2201B - Spring 2020 - LA - CMATHSTAT - ASUO Survey 2201B (2020)

Course:	MAT 275 31304 - Modern Differential Equations	Department:	CMATHSTAT
Responsible Faculty:	Brian England	Responses / Expected:	28 / 86 (32.56%)
Overall Mean:	 4.8 How often access course (28 responses) 4.2 Cum GPA (26 responses) 4.0 Grading (56 responses) 4.0 5-Point SA>SD w/Neutral H-L (196 responses) 3.9 Expected Grade (28 responses) 3.9 5-Point w/ Neutral H-L (362 responses) 3.7 Excellent to Poor (140 responses) 2.6 Class Standing (Fr,So,Jr,Sr,Grad) (28 responses) 1.3 Reason for course L-H (28 responses) 		

					MA	AT 275 - 3	31304				
Ge	IATHSTAT Course Questions neral Course Questions		Re	sponses (%	6)				Course)	
		SA	Α	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q1	Assignments and/or examinations promote learning	8 28.6%	13 46.4%	3 10.7%	4 14.3%	0	28	3.9	4	4	.98
Q2	Class sessions are well planned	9 33.3%	6 22.2%	9 33.3%	2 7.4%	1 3.7%	27	3.7	4	3,5	1.11
Q3	The pace and level of the course are appropriate	7 25%	10 35.7%	5 17.9%	6 21.4%	0	28	3.6	4	4	1.08
Q4	The course engages my interest	6 21.4%	11 39.3%	3 10.7%	8 28.6%	0	28	3.5	4	4	1.12
Q5	I learned something that I consider valuable	10 35.7%	11 39.3%	5 17.9%	1 3.6%	1 3.6%	28	4.0	4	4	1

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

MATHSTAT Course Ouestions		MAT 275 - 31304												
General Course Questions	Responses (%)					Course								
	A	В	с	D	E	N	Mean	Med.	Mode	Std Dev				
Q6 Using A-E as grades, what is your overall rating of the course?	9 32.1%	10 35.7%	7 25%	2 7.1%	0	28	3.9	4	4	.92				

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 275 - 31304											
		Re	sponses	(%)									
		TAW	TTA	FTA	FOM	N	Mean	Med.	Mode	Std Dev			
Q7 On average, how often did you access your course?	0	0	2 7.1%	1 3.6%	25 89.3%	28	4.8	5	5	.54			

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

					МАТ	275 -	313	04			
ASU	Online and iCourse		Res	onses	(%)				Cours	е	
		Е	VG	G	F	Ρ	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.)?	7 25%	8 28.6%	7 25%	4 14.3%	2 7.1%	28	3.5	4	4	1.21
Q9	How would you rate the ease of navigation?	9 32.1%	10 35.7%	6 21.4%	3 10.7%	0	28	3.9	4	4	.98
Q10	How would you rate the accessibility of the instructor?	10 35.7%	6 21.4%	7 25%	3 10.7%	2 7.1%	28	3.7	4	5	1.26
Q11	How would you rate the timeliness of the instructor's response to questions, assignments, and tests?	10 35.7%	6 21.4%	7 25%	5 17.9%	0	28	3.8	4	5	1.12
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?	10 35.7%	5 17.9%	8 28.6%	4 14.3%	1 3.6%	28	3.7	4	5	1.20

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

MAT 275 - 31304																
Acad	THSTAT Student Demographic Questions lemic General			Resp	onses ((%)						Co	urse			
		F		s	J		s	G	N	м	ean	Me	ed.	Mode	;	Std Dev
Q13	What is your current class standing?	2 7.1%	:	10 35.7%	12 42.9%	6	4 14.3%	6 0	28	2	.6	3	3	3		.81
			F	Responses	s: [F] Fre	eshm	an=1 [\$	S] Soph	iomore	e=2 [J] 、	Junior=3	5 [S]	Senior	=4 [G]	Gradu	ate=5
СМА	THSTAT Student Demographic Questions							Ν	1AT 27	75 - 313	04					
Acad	lemic General				Resp	onse	s (%)	I				C	ourse			
				MR	RFC	2	GS	EC	i i	NN	lean	М	ed.	Mod	e	Dev
Q14	What requirement does this course meet for you?			24 85.7%	0		4 14.3%	C	2	28	1.3		1	1		.70
	Responses: [MR] Major Requirement=1 [RFC] Relat							ourse=2	[GS] (General S	tudies=3	[EG	I] Electi	ve (Gen	eral Inte	erst)=4
CMA	AATHSTAT Student Demographic Questions						MAT 275 - 31304									
Acad	lemic General				Respo	nses	(%)		1			Cours		ourse		a . I
				A	В	(C	D/E	0	N	Mean	1	Med.	Мо	le	Dev
Q15	What grade do you expect to earn for this course?		6 21.	6 .4% 5	15 3.6%	6 21.	6 .4%	1 3.6%	0	28	3.9		4	4		.75
							Re	sponse	es: [A]	A=5 [B]	B=4 [C]	C=3	8 [D/E]	D/E=2	[0] Ot	her=1
								MAT 2	75 - 31304							
Acad	lemic General			Responses (%) Course												
		3		3		2	2	B2	N	Mea	an	Med. Mode			Std Dev	
Q16	What is your current ASU GPA?	10 38.5) 5%	10 38.5%	2	6 3.1%	0	0	26	4.2	2	4		4,5		.77
				Respo	nses: [3	3] 3.5-	+=5 [3]	3.0-3.4	9=4 [2] 2.50-2	.99=3 [2	2] 2.0)-2.49=	2 [B2]	Below	2.0=1
	Online Program									MA	Т 275 - 3	3130	4			
Onli	e Content and Instruction							Res	ponse	s (%)	I			Cours	e	0.1
							SA	A	N	D	SD	N	Mean	Med.	Mode	Dev
Q17	The course was easy to navigate.						15 53.6%	9 32.1%	4 14.3%	0	0	28	4.4	5	5	.72
Q18	The course presentations contributed to my learning.					8 28.6%	9 32.1%	4 14.3%	3 10.7%	4 14.3%	28	3.5	4	4	1.38	
Q19	19 The course criteria for success on graded work was clear and specific.						14 50%	11 39.3%	2 7.1%	1 3.6%	0	28	4.4	4.5	5	.77
Q20	0 The course learning activities adequately prepared me for graded work.						11 39.3%	3 10.7%	9 32.1%	2 7.1%	3 10.7%	28	3.6	3.5	5	1.35
Q21	The instructor was visibly present in the course (e.g. posted announcer	ments, a	ctive	in discus	sions, e	tc.).	16 57.1%	7 25%	2 7.1%	3 10.7%	0	28	4.3	5	5	.99
Q22	The instructor responded to inquiries within 24 hours.						17 60.7%	8 28.6%	1 3.6%	1 3.6%	1 3.6%	28	4.4	5	5	.98
Q23	23 The instructor provided meaningful feedback on graded work.						8 28.6%	7 25%	5 17.9%	2 7.1%	6 21.4%	28	3.3	4	5	1.49

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

	1ATHSTAT Faculty Questions				B	rian Engl	and				
CMA	rse Related Faculty Questions		Re	sponses	(%)				Individu	ıal	
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q24	The instructor's presentations are clear and understandable	8 29.6%	7 25.9%	6 22.2%	2 7.4%	4 14.8%	27	3.5	4	5	1.37
Q25	The Instructor makes clear what is expected of me in this course	12 42.9%	12 42.9%	1 3.6%	3 10.7%	0	28	4.2	4	4,5	.93
Q26	I have confidence in the instructor's knowledge of the subject	15 53.6%	11 39.3%	1 3.6%	1 3.6%	0	28	4.4	5	5	.73
Q27	The instructor is helpful if the class has difficulty with the material	9 32.1%	12 42.9%	3 10.7%	3 10.7%	1 3.6%	28	3.9	4	4	1.08
Q28	I feel welcome seeking help from the instructor	12 42.9%	6 21.4%	4 14.3%	2 7.1%	4 14.3%	28	3.7	4	5	1.44
Q29	The instructor promotes effective class discussion	8 28.6%	10 35.7%	6 21.4%	2 7.1%	2 7.1%	28	3.7	4	4	1.16
Q30	The instructor conveys enthusiasm about the course	12 42.9%	9 32.1%	5 17.9%	0	2 7.1%	28	4.0	4	5	1.12
Q31	The instructor's responses to written work are helpful	9 32.1%	11 39.3%	4 14.3%	3 10.7%	1 3.6%	28	3.9	4	4	1.09

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

					B	Brian Eng	gland					
Cou	rse 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?	13 46.4%	8 28.6%	4 14.3%	1 3.6%	2 7.1%	28	4.0	4	5	1.18	

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

	Question:	What did you like about the course?	
Res	sponse Rate:	64.29 % (18 of 28)	
1	seems more	e applicable than linear algebra	Q
2	my last mat	th class	Q
3	Tough to sa	y, it was really challenging. If there was one thing I appreciated was the havin MATLAB Labs as a cushion for our grades.	Q
4	This course	e was easy to use, the lectures were helpful. The teacher was extremely atcive in responding to students questions.	Q
5	The course	material was very challenging and I enjoyed how the material related to real life situations.	Q

	1											
6	The conten	was very interesting. Cool subject. I liked seeing lectures from different professors.	Q									
7	Some of the	sections that we were in had a lot of examples to help with the homework. Also, i liked how honest the professor was in his replies on Piazza.	Q									
8	Not much		Q									
9	Its cake for	me and well even easier since I have so much time during COVID 19!!	Q									
10	I like the m	aterial, and I also appreciated the instructor's honesty and openness.	Q									
11	I like that p application	ofessor England really knows his stuff. I'm an applied technology teacher at my local high school. I always go into a lesson/lecture with real world and England voices his knowledge in this area.	Q									
12	l like that tl	e materials have relevant applications	Q									
13	I like how t	e course kept building on the concepts instead of trying 10 different techniques. It was more about adding on to them.	Q									
14	l greatly ap information online cours students' o	reciated the Professors' involvement in regards to external communication throughout this course. Being an online course, it can be tough relaying certain to the students that may or may not be time sensitive. This is especially true considering when navigating proctoring software, and/or troubleshooting work submissions. The Professors' care and patience stood out among other positive traits such as promoting fairness and showing keen interest on the erall well being.	Q									
15	I do enjoy M	atlab	Q									
16	For a lower explanation	level math class, it was laid out with proper thought to the material. The lectures, for the most part, we either succinct when needed, or had proper when required. The lab work contributed to the knowledge I gained from the course.	Q									
17	Applying the	Applying the DE to real examples.										
18	A good deal explanation guidance to	of the material is important to my major, and it was nice seeing many equations from previous science classes get fleshed out a bit more fully by an of the math behind them. I thought WeBWorK was a great tool for practicing doing math problems, though it would have been nice if it had a little bit more help us know when we were just flat out wrong versus when it was something like a wayward negative sign.	Q									
	Question:	What did you dislike about the course? Do you have any suggestions to improve the course?										
Res	sponse Rate:	71.43 % (20 of 28)	Question: What did you dislike about the course? Do you have any suggestions to improve the course?									
1	1											
	the profess	or was unclear often and would change things seemingly on a whim. he also has a demeaning tone about all communication that I found offputting	Q									
2	the profess	or was unclear often and would change things seemingly on a whim. he also has a demeaning tone about all communication that I found offputting sheets	Q Q									
2	the profess no formula What I disli because it	or was unclear often and would change things seemingly on a whim. he also has a demeaning tone about all communication that I found offputting sheets keed about the course was one professor said that you could get partial credit from scratch work and the other professor said they weren't going to do that vas to complicated. I did not think was fair for both sets of students.	Q Q									
2 3 4	the profess no formula What I disli because it To many ho practice pro	bor was unclear often and would change things seemingly on a whim. he also has a demeaning tone about all communication that I found offputting sheets teed about the course was one professor said that you could get partial credit from scratch work and the other professor said they weren't going to do that vas to complicated. I did not think was fair for both sets of students. mework which will take all of the time you need to study and do labs, and then not to same with the exams. I wish they were less homework and more blems similar to the exams.	Q Q Q									
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2 3 4 5 6 7	the profess no formula What I disli because it To many ho practice pro The videos The videos The video lu through the create lect the lectures The course	or was unclear often and would change things seemingly on a whim. he also has a demeaning tone about all communication that I found offputting sheets ted about the course was one professor said that you could get partial credit from scratch work and the other professor said they weren't going to do that vas to complicated. I did not think was fair for both sets of students. mework which will take all of the time you need to study and do labs, and then not to same with the exams. I wish they were less homework and more blems similar to the exams. of the material could be better tures are terrible. The German guy just reads the slides, half the time it looks like it's the first time he's seen it. Why not make videos where you work material? Sure it would take a little time and effort, but you'd actually be teaching. The students would be better off if ASU would contract Khan Academy to res then stick with these clowns. 75% of all the learning for me happened while completing the homework. Only after completing the homework do most make sense, which is to say the lectures make sense after I've learned the material. material was all over the place and wasn't well organized.	Q Q Q Q Q									
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2 3 4 5 6 7 8 9	the profess no formula What I disli because it i To many ho practice pro The video I through the create lect the lectures The course The course The course	or was unclear often and would change things seemingly on a whim. he also has a demeaning tone about all communication that I found offputting sheets exected about the course was one professor said that you could get partial credit from scratch work and the other professor said they weren't going to do that was to complicated. I did not think was fair for both sets of students. mework which will take all of the time you need to study and do labs, and then not to same with the exams. I wish they were less homework and more blems similar to the exams. I wish they use less homework and more blems similar to the exams. I would take a little time and effort, but you'd actually be teaching. The students would be better off if ASU would contract Khan Academy to res then stick with these clowns. 75% of all the learning for me happened while completing the homework. Only after completing the homework do most make sense, which is to say the lectures make sense after I've learned the material. material was all over the place and wasn't well organized. Shell is very unorganized. Grades are not setup to reflect progress. Materials out of sequence. And the teacher is not open for suggestions. as terrible. It hardly contained any examples that you could look at to help you with some of the homework. Also, I hated webwork. It just seems clunky. It ter if you could submit just one answer before going onto the next answer in the question. It is especially difficult I think on exams.	Q Q Q Q Q Q									
2 3 4 5 6 7 8 9 10	the profess no formula What I disli because it i To many ho practice pro The video I through the create lect the lectures The course The course The course The book w might be be	ar was unclear often and would change things seemingly on a whim. he also has a demeaning tone about all communication that I found offputting sheets ted about the course was one professor said that you could get partial credit from scratch work and the other professor said they weren't going to do that vas to complicated. I did not think was fair for both sets of students. mework which will take all of the time you need to study and do labs, and then not to same with the exams. I wish they were less homework and more blems similar to the exams. of the material could be better cures are terrible. The German guy just reads the slides, half the time it looks like it's the first time he's seen it. Why not make videos where you work material? Sure it would take a little time and effort, but you'd actually be teaching. The students would be better off if ASU would contract Khan Academy to res then stick with these clowns. 75% of all the learning for me happened while completing the homework. Only after completing the homework do most make sense, which is to say the lectures make sense after I've learned the material. material was all over the place and wasn't well organized. shell is very unorganized. Grades are not setup to reflect progress. Materials out of sequence. And the teacher is not open for suggestions. as terrible. It hardly contained any examples that you could look at to help you with some of the homework. Also, I hated webwork. It just seems clunky. It ter if you could submit just one answer before going onto the next answer in the question. It is especially difficult I think on exams. gestion - if possible - would be to incorporate the piazza discussion board into Canvas as to have all of the students' resources, with the exception of mat test submissions, to be found under one platform. This would make the course a bit easier to navigate as well as reduce the number of email alerts mat sets.	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0									

	My biggest complaint was the time commitment and the pace. I learn less from being overloaded than I do from being overloaded. It felt like I spent all my time doing homework and watching lectures, but I don't learn anything from these things, unless I take time to reflect. The course would have been manageable without Matlab. The labs take a very long time to complete, and they seem to assume some preexisting knowledge, which actually leads me to my second complaint.	
	It appears that Linear Algebra should have been a prerequisite for this course. I did not take it first, and I suspect that, that really hurt me. I understood from student comments that Matlab is also used in Linear Algebra, and the course lectures referenced Linear Algebra many times.	
12	The second complaint that I would make is the grading weights. I do not see how it accurately reflects a student's knowledge of the material, when one small mistake on a problem that fills up an entire sheet of scratch paper can cost a significant portion of the overall grade in the course.	
	One more critique is that most of the videos do not go to full screen in modules tab in Canvas. This creates a fair amount of difficulty.	
	I left a lot of critiques. However, overall, I want to say that I appreciated the course, learned a lot, and have an excitement to use Differential Equations more in future courses.	Q
13	Laplace transforms. No improvements, just less laplace transforms. ha!	Q
14	It had alot more MatLab then I would have thought or wanted. If they did 2-3 projects I think it be better.	Q
15	I feel the way we are evaluated on topics is a bit extreme/unfair, especially when having 8-10 chapters per test and the tests are only 7-8 questions long (including the final). I do understand these exercise take time to complete and it is in our best interest to have enough time to review our work for any minor algebraic or arithmetic mistakes (which happen often due to the amount of attention to detail these procedure require) that might result in incorrect answers. But I also feel proctored quizzes could be implemented say between Test 1 and Test 2 to help balance what we are being evaluated on instead of having us stress over practicing exercises for all sections related to a chapter and maybe one of those show up on the test. I understand proctoring is not possible for all tests/quizzes, even a simple pre-test review assignment in WebWork would be a huge help.	s Q
16	I disliked how some of the sections where tied to together and sometimes made it more difficult to traverse through the module.	Q
17	I did not find the lecture videos to be particularly helpful or informative. For almost every section of the class, I watched the provided videos to get a skeleton of the concept and supplemented it with the textbook (though often the videos were just a rapid summation of what was already in the book.) I then had to go find 3rd party videos on YouTube to really get deeper explanations and see a sufficient number of worked examples to be able to wrap my head around the concepts. The lecture video format in this course with writing over PowerPoint slides was not conducive to my learning at all; I really needed to see someone at a board working through the problems, explaining the steps, etc. and not writing around a wall of text on a cramped slide. This class would also have really been improved with a recitation session (even just a Zoom meeting or two a week with someone in front of a board) in which we could see sample problems worked out live and ask questions as we went along if there was a disconnect. The sample videos provided were helpful, but there's no substitute for being able to get the help in real-time going through a problem. Lastly, this course had a lot of linear algebra moments for a course to which linear algebra was not a prerequisite. If the assumption is that we should know linear algebra to get the most out of this class, I cannot fathom why my course map told me to take linear algebra after differential equations. To be fair, this last point is more of a departmental matter than a course criticism, but I still feel it is worth drawing attention to it.	Q
18	Classmates that complain they have too much stress and hence ask the instructor to extend dates of homework etc.	Q
19	Assessments are too spoon fed. As with Calc 3, test questions are direct copies of homework problems, just with numerical values changed. I also stopped watching the example problems because they were identical to homework problems, so there was no challenge left in the homework, students should be required to figure some things out for themselves.	;
	And I would have liked Professor England to do the lecture on Laplace transforms. It was one topic that warranted deeper explanation and he does a good job of fully explaining concepts and their implications.	Q
	A) the course lectures are provided by 4-5 different lecturers making the material and the assignments disjointed.	
20	B) the quality of videos was poor (e.g. not allowing for speed or size adjustment with plenty of corrections). C) the homework tended to have little build-up and went directly to "special cases" which did not allow for building basics.	
	D) The instructor was condescending on several occasions, comparing us to grade school students (piazza).	Q
	Question: What did you like the most about the course?	
Re	sponse Rate: 50.00% (14 of 28)	
1	working on matlab	Q
2	that i didnt have to deal with professor england directly very often	Q
3	course material was very unorganized and didn't always line up with the material.	Q
4	WebWorK was helpful for practicing doing the problems.	Q
5	The overall communication and care for the students' well being and success in the course.	Q
6	The material, particularly solving analytical solutions where they exist, and applying the methods to real world applications, even though they were overly simplistic.	Q
7	The material. Mathematics. There were a lot of applications to engineering, which was nice.	Q
8	Relevant applications	Q
9	No comment.	Q

10	My last math class	Q
11	Laplace Transforms.	Q
12	It is online.	Q
13	I liked how this course offered a different side of math and how a lot of math is connected to one another like Linear Algebra and Calculus being connected into Differential Equations.	Q
14	I like the material and the instructor.	Q
	Question: What did you like the least about the course?	
Res	sponse Rate: 60.71% (17 of 28)	
1	that i had to interact with him at all	Q
2	difficult to pinpoint	Q
3	Webwork	Q
4	The whole sections of Laplace transformations are not the easiest to grasp. Sometimes I think doing the integral is just easier.	Q
5	The test are very heavily weighted. You could potentially miss 1 or 2 questions on all of the tests combined and then you wouldn't be able to receive an "A". I just think it's crazy that I could miss 1 test question and not be able to receive an "A" in the class.	Q
6	The fact that this is just thrown together and the instructor is more of a facilitator than an instructor.	Q
7	The combination of some of the sections and how the video would cover both sections in one making the transition from one section to another a bit confusing.	Q
8	My classmates.	Q
9	Mostly just the overload of material. I had to take a lot of days off work to actually digest the material. For the core course, nothing can really change. But, I feel that Matlab should be a separate course. I understand the philosophy behind adding it to the math course, but it makes it impossible for part-time students to manage the work load.	Q
10	Lack of adequate instruction, see previous comments. If anyone actually reads this send me an email, smorri15@asu.edu, otherwise I'll assume this was all for nothing.	Q
11	It is online.	Q
12	In attempting any math-related course online, one is bound to fall into formatting/syntactical errors, especially considering this level of complexity. With that said, some of the minor inconsistencies with the WebWork site proved troublesome, but certainly understandable to say the least.	Q
13	I wish I would have copy and pasted my previous answer! I think there is a lot of room for improvement with the math courses. I know the instructors are talented and caring, but it is not set up in a way conducive to online learning. It seems like the instructors are stuck with webwork and a lot of the assignments are much different than the lecture. I want to fully understand the material and be comfortable with why I am doing things, but the course is very quick and the lectures force us to spend an insane amount of time using other online resources to learn thr material. I really think these courses would benefit from viewing a video of an online lecture like you'd see from the MIT online courses, or have webwork teach us concepts similar to how the chemistry and physics assignments work. There are so many tips and strategies that could help us succeed but most of our time is spent just figuring out what the question is asking because it is new material. I truly want to learn and understand this material and know that I'm not alone. I see way too many students struggling and know there is a lot of room for improvement.	Q
14	I think the sections on Laplace transforms was adequate to teach the basic methodology, but fell short of promoting mastery. To me, the general point seems like getting the transform back into a function of t, which we weren't required to do as much as I would expect, and I can't recall a single difficult problem of that nature, everything along those lines was really just simple partial fraction decomposition.	Q
15	I like the course overall minus the fact that I pointed out a discrepancy in the course. The homework marked an answer that is supposedly incorrect as correct but not on the test. When I let the instructor know about it, I was basically told it doesn't matter.	Q
16	I did not appreciate some of the pre-recorded lecture videos, even though they focused heavily on the concept being discussed, some of the later sections in the course (CH7 and beyond) lacked in practical exercise examples and at least for my case made it extremely difficult to complete some of the homework exercises since I pretty much had to look for additional related material online and teach myself the procedure to solve them questioning if that was the preferred/most efficient way to do them or not. There were some lectures (again more in the later sections towards the end of the course [CH7 and beyond]) that I felt I learned nothing from, viewed the lectures and had absolutely no idea how to complete some of the homework exercises until again, doing my own research and teaching myself the procedure to figure them out with outside resources not provided by ASU.	
	Lastly, even though the MATLAB Labs were useful to cushion our grades from the 7-8 questions exams covering 5+ chapters of instruction (since 1 incorrect answer and you are already at a B). I feel I learned very little from these labs and they had minimal impact on our understanding for test performance. As a student I would appreciate more if these were replaced with either graded practice quizzes to serve as a primer/review for the 6-8 question tests, or homework assignments with relevant homework problems related to the test for which we have limited attempts on. Going back to the labs the videos and sample templates pretty much told you how to complete the lab (regardless if you understood how the underlying code worked or not), you just had to fill in the parts of the code with your information from your specific lab problem and ensure the output was a similar graph/result to the one in the template, this pretty much guaranteed your 40/40 unless you had a minor mistake that threw your code off.	Q

I did not find the lecture videos to be particularly helpful or informative. For almost every section of the class, I watched the provided videos to get a skeleton of the concept and supplemented it with the textbook (though often the videos were just a rapid summation of what was already in the book.) I then had to go find 3rd party videos on YouTube to really get deeper explanations and see a sufficient number of worked examples to be able to wrap my head around the concepts. The lecture video format in this course with writing over PowerPoint slides was not conducive to my learning at all; I really needed to see someone at a board working through the

17 problems, explaining the steps, etc. and not writing around a wall of text on a cramped slide. This class would also have really been improved with a recitation session (even just a Zoom meeting or two a week with someone in front of a board) in which we could see sample problems worked out live and ask questions as we went along if there was a disconnect. The sample videos provided were helpful, but there's no substitute for being able to get the help in real-time going through a problem.

Q

Faculty:		Brian England				
	Question:	What did you like about the instructor or the method of instruction?				
Response Rate: 53.57% (15 of 28)						
1	that he isnt	n most of the videos	Q			
2	difficult to answer, as he didn't instruct, unless you count piazza replies		Q			
3	3 Very active with the students. Just wants to see everyone do well.		Q			
4 See previous course comments.			Q			
5	Professor Er It sounds sil involved in t	ngland was refreshingly relatable and personable. I have taken many math courses at ASU and he was very clear with expectations and course limitations. Iy, but his responses to students on Piazza made me feel like a capable and functioning human rather than just another student. I wish he were more ne lecture because, although I really like Professor Abrahamson and Surgeant, I think Professor England would be really effective.	Q			
It is unclear whether you mean the professor lecturing or the TA guiding the course.						
6	I like the ins	tructor and seeing different styles. I like that the videos can play on two times speed.				
	L like at the T	liked the TA's enthusicem shout the topic				
-	T liked the T					
7	I liked how honest and up front the professor was when asked about different subjects within the course.					
8	I had him for Calc 1. Now I'm almost done with Math and have him for this course. He way better than Zhu and Arthur. He actually responds in a timely matter and used piazza which is better than canvas discussion board X 100. He can be straight forward and a little blunt but, we are here to learn and students have to understand the purpose of online school isn't to get walked through it with baby-steps by the teacher.		Q			
9	I cannot say because the instructor used previously made videos.		Q			
10	I believe the students, m	course format was planned well, the lectures were appropriate in highlighting the general concepts, and Professor England was very accommodating to ore so than I would have been in his place.	Q			
11	His responses in Piazza were solid and helped with understanding some problems.		Q			
12	He was fast getting back to the emails.		Q			
13	He setup his personal website to help students which is a plus. But I think he should also improve the course shell.		Q			
14	He responded fairly quickly.		Q			
15	He gave us an open book test, which is great. He emphasized that he had to work his butt off to get an A in this class when he was going through it and that made me really step up my game to really take this information in and really get to learn it.		Q			
	Faculty:	Brian England				
Question: What did you dislike about the instructor or method of instruction? Do you have any suggestions to improve instruction?						
ne						
1	1 that he was condescending in almost all communication		Q			
2	This is an online course so I understand that instructor interaction is limited, but he's not part of any of the lectures, in fact I'd be willing to bet he's actually watche less than 50% of them. I believe he knows and understands the material, but that in itself does not make someone a teacher. He doesn't need to be apart of every lecture, I know these classes are "instructed" by many different "teachers" and the material is recycled, but anyone worth their weight has the ability to review the material, find the holes, and make improvements with the ultimate goal of having people who have never before seen the material, "students", understand it.		Q			
3	See previous course comments.		Q			
4	Please see comments in next section regarding the class. I don't have many suggestions for the instructor specifically since most lectures are pre-recorded and the bulk of our interaction with him was Q&A in piazza.		Q			
5	Nothing particular. There are one or two topics we skipped that I think should have been included, particularly dealing with series. The class, in general, was too easy for a degree that is generally considered to be among the more difficult ones.		Q			
6	No formula	sheets or supplemental materials	Q			

6 No formula sheets or supplemental materials

7	No comment. He's a real G.	
8	N/A	
9	9 N/A	
10	0 Most of the lectures were other instructors (I think) so I didn't get to experience his actual instruction. His notes and responses on Piazza, however, were very helpful.	
11	Just seemed like the instructor was just monitoring the class and he seemed more interesting in working on his website. He used previous videos to explain the material, which didn't explain thoroughly.	
	I disliked that the videos in the modules tab in canvas would not go to full screen.	
12	The TA was a little overly strict. He mentioned several times that his rules were the same as other professors, but this is my fifth course (Calc. I, Calc. II, C++, Phy. I) and his rules were stricter.	
	He got rude with me the one time I posted a question in Piazza, because he thought I had not read the syllabus. I had read the syllabus, I just did not understand what image he wanted in my question and I did not realize that I did not have it in my screenshot. Basically, be a little more patient with people.	Q
13	I didn't like the way sometimes he responded, I just didn't feel good asking questions again.	
14	I cannot say because the instructor used previously made videos.	
15	He response well to questions but I don't think he likes it when shortcomings are pointed out on the course materials.	Q
16	He needs to work on his flip responses and provide meaningful comments on peoples' questions in piazza. He seems to answer quickly, but seems not to fully read the questions; most of the time a student answered better than he did. He was also condescending on multiple occasions, saying high school students can do the work so why are we asking for note access during tests. There are a couple of other examples in piazza and one of his announcements. He should take a communications class himself and work on his emotional intelligence.	Q