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Rutgers University Student Instructional Rating

Spring 2020
Half of semester taught remotely due to Covid-19

Charnley, Matthew - MPC163

Intro Math Reasoning - 01:640:300:07
Survey Form: *Standard SIRS

Enrollment: 21
Responses Received: 17

The Student Instructional Ratings Surveys should be considered within the context of the global health emergency of Spring 2020. The considerable changes in instructional and pedagogical formats necessitated by the COVID-19 pandemic imply that caution should be exercised when comparing these results to other instructors or terms. The course, level, and department means reflect the current circumstance and are still provided to allow a comparative measure within the conditions of the semester.

Rutgers University has decided that instructors have flexibility in choosing how or whether to include the Spring 2020 SIRS results in promotion and rehiring materials. Details may vary by campus, rank, or position; please confer with your department chair for more information.

University-wide Questions on Move to Remote Learning Due to Covid-19 Response

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
Despite the abrupt change to remote instruction due to the Covid-19 disruption, the instructor Matthew Charnley offered an effective learning experience in this course.	0	0	1	2	14	17	**4.76**	4.55	4.44	4.20

Note: A low numerical rating for this question indicates the students do not perceive a negative impact on their learning.

	SD	D	N	A	SA	Resp	Section	Course	Level	Dept
The move to remote instruction, due to the Covid-19 response, **adversely** impacted my learning in this course.	3	2	6	2	3	17	**3.00**	3.33	3.30	3.63

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	2	14	17	**4.76**	4.70	4.51	4.33
The instructor Matthew Charnley responded effectively to student comments and questions.	0	0	1	3	13	17	**4.71**	4.57	4.48	4.29
The instructor Matthew Charnley generated interest in the course material.	0	0	0	5	12	17	**4.71**	4.40	4.21	4.11
The instructor Matthew Charnley had a positive attitude toward assisting all students in understanding course material.	0	0	0	3	14	17	**4.82**	4.52	4.53	4.39
The instructor Matthew Charnley assigned grades fairly.	0	0	0	3	14	17	**4.82**	4.23	4.29	4.22
The instructional methods of Matthew Charnley encouraged student learning.	0	0	1	4	12	17	**4.65**	4.33	4.25	4.14

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	2	14	17	**4.76**	4.46	4.33	4.17

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	2	4	10	16	**4.50**	4.36	4.27	4.14
I had a strong prior interest in the subject matter and wanted to take this course.	0	0	3	5	8	16	**4.31**	4.04	3.88	3.50

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	1	3	12	16	**4.69**	4.42	4.18	3.96

What do you like best about this course?

These comments are intended for all instructors.

Comments
Logic applied to mathematical settings is something that can be so incredibly interesting, despite how difficult it is to grasp and fully understand. I think the thing I like the most about this course is the analytical thinking that it forces you to develop, which is something you can apply to everything in life.
math
–
Professor Charnley teaches well.
The professors made everything clear and the informations built upon what we had previously learned in a clear manner
The material was okay and interesting but the Professor really sold me on the material and made it engaging.
The good course
I really liked the way it was organized. It had weekly quizzes, homework and workshops.
The environment overall was pretty relaxed. Every problem was treated less like math and more like a thought exercise. The class was less about math technique and more about shifting the way math is approached.
I liked how this course requires students to think about mathematical situations and problems in a different context. This math course is less about knowing equations/formulas and more about your approach to problem solving. It is something that connects back to logic puzzles and word problems that I used to do as a kid. So, it was cool to see things come full circle.

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

These comments are intended for all instructors.

Comments
Honestly for the first time, nothing. I think this is EXACTLY how this course should be taught.
Not Certain
Perhaps more feedback from students. Or addressing common issues with writing proofs which we somewhat did in the beginning of the course, but I know writing proofs can be very difficult especially when this is one of the first times exposed to it so feedback is important.
–
Exams are focused on writing proofs. Lectures focused more on concepts and properties. These are great but made it a little hard to write proofs on our own and know what was expected for the first exam. I think the only thing that should change is the teacher should leave time during classes to actually write full proofs to show examples of proof writing and what he expects.
Nothing. Wonderful, amazing, spectacular job from Professor Charnley.
make less exams
Nothing! I think Matthew did a really good job.
n/a

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.

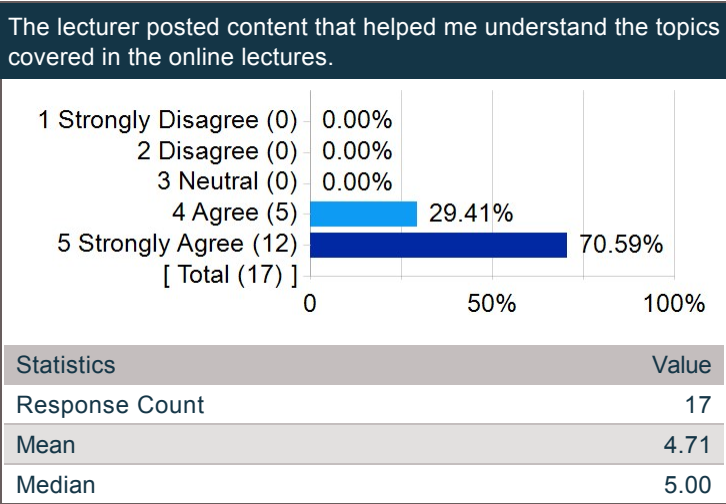| Comments |
| --- |
| Due to a variety of issues I had with my professor last semester, I was not able to succeed in this class regardless of how much effort I put into learning the material. In fact, it got so bad that I could go as far to say that professor actually discouraged my intellectual growth and progress. So much to the point that going to class would give me intense anxiety. Because of this, I was very concerned about retaking this course but to my complete surprise, I had a entirely different experience with professor Charnley at the helm. The way he sets up the course gives you every single opportunity to do well and succeed, as long as you are willing to put in the effort. In addition, this professor truley cares about his students and will always do everything he can to help you when you are struggling. This is one of the most challenging courses that math students must come across and I think that EVERYONE in the department should use the way Professor Charnley sets up his course as an example. |
| Matt Charnley is a very careful teacher |
| No clue |
| Learned to be more explicit and creative with my thinking process. |
| _ |
| Was very reachable and put a lot of effort to be available for feedback and extra help. Responded very quickly to emails and did not just respond with short answers as many other teachers in the math department do. In the transition to online learning no other professor I had put in the effort he did. Not only did he hold live lectures that were identical to the in class environment we had but he also posted ore class videos summarizing what we would do as well as the recorded lectures to a YouTube playlist that was very easily found. Every material and resource we needed was on canvas and easy to find. This class was what I expected every class to look like when transitioning online and was very disappointed to see that many of my classes other than this one were not. I think this teacher did an amazing job especially for one of his first semesters teaching this course. Rutgers is lucky to have him. |
| Absolutely astonishing how a human person can teach a math course and explain concepts, theories, examples, etc. with such clarity, personality and wholehearted passion to enable student learning. The lectures, the notes, the examples, the videos, the workshops, the quizzes, all of it were utilized as they should to endorse learning and growth in this math course. Brilliantly so. Professor Charnley genuinely liked the topics covered which impacted us to having interesting encouraged us to focus and learn. |
| Prof Charnley is an excellent professor, best ever! |
| This course has shown me a new way of thinking about Math. The professor was very well prepared for class. He not only taught in a way that was easy to absorb and understand but also made the class really interesting. |
| Professor was great at taking tangents and stream–of–curiosity and relating them back to class–specific topics. |
| Prof. Charnley, unlike most math professors I've had in college, is great at instilling a conceptual foundation for all of the topics covered in this course within his students. This inherently makes math more fun as we are taught to actually think critically. Past this, Prof. Charnley has a deep knowledge of the course, facilitates a collaborative learning environment, and responds to students fairly. Over all, I think because he values learning/understanding and does not fixate on smaller issues like deadlines and submission formats, he makes a difficult course like math 300 interesting and thought–provoking |

Other comments or suggestions:

These comments are intended for all instructors.

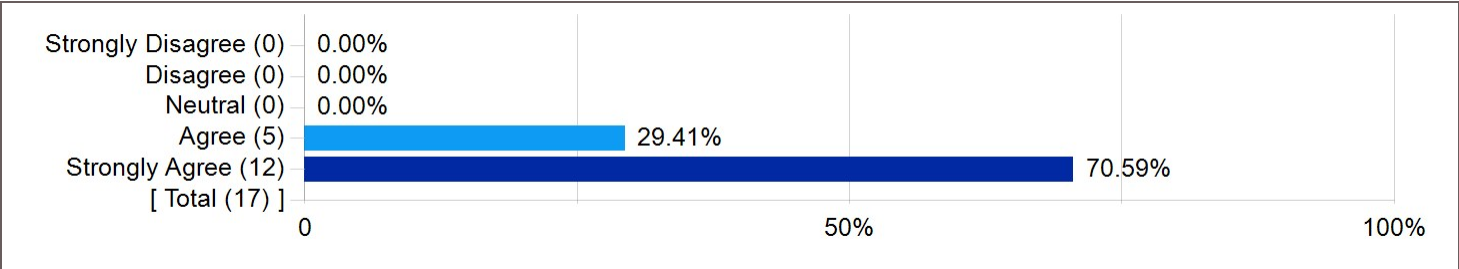| Comments |
| --- |
| My only suggestion goes out tho the math department, and its that you need to have this instructor teach more upper level courses. |
| None |
| Really appreciate the clear and elaborate instruction throughout the course. |
| _ |
| This teacher is fantastic |
| Legitimately one of the best Professors I've taken for a math course at Rutgers. Made the material so easy to digest. Wish all math courses were taught by Professor Matthew Charnley. |
| Try to make exam takes more percentage, and reduce the portofolio task |
| Thanks for a good semester, professor. You da man |

Questions added for: *Standard SIRS

Weighted Means: Section, Course, Level, Department

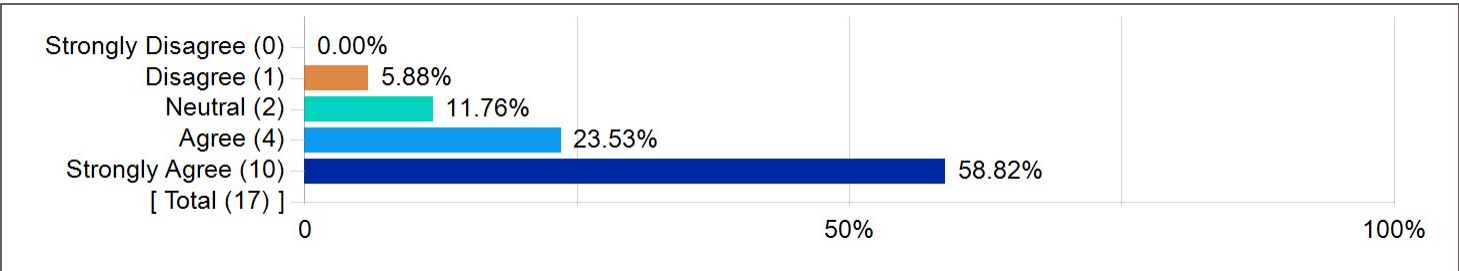**The lecturer posted content that helped me understand the topics covered in the online lectures.:**

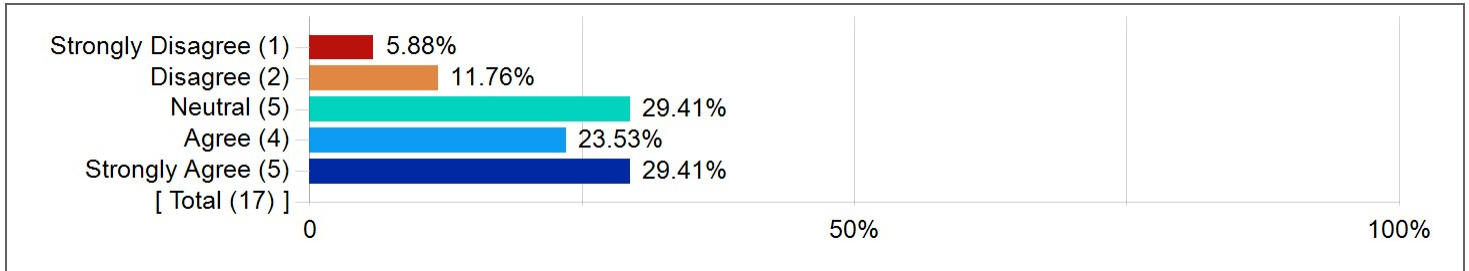| The lecturer posted content that helped me understand the topics covered in the online lectures.	
1 Strongly Disagree (0)	0.00%
2 Disagree (0)	0.00%
3 Neutral (0)	0.00%
4 Agree (5)	29.41%
5 Strongly Agree (12)	70.59%
[Total (17)]	

Statistics	Value
Response Count	17
Mean	4.71
Median	5.00

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

Strongly Disagree (0)	0.00%
Disagree (0)	0.00%
Neutral (0)	0.00%
Agree (5)	29.41%
Strongly Agree (12)	70.59%
[Total (17)]	

Section	Course	Level	Dept
4.71	4.53	4.34	4.19

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

Strongly Disagree (0)	0.00%
Disagree (1)	5.88%
Neutral (2)	11.76%
Agree (4)	23.53%
Strongly Agree (10)	58.82%
[Total (17)]	

Section	Course	Level	Dept
4.35	4.21	4.10	3.95

I found it easier to participate in this course once it became an online course.

Strongly Disagree (1)	5.88%
Disagree (2)	11.76%
Neutral (5)	29.41%
Agree (4)	23.53%
Strongly Agree (5)	29.41%
[Total (17)]	

Section	Course	Level	Dept
3.59	3.06	3.12	2.92

Questions Chosen by Instructor

The transition to the remote learning environment was clearly explained.

Strongly Disagree (0)	0.00%
Disagree (0)	0.00%
Neutral (1)	5.88%
Agree (4)	23.53%
Strongly Agree (12)	70.59%
[Total (17)]	
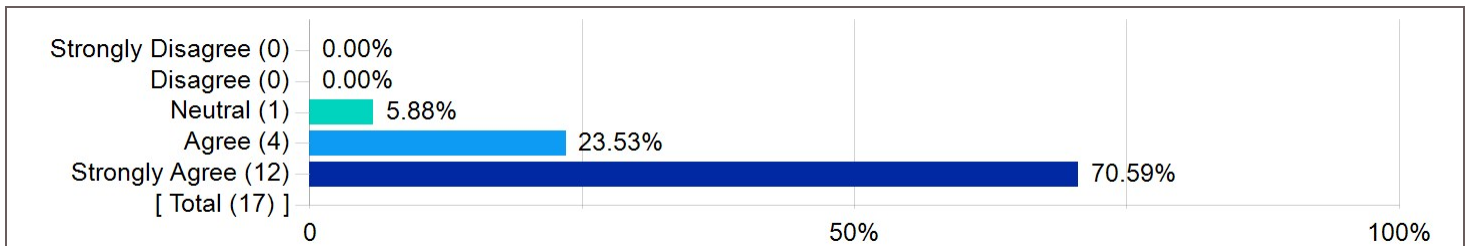
Statistics	Value
Response Count	17
Mean	4.65
Median	5.00

How successful was the instructor Matthew Charnley in transitioning to all online teaching?

Poor (0)	0.00%
Fair (0)	0.00%
Average (1)	5.88%
Good (2)	11.76%
Outstanding (14)	82.35%
[Total (17)]	
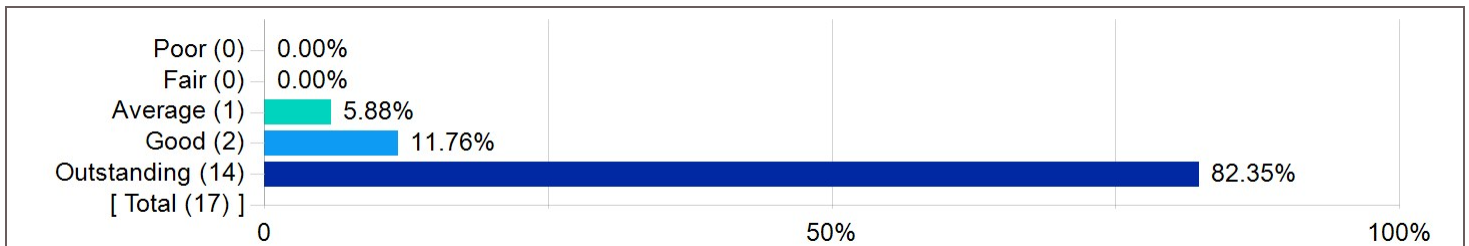
Statistics	Value
Response Count	17
Mean	4.76
Median	5.00