

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering

ASEN.2014.Summer2

Course: AS.110.201.88.SU14: Linear Algebra

Instructor: Apurva Nakade * ,Jordan Paschke

Response Rate: 27/34 (79.41 %)

1 - The overall quality of this course is:

Response Option				Weight	Frequency	Percent	Percent Responses	Means							
Poor				(1)	2	7.41%	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div>							
Weak				(2)	1	3.70%									
Satisfactory				(3)	11	40.74%									
Good				(4)	10	37.04%									
Excellent				(5)	3	11.11%									
N/A				(0)	0	0.00%									
							0	25	50	100	Question		School Level	Department Level	
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median	
27/34 (79.41%)		3.41	1.01	3.00	836		4.23	0.90	4.00	115		3.58	0.97	4.00	

2 - The instructor's teaching effectiveness is:

Apurva Nakade

Response Option				Weight	Frequency	Percent	Percent Responses	Means							
Poor				(1)	2	7.41%									
Weak				(2)	2	7.41%									
Satisfactory				(3)	10	37.04%									
Good				(4)	11	40.74%									
Excellent				(5)	2	7.41%									
N/A				(0)	0	0.00%									
								0	25	50	100	Question	School Level	Department Level	
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median	
27/34 (79.41%)		3.33	1.00	3.00	1058		4.21	0.93	4.00	193		3.67	1.06	4.00	

3 - The intellectual challenge of this course is:

Response Option				Weight	Frequency	Percent	Percent Responses	Means						
Poor				(1)	0	0.00%	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div>4.15</div><div>4.29</div><div>4.14</div></div>						
Weak				(2)	0	0.00%								
Satisfactory				(3)	4	14.81%								
Good				(4)	15	55.56%								
Excellent				(5)	8	29.63%								
N/A				(0)	0	0.00%								
02550100								Question		School Level		Department Level		
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
27/34 (79.41%)		4.15	0.66	4.00	836		4.29	0.80	4.00	114		4.14	0.74	4.00

4 - The teaching assistant for this course is:

Response Option				Weight	Frequency	Percent	Percent Responses	Means						
Poor				(1)	1	3.70%								
Weak				(2)	2	7.41%								
Satisfactory				(3)	3	11.11%								
Good				(4)	10	37.04%								
Excellent				(5)	7	25.93%								
N/A				(0)	4	14.81%								
02550100								Question		School Level		Department Level		
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
27/34 (79.41%)		3.87	1.10	4.00	835		4.25	0.97	5.00	115		3.74	1.04	4.00

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5 - Please enter the name of the TA you evaluated in question 4:

Response Rate	22/34 (64.71%)
<ul style="list-style-type: none"> • Si Yu • Sarah • Si Yu • Sarah Yu • Jordan Paschke • Si Yu • Jordan Pasche • Jordan • Jordan Paschke • Si Yu • Si Yu • Jordan Paschke • N/A • Jordan Paschke • Si Yu • Jordan (improvised TA) • Apurva Nakade • Jordan • I spoke to both Apruva and Jordan. • Jordan Paschke • Si Yu • Si Yu 	

6 - Feedback on my work for this course is useful:

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Disagree strongly	(1)	3	11.11%	<div></div>							
Disagree somewhat	(2)	3	11.11%	<div></div>							
Neither agree nor disagree	(3)	6	22.22%	<div></div>							
Agree somewhat	(4)	8	29.63%	<div></div>							
Agree strongly	(5)	5	18.52%	<div></div>							
N/A	(0)	2	7.41%	<div></div>							
				0 25 50 100	Question	School Level	Department Level				
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
27/34 (79.41%)	3.36	1.29	4.00	836	3.96	1.07	4.00	115	3.48	1.21	4.00

7 - Compared to other Hopkins courses at this level, the workload for this course is:

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Much lighter	(1)	0	0.00%	<div></div>							
Somewhat lighter	(2)	0	0.00%	<div></div>							
Typical	(3)	7	25.93%	<div></div>							
Somewhat heavier	(4)	10	37.04%	<div></div>							
Much heavier	(5)	7	25.93%	<div></div>							
N/A	(0)	3	11.11%	<div></div>							
				0 25 50 100	Question	School Level	Department Level				
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
27/34 (79.41%)	4.00	0.78	4.00	837	3.39	1.06	3.00	115	3.66	0.90	4.00

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8 - What are the best aspects of this course?

Response Rate	22/34 (64.71%)
<ul style="list-style-type: none">• Having the video lectures we can watch them whenever we have the chance. Additionally, the lectures are very thorough.• Ability to watch lectures when I had the time.• Jordan explains very well.• The pace was very good and the teaching style was easily understandable• Fast credits.• Covers the material in a way that is fairly easy to follow. Several weekly TA sessions are good too even though I can rarely attend them live are also very helpful. Review problems that are provided for exams are also good.• You can watch the lectures at anytime throughout the day• Everything• I like being able to watch the lectures at any time, including rewatching them to study.• Jordan is very easy to understand and covers the material very thoroughly and clearly.• The TA sessions with Jordan, where he is very willing to be available to answer any questions.• You can watch the videos when you want and you can rewatch a lecture many times.• The content is interesting.• The online factor made it a very flexible course• N/A• The Lectures were actually pretty fun and interesting, and the material was presented clearly and simply. If I was struggling with a concept or problem I could get help with it at the TA sessions. Everything was well organized, and I could tell that both instructors cared about how well we actually knew the material (as opposed to whether we were simply able to do the math). I enjoyed the course, and the homework problems were well picked to give me a deeper understanding of the concepts as well as practice the current material. To summarize, the best aspects were the clarity, the homework, and the TA sessions.• The best aspects of this course were the convenience with the online option.• I wasn't expecting an online course to be run so well. In many ways, it is comparable to an actual class. The lectures for interactive and helpful. Homework submission was easy and painless. The grading was fair.• The TA sessions were extremely helpful and the instructors were great at helping individual needs to ensure that everyone had the opportunity to succeed• None• I love the Frame of the course• The course is very challenging. It forces you to think outside of the box. The online format is a different style of learning, but the setup allows for you to effectively learn.	

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9 - What are the worst aspects of this course?

Response Rate	23/34 (67.65%)
<ul style="list-style-type: none">• The workload was significantly heavier than a normal summer math course. Near 40 problems a week is a lot to handle for people with jobs and other summer activities. Additionally, the quizzes were on the material that was just taught so if I was busy and missed one lecture on Monday or Tuesday I would have to stay up watching that and the new one in order to take the quiz. I wouldn't have a chance to catch up at my own pace. Also since it was new material on the quiz I didn't have a chance to learn it before taking the quiz. The quizzes should have been on the concepts from the prior week that we learned in the homework due the day before. That would have reaffirmed those concepts.• The lecturers either went through the material extremely slowly or very quickly.• Jordan takes a really long time to explain things.• The abstract concepts not fully connected to an application we are familiar with• WAY too long lectures I have to keep up with everyday.• Long homework assignments during the weeks of exams is difficult. I am taking two classes so having homework from both of them in addition to studying for exams and keeping up with lectures can be incredibly difficult and exhausting. Shorter or no assignments on those weeks would be good.• The lectures and TA sections are long and the course requires a big time commitment• Nothing• Sometimes hard to read what's written. I think the professors are using a writing tablet so this is probably a shortcoming of Blackboard Collaborate. I think Jordan does a better job of explaining things than Apurv, but he also goes way over scheduled class time.• Again, Jordan covers the material very thoroughly, but sometimes says the same thing three times and ends up spending longer than necessary on each piece of material. I appreciate his clarity, but it makes it hard to pay attention when the lectures are so long and sometimes slow. Apurv was a bit faster. Also, there are so many hours of lecture each week, plus TA sections, so it takes a lot of time and it's hard to keep up with lectures; sometimes it's easier and more efficient to learn everything just from the textbook.• The speed and workload of the course. There was too much covered and not enough time to absorb the material. Too much homework and not enough feedback about the problems. There was not much time to review for tests since new lectures continued during the week leading up to the test. Dedicating a session or two to just review, allowing students time to study in and out of class, would be helpful.• The lectures often ran over half and hour over the expected time and there were many technical difficulties.• Workload does not accommodate students who are doing other activities such as internships and such. Lectures are always 2 hours long, which is not useful since its very difficult to be able to have time then to watch the lectures and read the textbook and do the homework.• What is a good aspect, can also be a bad aspect when there is so little structure that you don't notice you're drowned until you do.• N/A• On weeks with midterms, we were generally given the exact same amount of homework, if not more, than we did on normal weeks. The professors would account for this by extending deadlines a little, but the homework loads were generally very heavy and it was far too time consuming when we needed time to review other material.• The worst aspect of this course were the disorganization of instructors, tests unrelated to homework questions, unreasonable amounts of homework, and pointless quizzes.• The timing of the exams. (Fourth of July, really?!)• -Disorganized - especially with e-mails -Quizzes did not always work -Teacher and TA do not reply to e-mails in a timely manner -TA very rude through e-mail (have proof of this) -Could not understand TA due to accent• The time crunch made it hard to master the theory of the course• TAs regularly ignored my emails. Offered no help and was frequently given the run around.• Too many Homeworks!!!! I mean too many!!!• I wish we could have received feedback on homework. It would have been helpful to see what problems were being missed on the assignments. The solutions that were given were not helpful. Also, as of now I am very confused with the grading scheme. My performances on the tests seem to merit a final grade of at least a C+ but the grade that is being shown is much lower. I am currently very confused. Math classes always seem to curve where the average is a B or B- and right now it seems that the average in this course is being interpreted as a C-. If this does not change, I will be extremely disappointed with the course.	

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10 - What would most improve this class?

Response Rate	22/34 (64.71%)
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- More flexibility would be very nice. An online course shouldn't be so strict in timeline that getting behind by one class would be hugely detrimental. College students should be able to manage their time in a way that is best for them.
- Have the quizzes be on the material that was just covered in the homework.
- Shorter lectures.
- Quizzes should be multiple choice but you have to solve for the answer
- Shorter lectures, less homework (especially because they only grade about 10 problems out of the assigned 30 or 40)
- I would appreciate equation/concept review summaries to be sent out before exams because sometimes the book and even lectures can be vague or too complicated to get the basic idea of the problem type.
- Shorter lectures
- Nothing
- I think it would benefit the class if the teachers graded the homework so they could better see what students are having trouble with and communicate with them better.
- Get through material even so slightly faster, not saying the same thing so many times (although sometimes it is nice to hear it in a different way).
- More organized lectures, and lectures of the same format. It seemed that the first week of lectures were more organized and of the same format in TeX, then the styles diverged. Posting the powerpoints after the lecture for reference would be helpful as the videos are hard to navigate to re-watch. More worked-out solutions posted, especially from the homework. A note card or at least a calculator for the tests. Sometimes on tests, basic math is hard to remember, causing errors to come out wrong.
- More concise lectures and more examples in lecture
- Shorter lectures.
- Perhaps attendance points. Try to encourage live discussion rather than recordings
- N/A
- A lighter homework load on the weeks with midterms.
- The second exam should have been a week earlier.
- -More structure
- Presentations that did less of what the book had and more examples
- Different TAs and instructors.
- Reduce the amount of homework. no need to assign so much homework.
- Perhaps quicker feedback on the exams would be helpful. I did not know my performance on the second midterm until the night before the final.

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11 - What should prospective students know about this course before enrolling? (You may comment on any aspect of this course such as assumed background, readings, grading systems, and so on.)

Response Rate	21/34 (61.76%)
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- This course does not stick to an hour and fifteen minute lectures and staying on schedule is extremely important. You will not have a single free moment all summer if you work full time and take this course.
- It is important to watch all the lectures.
- Online version is much more manageable and the teaching is superb
- LONG lectures, quick paced.
- It moves very quickly and having calc 3 under your belt is good or, like me, be currently taking calc 3.
- They will spend a lot of time everyday in order to keep up
- Don't work while taking the class
- I was very surprised that not every homework question is graded. I believe this impacted me negatively on the first homework as it seemed every problem chosen to grade was one I had more trouble with.
- Plan to spend a lot of time doing homework and practice problems. Some parts are a little tedious but each chapter provides a foundation for the rest of the material, so stay on top of it.
- The workload and the speed of topics covered was much greater and faster than anticipated. Though the course required only Calc 2, it seemed that more knowledge such as of Multivariable and Discrete was helpful. Prior knowledge of topics covered is helpful because of the speed of the course - there was not much time to grapple with and fully understand new concepts.
- Read the textbook.
- Don't get caught by missing a "few" days
- N/A
- Not much of a prior background is assumed. The course is taught clearly and help will be available during off-hours if you are struggling with the homework, a specific type of problem, or a more general concept.
- Prospective students should know that this course is very difficult and you should take it with professor who know what they are doing.
- You will find it's just as effective as an ordinary course. Homework assignments are long as should be expected for a 13 week course that gets condensed to 6.
- -You will need to teach yourself a lot of the material
- Very easy to get behind
- Avoid
- Prepare your time. This course is really time consuming. There will be about 40 homework problems per week. You will see.
- As with all math courses, it is very challenging.

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12 - Why did you take a course this summer?

Response Rate 23/34 (67.65%)

- For my internship that I am doing this summer, linear algebra was one of the required courses to have been taken (and had been extremely beneficial in the work I've been doing).
- I needed to complete Linear Algebra due to schedule conflicts next semester, and I needed the flexibility to attend lectures whenever and wherever because I am interning.
- I thought it would be a good experience.
- To retake the course and to get a feel for the pace of summer courses
- To earn credits without using up my time during the school year.
- I needed to have this for my physics class even though it is not technically a co-requisite. I am trying to catch up/get ahead with my math.
- I wanted to take it before the fall so that I would have a lighter load
- To complete pre-med requirements
- Need Linear Algebra credit to finish my degree.
- I needed to retake lin alg because I failed it in the spring. Jesus Martinez Garcia is a VASTLY less effective linear algebra teacher than both Jordan and Apurv. I wanted to move on and take Calc III in the fall so as not to get behind.
- Necessary for my major and for prerequisites for courses next semester.
- It was good timing
- I needed it for my major.
- I felt like I was behind in classes compared to other students in my major and year. I wanted to get ahead of the game.
- N/A
- To prepare for my physics classes next semester and avoid a heavy course load.
- So that I didn't have to take it during the year.
- I am double majoring in math and taking this makes my workload more manageable during the busy semesters.
- -Thought I needed it for my major but turns out I did not.
- To get a hold on credit audits
- I had to.
- Need to gain knowledge on Linear Algebra.
- I needed to make it up from past poor performance.

13 - Regarding your decision process to take a summer class, what were some of your obstacles/concerns?

Response Rate 22/34 (64.71%)

- I was very concerned about being able to balance the work load with a full time internship. I wasn't sure if I would be able to dedicate the needed amount of time to the course.
- Proctoring of exams.
- no.
- The cost of the class and the timing of the live sessions
- Being able to keep up with the lectures.
- Proctoring and exams in general are difficult because everyone leaves town during the summer. I was also concerned that I would not have enough background math for this course.
- None
- Work
- I didn't want to have to go somewhere every day. I'm close enough to Hopkins to go there for tests (about 40 minutes) but I have to park about a mile away.
- I work two jobs during the summer, so it was hard to keep up with the material. I learned more than half the material from the book rather than taking all that time to watch the lectures (although both would have been helpful, had I had time).
- I was working full-time while also taking the course. There was not much time I could dedicate to the class during the week.
- Having time to do all the work.
- Scheduling, I wasn't sure how this class would work out with traveling and vacations. My main concern was that I would not be able to discipline myself into taking this course.
- N/A
- I was concerned that help would not be available if I got hopelessly stuck. This never actually became a problem.
- It didn't feel like a real course because it was during the summer, I don't recommend it.
- I wasn't expecting an online course to be run well. I was wrong.
- -Disorganized lectures, not the same as in person classes - will never do this again.
- Not a great choice to take with Online CALC 3
- Availability. Time.
- Fee and time scales
- The high financial cost, large time commitment, and uncertainty of ability to learn through online format.

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14 - What other courses not currently offered during the summer would you like to see offered?

Response Rate 19/34 (55.88%)

- CAD would be a good course to take over the summer if it was online and spread over two semesters, made for people that need the skills for a current internship.
- none
- N/A
- Intro to chem, bio, etc.
- I don't really have a need for others right now.
- None
- elements of microeconomic theory
- N/A
- N/a
- More programming courses
- Computer Science and Automata
- A writing intensive course, preferably correspondence or something of the like
- N/A
- Physics courses for physics majors, e.g. waves and relativity, quantum mechanics, etc.
- Nothing specific.
- N/A I didn't look for any other courses.
- n/a
- Online coding and programming
- Can't think any

15 - The instructor seemed genuinely concerned that students learn the material.

Apurva Nakade

Response Option		Weight	Frequency	Percent	Percent Responses	Means								
Strongly disagree		(1)	1	3.70%										
Disagree		(2)	1	3.70%										
Neither agree nor disagree		(3)	12	44.44%										
Agree		(4)	9	33.33%										
Strongly agree		(5)	4	14.81%										
N/A		(0)	0	0.00%										
					0	25	50	100	Question	School Level	Department Level			
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
27/34 (79.41%)		3.52	0.94	3.00	193		4.08	0.89	4.00	193		4.08	0.89	4.00

16 - The professor gave clear, well-structured presentations.

Apurva Nakade

Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Strongly disagree		(1)	2	7.41%								
Disagree		(2)	4	14.81%								
Neither agree nor disagree		(3)	6	22.22%								
Agree		(4)	13	48.15%								
Strongly agree		(5)	2	7.41%								
N/A		(0)	0	0.00%								
					0	25	50	100	Question	School Level	Department Level	
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median	
27/34 (79.41%)	3.33	1.07	4.00	192	3.82	1.04	4.00	192	3.82	1.04	4.00	

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17 - The overall rating of the professor is:														
Apurva Nakade														
Response Option		Weight	Frequency	Percent	Percent Responses		Means							
Poor		(1)	0	0.00%										
Weak		(2)	3	11.11%										
Satisfactory		(3)	11	40.74%										
Good		(4)	11	40.74%										
Excellent		(5)	2	7.41%										
N/A		(0)	0	0.00%										
					0	25	50	100	Question		School Level		Department Level	
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
27/34 (79.41%)		3.44	0.80	3.00	193		3.82	1.06	4.00	193		3.82	1.06	4.00