

Here, I organize the student responses by topic and respond to those comments. While there won't be too many changes made to the way I do things, I try to explain why things are done the way they are and why some things won't be changed.

**Changes I will be making based on your comments:**

Based on your comments, I will be making some changes. I will create a Piazza discussion board, so you can post questions you have. Unfortunately, I'm pretty busy this summer (summer tends to be busier than the normal semesters!), so I won't be able to check all the time, but you can help out your fellow classmates on Piazza, and I encourage you to do so!

Comments relating to lectures:

- Your lectures are good (14 students)
- The examples are good (6 students)
- I like your enthusiasm (1 student)
- You answer questions well (1 student)

My response: Thanks!

- Pace is good (4 students)
- Pace is too fast (3 students)

My response: Unfortunately, the amount of material I have to cover in a lecture is extremely variable, depending on the course calendar and homework problems. Some days, I have to move pretty quickly to cover everything. I think I'm getting better at prepping for a 2-hour lecture, though, so that should help with pacing.

- Write fewer sentences on the board (3 students)

My response: I will try, especially since multiple of you have said that you review my online notes too, after the lecture.

- I like how you relate things to what we saw in Calc I/II (1 student)

My response: Yeah, a lot of multivariate calculus is extending those concepts from the single variable setting to the multivariate setting. And a lot of the same reasoning for why things are true apply. 😊

- We should have harder examples in class (1 student)
- We should have more examples relating to the homework problems (1 student)
- Cover the content that could be quiz problems (1 student)

My response: We only have so much time in class, and I can't do examples related to each homework problem. Also, it is often helpful when you're seeing something for the first time to have it be simple – to focus on the main point. I also do try to have examples relating to what I think are some of the hardest problems. But I guess I can work on that.

- It would be good to have more visual explanations (1 student)

My response: I will try.

- Give more “casual” definitions (1 student)

My response: That could be helpful. But at the same time, you’re maturing in your mathematical thinking, and definitions are going to be precise from here on out in math classes you take. I can try to give you the actual definition and also a “here’s how to think about it” version.

- Give some real world connections (1 student)

My response: Unfortunately, since I study pure mathematics, I don’t know many! If I can think of any, then I will try to explain it.

- Don’t write so low on the blackboard (1 student)

My response: I will try to remember this, since it’s hard for people in the back to see (2)

Website:

- I like that you constantly update the website and post your notes there (4 students)
- I like how the notes are posted before the lecture (1 student)

My response: Thanks! I like posting my notes before class, so you don’t necessarily have to write everything down during class, if you want to print off the notes and bring them or use a tablet.

Exam/Quizzes:

- We don’t have enough time on quizzes (7 students)
- The exam was too long (5 students)

My response: I agree. I will be updating my algorithm to determine how long you get on quizzes and exams, and designing the second midterm to be shorter.

- Give a practice exam (not book problems) and make the study guide more manageable (2 students)

My response: Unfortunately, I do not have time to make a practice exam in addition to making the exam itself. I can be tricky to write good exam problems. I will try to select fewer problems from the book to make the practice problems more manageable.

- The quizzes are not similar to the homework (2 students)
- Be clearer on what will be on the quizzes (1 student)
- The quiz material is too delayed from the current lesson (1 student)

My response: Sometimes, the quizzes expect you to synthesize multiple ideas, which I think is fine. I will give you more time, which will probably make them more manageable. On my website, I now have the lesson(s) that will be covered on each quiz. As for the quiz material being delayed, there are different schools of thought. If you have your homework back to study from, then that could be helpful. But it could also be helpful to have the material fresher in your mind. I’ll let Dustin decide which is more beneficial.

- I think the test was designed and graded fairly (1 student)

My response: Thanks. I like to test that you understand the concepts from this course, rather than being able to do tricky computations (though sometimes tricky computations are necessary and part of the course).

- Reduce the number of multiple choice questions on the exam or the number of points for each one (1 student)

My response: I don't know that I will do this. I am allowed (and encouraged) by the person in charge of summer math classes to make as many points multiple choice as possible (so grading is easier). I can make at most 40% of the points come from multiple choice questions. This exam was already below that 40% cap. I try to have some short answer questions too, to help grading and reduce the number of multiple choice.

#### Comments on Homework:

- The homework is long and tedious (3 students)
- Homework questions sometimes have unreasonable computations (1 student)

My response: Unfortunately, I cannot control this.

- We don't get any corrections on the homework – just points taken off (2 students)
- Too many points are taken off on the homework (2 students)
- We don't have answers to even number homework problems (2 students)
- We should spend more time on homework problems (2 students)

My response: I'll talk to Dustin about these things. I'll also be establishing a Piazza forum for you to ask homework questions. Hopefully, this will alleviate some of the issues.

#### General MA 261 Comments:

- 1 hour 50 minutes is too long. I'd rather come in on Wednesday (1 student)
- The class is very challenging, but that's what makes you work hard (1 student)

My response: I agree with both of these. But that's the way it is.