Rutgers University Student Instructional Rating

Fall 2024

Frolov, Lawrence - LAF230

Differential Equations For Engineering And Physics - 01:640:244:10, 11, 12
Survey Form: *Standard SIRS

Enrollment: 85

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 Lawrence Frolov was prepared for class and presented the material in an organized manner.	0	0	1	1	28	30	**4.90**	4.28	4.26	4.28
The instructor Lawrence Frolov responded effectively to student comments and questions.	0	0	0	2	28	30	**4.93**	4.37	4.21	4.24
The instructor Lawrence Frolov generated interest in the course material.	0	0	0	1	29	30	**4.97**	4.17	4.08	4.13
The instructor Lawrence Frolov had a positive attitude toward assisting all students in understanding course material.	0	0	0	1	29	30	**4.97**	4.54	4.36	4.37
The instructor Lawrence Frolov assigned grades fairly.	0	1	2	2	25	30	**4.70**	4.24	4.24	4.27
The instructional methods of Lawrence Frolov encouraged student learning.	0	0	1	3	26	30	**4.83**	4.10	4.08	4.15

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 Lawrence Frolov as:	0	0	0	4	25	29	**4.86**	4.15	4.05	4.10

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	4	25	29	**4.86**	4.43	4.20	4.14
I had a strong prior interest in the subject matter and wanted to take this course.	0	3	8	8	10	29	**3.86**	3.59	3.75	3.57

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	7	22	29	**4.76**	4.06	3.88	3.91

What do you like best about this course?

These comments are intended for all instructors.

Comments
About the support and care the instructors give to students.
The mastery–based grading system. I'm being dead serious, it should be used in every single STEM class. Focusing on mastering the material AND I'm less nervous for tests? This should be widespread not only across campus, but across the country.
You are basically forced to learn the material and to study
The material was interesting and the professor and TA helped a lot rather than being an obstacle like some other professors.
The goat himself, Professor Charnley, and his sidekick Larry.
I liked the multiple attempts and grace period for assignments and problems.
great professors and TA
I like the grading system that incentivizes learning the concepts over just trying to get a high grade.
The Grading system was an interesting twist, and learning about diff eq and linear algebra was cool.
The resubmission opportunities
I like the grading system where we are allowed to resubmit and everything.
Grading system, and helpful office hours
The grading system allows people to catch up and get a grade deserving of their actual knowledge in the subject.
I like the methodology behind it. This is due in large part to the way it was taught, but the logic and process of solving differential equations and other math problems associated with this course felt satisfying to accomplish. Every new topic felt like a progression from the previous topics, and the grading system employed by Professor Charnley made it really feasible to understand the material.
The grading system and objectives.
The grading system is absolutely amazing– I wish all of my classes had something even remotely similar to this.
The grading system

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

These comments are intended for all instructors.

Comments
n/a
Absolutely nothing. Not even joking, I can't find a flaw.
I would just assign a small optional pearson homework for each topic because I know that has helped me in the past and I feel like there was a lack of practice material in the class a bit.
Make D2b have better algebra. D2b is already a very complicated subject, making the answers look like an amalgamation of letters is not something a student needs when they are already second–guessing themselves. I do not want to see any more ln's in my answer to that question.
I would like to have some assigned homework to be able to practice the concepts more fully.
nothing
In terms of the main lecture, speak a little bit slower. In my opinion, Charnley speaks a little bit too quickly, but will always verify what he has said.
I would allow for you to get 8 of any unit(core or non core on the final.
I would not grade so harshly. Like even if I have a little mistake thing it should've counted as an A instead of an N. I would also post a step–by–step solutions on certain problems.
I would change the timing given for the quiz's, I believe the 15 minutes allotted were not enough towards the later stages of the course. Even when a student knew how to do a question they often didn't have enough time to complete it as they could easily make a mistake in doing so(later stages of the course).
More time on certain quiz questions. While the E–quizzes kind of make up for this, there were a lot of times where I would be solving a problem, knowing exactly how to solve said problem, but I would run out of time, resulting in an "N" for that quiz question. I suppose it can be argued that speed does have a correlation to mastery in some cases, I don't think that running out of time to solve a problem in a topic means that topic is "not mastered,"(N) rather I think that would fall under the "almost mastered" (A) category. I understand time is not in abundance in this course, I think that either by extending the time granted in class for E–quizzes or in recitation for non–E–quizzes by even five minutes would be helpful. This isn't as much of an issue earlier in the semester, but after Exam 3 it can be challenging if you have several objectives you need to attempt on the last E–quiz (maybe extend the time given for the final E–quiz would be a simple solution).
I would ensure the consistency of the grading system across all classes.
One of what I would call the biggest flaws in the grading system is that as the semester continues, a person has fewer chances to do the objective on the exam. For example, for objective D1 you have 4 exam chances (exams 1–3 and the final), but for objective L3 you only have two chances to earn that objective on an exam (exam 3 and the final). To compensate for this, I would suggest adding more "exam" opportunities later in the semester for people who still need to earn that objective– as is done with quizzes (E1, E2, etc.). Either you could hold "make–up exams" at office hours or come up with another method for people to be able to retry exam questions and earn that objective. (I personally would give exactly 4 exam opportunities per objective.)
add homework

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

These comments are unique to the instructor Lawrence Frolov.

Comments

The only thing I would have to say is that even though you lecture really well, I think that also going over a problem helps a lot. Not just a basic problem but a harder problem too

Making it interesting and showing that he also has a desire to teach in a concise and easy way.

Shoutout to Larry the GOAT. Not only an incredible teacher, but a genuine human being. Taught me both in and out of the classroom. Made coming to class worth it.

maybe give some more time for quizzes. I know it's probably not up to you but a lot of the questions are very long and would normally take far longer than the required time, so it makes it almost impossible to answer some of the questions correctly because of how much you have to rush. I don't think it makes sense to have a set amount of time for the quizzes because not all of the questions take the same amount of time.

Very enthusiastic about material and gives examples of real world applications, and the focus of the recitation was always what would be on the quiz.

Straight to the point.

Larry has been very helpful in explaining concepts and helping through problems.

Larry helped me understand how it diff eq is applied in the real world.

He was always willing to answer any questions and clear up any confusion. Makes it much easier and less stressful when learning new things.

He is amazing in terms of support when it comes to learning this course material. If he is available, he will not hesitate in terms of help.

I was struggling with my mental health a bit and Mr. Frolov let me know that I could reach out to him if I ever felt like that was getting in the way of my class performance and he'd help make sure I could perform my best. I was really grateful for the support, and having that knowledge alleviated a lot of stress, which allowed me to focus more on my studies rather than my anxieties.

He connects with all students as a friend as well as an instructor, which gives a positive vibe to the room and makes students feel free to communicate with him.

Larry was a great TA, especially during office hours he would always work 1–on–1 and was really good at explaining things.

N/A

He is literally the best TA I ever had. Like he actually teaches us as if it's Differential Equations for dummies. I understand every little detail to any objective we're learning and it was magical. He teaches so great so powerful, and he always has strong interest in teaching Diff Eq. He's really good. Like I wait until recitation to learn the materials from him and I understand them right away.

Larry was an essential supplement in recitation to the lecture. He described real–world applications to the material in depth, and described the methods behind the math in a way that deepened my understanding of the material greatly. He was also very open to questions and communication when it came to grades and resubmissions, and he helped me succeed in this class greatly.

Larry was incredibly relatable and accommodating. He deeply cares about the success of his students and allows us to have an open discussion during class.

He was very entertaining and managed to make learning math a pleasure. In addition, I appreciated the fact that he wrote notes on the board prior to recitations.

Through how he conducts recitation and how he always wants to help you. Everything
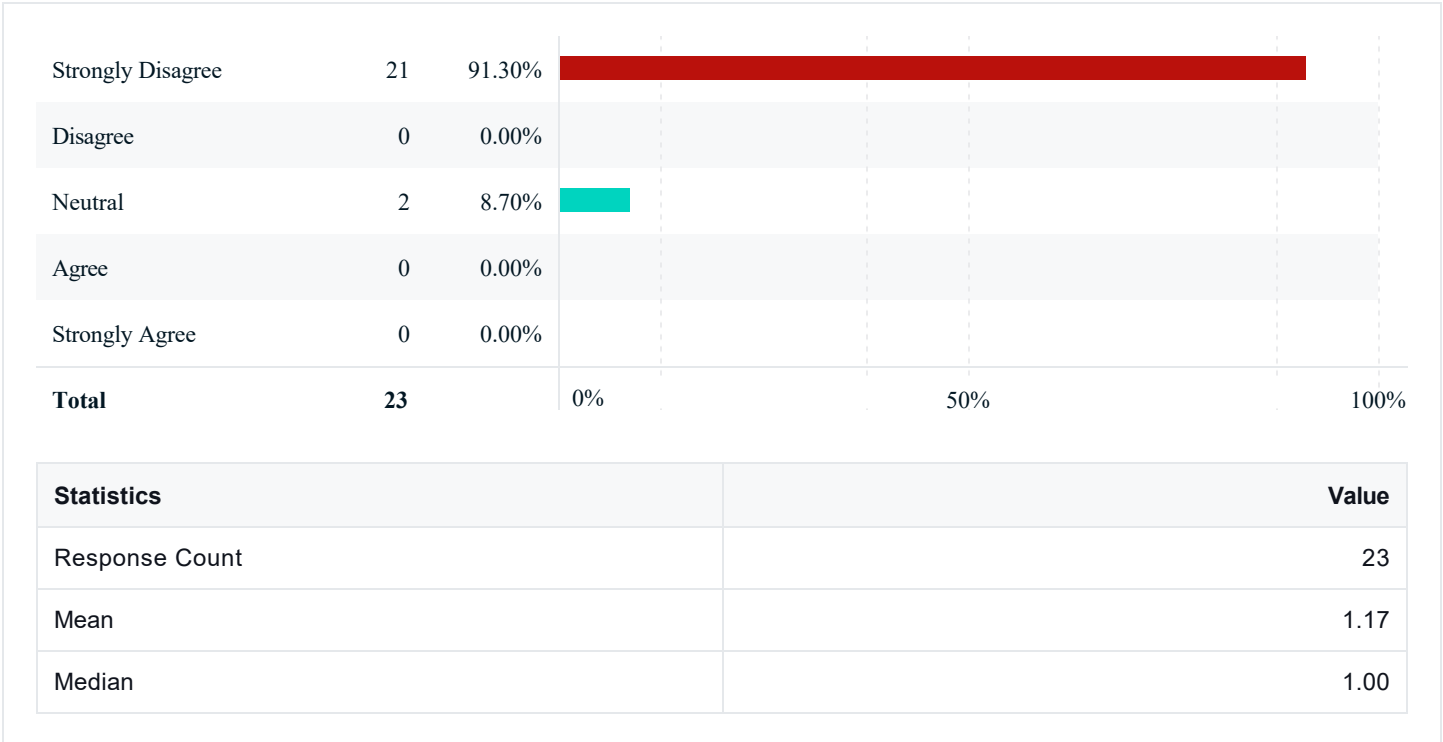
Other comments or suggestions:

These comments are intended for all instructors.

| Comments |
|---|
| n/a |
| Best math class I've ever taken. |
| None |
| Overall not bad. |
| The grading system in my opinion emphasized learning and being able to resubmit was nice, some of the criteria was a little bit stringent, like requiring to complete certain objectives on a test or a quiz. Even if you do every other non core objective, but only complete 1 core once, you automatically get a D. That in my opinion is really unfair. To fix this, I would just slightly tweak the grading system, so that not being able to complete 1 core doesn't automatically give you a D even when you have all the other objective points. |
| This course has been very enjoyable for me, and both my professor and TA have been incredible. |
| This course is great, it's really well run. The only thing I would change is making it so that you don't have to get all 11 cores on the final to get an A, maybe if you get them on multiple midterms. |
| N/A |
| I suggest giving us more than 12 minutes to do the Quizzes during recitation. Like how am I suppose to do a quiz that has one problem containing part E and another problem containing part C in 7 minutes? It does not make sense. Like in the end it all just gives me an N and it was just not fair. For me, I'm very slow when it comes to wordy questions so it takes me a bit to process what it is I have to solve. Extra time on quizzes is a must, no joke. |
| I thoroughly enjoyed my time in this course and feel very prepared for anything differential equation related in the future. |
| Implement Professor Charnley's grading system to all math classes. |
| During the workshops, I would try to keep my summary of the material a little bit shorter so that students would have more time to work on the recitation worksheets. In addition, I felt that the pre–lecture videos were both time consuming and became rather unnecessary as I would read the notes instead. Also, the MATLAB assignments did not strengthen my knowledge of the course material in any way. |
| For the practice worksheets, I think it would be nice to incorporate some exam level questions. So many times, I studied using the practice worksheets just to find a random question that I did not expect or did not even know I had to know on the exam just to be told that yes those questions are important and getting it slightly wrong would result in a N/0. If those questions are important, why wasn't given something similar to practice and why wasn't I ever told in lecture or recitations. It kind of frustrating when you get random questions thrown at you during the exam and quizzes that you have to response using full sentences and explanations and then when you get the majority of the explanation right it is still a N. If this was based off of the regular percentage grades, I would have at least a 75% because I got the majority of the topic correct but because I got an explanation slightly wrong it is a 0. It gets worse when the question has up to part e and you get parts a to d correct but a little bit of e wrong, bam it is a N/0. |

Questions Created by Department

I have visited the Math Help Center multiple times this semester to seek help for this course. Please choose your response as follows: Strongly Disagree = Never visited MHC; Disagree = Visited just once; Neutral = more than one but less than 5 visits; Agree = between 5 and 10 visits; Strongly Agree = more than 10 visits

Strongly Disagree	21	91.30%
Disagree	0	0.00%
Neutral	2	8.70%
Agree	0	0.00%
Strongly Agree	0	0.00%
Total	**23**	

Statistics	Value
Response Count	23
Mean	1.17
Median	1.00

The Math Help Center has helped me improve my performance in this course (only answer if you have visited the Math Help Center for this class)

Strongly Disagree	4	66.67%
Disagree	0	0.00%
Neutral	2	33.33%
Agree	0	0.00%
Strongly Agree	0	0.00%
Total	**6**	
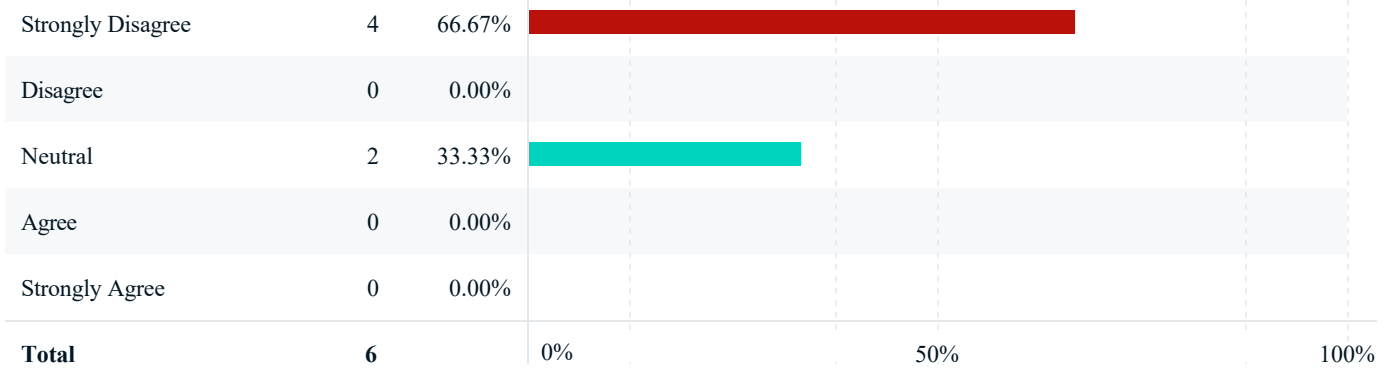
Statistics	Value
Response Count	6
Mean	1.67
Median	1.00