

Instructor: **Ferguson, Samuel**
Subject: **CS**
Catalog & Section: **5002 01**
Course ID: **38888**
Objectives:

Enrollment: **6**
Responses Incl Declines: **4**
Declines: **0**

Instructor Related Questions: Samuel Ferguson (11 comments)

Q: What were the strengths of this course and/or this instructor?

- 1 Sam knew his materials and was supportive in trying to adjust the homework due dates and providing extensions frequently.
- 2 Came off as very condescending, and at times seemed to somewhat make fun of students who did not understand concepts. It was like he talked down to them.
- 3 Sam was knowledgeable and always willing to answer questions and provide assistance promptly. He gave amazing feedback. The assignments and quizzes were challenging but fair, and I felt like I learned a lot throughout the course.
- 4 math knowledge

Q: What could the instructor do to make this course better?

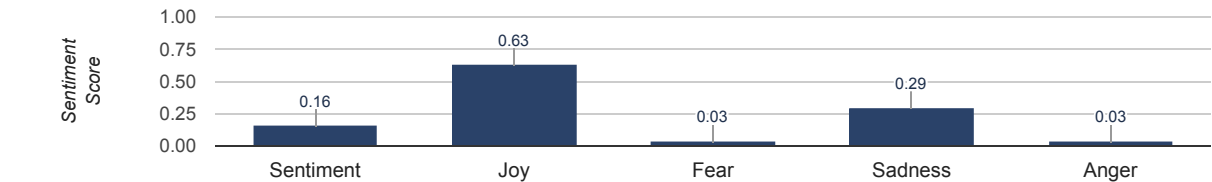
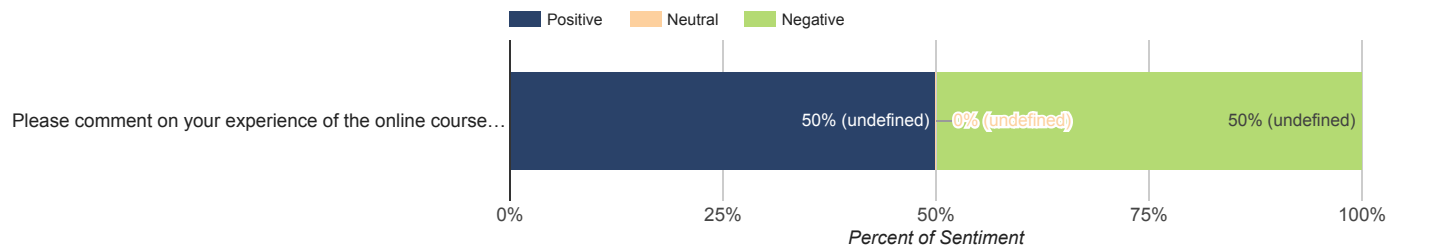
- 1 Not expect students to master or understand course materials before class starts. That's why we need teachers and TAs. Everyone struggled with the homework assignments the most and as much as I understand the teacher wanted to help prepare us, it felt the exact opposite for me for the exams as the questions were all over the place. Books and classroom time did not provide sufficient information to transition from applying lessons in one general or basic scenario to scenarios we've never seen or encountered before.
- 2 Putting more effort into making verbal interactions more enjoyable.
- 3 Recording lectures and providing in-class exercises to work together during class.
- 4 no flipped classroom if all students dont want, not be rude and condescending to students, seems to negatively focus more on black students, non math phd students should not be expected to learn math through a text book, homeworks were not in a doable range for our level

Q: Please expand on the instructor's strengths and/or areas for improvement in facilitating inclusive learning.

- 1 Please do not expect all students to be full-time students. Having homework due within 2-3 days that expected 10-15 hrs at the start of semester showed how the class was not inclusive for those working full-time. Many students did not have the same background and lacked a STEM background which meant we were looking at a lot of the material for the first time or needed review of step by step in layman terms of what the books were supposedly trying to convey. Because the coursework initially ended up being due before the weekends, I was always playing catch-up since week 1 and did not allow me to list questions needed to understand the material all the way up to midterm. The homework length and difficulty, which required long hours for new scenarios and frequent submissions with little to no support outside class hours and professor hours (which I did use majority of the time), absolutely got in the way of trying to learn and master the topics beforehand. The homework focused on applying lessons to very difficult questions before ensuring the mastery of basic principles to begin with. The quizzes helped to a degree in reinforcing learning, but the difficulty difference between the quizzes and homework was night and day. It was also unfair that we're being judged by both our professor and Richard where there was a clear difference in what we should focus on learning and not a clear approach on where we should focus on or what to expect for the class.
- 2 He's really smart but his tone and attitude toward struggling students discouraged them.
- 3 First, this course should have a recitation session. Moreover, Sam provided great feedback and pushed me to be a better math-performing student.

Questions to Assess Students' Online Experience (2 comments)

Q: Please comment on your experience of the online course environment in the open-ended text box



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- 1

This course was very disorganized from jumping around chapters across books and not showing a clear direct reference on materials i.e. one book might show one example for a theorem or lesson and we're expected to understand and master it before applying it in new and different scenarios we never seen before on homework. The online content was hard to reference for these situations ★☆☆☆☆
- 2

I enjoyed the online experience, especially with having the ability to record lectures and re-watch Team's recordings easily. ★★★★★

Student Self-Assessment of their Effort to Achieve Course Outcomes (4 comments)

Q: What I could have done to make this course better for myself.

- 1

I worked full-time and did not have the hours to study more outside of constantly cutting hours of sleep. I even ignored and dropped my other class to focus on this course in addition to using after hours.
- 2

A flipped classroom did not work for me.
- 3

Doing a math preview on proof writing before the semester started and consistently reading course materials before class.
- 4

mandatory math review