

Mathematics 1A

Resultaten van 13-11-2017 t/m 08-12-2017

Respondenten (*n*) 108 van de 211

Totaalgemiddelde

Hieronder staan de totale gemiddelden van deze evaluatie. Deze gemiddelden zijn samengesteld uit alle resultaten op alle vragen, uitgezonderd de vragen met de schalen "Ja / Nee" en "Open vraag", en vragen waarbij in de vragenset is aangegeven dat ze niet mogen worden meegenomen in het gemiddelde.

TOTAAL	CURSUS	DOCENT	TOETS
5.8	6.0	6.6	4.5
Deviatie (σ) 2.5	Deviatie (σ) 2.4	Deviatie (σ) 2.3	Deviatie (σ) 2.1
Vragen 16	Vragen 8	Vragen 4	Vragen 4

Totaalgemiddelde per vraag

Hieronder staan de totale gemiddelen per vraag van deze evaluatie.

De moeilijkheidsgraad van de toets was passend Disagree to agree n 108 1.0σ	Disagree
The learning objectives (what you should know and be able to do by the end) of the course were clear to me. Disagree to agree n 108 1.1σ	Neutral
Studying the course materials was necessary to successfully complete the course. Disagree to agree n 108 1.2σ	Agree
De werkgroepbijeenkomsten waren zinvol Disagree to agree n 108 1.2σ	Agree
Door de voorafgaande voorbeeldvragen kreeg ik een goed beeld van de toetsing Disagree to agree n 106 1.0σ	Disagree
The coherence between the different components of the course is Very little to very much n 108 0.9σ	Neutral
De samenwerking met mijn medestudenten heeft bijgedragen aan verdieping van de leerstof Disagree to agree n 108 1.2σ	Neutral
De toetsing sloot goed aan bij de leerdoelen van de cursus Disagree to agree n 108 1.0σ	Neutral
My work group assistant was capable when it came to guiding the students. Disagree to agree n 108 1.1σ	Agree
The organisation (e.g. the planning, scheduling, method of information provision) of the course was good. Disagree to agree n 108 1.1σ	Neutral
My work group assistant had a good command of English. Disagree to agree n 107 0.6σ	Agree
The information provided before and during the course was sufficient. Disagree to agree n 108 1.0σ	Disagree
The time that I spent on this course corresponded with the number of course credits. Less to more n 108 1.1σ	Average

My general opinion of the course is

Bad to good | n 108 | 0.8σ

Bad

My general opinion of the lecturer(s) is

Bad to good | n 108 | 1.0σ

Bad

The lecturer had a good command of English.

Disagree to agree | n 107 | 0.9σ

Neutral

The assessment criteria were sufficiently clear beforehand.

Disagree to agree | n 108 | 1.0σ

Neutral

Open vragen

Hieronder staan de resultaten per open vraag van deze evaluatie.

Do you have positive observations about this course?

n 108

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
7. Ties in better with next year's Mathematics 2. Part A and B are interconnected, instead of two separate parts. Good basis for further courses.
8. In a way, this course taught me a lot about intensively studying the material myself. It also required me to brush up on the really basic math, which I think is good.
9. The fact that you are constantly working on exercises because of the homework. It forces you to actually practise, which is good.
- 10.
- 11.
- 12.
- 13.
14. Homework and the workgroups help to understand the matter
15. Being forced to submit the homework, so that you have to make it and practice
- 16.
17. - It's recorded, so if you don't understand it you can watch it back
- 18.
19. There were not all too many actually.
- 20.
21. Help of the TAs and the workgroups
- 22.
- 23.
24. The amount and quality of the homework was just right.
25. The cheatsheet is really a must
26. The teacher improved himself a lot during the course, that was nice to see. Also nice you have

exercise classes in which you practise and get tips/help

27. Good tempo, nice division between lectures and exercise classes, made sure you did your homework which forces you to keep up.

28. The teaching assistant was very helpful

29.

30.

31. The course material

32. Valuable information is taught during the course

33. Very scientific

34. The work groups and the TA were rather helpful

35. Enough exercise material.

36.

37.

38.

39.

40. a good pace for the basics of calculus and probability, albeit maybe a tad too high work classes seemed to be well organised

41.

42. The exercise hours where the exercises of the previous week are discussed and where you can get some helpful advice from the TAs

43.

44. Easy

45.

46. some of the TAs actually knew what they were doing.

47.

48.

49.

50. The professor knew a lot about the subject and the TAs were very helpful.

51. It covers necessary mathematics

52. The exercise hours

53. The workgroups, they really helped me understand the subjects better

54. Gives a really valuable mathematics basis.

55. The work groups were nice

56. The idea of TA meeting was nice, although didn't work in my case

57. Overall it was clear what we had to study and what the structure of the course was. And also the workgroups were very nice
58. working groups with explanations
59. You need it in order to do a lot of other courses.
60. The work groups
- 61.
- 62.
63. rigour
64. The content is interesting and fundamental.
65. good TAs, quick feedback
66. I think it was good that the course was challenging.
- 67.
68. Good organisation of work groups
- 69.
- 70.
- 71.
- 72.
- 73.
- 74.
75. The work group sessions were useful
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- 80.
- 81.
82. Good tempo
- 83.
- 84.
85. I think it is a useful course to understand other parts of this bachelor.
- 86.
- 87.
88. Depth of topic

89.
90.
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100.

101. The teachers has sufficient knowledge.

102.

103. Weekly homework to keep in line with the course

104. The professor made his best effort to improve through the lectures and we could really see that, but it was just not possible to follow him.

105.

106.

107. I can not think about strong points

108.

If you have identified any points for improving this course, what would be your suggestions?

n 108

1. Less proving more explaining en examples and more practise excercises
2. Answers to more questions from the coursenotes on blackboard. Couldn't practice more than we needed to make in the classes.
3. Make it more understandable for students who did not study math for a year or so. Less difficult proving of formula's and more real examples in the lecture. More example questions for the exam. Also, the example test that we got to practice the real exam was not representative. It was way easier than the real exam.
- 4.
5. -teacher that explaniert better -also teacher should explain what he expects in the exam, wie received a practice exam to study for the exam and it wasn't at all the same level -level in the exam was too high
- 6.

7. Better explanation of mathematical conventions / notations. Explanations were good, but it was often hard to follow due to complicated ways of expression and unexplained notation. Course seemed to have nothing to do with the way it was given last year, even though the expected entry level of mathematics did not change. Lecturer seems to not have spoken with the rest of the study, nor the exam committee about structure.

8. More steps during the proofs in the lectures, trying to understand which steps were taken directed attention away from the actual idea of the proof, I think Clear description of which calculation/method to use when, maybe applied to an actual task in the lecture notes.

9. Start with more basic exercises so students can get used to the new material, I felt like a lot of it was rushed and if it you didn't understand it you were basically left in the dark and had to watch youtube video's to see how it should be done. Lectures really didn't provide any useful information, a lot of it was proving why certain things were true, instead of giving examples on how to use the material.

10. The content of the lectures should be matched with the starting level of first year bachelor students, as well as the content that is required to be learned. The exercises should give a clear indication of the exercises in the exam. Answers for all exercises given (especially for the exercises that aren't obligatory) should be provided. TA's should have been taught or at least understand all the content of the course. (which mine did not).

11. Teacher and lecture notes are very vague

12.

13. Bad teacher, way to difficult home-work which did not prepare us for the exam at all.

14. The homework grade doesn't help you passing in any way, since you need to pass both parts's exam anyway. It will only help increasing the grade after you've already passed and for most people that doesn't make sense.. Furthermore, the change from high school to mathematics 1a is tough, especially with mathematics A on the Dutch high school. The level you start with on calculus is way higher than the probability part. It just takes a lot of time, without any materials, to get to the appropriate level. And finally, the exam contained errors. Especially in the first exercise this doesn't help for your self confidence when you don't see the right answer. Also the exam was terribly short, not much room for errors. And a lot of the same questions. The practice exam we got was on a way easier level as well. And I don't get the multiple choice question, especially in maths. Some people who make a small calculation error got 0 points because of that, but they know what they're doing, and people who were just very lucky might be able to randomly pick the right answer.

15. The lectures should be clear

16. The lectures should be better understandable.

17. - What we should study for the test should be more clear - The practise exam should be more representative - The lectures could be more clear about the information (in my opinion, the lectures were kinda messy and hard to follow) - More opportunities to practise for the test (we didn't get the answers from other math exercises in the course notes.... and the homework exercises were the bare minimum of practising) - Exercises in the course notes should also be more representative of the exam (probability was way to hard, and maybe calculus a bit too easy..)

18. I understood more when reading the course notes, then when attending the lecture. The weekly assignments did not look like the exam questions. The example exam was much easier than the actual exam (especially for part A).

19. The teacher should accept tips about his way of teaching. The exam should have been checked by the exam committee.

20. Better lectures, actually explaining the things we need to know in a way everyone can understand, not just the people who have done this multiple times before.

21. More explanation during the lecture and examples or a more understandable lecture slides. It is a

introductory course to Math, so please make it introductory -> more understandable. Because at least around 70% of the students of the course had problems with the way of explaining during the lectures

22. better explanation of how to do the exercises during the lectures, the teacher should be decent in english

23. First, it would be much better if the explanation of the course notes was more concise. It's way too detailed and complex. To me, the teacher went too fast and couldn't handle our questions well enough. After a lecture, I had no idea what I learned. However, we gave the teacher a lot of feedback, the improvement he made wasn't enough for me to catch up and give me the feeling I could pass the course. Second, the homework was usually too difficult, there were even some exercises the TA's didn't understand. I find it very strange the teacher expects us to make those hard ones, even with a lot of help from internet and other people, they were far away from doable. I had calculus on high school, but it felt like all the knowledge I learnt definitely wasn't enough to make the exercises. Third, the pace which people had to cover 3 years calculus/probability in 2 months was insane. In my view, I felt like I was studying Math instead of AI. It would be better if we got more time to catch up and practise the new stuff. Last, I found the exam very unfair. Due to the multiple choice, there's a probability some people will pass mainly because they're good and guessing, while others fail, because they made a small mistake in their calculations. Moreover, the level of the practice exam the teacher provided, was very easy compared to the actual exam. He should provide us a representative exam instead. In short, I'm not happy the way the course was given and I hope my feedback can improve it.

24.

25. More clear explaining during lectures

26. Like the teacher already does/improved on: give more examples during the lectures. Also make and check the cheat sheets yourself and not by a student, then everything would have been on it, but not too much. Because people need to adjust to the mathematical notation, explain in the beginning more of that so we as Study Committee don't have to make an extra explanation booklet. Maybe also provide us on more extra exercises for who wants, because practising with one exercise per subject is too little for mathematics.

27. The organisation, things like checking the exam before it's handed out, making sure everyone follows the lectures (because there was a lot of new stuff for a lot of people which was considered 'basic').

28. The course material was extremely theoretical, more actual examples would have been more beneficial to me.

29. Giving more examples along with the explanations.

30. Clear explanations, clear goals and answers provided of all Exercises after the homework.

31. Better preparation for the test, a correct representation of the practise test, more opportunity to practise exercises on your own with answers/more practise material, no faults in exam and coherence between difficulty level of homework and test

32. Teaching style

33. Coherence and interconnection between subjects and better explanation for random variables as well as more examples

34. The lectures did not help understanding the material whatsoever. In my opinion, teacher's way of explanation is not the best. He tends to sometimes go really in depth and explain unnecessary information while skipping or only just mentioning key points briefly.

35. The exam was way harder than the homework exercises.

36. Provide answers so students can actually practise for the test with the right materials

37. Make sure there are no mistakes in the exam. Homework should be about stuff discussed in the lecture

38. More clarity about what is expected of the students. The lectures have to improve. They were very difficult to follow and the didactic skills of the lecturer were not good enough. There was also no representative test to give you an idea about what to expect on the exam. There were also mistakes in the exam.

39. Course notes with better explanation More elaboration on the general usage of functions

40. Main improvements: try to improve talking and giving examples as a teacher. Try to start on the entry level for course. A lot of people had trouble getting in to the course, because of the misunderstanding between teacher and student. The teacher was quite knowledgeable about mathematics, but had a hard time explaining it in understandable terms for students fresh off of high school. Use of the blackboard improved over the course, but try to improve blackboard usage as in: well defined section, and some smaller examples to whet the appetite for the later more complex examples.

41. De lectures en de professor

42. The lectures were abysmal regarding the explanation of the material. The proofs that were provided don't help much toward the understanding of the material either. Some more elaborate explanations would have been great.

43. Grant answers for all questions in study guide, make the course notes more clear. Give more examples during lectures. Please also give more example exams and make sure they match the difficulty. Also grant information about how to study for the resit

44. Teaxger

45.

46. everything else apart from my last answer.

47. The practice exam was a lot easier than the actual exam. The lectures where hard to follow but i will say they improved a little bit with the use of examples. The homework took very long to make and was difficult. It was unclear what we should know since in the lectures the proof of the formulas were given but we didn't need that. Also we never had an exercise about correlation in the homework or practice exam but it was on the actual exam. And there were mistakes in the exam and it took me a long time to realize that it was a mistake and because of that i lost time on other things. Multiple choice is a stupid and unfair way to check if you understand math. And if you say there is a question that isn't one point then say how many point it is.

48. Workgroup classes were pointless.

49. The professor often forgot that he was supposed to teach first year non-mathematics students and really went on his own pace. Which was really high, we even had time left over at the end of the course. He could go slower and use more time to give applied examples of the theory he just explained. Also during explaining theory he could ask the students if they could finish the formula - so more interaction with the students - and go less in depth and more in to general application. We now got a lot of proofs which weren't necessary for the course, this time also could be spent on giving applied examples.

50. Explainations in the lectures

51. More exercises to practice with, either more time for the course or less content, lectures should show easy full examples, lecture notes should be more suitable for people who just graduated high school

52. The lectures and teacher

53. A lot of complaints have been give about the lectures already and the lectures did improve due to

this, more examples is the biggest improvement although I think the examples given by Solleveld where still quite difficult to follow and there are definitely easier ways/examples for explaining the subjects. Also the test exam that was put on blackboard was way easier than the exam itself giving us a wrong image of what the exam would look like. And neglecting students asking for a question hour and almost all other students agreeing on that to give a lecture about subjects that aren't part of the stuff we have to know for the exam seems kind of weird to me too.

54. Work Groups: homework is to be done at home. Work Groups should aim to make the material clearer by solving other problems with the free help of the TA (meaning the TA has the right to show and explain the solutions), similar, but not exactly as the homework and the expected exam. This way, students get twice as much involved in the material (once - with the homework and the second time with the work groups).

55. I felt like the lecture didn't really connect to the homework. I mostly figured out how stuff worked on my own or during the workgroup. The lectures were not very helpful,

56. Start with problem solving examples regarding AI. Then only, if at all, give proofs and notation. There was no connection between students and teacher, as could be seen by the diminishing attendance during the course. The study sessions with TA are a fantastic idea. Perhaps check them though because ours was terrible and not helping.

57. well first of all.. the lectures themselves could really use some improvement, they are very boring and the matter is (from my opinion) bad explained. I think the main with the course is that the bar is put too high and in the lectures they could explain the basics somewhere instead of jumping immediately to the hard part, by which the lecture is in some way ruined, because almost no one could follow any more

58. lectures, how stuff was explained

59. Other type of lectures, really explaining how to solve a problem instead of the theory. Workgroups where you can actually ask you questions how to solve something. More practice material.

60. The teacher and course notes

61. More examples with explanation Less proves Slides should be more clear and readable Less difficult exercises Don't do any exercises at the exam that aren't on the cheat sheet

62. More examples should have been provided.

63. focus on math for AI ,as the title says, instead of just calculus. Especially application of math to AI. In general the course was not user friendly, especially for beginners like me. The explanations were difficult to follow, simple concepts were explained in difficult ways. Little to none examples, no worked example provided, no additional material for self study. If this was a product, I would never buy it again. If it wasn't for internet, I would have understood 0 about the topics of the course.

64. The lectures covered the basics but not enough to do the homework and the exam. The exam was also significantly more difficult than the test exam that was provided beforehand.

65. I followed Mathematics 1A last year as well, and this time it was definitely way more difficult. The exercises were very hard, especially because we didn't have many exercises to practise and because the lectures were not always clear (at least to me)

66. The time schedule could have been better. The teacher could provide more exercises or at least examples of the materials we needed to know for the exam. Overall the communication between teacher and students could have been a lot better.

67. Exercises and exam of the same difficulty

68. I had the idea that the teacher thought that the students were capable of solving much more difficult problems, than what was really the case (I guess this holds for the majority of students). I spent hours and hours on homework, and found some questions (also on the test) undoable. My foreknowledge is 'wiskunde B' at VWO and I found the course very difficult. So I think this course is even

harder for students who had 'wiskunde A'. Then a remark about the lectures: the teacher sometimes asked who was not familiar with a certain mathematical theory/method (e.g. the quotient rule for differentiation). If some students, say 10, raised their hands, the teacher said 'Oh the majority understands, so I go on', leaving those 10 people clueless for the rest of the lecture. In my opinion, the teacher should take the time to explain such a concept (even it is briefly) so that everyone understands, not only 'the majority'.

69. Less proof during lectures. More examples. More (less) difficult exercises

70. Make it less boring with examples instead of losing everyone in the theoretics.

71. 1) Change explanation from the "let us prove" to "where and how we can use it", A.I. is not about math it has more in it, it is not expected from us to become mathematicians, we should be able to use math as a tool. 2) More precision. Every lecture we heard something in between the lines "oh, I forgot how to do this, let's try another way" 3) Explanation of the examples on the blackboard in English not just assume that everyone understands whatever is being written. 4) Do not make mistakes and if one knows that he/she is doing mistakes then one should double check or use the help of others. 5) Send exam to the Examination Board to check it before handing out... 6) Be more self-confident, students are here to learn and not to judge.

72. Well, there are quite some things that need to be improved. First of all, the homework: there were quite some exercises that were not in course notes, but were added by Maarten in a separate pdf file on Blackboard each week. The thing about this is: those exercises were more difficult than those that were given in the course notes, and little was explained on how we should tackle/solve them. This resulted in some endless discussions about how one should start solving them in the working groups (and also beyond the working groups). In my workgroup atleast, we tried to use Google/Khan Academy/other educational sites to give us some hints in the right direction, but all of this costed a lot of time. Sometimes, even the TA's did not know the answer to these questions. And that was really frustrating to me. How were we going to 'replicate' the knowledge we had learned onto the exam? Second of all, the exam itself. In preparation for the exam we had received a practice exam of 2016-2017, which was the resit of last year. Those exercises were quite do-able, but it was completely different in comparison to the actual exam. It was not representative in what we would get in the 'real' exam. And the thing that bothered me the most is the fact that it was a multiple choice exam. I have heard from some people that they did not put a lot of effort into studying, and still somehow manage to have the correct answers for the multiple choice part of the test. Whilst other people, like me, have put quite an effort in into studying for the exam, and they do not have the correct answers because they were doubting a lot between the answers. I really thought this was unfair - why are the people who studied hard but get anxious during the test 'punished' (okay, a somewhat extreme term) for doing their best? The exam, was in my opinion also too long for the time span we had (105 minutes for maths A + maths B), and contained typos, which were annoying to me.

73.

74. Apparently a different teacher

75. The lectures: clarity and way of explaining

76. No multiple choice exam

77.

78.

79. - It would have been very helpful, if we actually got any practical help in terms of how to solve the exercises. The theory lectures were much about proofs and other difficult aspects not needed for the exam, and the practice sessions were more about checking us (if we didn't cheat in the homeworks) rather than helping us. We never got any practical help on how to solve the exercises, so most of us learned everything from youtube videos. Towards the end of the course, the lecturer started giving examples, but his speed made it impossible to follow them. - I spent approximately two entire days per week just studying for this course, and that wasn't enough to pass even though I have always been

good at math. It would have been pretty much impossible to put in any more time, since many other courses running parallel also needed effort. I think it was just too much too fast, a lot of information crammed into a very short course. I believe spreading this material throughout a longer period of time would help, or somewhat decreasing the amount of the study material.

80. Different lecturing strategy. Less proofs, more clear examples

81. The lectures were too hard in comparison with the exercises. They were also.. boring. But the latter was probably because they were too hard to follow.

82. Mostly it needs to be clearer in the very tiny details. Small steps in the thinking process the need to be done at least once to come to a solution to a problem.

83. more exercises

84. One homework assignment for probability was more focussed on calculus (the integral), then the actual probability aspect

85. Our professor was rather bad at explaining the material, so the lectures were not really useful. Also the communication about the exam and what we needed to do was bad.

86.

87.

88. If you want to build a ship, don't drum up people to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea. Antoine de Saint-Exupery

89. More examples More time between lecture and workgroup

90. Make math more interactive with the students, I know that are a lot of students but you should every individual why he has that bad grades for example not just pass this thing.

91.

92. better course notes, professor who listens to feedback and exam that was reasonable

93.

94.

95. It would be awesome if we get some kind of preparation for all the terms in englidh because its very hard to follow it at the beginning (maybe in the orientation week?). And i had a hard time trying to follow the lectures.

96.

97.

98.

99. Other lecturer, better examples, lectures that connect to the course notes, an exam that connects to the practise exam & exercises and an exam that tests more than just a small part of the subjects

100. The lectures did not help at all, none of what was taught was understandable, and none of it was asked on the test. Also, the TAs where only allowed to help very minimally, which is really terrible course design, as in the end nobody really understood everything, and they could not ask their teacher nor their TA

101. The teacher can not teach. The teacher has no idea what the students need.

102. I would have liked more examples and explanations during the lectures and less proofs

103. Lectures, Workgroups and communication between TA's and lecturer

104. Everything was very abstract and technical, which made it difficult to understand

105.

106. the practice exam was totally different from the actual exam, so this did not give a good impression of the exam

107. Because Mathematics is very important for AI I would suggest that another teacher is holding this course in the next year! The quality of education in this program is really high and I like that. This teacher does not fit into this program! At least he confessed that he had errors on the test and reduced the grading key so that it was not too hard to pass this course and motivated people could also grade high.

108. Make the lectures more like the exercises

Other comments and/or explanations regarding the answers you gave to specific questions.

n 108

1. Lectures were way to difficult to follow so i had to look everything up on internet

2.

3.

4.

5. As already mentioned we didn't know what to expect in the exam because homework was usually really hard to manage even with help of TA's and even studying really hard on the exam and doing well on the practise exam we received as a preparation didn't help at all to do well on the exam..

6.

7. Shouldn't this point be at the end? In the actual exam, there were a lot more multiple choice questions than in the example. There were mistakes in the exam and 'doorwerkfouten' were punished, in the sense that it was impossible to complete the open questions if stuck on the first of three subquestions. Much of the course, especially the complicated homework exercises, did not seem to have any place in the exam, and thus felt a bit useless, even though I have had to spend a lot of time on them. I have not attended the work groups, due to having done them last year and a scheduling conflict, so I know nothing about the work group assistant.

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10. There was no clear communication from the lecturer about the content that was needed to be mastered to pass the course.

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16. The exam did not in any way reflect the practice exam, it was plainly too hard.

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20. I did most of the work myself, searching for videos online and buying a book about the topic to try to understand it.

21.

22.

23. I hope my feedback fitted in the answer box, because it was so long, I'm not sure if it covered my whole feedback.

24.

25. The course notes had a lot of (unnecessary long) text, as someone with dyslexia and ADD, it is impossible to read and understand these long paragraphs. I feel like this should be subject to improvement

26. Don't make the exam multiple choice or divide it in more subquestions. This because mathematics isn't about the answer, but more about the way you come to the answer. Also you avoid mistakes like in this exam..

27. The course was tough, and the quality of the lectures (especially explaining things) should improve

28.

29.

30. Proving a function works is not explaining it

31. Exam was very ill-fitted in comparison to the preparation that we had to. Either change the difficulty of test or give the chance for better preparation

32.

33.

34. I think this course required too much individual work on analysing the material, as the lectures had no use

35. The exam should be checked before hand to see if it is not too hard and that the questions are correct.

36.

37.

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39.

40. feedback for the exam: there were typos in the exam, some critical, some less so, which were not communicated properly. So some people never even knew one was a typo until people mentioned it afterwards. Furthermore basing a math test on 8 multiple choice questions (and 2 open questions, but they were acceptable, I guess...) seems like a bad idea, as one can do 9/10 steps in the calculation correctly but make a tiny mistake at the end, which gives a false answer. This is then 1/10th of the questions answered. Hindered by a mere arithmetical error. A better solution would be to add a bit more

multiple choice questions, with just a few easier ones, so that you can at least create a buffer against arithmetical errors. This won't be much harder to grade as there is no sum to grade, just A,B,C or D. This would be my main complaint, as the point per question ratio is just too high for a maths multiple choice test (which in itself is already a little bit odd)

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49. I am neutral about the usefulness of collaborating with fellow students and the TA because the material was explained so vaguely that I often wasn't able to apply what we learned during the lectures and had to ask step by step what to do during the tutoring sessions, which didn't really improve my understanding. The exam was very short - 10 multiple choice questions of which you had to have 6 correct to pass - and each question was quite difficult making it very possible that you made a mistake halfway through, which would normally give you half of the points but now, because of the multiple choice, you get zero points. Also the practice exam that was given was much easier than this exam.

50. The exam wasn't double checked and question 1 of the calculus part had a typo which cost me 20 minutes during the exam

51.

52.

53.

54. Student-teacher communication. More examples.

55.

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57.

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60.

61. I answered "strongly disagree" for organisation because I didn't think the information provided was good.

62.

63. Well. I think this is exactly the way to NOT teach to people

64.

65.

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68. I graded the course with 'Bad' because of the remarks on the page before (extremely hard exercises/test). In the end, 2.5 out of 7 points were enough to pass the exam. This is only 35%. I think it says something valuable about the difficulty of the test. However, I am super glad that the teacher set this norm and didn't set a norm beforehand. So, that is a good thing about the course :) N.B. I cannot speak for everyone and I think there are also people who did not have struggles to pass the course. However, this is how I experienced the course, compared to other mathematics courses I followed during the first quarter.

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75. The lectures were often vague and also went off topic, explaining why something was so rather than how to apply it (with examples)

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81. The 'tempo' of the homework was good

82. The TA's weren't correcting the homework similar strictness.

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107. Also disappointing was that he could not solve the example exercises he gave during the lecture ... so he obviously was not prepared as well. Sometimes he seemed nervous maybe he just was afraid to talk in a big lecture hall.

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