



University of Connecticut

Student Evaluation of Teaching Fall 2014

Individual Report for MATH-1030Q-001-STORR- Element. Discrete Mathematics

Instructor: **Maryann Hohn** (SET Primary Instructor)

Response Table

Fall 2014 Student Evaluation of Teaching (SET)	
Raters	Students
Responded	84
Invited	94
Response Ratio	89%

Section 1. Summary

Please respond to the following question about instructor Maryann Hohn.

Question	Course	Department	School
	Median	Median	Median
The instructor presented the course material clearly.	4.0	4.0	4.3
The instructor was well prepared for class.	4.0	4.3	4.6
The instructor responded to questions adequately.	4.0	4.1	4.4
The instructor stimulated interest in the subject.	4.0	4.1	4.4
The instructor showed interest in helping students learn.	4.0	4.3	4.6
The instructor gave clear assignments.	4.0	4.4	4.4
The instructor was accessible to students.	4.0	4.3	4.4
The instructor gave useful feedback on my performance.	4.0	3.9	4.3
The instructor returned graded work in a reasonable amount of time.	4.0	4.5	4.4
The instructor used class time effectively.	4.0	4.3	4.4
The instructor treated all students with respect.	4.0	4.5	4.7
The instructor graded fairly.	4.0	4.4	4.5
The instructor's teaching methods promoted student learning.	4.0	4.0	4.3

What is your overall rating of Maryann Hohn's teaching?

Question	Course	Department	School
	Median	Median	Median
What is your overall rating of the instructor's teaching?	3.0	3.5	3.9

Please respond to the following question about the course.

Question	Course	Department	School
	Median	Median	Median
The methods of evaluating student learning seemed appropriate.	4.0	4.0	4.2
The course content was well organized.	4.0	4.2	4.3
The course objectives were clear.	4.0	4.1	4.3
The course objectives were met.	4.0	4.1	4.3
The textbook made a valuable contribution.	2.0	3.3	3.9
The other course materials made a valuable contribution.	4.0	3.9	4.2
The pace of the course seemed appropriate.	4.0	4.0	4.3

What is your overall rating of the course?

Question	Course	Department	School
	Median	Median	Median
What is your overall rating of the course?	3.0	3.3	3.6

Section 2. Student Information

What is your Academic Level?

Options	Count	Percentage
Freshman	21	25%
Sophomore	25	30%
Junior	14	17%
Senior	22	26%
Graduate	0	0%
Other	2	2%

What is your expected grade in this course?

Options	Count	Percentage
A	25	30%
B	42	51%
C	13	16%
D	3	4%
F	0	0%
Pass	0	0%
Fail	0	0%
Other	0	0%

What is your cumulative average (GPA)?

Options	Count	Percentage
3.5 and above	11	15%
3.0-3.4	42	58%
2.5-2.9	13	18%
2.0-2.4	7	10%
< 2.0	0	0%

How many times did you miss this class?

Options	Count	Percentage
0-2	59	72%
3-4	16	20%
5-6	7	9%
> 6	0	0%

Section 2. Student Information (continued)

On average, how many hours a week did you spend outside of class preparing for this course?

Options	Count	Percentage
0	1	1%
1-3	63	75%
4-6	17	20%
7-9	3	4%
10-14	0	0%
15+	0	0%

Which best describes this course for you?

Options	Count	Percentage
Requirement for my major	10	12%
General Education Requirement	67	80%
Other Requirement	7	8%
Elective	0	0%
Elective for major	0	0%

My desire to take this course was:

Options	Count	Percentage
Much more than most courses	3	4%
More than most courses	9	11%
About the same as most courses	28	33%
Less than most courses	26	31%
Much less than most courses	18	21%

For me, the level of difficulty of the course content was:

Options	Count	Percentage
Much more than most courses	6	7%
More than most courses	23	27%
About the same as most courses	37	44%
Less than most courses	15	18%
Much less than most courses	3	4%

Section 2. Student Information (continued)

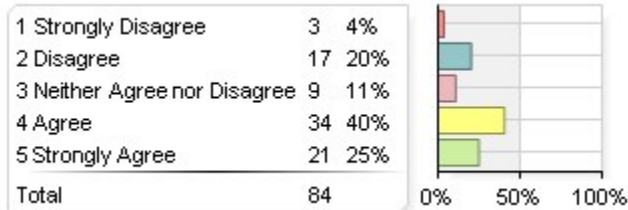
Overall, how much do you feel you've learned in this course?

Options	Count	Percentage
Much more than most courses	2	2%
More than most courses	10	12%
About the same as most courses	49	58%
Less than most courses	18	21%
Much less than most courses	5	6%

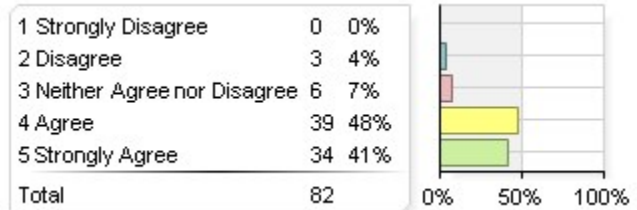
Section 3. Questions About the Instructor

Please respond to the following question about instructor Maryann Hohn.

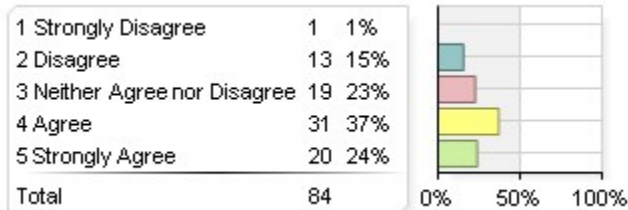
1. The instructor presented the course material clearly.



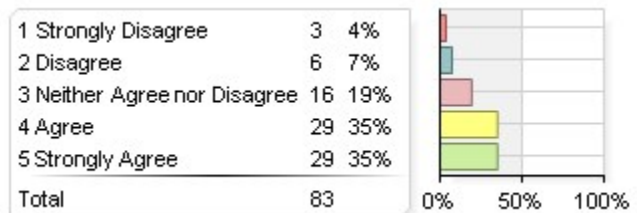
2. The instructor was well prepared for class.



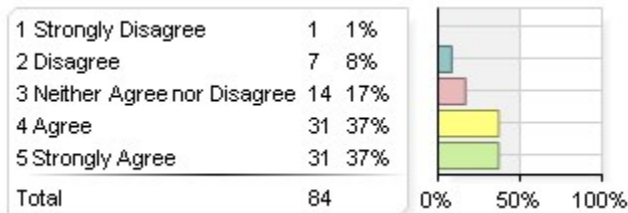
3. The instructor responded to questions adequately.



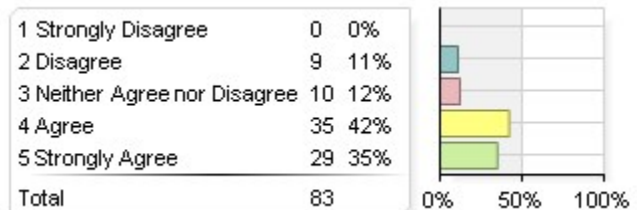
4. The instructor stimulated interest in the subject.



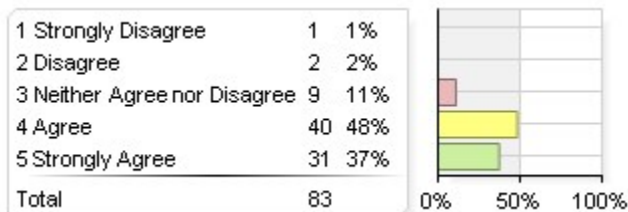
5. The instructor showed interest in helping students learn.



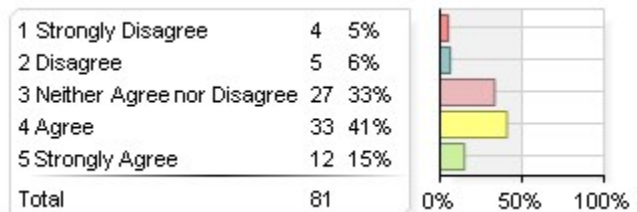
6. The instructor gave clear assignments.



7. The instructor was accessible to students.

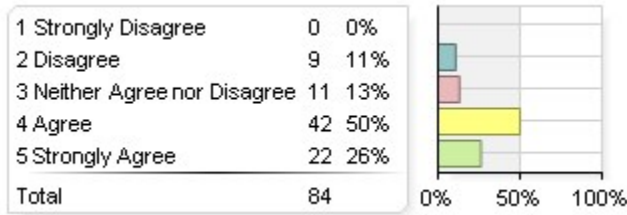


8. The instructor gave useful feedback on my performance.

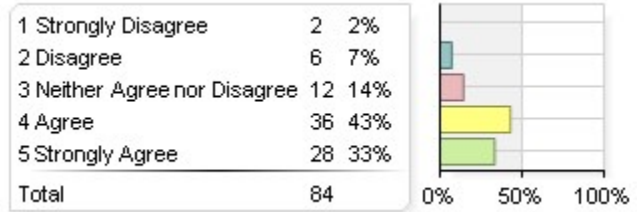


**Please respond to the following question about instructor Maryann Hohn.
(continued)**

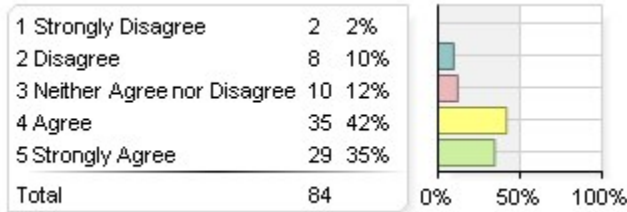
9. The instructor returned graded work in a reasonable amount of time.



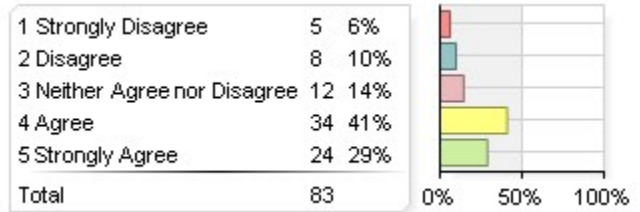
10. The instructor used class time effectively.



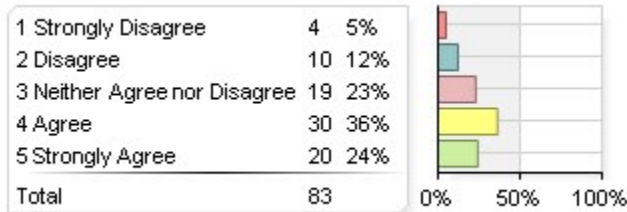
11. The instructor treated all students with respect.



12. The instructor graded fairly.



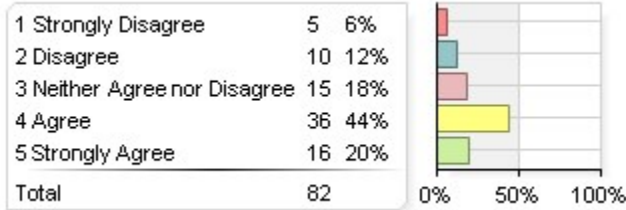
13. The instructor's teaching methods promoted student learning.



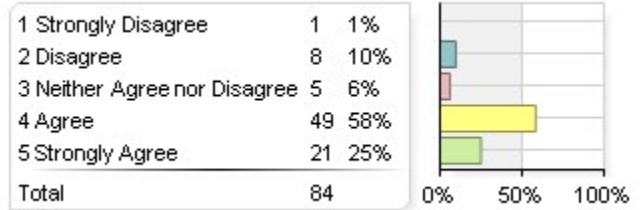
Section 4. Questions About the Course

Please respond to the following question about the course.

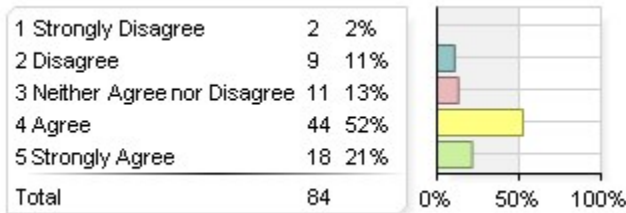
1. The methods of evaluating student learning seemed appropriate.



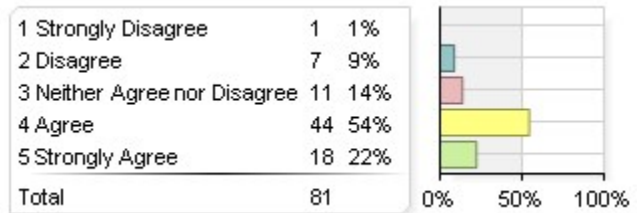
2. The course content was well organized.



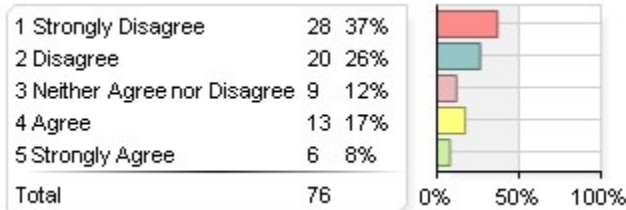
3. The course objectives were clear.



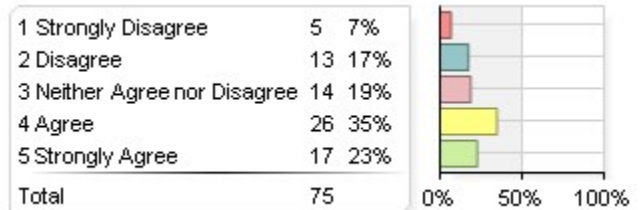
4. The course objectives were met.



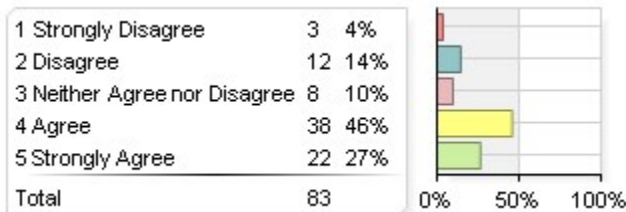
5. The textbook made a valuable contribution.



6. The other course materials made a valuable contribution.



7. The pace of the course seemed appropriate.

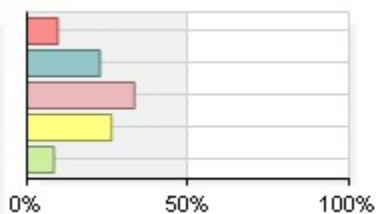


Section 5. Aggregate Report on "Overall Questions"

Overall Rating

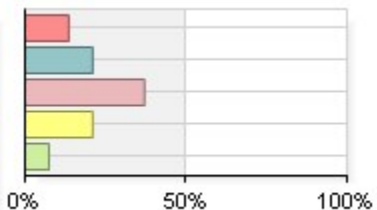
1. What is your overall rating of the instructor's teaching?

1 Poor	8	10%
2 Fair	19	23%
3 Good	28	33%
4 Very Good	22	26%
5 Excellent	7	8%
Total	84	



2. What is your overall rating of the course?

1 Poor	11	14%
2 Fair	17	21%
3 Good	30	37%
4 Very Good	17	21%
5 Excellent	6	7%
Total	81	



Overall Rating

Question	Good, Very Good & Excellent	Very Good & Excellent	Excellent
What is your overall rating of the instructor's teaching?	68%	35%	8%
What is your overall rating of the course?	65%	28%	7%

Section 6. Comments

What was the most positive aspect of the way in which this instructor taught this course?

Comment
I liked the clicker questions that followed the lesson to make sure we understood what we learned, they were for participation and not necessarily being correct she wanted to make sure she explained it properly
She used interesting ways to describe and explain problems and how to solve them. Im a fan of , south park, the minions, Lord of the Rings etc.
The projects helped me understand the material a lot better, and helped prepare me for exams.
Professor Hohn always made the topics we were learning very applicable to real life, which made math (for once) seem kind of relevant. As an avid hater of math, this course didn't actually make me want to die of boredom, which was super nice. Professor Hohn tried to keep it interesting with fun examples and she was never afraid to be weird -- kind of a refreshing change from extremely stoic and unapproachable professors. She also was sure to always make herself very available. I'm pretty sure her office hours and location are ingrained in my brain from the sheer amount of times I have heard them.
The discussion sections
Besides making the course work hands on, Professor Hohn always had a positive attitude and sense of humor. The coursework included jokes and humor that made the work understandable and enjoyable.
you could tell that she wanted the students to get the material very passionate about what she was teaching
She attempted to answer as many questions as she could
She cares about the students and made an extra effort to meet with me during office hours.
The class was taught at a very good pace; the content never seemed rushed and if anyone had any questions she was more than happy to go over them. When the TA sucked at review sessions our teacher took over which was great.
very passionate and wanted everyone to learn/be interested in 1030
I really liked the projects!
I like how she used smart notes and worked thru each problem with the class as a whole.
she explained things really well
Giving projects and homework for practice.
piazza helped a lotttttttttt
She was always enthusiastic about the material and could explain things better when asked.
Very clear explanations of the material, due date, assignments, etc.
She gave interactive and fun examples.
She was highly enthusiastic and constantly attempted to stimulate student's interest or - at the least - motivation to participate in the course material during class.
N/a
I do not think that the teach taught this class in a positive manner. I distinctly remember her saying that she "had better things to do than teach us" when she was frustrated at students not paying attention. This is not the way a class should be taught. If students do not want to pay attention then it is their own fault and the professor should not punish everyone else who is willing to learn. I felt hurt that a professor would say such a rude thing to us students, when we are paying a lot of money to attend this school and learn. The professor's job is to teach others, and if she has "better things to do" then she should simply not be paid to teach a college course at this university. One good thing I have to say about this professor is that she did walk around as we were doing our work to see if we needed any help. Not many professors do this, especially in a big lecture hall.
The only thing I can say that was positive in this class is that the professor always asked us at the beginning of class if we were having trouble with the homework and would then go over any questions we had.
I liked how the powerpoints had examples that we were able to practice in class and then were evaluated with the

clickers.

Prof. Hohn had no problem reviewing previous lessons in class if people had trouble with them.

She was very willing to go over a problem in more detail if a student had a question about it and when asked to give another example of a problem was also willing to do that also.

She was very enthusiastic

She loves math.

Her enthusiasm for the material.

use of clickers to promote participation/learning

She was always happy.

She was happy in class

Very involved with tons of energy

She was open to taking time outside of class to provide a study guide for each exam

The had a lot of examples of problems

Her teaching style was helpful, she was very enthusiastic about the material and made the projects fun

demonstrating lots of examples and taking time to make sure everyone understands

She answered all questions very thoroughly

Posted the notes online

She brought a great deal of humor to the classroom in her lectures. The projects she created were approachable and conducive for growth as a student.

The teacher explained the problem very clearly.

Professor Hohn was always very willing to answer questions or offer help outside of class.

She made the material very interesting to learn

Tried to make it fun, made fun examples.

She was so positive and interested in the subject that she pulled you in!

I liked how she would use the projector and do problems with us and we would be able to learn visually which helps me. At the same time she would also describe what she was doing. On top of that, she would go back and do another example if kids did not understand the first one which helps a lot.

She was friendly and her willingness to answer any questions demonstrated her desire for everyone to fully understand the material. She also took into consideration the availability of the majority of the class when establishing extra review sessions and she was prompt in replying to questions posted online.

Lecture

She was really making an effort.

Held a review session before the exam

The projects were a really good way of grading the material and I liked that sometimes she gave us time in class to complete them in groups. I also liked the days when we had other examples and were able to do more hands on learning, especially with the colorings in the beginning of the semester

There was room for questions if someone didn't understand. We went over the problems in a clear way and did enough practice.

I enjoyed having the worksheets to help with a visual representation

She was always enthusiastic and willing to answer any inquiries students had.

She answered questions relatively quickly.

Professor Hohn is definitely an optimistic person.

I could tell that Maryann cared about the class and the topics that she was teaching. It was clear that she did care for us to understand. Sometimes the information she was presenting was really scattered but it was not intentional on her part. It is hard for someone who isn't a freshman and hasn't taken math in years to follow certain things she taught.

Professor was nice.

I think the course material was kept under wrap very well and all of the lessons were covered in the right amount of time.

She tried really hard to make the material relevant to our lives.

Well prepared for class, brought printed copies of graphs and projects. Also posted slides when we asked.

What can this instructor do to improve teaching effectiveness in the classroom?

Comment

I dont think there is much more she could do she was very comprehensive

Use more examples

put lecture slides on HuskyCT, regardless if she thought students were not paying attention. The slides are too long to copy, and also be able to pay attention to what is happening.

Go over the homework, because I felt as though the homework assignments were more difficult than the examples we would go over during class.

Not sure.

Post lectures online.

Add all the slides online. I'm not quite sure what the problem is. The slides have so much material on it, it's difficult to write it all in class.

Class participation. Lecture hall was huge and there was always a lot of students so class participation was difficult (and students are shy to participate). Truly up to the students and cant be controlled by the professor. Professor Hohn always made an effort to have the class participate, but usually students kept quiet.

make material more relatible to the real world

The course was very fast paced. The homework didn't always correlate to the content we learned in class. The questions were not always clear in regards to examples in class and in homework. The homework solutions were often relatively vague. I think having the homework be more of a practice and grading it as a whole for participation as opposed to individual assignments would be more effective as opposed to each assignment...and the in class quizzes often seemed rushed and confusing as often we hadn't really discussed the content clearly it seemed as though we were just taking quizzes to follow the syllabus despite the fact we hadn't really practiced the problems in advance. The homework was helpful however it was a little annoying sometimes that it was online and when I only had three attempts as I struggle a lot and sometimes need more time to figure out the solutions to the problems. Providing five attempts as opposed to three would have been more helpful as I sometimes gave up as I knew it was my last attempt and felt as though I could have figured it out had I had more opportunities

I enjoyed doing partner work and I wish we had done more of it because I felt like it helped me better understand the material.

Give more homework assignments that are not through WileyPlus.

Stop grading so roughly, the tests should match the study questions/ and review

The exams were hard to understand. Just make the exams more clear.

answer people when they raise their hands to ask questions

Speak clear and confident.

be more confident, you got this

More clicker questions to check for understanding.

A textbook is not necessary.

Speak a little louder.

No comment

Not go through so many topics so quickly

The professor was not very available when it came to emails. I had a question about grades and I had to email her two times and post in the class website before I got any response. It was almost a week before she finally replied to my simple question about grading. When she finally "answered" I still did not feel that my question was addressed in the correct manner.

Either let us use CALCULATORS on the exams or let us use SCRATCH PAPER. It is not humanly possible to keep

all of your work organized and concise on the margins of an exam.
Also, the pace of the course should be much slower considering the level of the course. This was my lowest level course I took this semester, yet, every other class we were learning a new topic.

I didn't like how slow it is to draw arbitrary shapes sometimes.

Put less wording on slides so it is easier for students to write down without rushing.

I think what would be effective would be to eliminate problems during lecture that we would not be tested on. Many times she did extreme problems with huge numbers and complicated arithmetic and when a student asked if this would be on the test, she would reply no, it would be done with smaller numbers so it's easier. So I would suggest to just sticking to problems that would be likely to be on the exam than extreme ones with huge numbers.

give a curve when the class average on a test is a d

More class participation

nothing

Be more clear when she is stating quiz question and teaching in general. Plus no clickers for quizzes because its stupid and she gave us like 10 seconds to answer the question.

Post all the lectures and have discussions that are mandatory

I clicker is a little over the top

Her exams were not equivalent to what was taught neither through homework or through projects. Both the homework and projects were for the most part clear and consistent and the exams were not reflective of either. I think she could offer more assistance in class for homework, especially because she does not create the homework the website does. The overall class material was not hard and the exam averages proved that what she tested on was not consistent with what she taught and emphasized.

Less information in one class period

She could be a bit clearer with how she is grading us and how many quizzes will be dropped

no need for improvement

Take more time explaining the material; teach lecture at a slower pace. Provide more clear examples

Slow the pace down a little.

Take some of the lengthier topics a little slower

Clearly directions, more applicable homework, go over homework, not takes points off for quizzes in class when we just learned the material two days before.

She should post lecture notes online. She refuses to do this because, I assume, she wants the kids who go to class and take notes to have an advantage when it comes to exams, but this instructor does not always convey specifics of the lecture content clearly enough. She seems to be doing a disservice to all of her students when she withholds certain lecture notes. Also, she has a strong desire to keep all laptops closed during class. I take notes by hand, and I can understand her reasoning for it, but her stopping mid-lecture to walk up to a student in the back of the lecture to say "close your laptop" is unneeded and slightly unreasonable.

discuss with students

Give students more chances to answer the question.

Sometimes it seemed like she was trying to cram stuff into one class and would be teaching new things right up until the time class ended. It was difficult to fully understand some of these things because she would explain them so fast

It might be a good idea to have all students sit towards the front of the room, as several groups of girls repeatedly disrupted class.

Take her time sometimes she rushes through the material. It would be helpful if she could give us the notes for the stuff that she didn't get time to fully go over.

Nothing! I love this class

At the end of each class just have a slide with a summary of key facts about what we learned in class. A few times the slide changed before I could get a definition down and then I have to go back and find it.

With even 8-5 minutes left of class, she kept us even when she was done teaching, and when no one in class had any further questions. She'd just stare at us for a while and then reiterate the material when it had just been established that no one had any questions. It felt like she was trying to fill time just for the sake of it. Also, she handed back all our exams and projects to us in class, yet she never allotted an appropriate length of time to do

so. She almost always handed back projects and exams at the very end of class, and with over eighty students in the class, it was a slow process which usually extended over class time. The exams were not as straightforward as the homework which was problematic since the homework is the main way in which students in this course have to study and prepare for the exams. The majority of the class did poorly on a particular exam but there was no attempt to remedy it. The professor explained the the most commonly missed exam questions but since the exams aren't cumulative and we were not going to be retested on that material it seemed useless. While going over the missed exam questions, the professor demonstrated strategies to solving the problems that she had never before discussed in class, but apparently she felt we should be able to think of ourselves while under the stress of taking the exam. The last thing to improve teaching effectiveness is, it would be helpful if the quizzes were established on a certain weekday so that students could prepare.

Post more lecture notes online

Be more empathetic and understanding of the capabilities of students.

Make it more clear what she is asking for on the exams, give homework problems that reflect what the exam will be like, be more open to help students, put slides online from lecture

I would give more time to answer questions about the homework and maybe do some more examples in class that are like the homework problems.

The online Q&A is useful for peer help but I felt that sometimes your answers weren't helpful or really helped to clear anything up.

You kind of came off that this material was very easy and i felt that sometimes we were rushed or the time was not taken out to go over the material with different explanations

Put some more humor in the class maybe.

She's kind of mean and not very understanding of a person. I've had difficult teachers before but she gave quizzes that counted during the first week of school when people are still moving around their classes.

I understand that there are good intentions behind the unannounced quizzes during each class, but I believe that it is unfair for a portion of a student's grade to be judged on their quiz scores in this class. Quizzes consist of 2-3 multiple choice questions, which means that if a student answers even one question incorrectly, their overall "quiz score" in the class could be jeopardized. The iClickers are used for quizzes as well as attendance but I feel that they are completely unnecessary for this class and therefore a waste of money. A student's understanding of the material is judged on enough pieces of the class, including homework, projects and attendance. Also, the material is presented extremely fast on Powerpoint presentations. It is rare that the slides are posted online unless someone asks. The slides should be automatically available (via HuskyCT) to those who attend the lectures and cannot write as fast as Professor Hohn expects.

She needs to recognize that you need to do more of a step by step method with math rather than jumping into things and providing hardly no example initially

Be more clear with demonstrations and not waste class time giving examples that are not going to be on a test. Also, the practice problems given out before tests were not a good enough preparation for the actual test.

Professor Hohn could do a better job of explaining when a student asks questions. It seemed that she was sometimes short-tempered with a few students.

Give more relevant practice problems to prepare us for the exam. Often what was given was inadequate and nothing like the exam.

When going over problems write out every step. Give homework problems with small numbers like the ones we will see on the exam! it is frustrating that we have homework questions with huge numbers and you told us we can use a calculator on the homework but on exams we cant and we will have tiny numbers. this messed me up because on exams i would know the steps but make stupid computation mistakes. Knowing how to do a problem with a calculator is different than knowing how to do it by hand. Also I hate that you put "answer not listed" for all the questions! dont put that in there and let the multiple choice be a way to check yourself (if the answer you got isnt there then you know you did something wrong). Otherwise do all open ended and give partial credit!

Please write any comments you have about the course or course materials.

Comment

access for homework was 100\$...

I liked this course, and I would say that the only advice I would give is that the homework questions were more difficult than the in class examples.

The textbook was a waste of money -- I haven't even taken it out of the packaging. Unfortunately, to get the online WileyPlus code, I needed to buy the whole book. Real bummer. I also am not a huge fan of WileyPlus just because I like doing things down on paper, but it wasn't horrible or anything.

this class was really dumb. there were barely no numbers and was completely pointless

I think paying 90 dollars for a code to do my homework is a little too much in terms of spending money on something.

The material is awful. I wish I did not take this class. It will not be valuable to me at all in life. I thought this course was going to be easy but I am struggling.

Textbook (or online book) was used, but materials given in class and daily power-points/lectures were much more valuable. The information given in class was much more useful and understandable.

The book was a waste of money and I only used it for the code on the inside.

sometimes calculators are needed

Exams were tricky to me

very straightforward

I appreciated all her outside of the classroom help

The textbook is not necessary.

interesting

No comment

The tests are too hard for this class. Everything else is fair

I really did not enjoy this course at all. The topics covered were all very strange and will not help me in the future. One of the many strange topics we covered was called the "Art Gallery Theorem" where we had to figure out where to place guards in an art gallery. I do not see how learning about this will help me at all in the future. The professor did not even know what "Discrete" meant...even though it is in the title of the class she was supposed to be teaching. I was very confused by many topics in this class. When I went to the Q Center, even the tutors did not understand what I was learning because it was so obscure. We are required to use iClickers for this class, and even though I attended every class with my clicker, my grades were low because of a mistake that the professor made. She stated during the first week of class that we did not need to register our clickers if we had already used them in another class. Therefore, I trusted the professor's word and did not register my clicker. After I addressed the problem with the professor she did not help at all and didn't even admit to her mistake. We were also required to pay about \$100 for an online code to answer homework questions. The professor stated that we would gain access to the online book with this code. However, we could only see selective book material while doing online homework. I feel very deceived by this professor and I think that she should be more informed before saying false information to such a huge class. I am sure that many other students felt the same way.

This course was a complete waste of my time.

Before the class, we were told the textbook was mandatory (for the online code), and I could have saved money just buying the code online.

Should offer extra credit.

Decent math course for an English major

It seems useless but that's par for the course for a core class.

It is ridiculous that calculators are not allowed during exams. Very simple calculators (only can add, subtract, multiply, and divide) should be allowed. I knew all of the content VERY well, but received grades that did not reflect my knowledge because of simple math errors that could easily be avoided if a calculator was used. Calculators were invented for this very reason, and my, along with many other students, could have done much better if they were allowed.

Please be more clear about what materials are needed for course because I was not aware that we needed an access code or an iclicker and I had to buy them last minute and spend extra money because I had already bought a book without an access code and didn't know that my access code would come with a book. If I received an email stating what we needed like 2 weeks before the start of the semester, I would have really appreciated it especially because the co-op website it not very clear.

Not what I thought it was gonna be at all and felt like a waste of time.

She went through the slideshows too fast

The website that was used for homework was pretty inconsistent with grading, and paying over 100 dollars for it to not be relevant to the material presented was not a good thing. also she consistently had to email the company changes to their website which took away from class time. I am glad the book was not required however.

N/a

made course material relate to everyday life, made it more clear to understand that way

Pace is rushed.

the course materials are very clearly it can let us know the knowledge easier

I think the course and teaching material is very good.

Book was not needed

It was a really cool class! I'm happy I chose it :)

The exams were not as straightforward as the homework which was problematic since the homework is the main way in which students in this course have to study and prepare for the exams. This makes the course difficult because the number of homework assignments greatly outnumber the 2 exams, but the exams are worth much more in the final grade. The online

Reads too fast, doesnt post slides, laptops should be allowed (for the sake of keeping up with lecture).

n/a

I liked the material and I thought that the amount of difficulty of the homework was appropriate. We also didn't have to rush it and always had time to complete it.

I liked the pop culture references.

The worst textbook.

It was very confusing and hard to learn.

The book is expensive and seemingly unnecessary because all of the material presented in class is on the exams. The online book is overly expensive for the minimal amount of times that we refer to it, which is usually during office hours, if that.

The iClicker is an additional expense that calculates attendance and quiz grades that consist of 2-3 questions. There could be a more cost-effective way to measure attendance without having each students spend \$40 on an iClicker.

having no book was helpful financially

The course material was mostly pretty easy, but it was frustrating when questions in class weren't answered well.

The course was well-taught and flowed nicely. Everything made sense.

For courses with laboratory and/or discussion sections: were the laboratory/discussion sections helpful to your learning?

Comment

Yes

Discussion was not helpful.

There was disconnect between the discussion and the professor in which the discussion instructor did not understand the material either and wasn't as helpful as she could have been.

n/a

n/a

yes

n/a

No because there was only one time and I couldn't go because I had another class then.

The discussion sections were not announced until after classes began, so I was unable to arrange my schedule to fit any of the discussion sections. I was unable to make it to any of the discussion sections which could have been helpful to my overall learning. In the future, discussion sections should be announced before classes begin.

Discussions were optional, I never attended but those who did attend said that even our T.A did not know how to

give us assistance because the material was so abstract.

I never attended a discussion

There were discussion sessions that students could go to for extra help. I never went because I heard the TA really did not know what she was doing anyways.

never felt like I needed to go to discussion

No

N/a

N/a

not applicable

discussion was very helpful

N/A.

yes

yes, I think so.

There was an optional discussion section for this course which I found helpful when I was having trouble with the material.

n/a

n/a

There was no lab or discussion

You need to require a discussion section and have it on a solid time and place and day of the week otherwise it is useless and aggravating.

TA didnt knowwhat was going on in class. I went to a few and she was reading the book as we went as if she was trying to learn it while trying to help me. Also with the project she didnt know much either and would just say "yeah that seems right." This was frustrating because I obviously knew it seemed right thats why i did it like that.

What did you think of the projects in this class? Did you find them enjoyable?

Comment
they were cool they were easy and reinforced learning
Yes
Enjoyable...no. The first one was the hardest by far. It seemed as though the concepts that we were taught in class were continued in the projects but the questions were made more confusing than need be.
I enjoyed the projects, I thought they were simple and were a way to boost my grade up.
Enjoyable is a bit of a stretch. Nuisance is more of the correct word...But they did help me to independently get some insight into what we were learning and the fact that they could give me a grade boost was much appreciated.
they were a good grade booster
Projects should be posted online to print out. I missed a class that a project had been handed out in, and had no clue it was even assigned until I showed up for the next class. By then, it was too late. My great suffered greatly for this.
I think the projects were helpful in terms of grasping the concept of the material we just learned. Keep them for the future.
I did not find them enjoyable. They are very time consuming and distributed too often. I am so stressed right now because I have 2 projects in this class to complete and next week is finals PLUS a cumulative math final. I am worried for my physical and mental health.
Projects took time to do, but with the humor involved it was enjoyable and beneficial to complete.
they were well planned with the lessons that were being taught.
No I did not enjoy the projects nor did I think they were helpful. They help grades as they are worth a lot however the content did not prepare me much for exams nor did I really find them very beneficial to improve my understanding. I think the homeworks were more helpful
They were long, but easy
I thought the amount of projects we did were a little tedious, but they did boost my grade.
They tested our understanding of the knowledge she taught us. They were never absurd in what she asked of us.
they were alright, the last half didn't really correspond to what i think we learned in class, so they were difficult to complete sometimes.
I liked the projects
No
i actually enjoyed them
Yes, I thought they were a good grade booster
They were tedious but helped my grade.
yes
they were wonderful
Not really enjoyable, but the same goes for any project in general. They did serve as a fairly useful tool for applying topics learned in class.
Yes they were reasonable.
The projects were not enjoyable to me.
Projects were the only thing that kept my grade up other than homework. Projects were good, but what was NOT good was that the professor told us to use resources such as wolframalpha.com to complete projects but would not give us a resource as simple as a four function calculator to complete the exams.
The projects were pretty comprehensive. The one with codes was difficult at first because I was unsure of who to assign the numbers to. Also, some of the problems (like the first chapter) were hard to check for accuracy.
The projects were relatively easy a straightforward if you put effort into them.
The projects were not enjoyable in a sense just because they were projects but they were better than the exams and counted more towards your grade. They were sometimes on the easy side and I liked that you could work on it

together and learn about it together rather than by yourself.

not particularly they were very time consuming

Not enjoyable but they helped boost our grades.

A little harder than necessary, but helped get the concepts across

Yes, also important for learning material, the one test without two projects had a considerably negative affect on me.

not enjoyable per say... but they weren't a burden and I found that they were helpful for my grade.

I did not fins projects enjoyable they stressed me out

No but they were helpful

NA

The projects were not horrible but i wish the material presented in the projects were more in line with what was being tested on in the exam

They were enjoyable.

They were fine

I tried 5 hours to finish my project. As a English second language speaker, it's not easy for me. I was late to hand in the project, the professor give me a 0. I know it is my fault, but I really tired very hard.

They represented the material we learned pretty well, they weren't too hard however better instructions could have been helpful

I did not find the projects enjoyable, but they were helpful in understanding the material better and preparing for exams

They allowed me to further understand the material; but it was not necessary to assign a project a few days before the final exam.

The codes.

Yes

Yes, they were humorous and student-friendly.

yes

It is very useful to help me review

I think the project is helpful for me, because I can have more time to practise the math problem.

i did them because i was required to

I felt that the projects were a bit lengthy, particularly the first one, but they definitely helped me to better understand the material.

The projects were actually pretty enjoyable, and were not too hard.

They were interesting! I like the continued story lines about Group of Good

The projects helped me understand the material more. I actually started struggling more in the class when there were no projects for the last few weeks.

I enjoyed the projects in this class. They could be challenging and long, but we had adequate time to complete them.

Easy, yes.

They were helpful.

Useless to help for exams

I liked the projects because it gave us a different way of being graded. I am not always the best at exams but because I was able to look at my notes and take as much time as I needed on the projects I felt more comfortable with the type of math that we were doing and it definitely made me understand the concepts more.

I don't know if enjoyable is the word but they weren't any unfair amount of work. Toughly graded but fair.

I did not find them enjoyable but added work that was much harder than was presented in class

I found them challenging.

The first couple projects were enjoyable. Once they started getting dumped on us the material became confusing.

The projects were helpful, but only when I went to office hours to get extra help on them. Samantha, the TA for this class, was exceptional.

The projects need to be worked on with more than one person. It was time consuming and long

The projects were actually the most enjoyable part of the class. I

The projects were a good way of practicing the material, however were sometimes confusing and did not have a large amount of guidance.

The projects were not necessarily enjoyable but better than an alternative

I think the projects were good because they boosted my grade.

I liked them, I dont know if i found them enjoyable.... But i think they were helpful.

What was the last mathematics class that you took prior to this class? When did you take the class?

Comment

freshman year spring semester it was math 1070 with patrick dragon

Pre-algebra. Years ago

Stats Freshman year

AP Statistics, last year when I was a senior in high school.

I dropped out of Honors Calculus in highschool because it was too hard and took a CP Probability and Statistics course instead, which turned out to be the easiest class in the world.

i took calculus.

HS math

my last actual math class was in the summer of 2012 when I took 1020Q, problem solving.

Statistics.

1020Q, fall semester of last year (2013-2014)

math iv, high school

A math course in high school

MATH 1060Q, Spring 2014

The last math class I took was calculus in my Senior year of high school.

COMM 3000Q. Second semester my sophomore year I think? Possibly first semester.

1030q, had to drop it.

n/a

Intro to Stats Fall 2011

trigonometry last year

Statistics last fall

Probability and statistics in high school. I took this class the first semester of my freshman year.

math1p2

statistics

MATH 1020Q during my Sophomore year (2 years ago)

Math 1020q (Spring '14)

MATH 1131Q - Calculus 1

My senior year of high school I took probability and statistics, and discrete mathematics. These two classes were pretty similar but in my high school math class we learned abstract mathematical methods that could actually be applied to our lives, interest rates for example. Rather than learning how to cross a series of bridges without crossing the same bridge twice - I will never have to do that. In real life, if I can cross a bridge once, I will most likely be able to cross it again.

AP Stat my junior year of high school - 2 years ago.
STAT 1000Q during Spring semester of 2013-2014.
Statistics and last semester.
problem solving last spring semester
3 yearsb ago. Logic.
STATS 1000- Freshman year (fall 2012)
Stats 1100Q, Freshman year, 1st semester
I took stat 1100 last semester but that technically isn't math... so the last real math class I've taken was precalc senior year of high school.
Problem Solving
Statistics last semester
N/A
psych 2100 wq, stat 1100 , sophomore and junior year
Stats, last semester
AP Calc
I took calc last year and was also in math1020 during this semester
last semester, other lower level math course, I can't remember the number
COMM 3000Q, two years ago
Algebra, last year.
I took STAT 1100Q in Fall 2013
Pre-calc in highschool
On Thursday.
problem solving, 2 semesters ago
Statistics 1100 during spring semester 2014
Precalculus in senior year of high school
Problem solving, last semester.
In high school...
Freshman year I took 1000 level math class.
I took problem-solving (Math 1020Q) last semester.
1070Q, Freshman year
Statistics, sophomore year.
Calculus in high school
I finished half of pre-calculus during my senior year of high school (three years ago-I am a junior now)
Three years ago as a senior in high school.
statistics, i took it sophomore year
1020 Sophmore year
STAT 1100 was the last course I took. I took that class during my freshman year.
I did Problem Solving 1020Q and Stats 1100Q my junior year, i am a senior. Other than those the last math class I took was my junior year of high school
Honors pre calculus in senior year of high school.
The last class I took was Calculus in high school.
AP Calculus in highschool
PSYCH 2100WQ; Summer 2014
Problem solving, fall 2012 freshman year. So it was a while i had to do a lot of catch up

What mathematical skills would you say are needed to do well in this class?

Comment
basic addition subtraction multiplication and division. also counting and coloring
Algebra basic knowledge
The material taught in this class has no relevance to anything in real life
Algebra.
Basic arithmetic skills...
Geometry.
Basic math skills since you are not given a calculator!
Algebra and geometry are necessary.
basic algebra, some trig,
I'm not sure that you need any besides the basic skills and the ability to be good at making educated guesses as some of the content wasn't really logic based.
Being able to relate math to real life situations.
Basic math literacy.
n/a
algebra
A lot.
common sense
You absolutely need to go to class and understand basic reasoning.
Basic algebra.
dont k1
basic algebra and geometry
General / Rudimentary math skills only, nothing particular
N/a
Very little algebra was used in this class. It was mostly common sense and guessing.
More mathematical skills than I expected were needed for this class. A student must not only be comfortable doing simple math in their head but also more difficult math, such as exponents, must be like first nature to you without the assistance of a calculator.
Algebra 2 (at least the quadratic formula and factoring) and understanding exponents. Also, maybe geometry?
Basic algebra and geometry knowledge.
Basic knowledge of algebra because although she went through it in the beginning of class, it wasn't a long enough time to grasp it if you had not taken algebra in a long time.
minimal skills
Minimal.
basic geometry
Simple addition, subtraction, multiplication, division.
Algebra and problem solving
Basic Math Skills
You need to know really random math facts
N/A
algebra
Critical thinking
Must understand basic algebra and outside the box thinking.

algebra
being able to do all calculations with out a calculator
Geometry.
Basic math essentials
Work harder
Fair division
basic
Basic algebra skills and general attention to detail.
If you are good with shapes or anything geometry related and logic you should be good for this class
Stuff that we learned when we were younger, probably in elementary school (multiplication, long division, any math without a calculator, things I forgot I knew how to do)
Be open to learning different applications of math! Also remember, no calculators allowed!
Understanding of basic algebra
Basic mathematical skills
Algebra.
Small amount of algebra
I would say you need a solid understanding of algebra-especially for the homework. There were problems on there that required a lot of algebra.
Basic Algebra and Geometry. Also, not math but good visual skills.
basic algebra and logical thinking
Basic algebra
I have no idea. Most of the class didn't seem relevant whatsoever.
Algebra and common sense.
Definitely basic math and algebra skills of course. Starting the course with basic algebra was hell
Basic algebra skills, logic.
Application skills in the real world are necessary.
simple arithmetic
Need to know multiplication facts, and computation, algebra skills/knowledge