

2244A - Summer 2024 - LA - CMATHSTAT - ASUO Survey
2244A (2024)

Arizona State University
UC

Course:	MAT 275 45199 - Modern Differential Equations	Department:	CMATHSTAT
Responsible Faculty:	Brian England	Responses / Expected:	21 / 59 (35.59%)
Overall Mean:	4.9 How often access course (21 responses) 4.3 Cum GPA (21 responses) 4.0 Expected Grade (21 responses) 3.2 5-Point SA>SD w/Neutral H-L (147 responses) 2.7 5-Point w/ Neutral H-L (273 responses) 2.7 Class Standing (Fr,So,Jr,Sr,Grad) (21 responses) 2.7 Excellent to Poor (105 responses) 2.5 Grading (42 responses) 1.0 Reason for course L-H (21 responses)		

CMATHSTAT Course Questions General Course Questions		MAT 275 - 45199									
		Responses (%)					Course				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q1	Assignments and/or examinations promote learning	5 23.8%	6 28.6%	5 23.8%	0	5 23.8%	21	3.3	4	4	1.45
Q2	Class sessions are well planned	3 14.3%	3 14.3%	4 19%	5 23.8%	6 28.6%	21	2.6	2	1	1.40
Q3	The pace and level of the course are appropriate	3 14.3%	0	3 14.3%	7 33.3%	8 38.1%	21	2.2	2	1	1.33
Q4	The course engages my interest	5 23.8%	5 23.8%	5 23.8%	3 14.3%	3 14.3%	21	3.3	3	3,4,5	1.35
Q5	I learned something that I consider valuable	7 33.3%	6 28.6%	3 14.3%	1 4.8%	4 19%	21	3.5	4	5	1.47

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 275 - 45199									
		Responses (%)					Course				
		A	B	C	D	E	N	Mean	Med.	Mode	Std Dev
Q6	Using A-E as grades, what is your overall rating of the course?	4 19%	3 14.3%	4 19%	3 14.3%	7 33.3%	21	2.7	3	1	1.52

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 - 45199									
		Responses (%)					Course				
		OAW	TAW	TTA	FTA	FOM	N	Mean	Med.	Mode	Std Dev
Q7	On average, how often did you access your course?	0	0	1 4.8%	1 4.8%	19 90.5%	21	4.9	5	5	.47

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 275 - 45199									
		Responses (%)					Course				
		E	VG	G	F	P	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.)?	2 9.5%	6 28.6%	3 14.3%	7 33.3%	3 14.3%	21	2.9	3	2	1.25
Q9	How would you rate the ease of navigation?	4 19%	7 33.3%	5 23.8%	3 14.3%	2 9.5%	21	3.4	4	4	1.21
Q10	How would you rate the accessibility of the instructor?	1 4.8%	3 14.3%	4 19%	5 23.8%	8 38.1%	21	2.2	2	1	1.23
Q11	How would you rate the timeliness of the instructor's response to questions, assignments, and tests?	2 9.5%	1 4.8%	7 33.3%	7 33.3%	4 19%	21	2.5	2	2,3	1.14
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?	2 9.5%	2 9.5%	5 23.8%	3 14.3%	9 42.9%	21	2.3	2	1	1.35

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

CMATHSTAT Student Demographic Questions Academic General		MAT 275 - 45199									
		Responses (%)					Course				
		F	S	J	S	G	N	Mean	Med.	Mode	Std Dev
Q13	What is your current class standing?	2 9.5%	9 42.9%	6 28.6%	2 9.5%	2 9.5%	21	2.7	2	2	1.08

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

CMATHSTAT Student Demographic Questions Academic General		MAT 275 - 45199								
		Responses (%)					Course			
		MR	RFC	GS	EGI	N	Mean	Med.	Mode	Std Dev
Q14	What requirement does this course meet for you?	20 95.2%	1 4.8%	0	0	21	1.0	1	1	.21

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 275 - 45199									
		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?	6 28.6%	8 38.1%	7 33.3%	0	0	21	4.0	4	4	.79

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 275 - 45199									
		Responses (%)					Course				
		3	3	2	2	B2	N	Mean	Med.	Mode	Std Dev
Q16	What is your current ASU GPA?	8 38.1%	11 52.4%	2 9.5%	0	0	21	4.3	4	4	.63

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 275 - 45199									
		Responses (%)					Course				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q17	The course was easy to navigate.	5 23.8%	10 47.6%	4 19%	0	2 9.5%	21	3.8	4	4	1.11
Q18	The course presentations contributed to my learning.	3 14.3%	5 23.8%	6 28.6%	2 9.5%	5 23.8%	21	3.0	3	3	1.36
Q19	The course criteria for success on graded work was clear and specific.	7 33.3%	7 33.3%	4 19%	1 4.8%	2 9.5%	21	3.8	4	4,5	1.23
Q20	The course learning activities adequately prepared me for graded work.	5 23.8%	3 14.3%	5 23.8%	5 23.8%	3 14.3%	21	3.1	3	2,3,5	1.38
Q21	The instructor was visibly present in the course (e.g. posted announcements, active in discussions, etc.).	3 14.3%	8 38.1%	3 14.3%	3 14.3%	4 19%	21	3.1	4	4	1.36
Q22	The instructor responded to inquiries within 24 hours.	3 14.3%	5 23.8%	10 47.6%	1 4.8%	2 9.5%	21	3.3	3	3	1.08
Q23	The instructor provided meaningful feedback on graded work.	3 14.3%	2 9.5%	5 23.8%	1 4.8%	10 47.6%	21	2.4	2	1	1.50






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	2 9.5%	3 14.3%	9 42.9%	2 9.5%	5 23.8%	21	2.8	3	3	1.23
Q25	The Instructor makes clear what is expected of me in this course	3 14.3%	6 28.6%	6 28.6%	2 9.5%	4 19%	21	3.1	3	3,4	1.31
Q26	I have confidence in the instructor's knowledge of the subject	3 14.3%	7 33.3%	8 38.1%	2 9.5%	1 4.8%	21	3.4	3	3	1
Q27	The instructor is helpful if the class has difficulty with the material	2 9.5%	3 14.3%	5 23.8%	1 4.8%	10 47.6%	21	2.3	2	1	1.43
Q28	I feel welcome seeking help from the instructor	2 9.5%	2 9.5%	2 9.5%	1 4.8%	14 66.7%	21	1.9	1	1	1.41
Q29	The instructor promotes effective class discussion	2 9.5%	2 9.5%	6 28.6%	1 4.8%	10 47.6%	21	2.3	2	1	1.39
Q30	The instructor conveys enthusiasm about the course	2 9.5%	2 9.5%	4 19%	1 4.8%	12 57.1%	21	2.1	1	1	1.41
Q31	The instructor's responses to written work are helpful	1 4.8%	4 19%	5 23.8%	0	11 52.4%	21	2.2	1	1	1.38

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?	3 14.3%	2 9.5%	2 9.5%	3 14.3%	11 52.4%	21	2.2	1	1	1.50










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:	76.19% (16 of 21)										
1	there was a lot of ways to learn what was going on										
2	n/a										
3	The topics were broken down into sections that make the flow of learning easier then it could be.										
4	The only thing I like about this course is the fact I will be one step closer to finishing my degree.										
5	The material was ordered in such a way that it flowed through from one section to the next and made sense.										

6	The last couple labs were interesting.	
7	The grade calculations are fair, and the tests are well executed.	
8	The applicability of the concepts to real world systems.	
9	Nothing	
10	It completed my requirement to continue my program.	
11	I loved the subject matter of the course.	
12	I liked that the exams gave 3 tries.	
13	I liked the information that I had to learn through YouTube.	
14	I liked that the format is online	
15	I like the Edfinity program for math homework and tests. (Although I wish it had a way to export homework assignments to pdf or another printable file so that I can print it out to do on paper as needed). The labs in this class are also nice, and helped me get a better understanding of MATLAB.	
16	Explanation of "hidden" steps taken during differentiation, i.e. "quotient rule" or "u-sub". Quick recaps on algebraic fundamentals(completing the square, partial fractions) and trigonometric identities were very much appreciated. These were explained at high enough level so as to refresh and recall the basic skill, and not explained too in-depth that the current advanced math topic was lost.	

Question:	What did you dislike about the course? Do you have any suggestions to improve the course?
Response Rate:	85.71% (18 of 21)

1	nothing	
2	The timeline of due dates was horrendous and lined up very poorly for test dates. Almost every week in this class, a massive amount of homework assignments were due Monday night, with the tests not until Saturday. If you try not to work ahead before a test, you end up with only two days to do around 10 hours of homework. As a result, I ended up rushing through every homework assignment and struggling to find the time to actually pace myself and learn the concepts. On the other hand, if a student were to work ahead by doing one-two homework assignments per night, the test dates are arranged so that the student would be two chapters ahead as they studied/worked through the test. The entire due date timeline should be rearranged to line up better with tests, and the homework deadlines should be spread out more.	
3	The teacher facilitated the class in a poor fashion making it incredibly hard to learn any material. The material given would have been at a very fast pace but doable in the right teacher's hands.	
4	The lectures for the class were next to useless for understanding the material. I listened to many of the early lectures multiple times to try to understand what was being said. The lecturer fails to draw parallels to what material we are looking at and to understand it I had to resort to youtube videos from people like Blackpenredpen and blackshirtprofessor. At times the "Get Help" steps in Edfinity were helpful but most of the time they were not. Many times they skipped over entire steps and didn't explain anything. It made the class more difficult, given the issues with the teacher, which I will explain more in depth in a later section.	
5	The instructor. I've never had an instructor that spoke down on his students the way this one has. The condescending tone present in nearly every email he wrote was extremely discouraging. He showed no sympathy to the people he is meant to be guiding and teaching. We are people. We have families and jobs, that is why we are online students. We never get to speak to him directly and yet he acts like this course full of new material laid out in a sometimes difficult to navigate digital format should come completely naturally to us. The course material is very advanced already, and when combined with the rapid pace of a summer class can be very difficult to comprehend. We do not use this material every single day professionally like he does. Yet he acts like we are all professional mathematicians. This is a teacher I will be sure to avoid in the future. Separately the software MATLAB was something I disliked strongly. Programming of any sort does not belong in a math class. The fact it is present at all is ridiculous. I do not need lessons on how to use an advanced calculator designed for mathematicians. I will never use this software again. It does not reassure my knowledge on complex equations in any way as the very nature of the program is to act as an overly complex calculator rather than a test of math skills. It only forces me to learn a new program that I will never use again. Waste of time and effort.	
6	The instructor seemed very unsettled and irritable.	
7	The constant changes, and the lack of transparency, especially for a course this short which required extensive prior planning from day 1. For example, multiple changes to HW and exam dates, although stated from Brian England that there could be no changes, changes occurred anyways. This ties into transparency in which exam rules and dates of assignments were changed, for no apparent reason, even after blame had been put on us as students and/or the rest of the department or ASU as a whole.	
8	The class would significantly improve with a C session course. A 7 week course for this is doing engineers a disservice. The material is dense and the workload is unreasonable.	
9	Pace and workload is extreme for a Summer quarter. An exam every week, plus half a dozen homework assignments, plus a lab is far too quick that it makes it impossible to absorb the information. It results in loads of stress about upcoming exams.	

10	Lecture videos were not satisfactory. It was OK for the most part but I have one major critique in that they never solve a single problem they just talk about an already solved solution. Every time I heard "We will save the simplification as an exercise" I almost lost my mind. Even though it hadn't been that long since I had done calculus 2 and 3 I was still a little rusty and didn't remember previous algebraic steps either. I didn't expect you to go over every previous concept in detail it would have been nice to actually see a instructor work a problem from start to finish. My Statics course in engineering was like this and it was infinitely helpful since there were little things that I would get messed up on and it decreased the amount of time I spent relearning old principles just to iron those things out and focusing on new. Given the pace of this course it would have been even more helpful in that we already were working on limited time. One other is I felt the instructor came off unnecessarily aggressive and condescending at the start of the semester.	
11	I understand the stricter rules to prevent cheating, however due to the course being so fast paced I would have liked to have a single page of notes for the tests. I found myself trying to memorize things instead of actually learning them to meet deadlines. I would prefer to have a full semester for online math courses so that I can actually learn the material and not just try to get by. Communication from the instructor was very poor, he made weekly announcements but not much context was given. I would have liked to have a clearer understanding on what to study for the tests. Practice tests would have been extremely helpful and I believe they should be introduced into the course.	
12	I disliked that the format is forced into an accelerated time period.	
13	Grade weighting heavily prioritizes lightening instructor's workload (as evidenced by flip-flopping the exam time window the night before the final in order to make time for a personal project). Test material is heavily based on rote memorization of formulas and penalizes small mistakes highly, making conceptual understanding of the material worth very little. In terms of actual learning of material, this course and this instructor are very poor quality.	
14	Get a different teacher to teach the course.	
15	First the instructor is extremely rude, short, disrespectful, and slow to respond. 6 weeks is way too fast for this course to achieve real learning...retention will atrocious. Most of us (students) simply practiced to survive the test and moved on without real understanding. I would recommend not offering this class as a summer 6 weeks session. If anything, make it a 12 week session to allow more students to be successful the first time. Again, I can't overstate how unacceptable the instructor was to all students (Brian L England).	
16	Dislike: The irregular distribution of the workload. 1)HOMEWORK was extremely front loaded within the 1st few weeks, leaving open a solid week from the deadline of the last homework and the final exam. 2)MIDTERM EXAMS did not have a consistent cadence with modules covered. 3)EXAM REVIEW only was provided a review for the Final, not for any of the midterms. 4)LABS were also not in sync with the material & concepts covered. Improvement Suggestions: 1)Re-distribute HOMEWORK workload throughout the allotted semester timeframe, perhaps shift the sections back by half a week and/or split up sections from 2 different modules that are due at the same time. i.e. Module 3 and Module 4 both were due at the same time. 2)Set MIDTERM EXAMS closer to module completion, instead of testing for module material a week or two after the fact. 3)EXAM REVIEW If possible, provide practice exams for individual timed practice. This helped me greatly to manage my test time in my previous class. 4)Realign LAB due dates closer to respective module to further emphasize pertinent concept being covered in order to drive home the concept. Perhaps shifts the Labs forward, especially Labs 0,1,& 2 since they are geared more towards MATLAB familiarization. i.e. Lab 0: due 5/18/24 Lab 1: due 5/22/24 Lab 2: due 5/25/24 Lab 3 Imp Euler: due at end of Module 2, section 2.7/8.2 Lab 4 Imp Euler, ODE45: due at end of Module 2, section 2.7/8.2 and spaced 1/2 a week to 1 week after Lab 3. Lab 5 Mass Spring System:due at end of Module 3, section 3.7 Lab 6 Forced Equations & Resonance: due at end of Module 3, section 3.8, and spaced 1/2 a week to 1 week after Lab 5.	
17	Constant threats of "zero" grades on tests. Being under extreme scrutiny every single assignment, test, quiz, lab etc. A highly egotistical instructor that is clearly tenured and "untouchable" so he can cause an extreme unnecessary amount of stress.	
18	Being clearer at the start of class with a clear outline of what is all due, when it is due, and where to access the assignments. That information is often buried in the syllabus or nested in module folders which adds a lot of confusion to the first two weeks of the course, thus making learning the topic much harder. Also, student's total scores should be compiled and updated as assignments are graded in canvas. It is very aggravating to pay several hundred dollars for a course, have all these strict requirements/deadlines and then still be required to do all the calculations for your grade based on the weights and types of each assignment. That alone is not a huge issue but when instructors are not posting our current total grades at all, referring us to other students for subject help, and consider "teaching" to be a series of old and new pre-recorded videos in different folders that are recorded by multiple people, with different styles, and with different notations, it all adds to the headache.	

Question: What did you like the most about the course?		
Response Rate: 61.90% (13 of 21)		
1	n/a	
2	i think the homework helped a lot and being able to have more than one try on it	
3	The content and homework assignments contributed well to my learning.	







4	Positives: Explanation of "hidden" steps taken during differentiation, i.e. "quotient rule" or "u-sub". Quick recaps on algebraic fundamentals(completing the square, partial fractions) and trigonometric identities were very much appreciated. These were explained at a high enough level so as to refresh and recall the basic skill, and not explained too in-depth that the current advanced math topic was lost.	
5	Online format	
6	Not enjoyable in any way. The anxiety this class gave me was absurd.	
7	I liked the subject matter of the course immensely.	
8	I learned helpful material relevant to my career field.	
9	I enjoyed learning about laplace transforms and Matlab.	
10	Fulfilled a major requirement. The switch from webwork to edfinity felt more modern. I appreciated the "get help" function. It would be nice to have a similar ability to export the HW as was possible in WebWork.	
11	Exam format	
12	Easy to navigate	
13	Again, the only thing I like about the outcome of this course is to be one class closer to obtaining my degree.	






Question:	What did you like the least about the course?
Response Rate:	76.19% (16 of 21)

1	matlab portion. It wasn't hard but was annoying and not easy to follow what we were expected to do. With time crunch we were under everything should be laid out better on this end. The lecture videos were OK but need to include someone actually solving equations. At least once or twice. The videos of people solving equations that were specifically made to solve equations was just someone reading a slide showing the already solved problem. answers shown were simplified and the person reading it would not offer any more information. I spent many hours reworking problems thinking I had the wrong answer because our answers didn't match until I realized what they were doing to simplify the answer in that way. given the time crunch I thought that was incredibly insulting to the student. I work and attend school and have limited time to study, and would appreciate the teachers at least showing that they care that I understand what they are teaching and are respectful of my time.	
2	The workload is extreme and is hardly manageable while taking no other classes. One week's worth of work has a midterm exam, usually half a dozen homework assignments, lectures, and a lab.	
3	The teachers aditude twords his students. As well as lack of content give for the price of accessing this content. I wouldn't have bought this course if it were on Coursera for \$300 and this cost \$2000. This is absolutely unexceptable and this teacher deserves reprimand for his lack of interaction with this class and his horrible lack of decorum.	
4	The professor.	
5	The professor was not kind or helpful in any way. He was very condescending in responses to students and made the course much less enjoyable or helpful.	
6	The instructors disrespectful behavior. The fact that I have yet to find a lecture video actually beneficial. Constant stress, pressure, and undue scrutiny every single step of the way.	
7	The instructor	
8	The instructor	
9	The fast pace.	
10	The HonorLock testing standards. I've taken several classes with honorlock and not one time has the professor given so much grief over camera placement etc. The instructor is a liar. He speaks of ASU raising standards about honorlock integrity and yet I am taking another class of similar level which also uses honorlock and that professor has not said one word to the class about this. The lack of consistency between classes of comparable skill level leads me to believe the instructor is at fault here for not properly comprehending the instructions he has received and for not properly explaining them to his class.	
11	No opportunity to earn partial credit or learn where answers were going wrong.	
12	Instructor provided no feedback on any graded assignments. My grades for labs reflect lost points but have no indication of why those points were lost.	






	<p>Improvement should be focused on the layout/organization of the workload.</p> <p>Negatives: The irregular distribution of the workload.</p> <p>1)HOMEWORK was extremely front loaded within the 1st few weeks, leaving open a solid week from the deadline of the last homework and the final exam.</p> <p>2)MIDTERM EXAMS did not have a consistent cadence with modules covered.</p> <p>3)EXAM REVIEW no practice midterm exams, and was only provided a review for the Final, not for any of the midterms.</p> <p>4)LABS were also not in sync with the material & concepts covered.</p> <p>Improvement Suggestions:</p> <p>1)Re-distribute HOMEWORK workload throughout the allotted semester time-frame, perhaps shift the sections back by half a week and/or split up sections from 2 different modules that are due at the same time. i.e. Module 3 and Module 4 both were due at the same time.</p> <p>2)Set MIDTERM EXAMS closer to module completion, instead of testing for module material a week or two after the fact.</p> <p>3)EXAM REVIEW</p> <p>3a)If possible, provide practice exams please. For individual timed practice, this greatly helps to manage test-taking time and focus on the pertinent material being tested on. Yes, the syllabus does describe what sections are covered in the test. But not how many questions, how much time, no emphasized core subjects within the wide range of sections/modules covered.</p> <p>3b)If possible provide Midterm Exam review sessions, either recorded from previous years or live.</p> <p>4)Realign LAB due dates closer to respective modules to further emphasize pertinent concepts being covered in order to drive home the concept. Perhaps shifts the Labs forward, especially Labs 0,1,& 2 since they are geared more towards MATLAB familiarization.</p> <p>i.e.</p> <p>Lab 0: due 5/18/24</p> <p>Lab 1: due 5/22/24</p> <p>Lab 2: due 5/25/24</p> <p>Lab 3 Imp Euler: due at end of Module 2, section 2.7/8.2</p> <p>Lab 4 Imp Euler, ODE45: due at end of Module 2, section 2.7/8.2 and spaced 1/2 a week to 1 week after Lab 3.</p> <p>Lab 5 Mass Spring System:due at end of Module 3, section 3.7</p> <p>Lab 6 Forced Equations & Resonance: due at end of Module 3, section 3.8, and spaced 1/2 a week to 1 week after Lab 5.</p>	
14	<p>I think the course could be a bit longer. not everyone can learn this quick as other things in life can happen. It was a little hard with working full time and having other classes as well as this one. maybe having two or three extra weeks added on could've taken some stress of it off</p>	
15	<p>Edfinity platform is badly designed and uses screen space poorly.</p> <p>Content on homework has significant mismatch with what is on tests and in lecture material.</p> <p>Lecture material is often rambling and not direct and is frustrating to use as a learning tool especially with the time constraints of the course.</p> <p>Matlab labs are overall very inconsistent and not useful at all: they jump from having an extreme amount of hand-holding to expecting more advanced abilities which the hand-holding prevented students from learning.</p> <p>Tests should not be focused on rote memorization of formula as this is well documented as an ineffective learning method.</p> <p>This is extremely tiring to deal with coming from an institution which doesn't miss an opportunity to self-describe as extremely innovative while everything I have experienced feels cheap and sloppy.</p>	
16	<p>Again...the instructor. Should be teaching in my opinion. He hates his students and more than likely his job.</p>	

Faculty: Brian England	
Question: What did you like about the instructor or the method of instruction?	
Response Rate: 61.90% (13 of 21)	
1	very easy to talk to.
2	n/a
3	There wasn't much instruction from Brian England, with the exception of a handful of ed-discussion posts every few days if a student hadn't replied before him.
4	The professor was open to suggestions about the course structure
5	Nothing
6	Nothing
7	Nothing.

8	Nothing. One of the worst professors I've had.	
9	Nothing. His actions and demeanor during this course should be grounds for dismissal.	
10	Nothing. All of the lectures were pre-recorded and a large majority of the discussion questions were answered by other students, TA, or answered with "read the syllabus"	
11	I like the online format	
12	I didn't interact with them other than seeing their mass messages to the entire class.	
13	Explanation of "hidden" steps taken during differentiation, i.e. "quotient rule" or "u-sub". Quick recaps on algebraic fundamentals(completing the square, partial fractions) and trigonometric identities were very much appreciated. These were explained at high enough level so as to refresh and recall the basic skill, and not explained too in-depth that the current advanced math topic was lost.	

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: 85.71% (18 of 21)		
1	lectures were insufficient to learn the material. about 1/2 way through, I quit trying to use ASU lectures and sought out YouTube and other sources. The class discussion was not utilized because the instructor was either not answering the questions (always another student) or he was rude.	
2	attitude was not necessary. This is an online course and I imagine many are not 18 year olds but are adults with jobs and children. Talking to us like we are children was not appropriate.	
3	This has been my second class with Brian England. And my 7th math class with ASU. Brian England has had a largely "hands-off" approach when I took linear algebra. For differential equations, the hands-off approach remained, yet the announcements and responses to students was, from my point of view, unprofessional. He Blamed covid for students lack of basic algebra in calculating our own grade, in which the canvas system we as students are paying thousands to utilize can easily calculate a grade percentage if allowed to. If Brian England wants to hide the grade for some odd purpose of suppressing zero's on exams at that point why not just make your final grade another graded assignment? It made no sense, especially to those that may be on the fence as far as withdrawing. He would harp on students about a photos on file with ASU and the strict rules and threats of exam O's with honorlock that are blamed solely on "the department." If ASU is going to require students to have a photo on file, it should be required that all* your staff have a photo for students as well. I understand internet anonymity is important to some, and in that case maybe the individuals place of employment should not be internet based. I also understand the purpose of the proctoring software but there was never any basis to the threats, be it accreditation, or investigation etc. There was a problem with HW dates being an ed-finity issue as well. Blame was always put elsewhere to deflect whatever fault could/would be on the instructor. With the lengthy emails and announcements made, it would be much simpler to instead of berate students and point fingers at everything else, simply explain why/what happened and if necessary take responsibility. I have absolutely no respect for this instructor. The majority of what I experienced doesn't apply to me as I worked extremely hard to stay weeks ahead. It is simply what I noticed from the sideline through those that attempted to make an online class the best that they could. I did well, and learned a lot.	
4	The teachers overall demeanor was hugely unprofessional. He would post insulting announcements mocking are intelligence. He seemed completely uninterested in teaching us and only cared about if we were cheating on the exams or not and not even if we were passing or failing. Above all there was a complete lack of materials outside of the homework and no up to date video content. From research these videos have been recycled and he does not post any extra lectures or materials. I feel like he's not trying to engage or teach his online students as he would an in person class.	
5	The syllabus and instructor's statements create a dismissive and even somewhat hostile learning environment for anyone who may feel that they need to seek help with the material or who isn't confident in their abilities. Immediately upon reading the syllabus I get the impression that this instructor receives numerous complaints about their policies but is unwilling to consider any feedback whatsoever. Instructor has added several passages to the syllabus concerning justifications of their grading policies and exam formats which come off as quite defensive and contribute to the subpar educational space. These passages go to lengths to essentially say that if someone doesn't do well in the course it's their fault and the instructor's policies are infallible. Specific examples given below. Instructor is happy to (accurately) cite scientific data about learning styles being largely pseudoscience but notably doesn't mention at all how terrible rote memorization (the effective focus of his class) is for anything resembling learning or retention. Exams on material like this with difficult formulae which expect memorization of said formulae will heavily reward rote memorization and 'cramming' over conceptual understanding of the material, which negatively effects (or works AGAINST) students' learning. This instructor makes many overtures to 'effectively measuring' such understanding but their grading policy directly contradicts this. Instructor makes a few small statements to caring about students' busy schedules but thoroughly contradicts this sentiment by repeatedly stating his unwillingness to offer any sort of consideration. One simple improvement that could be made is the syllabus is extremely long with many redundancies and could likely be pared down to about half its length. -- Examples: Flimsy/circular justification for test grade weights being 75% of the course grade by simply stating that the tests 'accurately measure'. Attempts to defend the fairness of the extremely long questions wherein one algebra mistake will result in a wrong answer, 0 credit, and a large portion of limited exam time wasted, by stating that one should simply check each step as they do the problem, which simply *CAN NOT* be done in the limited exam time.	
6	The professor was very condescending if we ever had any questions or concerns. In an online setting it should be understood things may come up for students. I'm not talking about me alone personally, but students have shared their communication with him and it's the equivalent of a doctor with horrible bedside manner. Dr England truly believes the worst in his students as a baseline. He inherently believes all students are trying to lie or cheat in some way without human regard for their real lives. Additionally, he is just extremely rude. I won't go into detail in order to maintain anonymity, but please know many students have shared their negative experiences when communicating with Dr England. Please improve attitude. I have witnessed one student having his grammar picked apart, at length, for asking 1 questions about his exam grade. This is a math course, why was a persons choice of may/can picked apart at length? Just answer the student in a helpful manner. Being kind is free. Students pay thousands in tuition to be taught and guided by their Professors, not to be ridiculed.	

	<p>The instructor for this course was not what I expected, given my experience with ASU thus far. I have had 3 interactions with him myself, one asking about something in the Syllabus, one asking about a test and any possible extension due to my wife having a surgery on the day the test was scheduled and one about accommodations that were not correctly applied prior to the first test. In the first interaction, I got a short response that he couldn't help me because he didn't write the syllabus and nothing else. In the second interaction it was implied that my spouse's surgery and my having to be here with her for 24 hours after due to anesthesia didn't matter and that there was a grace period after the test where I could take a -10% penalty since I couldn't take it during the testing period. In the third interaction I received a short response simply stating that it was handled for all future exams. No apologies for it not being on the first test and no offers to attempt to make up for the lack of approved accommodations that resulted in me getting an 85%.</p> <p>Of those three interactions, I don't mind the third. I understand that accommodations are granted by the school and I am not entitled to them. It would have been nice had a mistake been acknowledged but it isn't required. The second one I can also somewhat see, except for the lack of empathy. The surgery was scheduled before the class started and I had the dates for the test. The fact that I was expected to take a -10% penalty for something that I brought up with plenty of time for accommodations to be made and for something beyond my control was a bit hard to swallow. After some scrambling I was able to have a family member drive 3 hours to sit with my spouse so that she wouldn't be alone so that I could take the test within the period.</p> <p>However, my fellow students experienced other issues that I cannot believe. First, grades were withheld from students due to ASUID pictures and when asked about it the response was condescending. In that case, the student had followed the directions and it was correctly applied to their ASUID but the instructor appeared to give them a 0 based on their Canvas profile picture, which was not stated anywhere in the syllabus or course materials that it is required. When asked, he gave a condescending response about the formatting of the question asked and then simply told him he could fix it himself by reading the class announcements, no actual answer to his question.</p> <p>Another problem that was encountered was the Canvas Grades. In every other class I have been in the grades, even for tests, were available immediately in canvas and if they needed to be updated the instructor would go through and do so. When a post was created on the Ed Discussion board about it for this class the response was that he simply didn't have time to and that his priorities lie in other parts. He then condescendingly added that this is a Differential Equations class and that we should be able to do basic Algebra to figure it out ourselves. This did not directly affect me because I have always kept my own excel file to track my grades and model things out in the future. The question that the condescending response was made to simply said,</p> <p>7 "When can we expect our grades to be updated in canvas?"</p> <p>Thanks!"</p> <p>The response felt incredibly disproportionate.</p> <p>Overall, I felt as those this instructor did not want to interact with students. Ed Discussion was utilized very early on by students but that utilization tapered off as time went on. At the time of writing this there is a week left in this course. Here is a quick summary of the discussion posts:</p> <p>-48 total posts</p> <p>-9 of them created in the past two weeks(18.75%), meaning 39 created in the first half of the class.</p> <p>-Instructor responded to 39(81.25%) of these posts:</p> <p>-9 of his responses came after another student had posted on the initial post and only included a platitude like "Thank you for helping your fellow students."</p> <p>-6 of those posts contained more than one line or something more meaningful than "Your coefficient on[whatever variable] is wrong".</p> <p>It felt as though during the class Mr. England did not want to interact with or teach the students. I am sharp and I helped the other students where I could and helped review the material but I did that at the same time as attempting to learn that same material in a 6 week period, the instructor should be able to provide more assistance than was provided.</p> <p>This is the first class at ASU that I have had this kind of issue with an instructor. Though it did not directly affect me I felt it should be brought up because it did affect my fellow students, impacting their grades and their perception of the school.</p>	
8	<p>The instructor for this course has been very rude and condescending towards every student who has asked him a question. As someone registered with SAILS for flexible deadlines, I was too scared to even ask this professor to use my accommodations after seeing his responses to other students. In the beginning of the semester, many students asked questions on the Ed Discussion board. By the end, however, the discussion board was nearly empty and unused because no students have been getting any kind or helpful messages from this instructor.</p>	
9	<p>The instructor was extremely unprofessional with students on the discussion boards. It was clear he was frustrated and he made it known to everyone. He talks down on people and is degrading, making it uncomfortable to reach out for any help or clarification. As an academic professional he should be held to a higher standard. I know nothing will come of this but I would not recommend him to anyone and will avoid taking any of his classes at all cost.</p>	
10	<p>See previous statements.</p>	
11	<p>No instructor has any authority to lecture a student asking a question on proper use of grammar, word usage, word etiquette etc. when a student is simply trying to ask a question and better themselves. For a professor to conduct himself in that manner is absolutely despicable and greatly reflects upon ASU as an institution to allow this blatant behavior. It is very obvious that ASU and the professor's alike, have blatantly forgotten that it is the student body who keeps the lights on at ASU, it is the student body who pays instructors and administrators paychecks. It is unacceptable as a student to become beaten and broken down for taking a class and trying to learn a subject. This is not a militaristic selection program. I suggest this to the professor, simply treat people with respect as you are not god, students are human beings and furthermore we write your paychecks. If you truly despise students then I would recommend a drastically different career choice as you have zero right on this planet to treat anybody in the fashion that you do.</p>	
12	<p>Lots of the course announcements were passive aggressive or offered opinions that were not relevant to coursework.</p> <p>Additionally, grading was locked for the entire duration of the course, so students were not able to see their current grade in the class. In response, the professor said, "I have an inordinate amount of questions regarding grade weights. Now from my perspective, this is something that is covered in high school intermediate algebra. However, given the volume (roughly 5-10% of the class) relative to previous classes, I have to assume perhaps covid through that bit to the wind somehow?"</p> <p>This comment is attempting to passive aggressively insult the intelligence of students, implying they don't understand basic high school math. This dissuades students from asking genuine questions in fear of judgement, which does not promote learning and is inappropriate in a classroom setting.</p>	

	<p>Instruction method was great. No complaints here, very knowledgeable, thoroughly explains concepts(I just have to rewatch a few times to grasp the info, plus the second half of the labs help drive home the concept), and the professor breaks it down to recall basic arithmetic from our memory banks(not in a re-teaching manner, just a quick refresher and we move on with the lesson).</p> <p>Improvement should be focused on the layout/organization of the workload.</p> <p>Recap of course improvement suggestion below:</p> <p>Dislike: The irregular distribution of the workload.</p> <p>1)HOMEWORK was extremely front loaded within the 1st few weeks, leaving open a solid week from the deadline of the last homework and the final exam.</p> <p>2)MIDTERM EXAMS did not have a consistent cadence with modules covered.</p> <p>3)EXAM REVIEW no practice midterm exams, and was only provided a review for the Final, not for any of the midterms.</p> <p>4)LABS were also not in sync with the material & concepts covered.</p> <p>Improvement Suggestions:</p> <p>1)Re-distribute HOMEWORK workload throughout the allotted semester time-frame, perhaps shift the sections back by half a week and/or split up sections from 2 different modules that are due at the same time. i.e. Module 3 and Module 4 both were due at the same time.</p> <p>2)Set MIDTERM EXAMS closer to module completion, instead of testing for module material a week or two after the fact.</p>	
13	<p>3)EXAM REVIEW</p> <p>3a)If possible, provide practice exams please. For individual timed practice, this greatly helps to manage test-taking time and focus on the pertinent material being tested on. Yes, the syllabus does describe what sections are covered in the test. But not how many questions, how much time, no emphasized core subjects within the wide range of sections/modules covered.</p> <p>3b)If possible provide Midterm Exam review sessions, either recorded from previous years or live.</p> <p>4)Realign LAB due dates closer to respective modules to further emphasize pertinent concepts being covered in order to drive home the concept. Perhaps shifts the Labs forward, especially Labs 0,1,& 2 since they are geared more towards MATLAB familiarization.</p> <p>i.e.</p> <p>Lab 0: due 5/18/24</p> <p>Lab 1: due 5/22/24</p> <p>Lab 2: due 5/25/24</p> <p>Lab 3 Imp Euler: due at end of Module 2, section 2.7/8.2</p> <p>Lab 4 Imp Euler, ODE45: due at end of Module 2, section 2.7/8.2 and spaced 1/2 a week to 1 week after Lab 3.</p> <p>Lab 5 Mass Spring System:due at end of Module 3, section 3.7</p> <p>Lab 6 Forced Equations & Resonance: due at end of Module 3, section 3.8, and spaced 1/2 a week to 1 week after Lab 5.</p>	
14	I think that during this course the teacher could be willing to work with the student more if things pop up. Not everything goes perfect	
15	He seemed very unfriendly at times.	
16	He is extremely (I don't use that for effect...it is Extreme) rude and disrespectful. When asked to turn on the Canvas grade function, he basically called us stupid for not just calculating it ourselves. Yes we could, however, we pay for all of these online features (overpay) and he is too lazy or arrogant to simply turn this feature on. We should be learning new material and practicing...not wasting calculating a grade that in every other course I have taken has been available. 100 percent unacceptable.	
17	Get rid of him. Most disrespectful, with this holier-than-thou, smarter, and better-than-you attitude that treats you like you're some lowly peasant. Ask a question and he gives smart*** remarks and talks to you like you're stupid. He treats all his students this way. As many negative reviews as he has I'm surprised he hasn't been fired yet. Are these the kind of people ASU like to hire? Disappointing and sad to say the least. I've worked with and led more idiots in the service that had better etiquette.	
18	Get a different teacher without superiority complex. Dude writes his emails to the class speaking to us like we are a bunch of children he has to babysit. Isn't smart enough to spell check his emails for grammatical errors before sending them though.	