

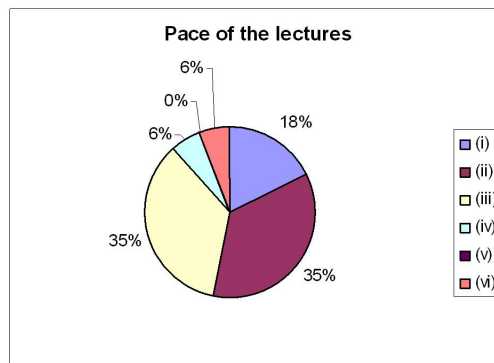
FEEDBACK RESULTS

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.

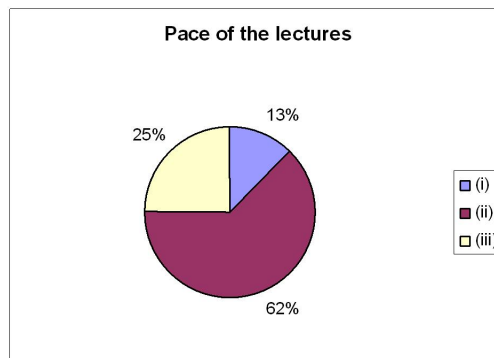
(a) The pace of the lectures.

- 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):

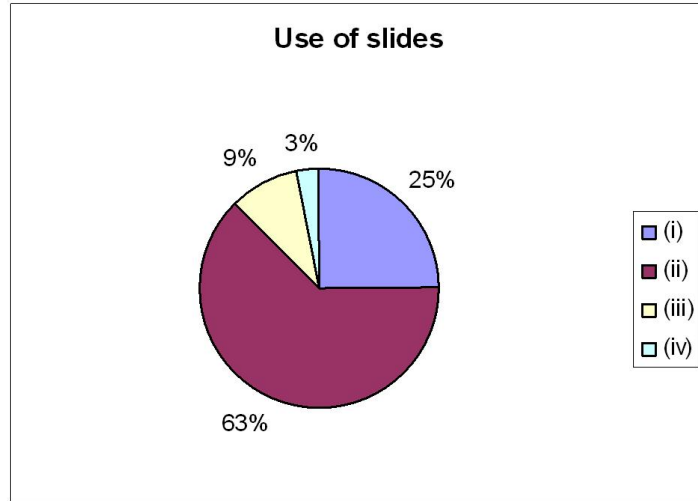


This aspect of the class since the last feedback has:

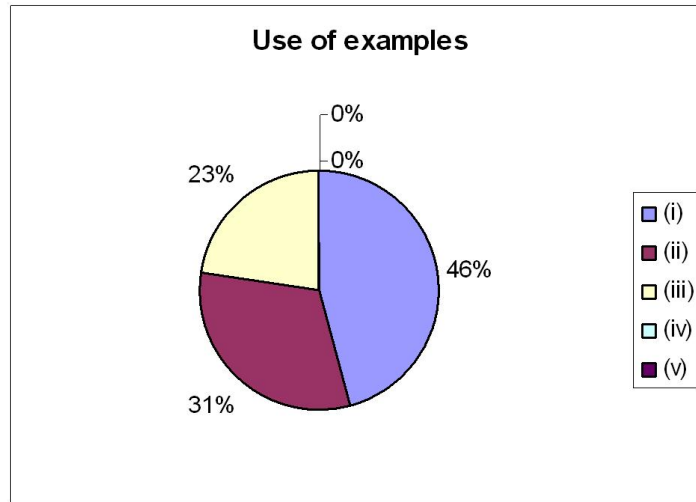
- i. Improved.
- ii. Remained more or less at the same “level”.
- iii. Deteriorated.



- (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):

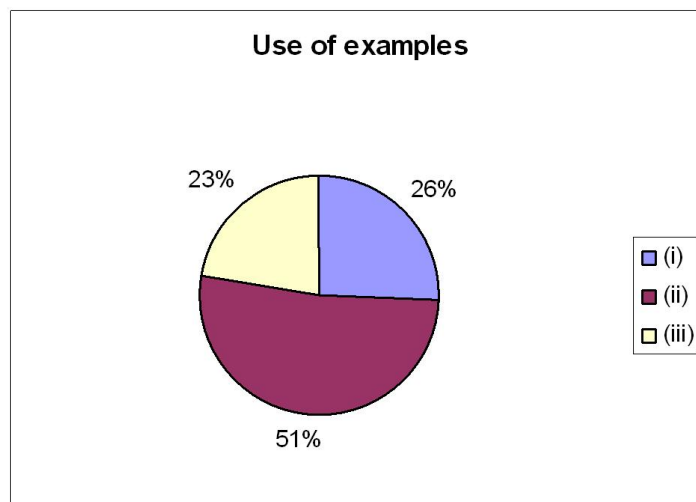


- (c) The use of examples in the lectures.
- i. Not enough of them are used in class.
 - ii. Right about the perfect number of them are used in class.
 - iii. The examples are too simple to be useful.
 - iv. Why bother with examples ?
 - v. Other (Specify):



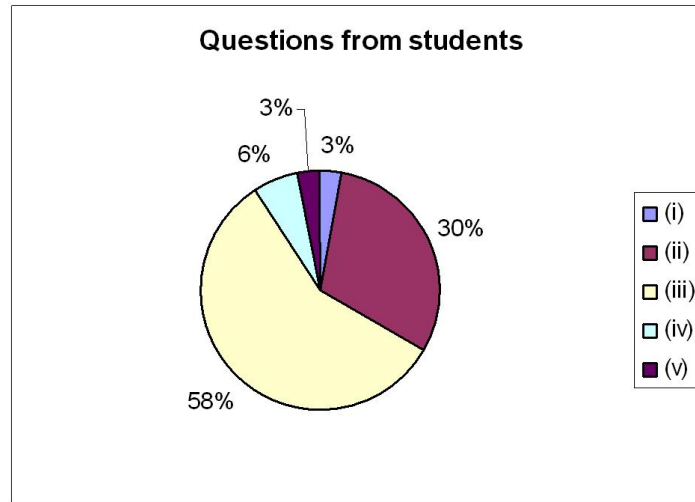
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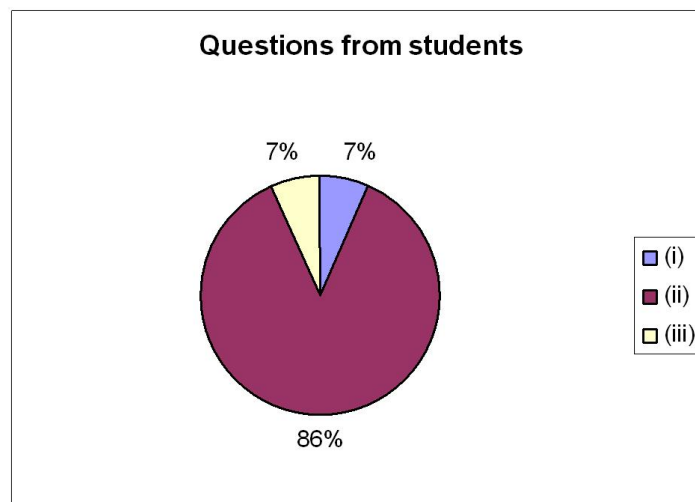
(d) Questions from students.

- 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):

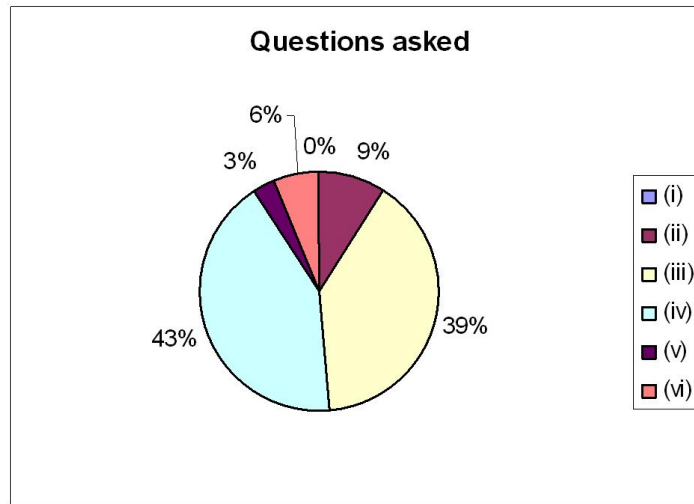


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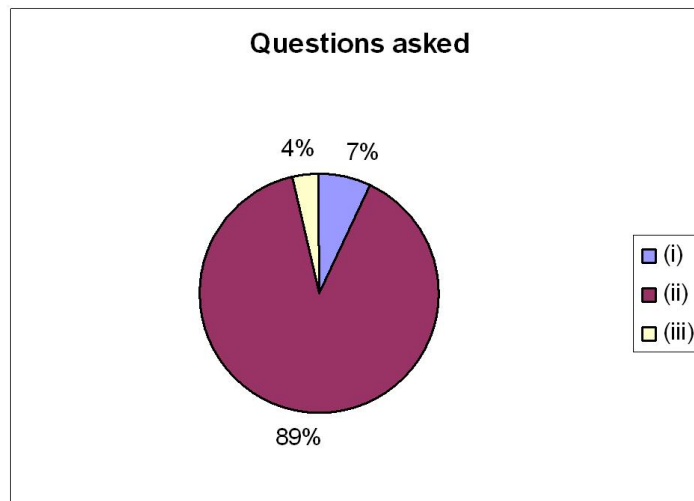


- (e) Questions asked in the class.
- i. The instructor asks irrelevant questions.
 - ii. The questions asked are too hard.
 - iii. The questions are fine but I need more time to think before answering them.
 - iv. It's perfect.
 - v. The questions are so easy, I do not bother answering them.
 - vi. Other (Specify):

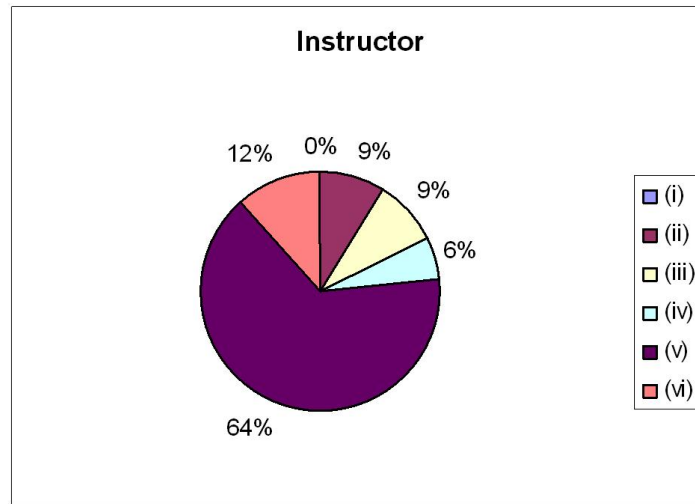


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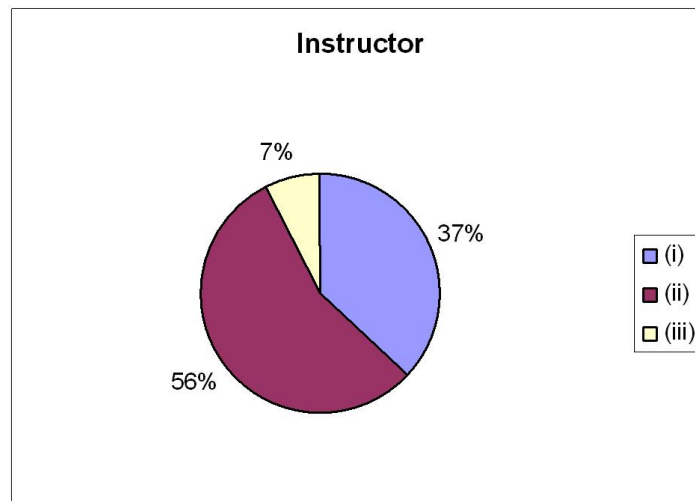


- (f) The instructor.
- i. Mumbles a lot and writes too small.
 - ii. Speaks clearly but writes too small.
 - iii. Mumbles a lot but writes fine.
 - iv. Mumbles a bit and sometimes writes too small.
 - v. He's perfect.
 - vi. Other (Specify):

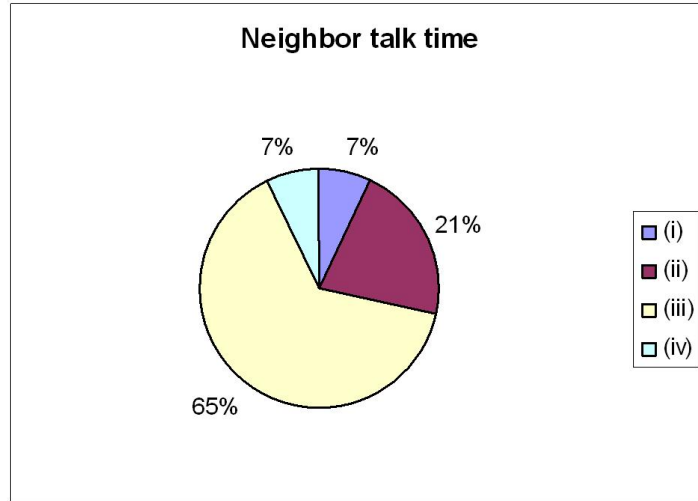


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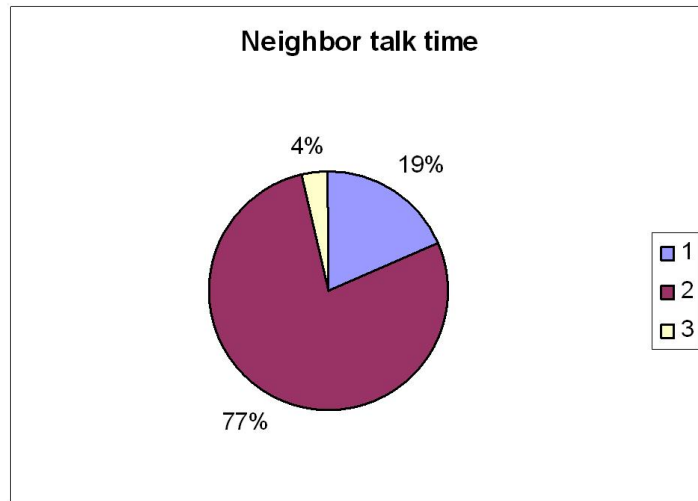


- (g) Neighbor talk time.
- i. I hate my neighbor.
 - ii. I find it useful but the talk time is too little.
 - iii. It's perfect.
 - iv. Other (specify):

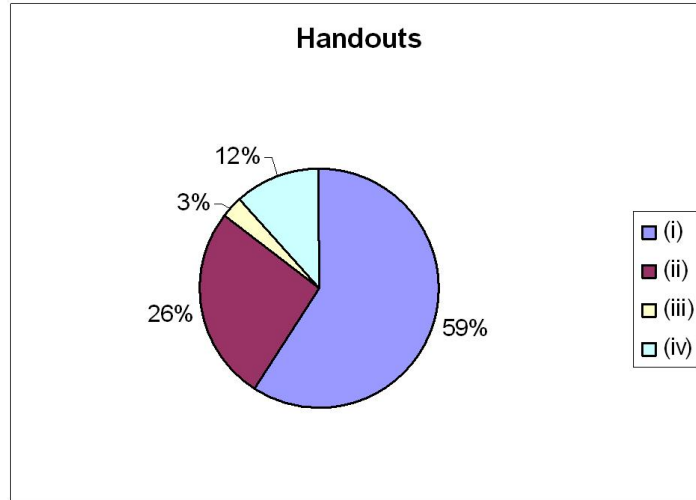


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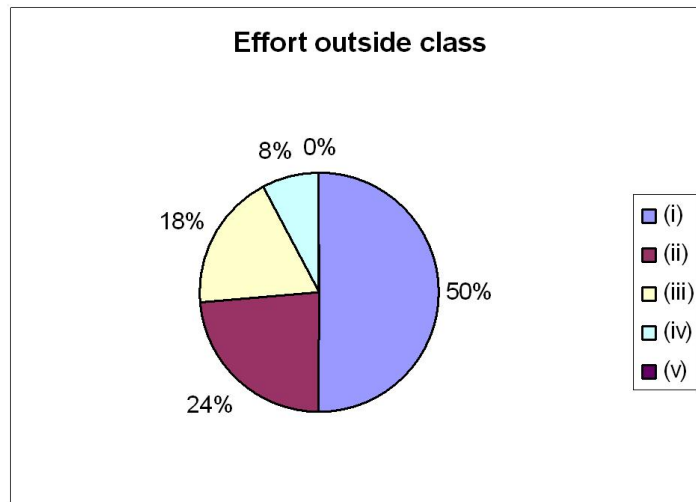
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- (h) The handouts.
- i. I find the handouts useful.
 - ii. They are fine: I would be happier with more.
 - iii. Stop wasting paper: there is no need for handouts.
 - iv. Other (Specify):

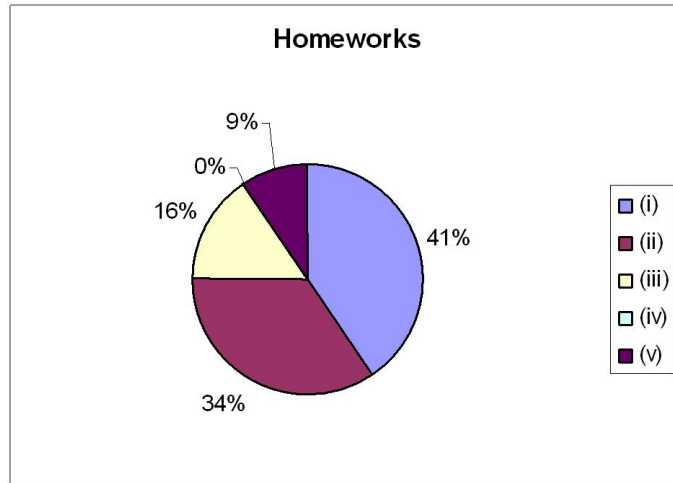


- (i) How much effort do you put in outside of class ?
- i. I go back and read the text/handouts to understand the lecture better.
 - ii. I discuss with friends whatever I did not get in the lectures.
 - iii. I am too busy to think about the class outside lecture time.
 - iv. I get everything in the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



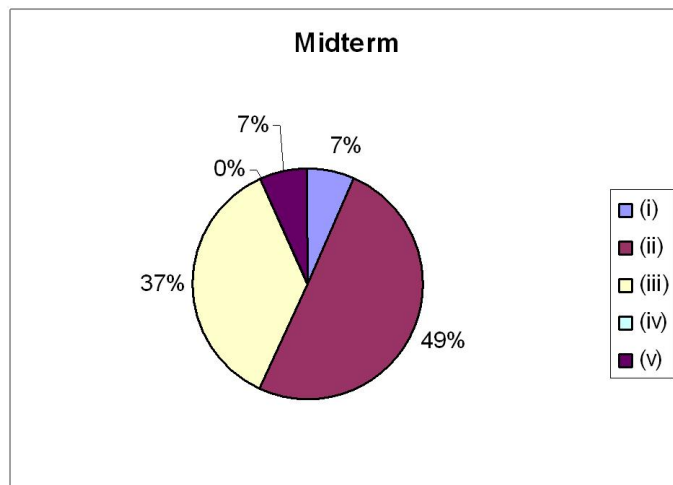
(j) The homeworks.

- 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):

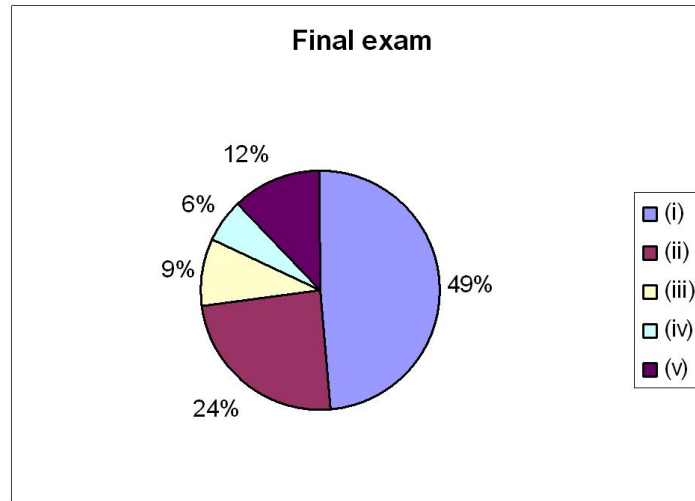


(k) The midterm exam.

- 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):



- (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.

