



Rutgers University Student Instructional Rating
Fall 2021

Charnley, Matthew - MPC163

Calc I Math/phys - 01:640:151:H1, H2, H3

Survey Form: *Standard SIRS

Enrollment: 31

Responses Received: 15

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	1	6	8	15	4.47	4.16	4.14	4.16
The instructor Matthew Charnley responded effectively to student comments and questions.	0	1	0	3	11	15	4.60	4.12	4.11	4.13
The instructor Matthew Charnley generated interest in the course material.	0	0	1	7	6	14	4.36	3.89	3.94	3.95
The instructor Matthew Charnley had a positive attitude toward assisting all students in understanding course material.	0	0	0	4	11	15	4.73	4.24	4.22	4.24
The instructor Matthew Charnley assigned grades fairly.	0	0	5	5	5	15	4.00	4.00	4.08	4.11
The instructional methods of Matthew Charnley encouraged student learning.	0	0	1	7	7	15	4.40	3.90	3.94	3.95

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:	0	0	2	6	7	15	4.33	3.91	3.91	3.94

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	1	3	6	5	15	4.00	3.59	3.72	3.84
I had a strong prior interest in the subject matter and wanted to take this course.	0	4	3	3	5	15	3.60	3.44	3.12	3.31

	SD	D	N	A	SA	Resp	Section	Course	Level	Dept
Given the content and level of the course, the course workload was manageable.	0	2	1	10	2	15	3.80	3.44	3.70	3.81
The course site used for this course, whether in Canvas, Sakai, or Blackboard, was well organized.	0	0	2	6	7	15	4.33	3.91	4.01	4.07
The instructions given for assignments, exams, quizzes, and other course activities were clear and easy to understand.	0	0	4	10	1	15	3.80	3.59	3.79	3.90

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:	1	0	5	7	2	15	3.60	3.28	3.47	3.63

What do you like best about this course?

These comments are intended for all instructors.

Comments
I like how the constant assignments forced us to practice with the content taught in class.
I liked the extra detail that the instructor went into on certain topics.
I thought the post class practice problems were really helpful in reinforcing the concepts
The respond of professor made me to keep ask more. I loved how he lecture and participation of students.
The pre class videos made it easy to follow along what was happening inside the upcoming class.
I do like the teaching and also the way he comprises the lessons. I feel like there should be more challenge problems.

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

These comments are intended for all instructors.

Comments
Rather than having preclass videos, teach that material in class and have supplemental videos instead for furthering understanding rather than introducing the topic.
I would provide more questions that are similar to what is on the midterm.
Questions and practice similar to the questions that appear on exams, in terms of difficulty and complexity
I would have made the homework assignments a little bit less repetitive. It felt like I was answering the same question on repeat for some of the homework assignments.
I think the homework assignments could be less lengthy because some were really repetitive but didn't necessarily help
I do not like having online midterms, we should be allowed to take them all in person. Online tests have many negatives, 1) tech problems even before the test starts puts you in a bad state of mind (stress and anxiety) even before taking the test, 2) cheating can happen online when it cannot in a lecture hall, 3) answers are harder to type into boxes using the symbols chart, take much more time than just writing them on a paper exam, 4) you do not get credit for your work like you do on a paper exam, just the final answer so if you have a small mistake all of the points are taken off. I think that we should go back to taking all in person tests to mitigate these problems.
I would make more sources for students like TI sessions or more tutor available for students
I would make it so that everything is taught linearly, because it got difficult to write everything on a notebook in order as the instructor jumped between the pages to teach, which is why I switched to just printing the blank notes for the classes every lecture.
I do think some things that bothered me was the immediacy of submitting the Practice Problem and the Poll Question (you have like 5 1/2 hours from the time of the lecture to submit or you can't submit). I would've liked if they made the deadline longer.

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
He provided good explanations for questions.
Genuinely passionate about the topic, encourages students to look at why things work in addition to how to solve problems
He answered to my questions in detail. His lecture was fun although the concepts were hard.
He undoubtedly has a really deep love for math and his job, and watching him teach was inspirational for me as a student to enjoy the material as well. I learned a lot in this course, and am glad that I chose to be in his section.
Professor Charnley is ALSO THE GOAT. As soon as I saw his wallpaper was Legend of Zelda, I knew he was the best. But besides that, his teaching is good. I do think if I could make a suggestion, I wish that he went further with the flipped classroom setup. Also I wish some of the homework problems were more difficult, and we had some practice exams to work with.

Other comments or suggestions:

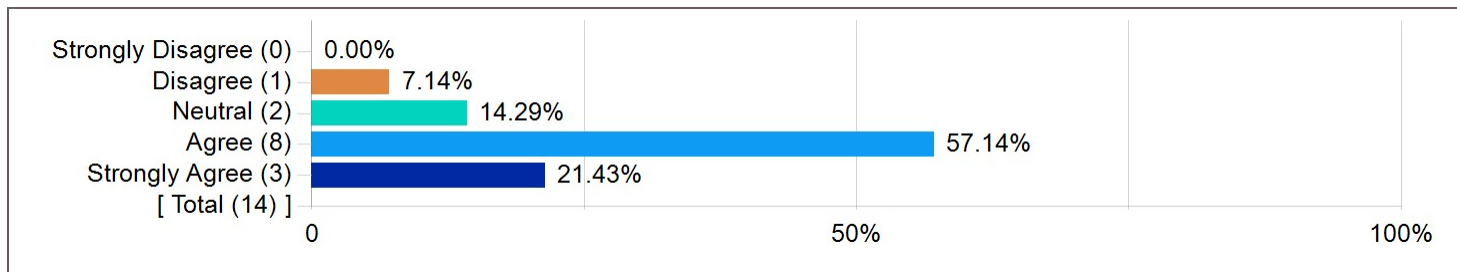
These comments are intended for all instructors.

Comments
I feel the way this course was taught was geared more toward students who had prior calculus knowledge. The material was easy to understand for someone like myself, but for my peers who had never taken calculus before it was a struggle.
There was a disconnect between materials being covered in class and what was being tested in the midterms. I wish the two were slightly more similar in level of difficulty.
I do not like the grading system. Every other class I am in has a set number interval for each letter grade in the course. I like seeing the average in the course so I can see how I am doing. I do not like that the final grade is a surprise at the end, where you cannot really know where you stand. The grading system for this class is extremely confusing, and I do not understand it, as compared to my other classes which are much easier to understand (each number averaged together, this average on the chart of letter grade assignments is your letter grade), I think this class should be done in the above way, not the way it is now.
I just hope that recitations go back to being in person again, because it is awkward working in groups on a math workshop.

Questions added for: *Standard SIRS

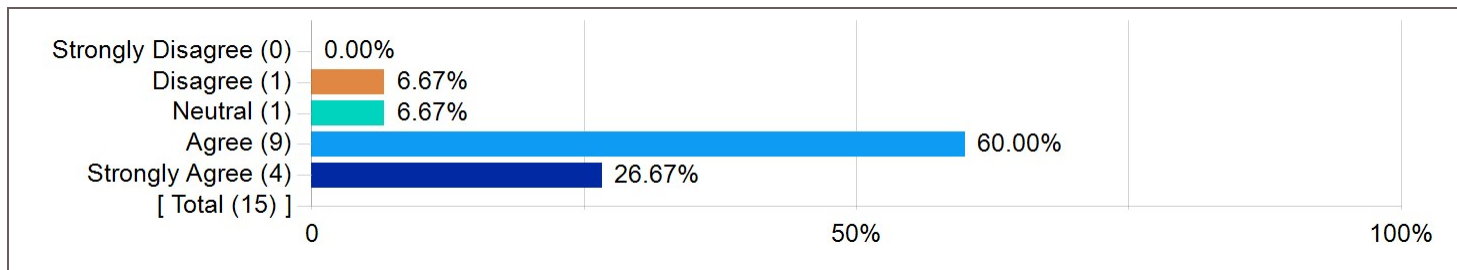
Weighted Means: Section, Course, Level, Department

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



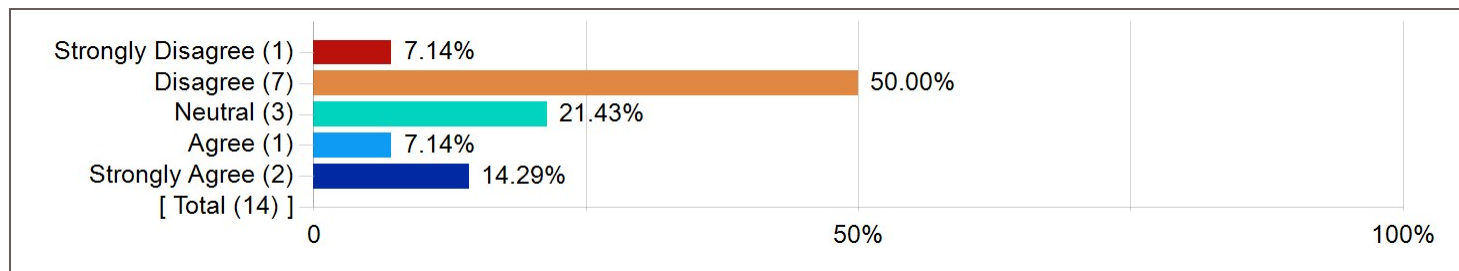
Section	Course	Level	Dept
3.93	3.67	3.86	3.90

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



Section	Course	Level	Dept
4.07	3.69	3.78	3.80

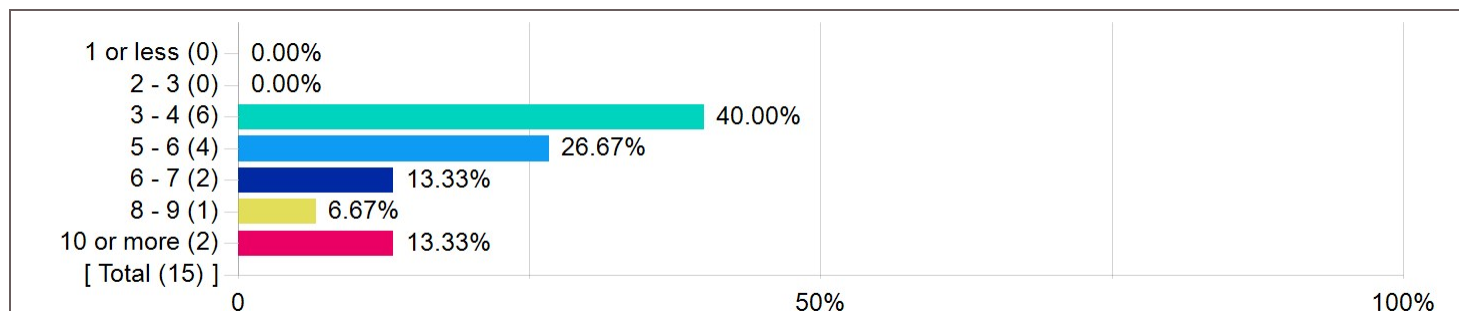
I was glad to take this course in an online format; for me it is the preferred format for this course.



Section	Course	Level	Dept
2.71	3.02	3.26	3.27

Questions Chosen by Instructor

Since the beginning of this course how many hours a week, on average, have you spent on this course in addition to class time?



Statistics	Value
Response Count	15
Mean	4.27
Median	4.00

Questions Created by Instructor

What comments do you have on the assignment structure and provided materials for the course?

Comments
The homework on my math lab takes too much time, especially because of how temperamental the software is.
Lots of work, helpful but extremely time consuming
The instructors could encourage textbook use more just as a supplement
I do not like that the solutions for the review sheets are provided just a few days before the tests. Personally, I would rather look up the ones I am struggling on as I go through the review sheet, not wait until the end, and I think that the choice should be there for me, solutions should be posted at the same time as the review sheets themselves.
Workshop for recitation was kind of hard to review since I don't have access to the answer sheet.
It would have been easier if the pre class materials opened up sooner to be able to get done because sometimes it got really hard to complete them during the week.
I think that the lectures cover a decent amount but I learn math mostly by doing it. I wish the homeworks had slightly more problems to be honest that were more tricky so that I could get more content. Math is kind of a crappy spectator sport.

