



Rutgers University Student Instructional Rating

Summer 2020

Charnley, Matthew - MPC163

Calculus II For Mathematical And Physical Sciences - 01:640:152:C3

Survey Form: *Standard SIRS

Enrollment: 22

Responses Received: 13

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	0	4	8	12	4.67	3.81	4.30	4.22
The instructor Matthew Charnley responded effectively to student comments and questions.	0	0	1	3	9	13	4.62	3.65	4.21	4.18
The instructor Matthew Charnley generated interest in the course material.	0	0	1	5	7	13	4.46	3.72	4.15	4.08
The instructor Matthew Charnley had a positive attitude toward assisting all students in understanding course material.	0	0	1	2	8	11	4.64	4.07	4.35	4.32
The instructor Matthew Charnley assigned grades fairly.	0	1	0	3	9	13	4.54	3.77	4.10	4.07
The instructional methods of Matthew Charnley encouraged student learning.	0	1	0	3	9	13	4.54	3.68	4.09	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	0	0	2	10	13	4.54	3.60	4.06	3.98

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	5	7	13	4.46	3.79	3.96	4.04
I had a strong prior interest in the subject matter and wanted to take this course.	0	1	5	3	2	11	3.55	3.20	2.93	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:	0	1	0	5	7	13	4.38	3.39	3.71	3.80

What do you like best about this course?

These comments are intended for all instructors.

Comments
The structure and lectures
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The instructor's ability to ensure that I understood a topic.
The asynchronous and online nature of this course allowed for me to learn the material on my own time and at my own pace, although I still had to meet certain deadlines.
The learning was all at my own pace
Asynchronous format with strict deadlines– allowed for self–pacing while still allowing access to the professor.
Despite this course being online due to COVID–19, the class was still interactive and allowed students to work in groups. I also appreciated that the lectures were posted as videos so it allowed for flexibility in my schedule.

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

These comments are intended for all instructors.

Comments
Make the exams a bit shorter
N/A
Nothing
I believe additional time on the tests is necessary considering the technological adjustments required.
Go over more examples of exam type problems
I would personally would like to learn integration techniques before the volumes of solids/revolutions (which is highly visual and honestly the more difficult of the units).
I would hold a few online live review sessions for students before midterms/the final exam.

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
To the point lectures, unlike many online classes, kept me interested and focused on my work. The course structure also gave me the flexibility I need.
N/A
Effective and timely feedback, willingness to adjust teaching methods for the benefit of the student.
He had so many ways for us to learn the material and was always prepared
He made an effort to ensure we understood each topic conceptually
Incredibly responsive to questions on all forums (Piazza, email), as well as through daily office hours even with asynchronous course formatting. Offered a variety of assignments (such as a video explaining how students solved a question on an exam) to ensure understanding and to cater towards different learning styles.
I have had Professor Charnley for both Calculus 151 and 152. He responds to emails very quickly, holds multiple office hour sessions per week, and is always more than happy to answer questions students have.

Other comments or suggestions:

These comments are intended for all instructors.

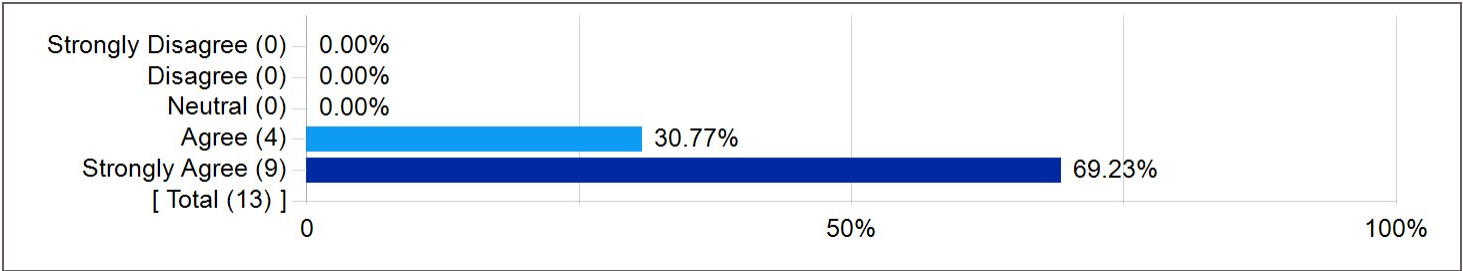
Comments
N/A
N/A



Questions added for: *Standard SIRS

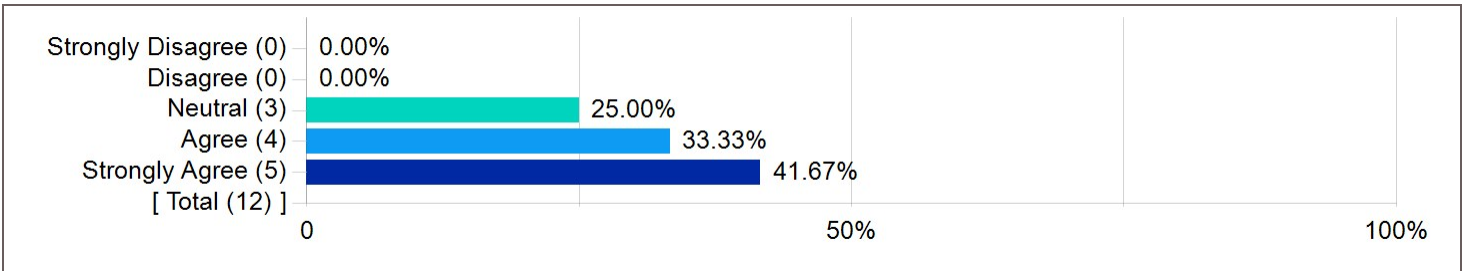
Weighted Means: Section, Course, Level, Department

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



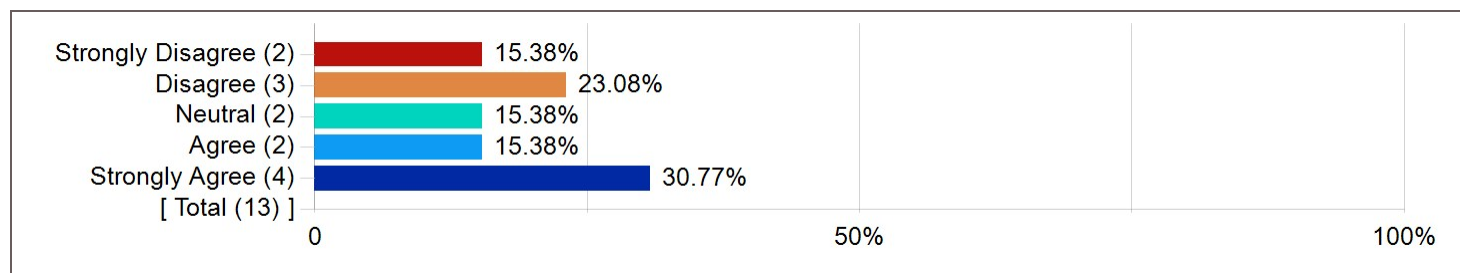
Section	Course	Level	Dept
4.69	3.76	4.03	4.08

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



Section	Course	Level	Dept
4.17	3.32	3.76	3.87

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
3.23	2.39	2.99	3.08

Questions Created by Instructor

What are your thoughts about the asynchronous structure of this course?

Comments
The best online course I've taken yet!
None
I liked it so you can structure your learning how you want it. However the student needs to keep up with material or else they'll fall behind easily.
I personally thought that the asynchronous structure of the course allowed for me to focus better on learning the material and permitted me to balance out my schedule more evenly.
It worked out very well, I could do pretty much everything at my own pace which aided my learning
I enjoyed the formatting because Prof. Charney made himself available through a variety of mediums, and also because he sent frequent emails and updates on a recommended timeline. I've had mixed feelings about asynchronous courses in the past, but Prof. Charney made things run very smoothly for me as a student.
While in-person lectures allowed for in class questions and a more personalized experience, the asynchronous learning format of this course is as good as it can get due to the circumstances.
Good.

What recommendations do you have if this course were to be run asynchronously in the future? Both for students and for instructors.

Comments
My only complaint is that the exams seemed long and I felt super rushed when doing them. Although I imagine this isn't a product of online courses.
Not at the moment
N/A
Include videos of the teacher doing some of the harder problems that students encounter in the Sapling Homework.
Stick to the schedule
<ul style="list-style-type: none"> – Professors should send daily emails and organize a recommended daily structure. – Professors should enforce strict weekly deadlines to make sure students are staying on track. – Professors should have some element of a weekly/biweekly mandatory in-person meeting for groups of students to ensure engagement. – Students should work with the given recommended schedule. – Test questions should include both conceptual and technical questions.
The online course goes well.