Rutgers University Student Instructional Rating

Fall 2020

Seidler, Blair - BAS312

Honors Calculus III - 01:640:291:H1, H2
Survey Form: *Standard SIRS

Enrollment: 29
Responses Received: 22

Special University-wide Questions for Fall 2020

Due to the challenges created by the Covid-19 pandemic, three additional questions were added to the Fall 2020 survey.

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
Given the content and level of the course, the course workload was manageable.	1	2	1	14	4	22	**3.82**	3.82	3.84	3.81
The course site used for this course, whether in Canvas, Sakai, or Blackboard, was well organized.	0	0	1	8	13	22	**4.55**	4.55	3.94	4.06
The instructions given for assignments, exams, quizzes, and other course activities were clear and easy to understand.	0	0	5	8	9	22	**4.18**	4.18	3.75	3.84

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 Blair Seidler was prepared for class and presented the material in an organized manner.	0	0	0	2	20	22	**4.91**	4.68	4.16	4.22
The instructor Blair Seidler responded effectively to student comments and questions.	0	0	0	3	19	22	**4.86**	4.80	4.10	4.21
The instructor Blair Seidler generated interest in the course material.	0	0	1	3	18	22	**4.77**	4.48	3.91	4.02
The instructor Blair Seidler had a positive attitude toward assisting all students in understanding course material.	0	0	1	1	19	21	**4.86**	4.79	4.21	4.32
The instructor Blair Seidler assigned grades fairly.	0	0	0	7	15	22	**4.68**	4.70	4.05	4.15
The instructional methods of Blair Seidler encouraged student learning.	0	0	0	6	16	22	**4.73**	4.50	3.91	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 Blair Seidler as:	0	0	0	4	18	22	**4.82**	4.59	3.90	4.03

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	0	6	15	21	**4.71**	4.71	3.95	3.88
I had a strong prior interest in the subject matter and wanted to take this course.	0	1	0	10	11	22	**4.41**	4.41	3.66	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	0	1	7	14	22	**4.59**	4.59	3.62	3.66

What do you like best about this course?

These comments are intended for all instructors.

Comments
Challenging, and lots of material
I like the computing labs and challenge problem sets.
The material and how it was taught was great
I liked the variety in the assignments (between HW, challenge problem sets, and computing labs) because they gave us the chance to practice different skills. The grade breakdown and assessment formats were also nice because they prioritize student convenience over stress, making it easier to focus on learning the material.
The assignments did not feel like just busy work and were actually very helpful to my understanding of the material. Also both Blair and Professor Han were very helpful and understanding of the remote learning situation.
I really liked the challenges presented in the course. Some include trying to conceptually understand Carlen's notes and the challenge problem sets.
The material, I felt like I learned a lot. I think that Professor Han cares more about if we learn than the grades.
I liked the instructors the most.
I love how many of the concepts that we learned can be applied in a much wider theoretical scope, and connect to other areas of higher–end mathematics.
It provided in–depth conceptual explanations of calculus topics which I previously only understood computationally.
There are many things I like about the course. I think I like most that the instructors are prepared and plan ahead of time (posting assignments/challenge sets/labs early, giving guidance for tests, etc.
This class was very challenging for me and I loved the feeling of overcoming a difficult concept.
As a freshmen, I feel like this course really taught me how college is going to be. It had a heavy course load and because of this I learned how to balance my time around and to do my homework early. Content wise, some parts of vector calculus were very interesting and seem like they have a lot of applications in other courses.
I enjoy the material and what we are learning, as well as how it provides a backdrop for many other things that we learn to "just do" in other classes, like physics.

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

These comments are intended for all instructors.

Comments
Less proof centered during lectures, and probably a different, more accessible textbook.
I would change the textbook. It is not engaging and sometimes not helpful at all. Also, I think we should put less emphasis on true and false questions.
Record recitations
During the lectures, it might be a good idea to show 3D graphs that can be rotated to any perspective (with Mathematica, or some other software), so that students can see more clearly what is happening without needing to rely on the instructor's drawings. The benefit of this is that computer visuals can be animated, so it would be possible to show what happens as you vary certain parameters.
Make the course notes easier to understand.
Not sure, I think this class was presented very nicely.
I know that there wasn't really another option, but I thought that it was hard to work on the challenge problems remotely with a group of people. I also think that one of the main reasons I did well on the labs was because of my prior coding experience and not from what we learned in class.
I would change the textbook.
Personally, I feel like Carlen's notes, while interesting, are still too complicated of a primary reference for the concepts we learn, since the proofs for the theorems in the notes consume so much of the content that it becomes difficult to discern what we're supposed to know and what we aren't. In contrast, Prof. Han's notes are much more manageable and could probably serve as the more widely used reference source.
I feel like the hardest part of this class was understanding Carlen's textbook which was riddled with typos. I think I would consider using a textbook like Rogawski & Adams for the multivariable calculus parts of the class and switching to the Math 250 class' textbook for when we cover linear algebra.
I wish that the examples were done more explicitly and thoroughly during lecture. Like give a step by step of how to do this or that type of problem. Maybe this course is an honors course so we're supposed to know how to do that by ourselves, but I would greatly appreciate more explicit instructions for problems.
I feel like I don't know enough about the subject to say anything.
I don't think I would do things different. I really liked the way this course was run.
I think the only real issue that I had with the course was how limited our time with Linear Algebra is, and how much of it had to be self studied. This made the course much harder for those of us who hadn't taken linal in the past, and we had to play catch–up with certain parts of the course.

In what ways, if any, has this course or the instructor Blair Seidler encouraged your intellectual growth and progress?

These comments are unique to the instructor Blair Seidler.

Comments
Made examples very clear and gave a good intuitive understanding of the material.
He is very engaging during recitation. I pay attention and do most of my learning when he is teaching the class.
Extremely helpful and always willing to answer questions. Office hours were great and actively answered questions on discord outside of class. Recitation was good because he walked us through questions together
Blair was very helpful in his teachings during the recitation period as it helped me understand the material a lot better.
He's really helped with my computational understanding of calc 3, especially with the many example problems we did during recitation.
He was always quick to respond to questions and I was able to get a much better grasp of the concepts during recitation.
Always gave great insights and computational tips during the recitation
Blair has been exceptionally helpful when it comes to digesting the theoretical material that we learn by introducing the practical applications for which we could use this material. Blair was active on the student Discord for the class, and generally showed a lot of caring for the well–being and preparedness of the students.
I found his in–depth explanations of content from our textbook to be refreshing after our comparatively fast–paced lectures.
Recitation examples were very helpful
Blair made a lot of the abstract concepts in this class feel more manageable. His example problems in recitation helped make things more practical.
Blair was very friendly and really helped me learn the course material. Recitations were very useful in clarifying concepts and whenever I asked him a question, he could answer well. Blair definitely had a very positive impact on my growth and progress in this class.
Blair is really good at teaching and getting concepts across, and I think he understands really well what others know and don't know. He's also a really fun guy to talk to, and makes it clear that his goal is not grades or a lack thereof, but rather making sure his students understand concepts.

Other comments or suggestions:

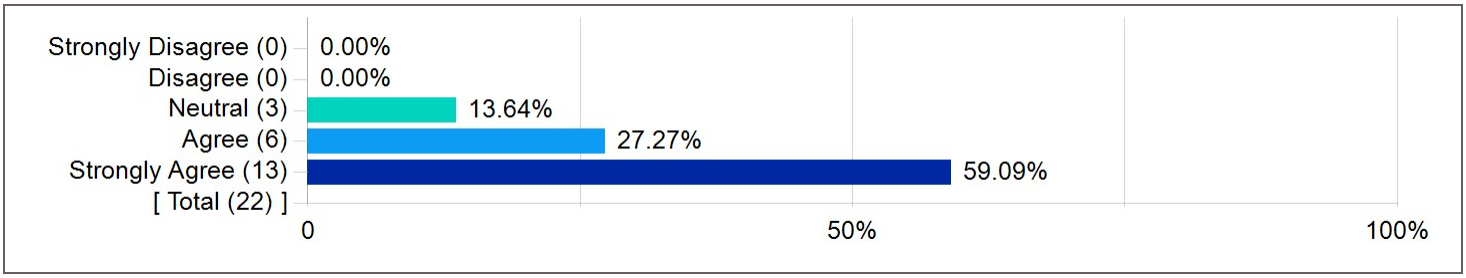
These comments are intended for all instructors.

Comments
This class was the most challenging class I took this semester, but I still think the work was manageable. I feel more prepared for Calc IV next semester.
I loved the more conceptual challenge problem sets where we "discovered" an idea through concepts we had already done in class. Something like challenge problem sets 2 (really like this one) and 3.
The participation grade is really stressful. Also, it was very taxing to have recitation only 20 minutes after class, especially if class ran over.
The time limit of the assessment quizzes and midterms are kind of tight. I can usually do the problems but I'm just slow. I think that's why my midterms are so bad but my homework/challenge sets are ok (if I don't procrastinate) because I can just spend hours on it and not worry about time.
Carlin's notes were unreadable. Professor Han's reading notes were much more helpful.
I am very glad I took this course rather than 251. I feel like I became a much better thinker and better at math. I also became much more interested in math now and I think I'm going to minor in it.

Questions added for: *Standard SIRS

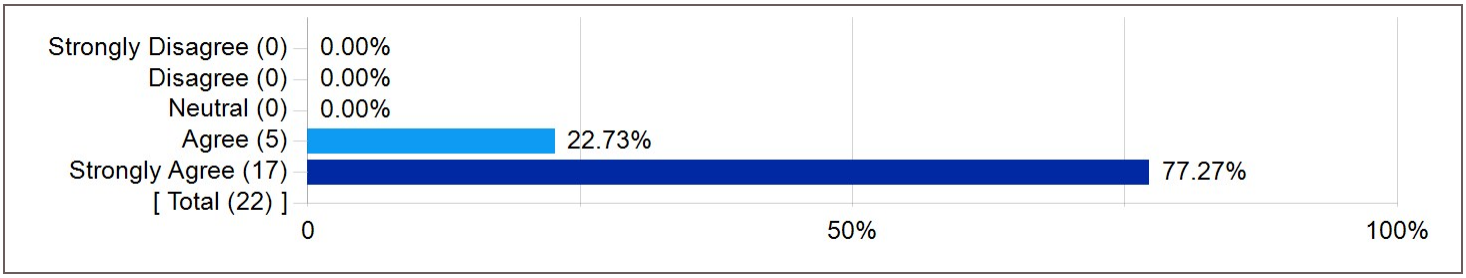
Weighted Means: Section, Course, Level, Department

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



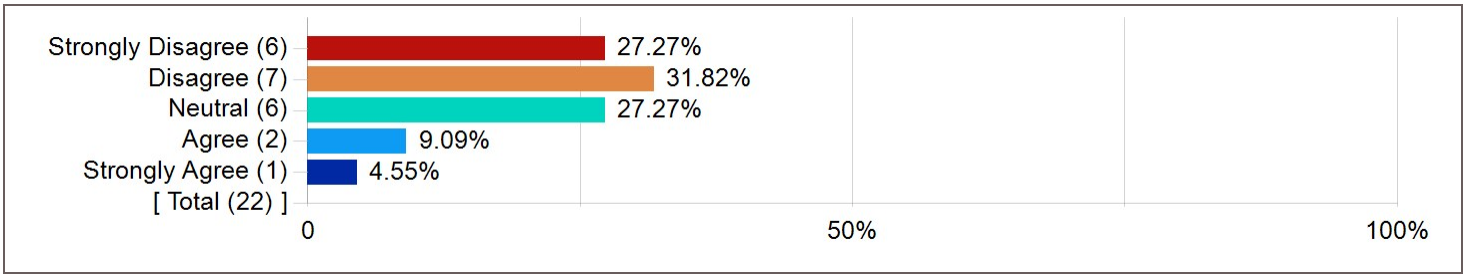
Section	Course	Level	Dept
4.45	4.45	3.91	3.97

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



Section	Course	Level	Dept
4.77	4.77	3.75	3.85

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
2.32	2.32	2.75	2.78