

**2207B - Fall 2020 - LA - CMATHSTAT - ASUO Survey**  
**2207B (2020)**

**Arizona State University**  
**UC**

<b>Course:</b>	MAT 266 75598 - Calculus for Engineers II	<b>Department:</b>	CMATHSTAT
<b>Responsible Faculty:</b>	Brian England	<b>Responses / Expected:</b>	32 / 86 (37.21%)
<b>Overall Mean:</b>	<b>4.5</b> How often access course (32 responses) <b>4.4</b> Cum GPA (29 responses) <b>4.4</b> 5-Point SA>SD w/Neutral H-L (217 responses) <b>4.2</b> Grading (64 responses) <b>4.1</b> 5-Point w/ Neutral H-L (416 responses) <b>4.1</b> Expected Grade (32 responses) <b>4.1</b> Excellent to Poor (160 responses) <b>2.6</b> Class Standing (Fr,So,Jr,Sr,Grad) (32 responses) <b>1.3</b> Reason for course L-H (32 responses)		

CMATHSTAT Course Questions General Course Questions		MAT 266 - 75598									
		Responses (%)					Course				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
<b>Q1</b>	Assignments and/or examinations promote learning	18 56.3%	12 37.5%	1 3.1%	1 3.1%	0	32	4.5	5	5	.71
<b>Q2</b>	Class sessions are well planned	14 43.8%	11 34.4%	5 15.6%	2 6.3%	0	32	4.2	4	5	.91
<b>Q3</b>	The pace and level of the course are appropriate	12 37.5%	13 40.6%	1 3.1%	5 15.6%	1 3.1%	32	3.9	4	4	1.14
<b>Q4</b>	The course engages my interest	14 43.8%	9 28.1%	5 15.6%	3 9.4%	1 3.1%	32	4.0	4	5	1.12
<b>Q5</b>	I learned something that I consider valuable	16 50%	13 40.6%	1 3.1%	2 6.3%	0	32	4.3	4.5	5	.81

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

CMATHSTAT Course Questions General Course Questions		MAT 266 - 75598									
		Responses (%)					Course				
		A	B	C	D	E	N	Mean	Med.	Mode	Std Dev
<b>Q6</b>	Using A-E as grades, what is your overall rating of the course?	14 43.8%	13 40.6%	2 6.3%	2 6.3%	1 3.1%	32	4.2	4	5	1

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 266 - 75598									
		Responses (%)					Course				
		OAW	TAW	TTA	FTA	FOM	N	Mean	Med.	Mode	Std Dev
<b>Q7</b>	On average, how often did you access your course?	1 3.1%	1 3.1%	1 3.1%	6 18.8%	23 71.9%	32	4.5	5	5	.93

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

CMATHSTAT Online - Course Tool Questions ASU Online and iCourse		MAT 266 - 75598									
		Responses (%)					Course				
		E	VG	G	F	P	N	Mean	Med.	Mode	Std Dev
<b>Q8</b>	How would you rate the overall quality of your experience with the technology used in this course (videos, uploading files, etc.)?	12 37.5%	6 18.8%	10 31.3%	2 6.3%	2 6.3%	32	3.8	4	5	1.20
<b>Q9</b>	How would you rate the ease of navigation?	21 65.6%	7 21.9%	3 9.4%	0	1 3.1%	32	4.5	5	5	.90
<b>Q10</b>	How would you rate the accessibility of the instructor?	13 40.6%	11 34.4%	5 15.6%	2 6.3%	1 3.1%	32	4.0	4	5	1.05
<b>Q11</b>	How would you rate the timeliness of the instructor's response to questions, assignments, and tests?	13 40.6%	9 28.1%	8 25%	2 6.3%	0	32	4.0	4	5	.95
<b>Q12</b>	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?	14 43.8%	8 25%	6 18.8%	3 9.4%	1 3.1%	32	4.0	4	5	1.13

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

CMATHSTAT Student Demographic Questions Academic General		MAT 266 - 75598									
		Responses (%)					Course				
		F	S	J	S	G	N	Mean	Med.	Mode	Std Dev
Q13	What is your current class standing?	2 6.3%	16 50%	9 28.1%	3 9.4%	2 6.3%	32	2.6	2	2	.96

Responses: [F] Freshman=1 [S] Sophomore=2 [J] Junior=3 [S] Senior=4 [G] Graduate=5

CMATHSTAT Student Demographic Questions Academic General		MAT 266 - 75598								
		Responses (%)				Course				
		MR	RFC	GS	EGI	N	Mean	Med.	Mode	Std Dev
Q14	What requirement does this course meet for you?	27 84.4%	1 3.1%	4 12.5%	0	32	1.3	1	1	.67

Responses: [MR] Major Requirement=1 [RFC] Related Field Course=2 [GS] General Studies=3 [EGI] Elective (General Interest)=4

CMATHSTAT Student Demographic Questions Academic General		MAT 266 - 75598									
		Responses (%)					Course				
		A	B	C	D/E	O	N	Mean	Med.	Mode	Std Dev
Q15	What grade do you expect to earn for this course?	8 25%	18 56.3%	6 18.8%	0	0	32	4.1	4	4	.66

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

CMATHSTAT Student Demographic Questions Academic General		MAT 266 - 75598									
		Responses (%)					Course				
		3	3	2	2	B2	N	Mean	Med.	Mode	Std Dev
Q16	What is your current ASU GPA?	14 48.3%	12 41.4%	3 10.3%	0	0	29	4.4	4	5	.67

Responses: [3] 3.5+=5 [3] 3.0-3.49=4 [2] 2.50-2.99=3 [2] 2.0-2.49=2 [B2] Below 2.0=1

ASU Online Program Online Content and Instruction		MAT 266 - 75598									
		Responses (%)					Course				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q17	The course was easy to navigate.	24 77.4%	5 16.1%	2 6.5%	0	0	31	4.7	5	5	.58
Q18	The course presentations contributed to my learning.	18 58.1%	8 25.8%	3 9.7%	2 6.5%	0	31	4.4	5	5	.90
Q19	The course criteria for success on graded work was clear and specific.	23 74.2%	4 12.9%	2 6.5%	2 6.5%	0	31	4.5	5	5	.87
Q20	The course learning activities adequately prepared me for graded work.	18 58.1%	6 19.4%	4 12.9%	2 6.5%	1 3.2%	31	4.2	5	5	1.10
Q21	The instructor was visibly present in the course (e.g. posted announcements, active in discussions, etc.).	22 71%	5 16.1%	1 3.2%	3 9.7%	0	31	4.5	5	5	.95
Q22	The instructor responded to inquiries within 24 hours.	21 67.7%	6 19.4%	2 6.5%	2 6.5%	0	31	4.5	5	5	.88
Q23	The instructor provided meaningful feedback on graded work.	14 45.2%	2 6.5%	8 25.8%	4 12.9%	3 9.7%	31	3.6	4	5	1.40






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



















CMATHSTAT Faculty Questions Course Related Faculty Questions		Brian England									
		Responses (%)					Individual				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q24	The instructor's presentations are clear and understandable	8 25%	10 31.3%	10 31.3%	1 3.1%	3 9.4%	32	3.6	4	3,4	1.17
Q25	The Instructor makes clear what is expected of me in this course	17 53.1%	11 34.4%	2 6.3%	1 3.1%	1 3.1%	32	4.3	5	5	.95
Q26	I have confidence in the instructor's knowledge of the subject	22 68.8%	7 21.9%	2 6.3%	0	1 3.1%	32	4.5	5	5	.87
Q27	The instructor is helpful if the class has difficulty with the material	15 46.9%	12 37.5%	2 6.3%	2 6.3%	1 3.1%	32	4.2	4	5	1.01
Q28	I feel welcome seeking help from the instructor	14 43.8%	11 34.4%	1 3.1%	3 9.4%	3 9.4%	32	3.9	4	5	1.30
Q29	The instructor promotes effective class discussion	14 43.8%	10 31.3%	6 18.8%	1 3.1%	1 3.1%	32	4.1	4	5	1.01
Q30	The instructor conveys enthusiasm about the course	9 28.1%	13 40.6%	7 21.9%	1 3.1%	2 6.3%	32	3.8	4	4	1.07
Q31	The instructor's responses to written work are helpful	10 31.3%	12 37.5%	7 21.9%	2 6.3%	1 3.1%	32	3.9	4	4	1.02









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



















CMATHSTAT Faculty Questions Course Related Faculty Questions		Brian England									
		Responses (%)					Individual				
		A	B	C	D	E	N	Mean	Med.	Mode	Std Dev
Q32	Using A-E as grades, what is your overall rating of the instructor?	19 59.4%	7 21.9%	2 6.3%	3 9.4%	1 3.1%	32	4.3	5	5	1.12





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











Question:	What did you like about the course?										
Response Rate:	71.88% (23 of 32)										
1	math :)										
2	good pace, concise lectures relevant to the homework										
3	WebWork is pretty neat when you get use to it										
4	The professor was always available for answering questions. Even late at night he would respond.										
5	The many different resources available from ASU math lectures was helpful in playing catchup.										















6	The instructor was prompt with help. The pace of the course was steady and the material was covered well.	
7	The instructor and how on top of things he was. I also like webwork for the most part.	
8	The difficulty was more appropriate than the previous calculus class I took. It was challenging, but the homework assignments and tests were not unnecessarily difficult.	
9	The course was challenging but doable, featured great lectures and examples, and had excellent class communication and participation.	
10	The course is challenging	
11	The course was very informative.	
12	The WeBWork platform is quite easy to use. The extra credit opportunities also allowed for less stress throughout the session.	
13	That it was actually taught by Prof Abramson.	
14	Maintained the same instructor through all lecture videos. Ideas are presented clearly and concisely with relevant examples.	
15	It was straight forward and could print out the homework to work on while at work.	
16	It was necessary, although, the volume of required homework and difficulty was FAR higher than necessary for what is needed on the test. I appreciated this on the test, as it made them see easy in the moment (even if it meant stressing out before each one). This is generally a weed-out course, so it feels good to be through it.	
17	It was just ok.	
18	I liked the pace.	
19	I liked how involved the instructor was on Piazza and willing to answer questions	
20	I liked how organized each module was. The lectures also made difficult topics much easier to understand.	
21	I enjoy working with webwork. The solutions provided after assignments close really helps me get a better understanding of how things are supposed to be if I run into any problems. I like the explanations there better.	
22	Everything seemed to build upon the last to get the student to that area of final understanding and application. Well built and well planned.	
23	As it was my first time taking calculus, I strongly felt I learned valuable information for a lifetime	


Question: What did you dislike about the course? Do you have any suggestions to improve the course?		
Response Rate: 81.25% (26 of 32)		
1	the lecture videos for calc2 seriously need to be revamped. They are absolutely horrible. I don't know who ever approved those calc2 videos, but that person needs to be fired. ASU OWES professor Lennard from YouTube a check for being the one who really taught us calculus.	
2	nothing bad to say	
3	Time consuming	
4	The videos that are linked for example problems in most of the modules that use lightscribe or pen cast are extremely low quality. The audio is hard to discern and the video bitrate is terrible, and cant be adjusted like the main lectures. You can download the pdf of the example problem, but with that I was unable to get the pencast to "play" and had to work through the problem without instructor commentary.	
5	The videos were abhorrent. Some are so pixilated you can't see what's on the screen. Some have terrible audio. Some have both problems. The example videos for the most part were useless. The instructor didn't add videos to cover harder problems or help better explain concepts.	
6	The video lectures could have been more detailed. Because the are typed out, sometimes steps are skipped and you can't see how the professor got the answer. There was some stuff that I was completely confused about because their was an assumption that we remember info from geometry which was years ago.	
7	The reviews were not very helpful and the videos were kind of scattered. Instead of matching the format of the course questions and the exams, the questions were formatted differently and asked things in a different manner. Doing the reviews often confused me into thinking I did not know how to do things, yet the exam would present problems in the way I used to seeing them. The instructor seemed to use standardized review sheets instead of making his own, which may have saved time but was not helpful to students. My suggestion to improve the course is to talk to Professor Firoz Firozzaman about how he structures his Calculus I for Engineers course because I had a much better experience with the reviews and videos.	
8	The professor kept changing due dates and with the formulas required note cards for tests would have helped me succeed in the tests.	

























9	The instructor seemed to have too many courses going on at once and struggled to keep up. Additionally, like most mathematicians I imagine, his people skills on piazza seemed to be lacking. That being said, students did ask questions that should not have been asked. The responses could have been approached with more tact and less harshly, however.	
10	The homework due dates could of been more evenly dispersed.	
11	<p>The biggest issue with this class was the pace. Material is covered at breakneck speed, so the traditional structure of 3 tests and a final is simply inappropriate for such a short and quick class. There is too much material that needs to be learned in such a short time span to then be tested on in bulk on the tests. I would strongly suggest breaking the tests up into multiple quizzes each, for example 6 quizzes and a final, as opposed to 3 large tests and a final.</p> <p>Also, the example videos don't work for many students using very commonly used internet browsers (such as Chrome). I would suggest changing them into video files of the same type as the lectures, as those work just fine.</p>	
12	Some of the example videos are really poor quality, so they were difficult to see. I think some new videos with higher resolution need to be added.	
13	Professor England did almost nothing to actually teach this course. He used another professor's videos, and then just answered questions on Piazza (most of those responses were condescending and sarcastic.) Due dates have been moved for EVERY single test, he even let people retake exam 1 because of some Covid excuse. His assigned homeworks have been somewhat off in learning from the videos. His tests are completely different from the homeworks. I'm not entirely sure what I am paying for with this class, as no one actually taught it. Very disappointed that I took this class with Professor England, and will make sure not to make that mistake again.	
14	Only RPhow issues. 2/3 tests were fine. Then randomly the program wouldn't let me start because of my computer's driver, which had been on for the previous 2 tests. The driver was not open in any tabs so the random change had me dealing with tech support rather than taking my final.	
15	Nothing to change at this time.	
16	Not so many explanations on some examples from homework so I had to do research on my own, but those hard examples were not on tests which was good.	
17	Most of the videos that explained complex concepts were very blurry so I had to go on the internet to locate alternate resources	
18	In general I prefer to take math classes over regular 16 week sessions.	
19	I would have liked to have a little more information during the lecture videos. I found myself looking for more examples and information using external resources.	
20	I do not like some of the discussion videos/examples that were provided. Some of them are helpful, but at the same time there are some that just do not relate to the material which makes me have to do additional research on my own and figure out how to work each section.	
21	I dislike the fact that some homework assignments are due at the end of the week and some are due at the middle of the week. I would rather have them all due at the end of the week for the sake of consistency.	
22	<p>I didn't like the pace of the course. I think that online courses should be the same pace as on-ground courses. For me a 16 week course would add variety to my focuses and I also think I'd retain more information since I'd have a longer exposure. Also from a numbers standpoint 7.5 week courses are not faster than 16 week courses because the speed to graduation is directly relative to the number of courses taken per semester. The only variations caused by 7.5 week courses is an extreme focus on fewer course's content that invariably passes by too swiftly to be replaced by an equivalent extreme focus on variant course content.</p> <p>The poor blurry quality of the videos on canvas. The videos were blurry more than half of the time and half of the time they were blurry they were blurry to the point where I couldn't make what what was written on the slides. Also I think the videos for MAT 266 are shorter than the videos for MAT 265 in spite of the increased difficulty of the content. You should consider doing something similar to Professor. Leonard(Here is a link to his videos on calculus: <a href="https://www.youtube.com/channel/UCoHhuummRZaIVX7bD4t2czg">https://www.youtube.com/channel/UCoHhuummRZaIVX7bD4t2czg</a> ). Have the teachers actually teach the courses to a couple students and record them teaching then upload the videos. The videos are too short given the content. I watched the course videos AND Professor Leonard's Videos AND Khan Academy's videos to understand the course content.</p> <p>Lastly some of the questions in Webwork were misleading. Chapter 8 quiz #12 as an example tells you to write DNE if the answer does not exist but when attempting to use DNE as an answer it gives you an error stating DNE is not defined in this context. Why is DNE listed as an option if it is not defined?</p>	
23	I did not like the videos for the course. For an advanced math like this, we should have more than just a 25-30 min video on how to do the integration. There were also errors in the videos that I pointed out to the instructor. There should not be errors in the videos as this can extremely confuse students.	
24	Honestly, no complaints.	
25	Honestly, the beginning of this course is ROUGH. I enrolled in the KISS program over the summer but had taken a class in between the summer semester and fall B. It was definitely a jolt to the system.	
26	Assignment due dates were inconsistent. Many classes have them due every Sunday at midnight, rather than mid week. Video lectures were of poor quality, visually. Video lectures sped through the material with incomplete or without thorough explanations.	

Question:		What did you like the most about the course?	
Response Rate:		43.75% (14 of 32)	
1	learning new concepts and ideas		
2	The linear aspect of learning		
3	The instructor was admirable. I also like webwork inasmuch as assignment questions are not misleading.		
4	The WeBWork platform was easy to use.		



5	Prof Abramson lectures are interesting and short	
6	Lecture videos covering concepts and examples. Reading this material only gets me so far.	
7	It was a requirement, but I did like that it over-prepared me for all the tests. Even if it was stressful.	
8	I liked the instructor, he was always available to answer questions.	
9	I liked how Webwork exams allowed us to check our answers once before we officially submitted our final answers.	
10	I like the lectures and how relevant they were to the homework.	
11	I enjoyed Prof Abramson actually teaching the course, as I understand his methods.	
12	I enjoyed the material that was covered during the course.	
13	I enjoy math altogether. The material was interesting to learn.	
14	*see previous comments	

Question: What did you like the least about the course?		
Response Rate: 53.13% (17 of 32)		
1	some examples did not have explanations	
2	n/a	
3	The video quality was poor, and the information provided seemed inadequate.	
4	The poor blurry quality of the videos on canvas. The videos were blurry more than half of the time and half of the time they were blurry they were blurry to the point where I couldn't make what what was written on the slides. Also I think the videos for MAT 266 are shorter than the videos for MAT 265 in spite of the increased difficulty of the content. You should consider doing something similar to Professor. Leonard(Here is a link to his videos on calculus: <a href="https://www.youtube.com/channel/UCoHhuummRZaIVX7bD4t2czg">https://www.youtube.com/channel/UCoHhuummRZaIVX7bD4t2czg</a> ). Have the teachers actually teach the courses to a couple students and record them teaching then upload the videos. The videos are too short given the content. I watched the course videos AND Professor Leonard's Videos AND Khan Academy's videos to understand the course content.	
5	The pace was difficult only because of the length of the semester being shortened this year.	
6	The last module of the course was a little overwhelming. The amount of material covered in the timeline made it difficult to gain a full understanding of the material.	
7	The homework was pretty finicky at points, but it's understandable.	
8	The example videos were awful. Most videos were low bit rate and hard to understand.	
9	The course videos were not always necessary or did not always demonstrate all the concepts we needed to know.	
10	Some example videos were of poor quality	
11	RPnow	
12	Professor England. This was the worst course I have taken at ASU, and puts a very bad taste in my mouth about the rest of my education at this University, and the money I am spending to do so.	
13	Not very interactive. Webwork just gives you problems with no hints. I liked Aleks much better because it provided hints and reminders to assist with	
14	Much too fast paced. Homework assignments could have been shorter. With the pace of the class (half a semester) it would be much better to have less homework problems. Anyone who needs more can get more from the book easily, and should consider taking the slower paced (full semester) version in order to give adequate learning time. I was drowning trying to keep up with the amount of homework, even if it wasn't difficult problems.	
15	Jay's videos are nice, but they require some sort of inherent knowledge of the topic if they're going to be that short. His MAT 265 videos were 45 minutes long with some sort of interaction with what looked like were his students. Now we get 15-20 minutes of blasting through theory, a few examples, and then we're done. I've had to look to outside resources (Youtube, to be exact) for more in depth explanation and assistance.	
16	It would be nice to see a "hint" button on WebWork that shows you a similar, non-graded problem if you get stuck. It can be said, however, that there are plenty of resources online that can be utilized for the same purpose.	

17	I disliked how some batches of homework assignments were due during the middle of the week, as opposed to all assignments being due at the end of the week.	
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<b>Faculty:</b> Brian England		
<b>Question:</b> What did you like about the instructor or the method of instruction?		
<b>Response Rate:</b> 75.00% (24 of 32)		
1	very fast responses, very knowledgeable of subject	
2	hes pretty fair	
3	course is well organized and lectures are good (I believe the lecture videos are by someone else).	
4	The method of instruction was great, but with a few improvements can be better.	
5	The instructor was quick to answer question. He also adjusted the deadlines when needed for the class based on different circumstances.	
6	The instructor was always very easy to talk to whenever help was needed, and the method of instruction allowed us to work at our own pace, which was very helpful for managing time.	
7	The instructor was ready to help most of the time on Piazza.	
8	Professor England was extremely understanding about the circumstances of the nation and student mental health. Often he extended or changed assignments to allow us more time to work and study. Without that I personally would have fallen behind and probably dropped out to repeat the course another semester.	
9	Online course, the only experience I had with Prof England was through Piazza. His responses were always timely, clear, and most importantly, helpful.	
10	Not much.	
11	Mr. England is extremely intelligent. Some of his solutions for homework problems that pull information from 265 or even things that I've dumped are nothing short of just insanely clever. He did inform us that he took on additional classes this term, so any sort of shortfall on Piazza responses are understandable.	
12	It is hard to rate instructor on this course because how course is built.All math professors use same material.	
13	Instructor is very cooperative	
14	Instructor was knowledgeable and, although he did not seem friendly, I believe he was friendly and understanding. There were multiple times where he was flexible and very reasonable.	
15	I liked the lecture videos. I thought they explained the material in a way that made it easy to comprehend.	
16	I like that the homework allowed for unlimited attempts, it really fostered my determination. The lectures had lots of great examples.	
17	He was very involved	
18	He was very quick with his responses.	
19	He was prompt and straight forward.	
20	He allowed a few extensions to the class that was very helpful.	
21	Despite the pandemic, I felt comfortable with the ease of getting ahold of the instructor. He was very helpful when questions arose. He arranged the material in a way that helped me learn in the short amount of time this class was.	
22	Despite an increased work load the instructor always answered questions swiftly, often in under 24 hours, and grades for assignments were posted within a week of deadlines passing. The instructor was very proactive and very understanding of students needs.	
23	Condescending, sarcastic, borderline mean responses to questions. Constant changes in due dates.	
24	Although its an online class, he seems to be very reponsive even with the amount of classes he is currently teaching. Additionally, this term has been tough regarding the pandemic and he has acted accordinly for some.	

<b>Faculty:</b> Brian England		
<b>Question:</b> What did you dislike about the instructor or method of instruction? Do you have any suggestions to improve instruction?		
<b>Response Rate:</b> 68.75% (22 of 32)		

1	nothing	
2	nothing to add here	
3	none	
4	n/a	
5	<p>The instructor was admirable.</p> <p>I disliked that the course content videos were so often blurry and poor quality. It made taking notes and seeing what was being taught visually difficult. An improvement in video quality is pretty necessary considering this is an online course and all educational content is delivered via video.</p> <p>Also I think the videos for MAT 266 are shorter than the videos for MAT 265 in spite of the increased difficulty of the content. You should consider doing something similar to Professor. Leonard(Here is a link to his videos on calculus: <a href="https://www.youtube.com/channel/UCoHhuummRZaIVX7bD4t2czg">https://www.youtube.com/channel/UCoHhuummRZaIVX7bD4t2czg</a> ). Have the teachers actually teach the courses to a couple students and record them teaching then upload the videos. The videos are too short given the content. I watched the course videos AND Professor Leonard's Videos AND Khan Academy's videos to understand the course content.</p> <p>Lastly some of the questions in Webwork were misleading. Chapter 8 quiz #12 as an example tells you to write DNE if the answer does not exist but when attempting to use DNE as an answer it gives you an error stating DNE is not defined in this context. Why is DNE listed as an option if it is not defined?</p>	
6	The instructor is not very tactful when communicating with students. This may lead to some students timid to approach the instructor with questions.	
7	Sometimes the homework didnt provide hints if you were close which can be a bit frustrating.	
8	<p>Some people think he's rude, but I disagree. Most responses that come across that way are generally in response to people not following guidelines that are advertised in the syllabus or just asking questions that frankly don't need to be asked.</p> <p>My only critique of Mr. England is the updating of grades from WebWork into Canvas so that we can see how we stand. I have no idea what sort of impact my completed extra credit is going to have nor what my exam scores have brought my grade down to.</p>	
9	Some of his discussion responses and announcements were in a rude/sarcastic tone. It did not affect me, however, it can be very unwelcoming to a student who is expecting a teacher to help whether it's a silly question or not.	
10	Seemed bothered if you had a question. Didn't make any videos to help with problems. Seemed like they wanted the class to run by itself.	
11	Often there were problems in the homework that didn't have examples in the module. While students could ask questions in piazza, if it was close to due date, there wouldn't be much chance of it getting answered and would have to seek solutions elsewhere.	
12	None.	
13	I would like to see more videos on each section in greater detail. Some of the videos were not helpful in my opinion due to how broad the topics can be.	
14	I wish we could have used a formula sheet. Expecting people to learn and remember that many formulas in that short of time is a little bit ridiculous. I would suggest him making a formula sheet that you can use on the test, that way people don't make their own and cheat.	
15	I think the instructor let professionalism slip a few times on Piazza in letting things almost turn into personal issues rather than just trying to solve problems. I think he could be a little more objective with things and not say things like "you seem to be making a lot of assumptions" or "This should actually be review from Cal I" (ironically, I had just come straight from Cal I and the section he was referring to with a similar comment was not in it). To me, he could have simply diffused some situations with simple answers instead of provoking them to continue. There was one time that the instructor sent out an announcement to all his classes to save himself time then had to explained that some of the information in it was not for our specific class. To me, this says that he is not willing to put in the time to try to save students confusion. Also, I would like to see some personal lecture videos to give us a more personal connection with the professor and let us see him working out some of the harder problems in the course.	
16	I think instructors should have to do their own videos. What exactly do a professors wages go towards if they aren't actually teaching the class? This would be unacceptable for an in person class, and I am disappointed that it flies for an online course.	
17	I have no complaints nor suggestions.	
18	His people skills are lacking. Perhaps this is due to purely text-based online communication. Some of the responses to questions seemed quick and harsh. I assume this is due to the number of courses he has at once, which made navigating the class very difficult, as there was constantly conflicting information posted on canvas about deadlines/requirements.	
19	He didn't seem to understand what was being asked and was too focused on layout of requested assistance. Often I found my fellow students were more helpful.	
20	Grades were not updated regularly. Lack of feedback or encouragement. There was no method of instruction from the instructor. It felt like he was like he was running someone else's class and he had no control... What ever material was posted and set up modularly for him, is what you get, good luck... My MAT 265 experience was by far better.	
21	Fix proctor/ RPNOW issues. This isn't the instructor's fault but technology issues make the class more stressful.	
22	A few times there was a disconnect between the Webwork questions and the types of examples from the lecture, so I looked outside of the class for answers. I have nothing bad to say about the instructor, I thought he did a great job.	