



Rutgers University Student Instructional Rating

Fall 2020

Charnley, Matthew - MPC163

Calc I Math/phys - 01:640:151:16, 17, 18

Survey Form: *Standard SIRS

Enrollment: 89

Responses Received: 48

Special University-wide Questions for Fall 2020

Due to the challenges created by the Covid-19 pandemic, three additional questions were added to the Fall 2020 survey.

Weight of responses: 1=SD (Strongly Disagree), 2=D (Disagree), 3=N (Neutral), 4=A (Agree), 5=SA (Strongly Agree), Resp=Number of Student Responses

Weighted Means: Section, Course, Level, Department

	SD	D	N	A	SA	Resp	Section	Course	Level	Dept
Given the content and level of the course, the course workload was manageable.	2	5	7	25	7	46	3.65	3.64	3.69	3.81
The course site used for this course, whether in Canvas, Sakai, or Blackboard, was well organized.	0	0	5	23	19	47	4.30	3.97	4.06	4.06
The instructions given for assignments, exams, quizzes, and other course activities were clear and easy to understand.	0	7	5	23	12	47	3.85	3.71	3.77	3.84

University-wide Instructor Questions

Weight of responses: 1=SD (Strongly Disagree), 2=D (Disagree), 3=N (Neutral), 4=A (Agree), 5=SA (Strongly Agree), Resp=Number of Student Responses

Weighted Means: Section, Course, Level, Department

	SD	D	N	A	SA	Resp	Section	Course	Level	Dept
The instructor Matthew Charnley was prepared for class and presented the material in an organized manner.	0	0	2	11	34	47	4.68	4.17	4.22	4.22
The instructor Matthew Charnley responded effectively to student comments and questions.	0	1	2	13	32	48	4.58	4.20	4.22	4.21
The instructor Matthew Charnley generated interest in the course material.	0	1	8	15	24	48	4.29	3.90	4.03	4.02
The instructor Matthew Charnley had a positive attitude toward assisting all students in understanding course material.	0	0	4	13	31	48	4.56	4.29	4.33	4.32
The instructor Matthew Charnley assigned grades fairly.	1	3	5	16	21	46	4.15	4.02	4.15	4.15
The instructional methods of Matthew Charnley encouraged student learning.	0	1	10	16	21	48	4.19	3.92	4.04	4.02

Teaching Effectiveness

Weight of responses: 1=P (Poor), 2=F (Fair), 3=A (Average), 4=G (Good), 5=E (Excellent), Resp=Number of Student Responses

Weighted Means: Section, Course, Level, Department

	P	F	A	G	E	Resp	Section	Course	Level	Dept
I rate the teaching effectiveness of the instructor Matthew Charnley as:	1	2	5	12	28	48	4.33	3.95	4.04	4.03

University-wide Course Questions

Weight of responses: 1=SD (Strongly Disagree), 2=D (Disagree), 3=N (Neutral), 4=A (Agree), 5=SA (Strongly Agree), Resp=Number of Student Responses

Weighted Means: Section, Course, Level, Department

	SD	D	N	A	SA	Resp	Section	Course	Level	Dept
I learned a great deal in this course.	0	6	9	19	13	47	3.83	3.68	3.78	3.88
I had a strong prior interest in the subject matter and wanted to take this course.	5	5	8	21	8	47	3.47	3.52	3.17	3.37

Course Quality

Weight of responses: 1=P (Poor), 2=F (Fair), 3=A (Average), 4=G (Good), 5=E (Excellent), Resp=Number of Student Responses

Weighted Means: Section, Course, Level, Department

	P	F	A	G	E	Resp	Section	Course	Level	Dept
I rate the overall quality of the course as:	2	4	9	20	13	48	3.79	3.54	3.56	3.66

What do you like best about this course?

These comments are intended for all instructors.

Comments
The workload was enough and was not too difficult
I liked how organized canvas was. They had the links for lectures, workshops, quizzes, and homework's the day you had to attend class or the assignment was due.
decent workload kept me in sync with the pace of the class
I did like the lectures themselves.
Charnley!!!
The way the course was set up was perfect.
Had it not been for my professor, this course would be unbearable
I liked the lectures actually. I was always motivated and willing to write down notes most of the time.
The lectures were my favorite part of the course.
the way the grades are distributed
I loved the lectures!
I really liked the layout of how the content of the course was laid out by Professor Charnley. It was neat, organized, and very easy to follow.
organization and charnley
I liked the workshops.
What I liked best about this course was the poll questions that came after a new topic was taught, to make sure the understanding of the topic was there.
It was interesting.
The exams were changed to help students perform better and the homework was good and gave lots of chances to fix mistakes
the multiple midterms allowed me to focus on certain areas of the course before moving on. Having more midterms covering less material can help me focus on areas I should study for the final. It also releases an amount of worry about if you didn't do well in one midterm, you would fail the class.
The professors
The course went at a slow pace
unlimited homework question tries
Charnley is a good professor
I really like Professor Charnley and the way he teaches.
The lecture
I liked how we were able to apply what we learned from the early lectures into more complex workshops.
How Professor Charnley explained it.
Easy Homework.
I like calculus in general, so I just enjoyed the course

If you were teaching this course, what would you do differently?

These comments are intended for all instructors.

Comments
nothing
I would have more problems that are similar to a question on a quiz. In class the basics are learned and the problems are basic as well, but then a quiz comes around and it challenges your understanding of the topics more than the course prepared you for.
Reduce the amount of hw and it was really overwhelming at times.
I would spend more time on harder examples in class, rather than teaching us just the basics and having us try to figure out the more difficult problems.
Maybe give the opportunity for students that wants to stay behind class to continue listening to the parts of the lectures that we skipped over because of time issues.
Provide fewer midterm exams and more opportunities for students to utilize what they learned from the assignment material
I did not like the break out rooms during the lecture. No one ever really talked and if there was a conversation, I did not find them to be helpful or contribute to my understanding of the lesson.
If I were teaching this course I wouldn't do much differently. I think that the switch from Canvas midterms to MyMathLab along with the study guides for the midterms made the course excellent. Also ditching ProctorTrack was another great decision.
make the exams so much easier because they were so unreasonable
I think I would make the workshop problems a little bit easier as well as less emphasis on homework.
I wouldn't give a midterm a week before an exam. It added a HUGE amount of stress on my shoulders, and it was not very comforting to know that 3 days before classes ended we were going to be taking a midterm.
not make the prelectures mandatory
I think the lectures focused too much on really vague general concepts followed by really easy practice questions that didn't emulate the tests. I thought the homework should be catered more towards the advanced exercises but with less questions because the repetition of the basic ones was unnecessary.
N/A
I would go slower with the material and provide extra credit for those who are struggling with the material.
Time restraint for the complexity of midterm quizzes was brutal, and I know that a lot of other students feel the same way. Got points off just because I ran out of time, not because I didn't know how to do it. These tests tested our speed, not knowledge.
Make mathlab assignments shorter. Some weeks I would spend too much time on them, but most of the weeks were manageable
make the quizzes how they were in person instead of giving tests to prevent cheating measures. A lot of people feel that we didn't learn the material rather just memorized stuff for each exam and forgot the rest
Not make the exams 10 times harder than it was before this semester.
Nothing
I would include more practice problems/ i clicker questions during the workshops.
I'd maybe hold practice sessions at the end of every week just to clear up any confusion so it doesn't build up till the end of the course.
Everything is fine!
I found the software for the homework to be kind of unfair at times, and that sometimes there was a lot of homework to be done, which was a problem because I had other assignments. Those are the only issues I had.

In what ways, if any, has this course or the instructor Matthew Charnley encouraged your intellectual growth and progress?

These comments are unique to the instructor Matthew Charnley.

Comments
great attitude towards learning and pace of the class
He is such a good professor, his lectures were incredibly helpful and the attitude he brought to his lectures was great as well. The way he taught helped me understand the material much better and made me want to learn more.
Professor Charnley was incredible this semester! Being online was very difficult but his manner of teaching, as well as his lecture-style, was very beneficial.
Professor Charnley's teaching style is excellent, I learned a lot in his class and honestly one of my favorite professors.
Professor Charnley always presented new opportunities where students can improve and better themselves. Failure is an opportunity for growth and this was clear with him.
He is a great professor. He is nice, friendly, and most importantly, teaches in a way that most can understand.
I found Professor Charnley to be a very charismatic professor, which in itself could encourage intellectual growth and progress. The way his lectures were set up and the detail in which he would explain things helped me understand the course material better and would then be solidified with workshop and MyMathLab assignments.
I loved Professor Charnley. He always helped me expand my thinking as well as improve in Calculus.
Prof. Charnley has always been attentive to students' questions (including my own), and has explained content clearly. I appreciate his overall attitude as well; he's very down-to-earth and honest, which I appreciate in a teacher.
He made sure to provide poll questions as topics were taught to ensure the understanding of the topic itself and how the ideas have to be applied within a certain problem. This helped make sure that the understanding of the topic was there.
I definitely learned a lot of material but the professor goes fast.
Did any excellent job conveying material and encouraging students to think critically about concepts
Professor responded to my question quickly and effectively
Great professor, always answered questions very well, explained concepts very clearly, and always had a smile on his face :)
He was very kind and understanding. There was never a time where I felt like I couldn't ask a question. His teaching style is effective and he made me want to go to class by fostering confidence in the material. There were so many resources to take advantage of
Professor Charnley taught the material so clearly and he always made sure to answer all questions which I really appreciated.
One of the best math teachers I've had. Very good at explaining
The professor had helped in every way possible to ensure that we knew what was going on and in that we were caught up.
Helped me understand things in more depth. For example, how long it takes for a car to come to a full stop after pressing the brakes.
Professor Charnley explains knowledge clearly and patiently. He gives me a clear structure of how the course is going on and how can I figure out the problem.
He was always very upbeat in class and taught very well. Also showed us his dog once, which was great.

Other comments or suggestions:

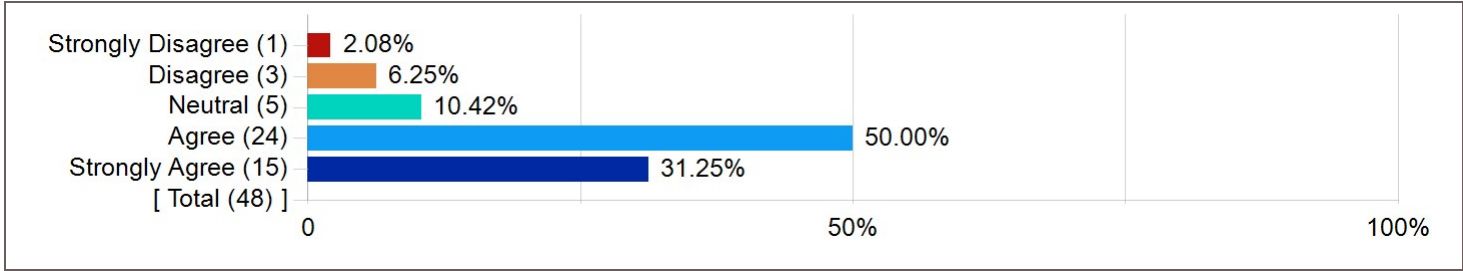
These comments are intended for all instructors.

Comments
None
The exams in this course are extremely difficult and go well beyond the material we learn during lectures.
Professor Charnley is a great professor and made the course very interesting
The exam material was very different from any assignments we were given. The way questions were formatted and written made it difficult to answer since the homework assignments presented questions written in much simpler and more straight-forward ways. I think more questions on midterm quizzes but less complex/conceptual ones would allow students to be more better prepared with the previously assigned course material.
I would've loved to have Professor Charnley as a Calc II professor. He did a fantastic job of teaching the material and a great and knowledgeable professor.
Probably less emphasis on homework because when I prepare for exams, I tend to redo the recommended problems anyway. Furthermore, I believe the workshop problems should be a bit easier. Overall, fantastic course!
Liked the pre-class videos as well as they have quizzes to make sure you understood what was going on in the video.
I want to comment on the time constraints for the midterms and final. While in a normal situation, the work would be shown and the answer is written on the side of to answer sheet, in an online platform the answers must be put into the system. This process may not seem as it takes longer, however, subconsciously writing down the answer into the platform seems more official than writing it on paper. Causing delays and more time into thinking if that is the right answer. The questions have already been formulated in a different manner that required a different kind of thinking, that traditional math classes wouldn't have in abundance. Which I think is sufficient in the aspect of preventing academic integrity violations.
Time restraint for the complexity of midterm quizzes was brutal, and I know that a lot of other students feel the same way. Got points off just because I ran out of time, not because I didn't know how to do it. These tests tested our speed, not knowledge.
Online learning is difficult. It was a good idea to allow more time to submit the pre-class videos, worksheet activities, etc because of tech issues.
Exams were way too hard
None
Overall, I felt the course was great and very valuable overall.
The professors are very nice!
I liked this course, keep up the good work.

Questions added for: *Standard SIRS

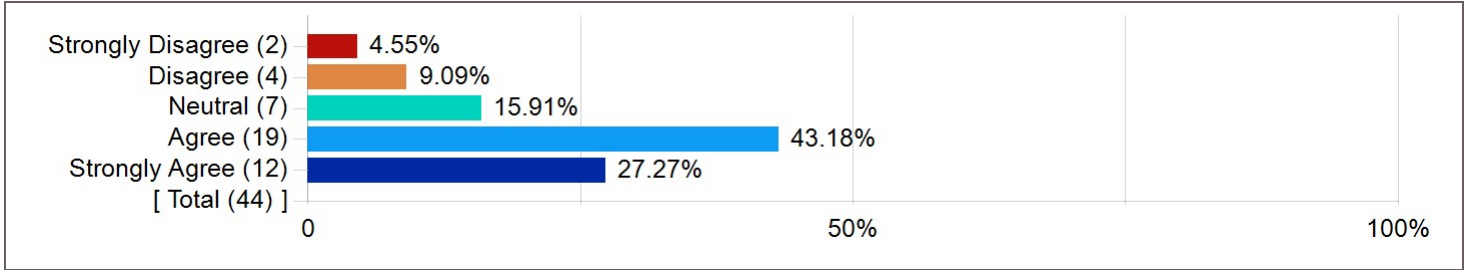
Weighted Means: Section, Course, Level, Department

The lecturer posted content that helped me understand the topics covered in the online lectures.



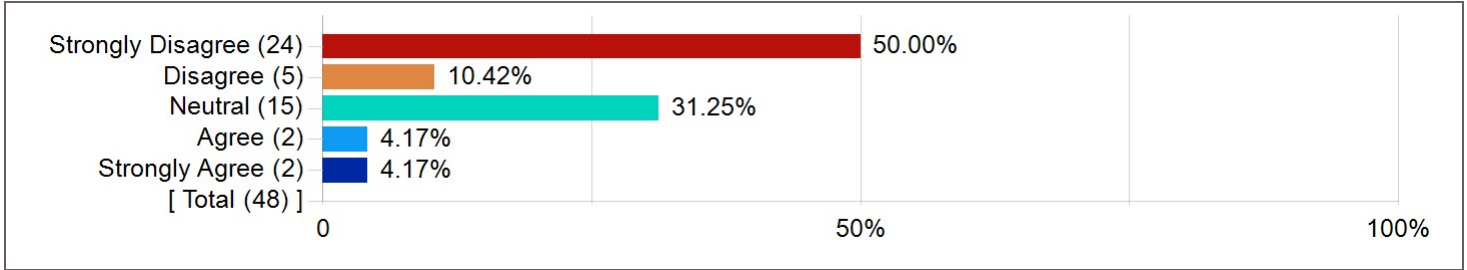
Section	Course	Level	Dept
4.02	3.77	3.94	3.97

The recitation/workshop instructor posted content that helped me understand the topics covered in the online recitations/workshops.



Section	Course	Level	Dept
3.80	3.69	3.85	3.85

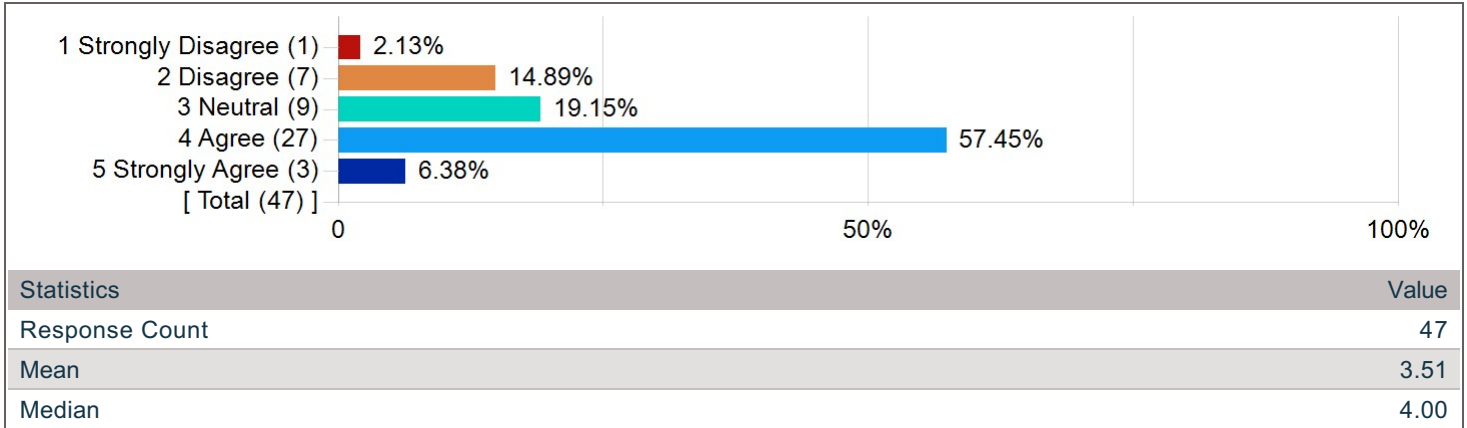
I was glad to take this course in an online format; for me it is the preferred format for this course.



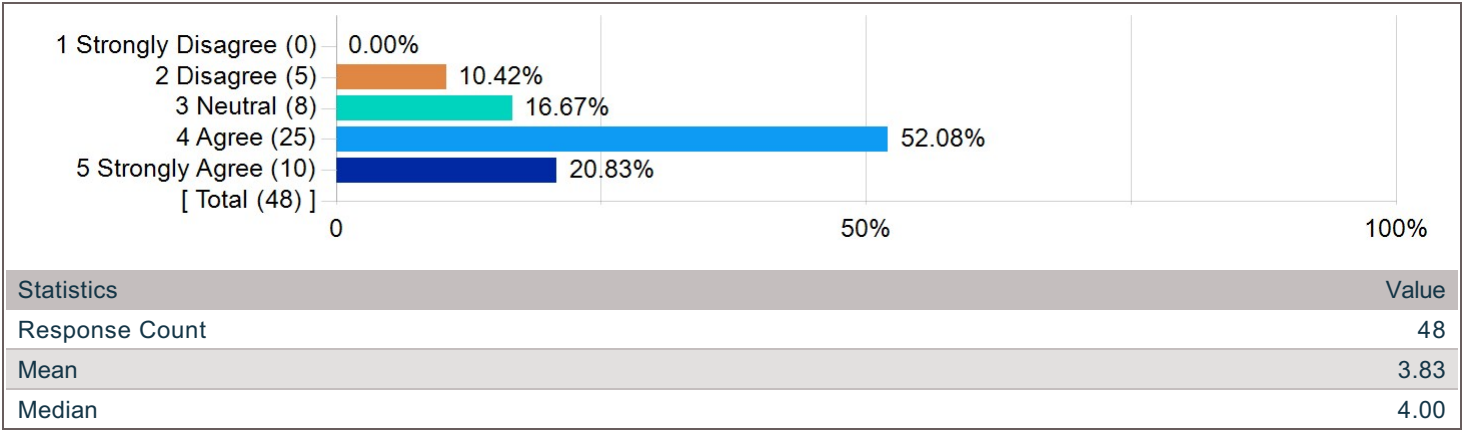
Section	Course	Level	Dept
2.02	2.53	2.72	2.78

Questions Chosen by Instructor

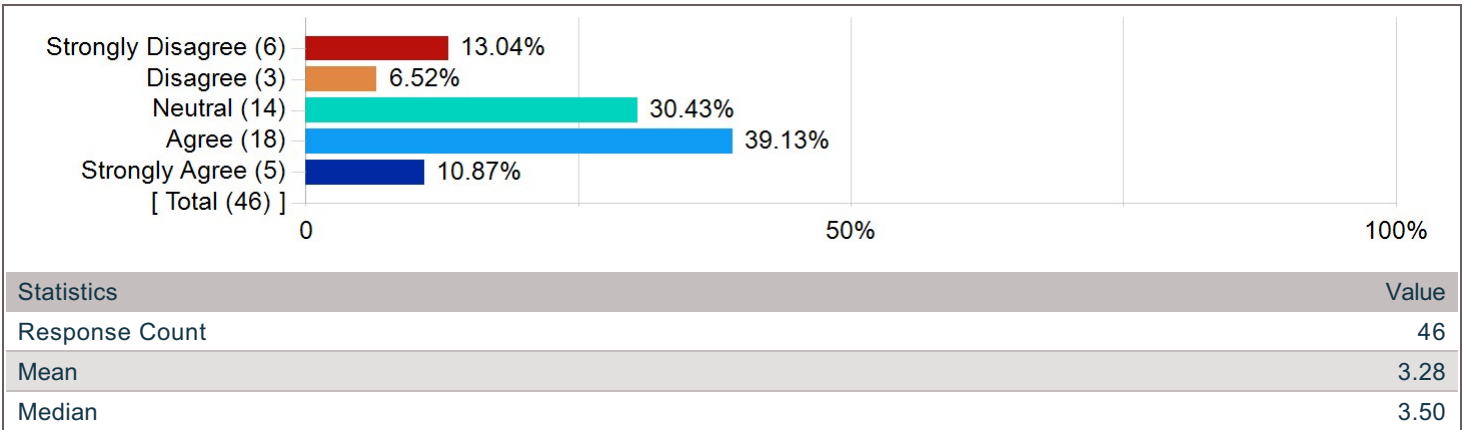
The workload for the course was appropriate.



The instructional technologies were effective.



My remote environment allowed me to use the remote course effectively.



What were some of the positive aspects of taking this course online?

Comments
We had instructional videos before each class which helped us get prepared for the content the class was about to cover
You can turn in the in class assignment and workshop by midnight.
We could be a little more flexible with our schedules.
I enjoyed the fact that it was convenient for me and my schedule.
bruh none :/
I get to rewatch the lectures if I missed it.
There are fewer opportunities for in class distractions since all the attention can only be put on the professor and the material. Otherwise this course is poorly optimized for online instruction.
I liked the flexibility of this course. Especially, if you could not watch the lecture you were assigned, you could always watch the recorded one later. Or even if you watched the lecture, you can always go back and watch parts of the lecture where you feel like you did not totally understand a concept.
The deadlines were lenient which gave me enough time to get everything done taking into account the other lectures I had.
nothing much
I was able to work on assignments on my own schedule.
I was able to spend a large amount of time on topics or lessons that I didn't fully understand.
I appreciated that the exams were open-notes.
None online school sucks (especially when you still have to pay full tuition)
Positive aspects were that you can take your time doing the work as opposed to being/dealing with a certain time frame.
I can rewatch the recordings.
Easier to see and hear
Doing things on my own time
the homework system MyMathLab was a great tool for helping my understanding of the topics and for studying. It gave examples and well-explained instructions.
I was able to take notes at my own pace
None
Being by myself while taking exams
I liked all the materials offered to us (the pre-class videos, the notes filled and unfilled, etc.)
Going at my own speed
I was able to do what I felt I could've done at the university through zoom and other links.
I was relaxed at home, that was about it.
It lets my time be more manageable. Also, every exam is more comfortable because I do it alone without others' influences.
I could do work at my own pace.

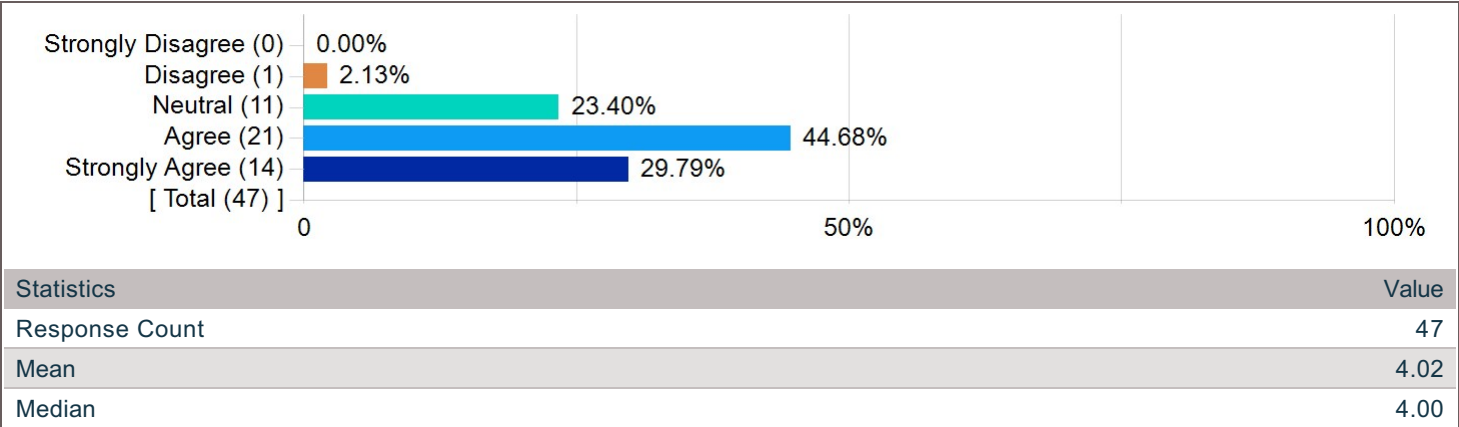
What were some of the negative aspects of taking this course online?

Comments
I don't think this a class that is meant for remote instruction. I had a very difficult time online with calc and feel as if I would have performed so much better if I was in person.
Did not have the in-person instruction which could make it harder to focus
It was harder to connect to my peers during workshops.
In person instruction
The workload seemed overwhelming at times and I had tech issues during my exams which caused me a great deal of anxiety.
I just can not really focus on math when I can not visually see someone doing it in front of me and as questions as they write out the problem. It just felt kind of disconnected.
Group work was occasionally strained, and oftentimes other students would not participate.
Not being able to face the professor in person and solve problems with peers on the table.
Less connection with the course material, fewer ways to actually engage in learning, false belief that there are more opportunities to

Comments
learn at home
The recitations in the online format were not the best it could be. The recitation professor was great and very helpful. I just feel like it's easier to be in person when working with other students.
It feels weird taking online courses because there's less of a connection between the professors and the students, and even among the students. The midterm quizzes were hard to account for open notes and in an online environment.
the exams were made so much harder
I think the classroom environment allows students to have more focus.
It was much harder to understand the topics as well as take the quizzes. The midterms were nothing like the questions given to us during the lectures, not to mention the fact that the midterms would be different than the reviews (which, in my opinion, they were practically useless because of that). Midterm 1 was especially depressing because we were kind of just thrown into it. We did not know what to expect, so that was definitely a huge contribution to some of my dissatisfaction with the course. We were given notes, yes, but we had no idea what the difficulty of the questions looked like and how bad that Midterm 1 would be. I remember being in shock and sitting and crying at my desk for half an hour after I took the test because I was so desperate. It did not feel like we were prepared at all for that Midterm, but I guess that it was expressed a lot by students which allowed us to have Reviews.
It is just easier to ask questions and see the problems in person
I would likely have been better engaged in an in-person lecture hall.
It was online and especially with the tests I think it totally changed the grade scale because partial credit is such an important part in math but you could barely get any in the way it was structured and yet there was hardly any curve like way to show kids you care about their mental health Rutgers.
None at the moment.
The workload was a lot to balance with other things, and the exams were extremely hard.
Harder to interact with peers and instructors
Lack of motivation
The midterms are taken late at night. As an international student, the time difference made it so that my midterms would be 2 hours later than Eastern Time. Thus, I would normally be taking the midterm from 11pm to 12am. It is manageable however I don't think that my focus and alertness were at their best during those times. Resulting in scores that could've been improved if the midterm was taken earlier during the day.
time restraint to prevent cheating backfired and was extremely difficult to finish on time
I would sometimes get kicked out because of my wifi. The professor would cut out at times and I wasn't able to use the chat. I get frequent migraines from staring at a screen for too long and the eye strain did not make focus easy.
You have to change your approach to studying for how the online tests are structured. This was the first time I had to take a class and rush through the tests. Adjusting to the new testing format was a challenge.
there was no option to show work. Therefore in the beginning there was no option for partial credit. Eventually it was given, but not being able to show work make the partial credit system difficult to understand
Everything, from online lectures to online quizzes, everything was awful and ultimately leads to less productivity and focus.
Everything was harder because it was online, like the professors purposely made it harder to make up for the fact it was online. Also a higher workload than usual.
A lot of homework
At times, it was very hard to consistently stare at the screen as we were remote.
Mentally draining, no motivation, excessive and difficult amount of information to learn. Very tough.
Inputting my answer into the website makes me nervous because I am afraid that I may input it wrong.
Software was difficult to use at times, and I also had a lot of trouble learning during an online lecture than in a classroom environment. It also didn't help that I couldn't really connect with my classmates so we could help each other together.

Questions Created by Instructor

The videos and pre-class assignments were useful for learning the content in this course.



What comments do you have about the structure of this course? Is there anything that should be improved if this course were to be run in a similar way in future semesters?

Comments
Just go over more quiz like problems during the lecture periods. This way students can ask questions and learn the more in depth aspects of a topic
One of the better structured classes I have
Remind professors to have a bit of sympathy when students experience tech issues during exams, the amount of stress and anxiety we go through during that is insane. Failing a student's exam or saying "nothing can be done" is extremely unfair because sometimes no matter how prepared we are there is just nothing we can do if the system goes down. I think the university as a whole should work on a better process to deal with issues like that.
The videos started to feel like more of a task rather than using them for their learning aspect. I started to become less interested in the videos that were over around 20 minutes long.
The structure of this course was very organized and extremely helpful.
Fewer midterm quizzes that encompass more material
Honestly, I think this class was structured well. Maybe if I could change something it would be to extend when the recitation quizzes are due. We would always have to do them right before recitation ended and I feel like I would always do poorly on them. I did do recitation work during the class and these bad grades were not due to slacking off. There is a possibility that I would have done better if the quizzes were due at the end of the day. This may have let me go over the concepts more and be better prepared.
I think the structure of the course was fine. It was methodical where there were pre-class videos, then an in-class assignment for every lecture period. It wasn't hard to keep track of the different things to do because it was structured so soundly.
make it easier
I think the pre-videos and assignments weren't as useful as we would go over the material in-depth in class anyway.
some of the homeworks were really long but it was organized well. Maybe have multiple reviews for midterms
I would suggest assigning *way* less homework on MyMathLab; it's hard to keep up with that along with my other classes.
I liked how Professor Charnley taught and engaged with students he was awesome. However I think the way the tests were structured in comparison to what students learned in class was rather unreasonable. No fault to you though Professor Charnley you rocked
Nothing should be improved.
Please provide extra credit, or test corrections to help students boost their grades.
In my opinion, pre-class videos should be shorter and quicker. Although it is nice to have explanations about certain equations, it made it unnecessarily long and unmotivating to watch. It also felt sort of repetitive to have the same explanation from the pre-class video and the actual lecture.
The pre-class videos are saviors and wonderfully structured to give a taste for the lecture.
Make the quizzes easier rather than giving hard stuff just to prevent the small groups of kids that decide to cheat, its unfair to the rest of us that work hard
Structure is good. The homework takes very long. Thats the only problem other than the excruciating exams.
This class was easily my best run online course and I really liked all the resources and teaching methods this class used.
None
The fact that this course was remote for this semester, I think the course had run fairly smoothly.
Make the workshop less group, more professor time.
I think the structure of this course is great! Students can get enough exercise to figure out problems.
I think this course was very well structured.