Feedback Results

Summarized below (as pie charts) are the aggregated results from the multiple choice feedback questions collected on May 17, 2006.

1. Multiple-choice feedback questions.
   (a) The pace of the lectures.
      i. Too fast: I am not getting anything in class.
      ii. A bit fast: I get most of the stuff in class.
      iii. Perfect: I follow everything just fine.
      iv. A bit slow: Sometimes I wish the instructor would speed it up.
      v. Too slow: I need to occupy myself in class with tic-tac-toe.
      vi. Other (Specify):

This aspect of the class since the last feedback has:
   i. Improved.
   ii. Remained more or less at the same “level”.
   iii. Deteriorated.
(b) The use of slides in lectures.
   i. You should use more slides in the lectures.
   ii. Right now, the balance between slides and white board is fine.
   iii. Why waste time with slides?
   iv. Other (Specify):

![Use of slides](chart.png)
(c) The use of examples in the lectures.
   i. Not enough of them are used in class.
   ii. Right about the perfect number of them are used in class.
   iii. The examples are too simple to be useful.
   iv. Why bother with examples?
   v. Other (Specify):

![Use of examples diagram]

This aspect of the class since the last feedback has:
   i. Improved.
   ii. Remained more or less at the same “level”.
   iii. Deteriorated.

![Use of examples diagram]
(d) Questions from students.
   i. Students are not encouraged to ask questions.
   ii. Students are encouraged to ask question but not given enough time to think of one.
   iii. It’s all perfect.
   iv. The material is very easy: who needs to ask questions?
   v. Other (Specify):

![Pie chart showing distribution of questions from students.](image)

This aspect of the class since the last feedback has:
   i. Improved.
   ii. Remained more or less at the same “level”.
   iii. Deteriorated.

![Pie chart showing another distribution of questions from students.](image)
(e) Questions asked in the class.
   i. The instructor asks irrelevant questions.
   ii. The questions asked are too hard.
   iii. The questions are fine but I need more time to think before answering them.
   iv. It’s perfect.
   v. The questions are so easy, I do not bother answering them.
   vi. Other (Specify):

   ![Questions asked pie chart]

   This aspect of the class since the last feedback has:
   i. Improved.
   ii. Remained more or less at the same “level”.
   iii. Deteriorated.

   ![Questions asked pie chart]
(f) The instructor.
   i. Mumbles a lot and writes too small.
   ii. Speaks clearly but writes too small.
   iii. Mumbles a lot but writes fine.
   iv. Mumbles a bit and sometimes writes too small.
   v. He’s perfect.
   vi. Other (Specify):

   ![Instructor Feedback Chart]

   This aspect of the class since the last feedback has:
   i. Improved.
   ii. Remained more or less at the same “level”.
   iii. Deteriorated.

   ![Instructor Feedback Chart]
(g) Neighbor talk time.
   i. I hate my neighbor.
   ii. I find it useful but the talk time is too little.
   iii. It’s perfect.
   iv. Other (specify):

This aspect of the class since the last feedback has:
   i. Improved.
   ii. Remained more or less at the same “level”.
   iii. Deteriorated.
(h) The handouts.
   i. I find the handouts useful.
   ii. They are fine: I would be happier with more.
   iii. Stop wasting paper: there is no need for handouts.
   iv. Other (Specify):

![Handouts Pie Chart]

(i) How much effort do you put in outside of class?
   i. I go back and read the text/handouts to understand the lecture better.
   ii. I discuss with friends whatever I did not get in the lectures.
   iii. I am too busy to think about the class outside lecture time.
   iv. I get everything in the lecture.
   v. Other (Specify):

![Effort outside class Pie Chart]
(j) The homeworks.
   i. They help me understand material covered in class.
   ii. They are challenging but I like them.
   iii. They just seem to be a random bunch of problems stitched together.
   iv. They are like a walk in the park.
   v. Other (Specify):

![Homeworks Pie Chart]

(k) The midterm exam.
   i. It was too hard.
   ii. It was challenging.
   iii. It was easy except for one or two problems.
   iv. It was a cake walk.
   v. Other (Specify):

![Midterm Pie Chart]
(l) What kind of final exam would you like to see?
   i. Pretty easy: don’t want to lose neurons for the exam.
   ii. A long exam— the questions by themselves should be easy.
   iii. A challenging one: not an exam though that requires a lot of writing.
   iv. Bring it on: I want a tough exam.
   v. Other (Specify):

(m) Would you like to see the aggregated responses (to the multiple choice questions) for this feedback posted on the webpage?
   i. Yes, I do.
   ii. I don’t care.
   iii. No, I do not want you to publish the responses.