# Southern Methodist University
# Dedman - Spring 2021 - 1212

**Course:** AdvancedScientificComputing0011212: MATH4315-001-1212-MATH4315 Sect 001 1212 : Daniel Reynolds

**Instructor:** Daniel Reynolds *

**Response Rate:** 13/26 (50.00 %)

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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 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) | 1 | 7.69% | | |
| Agree | (4) | 0 | 0.00% | | |
| Strongly agree | (5) | 12 | 92.31% | | |

Means: Question 4.85, Department 4.29, School 4.41

| Response Rate | Mean | STD | Median | Department | Mean | STD | Median | School | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 13/26 (50.00%) | 4.85 | 0.55 | 5.00 | 478 | 4.29 | 0.99 | 5.00 | 7832 | 4.41 | 0.92 | 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) | 0 | 0.00% | | |
| Neither agree nor disagree | (3) | 1 | 7.69% | | |
| Agree | (4) | 0 | 0.00% | | |
| Strongly agree | (5) | 12 | 92.31% | | |

Means: Question 4.85, Department 4.28, School 4.37

| Response Rate | Mean | STD | Median | Department | Mean | STD | Median | School | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 13/26 (50.00%) | 4.85 | 0.55 | 5.00 | 476 | 4.28 | 1.00 | 5.00 | 7811 | 4.37 | 0.97 | 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) | 1 | 7.69% | | |
| Neither agree nor disagree | (3) | 1 | 7.69% | | |
| Agree | (4) | 0 | 0.00% | | |
| Strongly agree | (5) | 11 | 84.62% | | |

Means: Question 4.62, Department 4.29, School 4.47

| Response Rate | Mean | STD | Median | Department | Mean | STD | Median | School | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 13/26 (50.00%) | 4.62 | 0.96 | 5.00 | 477 | 4.29 | 1.02 | 5.00 | 7795 | 4.47 | 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) | 2 | 15.38% | | |
| Agree | (4) | 0 | 0.00% | | |
| Strongly agree | (5) | 11 | 84.62% | | |

Means: Question 4.69, Department 4.43, School 4.49

| Response Rate | Mean | STD | Median | Department | Mean | STD | Median | School | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 13/26 (50.00%) | 4.69 | 0.75 | 5.00 | 476 | 4.43 | 0.84 | 5.00 | 7801 | 4.49 | 0.85 | 5.00 |

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|---|---|
| **Course:** | AdvancedScientificComputing0011212: MATH4315-001-1212-MATH4315 Sect 001 1212 : Daniel Reynolds |
| **Instructor:** | Daniel Reynolds * |
| **Response Rate:** | 13/26 (50.00 %) |

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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 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% | | 4.69 | 4.26 | 4.40 |
| Neither agree nor disagree | (3) | 2 | 15.38% | | | | |
| Agree | (4) | 0 | 0.00% | | | | |
| Strongly agree | (5) | 11 | 84.62% | | Question | Department | School |

| Response Rate | Mean | STD | Median | Department | Mean | STD | Median | School | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 13/26 (50.00%) | 4.69 | 0.75 | 5.00 | 475 | 4.26 | 1.01 | 5.00 | 7804 | 4.40 | 0.95 | 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) | 0 | 0.00% | | 4.69 | 4.08 | 4.29 |
| Neither agree nor disagree | (3) | 1 | 7.69% | | | | |
| Agree | (4) | 2 | 15.38% | | | | |
| Strongly agree | (5) | 10 | 76.92% | | Question | Department | School |

| Response Rate | Mean | STD | Median | Department | Mean | STD | Median | School | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 13/26 (50.00%) | 4.69 | 0.63 | 5.00 | 476 | 4.08 | 1.18 | 4.00 | 7796 | 4.29 | 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% | | 4.62 | 4.43 | 4.53 |
| Neither agree nor disagree | (3) | 2 | 15.38% | | | | |
| Agree | (4) | 1 | 7.69% | | | | |
| Strongly agree | (5) | 10 | 76.92% | | Question | Department | School |

| Response Rate | Mean | STD | Median | Department | Mean | STD | Median | School | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 13/26 (50.00%) | 4.62 | 0.77 | 5.00 | 474 | 4.43 | 0.90 | 5.00 | 7753 | 4.53 | 0.88 | 5.00 |

# Southern Methodist University
# Dedman - Spring 2021 - 1212

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**Course:** AdvancedScientificComputing0011212: MATH4315-001-1212-MATH4315 Sect 001 1212 : Daniel Reynolds

**Instructor:** Daniel Reynolds *

**Response Rate:** 13/26 (50.00 %)

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

| Response Rate | 9/26 (34.62%) |
| --- | --- |

• The best parts were also the worst parts at times. It was extremely helpful to have you teach in a purely theoretical sense and it made the class a lot more challenging and interesting. I really enjoyed understanding the ways these different concepts were developed. The methods used for teaching were super effective and availability outside of the class made the class super enjoyable and thought provoking.

• Dr. Reynolds is an awesome professor. He is one of the most enthused about the subject matter and encouraged us almost daily to not be afraid to attend office hours. He did not make this class easy at all, which I actually think helped me understand the subject. Specifically, being encouraged to participate, and thought-provoking hw questions were the best parts of my experience

• 1. The assigned homework and practice tests re-enforced the content from class lectures very well. I was able to check my understanding of material topics by working through the provided problems and they were helpful in preparing for the type of questions that would be on the exams. There was a good mix between arithmetic and computational problems. Upon completing the homework each week I felt that I had a good understanding of the theoretical background for concepts in that chapter and how they could be applied on platforms such as MATLAB. 2. Dr. Reynolds was very good at directing the focus of the class during lectures and answering questions. His participation policy meant that every class there were a couple students asking questions about what was bring presented that day. Personally, this was very helpful for me as it gave me a chance to look over what Dr. Reynolds had just covered while another student was asking their questions. Dr. Reynolds was going through the material at a good pace but I needed the additional time to try and formulate my own question. When questions were asked during class he answered them fully and connected them back to the appropriate sources such as codes, homework problems, or lecture material. 3. Office hours were well structured and ample enough throughout the week that a good variety of students (including myself) could attend them even if there were conflicts with other days. The office hours were recorded and this was very helpful in answering questions about the current assignment. Instead of asking the same questions day after day in office hours and Dr. Reynolds having to give the same explanation he could referernece certain office hours recordings for students to watch. In general, I found office hours for this class very helpful as Dr. Reynolds would help guide students in solving the problem by asking leading questions, presenting certain equations/conditions/methods to consider, or suggesting certain codes to model Computational problems after. Supplimental to the office hours is the use of the Discussion boards function in Canvas. While hesitant at the start of the semester, a lot of the students have begun to use it to ask questions about problems to get input from Dr. Reynolds and their classmates. I haven't posted any of my own questions prefering office hours, but the responses on the Discussion boards have been helpful to complete my homework and practice tests. 4. Overall I think Dr. Reynolds is a very good professor and cares very much about the learning of his students. I had Dr. Reynolds for another math course two years prior to this course. In my opinion, both courses were very well structured so that when I finished the semester I felt that I had met the desired objectives of the course. Both courses are what I would consider my ideal for undergraduate college courses and I wish more of my professors would adopt the approach Dr. Reynolds takes in building and executing his courses. There is no doubt that I struggled in his courses and I did not always receive my desired grade but my challenges were in expanding my skills in how to properly approach mathematical problems and build up my knowledge in that course's content. I always felt supported in my learning for both of these classes through the types of homeworks assigned, Dr. Reynolds availability in office hours, and how he lectured. FINALLY, I am about to graduate this May so unfortunately I will not be around next year to do this, but I wouold not hesitate to nominate Dr. Reynolds for the HOPE Award and I do not think I would be the only student to support that nomination.

• Dr. Reynolds is 1) _Incredibly_ organized, 2) Very knowledgeable and generous with his time both in and out of the classroom, and 3) Respectful, personable, and supportive of genuine learning. He runs a learning-focused classroom and many office hours that are not only useful, but are also quite enjoyable. This combination is something that is--unfortunately--fairly rare at SMU, so thank you, Dr. Reynolds! Hopefully, he can offer MATH 4315 again, so other students can benefit from it.

• This has been one of the best classes in the math department--and in fact any department--that I have taken. Dr. Reynolds runs an extremely good classroom, and his lectures are both understandable and interesting. The lecture notes that he distributes are very helpful and are better than most textbooks. Dr. Reynolds also involves students in the classroom and is always willing to answer questions. I have many other good things to say about this class, but I'll just say again that it has been a genuinely enjoyable and (academically) effective experience.

• office hours notes

• The homework assignments and office hours,

• The professor was very kind and very open to questions both in class and in office hours. Was also very very patient with us and always helped as much as he could, which are both greatly appreciated. Thank you professor, you were my favourite professor this semester.

• The recorded office hours were really helpful in being able to navigate the course and finish the homework. Additionally, the practice tests were a good way to see if I actually understood the unit that was being tested on.

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

| Response Rate | 8/26 (30.77%) |
| --- | --- |

• So there were definitely weeks that this class just beat me down. As a senior, I was constantly stressing about not passing and ultimately not getting my degree. I think the hardest part wasn't because the teaching was poor at all, I feel a lot more comfortable with more difficult mathematical concepts now than I did before by a lot, but the teaching style is totally opposite what you see in previous math classes such as the first level of scientific computing and especially linear algebra. With that being said, I did really enjoy being pushed because I don't get that in a lot of classes. But I guess one suggestion, maybe do some number-based examples of what we're learning to see how these concepts actually act with real functions and numbers.

• I was going to mention the participation point being mandatory as an issue, but I actually think it wound up being fair. Maybe as an idea, Dr. Reynolds could pose a question to the discussion board every other week to give some opportunities for participation? If students were willing to answer it, that could be a potential way to think actively about it outside of class

• 1. For both myself and I think for quite a few other students in the class, we felt that the structure and content of the first exam cauught us my surprise. I know that I had thought I had prepared approrpiately with the provided homework and practice exam but my performance and grade did not reflect that. I'm not sure if the selected problems for the first exam just happened to be the very content everyone felt the least confident on or if they were just that challenging, but I think there could be a way to lessen the disconnect between the class's expectation and the actual exam in the future. I will note that the second exam did seem to go a lot better for a majority of the class with a fairly standard grade distribution so maybe the first exam case is just a rare case. 2. Things to keep: recorded office hours, having old exam questions on the final, writing out lecture notes not reading from pre-typed ones, having multiple office hours during the week, weekly homework

• I frankly have no suggestions for the improvement of this course. I thought it was well-structured, well-executed, and fun.

• less focus on participation: it is hard to provide meaningful questions each class when others have the same questions. Very challenging. I feel like professor Reynolds expects a lot from students, but not every one is as smart as the top person in the class.

• More use of examples in class that would make it easier to follow.

• None at this time.

• *take out participation grade. reason: some students struggle with social anxiety/generalized anxiety so it is nearly impossible to participate in class or get any points at all. while it is great that some students are naturally outgoing and do not mind participating in class, there are other students who do not foster that personality (which should be acceptable as well). students who struggle with mental health illnesses should not be grade penalized for their mental health struggles. because a student does not participate in class does not mean that the student is not present or not taking notes. solution: put the 10% of the participation grade towards hw, midterms, or final. this way a student actually can demonstrate that they know the material.

| **Course:** | AdvancedScientificComputing0011212: MATH4315-001-1212-MATH4315 Sect 001 1212 : Daniel Reynolds |
|---|---|
| **Instructor:** | Daniel Reynolds * |
| **Response Rate:** | 13/26 (50.00 %) |

| **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% | | 4.62 | 4.14 | 4.32 |
| Disagree | (2) | 0 | 0.00% | | | | |
| Neither agree nor disagree | (3) | 1 | 7.69% | | | | |
| Agree | (4) | 3 | 23.08% | | | | |
| Strongly agree | (5) | 9 | 69.23% | | Question | Department | School |

| Response Rate | Mean | STD | Median | Department | Mean | STD | Median | School | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 13/26 (50.00%) | 4.62 | 0.65 | 5.00 | 467 | 4.14 | 1.11 | 4.00 | 7646 | 4.32 | 0.99 | 5.00 |

| **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) | 0 | 0.00% | | 3.54 | 2.74 | 2.50 |
| 3 – 5 hours | (2) | 1 | 7.69% | | | | |
| 5 – 7 hours | (3) | 5 | 38.46% | | | | |
| 7 – 9 hours | (4) | 6 | 46.15% | | | | |
| More than 9 hours | (5) | 1 | 7.69% | | Question | Department | School |

| Response Rate | Mean | STD | Median | Department | Mean | STD | Median | School | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 13/26 (50.00%) | 3.54 | 0.78 | 4.00 | 474 | 2.74 | 1.09 | 3.00 | 7756 | 2.50 | 1.11 | 2.00 |