

Maths 260 Informal survey 2010S - summary of your responses

- ▶ **You like:** clear lectures and notes, tutorials, use of Matlab, examples, pace of lectures, structure and content of course, chocolate fish.
- ▶ **Suggested improvements:** have a coursebook; provide answers to tutorials; record lectures; post lecturers notes from class on internet; do more examples; do some harder examples; slow down; easier assignment; speak louder; provide past tests and answers to problems in text; course could be more challenging.
- ▶ **Other comments:** lecture theatre is awful; prerequisite catch-up would be helpful; class is too noisy; people coming late are disruptive; text is expensive.

In response to your comments, the following action will be taken:

- ▶ Request a better room (but this is unlikely to change this semester).
- ▶ Continue to require quiet during lectures.
- ▶ More chocolate fish.
- ▶ Continue with challenge problems in tutorials and assignments.

Other resources

- ▶ You can get help with Maths 260 in the Assistance Room, G16 in Building 303, 10-4 Monday-Friday. Details of tutors available are at:

http://www.math.auckland.ac.nz/wiki/Assistance_room

- ▶ Old tests and answers are available from the course website.
- ▶ You can use Maple TA to practice your prerequisite skills.
- ▶ There are many, many examples in the text book.

However:

- ▶ Lecture note templates will still be provided but annotated lecture notes will not.
- ▶ No coursebook or recorded lectures.
- ▶ I will continue to ask for no talking in lectures.

There are two main aims of Maths 260:

- ▶ To learn about differential equations
- ▶ To develop your general learning and study skills to a level appropriate at Stage 2.

To help with the second aim, you are expected to take more responsibility for your own learning than in 108/150/208.

This includes using the textbook (not relying only on lecture notes) and finding extra examples for yourself (with the help of tutors, lecturer, assistance room, your friends).