



Rutgers University Student Instructional Rating

Spring 2022

Charnley, Matthew - MPC163

Differential Equations For Engineering And Physics - 01:640:244:23, 24, 25

Survey Form: *Standard SIRS

Enrollment: 60

Responses Received: 27

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	4	21	26	4.77	4.52	4.35	4.34
The instructor Matthew Charnley responded effectively to student comments and questions.	0	0	1	3	22	26	4.81	4.47	4.29	4.31
The instructor Matthew Charnley generated interest in the course material.	0	0	2	2	22	26	4.77	4.30	4.14	4.17
The instructor Matthew Charnley had a positive attitude toward assisting all students in understanding course material.	0	0	1	2	23	26	4.85	4.54	4.36	4.39
The instructor Matthew Charnley assigned grades fairly.	0	1	2	5	18	26	4.54	4.33	4.25	4.26
The instructional methods of Matthew Charnley encouraged student learning.	0	0	3	2	21	26	4.69	4.33	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	0	1	3	22	26	4.81	4.41	4.21	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	0	1	7	17	25	4.64	4.36	4.25	4.14
I had a strong prior interest in the subject matter and wanted to take this course.	1	1	11	6	7	26	3.65	3.75	3.73	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.	0	0	1	10	15	26	4.54	4.44	4.14	4.02
The course site used for this course, whether in Canvas, Sakai, or Blackboard, was well organized.	0	0	1	4	21	26	4.77	4.34	4.20	4.20
The instructions given for assignments, exams, quizzes, and other course activities were clear and easy to understand.	0	0	1	6	19	26	4.69	4.38	4.21	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:	0	0	2	5	19	26	4.65	4.29	4.08	3.94

What do you like best about this course?

These comments are intended for all instructors.

Comments
Everything about this course is perfect. Pre-class videos are arguably one of the best features of the course, ensuring that students learn the concept even before the lecture. This enables the professor to help answer more questions about the topics. In addition, his grading system is by far the best feature of the course. The emphasis on learning concepts is key. This addresses the main issue of modern education in the best way possible. This grading system has to be implemented in every single course. This would help students learn as well as have less pressure about numerical grades, which do not properly reflect what a student understands. I really want to put an emphasis on his grading system. I really hope more classes incorporate a similar grading system.
I liked that the competitiveness between students was removed and we were encouraged to help each other.
The grading system (being graded by mastery on different topics)
Material was presented in an easy to understand manner
I really enjoyed the pre-lecture videos.
I like how there were multiple chances to redeem yourself.
Every part of this course is great.
I enjoy the content, but I enjoy the application of the content a lot more. Like the tank problems or the music demonstration, I enjoyed those a lot.
The pacing and organization of this class.
Programming assignments
The grading system allows for setbacks as well as makes us focus on learning, rather than just earning a good grade. It makes sure that we correct our mistakes and demands a deep understanding of the material.
The grading system is something I wish all classes followed. It is a way to show that I have learned from my mistakes. It does not penalize me.

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

These comments are intended for all instructors.

Comments
The only change I would make is adding mandatory homework to help students further understand concepts. Other than that, this class is the best class I have ever taken.
I would be a little more lenient with resubmissions, I think that often we showed that we knew what to do but were still unfairly marked.
Have a way for partial credit since the current system relies on getting a question completely correct.
I would not change anything.
I would be more lenient in the grading aspect
Nothing, this course is pretty much as good as it can get.
I wouldn't do much different with teaching the course. I think the professor has a pretty good course structure to begin with. Some lectures were clearer than others, but those were only a small handful of lectures that weren't clear. Overall, the course was great and I loved learning from the professor.
No clue, it was great
I wouldn't change a thing. A class like this is very rare.
The exam problems were a little on the challenging side, and sometimes one problem takes more than 20 minutes. Even the TA took 20 minutes to complete one of the problems given on exam 2. The TA has stated that some problems were overdone, and needed to be simplified. I agree with this.

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
There will never be a professor as impactful and hard working as Charnley. From the pre-class videos to the poll questions to the worksheets and all the aid he provides, he is the only professor in all of Rutgers who ensures that his students succeed and learn information that will help them in their future careers. His grading system is what makes him shine, putting a major emphasis on learning concepts and understanding it's utility. His teaching is how professors must teach.
The exam questions were often very confusing and we weren't shown prior examples in class but I do appreciate that we are given the option to "redeem" ourselves in other exams without a penalty.
Excellent teaching style and very easy to follow and understand.
I was able to stay less stressed knowing that I had more opportunities to redeem myself.
He had a very clear organization of activities and assignments for us to do that helped with understanding the course material. The lectures also helped to reinforce our understanding of the material and allowed us to ask any questions if we had any.
He is very organized and teaches the course well. He also posts a lot of extra material and notes that helps a lot.
He was also great. His interest in the material really helped forge my own interest in the material.
The importance of learning more than the grades is definitely something that encouraged my intellectual progress.
I absolutely loved Professor Charnley's grading system, because I was only focused on my performance in class and my competition was only me. I also had the opportunity to change up my approach to learning a concept because of the multiple attempts he offered us to correct ourselves and perform better than before. It was a cumulative approach that I loved. I also loved the learning before class approach because I had some idea of what he was doing in lecture because of his pre class videos. Overall I would rate this as the best math class I have taken at Rutgers, the work load was manageable and I was able to learn the material without the stress of learning something just for an exam purpose.

Other comments or suggestions:

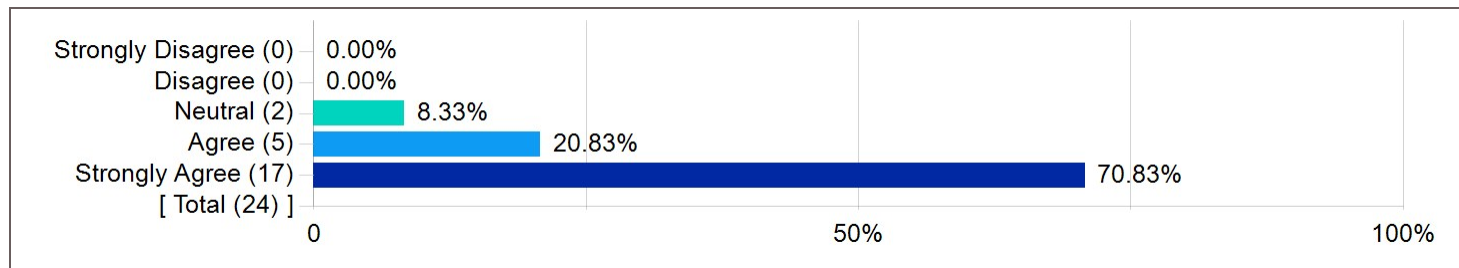
These comments are intended for all instructors.

Comments
It's perfect the way it is. The professors and the TAs are the best at Rutgers.
no other comments.
I have none.
Overall, thank you for an amazing semester.
Professor Charnley, and my TA Johnny are by far the best professors and tas I have had during my time here at Rutgers. Charley is very good at teaching and will actually respond to you if you email him unlike my other professors
The best math class at Rutgers. Seriously.

Questions added for: *Standard SIRS

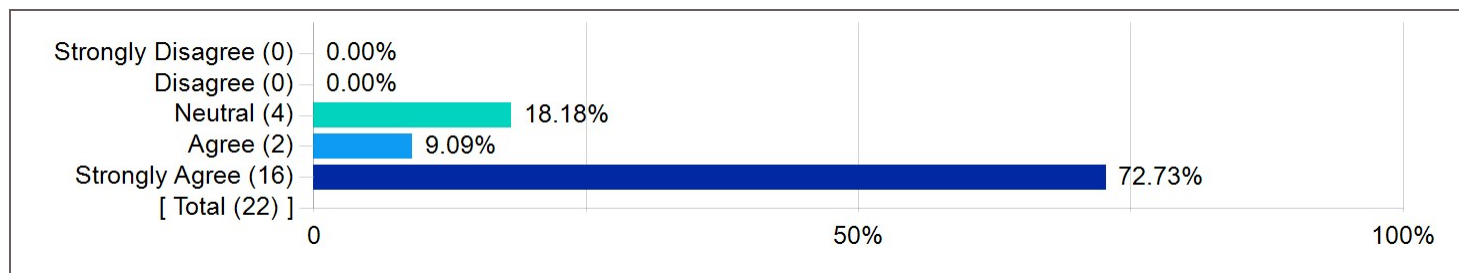
Weighted Means: Section, Course, Level, Department

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



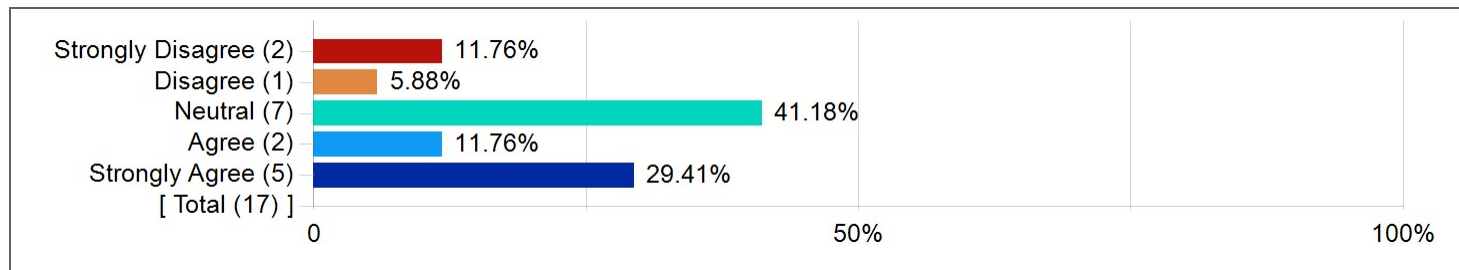
Section	Course	Level	Dept
4.63	4.21	4.08	4.05

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



Section	Course	Level	Dept
4.55	4.25	3.98	3.95

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

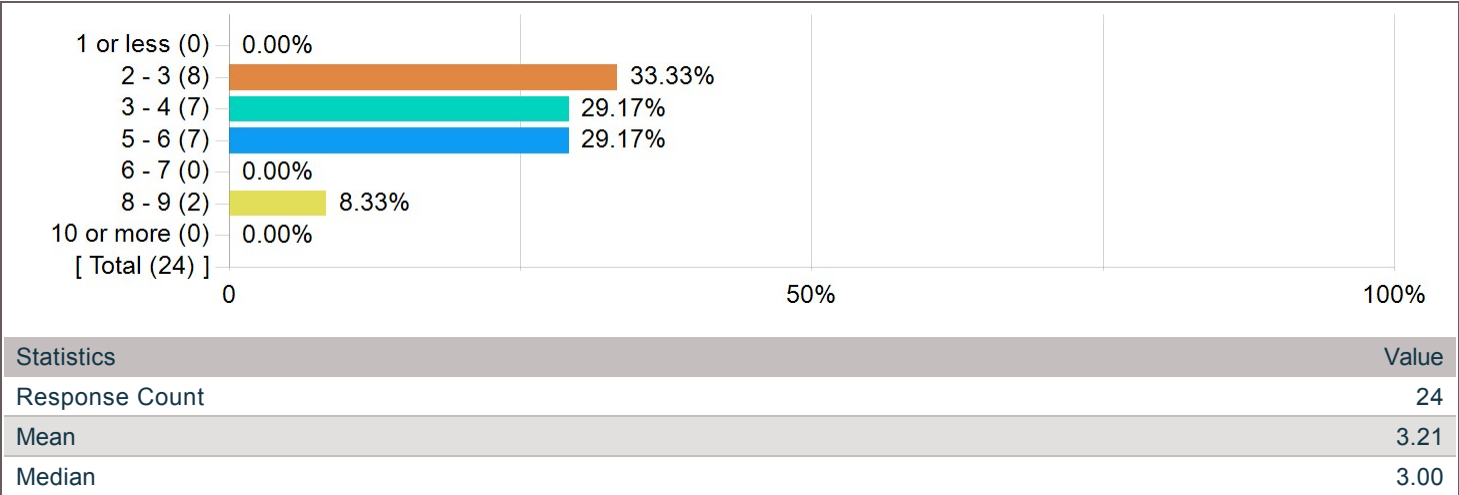


Section	Course	Level	Dept
3.41	3.28	3.44	3.42

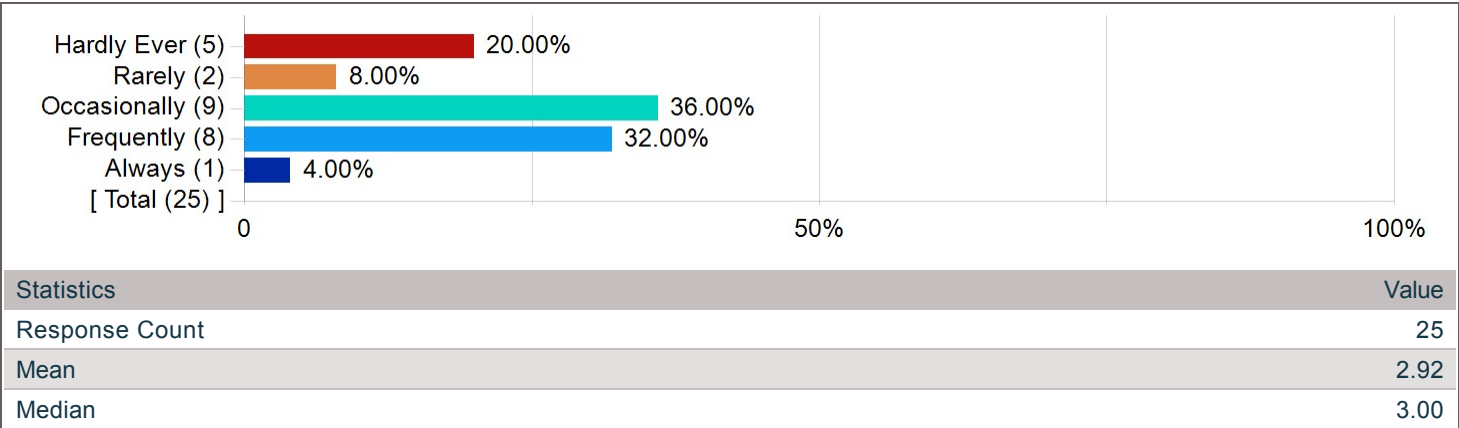


Questions Chosen by Instructor

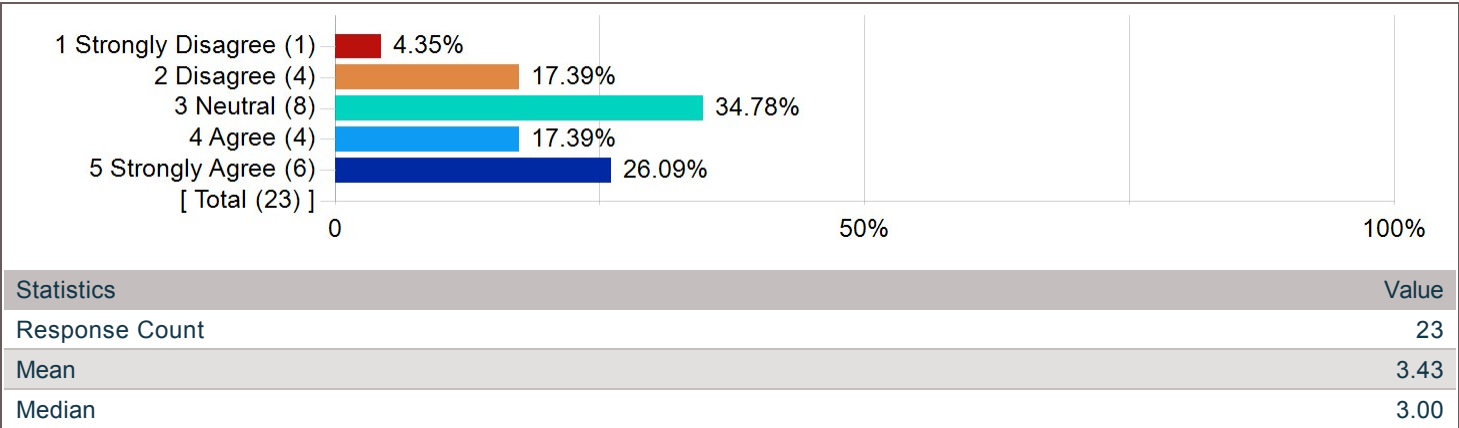
Since the beginning of this course how many hours a week, on average, have you spent on this course in addition to class time?



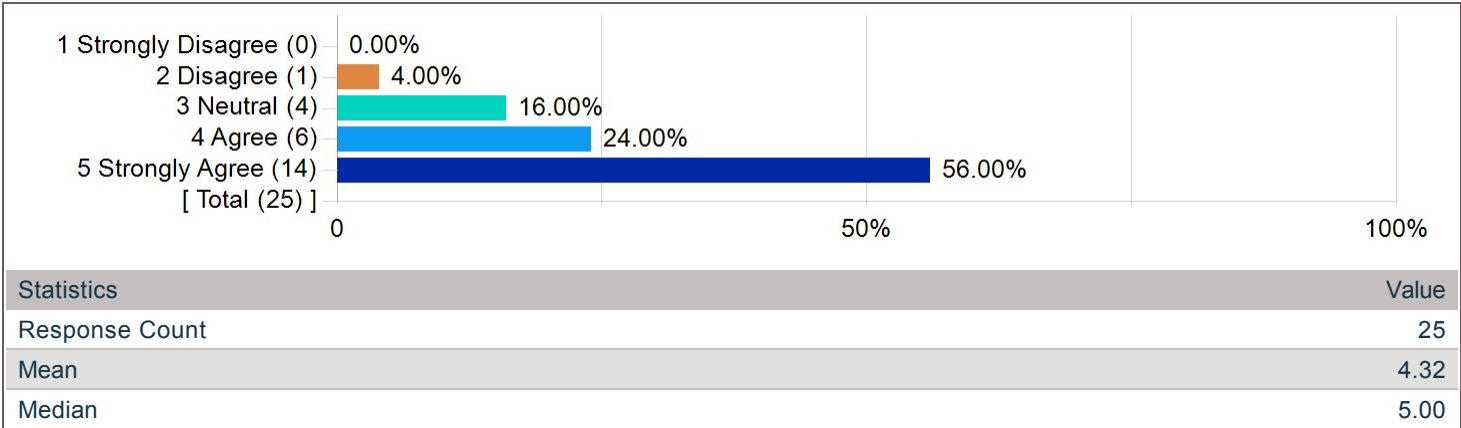
How often did you use the recommended texts?



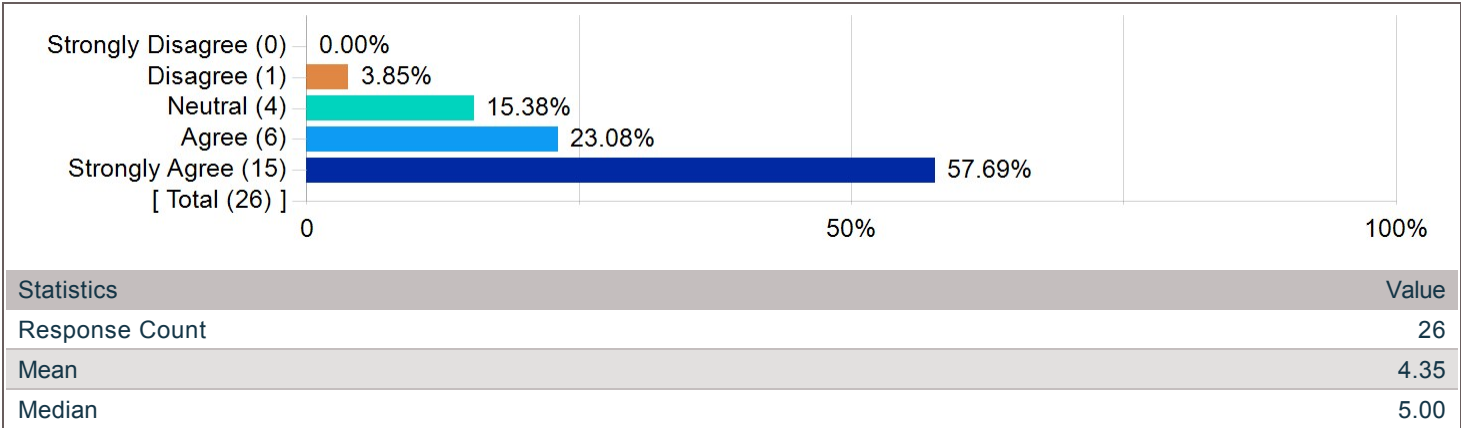
The textbook was easy to understand.



The classroom environment supported my learning.

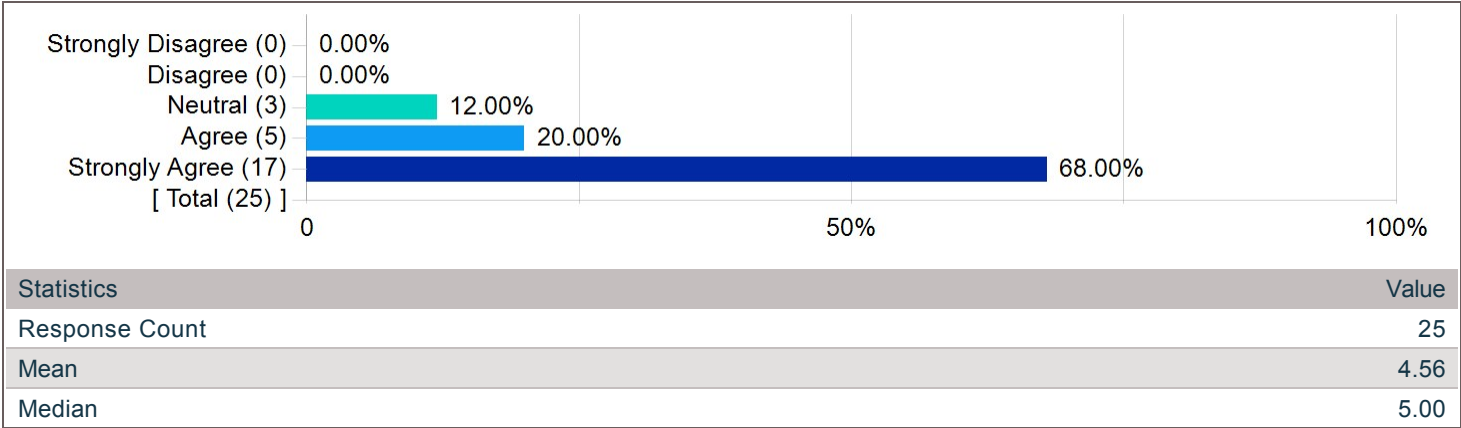


Course participation was encouraged.



Questions Created by Instructor

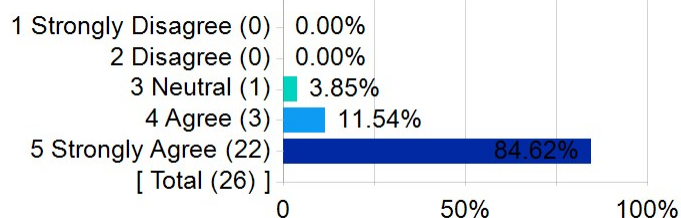
The lecture recordings posted to Canvas were helpful and should be continued in future semesters.



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

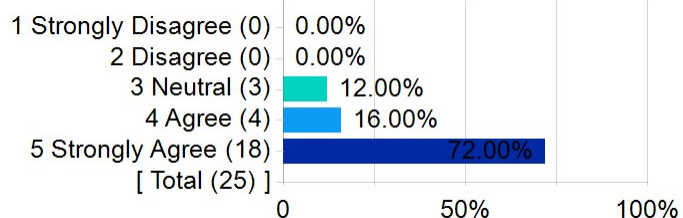
Competency Statistics	Value
Mean	4.17
Median	5.00
Mode	5
Standard Deviation	1.19
Standard Error (base on SD)	0.11
Population Standard Deviation	1.18
Standard Error (base on PSD)	0.11

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



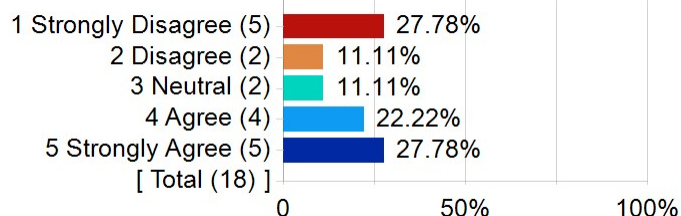
Statistics	Value
Response Count	26
Mean	4.81
Median	5.00

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



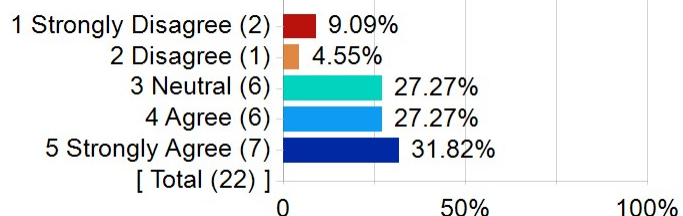
Statistics	Value
Response Count	25
Mean	4.60
Median	5.00

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



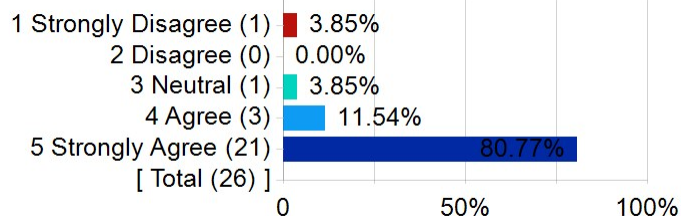
Statistics	Value
Response Count	18
Mean	3.11
Median	3.50

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



Statistics	Value
Response Count	22
Mean	3.68
Median	4.00

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



Statistics	Value
Response Count	26
Mean	4.65
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
These are the best features of the course and must be implemented in all courses. The worksheets are definitely challenging but also very helpful in learning the information.
good
The daily structure was pretty helpful in improving overall learning for the course
I think that the pre-class videos helped in the beginning of the semester but as the semester went on, they became harder to comprehend. But it is appreciated that we are able to redo the videos and answer the questions correctly to improve our grade.
Yes! In fact, I think those were the main reason I actually learned something. I wouldn't have worked with the material if I wasn't required to complete all those.
The daily structure of the course was helpful.
Yes it certainly did.
Super Helpful
I felt like it was helpful, even though it was repetitive at times.
I think the daily structure of the course was good since it provided good practice for the problems that would be on the test. It helped me understand the process of doing the problems more and troubleshoot mistakes that I could commonly make.
I think that the poll questions and the practice problems helped in the overall learning in the course. The pre-class videos didn't help that much, but they were nice. I knew that I was going to learn the same material the next day or so, so I didn't pay too much attention to the pre-class videos, but it's helpful to get a little snippet of what will be covered in lecture.
I liked the structure, they helped me reinforce what was being taught
These are very helpful.
I think it worked really well. All of these allowed me to learn the material in steps and that really helped.
These made sure we were always engaged with the material, before the lecture, and after the lecture. I feel it is very important for any class to have pre and post-lecture preparation. The structure of this course is such that the pre-lecture and post-lecture preparation and learning are already embedded in the curriculum- which I very much appreciate.
Yes! It made me feel prepared for the class. I highly suggest it for future semesters.
Pretty good. They help me a lot on learning math 244.
Very good. These gave a great introduction for the topics covered in class.
I loved this structure because it helped me evaluate myself at least 2 days a week and helped me understand what concepts I need to review.

How did you feel about the grading scheme for this course? What about the textbook? (I can only add two open-ended questions, so these two get combined together. Any comments you have here would be greatly appreciated!)

Comments
The grading system is the best grading system I've ever had. The textbook is helpful but not necessary to learn the information thanks to the pre-class videos, poll questions, and practice problems.
To be honest, I don't really understand about the grading scheme, just try to do everything right. Textbook is a good tool to understand the materials in detail.
I think that the textbook was a little confusing and I would like if there was worked out explanations for most of the problems because they were similar to exam problems but there was no way to check if it was correct or anyway to learn how to do a problem. I think the grading scheme was set up well. I appreciate that we don't have that competition that we previously had. This makes it easier to go to other people for help where as in the other courses you would not want to show what you are struggling in to give other people an advantage.
Grading – seems like a great system; allows to focus on only a few objectives if needed but requires us to master them. Textbook – organized a bit differently than the course, which makes consulting it to complete work a bit more challenging. Plus, it doesn't have examples of solutions of all problems we're given, so I'm glad that solutions to daily problems were posted on Canvas.
Partial credit would be helpful in the grading scheme. Objectives are sometimes confusing to keep track of progress. The textbook was helpful.
I really liked the textbook and I really liked the grading scheme.
I love it, pls don't change it; the textbook needs more examples and the solutions to the problems should be worked out
I was confident in knowing the material at first, but as the semester comes to an end, I feel that the grading system being so strict on the grading did not work for me, as I made many arithmetic mistakes.
I think the grading scheme is great since it allows you to redeem yourself if you have made a mistake from a previous test. The textbook is also good but, since what we cover in class is very similar to what is in the text book and more indicative of what is on the test I stopped looking a lot at the textbook. Additionally since I studied this material before looking at the textbook is overkill for me.
I think the grading scheme was weird but effective. It was a little difficult to understand at first, but I enjoyed the idea of getting a question right on a test and never having to do it until the final. I looked through the textbook when I needed help on a practice problem, so it was helpful then. But, for some objectives like F4 and D3b, where I repeatedly got them wrong on exams, the textbook wasn't that helpful. I think going through a few more practice problems would've benefited me in understanding the objectives that are harder to grasp.
I like the course grading, sometimes it is difficult because you add something wrong and it messes up the whole problem, but the way its graded actually makes me learn versus memorizing something for a test
I feel the grading scheme for the final is a little harsh . We have to complete around 22 questions in a 3 hour window in order to get an A on the final. For our midterms, we get an hour and twenty minutes for 5 to 6 questions. I feel the final is asking us to do too much in the time window given. Also, I haven't really referenced the textbook. Most of the course material can be learned from lecture!
It was really weird but I get the idea. I'll be honest, the textbook did not help much so I rarely used it.
The grading scheme is one of the best, if not the best scheme. It should honestly be adopted by other classes in my opinion. The textbook was very engaging– it felt interactive: like I am talking to a mentor, rather than reading a math coursebook.
This course has been by far the best math course I have had at Rutgers. Period.
I loved the textbook. It was simple and to the point. I even caught a few jokes in there. Textbooks for classes are always long and daunting. I appreciated the fact that you wrote the textbook yourself. It was impressive, and it showed dedication.
The grading scheme is kind of strict. Textbook is some how difficult.
I absolutely loved the grading scheme and the textbook was helpful even though I didn't use it as much as the lecture videos, lecture notes and recitation examples were ample practice.