

M1M1 Questionnaire 2008

For each of the following statements, you were asked to indicate whether you strongly agreed (SA), agreed (A), were neutral (N), disagreed (D) or strongly disagreed (SD) with the opinion expressed. Results were as follows. One response with “strongly disagree” ringed always, was discounted, but all else is included. The survey took place during the last lecture. This is entirely separate from SOLE, the online Lecturer evaluation survey. Thanks to the 33 or so who took part, Jonathan Mestel

Lectures and course material:

- (1) I could see the board and hear the lecturer clearly.
Strongly agree: 14 Agree: 15 Neutral: 4 Disagree: 0 Strongly disagree: 0
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- (2) I knew most of this stuff before I came. I don't feel I've learned much new.
Strongly agree: 1 Agree: 4 Neutral: 7 Disagree: 14 Strongly disagree: 7
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- (3) The lecturer assumed too much familiarity with A-level material.
Strongly agree: 2 Agree: 6 Neutral: 5 Disagree: 17 Strongly disagree: 3
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- (4) I would prefer it if the lecturer just told us what was and wasn't true rather than asking us questions all the time. He seemed to enjoy catching us out.
Strongly agree: 1 Agree: 5 Neutral: 4 Disagree: 16 Strongly disagree: 7
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- (5) The lecturer rarely consulted his notes, and as a result what he wrote on the board was at times unstructured.
Strongly agree: 0 Agree: 4 Neutral: 8 Disagree: 15 Strongly disagree: 6
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- (6) I found the lecturer's approach inspiring.
Strongly agree: 2 Agree: 19 Neutral: 9 Disagree: 2 Strongly disagree: 0
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- (7) The lecturer was too hostile at times. If he finds it noisy why doesn't he use the microphone instead of shouting at us?
Strongly agree: 1 Agree: 5 Neutral: 6 Disagree: 13 Strongly disagree: 8
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- (8) Why does the lecturer try to make easy things like continuity and differentiation appear difficult? “This isn't a statement”: 2
Strongly agree: 2 Agree: 1 Neutral: 10 Disagree: 18 Strongly disagree: 1
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- (9) I would prefer to believe things which are true for most functions we come across, rather than worrying about the occasional exception which shows my beliefs aren't quite correct.
Strongly agree: 0 Agree: 5 Neutral: 3 Disagree: 19 Strongly disagree: 6
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- (10) The lectures should have contained more examples rather than all these proofs. What use is a set of precision tools if you don't know how to use them?
Strongly agree: 3 Agree: 7 Neutral: 10 Disagree: 7 Strongly disagree: 6
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- (11) The lecturer spent too long on the following topics: Curve sketching (1), Differentiation (3) Proofs (1)
- (12) The lecturer didn't spend long enough on the following topics: ODEs (3), Mean Value Theorem (4), Integration (2), Proofs (1), Examples (1)

Problem Sheets:

(13) There were too many problem sheets – there is simply not enough time to do all the examples.

Strongly agree: 3 Agree: 9 Neutral: 6 Disagree: 12 Strongly disagree: 4

(14) The printed solutions contain too much detail – abbreviated answers would be enough.

Strongly agree: 0 Agree: 1 Neutral: 6 Disagree: 13 Strongly disagree: 13

(15) Sometimes there was a gap of over two weeks between the sheets and the solutions being handed out! I prefer having the solutions at hand when doing the sheets to check my answers as I go along. I am mature enough not to look at the solutions until I've finished my attempt.

Strongly agree: 3 Agree: 18 Neutral: 5 Disagree: 7 Strongly disagree: 0

(16) Of course it's nice to have worked solutions, but I get behind during term and aim to catch up over the vacation. Knowing that printed solutions would appear, I decided to wait till they came out before looking at the problems seriously.

Strongly agree: 2 Agree: 6 Neutral: 3 Disagree: 16 Strongly disagree: 6

Progress Tests:

(17) These were hard, but it's useful practice to be tested at roughly the level of the final exams.

Strongly agree: 8 Agree: 19 Neutral: 4 Disagree: 1 Strongly disagree: 0

(18) These were hard. We worked hard revising for the tests but still did badly. This undermines our confidence and enjoyment of the course.

Strongly agree: 2 Agree: 8 Neutral: 12 Disagree: 10 Strongly disagree: 1

(19) These were hard. I think the lecturer overestimates what can be done in 50mins.

Strongly agree: 0 Agree: 9 Neutral: 11 Disagree: 13 Strongly disagree: 0

(20) These were hard. I only scored a few marks more than people who I know are much worse than me. A good test should spread the scores more.

Strongly agree: 0 Agree: 2 Neutral: 15 Disagree: 13 Strongly disagree: 3

(21) These weren't so hard. We weren't expected to do everything.

Strongly agree: 0 Agree: 1 Neutral: 10 Disagree: 16 Strongly disagree: 6

Problems Classes:

(22) There was enough room in the classes.

Strongly agree: 7 Agree: 18 Neutral: 4 Disagree: 2 Strongly disagree: 0

(23) Voluntary attendance is a bad idea – it's too tempting not to come.

Strongly agree: 0 Agree: 5 Neutral: 4 Disagree: 20 Strongly disagree: 2

(24) The help available in the classes was very good. There were more than enough tutors.

Strongly agree: 0 Agree: 12 Neutral: 7 Disagree: 11 Strongly disagree: 1

(25) The classes weren't great – the printed solutions were more use.
Strongly agree: 1 Agree: 7 Neutral: 10 Disagree: 9 Strongly disagree: 3

(26) Roughly how many classes out of 18 did you attend?
0 1 1 2 3 3 4 5 5 5 7 8 8 8 8 9 9+ 9+ 10 12 12 14 15 16 16 16 16 17 18 18

General

(27) Too much paper was handed out in lectures! Since everything is put on web, why not let us print it out in our own time and increase our printing allowance by a few hundred?

Strongly agree: 3 Agree: 5 Neutral: 3 Disagree: 14 Strongly disagree: 8

(28) I found the course web page very useful.

Strongly agree: 4 Agree: 17 Neutral: 11 Disagree: 1 Strongly disagree: 0

(29) (Maths students only:) There should be more interplay between the Maple course and this one.

Strongly agree: 0 Agree: 1 Neutral: 11 Disagree: 10 Strongly disagree: 6

(30) (Joint Maths/Computing only:) There is too much stuff in this course which is unrelated to computing.

Strongly agree: 0 Agree: 2 Neutral: 2 Disagree: 2 Strongly disagree: 1

(31) What I liked most about the course was ...

“Integration is cool; differentiation is crap.” (2)

Amount of material.

Enthusiastic and inspiring lecturer. (2) GSOH.

The lecturer. (4)

The approach of the lecturer and the examples.

Differentiation, Taylor's Series, Limits.

Learning the basic principles of stuff we just knew before.

The definitions from power series and all that part.

The lecturer's enthusiasm.

detailed examples in lectures.

Similarity to A-level, stuff we actually care about.

using limits.

The structure of the lectures.

The content. Good topics.

Integration.

The tricks.

(32) What I liked least about the course was ...

No time to consolidate material.

The progress tests. (2)

Long time between the sheets and the solutions appearing.

Early work on limits - probably because they were unfamiliar.

Lots of proofs!

The fact that not many techniques were used to solve integrals.
It was pure stuff.
Messy questions.
That the solutions were given out too late before the tests.
That the solutions weren't handed out with the problem sheets.
The third test.
Getting up at 8am.
Too little on integration, in particular relating to hyperbolic functions.
Differentiation.
The 'proof' of the fundamental theorem of calculus – it annoyed me.

(33) Any other comments on the course:

Life is too short.
Good.

The Maths courses all contrast the computing courses in terms of the level of feedback; for each course we get a test every 3 weeks and solutions long after we wanted to check our work. . . if they were earlier it would be easier to know what revision we need to do for the tests.

Good course. I'd like something like summaries as handouts.
Should introduce more applied stuff to the course.

Rather than the specific example $\int_0^\infty x^7 e^{-x} dx$ better to go directly to general $n!$.

The solutions MUST be made available more quickly to be of use to students. The lecturer should not make so many alterations to things which are already on the board. I do not like being asked whether things are correct - it is the lecturer's job to teach! The lecturer should not expect people to shout out answers to his questions – this is very intimidating for students, especially in their first term!

I've enjoyed this course – the teaching and content were clear and organised.

The lecturer is comical & this makes his teaching more engaging & thought-provoking. However, it makes it harder to discern what to copy and what not to (besides stuff written up on the boards.) A dilemma between listening to his interesting story and scribbling lecture notes. Thankfully, his writing is legible and clear.

Could put up answers a bit sooner, as it is useful to be able to check your work before tests.

Help available in class was not very good – tutors not very helpful.

Should have the lecturer again.

I understand that we have to go over A-levels, but a bit more rigour would have been nice. It is clear that the lecturer has very good knowledge which is reassuring. Generally, I enjoyed the course.