



University of Connecticut

## Student Evaluation of Teaching Fall 2015

### Individual Report for MATH-3160-005-STORR- Probability

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

#### Response Table

2015 Fall Student Evaluation of Teaching (SET)	
Raters	students
Responded	37
Invited	38
Response Ratio	97%

## Section 1. Summary

Please respond to the following question about instructor Maryann Hohn.

Question	Course	Department	School	University
	Median	Median	Median	Median
The instructor presented the course material clearly.	4.0	4.4	4.5	4.4
The instructor was well prepared for class.	5.0	4.6	4.6	4.6
The instructor responded to questions adequately.	5.0	4.5	4.6	4.6
The instructor stimulated interest in the subject.	4.0	4.4	4.6	4.5
The instructor showed interest in helping students learn.	5.0	4.6	4.7	4.6
The instructor gave clear assignments.	5.0	4.6	4.5	4.5
The instructor was accessible to students.	4.0	4.5	4.5	4.6
The instructor gave useful feedback on my performance.	4.0	4.4	4.4	4.4
The instructor returned graded work in a reasonable amount of time.	5.0	4.6	4.5	4.5
The instructor used class time effectively.	4.5	4.5	4.5	4.5
The instructor treated all students with respect.	5.0	4.8	4.8	4.8
The instructor graded fairly.	4.0	4.6	4.6	4.6
The instructor's teaching methods promoted student learning.	4.0	4.4	4.5	4.4

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

Question	Course	Department	School	University
	Median	Median	Median	Median
What is your overall rating of the instructor's teaching?	4.0	4.1	4.2	4.1

Please respond to the following question about the course.

Question	Course	Department	School	University
	Median	Median	Median	Median
The methods of evaluating student learning seemed appropriate.	4.0	4.3	4.4	4.4
The course content was well organized.	4.0	4.3	4.4	4.4
The course objectives were clear.	4.0	4.3	4.4	4.4
The course objectives were met.	4.0	4.3	4.5	4.5
The textbook made a valuable contribution.	2.0	3.8	4.1	4.0
The other course materials made a valuable contribution.	4.0	4.1	4.4	4.4
The pace of the course seemed appropriate.	4.0	4.3	4.4	4.4

What is your overall rating of the course?

Question	Course	Department	School	University
	Median	Median	Median	Median
What is your overall rating of the course?	3.0	3.7	4.0	3.9

## Section 2. Student Information

### What is your Academic Level?

Options	Count	Percentage
Freshman	0	0%
Sophomore	4	11%
Junior	29	78%
Senior	4	11%
Graduate	0	0%
Other	0	0%

### What is your expected grade in this course?

Options	Count	Percentage
A	11	30%
B	20	54%
C	5	14%
D	0	0%
F	1	3%
Pass	0	0%
Fail	0	0%
Other	0	0%

### What is your cumulative average (GPA)?

Options	Count	Percentage
3.5 and above	18	49%
3.0-3.4	10	27%
2.5-2.9	7	19%
2.0-2.4	2	5%
< 2.0	0	0%

### How many times did you miss this class?

Options	Count	Percentage
0-2	22	61%
3-4	7	19%
5-6	3	8%
> 6	4	11%

## 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	3%
1-3	19	51%
4-6	12	32%
7-9	4	11%
10-14	1	3%
15+	0	0%

**Which best describes this course for you?**

Options	Count	Percentage
Requirement for my major	26	70%
General Education Requirement	1	3%
Other Requirement	5	14%
Elective	2	5%
Elective for major	3	8%

**My desire to take this course was:**

Options	Count	Percentage
Much more than most courses	2	5%
More than most courses	3	8%
About the same as most courses	27	73%
Less than most courses	3	8%
Much less than most courses	2	5%

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

Options	Count	Percentage
Much more than most courses	8	22%
More than most courses	17	46%
About the same as most courses	9	24%
Less than most courses	3	8%
Much less than most courses	0	0%

## Section 2. Student Information (continued)

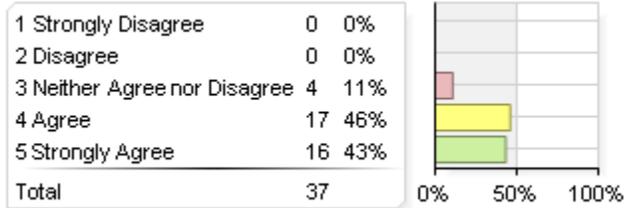
Overall, how much do you feel you've learned in this course?

Options	Count	Percentage
Much more than most courses	1	3%
More than most courses	11	30%
About the same as most courses	18	49%
Less than most courses	6	16%
Much less than most courses	1	3%

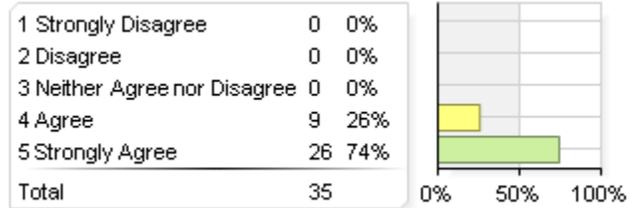
### Section 3. Questions About the Instructor

Please respond to the following question about instructor Maryann Hohn.

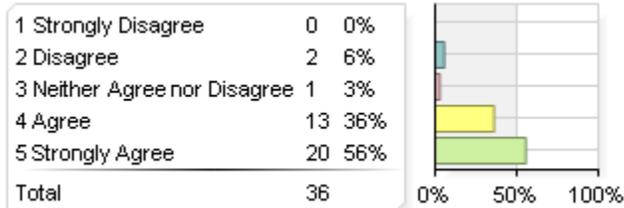
1. The instructor presented the course material clearly.



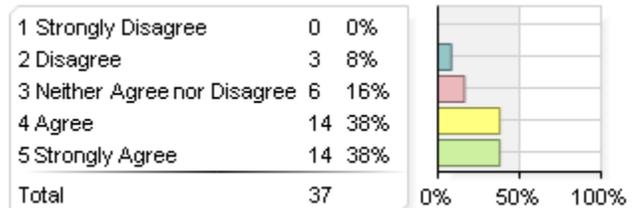
2. The instructor was well prepared for class.



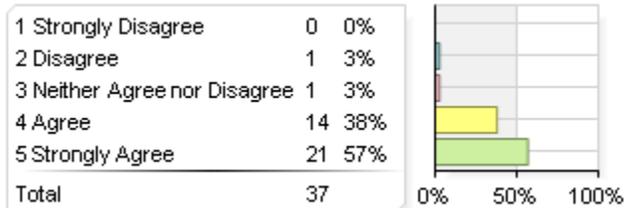
3. The instructor responded to questions adequately.



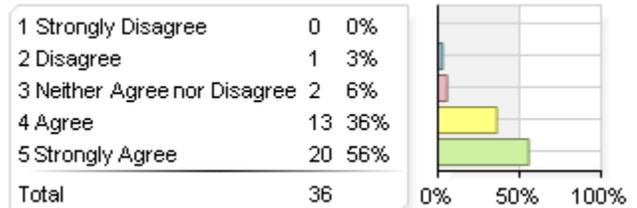
4. The instructor stimulated interest in the subject.



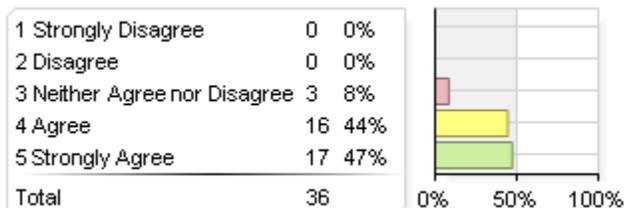
5. The instructor showed interest in helping students learn.



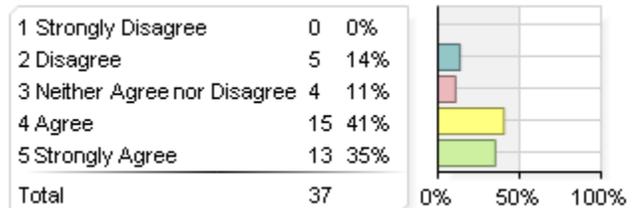
6. The instructor gave clear assignments.



7. The instructor was accessible to students.

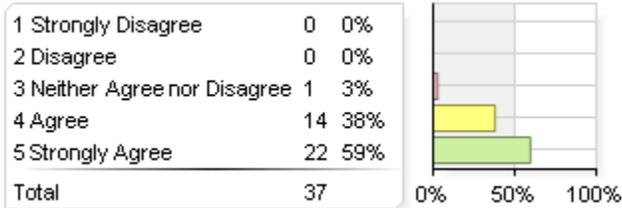


8. The instructor gave useful feedback on my performance.

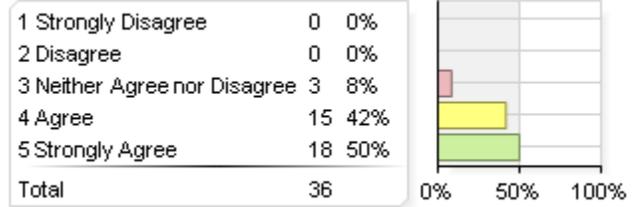


**Please respond to the following question about instructor Maryann Hohn. (continued)**

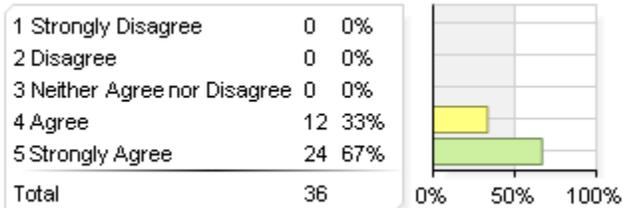
9. The instructor returned graded work in a reasonable amount of time.



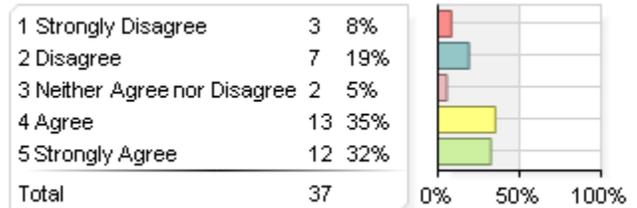
10. The instructor used class time effectively.



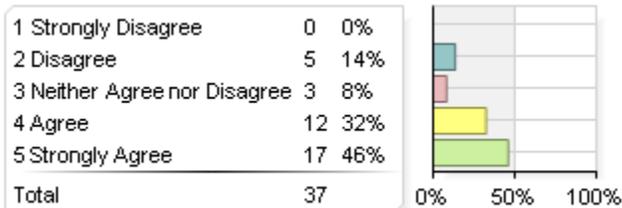
11. The instructor treated all students with respect.



12. The instructor graded fairly.



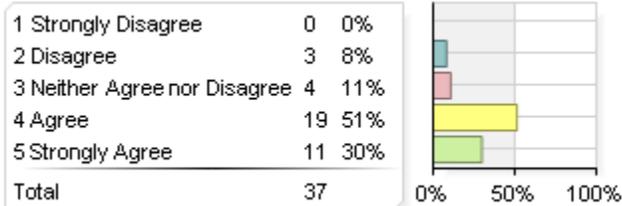
13. The instructor's teaching methods promoted student learning.



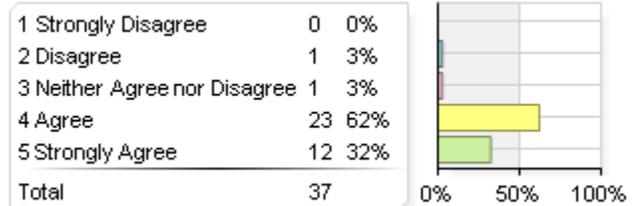
## Section 4. Questions About the Course

Please respond to the following question about the course.

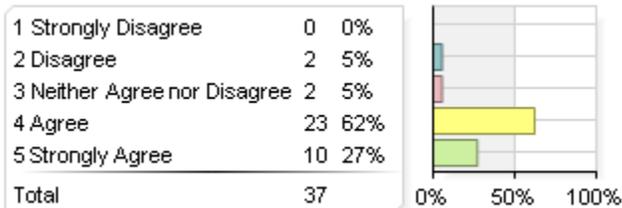
1. The methods of evaluating student learning seemed appropriate.



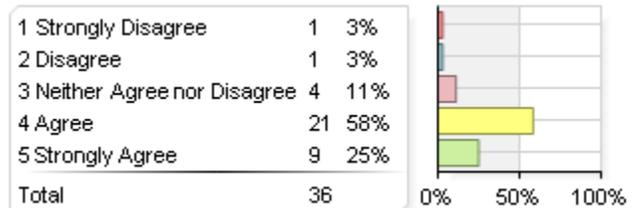
2. The course content was well organized.



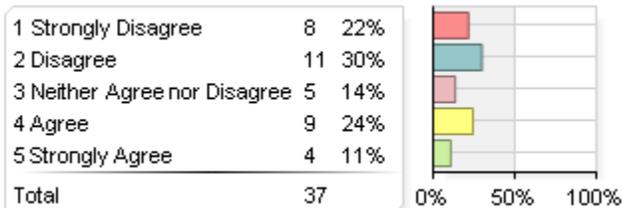
3. The course objectives were clear.



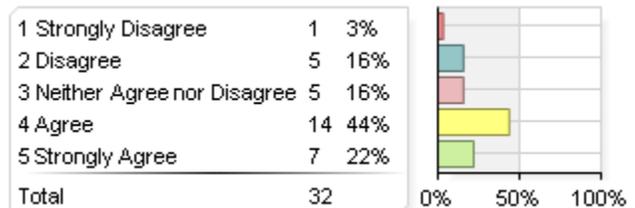
4. The course objectives were met.



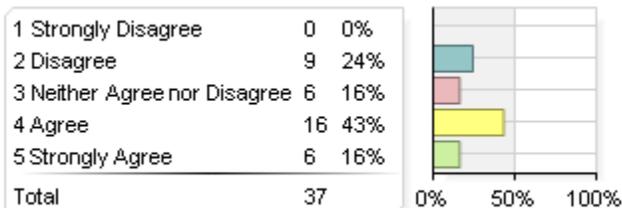
5. The textbook made a valuable contribution.



6. The other course materials made a valuable contribution.



7. The pace of the course seemed appropriate.

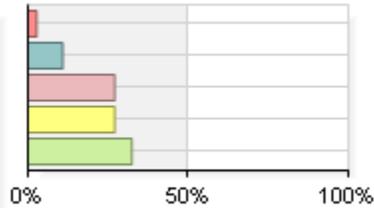


## Section 5. Aggregate Report on "Overall Questions"

### Overall Rating

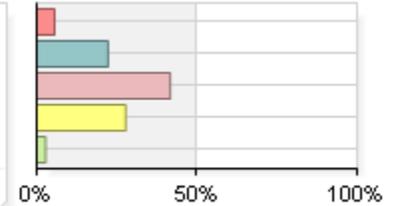
1. What is your overall rating of the instructor's teaching?

1 Poor	1	3%
2 Fair	4	11%
3 Good	10	27%
4 Very Good	10	27%
5 Excellent	12	32%
Total	37	



2. What is your overall rating of the course?

1 Poor	2	6%
2 Fair	8	22%
3 Good	15	42%
4 Very Good	10	28%
5 Excellent	1	3%
Total	36	



### Overall Rating

Question	Good, Very Good & Excellent	Very Good & Excellent	Excellent
What is your overall rating of the instructor's teaching?	86%	59%	32%
What is your overall rating of the course?	72%	31%	3%

## Section 6. Comments

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

Comment
She was full of energy and very interested in the subject. She gave us a lot of opportunities for practice with the material.
Instructor gave prompt and useful feedback and took time to go over problems in class when asked to
She gave many examples and explained them in detail
Having all solutions to homework on Piazza was helpful except for when students wouldn't post their problem or their would be numerous unresolved issues. I thought the quizzes each week were fair and Professor Hohn made herself very accessible online and through out of class review sessions.
She was very clear when introducing new topics and gave excellent examples that stimulated interest in the subject.
She has passion
She was always prepared for class
Very enthusiastic about the subject. Lectures easy to follow
I liked the way we went through material during class and the handouts with extra problems.
enthusiasm
She gave a lot of examples during class which helped solidify the concepts.
Professor hohn take lots of examples on class, which is helpful.
She addressed questions when asked
She had assigned solutions to the homework to be put up on Piazza. It's hard to prepare for our weekly quiz without knowing if you're even practicing properly.
Professor Hohn was always willing to help and always made an effort to be available
Make everything clear
Taught well in class. Great and positive attitude. Treated class with the utmost respect
Piazza was a good idea, and well implemented. It was very nice to have an online forum with an active instructor, and to have immediate feedback on homework before they were even graded.
The examples early on in the semester were really engaging and entertaining so it kept me interested in the subject.
I enjoyed the quizzes every week because they kept me on track and the online piazza solutions really helped me.
I found the Piazza component to be very useful. It helped to review the homework problems and divide workload up among all of the students. In addition, lecture was generally stimulating and had plenty of examples to reinforce concepts.
The instructor engaged the class by using numerous pop culture references, this kept the material interesting even if topics were kind of boring.
She really explained concepts well and I like that she reviews what we did in the previous class before beginning the new material.
A lot of examples which cemented the course material taught.
The professor was very energetic and prepared well for lecture.
Pop culture references
Instructor was consistent between in-class examples and exam questions.
The notes during class were always very clear and easy to follow, allowing for the absorption of the course material to be a smooth process.
Prof. Hoh always explained things in a very simple manner, having the ability to simplify difficult concepts.
She would explain what each topic was and then do examples, examples and more examples. For me that's huge when trying to learn new material.

Professor Hohn was always ecstatic and high energy every single class, which helped to make the course enjoyable. I always find that when a class has an enjoyable environment, that it's easier to perform better. Sometimes math can be a tough, boring subject so it's never fun to learn it in a monotonous way.

I like how professor Hohn used example problems to teach the material, I also felt I did better on the exam the closer it was to the practice exam. I also really liked how she had two different grading criterias and how she used fun examples to keep the students attention.

I really liked how you used Piazza! I've never seen that before in any of my classes, but it really helped me with the homework!

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

### Comment

Professor Hohn tends to go very fast when teaching. It is hard to keep up with what she is writing on board, let alone listen to what she is saying. My biggest problem is that I focus so much on writing down everything that I don't pay attention to what she is saying while she is writing on the board. I also think it makes it difficult to study for the quizzes with the Piazza solutions. Some students' solutions are often incomplete or incorrect and hard to follow along with while studying. It might be better to just post the solutions online for everyone to see (from the solution manual).

Go over more difficult examples in class

Ask students to answer questions in class

Maybe make the homework load a bit lighter. A little more time on exams would be very helpful, especially when the entire class is still working until the very last minute of the exam. Also at time I feel as though more partial credit could have been given.

I feel like doing a small review at the end of class of what was covered as a closing activity would sum up the lesson for me.

Have the difficulty of the class be the same throughout. The quizzes were very fair, the exams were incredibly difficult

She goes too fast in class notes and doesn't give enough time to let the information set in. The hw system was also bad because the Piazza system I felt was not efficient.

Nothing in particular

Exam questions more like quiz questions

more homework

Maybe short of the class notes!

Maryann was as good a teacher as any, i just really hated the course material

I think she should add optional practice problems (like the worksheets she hands out) so we can practice what we're learning as we go along, so we don't have to wait until the next homework assignment to start practicing. I rarely seem to really learn from lectures in general and practice problems helps me see how the lecture material connects to what we'll be tested on. It also helps me follow the lectures better.

Maybe slow down a bit with the material. I know the course is supposed to move fast but some units went over my head because I think we could have spent more time on it. I also think there should be more worksheets in class to try problems.

Give the solution of homework

More partial credit. Very starved in this respect.

Try to do more than just rewrite the book on the board.

The examples showed in class could be more relevant to the class notes and the exams. The flow of the notes given in class were painful.

Some of the examples are overly lengthy; perhaps curtail some of the longer examples and derivations that are not of direct use.

Give more time to digest topics, sometimes a cruised right through an important topic and never stopped to comprehend it.

I like that the solutions to piazza are done by us, but I think it would be really effective if she posted the actual solutions on Thursdays before quizzes because sometimes the student responses are not correct or completed.

Create more fair exams or at least some type of curve for that one question that more than half of the class doesn't

understand.

It would be nice if the professor slowed down the speed at which she was covering the material. A lot of the time spent in lecture was trying to keep up with taking notes instead of actually comprehending the material. Also, the tests, especially the first one, were somewhat confusing and the amount of time given for taking each test was insufficient.

More worksheets

Instructor had very arbitrary, even non-existent partial credit and even removed points from a problem where the work was done slightly out of order but still resulted in the correct answer. Most instructors would have simply pointed out the change for the student as something to keep in mind next time. This resulted in full points being taken off in most cases of incorrect answers although lots of reasonable work/assumptions may have been provided. Also, on one occasion, the phrasing of an exam question was ambiguous and could have gone one of two ways. Even though the assumption taken was clearly expressed on the exam (which was only 50 minutes so there wasn't necessarily time to spare) followed by full work for that case, no points were awarded for the question. The instructor should spend time clearly defining where points come from within each type of question and should relay that to the students so the grading is done more fairly.

n/a

In my opinion, a more proof based approach to some of the concepts and formulas we used often would have helped some students grasp their importance and uses more. I also believe spending the amount of time we did reviewing old calculus material was largely unnecessary.

Slow the pace of the class, most of the time I felt like I was just copying down notes without actually knowing what was going on.

no suggestions, it worked out just fine!

In the beginning of the semester when the weather was really hot and muggy, she turned off the class fan so that the students could hear her better... Don't turn off the fan when its 80+ degrees in the classroom. Just don't.

Not much. I think you do an excellent job and I really enjoy your class as well as the material!

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

#### Comment

NA

I felt that the book was helpful when looking for extra problems to practice with.

Exams too hard

The book was awful. Very difficult to follow.

It was difficult

This course is practical and interesting.

The material is extremely confusing and seems useless to me.

Reading the book prior to doing problems wasn't very helpful at all because it was frequently unclear what the problems were asking for, rather than simply not knowing the material.

The course was very difficult but you made it seem better

Good

I was consistently disappointed with the grades I received on tests and quizzes. I am interested in probability and I really wanted to like this class, but often I almost felt cheated getting back grades. I believe I learned all of the material in this class well, and it is truthfully one of the less difficult ones I am taking this year, yet I also expect I will have my worst grade this semester here.

I think that you expect more on tests than I am able to deliver in a constrained amount of time. With something like piazza, it makes a lot of sense to ensure that every bit of the solution is thoroughly explained because there is plenty of time to do it, and the solutions are used as an example for other students. But on the test I am thinking about how to get the answer, not how to demonstrate my procedure to someone. I solve problems by approaching them from different angles until something works, so it is difficult to explain why I do things as I do them.

I rarely received full credit for a correct answer, and almost never got any credit for wrong answers no matter how much work was shown. It was frustrating, many problems I was on the right track with I might as well have left blank and got

the same zero points for it.

I am glad you are generous about dropping poor grades and optimizing the final grading scheme to students' advantage, because I might actually fail the class if not for that, but I suspect you would not need to do this if you were a bit more generous with partial credit instead.

Aside from that, I liked every other part of the class.

The book was helpful.

The classroom was really hot and the textbook could have been optional.

I never bought the textbook, and I am doing alright with the course, please incorporate the book more in the future.

I would preferred her to give us problems as opposed to doing them out of the book for homework.

Course was definitely taught at a pace that was too fast, in my opinion. It felt like we jumped from topic to topic very quickly, not getting a chance to fully understand what was going on and why. There were also way too many notes to take during class, which hindered learning. Sometimes I would pay attention to what was on the board instead of what the professor was saying about the stuff on the board. This made the notes useless because while I had things written down, I wouldn't know what they meant or how to use some of the equations.

None

n/a

Probability is ranked amongst my top favorite classes I've taken at UConn so far. It was taught really well and I love everything about it!

One thing that I really appreciated about the course was after exam 1. My class was struggling (based on the midterm avg) and the professor was willing to go backwards a little bit and review things that we hadn't understood so much. That really showed some care.

Also, I appreciate the quirkyness and fun the professor brings to the class. Our first exam was themed "The Big E" which is a festival I LOVE to go to - I was actually excited going through each question to see how she related it to the festival!!!! Hahahah.

The course material wasn't too difficult, but the different types of problems for each concept seemed rather tedious.

None

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

Comment
NA
na
N/a
n/a
None
NA
n/a
n/a
NA
n/a
No discussion/lab although there was an exam review I went to once - that was nice to attend.
N/a

**We had weekly quizzes based on homework. What did you think of this? Would you prefer weekly quizzes to turning in weekly homework?**

Comment
Yes, I think the weekly quizzes were a good idea.
Yes I prefer the weekly quizzes, they promoted self study rather than just looking up solutions online
No, I would rather have the homework. If we had homework, we can double check our work and get good grades every time. One question quizzes are difficult because if you forget how to do the one question, you're guaranteed an F on the quiz. I never received a 7, 8, or 9 on a quiz, only 10's and 1-4's.
I felt as if the quizzes were fair but homework would also work if there were not as many problems. Quizzes were good enough incentive to do the homework for me.
Yes, I actually felt like I was learning the material each week with the weekly quizzes. However, I wish that she went over the problems from the homework prior to the quiz, either Monday or Wednesday in class to be sure that I understood what I was studying.
quizzes were great
I would prefer to turn in weekly homework, its hard to study for all the material every single week.
I'd prefer turning in homework weekly
I liked that the quizzes were questions from the homework
it was ok
The weekly quizzes were a great way to make sure that the students completed the homework assignments. They were pretty easy if you did the homework and the fact that all the answers were on piazza made it a lot easier. I preferred the weekly quizzes to turning in weekly homework.
Prefer to turning in homework!
I liked this a lot.
I think the weekly quizzes were helpful, since they provided an incentive to do the homework and spot out which problems would be more difficult, so I'd know what to work on prior to an exam. I just wish the exams could also be a little more similar to the quizzes.
I would have preferred weekly homework to turn in. Sometimes, I didn't finish all the homework and I feel like doing it for a grade would have forced me to. That being said, the quizzes were very effective as well
Yes
Quizzes are better
Homework can be tedious, especially when the material is easy. I prefer quizzes in general.
I would prefer to have had both.
I liked the weekly quizzes because it tested our knowledge more formally.
I like the weekly quizzes, however, I oftentimes did not do out the homework because it was not collected. In terms of workload, I feel that the quiz preparation and more self-guided assignment of problems saved me time while still allowing me to learn the necessary things.
Having quizzes based on the homework made them easier and more understandable. I would have preferred submitting weekly homework instead of weekly quizzes.
I would have rather turned in homework on Fridays than take quizzes. Sometimes there were so many problems during the week to try to fully understand before the quiz and I would just get like a 0 because you happened to give us the one question I didn't understand and wasn't explained well on piazza.
Extremely fair right from hw. However, some weeks there was so many hw problems it is overwhelming.
The weekly quizzes were ok. The problem was that students were responsible for turning in correct solutions on Piazza for the homework, and some of the time the problems that were on the quizzes had unfinished or incorrect solutions that were submitted on Piazza. This made it difficult to figure out if I had done the homework correctly, since some of the solutions were inaccurate. Because of this, sometimes it made it hard to take the quiz since the questions on the quiz would be the ones which had no correct solutions. Because of this, I would actually prefer to do weekly homework which would be graded and we would get the chance to figure out where we made mistakes.

Better with quizzes than hw

Weekly quizzes were fine based on the homework. If you didn't do the homework, it was very likely you wouldn't do well on the quiz so it showed whether or not people were keeping up with the homework on their own.

I liked this method because I didn't have to do all the homework, just understand the topics.

I much preferred weekly quizzes to weekly homeworks.

I think we should have homework instead of quizzes. When I am told that homework doesn't play a role in grading I think of it as something I don't have to worry about, whereas when I know homework is worth something, I try my best to attempt every problem in the book.

I prefer weekly quizzes.

ALTHOUGH - I did see an issue with the homework situation. Even though the homework was optional, I always did it because I wanted to be fully prepared for quizzes & exams. My friends in the class would never do the homework - and as the semester went on, I watched them start to decline in the course... I think homework is advantageous because it forces us to practice the material on a weekly basis. Coming from someone that did practice it every week, I can say that it worked well.

I enjoyed the quizzes over weekly homework. I feel that the exams were more of an issue. In my honest opinion: As the quizzes were near identical to the homeworks, the exams should have been near identical to either the practice exams or the quizzes.

I like weekly quizzes! I still do all the homework problems, but if I am stuck on one, I am not stressed about turning it in. Instead, I ask on piazza or in class for clarification.

**We used Piazza in this class as an online discussion forum. Did you find Piazza a useful place to ask questions and find solutions? Would you suggest the use of Piazza in future classes?**

**Comment**

Not many people used Piazza to ask specific questions, just to post the solutions.

Yes it was helpful having answers to questions easily accessible

Yes and yes.

I thought Piazza worked well. Maybe the more difficult problems could have solutions posted by the professor to avoid all the unresolved conflicts and save students from an hour of using LaTeX plugging in integral upon integral.

Yes, I felt piazza was a good way to get my questions out in the open. I was tentative at first to post questions anonymously, but as the year has progressed I have been able to post when confused.

No

I never really used it, it isn't a great idea/system

Yes, piazza was a better resource for studying than the textbook for this class was.

I did find piazza useful, it was nice to be able to look up questions from the homework that I didn't understand it was a great resource so yet i would suggest future use

I found Piazza to be very helpful. It was a quick way to ask questions that you did not or could not ask in class. I would most definitely suggest Piazza in the future.

Is useful! We can see how to do the problems step by step!

I absolutely hate piazza. I would never suggest it.

I found Piazza useful since it would allow me to check my answers and see how to approach problems that I don't know how to start. I'd definitely suggest using it in future classes.

I thought Piazza was very useful to ask questions and figure out the homework solutions. I think Piazza should be used in the future. One thing to add is possibly updating all the answers and making corrections Thursday so we can check answers and make sure we did them right before the quiz on Friday

There are a lot of solutions on Piazza are wrong. I do not know where to get the correct solution.

Piazza was good

Yes, this was well done.

Piazza was a very helpful place for solutions to problems.
Yes, being able to see the solutions online were a lot of help.
Yes! Piazza was very useful for reviewing homework solutions and asking questions. I would recommend it for use in future classes without a doubt.
Piazza was a great resource, it provided a lot of useful information. I would absolutely recommend its use in future classes.
I would suggest the use of it for future classes
Great resource much better than my math lab or any other math online service.
Use of Piazza was a positive, I felt. But as stated above, not having all of the correct solutions made it harder to study. I would suggest future use of Piazza, but maybe have the class rely less on it.
Yes
The theory behind its use was good but the forum became cluttered week after week. Also, there were cases where the incorrect solution was posted, a note was made by the instructor, but there was no follow-up on the student's end to make corrections. In those cases, the person reading through the solutions would reach the end to find out that they read an incorrect method which introduced room for confusion.
I never asked any questions but most of them were already answered on piazza or during class.
Piazza was very useful for studying before quizzes and exams. I would certainly suggest it in future classes.
Not a fan of online forums simply because we only used it to post homework solutions. I also had a different class using piazza this semester and I didn't like it either. Probably personal preference but I'd much rather have a 1-to-1 with the instructor if I needed help.
I love classes that use Piazza. In general, it speaks that the instructor is willing to be helpful throughout the course and gives off a great first impression.
I think Piazza is a good resource for quick questions, IE "What chapters will the exam cover?"
Although, I think it's hard to ask a course material question, like "can you show me how to do problem x?" But while that may be hard, one can easily ask "Can you go over this question next class?" Which I've done several times.
I did not find Piazza useful as a discussion forum, but I did find it useful--as the solutions to the more difficult problems helped me better learn the materials. I would suggest Piazza in future classes.
I would suggest this! I really like this style of assigning homework.

**We had a couple quizzes that involved writing up a homework solution and posting it on Piazza. Would you suggest doing this in future classes?**

Comment
I just think it was hard to follow the solutions that students posted on Piazza, it was pretty inconsistent with completeness, correctness, and differences in formatting.
Yes
Yes.
Yes if the problems are all about the same difficulty. Some of the problems were very difficult that students were expected to post and write up.
Yes. The only part of this posting I would change is have a system where we are actively put into groups so we know which weeks we will be posting.
no
No, I didn't like this idea
Yes
yes
Yes. That was an easy way to 10/10 on a quiz.
Yes!

This was fine. I didn't even know it was a thing until i saw the grade posted

I found Piazza useful since it would allow me to check my answers and see how to approach problems that I don't know how to start. I'd definitely suggest using it in future classes. It's too bad that sometimes, a sizable portion of the solutions would be missing from Piazza so I'd never know if I'm doing a problem correctly, especially since the textbook omits a lot of answers.

Yes, that was very helpful

Yes

Yes, the system was good

Yep!

It helps when studying from other people but I think that they should just be graded based on if they were completed fully, even if things were wrong.

Yes.

Yes. Quizzes translate into a grade, which is accountability. The graded homework solutions ensured that I posted solutions, and with all of the students doing this, there were always homework solutions available.

Posting a homework solution for a quiz grade is worth continuing in future classes.

Yes

Yes absolutely it was a nice grade booster

Yes, I feel like this is an easy way to boost the quiz average. Yes, I would suggest continuing this in future classes.

Yes

This was helpful.

yes

I do believe this was helpful. It allowed students to communicate with you one on one without fear of judgement from classmates and helped us to learn the importance of clear and concise communication when writing solutions.

This seemed more than fair but more often than not I saw it as an opportunity to memorize as much as I could. And hope for the best

Yes. I would suggest doing this but for every student every week - as I said, forcing us to do the homework on a weekly basis will only help us.

I would suggest using the program again in the future, but I would notify the students that were required to post their homework question more directly, in that I could see why it was easy for some students to forget what weeks they are to post their solution if they do not rely on Piazza as a resource.

Yes!