

Evaluation comments 2019

I was often told that Calculus BC would be easier than Pre-calculus, but after taking the course this year, I truly felt how ignorant I was. Although I disagreed with your strict rules of doing math, in the beginning of this school year, the rules benefitted me a lot, especially when I was lost in my plans. They helped me organize things.

The main piece of advice I would tell a student in next year's class is that Mr. Conlin's Calculus BC is a class that requires a lot of effort and once you fall behind, it will be extremely hard to catch up, especially due to how fast paced the class is and the fact that each following section within a chapter depends on the understanding of the previous section. Due to this, *I would encourage future students to ask questions if they are confused about anything.* (emphasis added)

Regarding tests, I feel that even though there are a lot of opinion on how they might be better designed, the tests were generally fair and gave reasonable time to assess my skill on concepts covered in class. There was certainly a bit of a time crunch.

I recognize that Calculus BC is a fast-paced, strenuous course but putting in that extra time, especially on Chapter 9, was very beneficial for not only me but for some of my friends with whom I discussed this topic. I also appreciated the Review Quizzes we had throughout the semester because for me it reinforced all the topics.

For next year's class I would say be prepared to work for a good grade, as a bad work ethic does not fit this class.

As much as I was initially against it, I think doing review quizzes/tests was an extremely effective way to make sure students retained knowledge from past units, especially as much of this class is cumulative. In fact, looking back, I wish you gave more of them.

I think that this class really challenged me, and although it was hard and frustrating at times, I am extremely glad that I pushed myself, because of how much I've learned. I also felt that you were very open to people who came in and asked for help during office hours, which made this class much more manageable.

This idea is something that worked well for me in AP Bio: Mrs. Fallon would put up the test about a week after the content was all done, which was enough time to study/tie up loose ends. In the week in between, we would start content from the next unit. This way, we got time to "marinate" in the content to be tested without slowing down.

One thing that can be improved is the delay between the last assignment in a chapter and the test for that chapter.... I think reducing the delays between the review assignments and the tests themselves can allow students to remember more efficiently while spending less time reviewing the chapter by themselves.

One factor I disliked the most about this class was the lack of test resembling review material, which is usually given out before tests in other classes. DeRuiter's practice tests were consistently given out in this class, but I believe those problems lacked resemblance to the test.

I would tell a student in next year's class that they should pay attention to details in class and the notes, and to remember the definition of an integral!

Advice that I would give to students next year would be don't be afraid to ask questions, and one bad test will not affect your grade much.

I liked how the tutorials were always open....

As soon as you need help, make sure to come in during office hours in order to clear up any misconceptions.

For next year's classes, I believe it would be helpful to have more review quizzes in first semester. Because we learn important concepts such as derivatives, integrals, and limits that serve as a foundation for second semester material, it is important to reinforce these concepts early in the year.

I really liked the flipped classroom model, where we learned the material at home and worked on homework in class. I thought that allowed me to absorb the information thoroughly before coming to class and applying it. Working with my table members on the problems was helpful.

What I found most effective for me was when you taught in a traditional classroom style with lectures and notes in the classroom. I felt like this method helped me to understand the content, methodology, and expectations of the lessons better.

I would have like a couple more in-class lectures as for me they are more engaging than watching videos. I really enjoyed anything we had to do with board work ... when we did questions on the board even when it took more time. I really felt like that helped me understand every question. It was also a good change in pace that helped me think about the question I was doing instead of mechanically grind out homework questions.

Among all my other classes this year, I'm pretty sure I put by far the most work in this class. It is a really challenging course and you really need to know your stuff to do well.

I feel like it is really important to take every test extremely seriously regardless of your grades because every chapter really builds on each other conceptually.

As for the in-class work time, I wasn't fond of going to the whiteboard for the teaching thing we did. More often than not, questions that people had were discussed at the table rather than explained at the whiteboard. Anything put on the whiteboard was usually just to maintain appearances. In general, given that most people are inclined to help each other in the first place, I feel that using the whiteboard doesn't improve on the old-fashioned paper and pencil explanations. And most grievously, standing is tiring.

I would tell next year's students to make sure they stay on top of the notes and homework, and make sure they keep everything organized. It is very easy to fall behind, but if they do then they should not be afraid to ask for extra help. Also, make sure to join the Facebook group. Everyone is there and can help you too.

For next year student: just keep up with the pacing for 1st semester and do NOT slack off because it's easy to fall behind. It gets better second semester (even though it gets more difficult) and it really helps if you actually like calculus and are interested in math. If you don't know if you want to take AB or BC, BC was not as time consuming as people say it is (provided that you are actually doing the work and enjoy it)

What I should've done is rewatch certain parts, and truly make sure I understood everything from the lecture. But sometimes after a 2 hour sports practice, you just want to get through the work, and it would result in not fully learning the material. This caused a lot of obstacles for me throughout the later chapters when my foundation was not strong. Looking back, I really wish I would've paid more attention during

the first chapters because I think if you have [a] really good foundation and more than that the understanding, you will be really prepared. Math courses for me have never really been hard, and when I didn't have a good foundation, I didn't realize that my previous math encounters would be of no avail and I think that made all the difference.

One piece of advice I would give to a student next year is to ask questions when they are unsure, because calculus can often be confusing at first. If a student is unsure of something and doesn't clear it up, they can easily fall further behind. I also suggest to future students that they stay organized and keep all of their class materials in a convenient location, since looking through old notes and homework is a good way to study for tests and quizzes.

I think that this class really challenged me, and although it was hard and frustrating at times, I am extremely glad that I pushed myself, because of how much I learned. I also felt that you were very open to people who came in and asked for help during office hours, which made this class much more manageable.

Although the average time that the homework took was well in the bounds of an AP class, there were some days that we had too much homework and it would interfere with some of my other classes. So, I feel that the HW should be spread out more evenly. ... throughout the year I became more organized (the first binder quiz was the learning experience).

I wish I had asked more questions and I would strongly encourage students in the next year to ask anything since calculus is a tough, new concept to grasp.

Note at the end of the year:

Thank you so much for everything this year and thank you for making calculus BC so much fun and challenging. That feeling when you walk out of the testing room after the AP test that I got was amazing Even though this class was hard, I learnt so much....