Prof. Xavier Ramos Olivé (as private and confidential)

MA 1024 - C01 CALCULUS IV for 202102_C

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 - C01 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/making-use-of-student-feedback?module_item_id=500050). If you would like to discuss these results confidentially with a colleague in the Morgan Teaching and Learning Center, please contact morgan-center@wpi.edu.
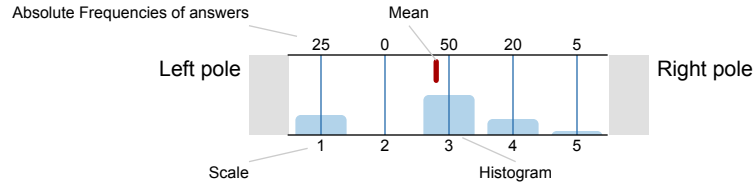
Prof. Xavier Ramos Olivé
MA 1024 - C01 CALCULUS IV (202102_C)
No. of responses = 18

WPI

Survey Results

Legend

Question text

Absolute Frequencies of answers   Mean

| 25 | 0 | 50 | 20 | 5 |

Left pole   Right pole
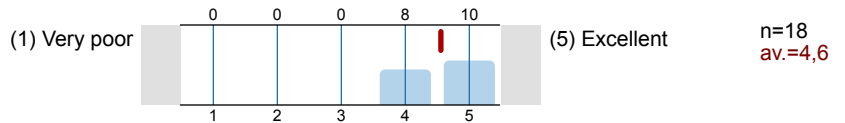
| 1 | 2 | 3 | 4 | 5 |

Scale   Histogram

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.
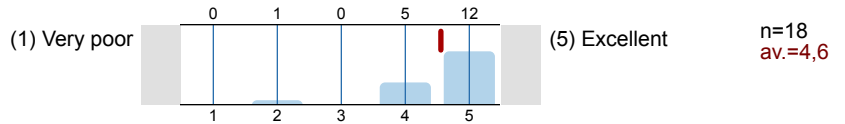

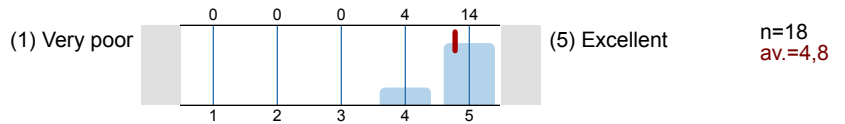1. My overall rating of the quality of this course is

(1) Very poor | 0 | 0 | 1 | 7 | 10 | (5) Excellent   n=18 av.=4,5

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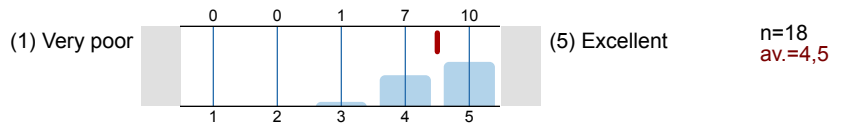
2. My overall rating of the instructor's teaching is

(1) Very poor | 0 | 0 | 0 | 8 | 10 | (5) Excellent   n=18 av.=4,6

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3. The educational value of the assigned work was

(1) Very poor | 0 | 1 | 0 | 5 | 12 | (5) Excellent   n=18 av.=4,6

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4. The instructor's organization of the course was

(1) Very poor | 0 | 0 | 0 | 4 | 14 | (5) Excellent   n=18 av.=4,8

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

(1) Very poor | 0 | 0 | 1 | 4 | 13 | (5) Excellent   n=18 av.=4,7

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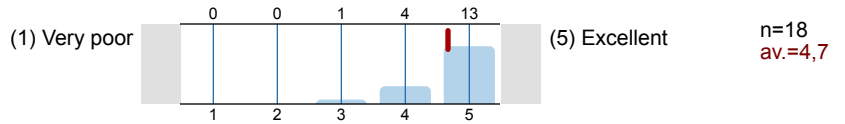
6. The instructor's skill in providing understandable explanations was

(1) Very poor | 0 | 0 | 1 | 5 | 10 | (5) Excellent   n=16 av.=4,6
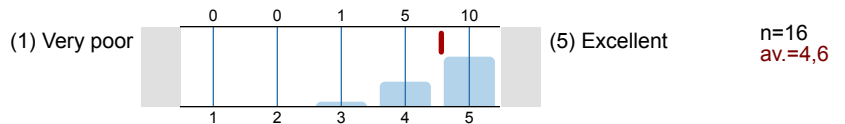
Relative to other college courses I have taken:

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7. The amount I learned from the course was

(1) Much less | 0 | 0 | 1 | 8 | 8 | (5) Much more   n=17 av.=4,4

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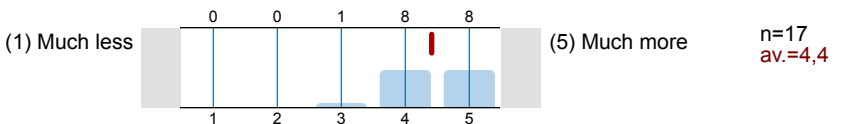
8. The intellectual challenge presented by the course was

(1) Much less

0	0	4	7	7
1	2	3	4	5

(5) Much more

n=18
av.=4,2
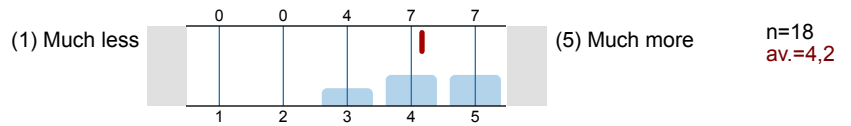
9. The instructor's personal interest in helping students learn was

(1) Much less

0	0	2	5	10
1	2	3	4	5

(5) Much more

n=17
av.=4,5
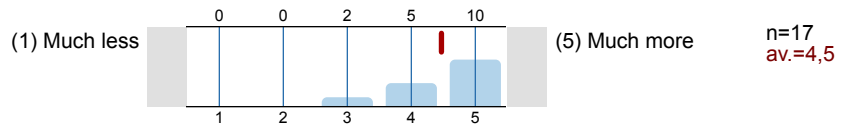
10. The instructor stimulated my interest in the subject matter

(1) Much less

0	0	4	5	9
1	2	3	4	5

(5) Much more

n=18
av.=4,3
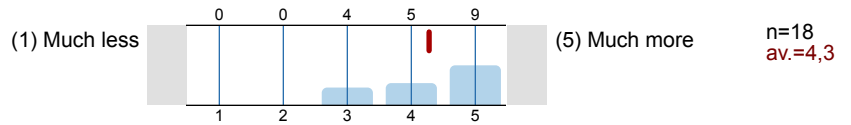
11. The amount of reading, homework, and other assigned work was

(1) Much less

0	2	4	7	5
1	2	3	4	5

(5) Much more
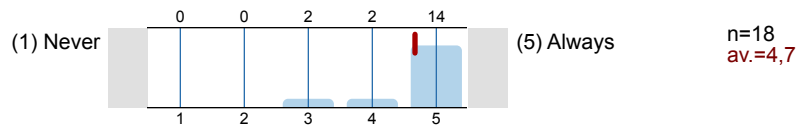
n=18
av.=3,8
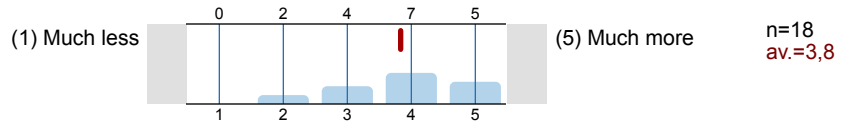
How frequently were the following statements true in this course?

12. The instructor was well prepared to teach class.

(1) Never

0	0	1	2	15
1	2	3	4	5

(5) Always

n=18
av.=4,8
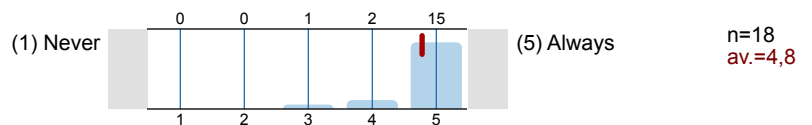
13. The instructor encouraged students to ask questions.

(1) Never

0	0	2	2	14
1	2	3	4	5

(5) Always

n=18
av.=4,7

14. The instructor treated students with respect.

(1) Never

0	0	0	1	17
1	2	3	4	5

(5) Always

n=18
av.=4,9
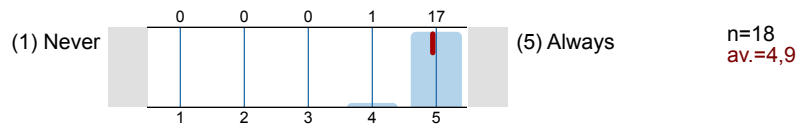
15. Instructor feedback on exams/assignments was timely and helpful.

(1) Never

0	1	1	3	13
1	2	3	4	5

(5) Always

n=18
av.=4,6
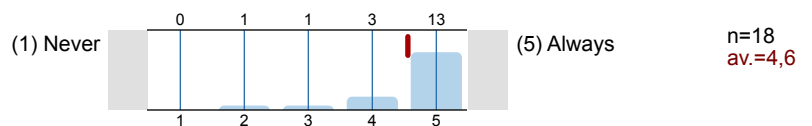
16. The exams and/or evaluations were good measures of the material covered.

(1) Never

0	0	1	3	14
1	2	3	4	5

(5) Always

n=18
av.=4,7
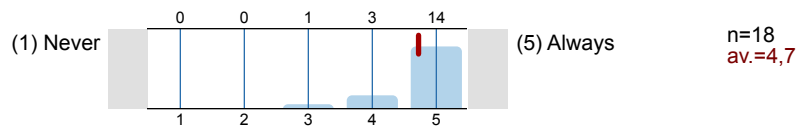
17. My grades were determined in a fair and impartial manner.

(1) Never

0	0	0	2	16
1	2	3	4	5

(5) Always

n=18
av.=4,9
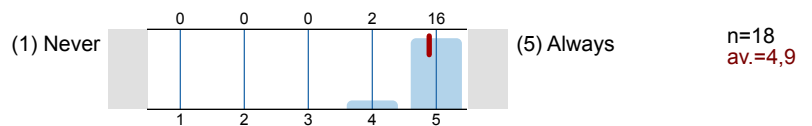
18. What grade do you think you will receive in this course?

A	12
B	5
C	0
NR/D/F	0
Other/Don't know	1

n=18
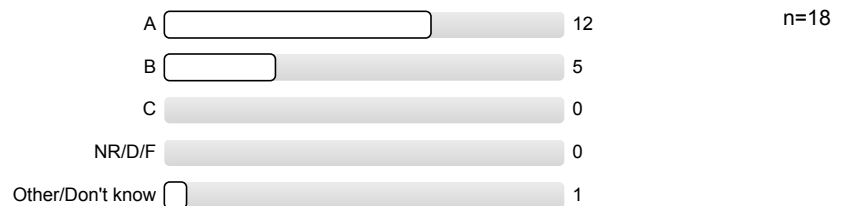
19. On average, what were the total hours spent in each 7-day week OUTSIDE of formally scheduled class time in work related to this course (including studying, reading, writing, homework, rehearsal, etc.)?

0 hr/wk		0
1-5 hr/wk		3
6-10 hr/wk		6
11-15 hr/wk		4
16-20 hr/wk		4
21 hr/wk or more		1

n=18
av.=3,7

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

In an Online Environtment, it is easy to not watch the lectures regularly. How often did you fall behind on watching the lectures this term?

(1) Every week I had to catch up   5   0   3   6   3   (5) Never, I watched them always on time

n=17
av.=3,1
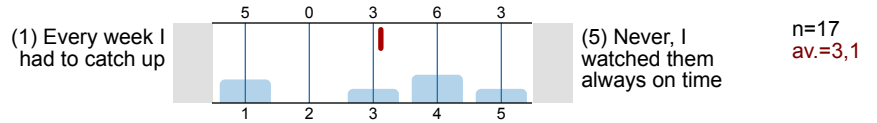
How much did the Active Learning Sessions help your learning?

(1) No help   2   2   9   3   1   (5) Great Help

n=17
av.=2,9
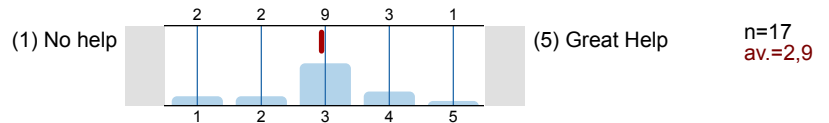
As a result of your work in this class, what gains did you make in your understanding of how ideas from this class relate to ideas encountered in other classes?

(1) No gains   1   1   5   3   6   (5) Great Gains

n=16
av.=3,8
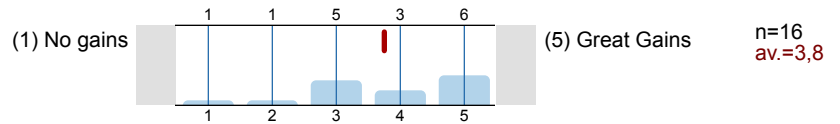
Comments Report

> 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 enjoyed the way that the class was structured. There was great flexibility in when I could watch the lectures but also consistent deadlines to abide by.

- I like tell the lectures were broken up into smaller portions so that they were easier to follow. I also found the office hours very helpful for figuring out homework problems and studying for the test problems.

- I like the course structure, with the active learning, webworks, and written homeworks, to make sure that the student is prepared for exams.

- I liked having the short lecture videos everyday. I was helpful to break down the each part of the material for the day. It was easier to focus on the videos as well.

- I liked how the class was structured.

- I liked the homework and the fact that it was graded, I really felt like I learned the material from the homework.

- I love when Professor Ramos Olive smiled at the end of each lecture video. It was so friendly!!

- I loved the video lectures! Out of all my math lecture videos I have seen at WPI so far, these lecture videos were the easiest to follow and learn from. The videos were so clear I never got lost once! Also the professor did such a good job explaining everything in the video I felt no need to ask further questions on the material being presented. Usually with video lectures I will dislike the fact that I cannot ask questions or ask for clarification; however, I did not feel the need to do that in these lectures!

- I thought the Active learning sessions combined with the recorded lectures were really helpful and worked together well in combination.

- The exams were on what we covered.

- The instructor was very kind, always wanted students to attend his office hours and ask questions. Never made anyone feel stupid and genuinely wanted everyone to learn.

- The professor was very friendly and also really good at explaining the concepts. I very much enjoyed his video lectures.

- The professor was very understanding and helpful with all the material

- The way resources, lectures and assignments were organized was excellent! I always felt like I had access to the information I needed, and I felt that all the assignments really prepared me for the exam.

- the openness of the course

What did you particularly DISLIKE about this course/lab?

- Falling behind on the lectures (but this is just me).

- I cannot think of any negatives to this course.

- I did like how the active learning presented the material in a more real world setting, but I wouldn't mind if maybe half of the session was used to further go over lectures and even do practice problems without the extra confusion that may come with 'real world' problems.

- N/A (2 Counts)

- Nothing comes to mind

- Some of the lectures were very confusing.

- The amount of work was too much to handle and took a lot of time.

- The lectures were usually pretty long and could be a lot to handle, but the homework was usually almost impossible. I found the webwork to be manageable, but the homework to be really hard, I was always at office hours along with a lot of other people to complete it. I never felt confident in my work in this class.

- The only thing from this class that was less than ideal was due date for the web works because they were due at noon as opposed to midnight making it a bit harder to keep track of due dates

- The webwork was very very difficult and took a long time to complete. Some of the notation and problem set up was not the same as lecture/homework material and was often more confusing.

- There was not in particular that I disliked.

- no

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

- Give more examples

- Honestly, no. He did a pretty good job.

- I have had other math classes that had daily homework, given with the answers so it wasn't graded and I found that to be a much better way to understand and master the concepts.

- I like the way the instructor taught the course. Everything was clear and and easy to understand.

- I think maybe making the webwork problems more like the work we would do on the homework or in class would be helpful. I also think that in the lectures themselves, going through more example problems could be beneficial.

- I wish they would have done live lectures everyday even if on zoom so I had the ability to ask question and clarify things. I also wish in the lecture that he would do more practice and example problems. For each lecture there was usually only 1 or 2 and I didn't feel like I had a lot to go off of, especially with triple integrals in different coordinate systems.

- N/A (2 Counts)

- Nothing specifically.

- The active learning sessions were interesting, but personally they didnt help me understand the course material much better. Also on zoom it was difficult to get people in the break out rooms to participate which made it kind of lonely.

- The one thing I would suggest would be to make the WebWorks due at midnight on Friday instead of noon which would allow for less scrambling at the beginning of the day especially for students that might have classes all morning.

- There is nothing that I can think of.

- no

- none

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

- I would absolutely encourage a friend to take a course from this instructor as he is very good at explaining difficult concepts in terms that are easier to understand and he is always seeking to help his students learn.

- I would definitely recomment this instructor to a friend. He was very helpful and friendly, and was always nice to talk to.

- I would encourage a friend to take a course from this instructor because he communicated ideas clearly and was extremely willing to help students with whatever problems they had. I liked the format of the course a lot and I thought the professor's teaching style worked for me well.

- I would encourage a friend to take a course from this instructor because he does a great job at explaining the concepts for a much better understanding.

- I would encourage a friend to take a course from this instructor because they want to help their students and make sure they understand the material. They are willing to answer any questions.

- No because the homework was so hard and I did not feel I understood the material as I had in other math courses.

- Yes

- Yes!! I thought his teaching was very clear and he is super approachable to talk to and ask questions

- Yes, because the professor is helpful.

- Yes, it was a lot of work but I learned a lot

- Yes, the professor makes sure the students understand the material but are also being challenged by it.

- Yes, the professor was very understanding and responding to any questions very quickly.

- Yes. This is the second time I take this course and I went from an NR to an A... clearly the instructor knows what he's doing!

- yes, very good professor and easier curriculum

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

How valuable and effective were the Active Learning activities? What are your suggestions for making good use of in-person time?

- Active learning activities always helped apply our concepts in class to real world problems however for me I am a more theoretical person so I personally prefer computational problems making this a bit less helpful for the tests. One way that might make the active learning sessions more helpful is by using it as a summary for a review of all of the material learned in the previous weeks lectures to help clarify certain concepts and solidify her understanding.

- I found the active learning portion helpful for the most part, there were some times when i did not understand the correlation of the active learning but it was mostly helpful.

- I liked the AL activities but would have liked it more as a review of the material learned from the lectures online.

- I liked the format of active learning, because worksheets and practice problems really help me, combined with going over it as a class.

- I personally did not like the real-world examples, I did not find them helpful for learning the material and actually found them more confusing. I think doing straight forward exam style questions would have been more helpful to allow us to ask questions and work together.

- I think that more problems that were similar to the homework problems would be helpful.

- I thought the active learning sessions were really great, they definitely helped on the homework but were sometimes a little too hard and went over my head.

- I thought the learning activities in the beginning of the course were useless and didn't teach me much about the questions that were asked of me on the homework and the exams. But, the last 3 learning activities helped me learn a lot more than the first 3.

- I thought the problems were very interesting and I did learn some from them, but some questions were not that useful to me. Maybe spending a little time in active learning just further talking about the actual lecture content more would be helpful.

- It was helpful, but if the break out rooms weren't great it was hard to gain form them.

- Not really as effective.

- The Active Learning activities were helpful in the sense that they were in person so they were easier to pay attention to. The students being spaced apart gave it a challenge for us to talk to each other, but only COVID is causing this problem.

- The active learning activities were a good way to see how the material we were learning could be applied to everyday life. I think doing a mix of application and direct practice problems could make good use of in-person time.

- The active learning activities were valuable as they illustrated applications of the material that was learned. I believe they were a good use of in-person time.

- The active learning sessions were interesting, but personally they didnt help me understand the course material much better. Also on zoom it was difficult to get people in the break out rooms to participate which made it kind of lonely.

- They were kind of confusing.

- great, no suggestions

How valuable and effective were the Conference Sessions? What are your suggestions for making good use of Conference time?

- Conference sessions were not quite as helpful as some of the other parts of this course as we really just watched the TA complete the problems. It might be more helpful to encourage us to solve the problem first and possibly answer with some thing like a poll question to keep us engaged and following along more.

- I did not find the conference sections to be effective, I think the conference instructor assumed more knowledge than we had. I think that doing conference problems similar to the homework would be the best use of conference time.

- I didn't really feel that they were that useful, but that may be because I just gain more from office hours and doing the assignments than watching people do things.

- I enjoyed conferences. They were helpful.

- I found the conferences very helpful

- I think the conferences were not as valuable because people did not get to ask for specific problems or areas they wanted to work on. Also the conference TA was often unprepared, which did not make great use of time.

- My TA never knew how to solve the problems and rushed through the conference so bad, I feel like I got noting out them. The TA's need to know how to "teach" before they have a conference and need to know how to solve the problem. My TA often solved problems with material that is beyond the scope of this class it was very frustrating

- Really helpful!

- The conference sessions were valuable and effective because it allowed to practice and better understand the concepts taught in the lectures. I think the conference time was well used.

- The conference sessions were valuable as they clarified how to employ the concepts that had been taught.

- The conference sessions were very valuable, I liked going over problems and asking the TA questions.

- The conferences were valuable, but not so much effective, since the problems took a while to solve and conferences were only an hour, so each one had about 3 problems each.

- They Didn't make sense

- Very valuable

- Very valuable. It was easy to learn from my TA and he was able to answer all questions. I also liked the problems done in conference.

- very effective

Was the asynchronous approach to lectures, with multiple short videos to be watched every day, effective? Would you have preferred synchronous 50min long lectures through Zoom, instead?

- 50 min long lectures on zoom instead

- I definitely prefer asynchronous lectures, I like watching them on my own time, when I'm in the mood to watch the lectures and absorb the material the best. I have had experience with synchronous zoom lectures and found the class to be much harder than asynchronous lectures, there also always seemed to be technological errors that lost time.

- I enjoyed the asynchronous approach to lectures as it allowed me to have more flexibility with my schedule, but would also be open to a synchronous lecture as well.

- I liked having the multiple short videos every day. It made going back and reviewing concepts easier.

- I liked the asynchronous format because I could go back and rewatch, or rewind parts if I needed too. They were helpful resources to look back at and I like that they were broken up by subject in each individual lecture.

- I liked the short videos because I could break up the lectures throughout the day but I would have preferred the synchronous 50 min long lectures. Online lectures do not allow us to ask questions and listen to others questions.

- I liked the short videos much easier to do then a 50 minute zoom call.

- I liked the videos it allowed us to watch them on our time and take notes effectively. At some times it was hard to focus but overall it was a good experience.

- I loved this lecture style much more than any other style I've encountered thus far and it was much more effective in keeping me on schedule for the lectures. I much preferred this over a 15 minute long lecture through zoom.

- I much prefer the multiple short videos, since each one had a focus and I knew what I was watching each video for.

- I preferred the video lectures because they are more flexible. Having zoom meetings at the same time every day would have been far more exaustive and boring.

- I think either would have worked

- I would NOT have prefered Zoom. I really loved how it was set up. I normally prefer to start with the assignment and work backwards, referencing the videos, rather than watching a long lecture. The way they were organized really helped me strengthen my ideas.

- No I personally loved how the lectures were broken up.

- The short videos were much better than long lectures but some of them still added up to wayyyyy over 50 minutes a day and became tedious

- Yes it was effective.

- this was my favorite part of the course. it was a lot better approach than a hour long lecture especially when i had to go back after the fact to refresh on a specific topic.

Is there anything else you would like us to know, so that we can improve the course experience in the future?

- I liked the exams, they were fair but some students like myself have major test anxiety and practice tests would have been helpful to ease that anxiety

- I really did think that the homework was too difficult and would have preferred to have daily homework, given with the written out solutions because I took two classes with that set up last semester and felt so confident in the material, they were the best math classes I have taken.

- N/A (2 Counts)

- Nope

- Nothing much.

- The webwork and homework's were a lot

- This professor was an amazing teacher and he really cared about his students. I have no further suggestions and thank you very much for a great term

- no

- none:)