Rutgers University Student Instructional Rating

Spring 2021

Seidler, Blair - BAS312

Honors Calculus IV - 01:640:292:H1, H2
Survey Form: *Standard SIRS

Enrollment: 25
Responses Received: 18

The Student Instructional Ratings Surveys should be considered within the context of the global health emergency. Rutgers University has decided that some instructors have flexibility in choosing whether to include the Spring 2021 SIRS results in promotion and rehiring materials. Details may vary by campus, rank, or position; please confer with your department chair for more information.

Special University-wide Questions for Spring 2021

Due to the challenges created by the Covid-19 pandemic, three additional questions were added to the Spring 2021 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.	0	0	1	13	4	18	**4.17**	4.17	4.12	3.96
The course site used for this course, whether in Canvas, Sakai, or Blackboard, was well organized.	0	0	0	5	13	18	**4.72**	4.72	4.25	4.21
The instructions given for assignments, exams, quizzes, and other course activities were clear and easy to understand.	0	0	0	11	7	18	**4.39**	4.39	4.15	4.03

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	5	13	18	**4.72**	4.66	4.36	4.28
The instructor Blair Seidler responded effectively to student comments and questions.	0	0	0	2	16	18	**4.89**	4.71	4.34	4.26
The instructor Blair Seidler generated interest in the course material.	0	0	0	5	13	18	**4.72**	4.57	4.18	4.07
The instructor Blair Seidler had a positive attitude toward assisting all students in understanding course material.	0	0	1	2	14	17	**4.76**	4.76	4.41	4.33
The instructor Blair Seidler assigned grades fairly.	0	0	0	4	13	17	**4.76**	4.73	4.32	4.17
The instructional methods of Blair Seidler encouraged student learning.	0	0	1	3	14	18	**4.72**	4.54	4.21	4.09

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	3	15	18	**4.83**	4.68	4.26	4.11

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	11	17	**4.65**	4.65	4.19	4.01
I had a strong prior interest in the subject matter and wanted to take this course.	0	0	1	9	7	17	**4.35**	4.35	3.72	3.45

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	0	5	12	17	**4.71**	4.71	4.03	3.82

What do you like best about this course?

These comments are intended for all instructors.

Comments
We used software and computing packages to learn and visualize a lot of the material
– lots of variety in the assignments to build different skills and show different applications of the training this class provides – I also enjoy the kinds of questions that force me to visualize what is happening in order to understand how the slope fields or solutions behave because those are more than just mechanically applying some solution method.
The course content was very interesting and materials were covered thoroughly
Concepts are applicable to the real world.
I really enjoy the labs. I think the labs are one of those things which really help tie everything together and help make sense of things in my brain, as a meeting point of computer science and the math we are learning. For example, the labs are what truly made me understand phase plots and the information we could derive from them, as it was an interactive way to expand upon the material we had already learned in class.
It was fun.
I liked how we did not only scratch the surface of differential equations. I have spoken to some of my friends in 244 or in other schools to compare content of the course, and they barely did any discussion on series solutions if any. I feel as though I am more capable than I would be had I not taken this course.
Even in comparison to the last course, everything was so organized and well–prepared, and the educational material itself was a nice balance of theoretical and practical problems.
I like the challenge and rigor of assignments
The instructors were sympathetic to students, didn't really rush assignments, and remained flexible. I also really liked how using computing packages was integrated into the course.
I found that the course was easier compared to 291 and there are more real world examples and uses of the material. The math also isn't too abstract.
The applications of the differential equations.
I like how we work together on assignments in recitation — that is the most helpful part of the course. I also like the computing assignments because they allow me to visually understand what is happening in our problems.

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

These comments are intended for all instructors.

Comments
I would probably spend less time on the computational details of examples during lectures. I found it easy to zone out during lectures where the examples had lots of algebra or calculations because I figured that if needed I could work out such details on my own time while doing the homework. In proofs it makes sense to go into detail but in examples I'd rather just see the setup and the result that illustrates whatever behavior the example was meant to showcase, and work out the algebra myself if needed.
I would assign homework that was less computational
Have more interactive lectures.
The course felt very slightly rushed towards the end, and I think perhaps spending a little bit less time on concepts students may have seen before and dedicating that time towards the end of the course could be helpful. That said, I think spending that time at the beginning helped solidify foundations which made later work easier to understand, so perhaps this would not be as helpful as it would seem.
I would make some of the more simple topics have more difficult questions on quizzes and homework. For example, instead of giving a question about a linear system with real eigenvalues, perhaps the question could have repeated eigenvalues instead.
I wouldn't teach the course any differently.
Not sure.
I would include more lectures with Mathematica documents. I found that I understood those lectures the most.
I would spread out the assignments across the semester more. I feel like we were working on big challenge problem sets and labs immediately after exams, which stressed me out.

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
– breaking down problems with pictures to create a guide to thinking about the problem that helps us not lose sight of what we are physically doing in the question
Was very knowledgable on applications of the material and taught it in a very consumable manner during recitation
He provided good insight on how to make it in the professional world and what we need to really take away from this course.
Blair is, as always, fantastic at not only helping teach the content and making things easier to understand, but at making us students actually interested in what we are learning. Blair is unparalleled in his teaching methods, his vivacious style of delivering content, and his remarkable ability to make students feel welcome, both in class and out of class. I could only hope for a pair of instructors as helpful to my learning career as Professor Han and Blair in my future through not only math, but all of college.
I feel as though Blair Seidler encourage us students to actually think about the math. Unlike previous math courses, this course and 291 required us to understand what we were doing rather than understand how we do something. I personally feel as though Blair encouraged us to think this way. For example, during office hours, when a question is presented to Blair, he does not just do the problem, rather he analyzes it with students and help guide us towards the correct way of thinking. I also appreciated that he was present in the class discord server
Blair was extremely helpful in both explaining material and motivating his students. He is a very reliable and communicative TA, and has been a great influence on the class.
He has reinforced my learning of abstract ideas in lecture with more concrete examples.
Blair helped clarify the material and what was necessary for each assignment.
Recitation really helped me understand the material.
In recitation he covered problems that the class struggled with on assignments, which always helped me reflect on my own work.

Other comments or suggestions:

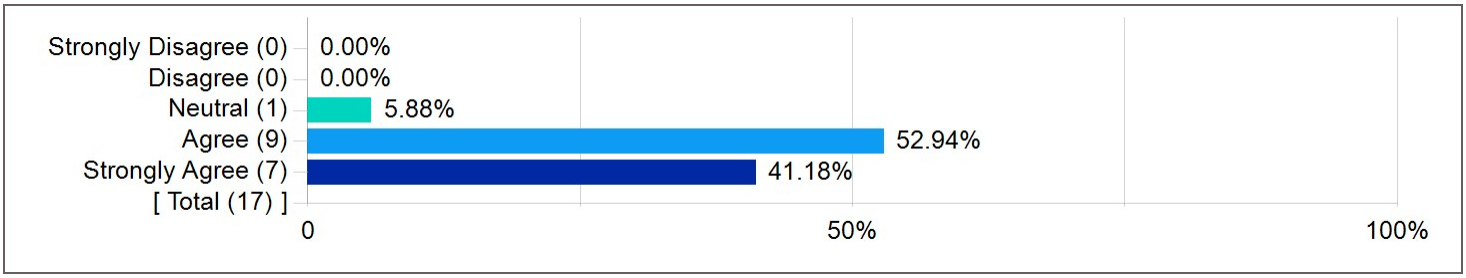
These comments are intended for all instructors.

Comments
This and 291 were my favorite courses this year. I would highly recommend them to anybody who is interested. Thank you for teaching me.
I sincerely believe that I would have gotten more out of this course with more personal input.
Great course!
Some of the questions had some ambiguity to them and it was sometimes difficult to fully know what the question was looking for.

Questions added for: *Standard SIRS

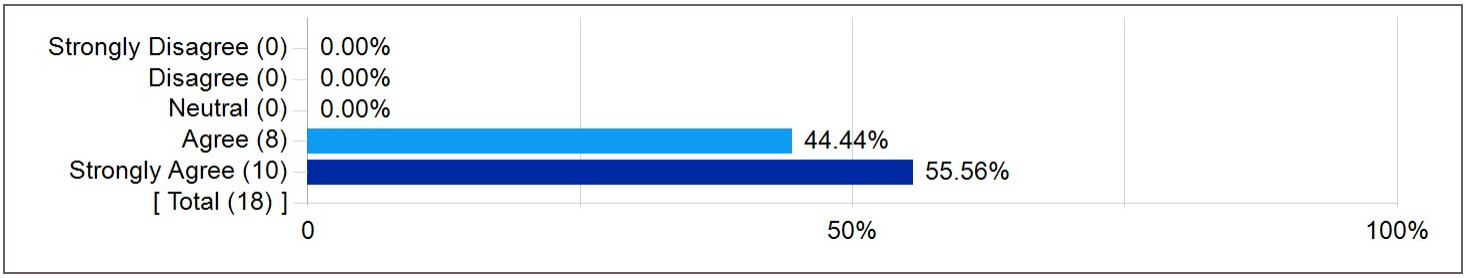
Weighted Means: Section, Course, Level, Department

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



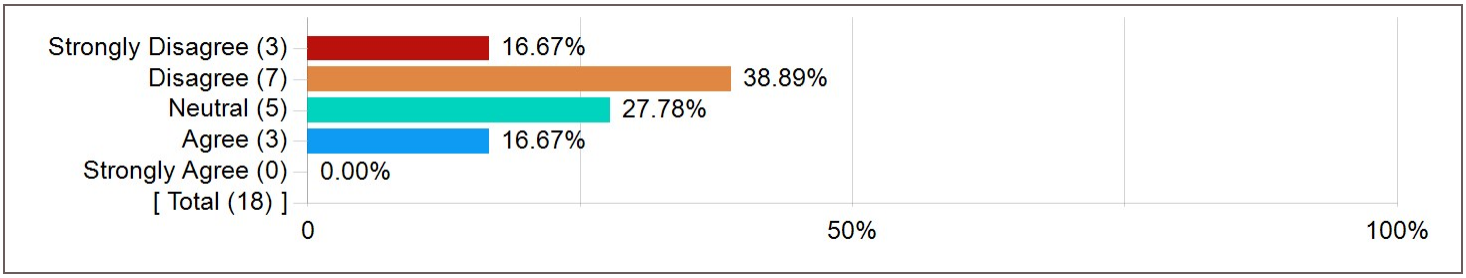
Section	Course	Level	Dept
4.35	4.35	4.13	4.05

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



Section	Course	Level	Dept
4.56	4.56	4.07	3.89

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
2.44	2.44	3.25	3.10