



Prof. Xavier Ramos Olivé (as private and confidential)

MA 1024 - A03Y CALCULUS IV for 202001_A

Prof. Ramos Olivé,

As part of WPI's student course report process, the results for each course section are distributed by email.

This email contains the results for MA 1024 - A03Y CALCULUS IV.

The responses to each question are shown in a histogram, with the number and average values of responses shown to the right. Students' comments can be found at the end of the report.

If you have questions about the student course report process, please contact coursereports@wpi.edu.

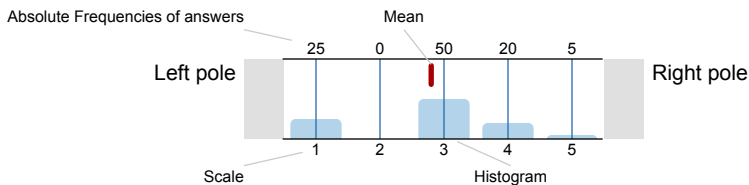
The Morgan Teaching & Learning Center Canvas site offers some suggestions for interpreting student course reports (https://canvas.wpi.edu/courses/1046/pages/tips-for-obtaining-helpful-feedback-from-students-and-interpreting-it?module_item_id=224096). If you would like to discuss these results confidentially with a colleague, please contact Prof. Chrys Demetry, Director of the Morgan Center, at cdemetry@wpi.edu or x5707.



Survey Results

Legend

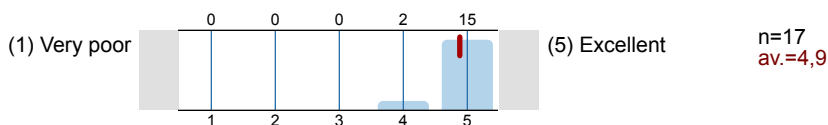
Question text



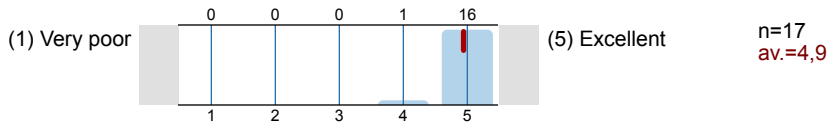
n=No. of responses
 av.=Mean
 ab.=Abstention

You can help improve the quality of teaching at WPI by providing your responses on this form. Please consider each reply thoughtfully. These reports are used by the instructor for self-improvement, by students during course selection and by members of the administration and faculty committees. Your responses are anonymous and optional. Your comments will not be returned to your instructor until after the grading deadline.

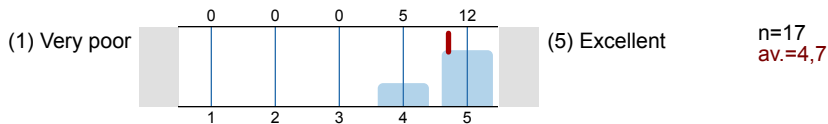
1. My overall rating of the quality of this course is



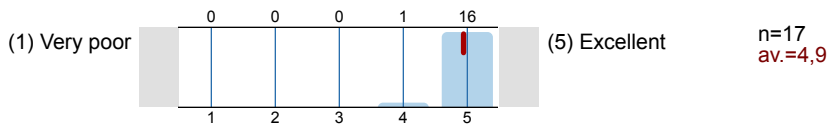
2. My overall rating of the instructor's teaching is



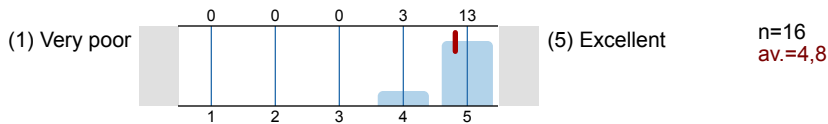
3. The educational value of the assigned work was



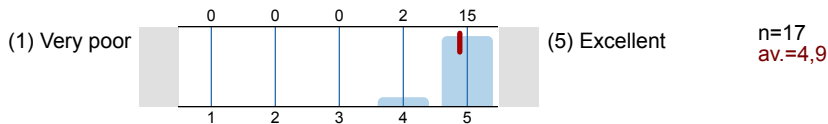
4. The instructor's organization of the course was



5. The instructor's clarity in communicating course objectives was

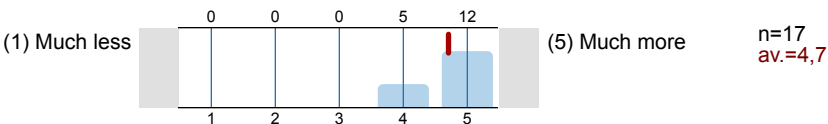


6. The instructor's skill in providing understandable explanations was

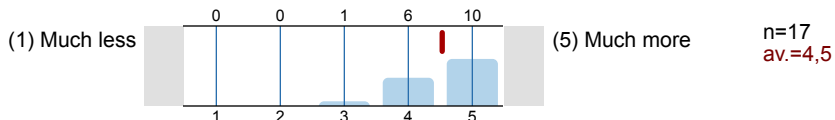


Relative to other college courses I have taken:

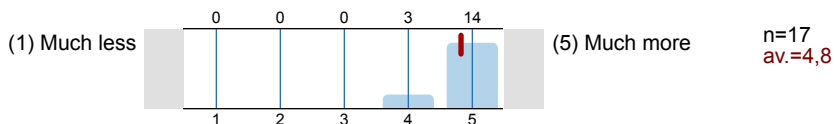
7. The amount I learned from the course was



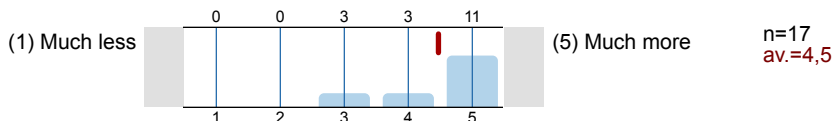
8. The intellectual challenge presented by the course was



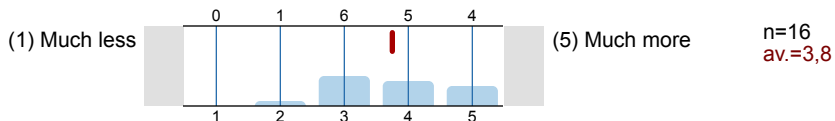
9. The instructor's personal interest in helping students learn was



10. The instructor stimulated my interest in the subject matter

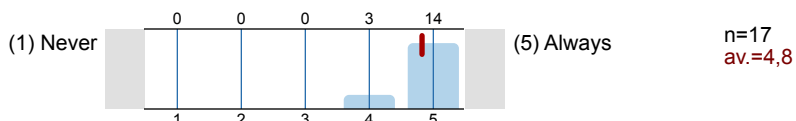


11. The amount of reading, homework, and other assigned work was

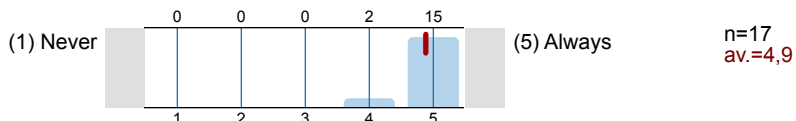


How frequently were the following statements true in this course?

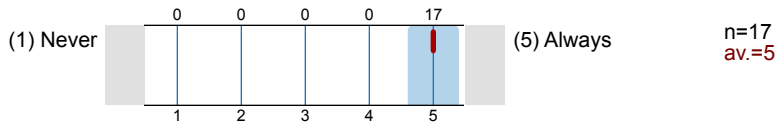
12. The instructor was well prepared to teach class.



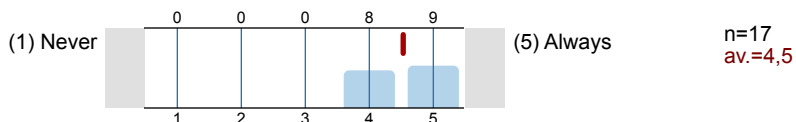
13. The instructor encouraged students to ask questions.



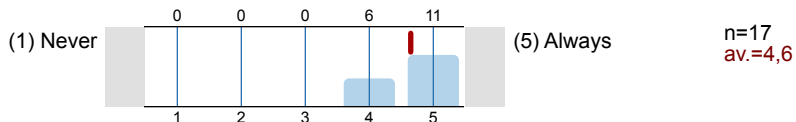
14. The instructor treated students with respect.



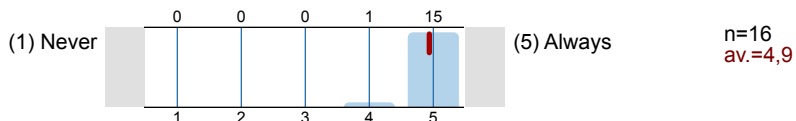
15. Instructor feedback on exams/assignments was timely and helpful.



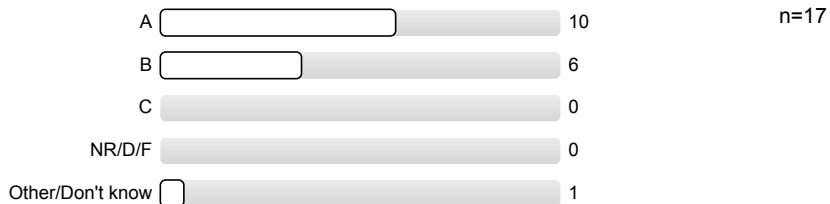
16. The exams and/or evaluations were good measures of the material covered.



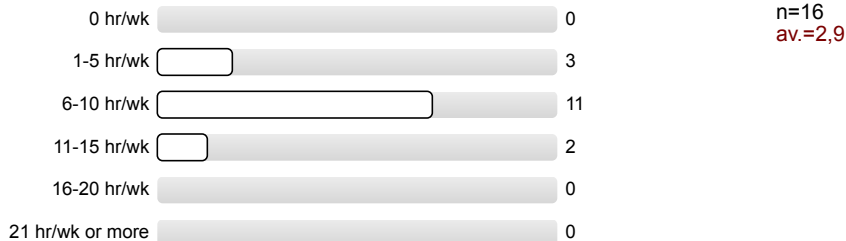
17. My grades were determined in a fair and impartial manner.



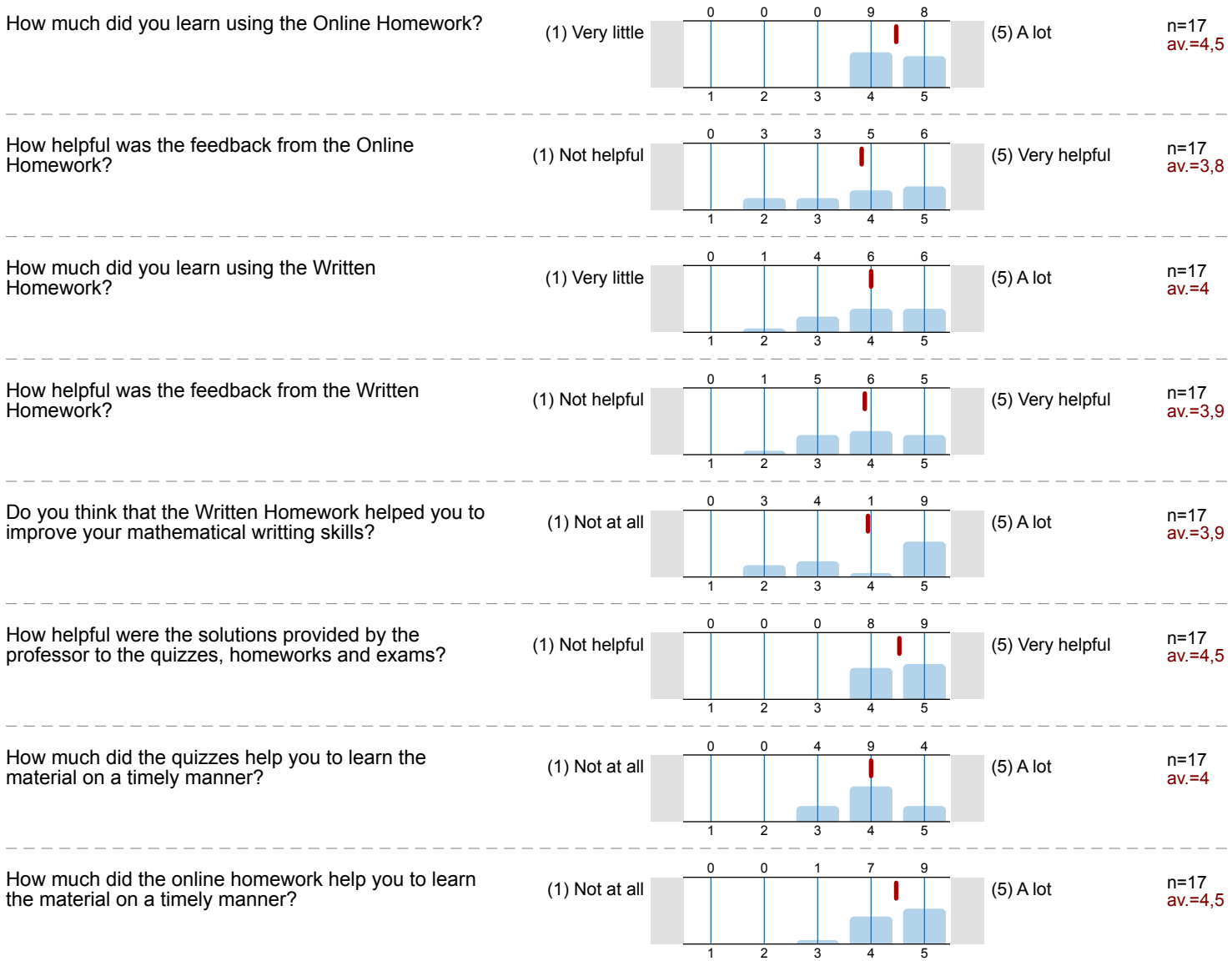
18. What grade do you think you will receive in this course?



19. On average, what were the total hours spent in each 7-day week OUTSIDE of formally scheduled class time in work related to this course (including studying, reading, writing, homework, rehearsal, etc.)?



If your instructor has added any additional questions, they will appear below



Comments Report

Your thoughtful answers to the following questions would be helpful to your instructor. (Please answer in the space provided underneath each question.)

What did you particularly LIKE about this course/lab?

- I always felt like when I came into class I would learn something or better understand a difficult concept. None of the lectures ever felt like they were not necessary, and we never had to spend more than a couple of days on a concept because Professor Xavi's explanations were almost always effective the first time. He has a great ability to relate the concepts in a manner that is understandable relative to the information that we have arrived with, but he can also elaborate into full detail when necessary,
- I liked that I actually felt like I was learning and I personally enjoy calculus.
- I really enjoyed the content material of this course and how well and thorough the professor taught it. The professor was funny which allowed interest to be kept up in the materials. It was an all around excellent class.
- I really enjoyed the structure of this course and liked how well organized it was. The professor made the class enjoyable and the work was very manageable. You could clearly tell that the assignments were relative to what was being learned and the tests and quizzes also covered relevant and familiar material.
- I really liked the pace, and I think that the paper hw assignments were a good length.
- I think Xavier is very personable and with the class being at 3 pm, I was always a little tired by that time of day. However, I always looked forward to the class, even if math can be difficult. I also think using one note was a great choice as it was always easy to read even if I had to sit in the back (which I didn't like to do in this class especially).
- It was engaging and while it was fast paced, it wasn't anything you couldn't handle.
- Professor Olivé made math so much more interesting and easy to understand than any of my previous teachers did. I didn't know math class could be this fun! 10/10 would take a class taught by him again :)
- The instructor used humor to help teaching
- The professor was fantastic at conveying the material to the class in an engaging manner. The class was always lively and the professor was able to keep the attention of the class by adding a few jokes into his lectures. Overall, amazing course, amazing professor, and I would absolutely take a class with this professor again.
- The structure and organization of the class was easy to follow.
- The teacher was fantastic, the material was presented in a engaging and interesting way.
- The teachre is very good and made class fun to be in
- Xavier. He is a great professor. Seriously

What did you particularly DISLIKE about this course/lab?

- I think the online homework assignments got tedious at times and were too long.
- I think the online homework could use improvement. I think the program encourages getting the correct answer over knowing how to do the problem. This problem is remediated in the written homework, but I wish the program allowed this to not take place.
- I thought at times, the Pearson assignments were a bit excessive, and I would say that the paper assignments were much more tuned to what we were doing and weren't redundant.
- Labs didn't help that much.
- Not a single thing. I loved every aspect of this course.
- Nothing. It was easily the best class I've taken this quarter.
- The math lab feels like a worthless add-on. I don't know if industry actually uses computational programs, but maple kinda seems like a worthless endeavor.
- The only thing I didn't like was that one online homework had a frankly ridiculous amount of extremely long, tedious integrals, but the professor became aware of it and made the next homework better by having less problems and less complicated integrals so I believe the issue has been resolved.

- There was nothing that I particularly disliked although the lab for this class did seem kind of pointless and I really do not think it aided my learning.
- There wasn't really anything I disliked about this course. Just maybe having the exams a little shorter to allow more time to think on them.
- it was an extreme difficulty curve the first half was pretty easy and the second half was very hard
- the lab was a bit pointless

Can you suggest anything that the instructor could do to improve the quality of teaching?

- Everything was excellent
- I think sometimes learning the proof of an equation is helpful, but sometimes I was confused on if this would turn up on the test, which in most cases it didn't. Making that distinction I think is important in the future. Also, the weekly quizzes sometimes were very difficult and other times were very easy. I think they can be good grade boosters, but setting a certain standard of difficulty could help in the future.
- If I were studying to be a teacher or a math major I might have found very small issues but as a general student I honestly found nothing wrong with his teaching style, it was great!
- Limit the number of Pearson problems, and assign optional pearson problems, so if a student feels they need more practice, they can do it, or if they feel like they have it, they don't need to keep mindlessly doing problems.
- Make the online homework a little shorter or make it once a week instead of twice.
Try to show how to do some of the harder homework problems on the online homework in class
It would be nice if the material necessary for the midterm/final could be covered a little earlier than 2 days before the dlexam if possible
- Nope. He was fantastic
- You're doing great!
- not really
- spend less time on long proofs and more time going over the material

Would you encourage a friend to take a course from this instructor? Why or why not?

- 110% yes, definitely. Especially since a lot of kids struggle with math, he would be a perfect math teacher for anyone, and if he teaches anything else I'm sure he's a great teacher in that subject as well.
- Absolutely. Xavier was always helpful, inside and outside of lecture. He seemed to genuinely like math and teaching. He is an excellent teacher and made Calc IV a really enjoyable class, when I typically am not one to favor math class.
- I would absolutely encourage anyone to take this course. Professor Xavi is easily one of the best if not the best professor I have had in math ever. The course could have been brutally difficult and complicated, but he made every topic and concept understandable without dragging through the class. He explains clearly and concisely the topics and provides enough practice material to feel like you are developing an understanding without being beaten over the head by extraneous computation.
- I would because the professor was a very good teacher and he always made sure that everyone understood what was happening.
- Yes (3 Counts)
- Yes I would because he engages with the class, and does well explaining the material while doing so.
- Yes I would highly encourage a friend to take this class
- Yes because I learned a lot in the course and I enjoyed the instructor's teaching and sense of humor
- Yes, because I think you do learn a lot.
- Yes. He is fantastic and the best teacher I've had this quarter.
- yes (2 Counts)
- yes. I genuinely learned from this class

If your instructor has added any additional questions, they will appear below

Do you think that the problems in the Written Homework would be better if done as a worksheet during the Conference section?

- Absolutely
- Honestly no, I think it was very important for us to try it on our own first without relying on outside help. When I needed help I went to MASH and asked my peers and it was a very enlightening experience solving difficult conceptual problems on my own.
- I like doing the written homework with friends and going to the instructor during office hours if I need help. I also think the conference is a better place to discuss online homework problem and do the weekly quizzes
- I think doing the written Homework outside of class is better. I know personally for me it forced me to have to really thoroughly think about something and better understand the topics.
- I think it would be better if the Written Homework was introduced during the Conference section so that people could ask questions more easily and quickly and even maybe finish the Written HW then and there, rather than cram the hw the night before it is due, which is most likely what most people did.
- I think that having the review during the conference is important, but having access to some resources to help with the written material would be good. It often feels like guessing when I start on a written assignment because there is no real way to gauge how accurate I am.
- I think that the conference section as review time for the whole week was a really good idea. I would seriously keep it the way it is.
- Maybe, it might be helpful to have the others to help and explain concepts as some of the problems were a bit difficult.
- No I preferred to do it as a written hw.
- No. I think spending a good amount of time on the written homework is beneficial outside of class and thinking about them alone helps build theoretical ways of thought, necessary for this class.
- This would be helpful as to getting the work done and understanding it, but students would lose the challenge of needing to do it on their own. If it is done with the whole class, students might be tempted to write down the answers and not fully understand.
- Yeah that would be good
- Yes. It would be easier to fully understand and get help on.
- no, that would take too long
- yes

Do you think that using OneNote in class instead of using a whiteboard/blackboard is beneficial to your learning?

- I think it was easier to see, and it seemed like it was easier for the professor to use, other than the occasional technical problem, so I think OneNote was a good teaching tool.
- I think that having a bigger area than the whiteboard is helpful. Also the ability to color code was pretty helpful to make understanding some of the more complicated visuals easier.
- OneNote is helpful to see and also reference back to.
- OneNote was good, but it would be awesome if you could set up Echo360. If you don't know how, you could ask Prof. Beck, whose on second floor of Fuller, bc he started using this year for my CS class, and it is SUPER HELPFUL. Re-watching the lectures is awesome. Fuller-Upper is designed for echo360 use.
- Yes
- Yes I believe using one note was very good because it allowed me to better see everything and the notes were exactly how they were taken in class when the notes were posted online.
- Yes I like the use of one note because it is clear to see from any seat in the room
- Yes because it made it easier to look over the notes on my own later to study or if I couldn't read my own notes or if I missed something in lecture.
- Yes, this allowed me to look back on the notes much more easily. I missed a few days of class due to medical reasons and having the OneNote class notes allowed me to catch up much quicker.
- Yes, this was a great way to be able to look back at your notes for review and would definitely suggest using again for future classes.
- Yes. It made everything very easy to see and I love how Xavier always coordinated the colors during his lectures.

- Yes. It was extremely easy to follow.
- Yes. Please keep using OneNote.
- Yes; seeing notes online is useful, and it is pleasant not to have to hear the sound of a marker or chalk on a board.
- yeah
- yes
- yes, allows all students to see whats happening. also allows the use of links for 3D graph visualization

Would you like to see a project as part of the grade in this course? If so, which kind of project?

- A project would be interesting, but I do not exactly see what kind of project would be appropriate, both with respect to the time needed and the relation to the course content.
- I like the current structure of the class as it is without a project
- It depends, I can't see how a project would work.
- It might be interesting to solve a difficult word problem of some kind.
- No
- No I don't think that a project is necessary.
- No I have enough other projects
- No.
- No. I think having a project would be too difficult. Not many word problems were integrated into the material so I am not sure if this would benefit the learning experience.
- No; a project wouldn't make much sense given the material.
- Not really. I don't know what form a project would take, but the written homework's usually felt like a small project. I would personally prefer the written homework's that feel like a puzzle or a challenge over a larger scale formal project. Additionally I almost always did the written homework in a group so it benefited from that element.
- The written homework was sort of like a project itself, and I think a math project would have stressed me out, but if it was interesting, didn't add too much work to the course, and wasn't a huge part of the grade, that could be fun.
- Yes a think a project would be nice in this course. Maybe some sort of 3d modeling of a function so that people have to truly think about what the function looks like and then explain why the function looks th way it does. i.e. using level curves to build a function in 3d. It would help solidify what level curves are and everything I think.
- idk i feel like a project would be really hard to do
- no
- not really

If you had to teach this course, what would you change to improve the learning experience of the students?

- Get Xavier to teach them because he is great. There's not a lot else to do to be honest. The course was great as it is. If anything, the weekly conference quizzes were kinda useless, as they weren't very difficult and didn't take long to do at all.
- I would go with the two things; I would enable Echo360, and I would give more optional Pearson problems, and fewer required Pearson problems. Other than that, you are doing a great job!!!
- I would protest for a more comfortable lecture hall.
- Making sure you teach the content before the online hw is due
- Nothing really. I thought the course was excellent.
- Online homework should be more concept based, a lot of times the problems turn into long algebraic equations.
- Overall, the biggest issue is the online homework as it doesn't give very good feedback. I did enjoy the course as is though! Thanks for a great term!

- The course was taught so well that I can't think of any ways to make it better, and it seems like the professor has some pretty interesting ideas of how to change it for the better.
- There isn't much I would change. Maybe making sure to get the written HW out early so that people can have a full week. but that wasn't that big of an issue.
- Try to show how to do some of the harder homework problems on the online homework in class
It would be nice if the material necessary for the midterm/final could be covered a little earlier than 2 days before the dlexam if possible
- nothing really. course was very well taught