



Rutgers University Student Instructional Rating

Spring 2022

Charnley, Matthew - MPC163

Calculus For Mathematical And Physical Sciences - 01:640:152:48, 49, 50

Survey Form: *Standard SIRS

Enrollment: 57

Responses Received: 19

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	4	13	19	4.58	4.47	4.33	4.34
The instructor Matthew Charnley responded effectively to student comments and questions.	0	1	1	6	11	19	4.42	4.38	4.29	4.31
The instructor Matthew Charnley generated interest in the course material.	0	2	1	7	9	19	4.21	4.21	4.17	4.17
The instructor Matthew Charnley had a positive attitude toward assisting all students in understanding course material.	0	1	0	5	13	19	4.58	4.42	4.38	4.39
The instructor Matthew Charnley assigned grades fairly.	0	3	2	6	8	19	4.00	4.30	4.24	4.26
The instructional methods of Matthew Charnley encouraged student learning.	0	1	2	9	7	19	4.16	4.20	4.18	4.19

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	1	3	4	11	19	4.32	4.28	4.20	4.21

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	2	1	9	7	19	4.11	4.25	4.05	4.14
I had a strong prior interest in the subject matter and wanted to take this course.	0	4	7	5	3	19	3.37	3.59	3.26	3.48

	SD	D	N	A	SA	Resp	Section	Course	Level	Dept
Given the content and level of the course, the course workload was manageable.	1	2	3	9	3	18	3.61	3.88	3.89	4.02
The course site used for this course, whether in Canvas, Sakai, or Blackboard, was well organized.	0	0	0	10	8	18	4.44	4.25	4.18	4.20
The instructions given for assignments, exams, quizzes, and other course activities were clear and easy to understand.	0	1	5	5	7	18	4.00	4.15	4.04	4.13

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	1	5	7	4	19	3.53	3.92	3.79	3.94

What do you like best about this course?

These comments are intended for all instructors.

Comments
I like how the course is set up, the pre-lecture videos and practice problems help me to grasp the material much better, with the lecture just expanding on the videos.
I liked the order in which we learned things, and how we were never truly overwhelmed with information to learn at any one time.
Recitation is really good for us.
Not much
I liked the collaboration aspect of the workshops
Prof Charnley, best prof yet. First class were I learned in class vs on youtube
Truthfully, I ended up really enjoying the content of this class way more than I expected to. The information and strategies themselves are interesting to me. I also enjoyed the way this class was taught. Everything followed logically and built into the next topic.
Professor Charnley is really nice but it feels as if the course is designed for you to fail.
Expanded the way of thinking introduced in calculus 1.

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

These comments are intended for all instructors.

Comments
N/A
Nothing need to prove.
Make the exams bit easier given the time limit
I would go slower during lectures so as to give students enough time to write down the notes being projected.
Equation sheet for tests
If possible, I would spend more time on the content taught after Muidterm 3 (Parametric Equations, Polar Coordinates and Complex Numbers). This concepts are tough to grasp and it doesn't feel like we've spent too much time on them. (I do understand this is a fast paced course but this is my suggestion still). One other thing I didn't like the most is that after learning some content in the pre-class videos we would spend more time reviewing over those same slides in class. I see how this reinforces the concept but I wish we did more practice problems in class.
Make the students feel like they're learning and not just trying to get through it and feeling behind.
I would implement more exam like questions during lectures.

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
Extremely helpful when answering questions in person and through email, clarifies as much as possible and is able to explain the answer in multiple ways if necessary. Listens to student feedback to better the course (like moving homework due dates to Sunday instead of Saturday). Very kind to students, never appears frustrated by questions, and you never feel stupid by asking them. Seems to know a lot about calculus, very well prepared for teaching this course. Exams very fair, one challenge question, not as hard as homework problems, good balance of difficulty. Seems to care very much how the course feels to students, and is willing to change certain aspects to make it better.
Professor Charnley encouraged intellectual growth and progress for his students by presenting the information we learned in a clear and direct manner, through the use of an organized and consistent weekly schedule.
everything is brilliant/
He explained things well
He engaged the class through pre-class video questions and poll question quizzes, so we would be paying attention. He also made it a growth environment where everyone feels comfortable to ask questions.
Helpful in answering questions but I feel the exam questions were not equivalent to what we did in class. Even if you felt prepared for an exam, it was much more difficult than expected.
Professor Charnley welcomed all questions and always answered them effectively. He cared about the students in the class and was very understanding. My only critique was that I found the grading of the practice problems towards the end of the semester to be harsh. We were told that if we gave an honest effort we would receive full credit.
The professor explained and presented the topics covered in the course in a way that could be best understood. He always obtained a good grasp of the way his students interpreted his lectures and presented himself as an encouraging teacher.

Other comments or suggestions:

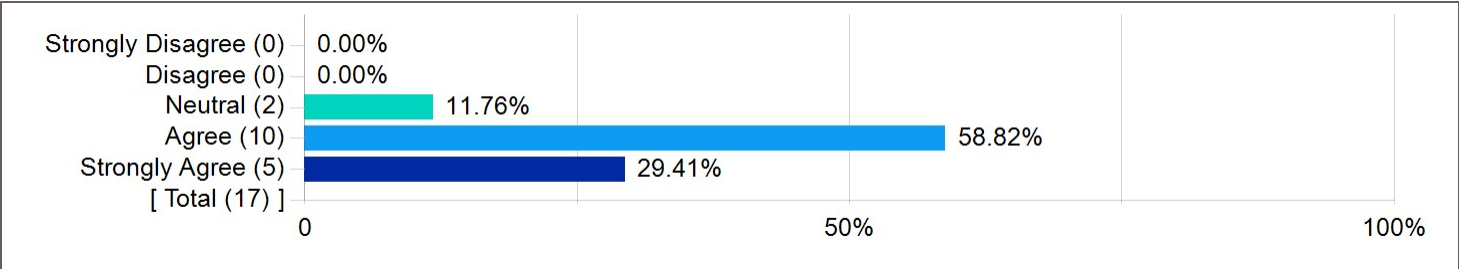
These comments are intended for all instructors.

Comments
N/A
nothing.
N/a
Thank you so much to Professory Charnley and Mr. Seidler for making this an enjoyable class. I would definitely recommend these two.
Why are recitations with ~20+ students being held in such small classrooms?? It's so cramped with the tiny college desks (surprised at such a massive downgrade from the "free" tax-paid high school desks we're accustomed to) and it's so extremely awkward trying to chat with your group when you feel your professor and TA constantly hovering over you... There were literally empty slightly/moderately-larger classrooms available in the same building at the same time.

Questions added for: ***Standard SIRS**

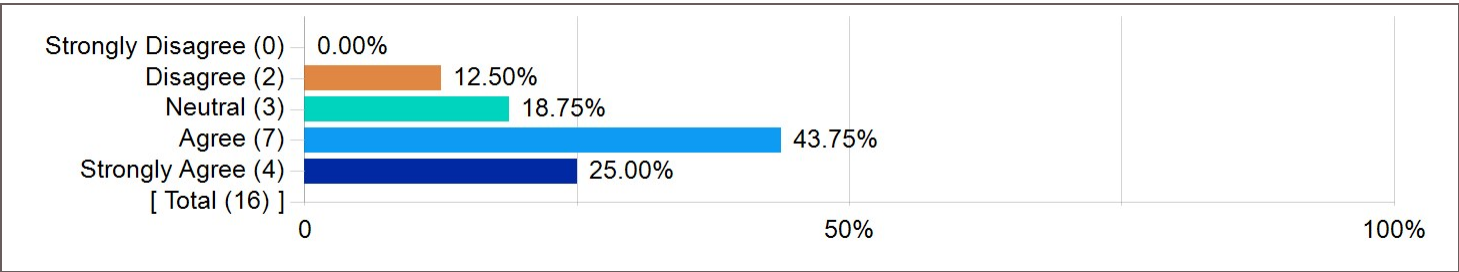
Weighted Means: Section, Course, Level, Department

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



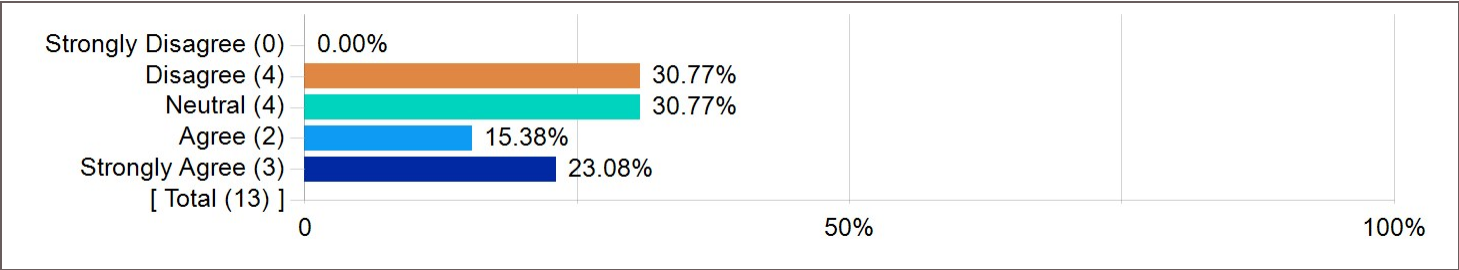
Section	Course	Level	Dept
4.18	4.13	4.03	4.05

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



Section	Course	Level	Dept
3.81	4.01	3.91	3.95

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

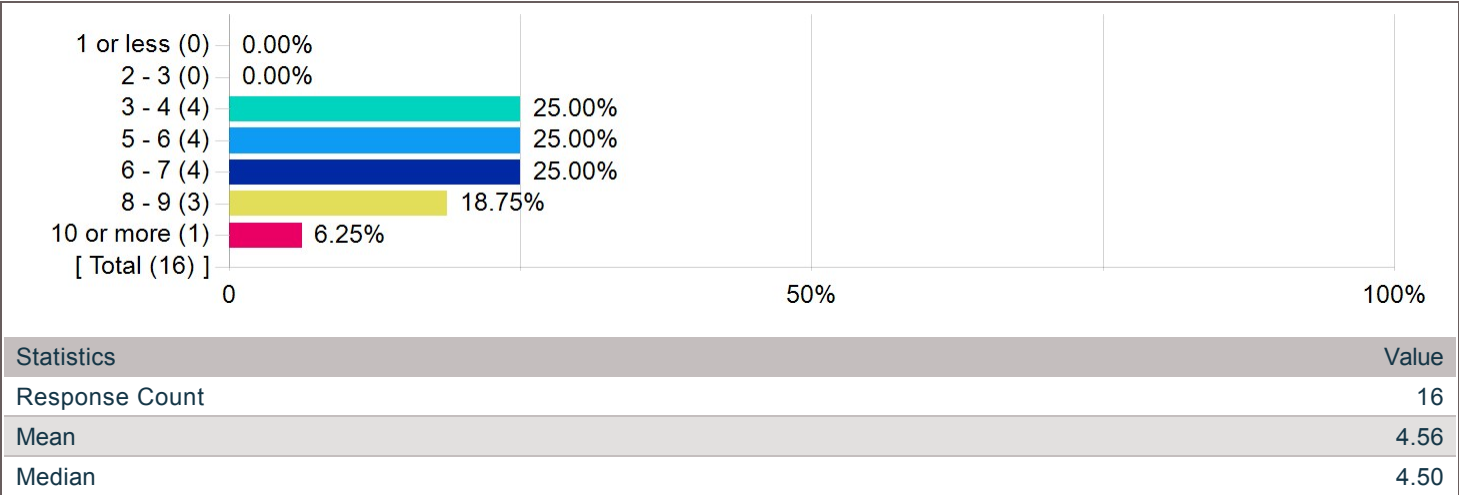


Section	Course	Level	Dept
3.31	3.36	3.35	3.42

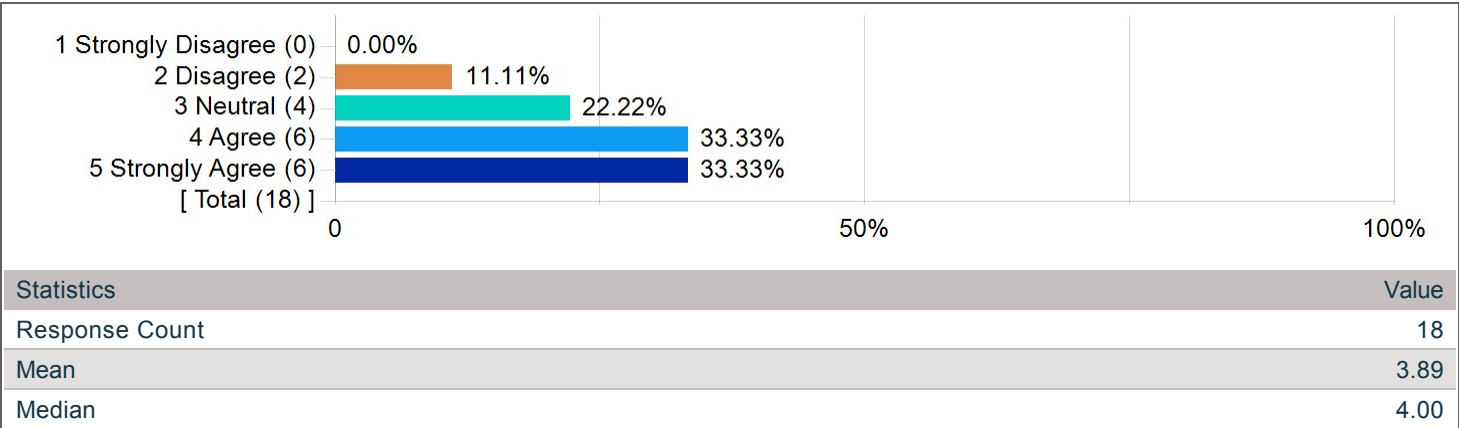


Questions Chosen by Instructor

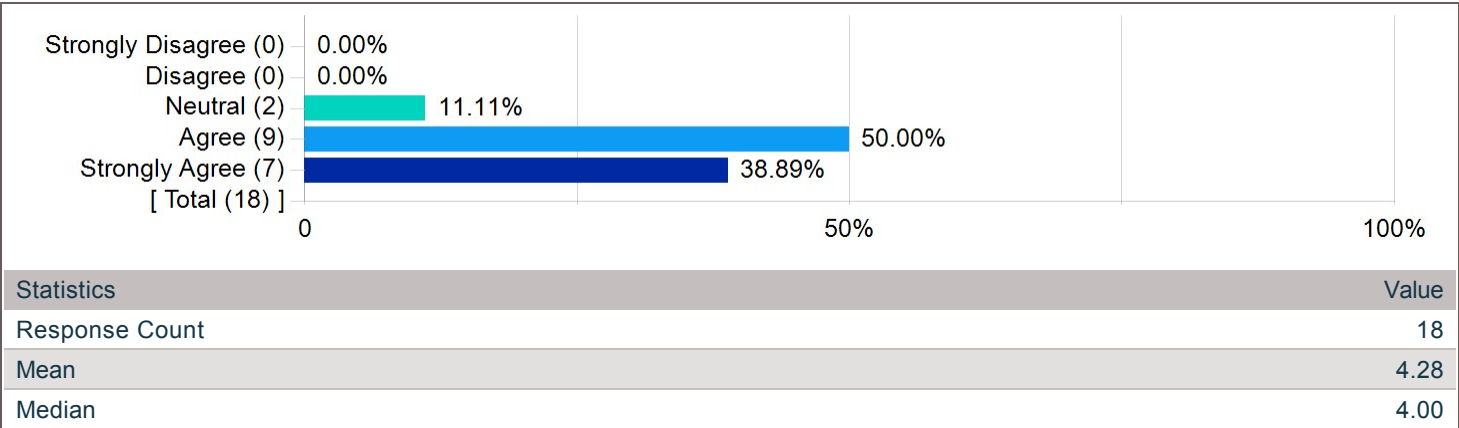
Since the beginning of this course how many hours a week, on average, have you spent on this course in addition to class time?



The classroom environment supported my learning.

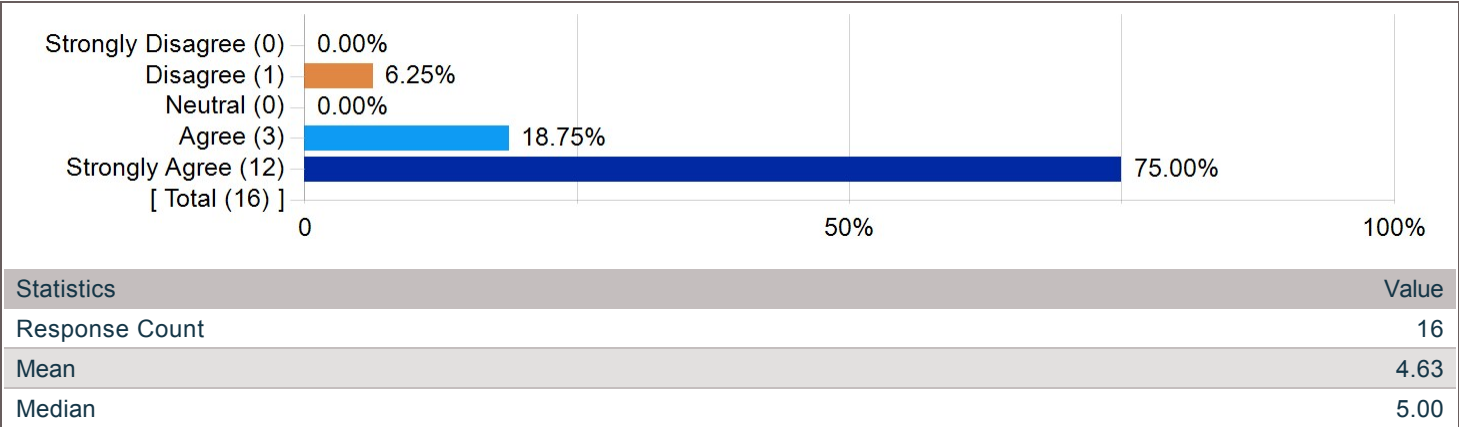


Course participation was encouraged.



Questions Created by Instructor

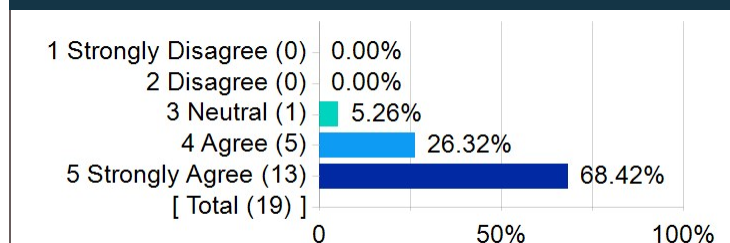
The lecture recordings posted to Canvas were helpful and should be continued in future semesters.



Rate the following statements about the online presence of the course.

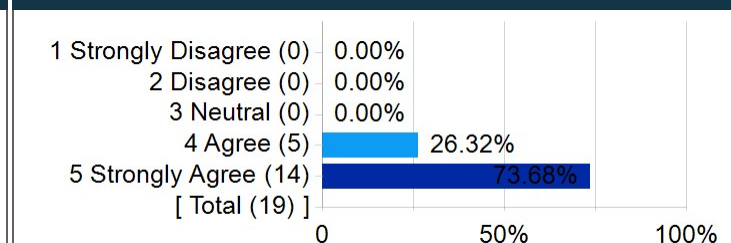
Competency Statistics	Value
Mean	4.03
Median	5.00
Mode	5
Standard Deviation	1.18
Standard Error (base on SD)	0.13
Population Standard Deviation	1.17
Standard Error (base on PSD)	0.13

1. I knew that the lectures were being simultaneously casted on Zoom.



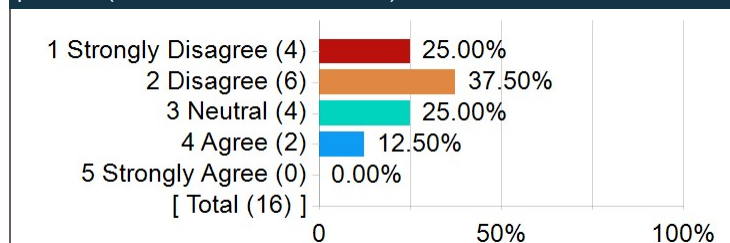
Statistics	Value
Response Count	19
Mean	4.63
Median	5.00

2. I appreciated that the lectures were also live on Zoom.



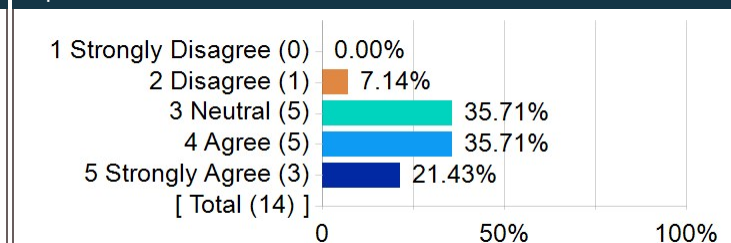
Statistics	Value
Response Count	19
Mean	4.74
Median	5.00

3. I attended lectures on Zoom when I could have attended in person. (Rate based on how often)



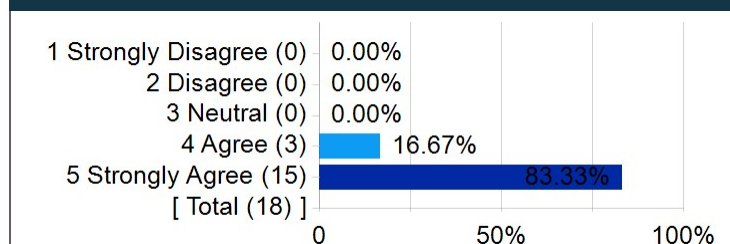
Statistics	Value
Response Count	16
Mean	2.25
Median	2.00

4. The online lecture experience was equivalent to the in-class experience.



Statistics	Value
Response Count	14
Mean	3.71
Median	4.00

5. I attended class (in-person or on Zoom) most of the time this semester.



Statistics	Value
Response Count	18
Mean	4.83
Median	5.00

How did you feel about the daily structure of the course (pre-class videos, poll questions, and practice problems)? Did these help your overall learning in the course?

Comments
I really like the daily structure, it makes it much easier to understand the material when you can watch the basics slowly on your own time and just have extra examples in lecture. The daily practice problems also give you experience in the questions that could be asked for that topic, posted solutions are helpful.
The structure was very well planned and it helped my learning.
It helps us to understand new knowledge early. we can prepare for the lecture.
The pre-class videos and poll questions felt good, but the practice problems felt unnecessary. After lectures I would often have to teach myself things I missed or weren't paying attention for, which I prefer to do at the end of the week when I'm doing the homework and have time to sit down and absorb it. With the practice problems it would be kind of a daily little pain in the ass to learn just enough to struggle through the problem and rarely did I feel they helped my understanding. Everyone else I've spoken to strongly dislikes them or just doesn't do them. Matthew I'm begging you please take them away.
I loved it. The pre class videos set me up for success in class.
Those definitely helped because it gave exposure to the content before the lecture.
Yes, the preclass videos were a great way to prepare before class and ease into the notes
Yes, I liked the pre-class videos a lot even though it was annoying. I found that they were really helpful
We had to do more work and assignments that were graded than other classes, but the assignments weren't calculated fairly into the grading percentages. Its frustrating when we did more assignments but the assignments didn't necessarily translate into exams.
The structure is great! All the pre-class videos and poll question quizzes kept me interested and attentive. I also feel the practice problems were a great preparation for the exam questions,
I liked the daily structure a lot, and think it was very effective.
It helped me to check how much I understood and guided me to solve homework problems. And it was source that made me to stay in context for course.
The pre-class videos prepared me for the material taught in each class and thus allowed me to look at the material once before class. If I had questions/concerns about the topic, they would be addressed/clarified during class more often than not. The poll questions and the practice problems helped give me extra practice, especially for the midterms. Overall, I think the pre-class videos, poll questions, and practice problems helped my learning in this class.
Yes, they were helpful to see what you were learning before the class so it was something you saw before and then could dig deeper. The practice problems were not helpful because they were often much harder than what you did in class so it was just something you had to complete and try to figure out on your own.
Pre-class questions don't appear in your dashboard so I missed a lot of those. Having two days to do the practice problems would've been nice as my schedule didn't align well with when I had calc. HW being worth as much as the pre-class doesn't make too much sense either considering how time consuming it is.
I felt the practice problems were way harder the the problems covered during lecture. The poll questions helped.
The structure of the course built a foundation of what to expect in lectures and reinforced the concepts introduced in the day. They are a great addition to the course.
It was a nuisance for no reason, the homework alone was enough for helping understand material.