



Prof. Xavier Ramos Olivé (as private and confidential)

MA 1024 - C03 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 - C03 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.

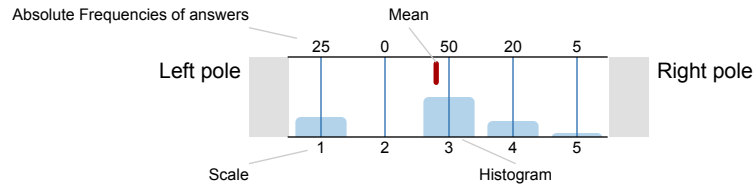
Prof. Xavier Ramos Olivé
 MA 1024 - C03 CALCULUS IV (202102_C)
 No. of responses = 9



Survey Results

Legend

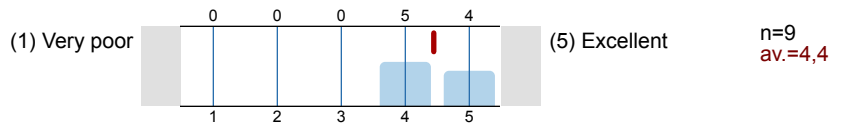
Question text



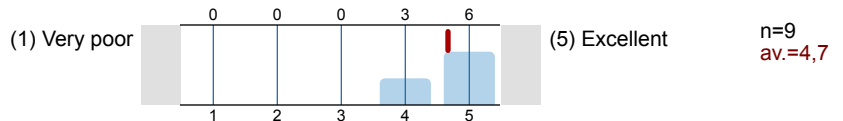
n=No. of responses
 av.=Mean
 ab.=Abstention

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.

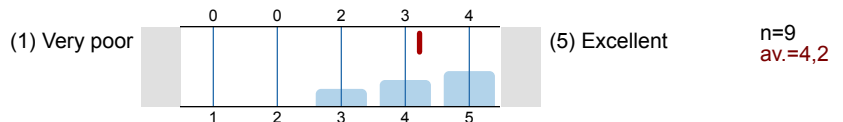
1. My overall rating of the quality of this course is



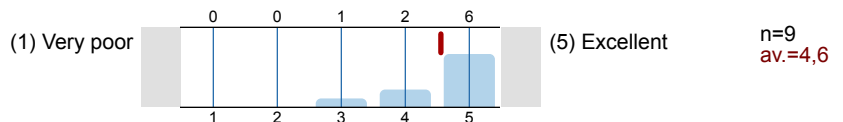
2. My overall rating of the instructor's teaching is



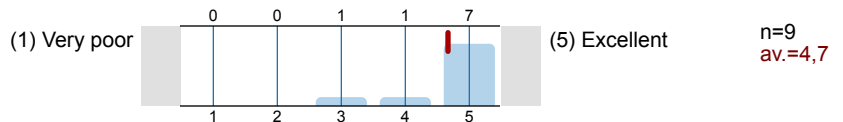
3. The educational value of the assigned work was



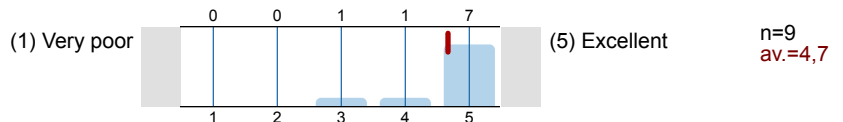
4. The instructor's organization of the course was



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

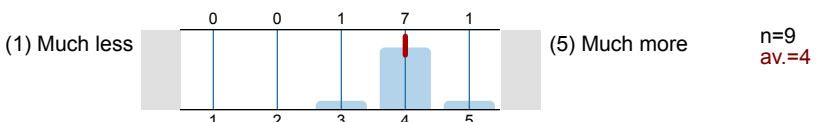


6. The instructor's skill in providing understandable explanations was

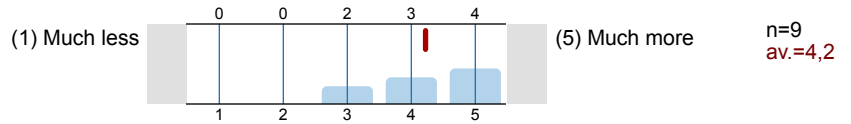


Relative to other college courses I have taken:

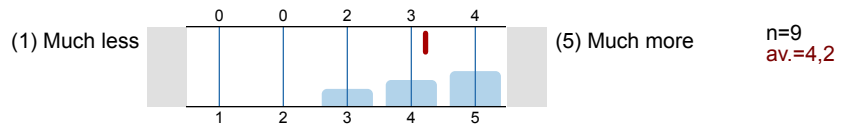
7. The amount I learned from the course was



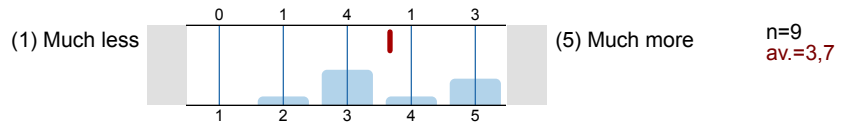
8. The intellectual challenge presented by the course was



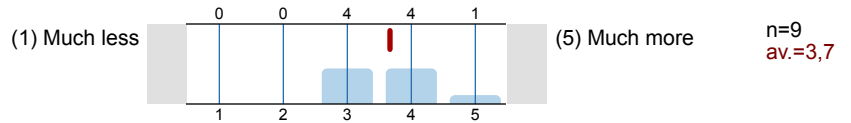
9. The instructor's personal interest in helping students learn was



10. The instructor stimulated my interest in the subject matter

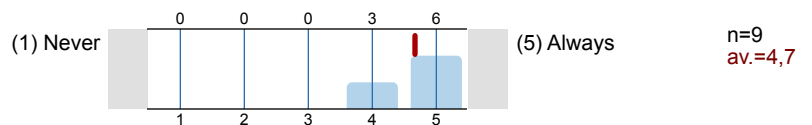


11. The amount of reading, homework, and other assigned work was

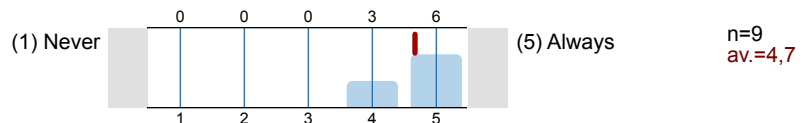


How frequently were the following statements true in this course?

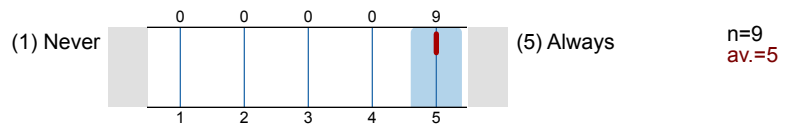
12. The instructor was well prepared to teach class.



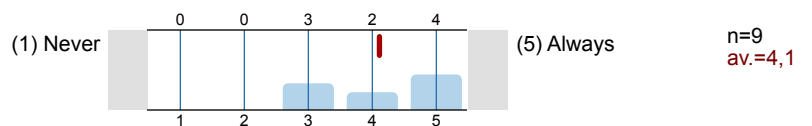
13. The instructor encouraged students to ask questions.



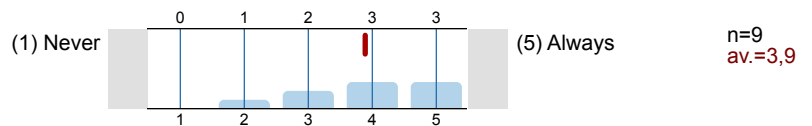
14. The instructor treated students with respect.



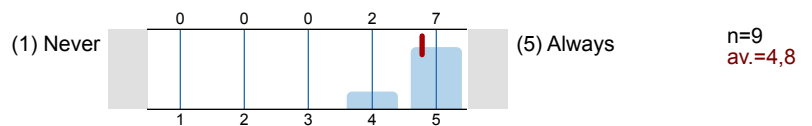
15. Instructor feedback on exams/assignments was timely and helpful.



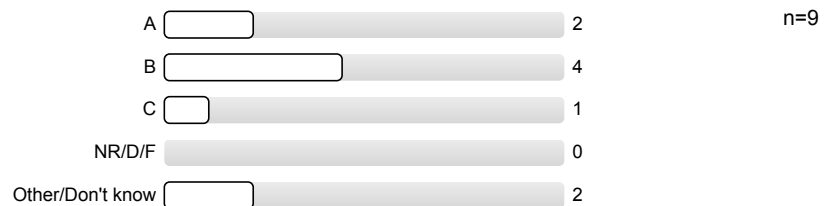
16. The exams and/or evaluations were good measures of the material covered.



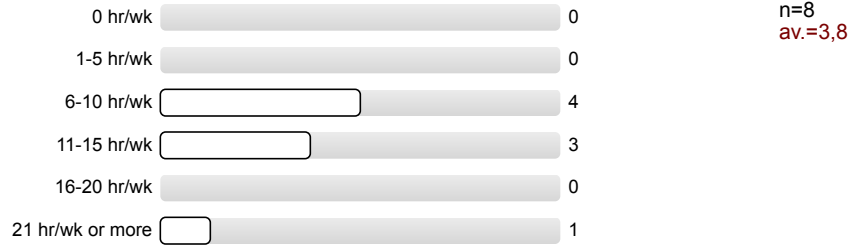
17. My grades were determined in a fair and impartial manner.



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

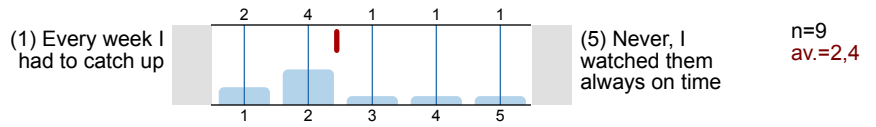


19. On average, what were the total hours spent in each 7-day week OUTSIDE of formally scheduled class time in work related to this course (including studying, reading, writing, homework, rehearsal, etc.)?

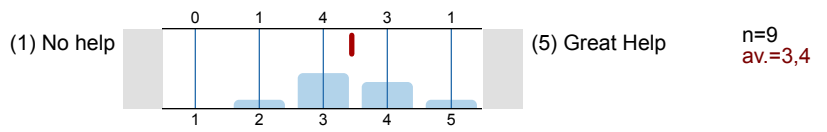


If your instructor has added any additional questions, they will appear below

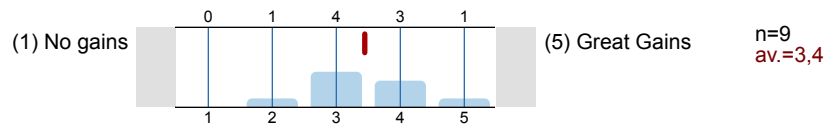
In an Online Environment, it is easy not watch the lectures regularly. How often did you fall behind on watching the lectures this term?



How much did the Active Learning Sessions help your learning?



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?



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 liked the format of this calculus course, other than the WebWork assignments, I especially found the homework assignments that were submitted as a pdf file were very helpful in working with the material taught in lectures. I especially liked that we were able to meet in person towards the end of the course.
- I liked the greater dive into theory to help me gain an intuitive sense about the concepts and material; I think this is important in understanding a problem and its outcome, but sometimes it makes it a little harder to know how to apply the theory to approaching and solving a problem. (Apart from this, the brie cheese lecture was pretty enjoyable.)
- I liked the structure of the class with independent work providing intellectual challenge and encouraging retention of the material, while also having extra help to put our problem-solving into motion. The class was organized and resources were always available.
- It was a relief to not have to worry about the amount of tries I got on the webwork. It made the experience a lot less stressful.
- The lectures were really helpful in understanding the material. They could be completed at your own pace.
- The office hours were very helpful along with the midterm practice/review and webworks were not too long.

What did you particularly DISLIKE about this course/lab?

- As hinted previously, covering more examples may help me better learn how to apply the theory learned into approaching and solving a problem. Listing more practice problems (with solutions, if possible) apart from the homework and WebWork would also help with reinforcing the theory and applying it to problems as well.
- Notes are a little confusing and hard to reference. Homeworks took a long time to do and some questions were very hard.
- The homework felt way harder than the stuff placed on the test and lectures. I felt that we just relied on Ramos Olive sometimes to do half of the work during office hours because no one had a clue what was going on.
- Webwork assignments are not great for learning. You're only told whether you're right or wrong, there's no partial credit, and you can just be missing a negative sign and never realize it and get a zero on the question. I don't believe WebWork is a great method of testing students' knowledge of work, other than the questions asked did align well with what was being taught, the completely right or completely wrong way of grading is not a good one.
- n/a

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

- I wish the lectures were compiled into one lecture per day rather than numerous videos. It would stop me getting distracted after I finished just one video.
- Meeting inperson is always great, and it's much easier to ask questions. Also, WebWork isn't a great way to test students' knowledge, I'd even suggest adding two homework assignments per week by making what was supposed to be on WebWork homework pdf file submissions.
- Synchronous lectures could likely help; please see my further elaboration on this in the below questions.
- n/a

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

- I defiantly would. I liked the class overall, but the instructor's energy and passion was especially helpful to keep you engaged.
- I would encourage a friend to take this course with this instructor, because in the end it has opened my mind quite a bit with regards to the material and it relevance to the real world.
- Ramos Olive is a good calculus teacher. The work is the same for the rest of the classes, so I would take his help over any other calculus teachers
- Yes because it is overall a course that you will learn useful things from.

- Yes, Professor Ramos is a great teacher, he's positive, and seems to really like calculus which is something I admire and very much appreciate. He checks his email often and is happy to answer questions, his lectures are informative and the class is well structured, overall I would encourage a friend to take a course from Professor Ramos.
- Yes, this instructor is very nice and always eager to answer questions. He holds several office hours that are always a huge help, and he explains concepts thoroughly.

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?

- ALs for me were nice to relay how the material and concepts are present in everyday life outside of the classroom. It was this that helped maintain my interest in the subject.
- I think the active learning activities were valuable in applying the concepts of our materials to real-world situations, rather than just solving problems without a connection to real-world situations.
- The Active Learning activities were my favorite in this course, especially because they were in-person, and we were able to collaborate and ask questions. Working alone all the time on calculus isn't always the most beneficial, and getting help from other students was very helpful for me during these activities. For making good use of in-person time, I suggest continuing with the worksheets, however, make sure that the problems asked can be accomplished in the time-frame of class (although this is hard because there's no one to test the timing on). Math is all about practice, and so I think the Active Learning activities were good practice with the material, but most importantly to ask questions and work with other students.
- The active learning was helpful because we got to work with fellow students and Ramos Olive helped us through the difficult sections
- They were good it was just hard with the half in person and half online and I feel as though a lot of people didn't show up, leaving a small amount of groups and participants.

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

- Conference sessions were pretty valuable to me; they were moments where I got to see the lecture material applied to different problems and that helped reinforce some concepts.
- Conference sessions were very valuable. The problems helped to bridge my understanding from lectures to the homeworks, so that I would feel more prepared to work independently on each topic.
- The Conference instructor, Ethan Washock, is a great instructor. He explained each step to solving the problem, answered questions well, and was a positive teacher. I think he's a great instructor, who always has a great lesson planned out. I thought he always used time well, and I think he should continue to teach the same.
- The conference sessions were not that valuable in my opinion. It just felt like we were re-watching lectures. They should have made it just office hours, where students would ask questions.
- They were overall slow and hard to follow online.

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?

- As I said above, I wish the lectures were compiled into one lecture per day rather than numerous videos. It would stop me getting distracted after I finished just one video. I believe this would work better than a synchronous 50 minute lecture.
- I don't mind either, for Calculus II and III I always had long 50minute lectures, and so while taking Professor Ramos' class I find I didn't mind the shorter lectures. Although there were more of them to watch, they were short, and I appreciated the division of them because there were a few times I wanted to find a specific explanation he said and I used the titles of each video to help me, and if the videos were 50minutes long it would have taken me longer to find them. I think I prefer Professor Ramos' multiple short videos method because of this ease to watch, and go back and re-watch if needed.
- I would have preferred synchronous lectures because I always fall behind with asynchronous because I can't sit down and focus for that long unless it was live.
- I would much rather have preferred lectures in person. As selected in an aforementioned question, I fell behind every week on lectures and had to spend my weekends catching up. This was mainly because I was reading the textbook as well to learn from a different perspective, but I feel if lectures were synchronous I have could cleared some of my confusions right then and there.
- It would be easier not to fall behind with in person classes, but it is also nice to be able to pause when you need to write something down or go back to the videos if you need to hear the explanation again. Psychologically, I think the short video chunks made watching the lectures go by faster.

- Personally I would have preferred synchronous 50min long zoom lectures, because I would be forced to stay on track with the material and it would be harder to fall behind.
- Personally, I found the asynchronous lectures to be effective because I could pause and rewind on concepts that I had more trouble grasping, which I would not have been able to do in synchronous lectures. Also, I like how the lectures were divided into smaller portions, as it helped me to differentiate between as well as connect each topic and it made watching the lectures more approachable.

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

- I believe what I said was sufficient.
- I sometimes felt inadequate completing homeworks and WebWorks because I had to rely on office hours most of the time to figure out the proper approaches or methods to solving a problem. This might be common for MA 1024, but without the office hours I do not think I could have received the grade I expect to receive.
- The Conference instructor, Ethan Washock, I thought taught very well and sometimes I preferred his wording and explanations over Professor Ramos' especially nearing the end of the course with triple integrals, because I thought he was a bit more direct. Also, I really appreciated Professor Ramos' use of color coding during his lectures and I think that he should continue to use color to show his steps, it's very helpful.
Another note, I found myself and a few others from the class struggling with graphing in 3D, and so I suggest maybe adding some additional instruction, such as instead of assuming from doing so many problems that it will graph like a semicircle just continuing to show how the equation is graphed.