	96			
ASU	Online and iCourse		Res	ponses	(%)				Cours	е	
		Е	VG	G	F	Р	N	Mean	Med.	Mode	Std Dev
Q8	How would you rate the overall quality of your experience with the technology used in this course (videos, uploading files, etc.)?	4 22.2%	5 27.8%	7 38.9%	1 5.6%	1 5.6%	18	3.6	3.5	3	1.07
Q9	How would you rate the ease of navigation?	5 27.8%	5 27.8%	6 33.3%	2 11.1%	0	18	3.7	4	3	.99
Q10	How would you rate the accessibility of the instructor?	2 11.1%	6 33.3%	5 27.8%	1 5.6%	4 22.2%	18	3.1	3	4	1.31
Q11	How would you rate the timeliness of the instructor's response to questions, assignments, and tests?	3 16.7%	7 38.9%	4 22.2%	1 5.6%	3 16.7%	18	3.3	4	4	1.29
Q12	How would you rate the degree to which communication components of the course (chat, discussion board, email, announcements, etc.) added to the interaction between students and the instructor?	4 22.2%	5 27.8%	4 22.2%	3 16.7%	2 11.1%	18	3.3	3.5	4	1.29

Responses: [E] Excellent=5 [VG] Very Good=4 [G] Good=3 [F] Fair=2 [P] Poor=1

		MAT 265 - 25096															
Acac	INSTAT Student Demographic Questions lemic General	Responses (%) Course															
F		F	S	J		S	G	N	Mea	an	Me	d.	Mode	:	Std Dev		
Q13	What is your current class standing?	33	6 .3%	5 27.8%	6 33.3	3%	0	1 5.6%	18	2.2	2	2		1,3	1	.07	
	Responses: [F] Freshman=1 [S] Sophomore=2 [J] Junior=3 [S] Senior=4 [G] Graduate=5																
СМА	THSTAT Student Demographic Questions							I	MAT 26	55 - 250	96						
Acad	emic General			MR	Resp	onse C	es (%) GS	EG	I N	м	ean	Co Me	ed.	Mod	e	Std	
Q14	What requirement does this course meet for you?			17	0		1	0	18	1	.1	1	1	1		.46	
	Responses: [MR] Ma	ijor Requi	94.4%	[RFC] Re	elated	5.6%	ourse=2	[GS] G	eneral St	udies=3	[EG	I] Electi	ve (Gen	eral Inte	erst)=4	
								МАТ	265 - 2	25096							
CMA	THSTAT Student Demographic Questions	-			Respon	ses	(%)		200 2				Course	e			
loui			Α	В	С		D/E		0	N	Mean	ſ	Med.	Мос	le	Std Dev	
Q15	What grade do you expect to earn for this course?		1 5.6%	5 27.8%	4 22.2	2%	3 5 16.7% 27.8%		5 7.8%	18	2.7		3	1,4	ł	1.29	
							Re	espons	es: [A] /	A=5 [B]	B=4 [C]	C=3	3 [D/E]	D/E=2	[0] Ot	her=1	
							M	IAT 265	5 - 2509	96							
CMA Acad	THSTAT Student Demographic Questions lemic General			Resp	onses (%	5)						Co	Course				
		3		3	2		2	B2	N	Me	an	Me	d. Mode			Std Dev	
Q16	What is your current ASU GPA?	3 18.8%	6 3	6 7.5%	4 25%	12	2 2.5%	1 6.3%	16	3.	5	4		4		1.12	
				Resp	onses: [3	8] 3.5	5+=5 [3]	3.0-3.4	19=4 [2]	2.50-2.	99=3 [2	2] 2.0)-2.49=	2 [B2]	Below	2.0=1	
ASU	Online Program							Dee		MA1	7 265 - 2	2509	6	Cours			
Onlir	e Content and Instruction						64	Res	ponses	s (%)	0.0			Cours	e Mada	Std	
017							БА 7	а 7	3	0	3D 1	N 10	Mean	wied.	Niode	Dev	
010							38.9% 8	38.9% 6	16.7% 2	0	5.6% 1	10	4.1	4	4,3	1.03	
Q18	18 The course presentations contributed to my learning.						47.1% 9	35.3% 7	11.8% 1	1	5.9%	17	4.2	4	5	1.04	
Q19	The course criteria for success on graded work was clear and specif	IC				50% 2	38.9% 5	5.6% 3	5.6% 2	6	18	4.3	4.5	5	.82		
Q20	The course learning activities adequately prepared me for graded wo	cements active in discussions etc.					11.1% 9	27.8% 1	16.7% 5	11.1%	33.3%	18	2./	3		1.45	
Q21	The instructor was visibly present in the course (e.g. posted announce	cements, active in discussions, etc				ιC.).	50% 7	5.6% 5	27.8% 1	11.1%	5.6%	18	3.8	4.5	-	1.30	
Q22	I he instructor responded to inquiries within 24 hours.						41.2% 3	29.4% 4	5.9% 2	5.9%	17.6%	17	3.7	4	5	1.49	
Q23 The instructor provided meaningful feedback on graded work.				17.6%	23.5%	11.8%	17.6%	29.4%	17	2.8	3	1	1.50				

		Brian England											
CMA	Se Related Faculty Questions		Re	sponses	(%)				Individu	Jal			
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev		
Q24	The instructor's presentations are clear and understandable	3 16.7%	8 44.4%	5 27.8%	1 5.6%	1 5.6%	18	3.6	4	4	1.01		
Q25	The Instructor makes clear what is expected of me in this course	6 33.3%	8 44.4%	1 5.6%	2 11.1%	1 5.6%	18	3.9	4	4	1.15		
Q26	I have confidence in the instructor's knowledge of the subject	5 27.8%	8 44.4%	3 16.7%	1 5.6%	1 5.6%	18	3.8	4	4	1.07		
Q27	The instructor is helpful if the class has difficulty with the material	2 11.1%	9 50%	2 11.1%	1 5.6%	4 22.2%	18	3.2	4	4	1.36		
Q28	I feel welcome seeking help from the instructor	2 11.1%	8 44.4%	1 5.6%	2 11.1%	5 27.8%	18	3.0	4	4	1.45		
Q29	The instructor promotes effective class discussion	3 16.7%	6 33.3%	5 27.8%	1 5.6%	3 16.7%	18	3.3	3.5	4	1.28		
Q30	The instructor conveys enthusiasm about the course	3 16.7%	6 33.3%	5 27.8%	1 5.6%	3 16.7%	18	3.3	3.5	4	1.28		
Q31	The instructor's responses to written work are helpful	2 11.1%	8 44.4%	3 16.7%	3 16.7%	2 11.1%	18	3.3	4	4	1.19		

Responses: [SA] Strongly Agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly Disagree=1

	Brian England											
Course Related Faculty Questions	Responses (%)						Individual					
	A	В	С	D	E	N	Mean	Med.	Mode	Std Dev		
Q32 Using A-E as grades, what is your overall rating of the instructor?	6 33.3%	5 27.8%	2 11.1%	2 11.1%	3 16.7%	18	3.5	4	5	1.46		

Responses: [A] A=5 [B] B=4 [C] C=3 [D] D=2 [E] E=1

_ .		
esponse Rate:	77.78% (14 of 18)	
the videos		Q
The video in	struction was quite helpful. I liked that the student(s) seemed to be learning and didn't have all the correct answers all the time.	0
The TA ans	wered questions quickly. The material was presented nicely.	
The teacher	communicates. Clear expectations.	Q
The lectures hang of it. I	s are fantastic and Piazza is a great resource for asking questions and helping other students if I know the answer. The material is fun once you get the also really appreciate being given two tries at each exam. Professor England and his aides are very helpful and always quick to respond.	Q
The lectures	S.	Q
	the videos The video in The TA answ The teacher The lectures hang of it. I The lectures	the videos The video instruction was quite helpful. I liked that the student(s) seemed to be learning and didn't have all the correct answers all the time. The TA answered questions quickly. The material was presented nicely. The teacher communicates. Clear expectations. The lectures are fantastic and Piazza is a great resource for asking questions and helping other students if I know the answer. The material is fun once you get the hang of it. I also really appreciate being given two tries at each exam. Professor England and his aides are very helpful and always quick to respond. The lectures.

6	The course covered a lot, and the videos were helpful to watch how to solve problems.	Q
7	The course is very well structured. There are no questions about what items are due when.	Q
8	Nothing.	Q
9	I love math	Q
10	I liked the video presentations.	Q
11	I like the content, and I think the videos from Professor Abramson were very well done and informative.	Q
12	I do like that this course was offered online, albeit almost every aspect of the course is completely broken in terms of promoting learning.	Q
13	Calculus is pretty cool. Gave course a D because I feel pace too quick for a math class.	Q
14	Calculus isn't as hard as I thought. That was a relief!	Q

Question: What did you dislike about the course? Do you have any suggestions to improve the course?

Response Rate: 83.33% (15 of 18)

1 the professor

Q

There are many things that contribute to the overall failure of this course as a whole. Let's start with lecture material:

Every week we are given a several lectures to watch that cover many of the aspects of course material. This has been great, however it feels like the material covered in lectured isn't exactly what is being tested in the exams. That is not to say that we aren't given an example that vaguely resembles something we will see in an exam, there is a vague resemblance. However the lectures themselves seem to only promote memorization of functions, instead of an overall understanding on the subject. So what happens then is when exam time comes, we are left with some sort of problem that takes a high level of abstract thinking and only really given a formula to memorize instead of the tools to work through the problems as a whole. That isn't to say that we need longer lectures showing example problems, but instead perhaps walk us through some real examples that correlate the concepts we are learning to real situations and the expected results.

Homework:

Webwork is in some ways the worst tool that I have personally come across. There are aspects to Webwork that are nice, mainly being able to attempt a problem multiple times (this is a must, given the format of our homework). However there are far more issues with the platform than benefits. For instance, there are several questions that require between twenty to thirty minutes to work out. Currently, when you get any part of that question incorrect, there is no real direction offered to figure out what you did incorrectly. As a result you are left to simply re-work the problem continuously often taking up three to four hours of an afternoon. It could be really helpful to have some sort of "hint" to figure out where you are going wrong as sometimes the problem is related to formatting, i.e. the difference between MINF vs -INF vs -Infinity. Occasionally the system will let you know when such nuances exist, however there are other times it does not. In the end there are times that you must just cut your losses after wasting an entire afternoon on one question, and move on. This feels problematic as in similar situations in other courses, the instructor will grade your homework and give you some direction to what you are "encouraged" to use Piazza to contact instructors with a question, often times to which an unfavorable response is generally granted (we will get to that later). All in all, while I do have concerns with homework structure in this course, homework is actually one of the better portions.

Exams:

2

This course is weighted so terribly, it is honestly flabbergasting at how it is even allowed. Ninety percent of your time in this course is worth less than thirty percent of your grade. The remaining seventy percent of this course falls just four hours. Heaven forbid you are sick, having family issues or any other problem, you will waste nearly eight weeks and fifteen hundred dollars in one sitting. Now I understand, midterms and finals are always supposed to be weighted more than the rest of the course, but when it becomes this disproportional, it becomes ridiculous. We are told that it is mass punishment for others cheating on tests in the past. However, given how exams are offered, it seems more like a problem that the school is blatantly ignoring in order to procure more income from repeat students.

Other problems with examinations stem from the Webwork platform as a whole. We are given two hours to take an exam, an average of six minutes per problem. This is mostly fair given that normally less than 5-10 minutes remain after working through all the problems in full. However, Webwork is an all or nothing system that offers no partial credit or flexibility of formatting. Webwork attempts to mitigate this issue by offering students a second attempt to fix possible incorrect answers. This option, while nice is completely useless as there is no time to go through and entirely re-work any problem, simply to find out that the error was due to calculating 2/3 instead of 3/2 in the final step of a problem. In other courses you are given the opportunity to show all your work and gain partial credit for a problem that you got ninety nine percent correct. While I understand that all students should strive to get one hundred percent on every problem and should not be rewarded for entering the integer 10 instead of 100 into a calculator, it is an unreasonable expectation given things like time limits, test anxiety, etc.

Exams are also flawed in how they are structured. There have multiple cases where material found on the exam is material that hasn't been covered in class or was due at that time. For instance, exam two consisted twenty percent of questions involving "L'Hôpital's rule" which is a concept that wouldn't be covered for another week. While I understand that students are able work ahead in this course, it seems rather unconducive to test on concepts that are not yet covered or due, especially when that single test is worth thirty five percent of your final grade.

The material tested on exams seems to also be flawed in that they test fundamentals that aren't properly conveyed in homework or lectures. Many times the homework focuses all it's time on forcing the memorization of a single formula as demonstrated by a simple contrived example. When an exam comes a long nearly all of the problems involve a required deep understanding that goes well beyond simply memorizing a formula (that was lectured on for less than 3 minutes), and often require stringing multiple formulas together, a skill that is impossible if all you remember is the formula. As eluded to above, questions often show up on exams on topics that were covered in lecture for a disproportionate amount of time. It seems rather odd that a concept we spent less than 0.001% of our aggregate time learning is worth over at times two plus percent of our overall grade.

Lastly, ProctorU is a terrible service. That is not to say that tests should not be proctored, I understand why it is necessary. However where problems begin to arise is in scheduling and professionalism of the service as whole. We as students are expected to jump through many hoops to schedule our examination times up to a month in advance, show up ready for an exam ten minutes early and change aspects our homes which include covering windows and rearranging various irrelevant objects. Yet ProctorU will often make you wait for times in excess of an hour before connecting with you. Proctors are at times rude and overly distracting. Multiple times during a midterm, proctors will switch out with other proctors and ask that you abide by new rules set forth by the new proctor. This takes precious time away from an exam (again especially when the exam is worth 35% of your grade) to rearrange random aspects of your environment that were originally signed off by the initial proctor.

Instructors:

The instructor for this course seems more like a baby-sitter set forth by the academic faculty at the school. While I understand that classes should be uniform, that uniformity should not take the teachers ability to make affective decisions regarding academic policy for their own class. Obviously there are issues with this course and when those issues are brought to light, the instructor's response generally takes some form of "this is the decision of the faculty so nothing can be done". This means that we as students are having to pay multiple times for a system that does not work, simply because the politics (or executive lack of trust) deny the instructor any resolute actions. What is the use of even having an professor when grades are automated by a system, leadership is governed by a political board that only makes decisions that change policy once a semester (or at least so it seems)?

The attitude of the instructor also seems to be problematic at times. While I don't want to say that our instructor is rude at all times, responses to tend to be a little impudent, especially when involving topics of review. I understand that it is the student's responsibility to be ready for all possible aspects of this course. However in any life skill, if that skill is not used every day, even if you learned that skill just a few short months ago, it may be at least in part forgotten. Most courses tend to take sometime during the course to review topics that are deemed essential for the course on a whole. In this course, it seems that the general response for forgetting one portion of a concept covered in another course; is to suggest that you go back, spend thousands of dollars and several months of time to retake that entire course, rather than just ask for help. While I don't want to make it sound like our instructor was blatantly and consistently rude or unhelpful, there were a few times where he was.

In summation, I wish I could get my time and money back from taking this course. While I understand that not all of these issues can or will be fixed, there should be some thought by the governing staff on how things could change for this course.

Q

Q

Q

The text skips steps in examples so it makes it hard to follow along. The midterm was TOTALLY unrepresentative of the difficulty of the lessons and homework we had up until that point. Finally, there's no reason for those lessons to be THAT short. Each one could have been 45 minutes long. Just because it's online doesn't mean the lesson has to be short.

4 The professor in the lectures and the one teaching the class were different. The course syllabus was wrong for most of the first week. We didn't get our first homework assignments until 3 or 4 days into the class. We only had 5% of our grade until 12 days after the drop date. The professor was less than helpful.

5 The pace was too fast. I feel that with the 7.5 wk courses this could be broken down into 2 courses.

6 The class by itself does not promote learning, there is no feedback in the webworks other than marking something incorrect

7	The Webwor unlimited nu piazza instea students, as	rk platform is abysmal. Pearson MyMathLab, especially for online only classes, is best because it can step you through problems and has a virtually umber of practice problems, and the repetition involved is what really seals learning in this subject. The instructor also only took content questions via ad of being willing to help students on an individual basis, despite the fact the we pay tuition. And even when he did help via piazza, he was very short with s if they were already supposed to know the answer to what they were asking. Not a great way to run an online course.	Q
8	Since this w not apply to until several out early).	vas my first time learning calculus it went extremely fast paced. I didn't like that several aspects of the video introduction at the beginning of the class did our class. This made the beginning confusing. I also didn't like that we were told that it would be a fast paced course, but the homework wasn't enabled I days after the start of the class - presumably done this way so that the instructor would have less work (instead of possibly deleting anybody who dropped	
	Oddly enoug use the book	gh I rarely used the textbook. I'm sure that I would be told that was my choice and so forth, but I found the textbook to be too concise and not very helpful. I'll k to review the material before I take calc 2, and then by that time I'll know if the book was a worthwhile purchase or not.	Q
9	Pace is way	too fast. Should be regular semester course. I was inable to keep up with the pace.	Q
10	I have enjoye	ed the course and have no recommendations.	Q
11	I felt like the	e class was more focused on how to solve problems using algorithms rather than actual comprehension of the subject matter.	Q
	I did not like	that I reached out to my professor many times with no response.	
	If I found so	mething hard I didn't understand, it was very difficult getting an answer I trusted.	
	Also, I had to he never ans	o take days off from work to take his exams because I work 12 hr night shifts and the times I would be awake had no available time slots at ProctorU. (And swered me if there was anything he could do to accommodate this)	
12	I also hated fresh in my	ProctorU. They took over 45 minutes to connect with me, and then another 35 minutes to figure out the right password for my exam. So everything that was head went right out the window and I bombed my test which resulted in me giving up on this class to retake it in the fall at an actual campus.	
	Also, he alwa	ays put questions on the exam that the homework wasn't even due for yet. Which made me fuming.	
	This is the c	only class that has ever stressed me out to the point of tears.	0
	I absolutely	hated the way it was set up.	
13	For those of weeks. Gran of the cours material tha	to s that work full time, have families, and are trying to stay full time, its virtually impossible to be able to get the most out of any higher level course in 7.5 nted, Calc 1 is not considered higher level, but for those of us that haven't taken any math in years, its very difficult to manage the time. This isn't the fault we, but Arizona State should consider offering full semester length courses. I would rather take 4 classes each semester with 15.5 weeks to learn the an 2 classes per term with only 7.5 weeks. Between work and school, I'm dedicating between 80-90 hours every week; more if it is an exam week.	Q
14	Due date of covered in e	assignments do not match up to test dates. For example: assignments are due Tuesday and a test is Wednesday, but there are additional assignments xam that are not yet due until the next week. Match assignment due dates to the exam coverage.	Q
	1. Proctor U high on the o	- I absolutely hate it. I know it's necessary to prevent cheating, etc. but completely works against the flexibility I need in an online degree plus it's really creepy factor giving someone access to my camera, microphone, and desktop	
15	2. The video you're lookin down on the	as are good, but there's no indexed way of going back to see how to do a specific problem type again; you have to skip through the videos and try to find what ng for. Being able to easily go back and see a certain type of problem in the homework to remind you of the process would be extremely helpful and cut e enormous amount of time this class takes up each week.	Q
	Question	What did you like the most about the course?	
Re	sponse Rate		
	epende nate.		
1	nothing		Y

3	The lectures.

4 See above.

5 My favorite part of this class was wasting over \$2,000 on it.

2 The lectures, the availability of the professors in Piazza, WebWork is easy to use.

6 It was offered online.

7 Clear expectations.

8 Calculus is interesting.

9 Activities were relevant and fun to do.

Question: What did you like the least about the course?

Response Rate: 55.56% (10 of 18)

1 the professor

Q

Q

Q

Q

Q

Q

Q

Q

2	Week 4 required quite a bit more of my time and made the course seem a little unbalanced.	Q				
3	This class sucked. If you fell behind, there was no catching up.	Q				
4	The pace was too fast. I realize to get this amount of information out there that it needs to be fast but perhaps breaking the classes up into 2 classes to get all the information out would be beneficial. Also, as my instructor said that they were trying to keep costs down that's why the final and exam 2 are the only exams that are proctored. Honestly, I'd rather there be more weight put into the other tests and they all be proctored the cost doesn't bother me.	Q				
5	The pace is entirely too fast. This should be a full semester class. I was unable to complete the course.	Q				
6	The length of the term is too short. 10-15 weeks would really help students get a better understanding of the material so that they don't waste a large amount of money on a lot of early classes only to find out later that they never really understood the material and were just "passing" classes to move on to the next one. This is not conducive to producing well-educated engineers.	Q				
7	See above.	Q				
8	Same teacher videos. No extra help. No feedback on testing or assignments.	Q				
9	It's very difficult when you're having trouble with a problem figuring out what you're doing wrong.	Q				
10	Among the topics written above, some things that frustrate me about this course are: going from transferring in a 3.8 GPA to being in the mid twos, potentially having to repeat a course on a topic that I feel I understand (according to third party tests taken from other institutions) and wasting my time and money are just a few.	Q				
Faculty: Brian England						

Question:		What did you like about the instructor or the method of instruction?		
Res	sponse Rate:	61.11% (11 of 18)		
1	nothing		Q	
2	Very respon	sive and gives clear directions.	Q	
3	The instruct	or was well spoken and easy to understand.	Q	
4	Nothing		Q	
5	It's hard to judge Professor England's instructions for the course because Professor Abramson is the one providing the lectures. But Professor England does a fantastic job of explaining the process of a question if students are stuck without outright giving away the answer (this takes place in Piazza). Very rarely does his explanation not help the student understand and figure out the solution.			
6	I like the vid	eos	Q	
7	I do like tha	the instructor was accessible and knowledgeable about the topic.	Q	
8	I completely	100% disliked this instructor.	Q	
9	He was time	ely in responses on Piazza and he didn't just give you the answer but rather other ways to think about the problem which was helpful and promoted learning.	Q	
10	England con	nmunicates and is clear. The instructor does not actually teach the course though.	Q	
11	Brian wasn'i	really the instructor. He answered questions that people had. The instructor was on the videos. So this survey question didn't fully apply. Anyhow	Q	

Faculty: Brian England

Question: What did you dislike about the instructor or method of instruction? Do you have any suggestions to improve instruction?

Response Rate: 61.11% (11 of 18)

1 Was discussed above under general dislikes of course.

There is one test that is extremely heavily weighted and covers the most material in the course. From the sounds of the discussion in Piazza, nobody did well on it. In my opinion, that test would do better to be split up between the first and second tests. The first test was extremely easy so there is no reason why it shouldn't throw in a few low-level derivative questions. This could make the first test more challenging and alleviate some of the absurdity of the second test. A large portion of the

Q

Q

2 second test covers material that is only touched on one time in the course and never brought up again (related rates, for example) so the level of understanding for those questions is significantly lower than on the later questions in the exam. Having such a heavily weighted exam be arguably the hardest exam of the term really hurts a student's potential to pass the class. I have no issue with the exam being heavily weighted to sift out the cheaters on exams 1, 3 and the Mastery exam, but even for those of us that don't cheat, that test is brutal. I believe spreading it out can help. That's my only real complaint about this course other than the length of the term.

3 There is no feedback in the homework other than marking it wrong. There is no instruction showing how a problem was gotten wrong.

4	Respond to your friggen emails and actually teach your class.	Q
5	Not to use having to take his own classes as an excuse for not helping students.	Q
6	N/A	Q
7	I found it confusing at the very beginning of the course knowing who the instructor truly was. It would have been better to explicitly write in the intro announcement that we were watching a generic video by someone who wasn't our instructor.	Q
8	I don't like how the same videos are used by all teachers. VERY disappointing. Each teacher should create their own lectures.	Q
9	He almost seemed bothered to be teaching this class and to be asked to help the students.	Q
10	Everything. Didn't even take the time to make his own videos, just recycled a better teacher's material.	Q
11	Brian England is mostly likely the snobbiest, demeaning, and critical instructor I have ever worked with in my student career. This man needs some lessons on empathy, social norms and general kindness. While his responses were timely and detailed, there was always a tone of belittlement and plain harshness with his responses. All you need to do is go back to Piazza and review his many responses to the students' questions and you'll see how completely brusque he has been. A perfect example is when I illustrated in an example that 1*1=1 (it was a problem where each term resulted in 1, I believe. He found it necessary to start the response back, "Well first of all, 1*1 is always 1" I was a little flabbergasted that I'm in a calculus course and Brian found it necessary to remind me of that. He may have meant it harmlessly, but it comes across a belittling. I am 31 years old with a good job. Don't talk to me like an 18 year old freshman. I am paying \$500 a credit to learn, not to be taught by some know-it-all snot. Further, a instructor in the math department doesn't have business advising engineering students on if they have what it takes to be an engineer. After the midterm (which many students did poorly on), he responded to the comments essentially asking us to question if we could handle the rigor of future math courses. I would also add, that with the rigor of this course and the short time table, it is completely unacceptable to have the WebWork material available three days after the course started. Brian kept blaming this on the math department and also reminded us that he himself is taking 5 courses so we need to remember that when asking him for questions. If I used those kinds of excuses in my job I could say goodbye to my bonus and a nice pay raise. I really don't appreciate this attitude of "I'm the teacher, you are the student, and I have all the power and rights." With online learning you should be way more mindful that you are dealing with free-thinking, experienced adults. We have "been there, a	Q