Question

1. What were the strong points of the course?

2. What were the weak points of the course?

3. What should the instructor do to improve their teaching?

4. What is your overall opinion of this course?

Comment

1. Dr. Pearse is very organized. His notes were posted online and served as a good guide for upcoming lectures.

2. The course focused heavily on applications of ODE's. I wish more emphasis had been put on the why and not the how. It felt like the class was largely geared towards engineers. Maybe this is one of those classes that should be separated between majors, eh?

3. Dr. Pearse kept lectures interesting. Just focus more on the mathematics.

4. My dislike for the course was more for the material than the professor. I wished it had less physics and electrical stuff that I don't care about.

1. The professor was amazing, and has made me want to continue my advancement in mathematics. He made me think quite deeply on many subjects and instilled a great wonder in me about higher level math.

2. TONS of homework that is worth a large percentage of ones overall grade.

3. I honestly can't think of much.

4. Would suggest it to others, just worried about the amount of work.

1. Teacher was enthusiastic about the class. Always available for questions at office hours and through email.

2. Professor Pearse sometimes work to fast during lecture to keep up.

3. Slow down class lectures.

4. Very good course. His availability to the students and his overall friendliness made it easier to ask questions and understand the subject.

1. You can tell how much Dr. Pearse cares about his subject and his students. He constantly attempts to make the (often intimidating) course material relevant and entertaining.

2. The breadth of the material. Also, my new least-favorite phrase in the English language is “So in an engineering application...” Those examples only ever served to confuse my math-major self, although I doubt that could have been avoided, regardless of the instructor.

3. Sometimes Dr. Pearse gets really excited and writes very quickly, finishes a proof, and immediately launches into the next idea. However, since he's writing on a chalkboard and we can't see through him, it's sometimes a struggle to get the material written down, listen to what he's saying about it, and then be able to ask any pertinent questions.

4. As much as I was always going to dislike ODE, Dr. Pearse made it almost fun.

1. He made a very difficult course enjoyable to learn

2. none really

3. I would recommend going slower during lectures

4. I enjoyed it, and I have recommended erin pearse to my friends who need a diff eq teacher

1. I really liked how Dr. Pearse made it interesting to listen to lectures. He always was very animated in his teaching and everyday he had some funny joke or expression that would make you laugh. He taught this course in a way that made the student want to pay attention and come to class. He is by far the best math teacher that I've ever had.

2. The amount that had to be learned made it to where I had to spend more time on homework every week than any class I've ever taken.

3. I don't think that there is much that Dr. Pearse could do better in his teaching.

4. I liked the way this course was taught and found most of the subject material interesting.

1. Everything was explained immensely. There wasn't one time I walked out of class feeling like I wasted my time.

If I had questions I would just email him and he would always email me back in a timely matter. He was always there to help.

2. There is too much homework. Way too much. An assignment everyday really stressed me out with all my other class and having to work. There were times where I had no time to complete the homework and just had to turn in what I had. I can understand homework everyday if it was just like 3-4 problems but when he was assigning 8-10 problems (which took upwards of 20 minutes to solve each one) it got frustrating.

I felt like towards the end of class we went over stuff that should not be in an "Intro" class. Stuff that wasn't relevant to what the course title says which is "Intro" and not a whole course. We went into a lot of theory that should be reserved for upper level classes. Not all of us want to be a Math major.

3. Ease up on the homework.
4. Not bad but not excellent. The professor is great, the homework is horrifying, the tests are intimidating. It would of been better without so much homework.

Did I mention how much homework there was?

1. Everything was great.
2. There were not many.
3. He is a great instructor. I have no complaints.
4. Loved it. I would only take this course with Pearse. He did a great job.

1. The instructor made some, otherwise, very difficult subject matter easier to understand.
2. None.
3. None.
4. Very impressive. This was the most prepared professor I have ever had.

1. Teaching very fast, students can't learn material and write it down in time before is erased, and follow what is really happening.
2. Slow down teaching, go threw every single step for most examples.
3. Pearse graded in such a way that students were given the benefit of the doubt. He gave partial credit on exams, which was awesome.
4. I loved the course! I appreciate the field of mathematics, so this class was definitely enjoyable.

1. Erin Pearse was the largest strong point of all. Very helpful in class, and very accessible outside of class. Through all of the professors I have had, and talked to, in OU's math department, he is BY FAR the most knowledgeable, most approachable, and most helpful. He is the best professor in the mathematics department. Allowing him to remain a visiting professor would be a HUGE mistake. Keep Erin Pearse as long as you possibly can.
2. Erin had to take care of business, and was forced to be away from the class a few days. The weak points were the teachers who substituted for him.
3. More examples would be helpful, but aside from that I wouldn't change a thing.
4. This was the best math course I have taken at this university and I have over 45 hours in Math classes.

1. Professor Pearse is actually energetic about the material with which he is teaching. This is incredibly helpful, as the course itself is extremely difficult.
2. The workload was perhaps too heavy. It seemed as the course wore on that I would spend upwards of eight to ten hours per assignment, and when each assignment was due at the beginning of the following class period, it made it seem as if I was forced to focus more on Differential Equations than my other, equally important, courses.
3. Nothing. He did a very good job of explaining the material.
4. It was a very very difficult course, however if I was forced to re-take it, I would remain with the same professor.
1. The instructor was very involved with the students and always encouraged them to meet with him during office hours.
2. One thing I felt was that it had to cover a lot of information in a short amount of time.
3. Have a white board instead of a chalkboard.
4. The course was great I felt I had a instructor that wanted to help his students and knew what he was doing.

| 1. The instructor, flexible office hours, online notes. |
| 2. |
| 3. The instructor combined humour and detailed lectures to create a positive teaching environment in the classroom. Keep doing what you're doing, I enjoyed it! |
| 4. The course was great I felt I had an instructor that wanted to help his students and knew what he was doing. |

| 1. Good practice exams and office hours |
| 2. to much homework do too often, for those with jobs finding time to do an assignment due the next class period was often difficult. |
| 3. perhaps continue the amount of homework, but give the option to turn it in on day like every Friday. |
| 4. very good, work load was difficult to keep up with, but was all very good practice |

| 1. everything was good |
| 2. lots of homework, but that also helps the student learn the material better and know what to study on exams. Also wish it was a Tuesday/Thursday course. |
| 3. nothing, but I do wish this course was offered on a Tuesday/Thursday schedule so that there would be more time for the tests. |
| 4. Very good overall course, I had Mr. Pearse last year as well, both classes were equally good |

| 1. The instructor has an outstanding depth of knowledge of the material and applies it in many useful and pertinent ways. Great attitude and infectious personality. |
| 3. Would like the test reviews to include an overview of the basic principles to be tested on, including how to recognize ALL types of problems and the ways to solve them. Kind of a "catch-all" review that structurally helps the students recognize and solve problems quickly. Test time is short and it is difficult to finish the exams sometimes. |
| 4. |

| 1. The grading scale |
| 2. Some times it was taught too quickly. |
| 3. Take more time to explain. |
| 4. It was a good course. Pearse is very knowledgeable about what he was teaching |

| 1. The examples that you would do, not really the the proofs but more examples would be nice. |
| 2. To many proofs were done in class that hardly anyone could understand. |
| 3. Make hw do every other class period instead of every class period. Also, not to teach new things that will probably be on the final during dead week. |
| 4. I thought the caclss wass good and I learned a lot but you have to put in a lot of work to do so. |

| 1. Lots of homework. The exam requires a strong knowledge to approach the problem. |
| 2. I wish the exam will last 2 hours! |
| 3. sometimes it's good to ask the students what does this means etc... |
| 4. I learned a lot from the course though the test says otherwise. |

| 1. The material was explained very well, all questions could be answered during office hours, teacher had strong command of course material and was willing to go even further if necessary. |
| 2. Homework was mandatory basically every class period |
| 3. Get through proofs more quickly and work on more examples in class. Although the proofs help you to understand the concepts more clearly, most students don't pick up on them quickly enought and then they will not understand the example problems that follow. This will cause them to sit and try to understand the proof, not pay attention to the examples, and they will not be able to do the homework. |
| 4. Great course, great explanations, fair grading. If you do all that is expected of you then there is no reason to not get a good grade and learn the information presented. |

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## Question

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## Comment

1. Dr. Pearce is one of the best teachers I have ever had. I took his calc4 course and followed him to take differential equations and I am planning to take his linear algebra course even though it is not a part of my curriculum. He is very enthusiastic about teaching and the material and he encouraged me to pursue a math minor, which I will now. His teaching style is very straightforward and easy to understand and I have enjoyed taking his courses.
2. 
3. 
4. 

1. good pace, examples and hw
2. 
3. 
4. good

1. We learned a lot of information ranging from conceptual topics to the nitty-gritty solving of differential equations.
2. We had so much homework, and if we didn't jump on top of it right away, or if we didn't understand something in class (and failed to talk to him outside of class) we would fall behind very quickly.
3. Give us half of every assignment (or more) a class or two in advance, so we can expose ourselves to the topics early on. Let us wet our feet a bit just so we can see if there's anything that might confuse us, and so we can toss it around in our heads for a while.
4. The class was excellent. Difficult, but excellent.

1. Professor Erin is an excellent instructor and teaches the class in a way he keeps everyone interested and entertained, there was a lot of class material, but prof. Pearse handle it in a good way to make everyone understand everything.
2. 
3. 
4. This was a very good course, the knowledge and teaching techniques of Erin where excellent.

1. Interesting Material
2. 
3. 
4. Good

1. The materials are interesting. Professor is nice and helpful. Exam is not easy, but not too difficult. Love the extra credits he gave to our class, it save a hug a mount of points.
2. Some topics are really hard. I know this is a 3000 course, but because professor talks really fast and I feel like I do not know where to start to ask a question.
Moreover, he should not write everything on blackboard, that's totally redundant. I don't know how other students feel, but for me, going to class everyday with a bunch of vague words and numbers on blackboard makes me feel crazy.
3. do more examples in class. focus on concepts, theorem and then go to example right after that. only prove theorem if necessary.
4. Good. Hope my finals go well :((

1. You could tell Erin loves teaching this material, He was very well prepared and ran the class very effectively
2. It's freakin hard.
3. Try to explain everything in more detail. There is so much material in this class that it is very hard to do that but, I got lost early in the class and it was very hard for me to catch up. Don't skip over the parts of problems that you assume to be easy for everyone.
4. I hated it but it was taught very well.

1. Erin was very well prepared for every class.
   His grading system is very great.
   He gives us we deserve.
   Erin does not take a lot of time grading the tests.
   Erin was one of the best teachers
2. Too much HW assignments
   Erin sometimes goes too fast
3. Slow down a little bit while he explains things
4. The course was a useful one to me and the material was not that hard. Sometimes I have no idea about what he's talking about but when I revise I get almost everything.
| 1. Very helpful that we had typed lecture notes to look at. |
| 2. Spring systems were very difficult. |
| 3. Nothing. Dr. Pearse is the best Math instructor I have had at OU. |
| 4. Very good. Dr. Pearse kept it very interesting. |

1. Due to the qualitative and quantitative magnitude of the homework, I feel as though I will never, ever, forget how to solve an ODE. This also gives way to more easily understanding the fundamental concepts behind solving them, which gives way to other quirky sort-of-related understandings.

The explanations were obscure at first but improved throughout the class period. But that's how it is with all things math.

His office hours are the place where I was literally enlightened. Spoon-feeding answers is not his method of teaching. You have to want to learn. He is a very interesting person.

2. It was fast paced.

3. Call on people to answer questions. Fast paced courses sometimes lose students' interests, so calling on us will keep us on our toes.

4. It was very informative and engaging. Diffy became a part of my life for this semester. Hopefully (actually, most likely, because of all those hw), forever?

1. -lecture for the most part
   -tests were usually accurate of what I had learned
2. -too much homework
   -sometimes there is too much theory involved in lecture
   -more examples could be worked
   -since there is so much homework students are less likely to really spend enough time on each assignment
   -fewer problems per assignment or fewer assignments per week would encourage myself to spend more time learning and completing the homework
3. -besides the homework issue, the course was excellent

1. The amount of homework allowed us to get a good understanding of how to do the problems. Also, the way Dr. Pearse teaches the class makes it interesting.

2. Sometimes the amount of homework was a little much and took a lot longer than it should. When Dr. Pearse left for vacation and we had substitutes I had a very hard time understanding them and learning what I needed to learn and my grade suffered some.

3. It was a good class and I learned a lot. I think everything was fine (except the subs)

4. I liked the class and I feel like I've learned a lot more in this class than I have in any other math class.

1. Lecture notes
2. I felt that there was too much homework. Being that this is an upper division math class, all of us have other difficult classes that take up our time as well.
3. I think Erin is a good teacher, but he could slow down a bit when teaching. I also think he needs to find another way to update us on our grades since he does not post them on d2l. There's no way to know if he's made a mistake otherwise. Also, I think with the amount of homework that he gives out, he should drop the lowest 2 HW grades or something of that nature because things happen and we may not be able to complete an assignment. We shouldn't be penalized.
4. This is a tough class, but I think it has to do more with the subject.

1. The instructor made the material interesting and as easy to understand as possible given the material.
2. The fact that we had homework every day made it hard to feel like you had gotten something accomplished in the course.
3. I feel as though the course was taught well.
4. I'm glad I took this course with this instructor, because he is a very good teacher that went out of his way to make sure that people could understand the material, no matter how complicated.

1. Dr. Pearse is an excellent professor and his integration of other related aspects or applications of differential equations was fantastic.
2. 
3. 
4. I loved it. I think with any other professor, I wouldn't have liked it nearly as much.

1. The teacher was very enthusiastic and extremely knowledgeable. He made an effort to be personable, and it worked. He was very friendly and his homework lent itself to learning easily.
2. The subject matter is broad, and we didn't have time to cover subjects with a depth that I would have enjoyed. I feel I only mastered brief explanations of the topics.
3. The teacher was slightly unavailable in the middle of the course because he had to travel. I'm not sure about the circumstances of the travel, but it did make learning while he was gone a little bit difficult. The way the curriculum is absorbed seems to have a lot to do with the style with which it is presented.
4. I very much enjoyed this class and learned a lot from it. I've started to see the world differently because of it.
1. Helps me in my advanced physics courses where I solve diff equ.
2.
3. solve too much examples
4. useful
1. 1.) Material taught
2.) Instructors knowledge
3.) Presentation of material
2. My schedule for office hours
3.
4. Good
1. Dr. Pearse is very easy to communicate with and is always willing to help students even if they cannot attend his regularly scheduled office hours. He is a fair teacher and structures the course in a way that students can succeed. I also really appreciated having the supplementary online notes that would reinforce the lecture.
2.
3. I think it would help if he moved a little bit slower through some of the material that was brand new to us and maybe went over one of the previous night's homework assignments to start off the lecture over new material for reinforcement.
4. I think Dr. Pearse is a great math teacher and his enthusiasm for math and teaching is evident in his classroom. I definitely would take a course from him again.
1. great teacher note online were a great help
2. lot of work and the tests seemed overly difficult.
3. More examples of homework problems in class and dedicate a day to review for tests.
4.
1. Fair grading, lectures were good. Dr. Pearse knows a ton about the material.
2. While he clearly knows a ton about the material, he often spent too much time on proofs instead of showing us how to actually solve the problems.
3. Could look more professional in class. Wouldn't hurt. Also, more student involvement in class would help
4. Good.
1. Homework was assigned to cover the material covered in class
2. the textbook and the professor goes way too fast and does not care what the student learns. He just wants to get through the material and get on to the next section
3. Plan his trips better and not make them as long. Slow down and help students learn. Have an action center for help instead of having people wait for 30-45 minutes to ask one question. Make TA's available
4. First of all, I am 33 years old and I did 7 years in the military so I am not just a 19 or 20 year old complaining because things did not go my way. I would consider this course one of the hardest courses I have to take. The subject matter is difficult and the authors of the text do not make it any easier. When a professor teaches directly from the text and does not try to simplify it any for the student it is very frustrating. When he lectures and almost every student in the class has a dumbfounded look on their face then you should take a step back and try to figure out where you lost them instead of just move on. I also think if a professor is going to be gone for 2 weeks and not make himself available for the student then you should not have a review the day you get back and an exam the next class. That is very rude and inconsiderate. The last time I checked we as students pay for the professor to be there and it is not cheap. He did say that he would stay in his office for the whole day before the test to help students but when you have 30-40 students who wants to wait an hour and a half for 10 minutes of someones time. He should have planned and given some consideration to the fact that people might need a few days to ask questions before the exam and I believe students grades reflected that. As a business decision the University of Oklahoma should monitor these situations and limit the amount of time a professor can be absent during the semester. If they have plans they should take the semester off. I usually don't fill these out because nothing ever changes but one day I will be sending my children to college and I don't want to waste my money twice. I feel that we should get a refund for those two weeks since I will be retaking this class due to a poor score on that exam.
1. Pearse knows his stuff and is willing to help his students outside of class
2. The HW load was very heavy, especially when combined with extracurriculars and engineering courses
3. Nothing except lower the work load
4. I would take a class with Pearse again
1. I found the examples done on the chalkboard helpful.
2. The lectures often went over my head. I think it would have been more helpful to start with simple examples and work up to the more complex proofs and theorems. I didn't like having homework due each class. I felt that I didn't have enough time to take each assignment as seriously as I would have liked to. I would have learned more with fewer homework problems that I would have more time to completely grasp.
3. Spend more time on examples like the homework and less time on proofs.
4. I learned a lot. Erin Pearse definitely knows the material well; I just think he might have trouble relating to the his student's understanding of math. He often assumed that I already knew things that have not been covered in my previous math classes (calc. 1-4).
1. Dr. Pearse is excellent at grabbing and keeping your interest in the material. He ties the material very often to everyday situations or objects.
2. I can't think of any weak points.
3. 
4. Great course
Question
1. What were the strong points of the course?
2. What were the weak points of the course?
3. What should the instructor do to improve their teaching?
4. What is your overall opinion of this course?

Comment
1. He knows his stuff, good with answering questions, and availability after class
2. To much homework for the time given to complete it, some problems on the test not related to the homework and notes
3. Don't give so much homework, better grading on tests
4. Super hard compared to my other classes

1. Erin is a great teacher and always makes a point to explain why you are doing what you are doing, instead of just telling you how to solve the problem.
2. 
3. 
4. My favorite calculus class so far.

1. Pearse was an excellent teacher and was very good at explaining complex topics in a way that was easy to understand. Even though I don't like homework, I am glad we had so much of it, it helped me learn the material. Office hours were especially helpful. Getting the tests back in the same week was unexpected and really nice. I've never had a teacher get tests back so fast.
2. The test questions sometimes were unnecessarily hard. I knew the subject matter but had a hard time showing that on the test because of how complex the functions we were working with were. Compared to the homework the test questions were harder. But Pearse did a good job of realizing this and grading easy.
3. I don't think there is anything you could do to make me learn more
4. Excellent, one of the best math classes I've ever had. I changed my major and ended up not needing this course, but I'm glad I was in it even though it was hard. I learned a lot

1. The exams are very difficult. Out of only 4 questions, there is usually one question where Erin encourages independent thinking. The question asks us to do things that we haven't done on the homework or in class. I think this is unfair, we are just learning this subject, we don't have experience or understanding of the subject like a professor has.
2. 
3. 
4. Very difficult course.

1. 
2. 
3. Maybe slow down a little
4. Best calc class at OU

1. Dr. Pearse moves quickly, not belaboring points for those who haven't been keeping up, which is essential for a math teacher. His talent in mathematics translates easily to his teaching, and he is the best mathematics teacher I've had at OU.
2. Since the course is designed to be taken simultaneously with Physical Mechanics I, you should put the curl and divergence stuff earlier in the semester, and above all cover gradients as soon as you possibly can. Matrices should be covered a little more systematically in either Physical Mathematics I or Calculus IV (or, really, Calculus I).
3. The homework load—which was at least twice that of any mathematics class I've taken previously—often felt like busy-work, taking up time that could have been spent studying or doing problems that actually gave me a deep understanding. If you want to assign a huge amount of homework, that's fine, but you shouldn't fool yourself into thinking that you can pull that off while relying on the textbook and not writing your own problems.
4. You briefly touted the discussion page on D2L, but then neglected to create any topic categories on that forum, which made it impossible for a student to make a post. D2L discussions proved extremely successful in my introductory physics class back in the day, and you should talk to Dr. Kieran Mullen from that department if you're interested in how one can make all that work well.
5. I think your reluctance to post grades on D2L is a unfortunate, though I know you have your reasons.
6. Best math course I've taken at OU, but the busy-work slowed my learning.
1. Very good teacher who explain questions well
2. nothing
3. nothing
4. very helpful

1. Great teacher. Erin knows material very well. Fair grading
2. Tons of homework!! Time spent working on homework in class was more than double any other class I have taken.
3. Select problems specific to what the teacher wants the students to learn.

1. In class lectures were always informative, assigned homework assignments helped with exams.
2. Lectures sometimes spent a bit too much time on proofs/concepts/theory, rather than examples.
3. Just slightly less theory, and a bit more examples.
4. Very good

1. I like that note that posted on D2L, they are very helpful. The homework keeping me up to date with the learning material but it too much that sometimes I don't have enough time to do other work.
2. There are not really interaction in the class. We started very active but as the time went by it started to decrease. When giving examples, it will be better if the teacher an include some of the problem from exercise instead of repeating the example in the book.
3. Decrease the workload. Ask students if the understand the material. Keep students active in class.
4. I think this course is very well taught.

1. Dr. Pearse is a wonderful teacher. By far the best teacher I have had in class.
2. nothing
3. Don't change anything
4. Excellent

1. It was not too difficult to follow along. The way that Erin teaches was very clear and specific, and I rarely found myself confused or lost.
2. Honestly, I don't have any to mention.
3. Again, quite honestly I have no suggestions. To me, it was all good.
4. It was great. I have always liked calculus so that's easy for me to say, but I enjoyed coming to class and learning new things for sure.

1. Very nice explanations of the material. Also, making sure the material is understood before moving on.
2. None I can think of.
3. Nothing I can think of.
4. Out of the 3 times I've taken Calculus 4, this is the first time the material has actually made sense. Thank you!

1. Had an enthusiastic teaching style that made the material more enjoyable. Was fair and understanding if we forgot to do a homework or something and let us redo it without penalty.
2. Can't think of any
3. Nothing
4. Excellent

1. Dr. Pearse is always able to answer in-class questions by giving enough context and relating concepts back to previous areas of study. I love that he goes through the proofs when we're learning new things, as I find that beneficial to actually understanding the material, rather than just going through and plugging numbers into a formula. He also goes out of his way to make sure that class is reasonably entertaining without just searching for laughs, and you can really tell that he's a well-rounded individual from his jokes.
2. It occasionally felt like we were moving really quickly through the material. He also writes/talks/explains so rapidly that I feel like I'm missing out on lecture if I try to take notes.
3. Again, quite honestly I have no suggestions. To me, it was all good.
4. It was great. I have always liked calculus so that's easy for me to say, but I enjoyed coming to class and learning new things for sure.

1. Dr. Pearse is a wonderful teacher. By far the best teacher I have had in college.
2. Nothing
3. Nothing
4. Nothing

1. I just clicked with Dr. Pearse. It's like my mind and his are sync'd up somehow. The way he explains things in class, is the same way I think about things. That's part of why I was able to learn so much. I think maybe the most important thing though is that this class somehow reignited my long-dormant love of mathematics. For the first time since being at college I'm actually excited about being a math major. Dr. Pearse was a big part of that because he didn't ever try to dumb things down and never hesitated to give us glimpses into what was to come later in studying mathematics: for example, he once took a 15-minute break in his lecture to explain precisely what was meant by a "hole" in topology. (This knowledge was relevant to what we were studying in class, but he went into much greater detail than necessary.) I could go on and on but I won't.
2. An hour and 15 minutes is a lot of damn calculus to take in at once. During some lectures at around the 60-minute mark I would either stop taking notes and just try to intuit the meaning of what was being scrawled on the blackboard, or else stop trying to understand anything and just write everything down.
3. The business above about the course being "usually" graded fairly, is because I feel like on some tests I probably got more partial credit than I deserved. For example on one question it was required to integrate in spherical coordinates, and I forgot the Jacobian for spherical coordinates so I just made one up that simplified the integrand considerably, and only lost a couple of points, while the time I gained from making that simplification probably gained me at least fifteen points.
4. I think that his teaching style, which does not resemble "teaching" at all so much as it is just him talking and us listening, is perfect for math majors. Other majors might have trouble following his lectures because he moves very quickly and although I never had a problem with falling behind, I can imagine that if I did, I would be tempted to despair of ever being able to catch up, because new material (and notation!) is introduced incredibly quickly in this course.
1. I thought Dr. Pearse's teaching style was excellent for the content of this course. The fact that he is younger not only allowed him to connect better with the students, but also helped because he was more tech savvy so everything in class was also online for reference.

2. I can't think of any real weak points besides having an assignment due every class period. That became extremely stressful in the latter end of the semester when every teacher is piling on the coursework.

3. Maybe less homeworks, but then again the grade percentages reflect the extra homework so I don't know.

4. Calculus is calculus but with Dr. Pearse teaching it I thought it was pretty enjoyable.

1. Instructor was a good, clear communicator. Instructor is also obscenely good at drawing 3d things on chalkboards, I'm pretty jealous.

2. Homework took a massive amount of time. It helped alot in learning the material, but 8 hours a week to spend on homework seemed excessive, and was slightly exasperating to see the assignments each day. Maybe just 5 less problems a week could make the load slightly more manageable.

3. Very Little.

4. One of the best, possibly the best math class I've had in my 12 years and 5 college courses in math. The homework took a huge amount of time, but was very beneficial to learning.

1. good examples and explanations

2. very hard materials to learn with little time in class.

3. things are good as is. have students ask more questions.

4. was good but hard
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<td>2. What were the weak points of the course?</td>
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<td>1. Good in class lectures, useful homework.</td>
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<td></td>
<td>2. none</td>
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<td></td>
<td>3. Reveal test dates sooner.</td>
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<td>4. Good course in my opinion, learned everything I believe we should know for calc 4.</td>
</tr>
<tr>
<td></td>
<td>1. See overall opinion.</td>
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<td></td>
<td>2. Drawing some of the graphs required for this class could be very difficult.</td>
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<td></td>
<td>3. Not much, maybe use more real world examples. Towards the end of class there were many connections to physics which were really great. If only some connections could be made sooner in the class.</td>
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<td>4. Very good math class, the best I have had in college. Workload was heavy, but reasonable to an upper level college math class. Lecture was done very well! Easy to understand and take notes, great drawings.</td>
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<tr>
<td></td>
<td>1. Erin was a very friendly and willing to work outside of class.</td>
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<td>2. More practical examples would help in understanding how and why we use calc 4.</td>
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<td></td>
<td>3. Keep up the positive attitude.</td>
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<td>4. It was pretty good overall, and Erin definitely helped in making the class interesting.</td>
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<td></td>
<td>1. great teacher. went out of his way to help. i loved the notes being posted online.</td>
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<td></td>
<td>2. just a lot of material. the exams were really hard.</td>
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<td>3.</td>
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<td></td>
<td>4.</td>
</tr>
<tr>
<td></td>
<td>1. Lecture. While at times hard to concentrate throughout the entire class, the lecture was usually easy to follow and interesting. I especially appreciated the examples. The online notes and test review were also very helpful.</td>
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<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3. At the beginning of the semester, introduce your notation and shorthand. For at the beginning it was hard to follow without knowing some the of mathematical shorthand.</td>
</tr>
<tr>
<td></td>
<td>4. Excellent.</td>
</tr>
<tr>
<td></td>
<td>1. The professor cared about his students understanding the material, and proved so by putting the lecture notes online as well as being open for office hours.</td>
</tr>
<tr>
<td></td>
<td>2. The amount of homework was sometimes overwhelming</td>
</tr>
<tr>
<td></td>
<td>3. Nothing</td>
</tr>
<tr>
<td></td>
<td>4. Great, would gladly take a class from Pearse again</td>
</tr>
</tbody>
</table>
1. Erin as an instructor.
2. Too much homework, and the grades were never posted on d2L.
3. Make the homework due every other class instead of every class so we can enough time to ask questions. Also a curve would be very helpful, even if it's a small one.
4. I liked it and I thought Erin was a great instructor. I will definitely be taking another one of his classes in the future.

---

1. Dr. Pearse is a very knowledgeable, enthusiastic teacher who made time for us whenever it was feasible.
2. The book is absolutely horrible at explaining concepts. Unfortunately, I think that this is a standard thing for almost any math book.
3. I think Dr. Pearse should just keep doing what he is doing. The only gripe that I have is that the grading isn't readily transparent and it would be nice to be able to see the grades on D2L.
4. All in all, it was a very challenging course that covered a lot of concepts that have relevance in the field of mathematics.

---

1. The heavy workload makes the material easy to remember
2. It's a little hard to understand at times but the notes help
3. Give out homework in a more proportionate manner; give bigger homework assignments for the weekend and smaller assignments from Tuesday to Thursday.
4. I definitely learned a lot

---

1. Everything was graded and handed back very quickly.
2. Material was covered quickly and hard to follow.
3. Think of the students perspective and how it would help them to understand the material better, sometimes material was too abstract and way over my head to understand.
4. I liked the professor but the subject was very theoretical and hard to follow most of the time. It was fair.

---

1. Dr. Pearse seems to thoroughly enjoy what he teaches, and seems to genuinely want the student to learn and understand the material. He does a good job of communicating the material to the student, and his math jokes are pretty funny.
2. When he explained the theory behind the actual math, there were times where I was simply lost and just able to nod along. Also, the tests were very challenging. The questions were very answerable, they just took a long time to finish and I frequently ran out of time on the tests. And since each test is only 4 questions, not knowing how to do 1 question can seriously hurt the grade like it did for me one of my tests. He grades the tests pretty generously though.
3. Maybe include the students more in the lectures. Since it’s a small class, if just the teacher is talking then the rest of the class might have a tendency to fall asleep, especially in a Tuesday/Thursday class. At the start of the year, he said he was frequently going to go around the room asking each student how to do certain things, but he never really did this.
4. It was a significantly better than the other math course I have taken at OU, and I plan to take him again for Differential Equations in the upcoming semester.
Question

1. What were the strong points of the course?
2. What were the weak points of the course?
3. What should the instructor do to improve their teaching?
4. What is your overall opinion of this course?

Comment

1. Tests and grading were always fair. The tests were challenging but never had any content that just came out of nowhere. Homework was a bit excessive but did contribute a lot to the learning process.

2. None

3. Nothing. Great professor. Always excited to help students with whatever they need and obviously has a passion for what he does.


1. The teacher is really helpful in class and after class.

2. So much homework, but we can't complain because they are all necessary.

3. Everything is good now.

4. In the beginning of the class, the teacher always added one or two more questions for the homework of the day after class. He usually sent out an email telling people any changes. It was really inconvenient because some people had done their homework at noon, any additional homework problems coming in the afternoon would be bothersome.

1. I really appreciated Erin's ability to relate whatever we are learning to a real world application. It makes it easier to put in the extra effort to truly understand a difficult topic instead of just trying to learn how to answer a question on an exam. The most impressive point of the class was Erin's commitment to teaching. I stayed after class most days and I truly appreciated the time and effort that Erin put in to make sure that I did not walk away without understanding an assignment.

2. I was not a fan of the book. The relationship between the examples in the book and the homework that it asks us to do can be pretty tenuous. Also, the book skip steps and asks the reader to verify the end result, but if you are truly lost in how to proceed it feels like the author is taunting you asking you to perform the example that you don't know how to do in order to learn how to do it.

3. I was very pleased with the instructor, but just saying that isn't very helpful. He was excited to teach us, which translates to the students. I would say that sometimes it is difficult to keep up with the lecture, sometimes I feel like I missed an important explanation while I was trying to understand the last thing said.

4. I was very glad that I took this class. I expect that I will find this class to be useful later.

1. Dr. Pearse is a wonderful teacher. If I did not understand something he would not hesitate to stay hours after class to explain it to me. I always ended up understanding.

2. The lecture notes posted online were tremendously helpful! I haven't had very many teachers put that much effort into it.

3. The extra credit assignments were cool because he put in the effort to give us real life examples that we could use linear algebra for. This made the class alot more interesting and enjoyable.

4. The test reviews were beyond helpful. I've never had an instructor give questions for a test review and solve all of them so that we have a guide. And I was very thankful for that.

2. Nothing.

3. Nothing. Dr. Pearse did more than enough to teach us these concepts.

4. I was very pleased to have taken it with Dr. Pearse and hope to have him for a class again soon.

1. The lecture notes and review notes posted on D2L were very helpful. In class examples were also helpful to understand the concepts.

2. 

3. 

4. This was a good class and I learned alot. The homework load was grueling, but most of it helped prepare for the exams.

1. Lots of homework => more practice.

2. Too many things to digest. The course has too many things to be covered.

3. More examples instead of arbitrary numbers.

4. It's pretty good and fun.
1. Erin does a great job stimulating interest in the material. The course isn't easy but he is very patient in working with students and tries to get them involved. He really is a great professor and goes above and beyond to teach the material.

2. It probably could have more class time spent working problems and less doing proofs. However this is just my opinion and I know other people could completely disagree with me.

3. Not a lot. He really is a great teacher.

4. It was great. Definitely challenging and I wasn't very good at it, but Erin was a great professor.

1. Dr. Pearse always made himself available for help during office hours as well at any other time.

2.

3.

4. very well taught

1. We discussed a large amount of material. We covered basic and complex topics. We covered things that will make us more valuable in the work force.

2. Some basic things were covered too much like matrix addition and multiplication and other basic things did not receive as much attention. This made it difficult to understand some of the more complex things later, but some of this is due to lack of time in the short summer semester.

3. Be sure to cover explain the basics of abstract math more. It is not terrible complex, but most lower division math classes have dealt only with things that can be physically seen and measured.

4. The course was very educational and I learned a lot.

1. homework was essential

2. way too much homework

3. show similar example problems

4. it is ok

1. Online notes, assignment postings, etc.

Information about common applications of course material.

2. Confusing textbook.

3.

4.

1. Erin was enthusiastic and very professional

2. The amount of homework was excessive and did not allow sufficient time to learn. An excessive amount of time was devoted to proofs that far exceeded the understanding of the class. I myself completed my homework individually and found it hard not to just give up. I noticed many students with solutions manuals just copying answers down during class. Erin should have chosen either of 2 approaches

1) BEAT THE MESSAGE IN WITH REPITITION,(A FOCUS ON QUANTITY)

2) BEAT THE MESSAGE IN WITH PROOFS (FOCUS ON QUALITY, ALLOWING AMPLE TIME FOR UNDERSTANDING)

I can say the proofs did not benefit me in any way. There simply was not enough time for digestion of the material with 3 to 4 hours of homework to do.

3. Learn to observe the class and interpret the nonverbal feedback.

Lack of attendance = Lack of meaningful content

I currently have an A in the course and I don't understand one thing he says. I might as well have enrolled in a correspondence course.

Learning is a building process without clarification of the basics you are wasting your time.............. TRUST ME THE PROOFS DID NOT CLARIFY THE BASICS

4. Typical OU math course. If you want to learn how to teach go online to the KHAN Academy

1. Its available in summer school

2. The homework problems and tests are ridiculously difficult. The only reason I survived this course is because I had no other classes to worry about and nothing else to do. Even studying 4 or 5 hours a day 5-7 days a week, and studying in groups, is barely enough to scrape by with a C.

3. Don't include so many proofs on the homework. Virtually everyone just finds a way to reword the solution manual answers for the numerous proofs because otherwise it would take an absurd amount of time to figure them out, 4 or 5 hours of studying per day is barely enough to figure out the regular homework problems let alone the proofs. Frequently I would be with a group of 3 other ostensibly smart people trying to figure them out for hours and no one would have even the slightest hint of a clue what to do.

4. It was nothing short of shockingly difficult considering I didn't even have any other classes to worry about.
1. Graded exams and homework assignments were returned promptly.

Instructor was very knowledgeable about subject.

2. I felt like too much valuable class time was wasted on tangents relating to applications of course concepts that are beyond the scope of the course. Class time is valuable, especially during the summer, and I was disappointed that instead of elaborating on a difficult new concept, time was wasted talking about how that concept relates to fingerprint databases or Calculus 4.

Also, the homework assignments were way too long. There were too many proofs and not enough practice problems applying the new concepts. If we were going to be asked to write proofs on exams, we would have needed to practice writing proofs. However, we were asked to apply the concepts during exams, so the proof writing on homeworks was basically a waste of time that could have been spent practicing. Also, the length of the assignments prevented us from having time to study for upcoming exams or read ahead in the textbook.

Another weak point was that exams were given up to a week after we covered the relevant material. This made absolutely no sense. We were having to complete lengthy homework assignments on new material AND try to go back to previous material to study for the exam. Why not just have the exam a day (or two) after the relevant material has been covered in class, instead of moving forward??

Regarding the syllabus, it was never really made clear how the homework grade was to be calculated. This made trying to keep track of our overall grades pretty difficult.

3. More examples and less theorem proving during lecture. In other words, more concrete and less abstract. We are required to apply theorems and concepts to solve problems during examinations, so show us examples of how this is to be done.

Also, slow down during lectures. I understand that this course was rushed due to it taking place in the summer, but it was very difficult to scribble down notes from the board and be able to comprehend what was being said at the same time. Along the same lines, not everyone understands concepts after the first explanation, so spitting out a theorem, saying “got it?” and moving on should not constitute as instruction.

Another improvement could be in the way questions are answered during class. I felt that many times when a student asked a question they were made to feel stupid for asking because of the way the question was answered. On the first day of class you encouraged us to ask questions, but why would anyone want to be made to feel stupid in front of the entire class just because something was not immediately clear to them??

4. 1. I enjoyed the ability to print of lecture notes, which allowed me to study before lecture. Consistent homework assisted me in reinforcing the lessons of the day.

2. Although I liked the homework, I felt over burdened with the work load given. All in all the proofs destroyed my motivation to actually try and solve them. The ones I have solved I will not likely forget, but as the semester has gone on the number of proofs I give the proper time too has dwindled.

3. With more complex proofs that are not so clear, give solutions to after the assignment is due. Possibly give proof and quiz over the material, although I understand time will likely not allow.

4. I enjoyed the class greatly, this is by far the most practical and useful math class I have take. I enjoyed it much more than P-math and diff-q.

1. I enjoyed the Professors clear explanation of the course material and his ability to answer a wide range of questions about the material.

2. Wayyyyy too much Homework. It gets very frustrating after a point. spending 4ish hours every day on only this class's HW while also taking other classes and doing their HW can lead a person to feel burnt out too quickly.

3. Lighten the HW load a bit. Other than that, everything else was perfect.

4. Good course, learned a lot!

1. organize knowledge and willing to answer all questions from students

2. nothing

3. nothing

4. excellent

1. The material was presented in a clear and easy to understand way.

2. Although the lectures over the material were always clear, the material was such that it could be learned by simply sitting down and reading the textbook and working a few problems. Because of this, the 65 minute a day lecture format had a tendency to become quite tedious. It seemed that many days a 15 minute long explanation with some examples would have sufficed perfectly well in place of a drawn out lecture.

3. Perhaps make even more "real-world" connections with the material.

4. The topics were well explained and very easy to understand, but the time spent in lectures and the volume of assigned homework problems outweighed that which was necessary.
1. What were the strong points of the course?
2. What were the weak points of the course?
3. What should the instructor do to improve their teaching?
4. What is your overall opinion of this course?

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Comment

1. Professor Pearse was very good at keeping the course at a pace that helped students learn the material. He was very patient and would re-explain terms and theories when he knew students were lost. He was a really great professor.
2. The amount of homework was excessive (3 nights a week!).
3. Nothing
4. Very good course with a great professor. Best professor I've had for math so far.

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Question

1. In depth teaching and explanation
2. Too much work
3. Less homework
4. Hard

---

1. Dr. Pearse was entertaining in class and was an all-around nice guy.
2. Proofs are completely useless in real-world applications and he feels the need to include a mass amount of proofs for everything. That is completely ridiculous and pointless. We are engineers, not mathematicians and so do not care how something is proved as long as it works.
3. Teach the concepts, not the most difficult situation possible. It is really hard to follow extremely long and tedious problems on the board. I really enjoy having basic problems worked for me so that I can understand the underlying concept and then figure out the rest by reading the book. When you teach the most difficult stuff, I can't follow any of it and end up having to teach myself absolutely everything including the basic concepts.
4. I like Dr. Pearse as a person, but I think the content of his lectures need to be tweaked.

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1. Pearse is good at explaining Differential Equations to people with an extensive background in higher mathematics, but does not do a good job in applying it to engineering (99% of the class make-up). Dr. Pearse mandated going to his office hour (which he was mostly available for), however every time I went there were crowds of students in his office because everyone had to be there and my questions could never be answered.
2. I learned nothing in class from Dr. Pearse - the only way I learned was from reading the book myself. We had a ridiculous amount of 30+ homework assignments (of 10 or more problems each) due every class period; Dr. Pearse's method of assigning so much homework was intended to help the students by working on a lot of homework, but this method only caused students to panic and not really try on it or resort to looking up answers in a solution manual. Dr. Pearse also graded very unfairly and the problems he put on his exams were nothing like the homework or book problems, so most students panicked on the exams and he would not show mercy for their grades. Also, Pearse's review session consisted of students working very difficult problems on the board; those answers would be copied down and Pearse would scan the students answers onto a PDF online. Unfortunately the answers were usually wrong by the students, plus the problems on the exams were not even similar to the types of problems covered on the review so practicing them was counter-productive.
3. Only assign one homework set per week (rather than 3), choose problems on exams that more resemble the review and the book, make the review a helpful study tool, grade exams more fairly, teach more effectively for the mass audience during lecture.
4. I will not recommend anyone to take Differential Equations with Dr. Pearse, and I wish I would have saved my money and taken it at OCCC or Rose State because there I would have had a better quality class and probably made a significantly higher grade.

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1. Pearse is interested in helping and is always available during office hours. He is very friendly, and seems genuine about the success of students.
2. The lecture notes were less of a supplement to the book, and more like a restatement of what it already covers. The examples given in class are not sufficient for the difficulty of the homework and test problems. Although Pearse was always available during office hours, getting help was consistently difficult since office hours were short and so many people would show up needing help. Also, the time of his office hours did not provide enough time to get help on homework in time to submit them for class.
3. Restructure lecture contents to better explain materials and provide better examples to help explain the material.
4. Very difficult, but a good prof.

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1. I really enjoyed the very straightforward manner in which Dr. Pearse presented the material- he did a good job translating "mathese" into english so that you could really understand even the tough concepts.
2. It was sometimes hard to find time to do the homework, since it was always due the class after it was assigned. I can see why this method makes sense, so that you get faster feedback on your work (which is really quite nice), but with the assignments themselves taking a sizable chunk of time each (on the order of 3-4 hours for some), there were days when there just weren't enough hours in the day to get them finished.
3. You might try making the homework assignments due two class sessions after they're assigned, so that what homework is assigned on Monday is due Wednesday, etc. If you were to keep them due on a rolling schedule like this, I believe you would get fewer incomplete assignments, and your students would feel less stressed out about your class, allowing them to enjoy it much more and be more successful in the long run.
4. Department heads, if you're reading this, do not lose him! OU needs more math professors like Dr. Pearse, who actually understand how to translate concepts into terms students can understand. I was dreading taking this course based on the horror stories my friends had told me, but Dr. Pearse managed not only to explain the material so that we understood the underlying concepts, not just the procedures, but also to make it entertaining. Yes, that's right, we had fun in a math class. I sincerely hope that Dr. Pearse stays at OU for a while, because I would definitely recommend his classes to my friends.
1. The instructor made instruction of the subject clear and easy to understand. The instructor was able to respond to a wide variety of questions and made the course more than just numbers on a chalkboard.

2. The class was at a bit of a faster pace than I am used to in a math course. At times it was difficult to keep up with the coursework that was required.

3. The instructor should not change a thing about the course. The exams a little difficult and long for a 50 minute exam period.

4. This was a fast pace and incredibly interesting course. For anyone that is interested in the study of mathematics, this is definitely the instructor to take for Ordinary Differential Equations.

5. Dr. Pearse was always very helpful in his office hours.

6. Dr. Pearse used the same examples the book used, so if you read the book, class did not seem necessary. However, office hours were wonderful for asking direct questions.

7. He should come up with other examples to explore in class.

8. Overall, I liked Dr. Pearse as a teacher. He obviously cared about his students and he really did want for everyone to learn.

9. The strong points of this course are that I was able to acquire more information why I may actually need this course. Well more for general engineering, because this course has not been a general need for my major.

10. This course had a lot of homework, with there being homework essentially every night. You learn a lot if you stay on top of it, and have generally good time management. But he changed the weight of homework near the end of the semester to reflect our hard work.

11. Try to not go into the nitty gritty extra details of the mathematics. I would understand if this course for math majors or math based physics majors, but it is for engineers. Unfortunately engineers are not scientists or doing experimental research most of the time, so they want a broader view of the concepts and how to use them. I looked up teaching courses on youtube about Laplace, and they helped me immensely when figuring out what I was really doing. Maybe a resource for students next semester.

12. I loved this course.

13. Knew the information covered in the class very well.


15. Nothing. He is doing a great job.

16. Very good course. Pearse's enthusiasm for the covered topics helps make the class enjoyable. He also seems to genuinely care about the students knowledge over differential equations.

17. Dr. Pearse is the best math professor I have had at OU by far. He spoke English very clearly, engaged the class daily, made the class entertaining and enjoyable which is hard considering the subject matter, never missed a class, he also was very good at communicating what was expected of us and then graded fairly.

18. There was too much information covered in the class. It was also hard to keep up with the homework because it was always due at the next class. It would have been nice to have a little bit more time to work on the homework instead of having just having two days to work on it. It would also help if the instructors office hours were a little longer. The text book was also not a very good aid because it didn't effectively explain the material.

19. Some things that might help is instead of spending the class before the test working the problems in groups it might have been more effective to have the professor work problems and review the material that would be covered on the test.

20. The class was very difficult especially since OU does not allow the use of graphing calculators. 1. that he follows the book. many of the math professors here don't follow the book, which makes it really hard for people to learn on their own. also, dr. pearse holds office hours and will spend a lot of time trying to help the students. he is really nice about helping outside of class.

21. The weak point of this course is the subject matter. I don't think that very many people think this level of math is interesting. However, I think Dr. Pearse makes it as interesting as it can be. Compared to what I have heard about the other calculus and diff. eqns teachers, he does the best job teaching the material and is the most fair.

22. Maybe give like three freebie homework assignments. I know the homework helps us learn and that it is important but since he gives homework everyday maybe we should get a small break. For example, how some teachers drop the lowest quiz grades, maybe he should let you miss a few homework assignments without being penalized. This will only hurt the student if he/she doesn't ever go back and learn the material but there are some days when we just have a million things due or whatever. Pearse does usually give at least one extra credit to help but I believe this is a fair addition.

23. Overall, I think he is the best math teach I have ever had. I think math is boring and at least he makes it a little more interesting (as much as math possibly can be for me). He gives alot of homework which really sucks but I realize that math is something you need to practice a lot to comprehend so I believe it is necessary.

24. You are really good at explaining things. Better than almost all of the math professors I have had here, and I am a math major so I've had a lot of them. Tons of homework is a mixed blessing. Some nights I cursed it but when it came time to review for the test, I was thankful.

25. I like that you presented and made us do occasional proofs even though the class is full of engineers.

26. The textbook is terrible.

27. I think you are doing a great job. Don't become old and boring.

28. It was great and I learned a ton.

29. Dr. Pearse speaks perfect English with no hard-to-understand accent, he's animated and enthusiastic, and he really knows what he is talking about and how it relates to the math world as a whole. And he'll tell you about it! He will mention some complicated math theorem or specialization and make it sound really, really interesting. He keeps the class a speed that is fast enough that we don't get bored, but slow enough that he can fully explain everything he writes.

30. THERE'S SO MUCH HOMEWORK and it's implied that there is no credit at all for late work. It's very possible to get behind, and disheartening when you do so.

31. Maybe assign a few less problems a night? Or only grade a few? Or perhaps accept all homework for full credit up until the exam that it is going to be on? Otherwise his teaching style is great! He is very enthusiastic and knowledgeable.

32. I liked the course itself but the homework load was kind of ridiculous.
1. I thought the lesson plans were very helpful. Appreciated the amount of examples involved in the lectures.
2. I thought there was too much homework. Learning in a collegiate atmosphere is ultimately the students responsibility. I felt like I had to spend too much time working through unnecessarily long homework assignments when I could have been reviewing concepts.
3. Give weekly homework assignments with problems similar to but not the same as the ones in the book.
4. I learned a lot from a great teacher.

1. Even though it was often annoying, I did appreciate having homework assigned for every class period. Continually having the problems in front of me helped reinforce what we had learned in class.
2. The review sessions before exams were not always very helpful at all. It was helpful that Dr. Pearse prepared review problems ahead of time, but there were always some example problems that didn't pertain to the test yet still took up our time. Also, when I would go in for office hours, he had a tendency to go off on tangents, which--while I appreciate learning all that I can--weren't very helpful and mainly took up time.
4. Dr. Pearse was always smiling. It made class more fun.
1. Dr. Pearse has the knowledge to explain any question asked of him. He is extremely knowledgable
2. It would have been helpful to have maybe 15 more minutes of class time
3. Excellent teaching
4. Great considering the material

1. He clearly knew what he was talking about when he was teaching.
2. Erin is a great teacher, and really knows his stuff. He really gets into the topic and explains it extremely well. He is always available in his office hours and responded to my emails promptly. He graded fairly and consistently.
3. The tests were extremely hard for me in the short time frame and there was an extreme amount of homework, however this is probably necessary in a course like this.
4. Nothing, great job!
1. Dr. Pearse made himself available to help which was great in helping me to understand the material.
2. Dr. Pearse's pace in the class is way to fast in my opinion. There may be a lot of material to cover, but I think that less theory and more homework problem mechanics would be better.
3. Slow down and simplify all of the complex theories.
4. Dr. Pearse did an excellent job given how hard the material was.

1. Dr. Pearse's enthusiasm. Usually I fall asleep in math classes but he was so energetic that I was forced to pay attention to the material.
2. It is just hard material.
3. I felt he did all that was possible for the material.
4. Tough material but he made it easier to understand.
1. good teacher for non engineering majors, math majors would love this personality.
2. The tests were designed as much harder of than any of the homework that we had ever seen during the homework or in class.
3. use the same expression of difficulty in the tests as in class
4. could have been better, but did learn quite a bit
1. Unfortunately, "everything" isn't a "specific strong point," so I have to go into more detail. The subject of the course was interesting, useful, and of appropriate complexity for its level. The text used for the course had numerous helpful examples and the problems in the text that were assigned for homework were neither frustratingly complicated nor so simple that they seemed like useless busywork. Dr. Pearse was engaging, well-prepared, intelligent, excited about the subject and math in general, helpful, fair, and fun. If I missed any aspect of the course, it was probably good too.

2. This course caused me to enjoy my other courses less by causing me to compare them to this course.

3. To improve his teaching, Dr. Pearse should teach more courses, specifically more courses that I take.

4. It was the best course I have taken so far at the University of Oklahoma.

1. Erin was the best math teacher I have had at OU. He was able to explain the material so that students could understand what he is teaching.

2. Course was extremely fast paced sometimes hard to keep up.

3. Do the review for the tests during the semester like you did for the FINAL.

4. It was a great class and I learned a lot.

1. *the exam problems were similar to homework problems.
   *there was a review day before the exam.

2. *TOO MUCH HOMEWORK
   *not enough time to finish tests
   *instructor goes way too fast on lectures

3. *be more prepared to answer questions and teaching
   *don't give homework everyday, just once a week
   *slow down when teaching to class, especially in an upper division math class.
   *get more time in office hours

4. this is a good course, however some of the material learned in this course was from calculus IV which is not by the way for a prerequisite for this course and I haven't took calculus IV (this has affect 1/3 of my grade), besides that, I think this would be a great course with maybe a professor who does a little better in performance.

1. Erin is a good teacher and knows the subject perfectly

2. Large amounts of homework that was slightly overwhelming

3. Less homework and more reviewing before a test

4. It was not my favorite subject, but not because of Erin
Question # 16: YOUR CONSTRUCTIVE COMMENTS ON YOUR TA'S TEACHING SKILLS ARE EXTREMELY IMPORTANT. PLEASE WRITE YOUR COMMENTS IN THE TEXTBOX BELOW. PLEASE LIMIT YOUR COMMENTS TO 2000 CHARACTERS.

- Erin thoroughly knows his subject. He is a great ta. Works well with this professor.

- Very helpful! clarifies basically all of the material. Makes the work seem a lot more easier then the professor does during lecture. good job.

- One of the best TA's I have had for math.

- Erin is an exemplary teacher and helper. He is always patient and instructive. never making any student feel stupid. Rather than telling us we are wrong, he helps us to see how we can get the problems right. Erin doesn't just know the material, he owns it! Thanks Erin!

- He is very helpful when it comes to any questions we may have had over the homework or exams. He explains the material in a way that makes it more understandable for us as students. It is because of him that I'm actually getting through this class very well. =)

- Good ta, but arm gets in front of board too much. (and erases stuff too quickly) friendly and helpful at office hours.

- Erin obviously understands the material and that was clear in office hours and discussion.

- Every week i look forward to going to discussion because i know that when i leave the discussion i will have learned and become up to date on the lecture material. His classes have a very light atmosphere and it makes learning easier. I like his red hair too.

- I think you are one of the best TAs I've had in my 2 years at UCR. The only thing I think did not help me was not completing a homework question we have problems with. You do explain and guide us through the material but I think you should finish the problem and explain everything. Personally that helps me understand a lot more.

- I think Erin is a very good TA. He clearly understands the material and brings to a level that we can all understand. I really like his up beat attitude, it helps you feel that the math problems can be accomplished. I have not personally been to his office hours but from what I hear from other students that he is rather helpful. Overall, Erin is a very effective TA and I would gladly take him anytime in the future.

- Very good TA, explains assignments throughly and clarifies problems that were gone over in class.

- Always available for extra help beyond office hours. Puts extra effort into helping students prepare for exams. Knows the course material extremely well and always help to make lecture more understandable. Erin explains the course material more clearly than the professor teaching the course. The course would be very difficult without Erin's help.

- Erin is a great instructor. He really cares about doing his job, and doing it right. He goes out of his way to insure that students understand the material presented in class.
Question #18: YOUR CONSTRUCTIVE COMMENTS ON YOUR TA'S TEACHING SKILLS ARE EXTREMELY IMPORTANT. PLEASE WRITE YOUR COMMENTS IN THE TEXTBOX BELOW. PLEASE LIMIT YOUR COMMENTS TO 2000 CHARACTERS.

- The thing that has most impressed me about Erin is his honest desire for us to actually understand the material. He takes the extra time to do things like hold review sessions and make really great review sheets. Erin is the kind of TA that makes you think that they're really not getting paid enough for this.

- Great TA! Very motivational and helpful! However, Erin includes a little too much theory when answering homework questions, which makes me get lost in the problem. Theory is great for understanding, but sometimes I need to learn how to apply a concept first before being able to understand the theory behind it. Overall, his teaching abilities are exceptional!

- great ta

- GREAT TEACHER.. SIMPLY THE BEST TA EVER!

- Is great at helping students understand the material, as he not only knows the material well, he also does a great job of re-iterating it to those of us with less of a grasp of the subject :) I feel that I would like him to sometimes cover stuff that is obviously more relevant then a question posed only by one student (which could be taken care of during office hours instead of discussion, which he is very generous with, O. hours that is.). All in all I think he is an excellent TA and I would recommend him to anyone.

- Erin is a great T.A. He is very helpful in clarifying the materials presented and "dummies" it down to where everyone can understand. Although there is not much time in discussion, due to holidays and quizzes, I think Erin should spend a little more time on homework help, even if it's just pointing us in the right direction.

- NONE

- It's nice that you're giving us such an easy last quiz, but why do you always have to test on theory? How often do we need to know the definition of the probability of a subset on a test? Or anywhere else, for that matter?

- very good teacher. seems to understand the material very well and is extremely dedicated. one of the best, if not thee best TA i have had yet. keep up the good work!

- Erin was an awesome TA. He was always energetic and very helpful. It was also cool of him to take time out of his busy schedule to review with us before our exams. He will make a great teacher, if he is going into teaching. I am grateful to have such a cool TA and I hope I get him next quarter.

- Was very helpful with regard to questions asked during discussion and during office hours. Also helpful with regard to helping us do well in the class, particularly when it came close to exams. When explaining a particular concept or idea, he would not skim over the idea but rather explain it thoroughly enough and in such a way that it seemed more clear than before. Overall, a very good TA.

- Erin is an awesome TA. I hope to have him as TA again for math 149B. Sometimes the professor might have gone too fast in explaining the material during lecture. Erin did a great job with helping the class to better understand the material. He is highly devoted and spent a great deal of his personal time to make review sheets and hold lengthy review sessions for the exams.

- It is very difficult to understand the lecture given by the professor teaching the course, but Erin is always available to helps clarify and make the course material more understandable. Always approachable during and outside office hours. Respects every student and always help out with any question we may have concerning the course. Erin always helps us to prepare for exams beyond his duties, such as providing us with lots of extra office hours and writing up materials in his own time to help us prepare for exams. Puts a lot of effort into helping students and making sure students understand the course material and have enough help. Helps to make the course more understandable where else without him, the course would have been very difficult to comprehend. It has been very enjoyable to have a competent TA such as Erin in the course.
Question # 16: YOUR CONSTRUCTIVE COMMENTS ON YOUR TA'S TEACHING SKILLS ARE EXTREMELY IMPORTANT. PLEASE WRITE YOUR COMMENTS IN THE TEXTBOX BELOW. PLEASE LIMIT YOUR COMMENTS TO 2000 CHARACTERS.

- Erin Peter Pearse is very helpful in explaining and clearing homework problems and course material as it is sometimes difficult to understand the instructor during lectures.

- Very enthusiastic. Everything is explained clearly. I feel he's a very effective TA.

- The TA is doing well so far. No comments

- Erin thoroughly understands optimization theory. He is very helpful with homework and general questions about the course.

- Mr. Pearse was essential to the course, he made very difficult concepts clear. He clearly knows the material ad can present it.
Erin Pearse  
Math 146B-02  
Winter 2004

Is very detailed in answering problems and in clarifying the steps needed to reach the solution.

I think Erin really thoroughly understands the material and he is very good at explaining the difficult subject matter.

Erin is well prepared for class and it shows. He knows where we are in the material and has looked at the homework problems in advance so he doesn't have to waste time looking at them to answer our questions.

Erin does an excellent job at explaining the material, and really knows what he's talking about. He's probably the best math TA I've had at UCR.

He is very helpful and makes the material seem so much easier. He is very energetic which makes discussion a lot nicer to go to. An excellent T.A.

Good Job!!!

Erin knows the subject well and is approachable.

Very organized.

Keep making electronic notes available!!

Great Job!! I think the only part I have had trouble was getting to the right office hours according to the time and answer the emails please!!
Very excellent TA. Even though the course itself was easy to begin with, thanks to TA, it's a walk in the park! =)

He's a good TA because he provides adequate amount of help and many alternatives to answering problems.

Very good T.A. because he expounds on the material and explain the material more in detail. I'm glad he does lots of examples i.e. homework problems.

Overall, great job. However, he should be more accessible during office hours. Most times my questions do not get thoroughly answered.

One of the best math TA's I've had.
Good TA knows all the material.

Very instructional and always presented the material in an entertaining way.

Well spoken TA: knows material well, and really easy to approach for help.

- knows material very well
- is very helpful
is concerned that students learn the material
- Presents material in a well organized and understandable manner
- Always prepared for lecture.
Below are the comments submitted by the students in the above course. All comments have been typed exactly as they were written, including any misspelling, grammatical errors, or punctuation errors. All comments submitted by a given student are grouped in a single paragraph, with a space separating the comments of different students. The number of students writing comments may be less than the number of forms returned because some of the students choose not to make comments.

The comments have been ordered on the basis of student response to Question 1: "What is your overall rating of the instructor?" The first comments typed are those made by students who gave the instructor the highest rating (e.g. 7 or excellent), followed by the comments made by students who rated the instructor "6", etc. The comments of students who did not respond to the question were typed last, after 4 spacing lines. It is hoped this ordering system will provide a useful but unbiased grouping of comments.

1. -Knows the material well. Always organized -Presents material in a well organized manner.

2. He provides notes online, none of my other math instructors have ever done so. And I deeply appreciate this.

3. Erin is always well prepared and understands the material real well. Always teaches in an organized manner. Random but cute sense of humor to lighten up the mood when needed.


5. Very organized, easy to accessed study material. Very organized.

6. I like how he gives the definitions of the concepts & then gives examples to illustrate them. I also like how he is accessible everyday.

7. Perhaps notes for lecture should be posted on ilearn before lecture time. I found it easier to follow along w/notes rather than writing notes furiously during lecture. Very organized.

Note: iPod is a very highly recommended MP3 player as much as I dislike Apple products.
8. The instructor is very helpful in his office hours. He makes sure that the students walk out with understanding the problem they came to see him about. He displays all materials in a simple manner for students to follow. He breaks down w/ examples so we follow the solving and get to the solution.

9. Erin is a good instructor, but he takes a lot of time writing the lesson on the board. Instead he should give us more problems to work on so it can clarify his lessons.

10. The teacher does a good job at presenting all the material and he explains it in detail whenever necessary.

11. No Comment.

12. I find him to be a very good instructor. His knowledge of the material is very strong and his lectures are thought out.

13. Pretty good instructor.

14. Instructions are well organized, but should give more examples, for students to follow!

15. He is a nice instructor. I prefer that he can give more examples.

16. -He tried to make the class enjoyable.
   -Had a tone of office hours and very excessable.
   Very approachable when you questions goes at a fast pace - could slow down a bit.
   Very good instructor

17. One of the better math teachers I have had. Straight forward & clear notes, thanever, tends to just run through material quickly.

18. It would be more beneficial if the teacher would make it easier to ask questions about the material before class begins.

19. Recommendation: Maybe give out notes online the day before so could amend to the notes during lecture. That way can concentrate on learning of writing down notes fast enough. MP3 Play
Don’t recommend one; instead get a CD walkman that can play MP3 from a CD-RW - these are alot of times cheaper.

20. Erin knows his stuff pretty well, but he needs to teach more by examples and way less by definition. He writes too much on the board. It’s organized very well but giving more numerical examples.

21. I would like to see the material less wordy and more mathematical meaning workout problems w/ numbers.
22. This course was taught pretty well by the instructor, maybe homework would help.

23. I liked the way you teach but try to pause during lecture to see if the students are following. A lot of times I’m too busy writing & not able listen to your explanation.

24. He’s responsible and teach clearly on the materials.

25. Please don’t let us struggle to figure out the inverse of a 3x3 matrix on the quiz. It’s such a pain. Everyone is sick and tried of the now operation to reduce to now-echelon forum. It’s just tedious work and lots of time.