

Math Department Faculty Evaluation Completed

📅 2021 Fall / Student Course Evaluation (End of Term) / Anonymous Survey

Course Assignments: 134 / Survey Participants: 8234

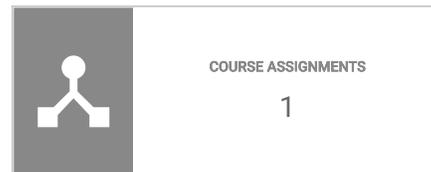
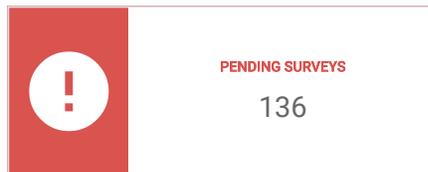
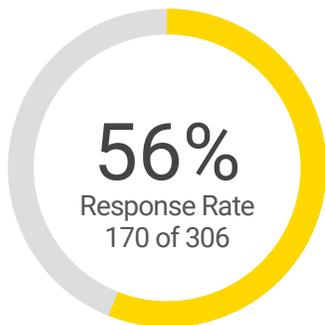
Schedule: 12/1/2021 to 12/17/2021

Results Available: 12/27/2021

📅 This survey completed on **Friday, December 17, 2021** at **11:59PM**.

College: Letters and Science
Department: Mathematics
Course Section: MATH 221 - 006 Calculus and Analytic Geometry 1
Course Section Director: 👤 NA
Instructor: 👤 BRIAN HEPLER

📊 Survey Overview / Course Section Results Aggregate



📊 Survey Metrics / Course Section Results Aggregate

Overall Rating



Avg	Min	Max	#Resp	Target	Success
2.8	1	5	169	NA	NA

Survey Data / Course Section Results Aggregate

About the Instructor/Course

1

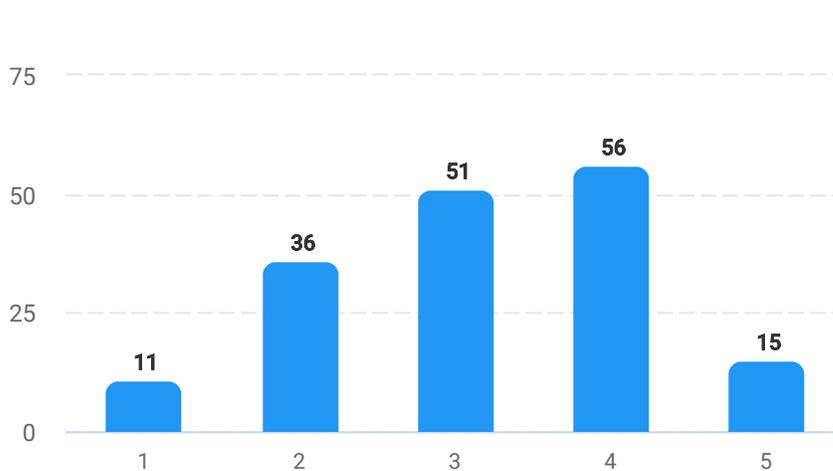
How clearly were the concepts, ideas, and techniques communicated by the instructor throughout the course?

(Instructor Multi-Choice)



BRIAN HEPLER Instructor

Value	Option	Total
1	Not at all	11
2	Slightly	36
3	Moderately	51
4	Satisfactorily	56
5	Extremely	15



Average	3.17
Median	3.00
Mode	4
Std. Dev.	1.06
Variance	1.13

2

How do you rate the organization of individual lectures and of the course as a whole?

(Instructor Multi-Choice)

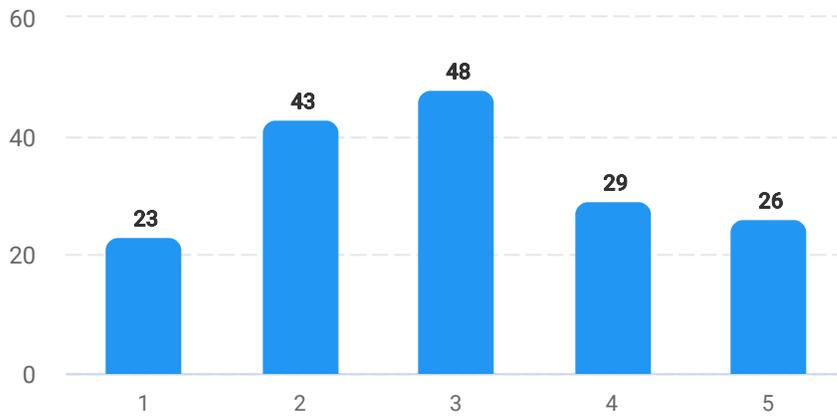


BRIAN HEPLER Instructor

Value	Option	Total
1	Poor	23
2	Fair	43



Value	Option	Total
3	Good	48
4	Very Good	29
5	Excellent	26



Average	2.95
Median	3.00
Mode	3
Std. Dev.	1.26
Variance	1.58

3

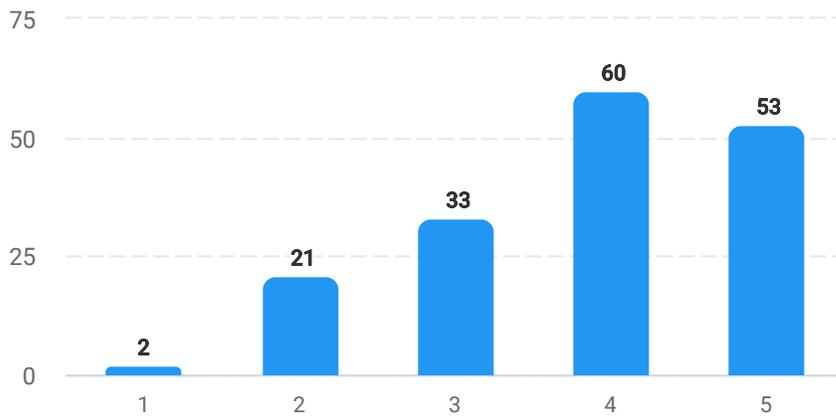
Did the instructor encourage students to think for themselves?

(Instructor Multi-Choice)



BRIAN HEPLER Instructor

Value	Option	Total
1	Not at all	2
2	A little	21
3	Some	33
4	Much	60
5	A lot	53



Average	3.83
Median	4.00
Mode	4
Std. Dev.	1.04
Variance	1.08

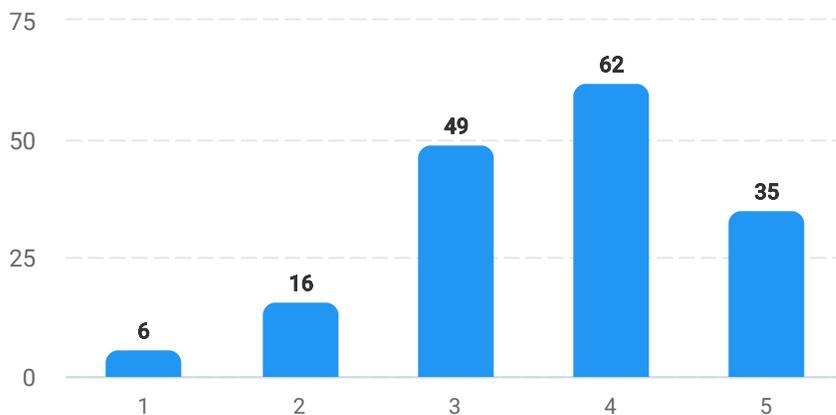
4

How clearly were grading policies and course expectations presented and followed?

(Instructor Multi-Choice)

 BRIAN HEPLER Instructor

Value	Option	Total
1	Not at all	6
2	Slightly	16
3	Moderately	49
4	Satisfactorily	62
5	Extremely	35



Average	3.62
Median	4.00
Mode	4
Std. Dev.	1.03
Variance	1.06

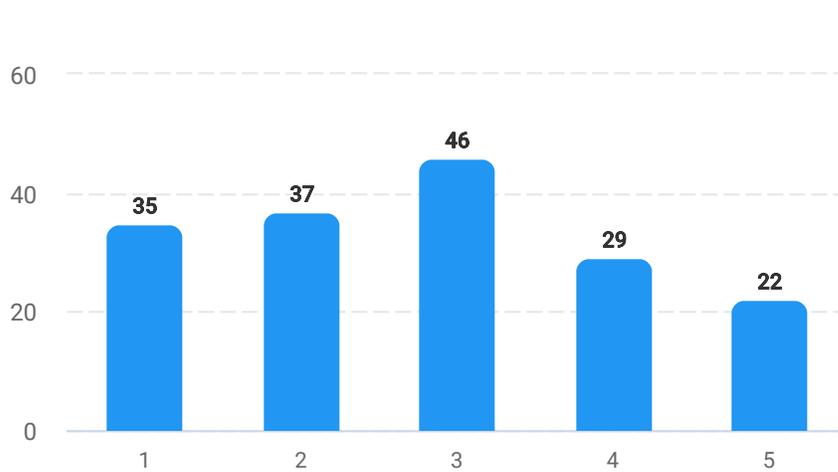
5

Overall, how do you rate the teaching effectiveness of the INSTRUCTOR?

(Instructor Multi-Choice)

 Overall Rating

Value	Option	Total
1	Poor	35
2	Fair	37
3	Good	46
4	Very Good	29
5	Excellent	22



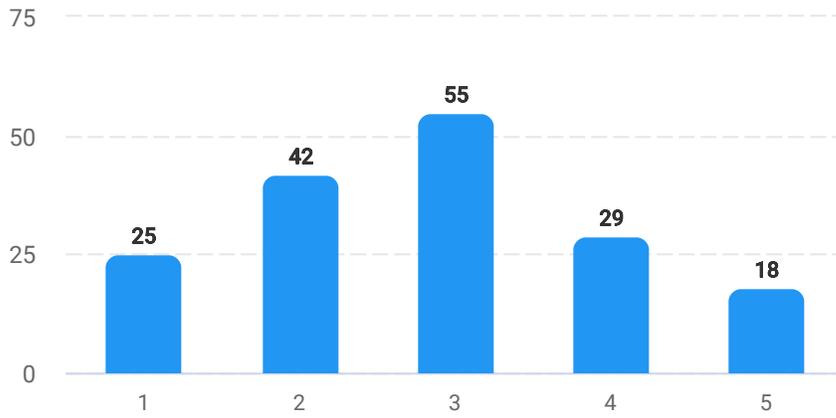
Average	2.80
Median	3.00
Mode	3
Std. Dev.	1.30
Variance	1.70

6

Overall, how do you rate this COURSE?

(Instructor Multi-Choice)

Value	Option	Total
1	Poor	25
2	Fair	42
3	Good	55
4	Very Good	29
5	Excellent	18



Average	2.84
Median	3.00
Mode	3
Std. Dev.	1.19
Variance	1.41

7

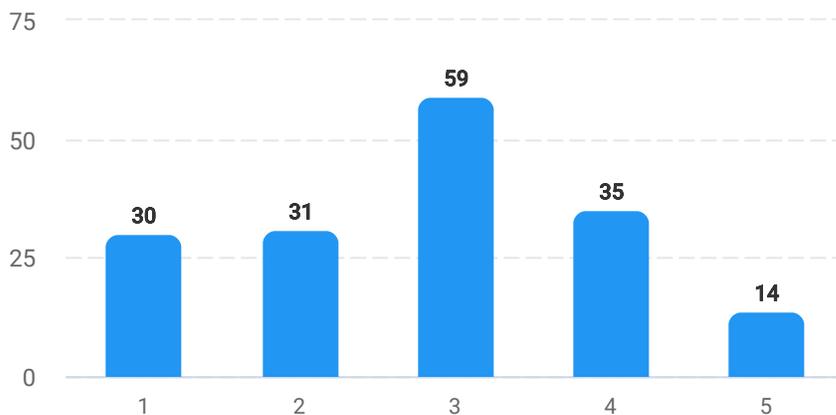
This instructor's teaching is truly outstanding.

(Instructor Multi-Choice)



BRIAN HEPLER Instructor

Value	Option	Total
1	Strongly Disagree	30
2	Disagree	31
3	Neither Agree nor Disagree	59
4	Agree	35
5	Strongly Agree	14



Average	2.83
Median	3.00
Mode	3
Std. Dev.	1.19
Variance	1.40

About Yourself

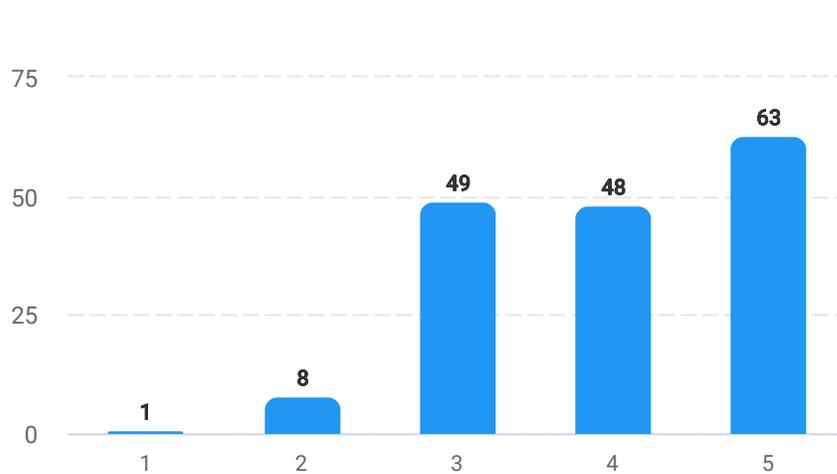
8

What grade do you think you will receive in this course?



(Multi-Choice, Single Answer)

Value	Option	Total
1	F	1
2	D	8
3	BC or C	49
4	B	48
5	A or AB	63



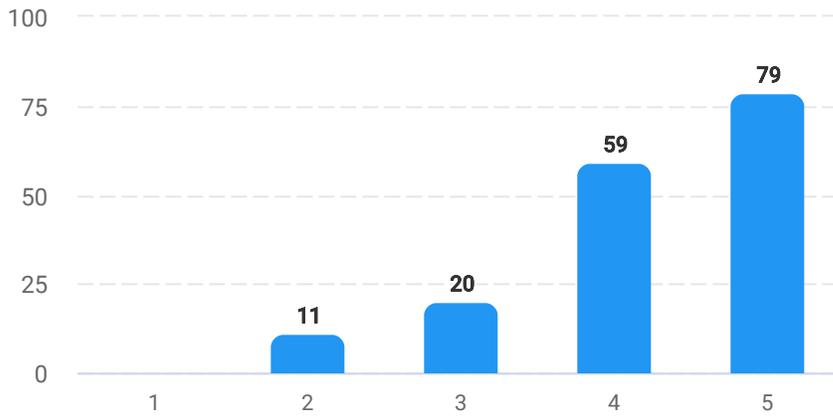
Average	3.97
Median	4.00
Mode	5
Std. Dev.	0.95
Variance	0.90

9

How often did you attend the class?

(Multi-Choice, Single Answer)

Value	Option	Total
1	Rarely	0
2	Occasionally	11
3	Often	20
4	Nearly always	59
5	Always	79



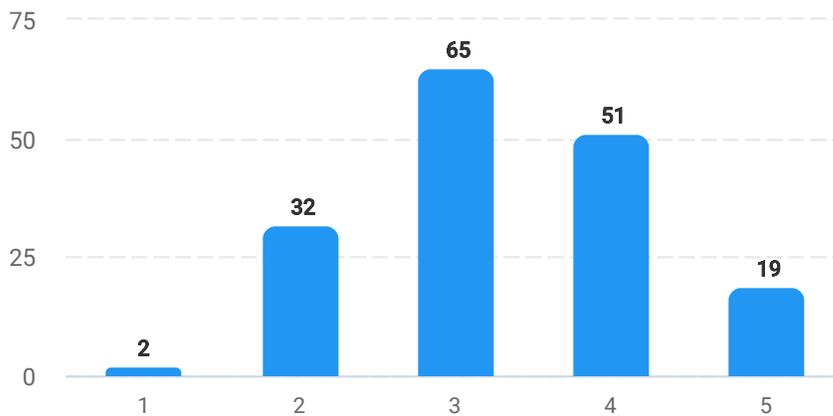
Average	4.22
Median	4.00
Mode	5
Std. Dev.	0.89
Variance	0.80

10

Estimate the average number of hours per week you spent on this course outside of class.

(Multi-Choice, Single Answer)

Value Option	Total
1 0-2 hours	2
2 2-4 hours	32
3 4-6 hours	65
4 6-8 hours	51
5 More than 8 hours	19



Average	3.31
Median	3.00
Mode	3
Std. Dev.	0.94
Variance	0.89

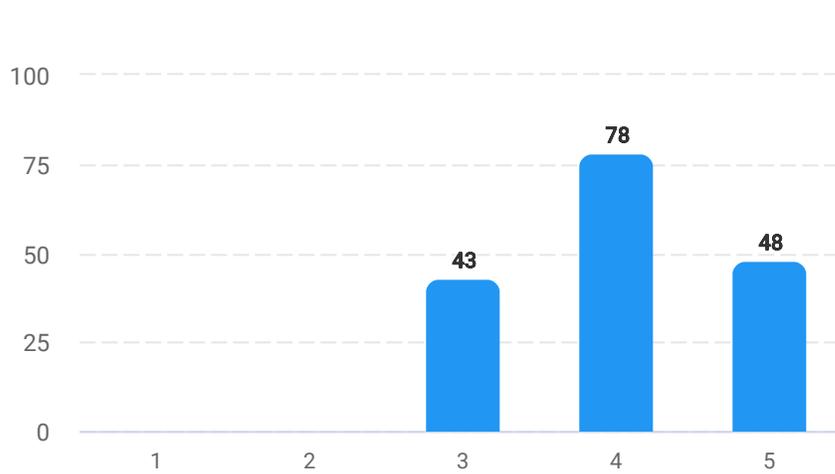
11

Estimate how much effort you devoted to this course.

(Multi-Choice, Single Answer)

Value Option	Total
1 None	0

Value	Option	Total
2	A little	0
3	A moderate amount	43
4	A substantial amount	78
5	A great amount	48



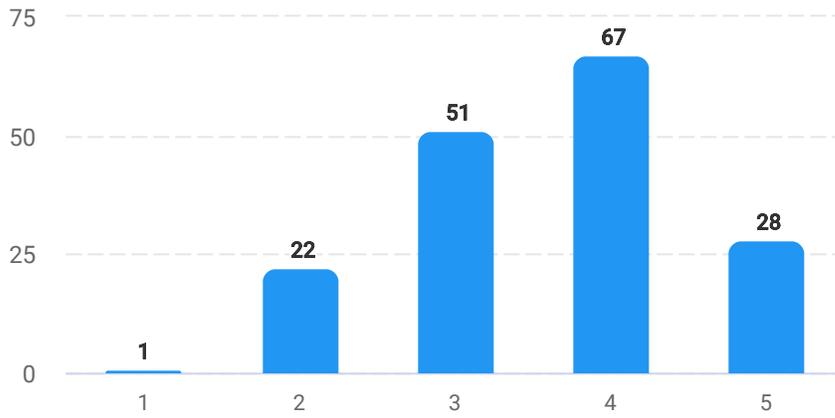
Average	4.03
Median	4.00
Mode	4
Std. Dev.	0.73
Variance	0.54

12

Estimate how much you learned in this course.

(Multi-Choice, Single Answer)

Value	Option	Total
1	Nothing	1
2	A little	22
3	A moderate amount	51
4	A substantial amount	67
5	A great amount	28



Average	3.59
Median	4.00
Mode	4
Std. Dev.	0.93
Variance	0.87

Comments

13

Here comment on your overall impressions of the course and the instructor. (You might include remarks on the instructor's preparation and the organization of the course, the availability of the instructor outside of class, whether the instructor realizes when students do not understand, the clarity of explanations, whether you found the course interesting, etc. But you do not need to limit your comments to these subjects.)

(Instructor Text/Memo)



- Exams are much harder than what was taught in class or seen in worksheets and weekly quizzes. They are even much different than what was on the given previous exams.
- it's just a little disorganized :(he's a good guy, but people don't learn math very well from him i don't think
- The ideas were presented to the class but there were never adequate examples so it was hard to understand how to apply the concepts to problems. If examples were given in class they were much easier or did not align with the homework making it very difficult.
- Overall, I do not think the midterms are distributed evenly. I think there should be an extra midterm, because the content covered on each exam is excessive. Also, if many TA's are saying some of the content on the exams are too hard to be testing us on, what does that say about the class? Brian is a straight-forward man, but he does not explain much of the content thoroughly. During lectures I find myself just drawing graphs and doing things not knowing the purpose of it.
- Brian was pretty disorganized throughout the course, he went through concepts fast. I think the main thing that is holding him back from being a good calc 1 professor is that he fails to teach basic calculus to students who've never seen concepts like this before because brian teaches higher level math classes and he kind of just skips a lot of steps when solving problems on the board
- good job brian
- The teaching seemed more like he was talking to himself instead of explaining to us. This made it quite hard to understand concepts. Better explanations would be nice, but the class goes quickly, so maybe this would be difficult.
- I absolutely hated this class. I was confused all the time and going to lecture made it even worse. I left there feeling more confused every time I attended. The exams are unbelievably hard and no amount of studying for them could ever prepare me. They aren't curved even though the averages for midterm 1 and 2 were around 70%. The exams determine your grade for this class. If you fail, you are most likely going to fail the class or get a D at most. Professor Hepler is a nice guy but he can't teach. He made learning topics even more confusing by trying to use proofs. The lectures are all over the place and I have no idea what is going on half the time. I went into this class having taken pre-calc and that's all. I have never done calc before in my life and this class was super hard. Even my friends who have taken calc before said it was hard. I have almost cried in discussion before because I was so confused. I am not even sure if I'll pass the class at this point due to everything I listed above. I had to teach myself calculus and it made this class even harder. I don't understand why I am paying to take a class where I have to teach myself the content.
- The instructor was obviously passionate about math, but sometimes let himself get carried away and didn't always spend time on relevant topics. His teaching style was a bit disorganized, and he would skip around a lot within the lesson. His explanations were always thorough but not always clear, and he didn't always understand when students were confused. I would have appreciated more practice problems and applications on more abstract concepts, and I also would have appreciated a less varied pace (we would sometimes spend 3 class periods on a topic and then go over 3 topics in one class).
- Would be better to highlight the essential concepts for every class. That would be much clearer.
- When it comes to lectures I found it unhelpful when doing the discussion worksheets and homework. He taught the bare minimum for each unit with simple easy problems he went over that barely helped with completing and understanding the work. I think if he gave problems during lecture with different levels of difficulty would help a lot with having a better understanding.
- Very engaging professor, I enjoyed the course.
- Honestly the textbook did not explain the topics well at all. And in class we vaguely went over topics so it was hard to follow. I had to rely on watching YouTube videos on my own and teach myself how to do everything. Overall I did not enjoy the course since I rarely learned details in class and the textbook did not help at all. I feel like my time could have been better spent on another class that had more details and in depth classes. not one



like my time could have been better spent on another class that had more details and in depth classes, not one where most of the learning had to be done on ones own by doing individual research. I feel like there should be a disclaimer for students so they are not unexpectedly put in the same situation I was. One should not have to watch YouTube videos for hours everyday to learn a topic when you are supposed to be going to class and learning for a great textbook. I don't blame my teacher, I more so blame the textbook and the math department for not having specific disclaimers and I'm depth reviews. Or making the syllabus available before choosing the class. The 3 exams, each worth 28% was very stressful. Especially when you are teaching yourself everything. If I would've known this beforehand, I never would have taken this class. Hopefully future students don't make the same mistake I did and have to overcome the consequences. The only positive I took was that I now feel comfortable teaching myself an entire class on my own. Something I never believed I would've had to do. I thank you only for the immense obstacle I had to overcome. I questioned my future in college at points. This was by far the hardest class I have taken in my life. I was set up to fail, yet I somehow passed. All on my own. Thanks.

- Concepts seemed to be overly complicated when I felt they weren't that complicated.
- Professor Hepler is pretty good, however if I did not have a calculus background I feel that I would be struggling more due to the lack of harder example problems in lecture.
- Professor Hepler seemed approachable and charismatic in class, but often fell short of my expectations. He was mostly unhelpful on Piazza, answering questions with basic, unspecific responses (offering answers for complex, reasonable questions with extremely elementary answers like "By definition," or "because of FTC."). I once attempted to go to office hours but left after he was 15 minutes late (not sure if he ever showed up). His lectures were clear at times, but he often described proofs and definitions in far more detail than was necessary, confusing me and other students. He was slow on uploading discussion activities and answers to Canvas, leaving students without practice material, was neglectful to uploading recorded lectures in a time when they are extremely necessary, was unnecessarily harsh on grading, and generally made the class more difficult than the math involved. While no doubt very smart, with a major positive to Professor Hepler being his palpable interest in the subject and his passion for teaching it, he has a lot of work to do in terms of running an effective classroom.
- I felt that Brian Hepler's videos from last year (that he posts on Canvas) were extremely helpful, clear, and concise. However this great teaching didn't really carry through to in-class lectures. I felt that the lectures were too all over the place and didn't help me all that much. However, Brian did seem like a really nice person and kept Canvas as well as Piazza fairly well updated. He also gave somewhat reasonable exams.
- Brian knows a lot about the material but does not do a good job of making things clear. A lot of time at the beginning of the semester we spent looking at proofs of what we were doing which does not do a good job of helping to explain the material. I think that just writing a few examples on the board does not do a sufficient job of teaching that material. I hope that he can help to make his instructions more clear in his next semesters.
- Please change another microphone.
- Brian is passionate about math and genuinely wants students to do well - this is clear as can be. I found the lectures were often a bit disorganized and/or unclear, however; often times it felt like he was putting up loads of information on the board without giving us a clear explanation of why he was taking the steps he was taking. I think Brian, as a math pro, maybe struggles a bit to remember/understand what it's like to be learning calculus for the first time, and sometimes glosses over elements that seem easy or simple to him but actually need more attention when being explained to students who are just learning calculus or might not take to math as easily as he does. Unfortunately I left lecture feeling very confused about concepts, more often than not - and then would go through the textbook and homework problems only to find the concepts much easier to understand. I think if Brian can improve in terms of explaining concepts more clearly, he can be a really powerful teacher given that he is so energetic and passionate about teaching math.
- The way prof. Helper taught was not good for those of us who had not taken a calc course before. He taught us as if we already knew what he was talking about and knew how to solve those problems. There were few lessons that he actually taught us the material. Overall I like the class is that is is beneficial to learn, but having



to teach myself the entire class was a struggle.

- I think that I would've just liked to see more worked examples as seeing these would really help with understanding
- Lectures seemed disorganized and it was often hard to make sense of them
- The instructor arrives with material ready to go. He is prepared and well organized. He is willing to answer a question during lecture and go in depth about the question if needed. Overall the course was very tough, especially having to compete with other students who have already taken Calc AB and BC in high school. It's a very tough course but there are many resources that I used to help me get to a passing grade. My math tutor Oumar Kaba has been a huge help in helping me pass. He explains the things we learn in class more in depth and shows useful tricks that help solve problems. Overall a great math tutor.
- Prof Hepler was very approachable and helpful 1 on 1 and if you attended office hours. Unfortunately, his lectures and course material felt slightly disorganized and was sometimes hard to follow.
- The class is very well structured and organized but concepts can be confusing at times. However, There are many resources available to help with this. Overall he seems like a great guy who has a passion for math, which is what helps create an effective learning environment. He provides basic examples in-class to help understand what is actually occurring. The tests seemed to be difficult compared to in-class learning, but overall the course is very effective for understanding base-level calculus.
- It's difficult in a big lecture hall but seeing students struggling was a weakness. Also he would do extensions of problems that were not needed
- My comment will be in the course itself. The course is not fair when it comes to the grades distributed. 84% on exams is not fair at all. I hope this changes in the future and thanks
- Some lectures were hard to follow with how the material was presented. A lot of times there were not enough examples.
- Brian is not only an effective instructor he is very flexible and understanding. He's always willing to talk with students and help them figure things out. He also brings in real reasons to care about what we are learning. He's made the learning environment safe and inclusive. I wish I could continue to be in his class next semester. He was upfront about the amount of work needed for different grades at the beginning and he was very honest and forthcoming about how to achieve an A or any other grade we may be seeking. He also helped after each exam to give advice about whether or not to drop. He's given more than what I would expect for helpful advice and encouragement. With the pandemic, I have felt safe in his class, which is a hard thing to monitor with how many students he has. He's shown a ton of patience also with those who throughout the entire semester continue to ask questions that are answered in the syllabus, on canvas, and in the reminder emails he sends.
- The instructor was organized and prepared for class, but the actual teaching of specific units was slightly unhelpful. I can't say whether the concept was just very confusing and difficult or if it could've been taught in a better way, but either way there was a lot of units where I had no idea what I was doing and how to complete the types of problems it was asking.
- Great
- Very good instructor. Very nice person
- .
- Professor Hepler during lecture would often give us example problems to do at the end of class and then just release us. Why would I come to lecture if you aren't going to go over problems you give us. If I wanted just problems I would stay home and read the textbook. I am convinced instructor quality for Calculus means nearly nothing because you end up teaching yourself everything.
- The course was difficult but that is to be expected. However, I took AP Calculus AB in high school and I learned next to nothing from Brain. Most of what I learned this year was from my TA Logan Heath who was very good at summing up the concepts that Brain never did. Brain is a very nice person but just not good at teaching low level math. I was fortunate to have knowledge coming into the course because if I didn't (and I also had Brain) I would not have done well in the course.



- Need More practical examples in lecture
- He is patient when I asked him questions
- Brian did a poor job of preparing students for his exams and discussions. Going to lecture would leave students more confused and sifting through his chicken scratch of what we actually needed to know versus what extra proofs and work was thrown in. It was extremely frustrating taking exams in this course as well since none of the old exams and review materials felt fair to what we were being tested on. 99% of what I learned from this class was because of watching outside lecture videos, digging through other walk-through videos on my homework, and my TA. Most students, myself included, eventually stopped attending lecture because of how poorly the material was taught in relation to what kinds of problems we were expected to solve on the homework, discussions, and even exams. This class was very defeating and extremely challenging since the teacher who was supposed to teach me could not teach.
- I believed our tests should have been curved. I don't think it's fair for the instructor to fail a high chunk of students then tell them they should probably drop the class because it will raise the class average up. I think it was a low thing to do and an easy cop out to have such a low class average and instead of curving the test to raise the average tell the bottom percent to drop to raise the average.
- I think that he clearly knows the concepts and the extensive background of the calculus topics very well, but he struggles to explain them in a way that is accessible and understandable to his students. He seemed incredibly reluctant to teach with simpler-to-understand terms, and when methods that were admittedly less advanced but just as effective arose, he would often say that he found them ridiculous and that they were mainly "high school level" methods. The only reason I even slightly understood the topics is due to my previous knowledge from high school calculus. He spent far too much time on calculus proofs that, while important, ended up not being necessary at this level and were never required or even brought up on any assessments or assignments. When he did spend time on actual problems that we would later see on our assignments and exams, he would spend very little time on them, and did not explain very key aspects of the problem solving. Additionally, the only calculus problems he presented and went through in lecture were problems straight from the textbook. I feel that while it is very clear that he is excellent at calculus, he is not at all good at effectively teaching it to his students. I struggled a lot in his class, despite devoting a very substantial amount of my time trying to learn and understand the content as well as rarely skipping classes and lectures. The only reason I am not failing the class is due to my T.A., who I feel is really the one who has taught me this entire semester.
- he is helpful and he always answers student's questions
- Not sure
- We had never learnt about the difficulty of the course before we take it ourselves
- I thought that your lectures were punctual, however they were sort of all over the place and somewhat difficult to follow. I found myself using a lot of online and external materials to try and better comprehend the topics we covered, which helped, but it would have been really nice if we went over a few more examples in class to fully solidify the topics we learned. Additionally, there were a few times where you mentioned at the end of class that we would be covering the same topic the next class day, especially if we didn't have time to fully finish it, however when the next class came you didn't cover it. Everything else was clear and explicit within your syllabus which I do appreciate.
- The teaching was hard to follow and was not explained in a way that anybody could understand. I am not failing the class only because I took calculus last year in High School.
- The course is organised in a clear and linear format that aids understanding and encourages us to think about previously learned concepts to new material. The instructor spends extra time on more challenging topics to aid understanding and is open to questions.
- Overall Mr Hepler seems like a great guy but I do not like his class. Having taken AP calc before the majority of the class has been just review save a few new things thrown in there. The lecture is alright i feel too much of it is spent proving some of the theorms and less about actually explaining it. If I hadn't taken the class before I feel i would be swamped and unable to catch up. My TA was little to no help with the language barrier which I



cant fault him for.

- I took calculus 1 last year and found it pretty challenging so I took it again this year and it was a bit more confusing this year and hard for me to follow in lecture. I wish Hepler would do less definition examples of different chapters and actually apply the concepts. I found that he would use too many integers and it got very confusing at times.
- Really weird teaching of the class that is sometimes incomprehensible.
- I enjoyed the teaching style of the professor.
- He needed a little more explaining in a different ways at times to make it easy for everyone.
- The lecture is a mess, it seems most lectures are rambling on about the proofs of a rule. For the most basic level Calc course it is important to have a basic understanding of WHY something works and the rule behind it. But it is not important to dive deep into it for 30 mins, followed by a statement saying we'll never need to use this proof. Graded in class activities were never laid out clearly and many students had no clue what the questions were ending up submitting full pages of the weeks notes. The explanations were not clear and often new topics were introduced with the wrong way to do it... Professor would write out a problem and solve it for 15 mins, then after that say, this is the wrong way and here is the formula or rule we should use. I often don't attend lecture but have one friend who does. I opt to watch online youtube or khan videos on the topics covered. I consult my friend who does attend lecture and not once have they said that going to lecture really helped their understanding of the homework or discussion. Hepler is clearly very smart and knowledgeable about a wide range of high level math topics, also a great guy but refining and better preparing his lecture will help a lot.
- He was a good instructor, however, many of his lectures were a bit boring and all over the place. It was kind of hard to understand the concepts in lecture.
- I thought Professor Hepler did a good job of teaching us by providing many examples but sometimes things felt unclear and it was tough to understand this through discussion sections.
- .
- Brian is cool; I wish I would've gone in for office hours or actually talked to him. Brian wasn't always the best in lecture, but he provided us with a lot of videos and so many resources to learn the material. Overall, I think I learned a lot and would consider a BC to be pretty good since i grinded and the class average is like a C.
- Good teacher, but hard class.
- I knew this course was going to be difficult when I signed up, but I was surprised by how lost I was in most classes. There are a few concepts I understand well, but most of the time I was very confused. I attended every lecture and discussion, and went to many hours of tutoring, and I was not able to grasp the concepts. I do not want to put full blame on those helping me, because I really just do not understand the course well, but I am a little disappointed by the lack of understanding after these countless hours of work I am putting in. I understand it is hard to help someone through so many different questions, but my discussion classes are not very helpful and the tutoring was not very beneficial. Again, I appreciate the help I was able to get and the time these people are putting in, but I would have liked more encouragement when asking for help. There were times when I felt embarrassed to even ask for help because of how I was being approached.
- N/A
- Hepler taught all the material, though it was sometimes rushed. My complaints with this class are largely to the department. 221 feels split between two rough groups. I am in the "Students who took AP Calc and got a 3" group, and then there is the "Students who didn't take calc in high school and learned all of precalc through khan academy because of the pandemic." I, and others in the former group are doing fine, though I wouldn't say everything is amazing. I think Hepler teaches the math far too conceptually, and barely touches on how the math would appear on an exam. Additionally, some exam questions have been unnecessarily hard. For example, the first question on the second midterm seemed like it was designed for students to get it wrong. Instead of it being a normal question, massively large numbers were used. instead of this proving that students somehow understood the material conceptually, I think it just threw a lot of people off guard. My



biggest gripe, however, is for the students who had no prior introduction to calculus. I don't think the department communicated how difficult calculus is, and for many students who learned the building blocks needed for calculus it seems like 221 is not for them in first semester freshman year. This was not communicated, and I know a ton of people who dropped this class. I don't think 221 should be a weed-out course.

- I wish that the instructor gets more experience with teaching concepts and learns how to have students stay engaged and motivated. the way he taught concepts was confusing and could've been taught in a more concise and understandable matter.
- He wasn't that great at explaining the basics in lecture but as the semester progressed it became easier to grasp the concepts and he was better at teaching the more advanced concepts
- His ideas didn't always come through in his lectures and it sometimes felt like he was rambling on about something that was a personal interest of his that didn't necessarily apply to the scope of the course. But overall, I thought he was a pretty good instructor, and he was entertaining as well.
- He could do a better job explaining concepts in lecture rather than just writing stuff down quickly on the board. The grading scale and the absence of any curve is also a bit unfair.
- This course was very very confusing. I have taken calculus before, only a year ago, and I have used more knowledge from my course last year in the homework for this class than what my teacher has given me. He goes off on tangents about nothing and wastes a lot of our time in class so we are always behind. Our class is doing worse than every other class with different teachers. I almost never know what is going on, and the only things I have "learned" and the things I came into this class already knowing how to do. If I did not have any calculus knowledge before taking this course, I would be failing right now. Everyone in my discussions section abs dropped out and this is not supposed to be a weed out class, it is supposed to be an elementary level calculus course
- I didn't prefer the teaching style, it would be nice to have less proofs and more problems on material used in homework and exams.
- n/a
- good
- Idk math is just hard but his lectures were fun
- Exams were wonky. Should be more straightforward to accurately reflect if the students really learned the material.
- Brian Hepler is brain helper.
- Pretty disorganized with very unclear explanations. He tried his best, but I think he overexplained topics and overcomplicated them, which made them substantially more difficult to understand and made them seem more overwhelming.
- N/A
- Prof Hepler's lectures were hard to follow. There were times I couldn't understand what he was saying in class and got really frustrated as it was hard to follow especially when he used the iPad
- I like how this class is formatted
- Course is obviously a struggle at times considering the level of the class but Professor Hepler is helpful, especially during office hours.
- The tests for this course were the most poorly written tests I have ever taken. For a school as great and large as UW Madison, I expected so much more from the math department. Math has been my favorite subject for all of my 12 years of schooling and I have always excelled. The math department at UW Madison has made me despise the subject. Also, the grading on my tests were consistently wrong. The first test even having 4 points taken off incorrectly. I do not trust the TAs of professors to grade my exams properly.
- I was taught Calculus 1 in highschool and retaking this class if anything sent me backwards/did not improve my knowledge. I feel like lectures mostly were taught out the text book (In the past this was the benefit of having an instructor; to aid in the understanding beyond the textbook) so I didn't really see it necessary to go to



class since I could provide myself better understanding from either the book itself or an alternate source. Mid terms were certainly a little more challenging than I expected from the work in class.

- I believe Prof. Hepler would be better suited for a higher level course. I think that he can be a really good teacher but not for students starting their calculus learning. I believe Hepler fails to present the information in an efficient manner focusing greatly on proofs that he states will not be covered on the exams and less on example problems and solutions that would actually allow students to put their learning into practice. He very quickly assumes you fully understand the concept after one lecture and then stops covering those concepts in following units. For example, if we are given a problem that builds off another concept, he will explain the new concept but then stop and say "then this is easy and you just do this" not completely finishing the problem. This method is fine when the concept you graze over has had a few semesters to be put in practice, but being expected to be an expert in something completely new that you learned a week ago is not fair or an effective way to teach. My biggest complaint is organization, because Hepler was previously an online teacher and has videos covering every topic, i know he can get the material from a lecture explained in 20 minutes. Because he can get the important stuff done in half a lecture he chooses to fill the remaining time with things i do not find helpful. The proofs and unnecessary and disengaging and the example problems at the end of class are set to bridge lectures but are often left unfinished and never returned to. I also believe the grade distribution of work is unfair. I understand that the only real way to test on understanding in math is through exams, but i find that exams being worth 80% of the grade is extremely unfair especially considering the work that goes into the Cengage homework. i would have preferred a lower a 65-70% of the total grade coming from exams and more percentage coming from the discussion quizzes and homework. One bad exam should not have the ability to absolutely destroy your grade. I liked the additional office hours and Hepler was a good resource if you asked him a question after class. Math is a stereo-typically dry topic and i think he made it more interesting by having less formal lectures and seeming approachable. Calculus is required for my major and i luckily took AP calculus BC in high school which gave me a significant head start in 221. That being said, even with my previous knowledge the lectures in 221 were sometimes confusing and circular. I would have not wanted to take this course without my previous calculus knowledge and think that it would be unfair to someone never exposed to calculus before.
- Very kind and warm person.
- The calc lab was the one thing that kept me afloat in this class. Those TA's taught me everything I know about calculus. This class needs to have some sort of rounding system because the ability levels are absolutely scattered. You have people who have taken all the way up to multivariable calc in Highschool all the way down to people who've never taken calc ever before and there's no way to fairly grade everyone in the same material. I'm not mad about any professor or TA for the grading but the math program for allowing me to get robbed of a fair grade and a fair chance to do well. I deserve an A for the amount of effort I put into this class (20+ hours a week) and I will probably end the year with a C. This class has made me cry. I was scammed. Professor Hepler was good though, during office hours and with answering questions. The lecture hall and class size was a large setback and obviously not his style.
- Brian is a great instructor who communicated clearly and taught the topics well but sometimes he went on unnecessary tangents that cut into lecture time that could have been used for practice problems or something else.
- Professor Hepler explained the concepts in ways everybody could understand and were always ready to help even outside of class.
- the concepts covered in the class were not explained in a very clear to understand way. and the examples that were used were very challenging ones
- The lectures were frustratingly ineffective. A significant amount of time would be spent describing concepts that were related to upper level math classes that were completely irrelevant at our level, and entirely unhelpful. Additionally, too much time in class was devoted to individual solving of practice problems. While I understand that some must be included for a math class, it was disappointing to go over two examples of a new concept



together, and then sit there confused for the rest of the lecture while the instructor went around answering people's questions one-on-one, sometimes never going back to the board to explain it for everyone. As we already had multiple homework assignments a week, as well as discussion activities, I would have gotten much more out of lecture if it has been devoted to teaching the material. Additionally, the exams are unfairly difficult when compared to the rest of the problems given in the class. It is honestly upsetting to spend hours reviewing material, only to go into the exam and have all of it be harder than anything I could have used to study. With exams making up 84% of the grade, and no curve (despite the class average being low) in a five credit class, the exams should at the very least match what has been taught. Even more so as the quizzes are no more difficult than the discussion activities, so there is simply nothing to prepare us for the difficulty of the exams. He is also very unresponsive on Piazza compared to my other class that uses it. Many questions go answered, even more are left unanswered for long lengths of time, and often the answers that are given are unhelpful and vague. It almost seems like he doesn't want to provide a usable, thorough explanation for the questions asked there.

- The teacher was really nice and funny but he didn't explain things very well. I took calc high school so I relied what I knew already to get through this class.
- Please teach actual examples before teaching theoretically. I honestly learned more from my own studies than from lecture, and I know he would often assign time to walk around and answer individual students' questions, but keep in mind that only helps an individual student while there are... IDK exactly how many, but it is more than hundreds. The course itself was ok. The progression made sense.
- Brian was simply a poor instructor for Math 221. While I don't necessarily think he is a bad instructor in general, I don't think he does a good job teaching Math 221 concepts. The best way I could describe Brian's teaching style is like if you missed a lecture and are now going over what has already been taught -- except you never missed a lecture. It's a constant state of feeling behind, because content is never taught well. It's like teaching a subject from middle to end, rather than start to end. Brian is used to teaching higher level math, and expects too much requisite understanding from first-time calculus learners. Lectures are full of mumbling, trying to decipher handwriting, and listening to confusing explanations. And I know this isn't my fault -- I went to Professor Lindsey's lectures multiple times and her method of teaching is far superior. She uses engaging slideshows and clearly explains content from start to end.
- The instructor's example questions in the lecture are very helpful to me as I can apply my knowledge I just learnt in the class.
- Professor HEPLER does care and wants to assist- which is an aspect that is looked high upon, and that I appreciate him for.
- Well organized course, I'd already taken it in high school so it was relatively easy
- it would be more helpful to go through step by step problems because a lot of the course was confusing and just equations
- Hepler often used the same the examples as the book which I didn't find beneficial at all
- Such a great teacher! I hope I can also have his class next semester.
- He's a good teacher for higher class math, but definitely is disorganized and doesn't teach as well for calculus 1. Seems to be a nice person though.



course taken many topics has hepler
calculus **class** lot lecture
math instructor had high more time fee



