Southern Methodist University
Dedman - Spring 2020 - 1202

Course: IntroductiontoLinearAlgebra003H1202: MATH3304-003H-1202-MATH3304 Sect 003H 1202 : Daniel Reynolds

Instructor: Daniel Reynolds *

Response Rate: 17/32 (53.13 %)

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1 - Your feedback helps improve teaching at SMU. The following questions are asked for all SMU courses. Please give thoughtful consideration to each question.

The instructor clearly defined and explained the course objectives and expectations.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Agree	(4)	4	23.53%		Question 4.76
Strongly agree	(5)	13	76.47%		Department 4.29 / College 4.44

Response Rate	Mean	STD	Median	Department	Mean	STD	Median	College	Mean	STD	Median
17/32 (53.12%)	4.76	0.44	5.00	572	4.29	1.04	5.00	7821	4.44	0.93	5.00

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1 - Your feedback helps improve teaching at SMU. The following questions are asked for all SMU courses. Please give thoughtful consideration to each question.

The instructor utilized class time effectively.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Disagree	(2)	2	11.76%		
Neither agree nor disagree	(3)	0	0.00%		
Agree	(4)	5	29.41%		Question 4.35
Strongly agree	(5)	10	58.82%		Department 4.17 / College 4.38

Response Rate	Mean	STD	Median	Department	Mean	STD	Median	College	Mean	STD	Median
17/32 (53.12%)	4.35	1.00	5.00	566	4.17	1.15	5.00	7791	4.38	1.00	5.00

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1 - Your feedback helps improve teaching at SMU. The following questions are asked for all SMU courses. Please give thoughtful consideration to each question.

The instructor was available to answer questions inside and outside of class.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Agree	(4)	3	17.65%		Question 4.82
Strongly agree	(5)	14	82.35%		Department 4.31 / College 4.48

Response Rate	Mean	STD	Median	Department	Mean	STD	Median	College	Mean	STD	Median
17/32 (53.12%)	4.82	0.39	5.00	562	4.31	1.02	5.00	7765	4.48	0.89	5.00

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1 - Your feedback helps improve teaching at SMU. The following questions are asked for all SMU courses. Please give thoughtful consideration to each question.

The course was intellectually challenging or thought-provoking.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Agree	(4)	5	29.41%		Question 4.71
Strongly agree	(5)	12	70.59%		Department 4.38 / College 4.46

Response Rate	Mean	STD	Median	Department	Mean	STD	Median	College	Mean	STD	Median
17/32 (53.12%)	4.71	0.47	5.00	566	4.38	0.92	5.00	7778	4.46	0.90	5.00

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Instructor: Daniel Reynolds *

Response Rate: 17/32 (53.13 %)

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1 - Your feedback helps improve teaching at SMU. The following questions are asked for all SMU courses. Please give thoughtful consideration to each question.

The course helped me to develop knowledge or skills.

Response Option	Weight	Frequency	Percent	Percent Responses	Means		
Strongly disagree	(1)	0	0.00%				
Disagree	(2)	0	0.00%				
Neither agree nor disagree	(3)	1	5.88%		Question 4.53	Department 4.27	College 4.39
Agree	(4)	6	35.29%				
Strongly agree	(5)	10	58.82%				

Response Rate	Mean	STD	Median	Department	Mean	STD	Median	College	Mean	STD	Median
17/32 (53.12%)	4.53	0.62	5.00	564	4.27	1.05	5.00	7765	4.39	0.98	5.00

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1 - Your feedback helps improve teaching at SMU. The following questions are asked for all SMU courses. Please give thoughtful consideration to each question.

The instructor presented the course content effectively.

Response Option	Weight	Frequency	Percent	Percent Responses	Means		
Strongly disagree	(1)	0	0.00%				
Disagree	(2)	1	5.88%				
Neither agree nor disagree	(3)	0	0.00%		Question 4.41	Department 4.08	College 4.31
Agree	(4)	7	41.18%				
Strongly agree	(5)	9	52.94%				

Response Rate	Mean	STD	Median	Department	Mean	STD	Median	College	Mean	STD	Median
17/32 (53.12%)	4.41	0.80	5.00	564	4.08	1.21	5.00	7759	4.31	1.07	5.00

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1 - Your feedback helps improve teaching at SMU. The following questions are asked for all SMU courses. Please give thoughtful consideration to each question.

The instructor fostered an academic environment that was respectful to students.

Response Option	Weight	Frequency	Percent	Percent Responses	Means		
Strongly disagree	(1)	0	0.00%				
Disagree	(2)	0	0.00%				
Neither agree nor disagree	(3)	1	5.88%		Question 4.71	Department 4.38	College 4.53
Agree	(4)	3	17.65%				
Strongly agree	(5)	13	76.47%				

Response Rate	Mean	STD	Median	Department	Mean	STD	Median	College	Mean	STD	Median
17/32 (53.12%)	4.71	0.59	5.00	563	4.38	1.03	5.00	7723	4.53	0.89	5.00

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Instructor: Daniel Reynolds *

Response Rate: 17/32 (53.13 %)

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2 - What two or three elements of this course contributed most to your learning?

Response Rate	14/32 (43.75%)

• While taking class on campus, I thought Dr. Reynolds did a very good job of presenting course content clearly on a day to day bases, and I felt like the homework was fair and not too difficult. Dr. Reynolds was extremely accessible outside the classroom for questions and office hours. The test being open note was a very effective way to make me organize and learn the content successfully. He was flexible in taking feedback on exam format after the transition online, which was very considerate of the students situations.

• I learned most through understanding the homework and daily quizzes

• Professor Reynolds does everything right. It is obvious he cares deeply about his job, and I believe that directly translates into a better learning environment. He is also great a communicating complex ideas to us, almost making them seem easy and intuitive. Would definitely take him again if I had the chance.

• easiest transition to online classes out of all my courses. Professor Reynolds is very organized, and the structure led to my success

• Reynolds was extremely organized and gave plenty of notice for every assignment. He was consistent and never canceled class or office hours. He was helpful during office hours. I also appreciate that he was somewhat flexible on the final and listened to our feedback.

• The teacher's OH and his willingness to help. Great guy. Smart, funny, approachable.

• Dr. Reynolds was great! I heard so many recommendations to take him as my professor, and I am so glad I did! He was always super helpful in office hours! I really appreciate having open book/open note tests because I can spend less time memorizing and more time actually learning! Though it was difficult sometimes, I think it was good getting some experience in Matlab, because I have never learned how to use it before!

• Professor Reynolds is a very good and approachable teacher and I found the examples he did in class to be useful. I also found the homeworks to be conducive to my learning.

• Professor Reynolds was very good at clearly explaining everything when solving problems and proofs in front of class. He also posted all the lecture notes online once we started being online. I found this really helpful because just by nature of how online worked, the class was much faster and harder for me to keep up in note taking, so by having those lecture notes I could mark off how much space I would need to write it and keep up with the lecture rather than be constantly behind. He also was almost always available during the week for help due to Piazza and just his office being open which, while I did not use either, was very reassuring because I knew if I couldn't figure something out, I could easily get help.

• Professor was often available to meet during office hours, always helped as much as possible Daily reading quizzes/ weekly homeworks

• the professor doing examples during class; a good amount of work that was not too overwhelming

• The homework solutions online, I enjoyed learning some MATLAB, I thought the textbook was one of the better math textbooks I've had

• Instructor teaches with an energy that promotes student learning, he is very accessible through office hours and online tools such as Piazza, and his lectures are packed with information without boring anyone to sleep!

• This was the most challenging math class I've ever taken, and I struggled with a lot of the course material. Fortunately, Dr. Reynolds was available to answer questions both in person and online, and was able to help me through a lot of it. Also, doing the final project and watching other people's presentations was a very cool addition that you don't get to do a lot in math courses!

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3 - What two or three suggestions would you make to improve this course in the future?

Response Rate	12/32 (37.5%)

• Once classes transitioned to online, I feel like Dr. Reynolds lost sight of what students needed to learn effectively. While on campus, he would spend time copying his notes onto the board, allowing us time to write them down and absorb the information, however online he had all the notes already written. This caused him to move too quickly through the information, making it difficult for students to take effective notes or understand the content. Because of this, I struggled a lot more staying caught up.

• I think that the daily quizzes should be due at night and not before class. Also, I think the professor should take more time to explain and go-over the homework

• should online classes continue, please work problems or write notes "by hand" perhaps on the ipad. for me, the most difficult transition was going from seeing everything being written out in real time on the board to pre-written digital notes.

• He has a habit of thinking too quickly and taking too long to find words. It's difficult to understand him sometimes with so many filler words. When he can't remember / is trying to come up with the right words, he repeats the same word 3-4 times and it gets really confusing. Additionally, if we have online classes in the future, he needs to move away from reading out his notes. It doesn't help me to listen to you read multi-line matrices. Write all your notes out, just as you would have if we were together in person.

• Slower explanation of things like span etc; maybe have the midterm cover more stuff... less proofs more math :)

• The almost daily quizzes are a lot to handle on top of homework. Maybe if we have homework due one day, we don't also have a quiz that day. It was just a lot of moving pieces to keep up with! And sometimes they were hard to get a 10/10 on because I'm not too good at teaching myself. Maybe if the quizzes are due after a lecture so we've learned the concepts before we take it. Make the tests a little bit less theoretical/conceptual and more just doing problems. I know this was an honors course, but I think the project and having some proofs and conceptual things (just not as many) was enough to make this feel like an honors class!

• While I understood how to do much of the mathematical portions of this course, I struggled to throughly understand the concepts and how they would be applicable. I think it would be best for in class time to focus primarily on the conceptual side and have students learn the math on their own. I also found the book difficult to follow and learn from.

• I am so confused by all the theorems. Like, once the chart was made of all equivalent things for linearly independent matrices and a comparison between Null and Column spaces I was fine, but I am really struggling with all the theorems and how they relate to each other that we haven't done like that. I've kinda figured it out from just doing problems, but it takes me forever to even do one homework problem if we don't have a similar-ish one in our notes. Online is one of the better classes, but while I like that I can look at the lecture notes you are reading from at the same time, I would prefer if they had some blanks in them, if we stay online, because class sometimes feels like I am just reading the textbook again, and it makes class hard to focus on and rather boring.

• No projects

• in the online portion of the class, Professor Reynolds went too quickly and many of us had trouble keeping up

• Would be nice to have two midterms instead of just one and the final, problem suggestions from the textbook that would be good recommended practice since it is hard to master concepts just from the homeworks.

• Professor Reynolds seems to have things down, I can't think of anything!

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Response Rate: 17/32 (53.13 %)

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4 - The following questions are specifically for Dedman College of Humanities and Sciences courses.

10. The instructor provided meaningful and timely feedback on my progress/work in the course.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	1	5.88%		
Agree	(4)	6	35.29%		
Strongly agree	(5)	10	58.82%		

Means: Question 4.53, Department 4.16, College 4.32

Response Rate	Mean	STD	Median	Department	Mean	STD	Median	College	Mean	STD	Median
17/32 (53.12%)	4.53	0.62	5.00	557	4.16	1.07	4.00	7639	4.32	1.01	5.00

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5 - Please answer the following.

11. Outside of class time, on average how many hours per week did you spend on this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Less than 3 hours	(1)	1	5.88%		
3 – 5 hours	(2)	6	35.29%		
5 – 7 hours	(3)	4	23.53%		
7 – 9 hours	(4)	5	29.41%		
More than 9 hours	(5)	1	5.88%		

Means: Question 2.94, Department 2.67, College 2.40

Response Rate	Mean	STD	Median	Department	Mean	STD	Median	College	Mean	STD	Median
17/32 (53.12%)	2.94	1.09	3.00	561	2.67	1.10	3.00	7713	2.40	1.09	2.00