5 minute review feedback

24 very helpful, 50 helpful, 25 neutral, 16 not, 28 very not
Using very helpful = +2, neutral =0, average rating is 0.2. Pretty mixed.

Summary: Students are generally upset when their team members are late.
People are confused how these should be run, and generally prefer them lecture-style, or don’t understand how to make it a “discussion”. Mixed thoughts on effectiveness.

"this is helpful if I did the videos early, and sometimes going over the material in a more general way helps me understand the big picture better and see the connection between different parts of the material."

I feel like they're not that helpful, people either already understand the topic or don't I like them.

"I think these are great. But it would be nice if you let the reviewer just lecture. We spend the rest of the class doing discussion. 5 minutes of lecturing isn't going to kill anybody, and the students also aren't trained in leading an effective discussion so that doesn't help anyone. When kids just lecture I get the most out of it."

I like them. I thought that giving one also helped me to really understand the material.

"Good refresher, but wish it didn't have to be as formal. Especially if the ""appointed leader"" had trouble understanding some of the material...."

Not that helpful since it encourages other students to not be prepared to class.

A lot of the reviewing material, I think, isn't too helpful, as most of it is very basic. But what is helpful is that it gives the team members a chance to say what they still don't understand, and someone else on the team then explains it.

Most of the time, though we try to review it, it becomes tutoring. There should be a model case of what makes a good review session.

We get to ask what remained unclear from the videos or textbook material.

Since the reading and problems are mandatory to do after class I think that it doesn't really make sense to do the same thing over again at the beginning of class. Also, in my group unclear concepts usually come up during problem solving so we discuss the issue then and it's usually easier to understand with a concrete example rather than redoing the same reading material again.

It's good to discuss the material to ensure everybody's on the same page.
Usually not in depth enough to fully explore the intricacies of the material. A Q&A session for more difficult / complex questions with our TAs might be more helpful!

I like it a lot.

They don't necessarily help master the material but are a good refresher that help with the day's problems. Sometimes they help clarify hard-to-understand concepts

Good refreshers

Sitting through the reviews from others hasn't really helped me that much, however, when it was my turn to prepare the review, it really did because I spent extra time going over the material and thinking of questions to ask my team about it, and I felt so much more prepared for the day that usual.

They're a great idea. A+.

I think these are great for solidifying the concepts. I also think they are unintendedly helpful in that if people didn't watch the videos or didn't fully do out the prepsets, this gives them a minimum base to work off of during team problem solving so that they aren't just sitting there clueless.

I don't get anything out of it since I watch the videos and read

Good if the person leading knows what they're doing.

Everyone is so tired in the beginning of class and reviews are usually just one person talking very boringly and everyone else stares.

"Our team is having a little trouble grasping how the reviews are supposed to be run. I know Professor Meyer says it's supposed to be more team driven than lecture style. However, even after reviewing the material on our own, coming into class, we often don't know what we don't know so it's hard to drive meaningful discussion."

They seem to be pretty useless because they usually just end up being a somewhat disjointed restatement of the textbook's material. I feel like the students usually just want to get to the problems.

I feel like you would only get something out of them if you hadn't watched the videos and they were more informational...but I always watch the videos and even if I didn't the review is supposed to be more discussion based. So I think it's more useful to just go to the problems.

"Questions arise as you are doing the problems, these review sessions seem unnecessary because its hard to know what you don't know before being challenged."

I feel like it helps the reviewer more than the reviewees

I could actually use longer review sessions depending on the material topic. Some days I need a longer review and some days 5 minutes is okay.
They help remember concepts

"It always takes more than 5 minutes because it’s almost impossible to cover all of these topics in that duration, but it's a quick review of what we learnt."
I didn't find the 5 minute reviews very helpful.

If the review leader understands the material very well, then it's beneficial. If they don't...

"It would be helpful if people don't come late"

"I would MUCH rather spend the time doing problems than having to review stuff we could easily read by ourselves"

They remind me of what concepts we are supposed to practice that day in class, and I like hearing a different explanation of things by my peers.

Completely useless unless you haven't done the reading

Clears up confusion

Not very helpful, I rarely find review useful after watching the MITx videos and taking notes on them.

I generally remember most of the material from the textbook/videos, so the reviews don't contribute anything to my understanding.

"They're most helpful to the person who has to really focus on learning the material for that day. For everybody else in the group, less so."

It is good to get everyone on the same page. It also allows me to review the topic discussed.

They tend to be fine and pretty helpful to do a brief review before we dive into the problems.

i feel like i usually know the material at least as well as the review leader

They keep me up to speed on the day's topic.

"Sometimes I don't have enough time to look at all of the lecture videos before class so I find them useful to tackle the problems for the day"

I don't like the 'lead a discussion' mandate because there isn't ever much to discuss. A recap of the videos and key concepts would be much more helpful.

I like these because they're a good refresher on the material we were supposed to learn before class.

"I know all the content already from doing MITx/lecture videos/readings. Let's just get started with the problems!"

I usually know the material before going to class.
They're pretty cool. I like the whole students-teaching-students aspect of it.

"We all read the notes/watch the videos usually and the reviews, although it's nice to go over again, kinda repeat that. Thing is, we can't discuss the topic until we really get into it like when we solve problems."

"Either neutral/not very helpful. Usually when the topic is more difficult, the review leader as well as group members don't understand very well. I think it would be MUCH more useful if a TA/LA/instructor did the review at the beginning of class for everyone."

They always go longer than 5 minutes and should spent more answering questions and briefly reviewing the concepts in the readings.

They trigger me to remember before diving into the material. I think this allows me to dip my toes in and takes away some of the cold shock of jumping in early in the morning.

I think the reviews are helpful to remind me what the reading was on, in case I did it two days before.

I like the reviews a lot. I feel like it gets the group on the same page. Talking about the material also unearths some misunderstandings I might have had.

"We've all taken the time to learn the material outside of class, we shouldn't need to immediately be retaught it.

Addressing people's confusion as we do the questions in class seems to be more effective than the review."

Most reviewers don't seem to understand the material themselves.

It sucks when the reviewer isn't there, or hasn't prepared. But that isn't the fault of the review mechanism.

Good way to refresh the material

"We end up reviewing relevant material while answering the in-class problems anyway so it feels unnecessary to structure time around it."

"These are only useful if you haven't done the mitx readings/videos. But if you don't do the mitx readings/videos then the in class problem solving is very difficult. So the class review sessions aren't that useful"

Mostly good for if you hardly did the reading or watched the videos

"It's nice that there's a recap of the material before class starts, but I think that it would be better if the review leaders were allowed to actually just review the material and go over what we learned as a refresher rather than making them "lead a team discussion". It gets confusing and we spend most of the time wondering what they're actually allowed to be doing as a review leader instead of actually being
productive and making sure everyone understands the material. When we were doing real recaps of the material the first few times, it was actually really helpful for learning to get someone else's summary."

I think it's more helpful to do problems and review when we run into something we don't remember, rather than going over everything at the start.

It's hard to hear, and people generally aren't that good at explaining things.

They are useful to remember the concepts before we solve problems together.

More like a summary, the rules for what we are supposed to do change every class, but is a good recap.

Doing the problems the night before is enough of a review for the material, although doing the review helps us all get on the same page.

Confusion about the material always ends up being addressed while doing group problems, so it's kind of repetitive.

They're ok.

I think they should be in the form of a tutor session instead of a class discussion.

"I like learning with my teammates because we can collaborate especially on things we don't understand very well the material is fresh on our minds so we solve the problems easier"

"The five minute reviews are helpful as an overview/summary of the material. We pick out the things that we found important and talk about things to make sure we're all on the same page and all understand the main ideas, etc."

"It really depends on the presenter. I think people are a little confused about the whole "don't be a tutor" thing."

They're ok

Since my group is not effective at communicating and interacting, it is difficult to make the reviews anything other than a tutoring session for the review leader.

Working through the problems helps me learn more.

They don't help any more than any of the questions online.

My team has had trouble with administering the review session, but they are great at getting us in the right mindset.

I think the 5 minute reviews are one of the best things in this class so far.

I haven't had a situation where my understanding was helped by them yet.
Making sure the whole team is on the same page and remembers the material from the night before is helpful

They are okay. It isn't super helpful most times.

They were more helpful when they were in lecture form, I feel. Not a lot of people come prepared to ask questions, so short of doing a review mini-lecture (like we used to) not a lot happens.

"It is okay, sometimes really depends on the student's understanding.

We should instead discuss the MITx problems in that 5 minute, because I think they are not particularly easy, and we have barely addressed about it."

"They're a nice review but 5 minutes seems like to little to actually review all the content that we covered in the videos/ readings."

It is helpful to go over the material right before we begin applying it to problems.

I usually don't do any of the video watchings, so they give me insight into the material.

"The reviews have been helpful in making sure I understand the material from the lecture videos properly, and in reminding me about the material before I have to apply it in class."

Usually, everyone in my team already understands the material at hand, so it is hard to say if they actually help. I guess I would have to wait until there is a topic that is more difficult to understand I don't understand what the objective of the reviews are. Or, there are too many objectives so they end up not being effective.

No one really says anything that isn't in the reading. If a member of the group is confused about a certain topic, then they usually ask even without the review.

"It slightly helps solidify my tenuous understanding of the material presented the day before."

I feel I already understand the material well enough by watching the videos

It's been nice to clarify things beforehand through the review.

It's nice to get caught up and they correct my misunderstandings of the course material.

"I like having a quick recap to get into the right mindset before starting the problems"

It is a quick reminder of the class materials.

The time would be better spent just working on problems.

They are usually a good recap.

It is good to review the material before we start doing the problems
I'd honestly rather start the questions right away. That's the best way to find out what material gives me trouble.

helpful because a lot of us do the readings during the weekend and forget which concepts are on which days

"Extremely helpful. I don't always understand everything in the videos or even always have time to watch all the videos. These reviews are great. "

"They are a good idea, but it is somewhat unclear what the expectations are for the 5 minute reviews. I've heard the leaders are supposed to lead discussions but not teach.

This plan is usually foiled by the fact that not everyone does the reading every time, and it turns into teaching."

"They're good"

The reviews do not work very well. Occasionally help me catch up

If reviewers are encouraged not to teach the material during the reviews, what is the point of reviews?

They remind us of little things we may have forgotten. They probably are very useful, however, if someone was unable to go over the material the night before.

I am not sure if we have mastered it yet but I feel like the discussion is very useful especially when I didn't have time to thoroughly read through the texts and watch the videos.

"Not too helpful; just review of stuff on MITx"

"They help me remember the materials, sometimes I watch the videos quite a lot before the class so they remind me of what I have learnt some time before."

Lecture style is better than discussion

The questions that need reviewed are usually just reviewed by the discussion problems. Nothing is really accomplished.

Super weird idea to have these 5 minute reviews...You either did the reading and know what's going on or you didn't. A 5 minute review is not going to change anything.

The reviews help refresh my mind on the material for the day.

In general they're done poorly and no one prepares for the class ahead of time.
Difficult topics

Summary: People are mostly confused by WOP, the binary adders, infinite sets, binary relations, and recursive definitions. Many, many people also feel uncomfortable writing proofs and would like some explicit instruction on how to word things, what needs to be stated, etc.

Also, people don’t seem to realize that OHs can be used to go over topics they don’t understand. Want “directed” OHs.

"The well ordering principle, sets, binary relations, state machines, and infinite sets are hard to understand. I wish the staff could spend extra class time or make tutorial videos to go over these concepts."

"state machines
how to write rigorous proofs"

I don't feel prepared to write proofs. Solutions are unclear and do not have a formula for proofs that I can follow. I think the class average on the last midterm reflects the way this class is taught. I think a lot of time is wasted during class trying to guess what I do wrong in the proofs--we should go through more proofs more quickly--similar to 6.01 the TAs shouldn't be making us guess, but giving us guidance and explaining concepts. I'm struggling with this class a lot even though I do videos and readings and notes. Maybe extra problem solving sessions at night where TA's solve proofs would be helpful if you do not want to change the class structure.

"Sets, binary relations"

The day of ordinality lessons. Infinite sets, countability, etc. This is such an abstract topic.

Recursion, proof formats, just generally what makes a solid proof

"I feel most inadequately prepared for the topics about bijection, surjection etc..."

I would appreciate more in depth video's, and more class time devoted to going over particularly challenging topics.
I would like for there to be a little more "'lecture'" style in the class...."

"Induction, binary relations, recursive definition

Tutorial videos would be great, although I seem to understand it when I watch the videos and then not so much when I do the problems."

Infinite sets

Adders
"I still don't get why some it takes '"exponentially"' more or less operations than if not. No derivation has been provided by anyone, even in office hours, just some handwaving that I wrote for my exam."

"Induction
State Machines- especially invariants "

"I think digital circuits weren't really explained thoroughly at all and when I went to office hours the TAs also couldn't really explain the concept. I also think there are way too many problems assigned for in-class work and my group always gets through around half off them because of the checking process and the amount of time it takes to write everything out."

Writing proofs

"Recursive Definition
Infinite Sets <-- by far the most confusing section so far
Half-Bit Adders and concept of an adder being '"exponentially faster"' "

Tutorial videos should be given on worked examples of questions

"The proper way to set up each kind of proof. How much work we need to show and how much we need to describe our solutions. This seems to be a problem in every session we've had this year. I think spending extra class time to talk about this would be helpful"

"I am confused by binary relations, recursive definitions, and infinite sets.

Tutorial videos would be most helpful, dedicated office hours would also be very helpful."

I think I have a lack of some algebraic skills needed to rearrange things in proofs, etc - going over some of those basics more might be good.

"I think surjections/bijections/etc. questions have been the hardest problems so far.
Additionally, I sometimes have issues knowing the notation or the correct way of saying something, but I think that comes down more to individual practice and studying."

Infinite sets, structural induction, counting

"Predicate Logic
state machines
Recursive Definition
And I REALLLLLLLYYYYYYY dont understand Infinite Sets.
I think it would be really nice to have some tutorials that go through solving problems with these concepts."

infinte sets and countable sets are very confusing, I would really appreciate more tutorial videos on them. thanks!

"I'm still confused about applying binary relations. For example, one of the problems in class on Monday required that we define a bijection, and I don't think in the lecture videos we ever formally went through the process of how to define a bijection. We simply had examples of defined bijections.

I think as a general comment, the material in this class is sometimes hard for me to grasp because with the TEAL style, I don't know what is expected. What counts as a rigorous enough proof for concept x? How do I format a formal explanation for y? etc."

knowing when to take combinations and/or permutations

"Sets and Binary Relations
I think it would be helpful if we got more class problems on this, whether it be in a specific review day or just one problem on a couple of normal days."

"The actual formatting of different proofs, like how to start them, how to end them, when you've sufficiently proved something, is confusing and very specific for each type of proof. It's very unfair on tests when we get marked down for formatting things and like the way we work through proofs when we haven't been explicitly taught it."

"State machines (especially figuring out the preserved invariant)
How to write proofs (eg. what /needs/ to be included in a proof otherwise points get taken off)"

"I don't really understand the infinite stuff fully. I'd prefer to have more time in class to learn concepts. It's a lot of work to learn all of the material by yourself outside of class."

"I did understand proof by Induction and Recursive definition. I would appreciate if extra time was allocated for these two topics."

"State Machines-Invaraiant
Infinite Sets
Quantifiers and Predicate Logic
Recursive Definitions
It would be amazing to spend extra class time on the all of these or dedicate specific office hours for them."

"I am still unsure about the usage of the well ordering principle and state machines. Additional tutorial videos on these topics would be of much help!"
"How to prove surjections, injections, and bijections. For example, pset 2 had questions about this and it was hard to formulate explanations sounded logical."

Long proofs, because my group usually don't get to finish.

I don't really understand induction very well. Or how to figure out the preserved invariant.

Office hours would be helpful, with more practice problems.

Just the organization and syntax of proofs, since there's no lecturing. Other than that, class material is well covered by the lecture videos and readings.

"Literally everything, the videos do not necessarily help I feel like I learn more when actually sitting in a classroom/lecture hall"

I think some MITx modules are much longer and much more difficult than others. Specifically, the MITx modules with more than 50 minutes of video tend to cover too much information for one class. When the videos are this long, I feel inadequately prepared for such a large amount of new information.

Infinite sets proved to be more confusing than most of the other topics.

"Stable matching/marriage
Halting problem"

Set Theory

"I was a bit lost on the bijection/surjection/injection material. I know people come into 6.042 with different mathematical backgrounds, but I don't think many people had ever seen that kind of thing before. So maybe more time could be spend on more foreign material.

I would also like more guidance on how to write a proper proof. I feel like I may lose points over not knowing what instructors want for the "proper" answer."
infinity is a difficult concept. most other abstract concepts I'm okay with, but infinite sets and their sizes are hard for me to wrap my head around. I found the explanation in the textbook as to why we should cover non finite sets unconvincing.

Induction

"state machines
induction
countability
proofs in general"

"Binary Relations
Infinite sets
Recursion

Please have review sessions before exams!"

"Binary Relations
Recursive Definition"

How to write a good proof. I understand how to do the different types of proofs (contradiction, induction, etc.) but I'm never quite sure what is required to write a complete proof. Also, tips on how to go about starting a proof.

"I think the videos and pdf textbook are enough to teach the concepts that are covered in the course.

In general though, I think extra problems, in addition to the class and problem set problems, would be helpful."

Extra class time to go over hard concepts would be nice

"I feel like that although we have gone over proofs many times, there wasn’t actually any set way that we are supposed to write it. However when we try, it’s apparently wrong/has faults, but are still not clear on how to correctly write one. This really didn’t help on the first midterm."

"induction/strong induction
countable/uncountable sets, Cantor's theorem
extra tutorial videos would be helpful"

"Well Ordering Principle.
Proof Methods."
Quantifiers and predicate logic.
Induction."

"State Machines"

"Induction, State Machines, Stable Matching, and Recursion all felt a little fast. I don't really feel that extra class time should be devoted to these topics unless a large majority feel that they are inadequately prepared in regards to these topics. I think specific office hours would be the best, but there would need to be multiple sessions for scheduling conflicts."

"I still don't feel super comfortable with the language of writing proofs. It is hard to understand what is being looked for."
I think infinite sets and recursive definitions could use some extra attention. Extra class time to review things lead by the staff would be nice.
what exactly is needed for a complete answer... sometimes different coaches/instructors will give out group varying feedback regarding whether or not our answer is complete

"Coming up with invariants; spending extra class time on this would be very helpful!"

Want to better know the structure for an induction proof

"I am probably weakest when it comes to recursive definitions, but that's also some of the more recent material and I haven't had a lot of time this week to study. There are enough resources already."

"State machines and infinite sets. Extra class time and more tutorial videos about these 2 topics."

Exactly the steps for writing a proof and what you need to explain versus what we can assume.

Also, when it is ok to use examples and math vs. word explanations. It would be nice to maybe have a class in the beginning where we actually get taught in class how to write proofs.

inducting on state machines
decryption

Proof logic/whether something is rigorous or logical enough, surjection/bijections, ripple carry adders

Induction, Pulverizer

"State Machines"
Infinite Sets
Set Theory

Invariants, infinite sets.

countability

"Binary relations and the adders are really confusing. I went to office hours and it wasn’t really helpful, so I had a hard time with it on the first midterm, and I know everyone at my table thought so too. It would be really helpful to get a more in depth explanation of adders and binary in general. Also it would be good to have weekly summaries of the new types of proofs we’ve learned like induction is kind of confusing for me. The slides don’t really make any sense if you don’t watch the video, so even when I’m reviewing I have to rewatch the videos to understand the slides. The well-ordering principle kind of makes sense but I’m not quite sure why it works (it seems kind of gimmicky and circular)"

induction

"The last two weeks. Namely the recent flood of definitions for sets, structures and functions were very rushed."

Well ordering principle

"1. Figuring out how to lay out a proof
2. Writing rigorous proofs
Specific office hours/review sessions of how to tackle problems would be very helpful."

"Well-Ordering Principle
General Proof tactics and structuring
Proof by Induction"

"In general, we never get through all the inclass problems, and even though I know I can go through the solutions on my own at home, time is an issue, and I rather have someone explain in words what the key points are rather than reading it."

Infinite sets for sure.

"I feel that this class is incredibly fast paced. I understand that the format of the class requires students to dedicate at least an hour before class every night to watch the videos, however I feel that the videos are insufficient except for those who have little difficulty understanding the concepts. If there were additional tutorial videos created, I feel I would benefit greatly. Moreover, I've talked to some of my peers and we've agreed that if there were more worked examples in the videos instead of just ridiculously basic examples followed up by problems with a much greater degree of difficulty we would understand the concepts better."
As a side note, I understand that there are several office hours to accommodate students varying schedules, and I may just be unlucky, but so far every office hours I've planned to attend has been cancelled that same day.

structural induction

It’s often very unclear what form our proofs should take (ie what the required components are), and when I ask the TA's I feel like I'm often just told to consult my team, even if all of us are unsure. Sometimes I just want a straight answer or an explanation of how things will be graded.

"The concepts are okay,
but I think the pace is a bit fast,
especially when other courses take up more time during the week,
I feel like I am running out of time to practice 6.042.

I think that opening up more office hours in general can be helpful,
so that I can arrange my weekly schedule to fit in practice time
with the TA/instructors during weekdays. Right now the schedules don't
fit in my schedule very well.

The main issue for me is to figure out practice hours with this course,
sometimes when my other courses have psets due or midterms coming up,
I would spend most of time staying in their day-long OH to work on the
problems and ask questions immediately when I feel unclear about certain concepts.
I would really want that resource from this class, too.

Thursday OH is the longest, unfortunately I usually spend Thursday on my
other courses' psets, because 6.02/6.004 psets are due on Thursdays, sometimes
tests are on Thursdays, too; and the other 6.042 OH overlaps with dinner hours.
If 6.042 can structure an OH schedule based on students' schedule, that would definitely
help us so much more! At least for me, I feel like OH helps and motivates me the most
in doing psets and learning class materials."

Induction!!!! (of all kinds)

infinite sets

"I have missed several classes for Jewish holidays, so I feel pretty generally unprepared
in the class at this point. Hopefully I'll be able to catch up a little bit before the next exam."

State functions and add on adders.

"It would be nice to have some document with key concepts and formulas that we could check
online for each of the topics we work with; the lecture slides are not self contained, and are not
useful at all because most of the time it is not clear what they are aiming for. Having these key
concepts would be useful because that way we wouldn't have to look at the lecture videos over and over again to review specific ideas that were covered in that video.

Infinite sets, state machines, binary relations. I felt like there was inadequate online material to teach myself about these concepts, and then doing the problems in class did not help me understand any more.

Induction, Sets, Defining invariants, defining functions for use in proofs

I felt inadequately prepared for adders, especially parallel adders.

we go through material really quickly so sometimes it is hard to reinforce learning

"It feels like I have a very loose understanding of everything because we cover so many different topic so quickly. That being said, it feels like I'm supposed to understand the material as if I had already been familiar with the material for some time."

I had to do some catching up regarding what constituted a proof.

predicate formulae, the domain of discourse?? basically the topic of the last question in the midterm.

"State Machines: Invariants
Recursive Data & Structural Induction"

"I feel most inadequately prepared for going from predicate logic to plain English as well as remembering all the binary relations/what each relation means.

Tutorial videos would be helpful; going over problem(s) that people may have had issues with in class from the in-class worksheets would be helpful in addition to the solutions online."

"I thought I knew everything on the exam really well. I left the exam honestly thinking that I was only going to get minor points off for proof construction (if any). I was really disappointed in getting a 35/60.

I still don't know what I did wrong because I was in class when I needed to come and pick up my midterm. It's really frustrating to truly believe you know the material and get proven wrong on the test.

And it's really frustrating to not even know what I did wrong so I can try to learn it.

I think maybe a tutorial video that is very explicit in showing what can go wrong in writing a proof, and why it's incorrect would be good.

This is my first proof based class ever, and I suspect that the points I got off on the test are from my not being rigorous enough."

infinite sets

Proof methods discussed early in the class such as the well ordering principle and proof by contradiction.

Exactly how solutions should be written out. A tutorial would be nice.
"Well Ordered Principle <- dedicate specific office hours"

Infinite countable set is a bit abstract to me.

infinite sets/strictly smaller mostly

i think there should be directed office hours with certain topics

I still feel very confused about the concepts dealing with infinite sets, especially relating to countability. I would appreciate more tutorial videos or information about these subjects online as we approach the exam.

"State Machines and Linear Invariants
Recursive Functions
Half-Adders
Propositional formulas"

"State Machines - Invariants, Induction, Infinite Sets
Tutorial videos would be nice"

Proofs and the process about which they are properly formed

"Binary Relations"

"-tutorials on the language of proofs/what phrases actually mean for people who don't have much experience
-more examples in the slides"

Infinite Sets, Induction

"Induction Invariant Principle Tutorials"

"Binary adders, State Machines”

Induction Proofs, maybe spend more than 1-2 classes on this concept

infinite sets (more videos or class time)

Online videos is not an effective teaching method. Everything in the class is self-taught

None

"Induction, Proper proof writing/etiquette."
"Different Half Adder circuits (not just the one linear ripple carry in the video)  
Induction"

Well Ordering Principle

"Extra class time spent by the staff would be more helpful for me. If there is an especially tricky subject, some hard problems should be solved on the board."

Yes. I feel like there is a definite and visible gap between students who can grasp these concepts easily at the current pace/structure and those who can't.

"How to actually write a good proof. It would also be nice to go over possible tactics for solving a problem if you get stuck..."

I feel I am most inadequately prepared to construct proofs. It is hard to tell what all one must write in order give a correct proof.

None of the concepts themselves are that confusing, however it is often confusing to learn these concepts in the group-problem setting we do.
MITx feedback

29 very helpful, 66 helpful, 30 neutral, 3 not helpful
Average: 0.84 rating

Summary: People generally like that they’re not for credit and that they can submit multiple times/get things wrong without pressure.
Major problems: People feel the problems are too easy, which results in a disconnect versus the class problems and tests. People think the problems often have inadequate explanations.

neutral.

The problems does help me understand the concepts more

I need more problems and examples!

They definitely help me get a grasp on the material before class.

They're okay. No real complaints. Not too time consuming which is a great plus.

Not that helpful compared to all the other ways to learn in the class.

They help corroborate you were actually paying attention to the videos and got the general idea.

They're helpful in understand the basic concept, but I don't think they are representative of the questions we get on tests or in-class so they seem a bit basic to me. They do make sense in terms of understanding the reading.

They let you check your own understanding immediately.

They definitely help me self-check if I know what is going on.

MITx helps with conceptual questions but doesn't dwell too much into the practical aspect.

Most MITx problems are too basic to help get the ideas across

Good to reinforce the videos

I think they are good, except I never get the ones about picking which step in the proof is wrong, even though I understand what is wrong about the proof I just don't pick the exact step(s) that are wanted.
I think they're great as a checkpoint to make sure you understand the basics concepts.

They are usually good for getting the general idea of the concepts

They don’t really help me at all.

That's mainly the source of my learning in this class

I think the problems are generally helpful because it's an application of the lecture materials.

I like that you can see the answer.

They help me understand the material better without the pressure of needing to get every single answer right. This gives me more incentive to figure it out on my own and work until I understand even if I make mistakes along the way.

They are helpful in following up with what I learnt from the MITX videos.

"MITx problems are mostly based on the video, they are a quick review of what we say but not a sufficient evaluation for the overall understanding."

MITx problems provide interesting multiple choice questions but aren't very helpful for the class problems.

They're a bit too simple.

honestly I don't even try half the time, i just do it for credit

The MITx problems are good for getting first exposure to the concepts

They are not in any way good precursors to the class problems, so they're essentially useless

Get even more confused

I think they are pretty good practice, but most of them are not on the same level of difficulty as the in class problems.

Generally a good test of basic understanding after each video

"They do a pretty good job of checking whether you understand the basics of the concepts introduced in the videos."

It allows me to check my understanding

"Sometimes confusing and not entirely derived from the videos which is confusing"
I like that they are graded for completion and not for credit, though, because that helps me focus on learning the material instead of just trying to get the right answer."

i usually attempt to do them before actually looking at any material, so this is my fault

They're helpful for learning new topics but not for solving the type of problems we see in .042.

Not all of the problems have the explanation for the answer

They help solidify the concepts.

"They complement the videos well, and I like how they force us to prepare for each class; otherwise, I probably wouldn't spend time outside of class trying to absorb the material on my own.

Having the extra preparation time helps me learn better than just studying when exams come around."

Checks to make sure you have a somewhat decent understanding

I learned better by doing the problems.

Like the videos.

"They are decent problems. They make sure I did in fact go over the notes before class. Though I haven't found answering those has helped me in class problems."

It would be nice to have more thorough solution explanations sometimes

The problems usually ask for a very specific answer found somewhere in the text or are too difficult to solve without help or a deep understanding of the concepts.

"I think the MITX problems often become a thing of stress over learning. If I had more time I might be able to more fairly evaluate them in and of themselves, but for me they often become a thing I need to look over and try to get done amidst everything else."

The problems are fine.

Sometimes the corrected answers aren't explained that well which makes them not very helpful.

Some problems simply make sure you have watched the video without testing your understanding.

They definitely make me pay attention to the reading.
Pretty good, I like the explanations

"Some of the problems seem like a bit of a time waster, but some problems that are a little more advanced are good."

They're a good checkpoint to gauge whether you understand the material.

they're really basic compared to the problems we actually need to solve

They are useful for checking the material I take notes on from the textbook for that lesson.

The problems are good for practicing, but sometimes lack useful explanations with the answers.

They don't really reflect the problems we do in class or on the test.

They were not very helpful.

"They’re completely based on completion so there isn’t really an incentive to try hard I’m gonna watch the videos and try on the problems but I know that there isn’t a penalty for getting them wrong so I don’t use a lot of effort"

It would be nice to have hints or the show answer part actually have an explanation or refer to part of the slide or video, so that if I get it wrong it’s easy for me to figure out what I don’t know

sometimes it feels like they could choose better problems to demonstrate the material

"The problems are generally very helpful, especially because it doesn't hurt to use all submissions and then view the answer so that there is always a way to find out the answer to come to an understanding."

"They sometimes feel tangential and more a test of whether you watched a specific video than whether you learned the material/relevant concepts."

They're helpful

It's good to have these concept checkups, but I think when you view the answer there should be more of an explanation.

Good way to make sure I got the basic points

They are ok but not that much fun. Easy to skim through.

Not being able to answer a question cues me to go back over the video which is very helpful.
They're okay.

More opportunities for practice would be helpful.

The videos are far better at teaching the concepts

"They are very tricky and can get difficult to understand. I have a general concept of the material, but the questions don't help me understand it better."

Obviously not as comprehensive as the in-class problems, and not nearly as helpful. Good to check understanding though.

"Some of them don't have explanation, and we don't usually discuss our confusion about the MITx problems during class either. So if I don't have time to attend OH, I might just forget about them until a test comes up, which then is too late. Maybe we should address the problems instead of review before class."

"The problems have been helpful but sometimes it feels like their purpose is to trick us with strange wording."

They have been pretty helpful after watching the videos.

I don't feel they're particularly useful.

"They would be helpful in theory, but I often end up filling them out right before class, so I'm more concerned about completion than correctness. Perhaps if they were graded slightly on correctness I would be more motivated to do them earlier and more thoroughly."

The only usefulness of these problems, in my opinion, is to force us to read the material, or watch the video lectures, which I guess is good in some sense

Better solution explanations would be helpful

They help review very basic concepts, but aren't exactly helpful for being able to solve problems.

The problems prepare me for class, but if I don't get it there isn't always a good explanation.

they mostly just require regurgitating the lecture material

Helpful, but not that helpful.

Sometimes the wording is a bit ambiguous
"MITx problems only help with getting basic concepts down; a lot of what we do in class is proofs and that's hard to get across through MITx."

Typically, the difficulty ranges between very easy and very hard. The very easy questions I get right on my first try. The very hard questions I don't get right on any tries, and I'm left confused as to why the correct answer is right.

"They're useful for reinforcing videos and making sure I got the key concepts. I would appreciate better explanations of the answers to the questions"

It's not so hard and quite helpful.

Good enough, the wording could be better for some of them.

They are good problems, but come nowhere near the level of the in-class problems, and so have no effect really.

some of the MITx problems were confusing

Good way to review

they're helpful in that they are more example questions
"They basically are just a check to see if you've watched the videos. Not a great check either because they're not graded for correctness. The videos I think are very useful. The problems I think are unnecessary. "

Engaging and interactive.

"I wish the MITx problems had explanations with the answers to help me better understand when I get a question wrong"

Don't feel like I learn much from them

They tell me where I've fallen short. When it's not late at night.

They are helpful but I think that for the questions where you can choose more than one answer, there should be some indicator that shows how close you are to the real answer. Sometimes I am missing just one or have one extra choice picked and the red x makes me rethink my whole entire approach to the problem.

Sometimes trick questions

"These problems are key for me to understand whether I have actually grasped the concept so they are very helpful for me."
They make you have at least read the slides. That’s about it.

I think it is great that they only count as point towards participation

The MITx problems help us put our knowledge to use and practice solving problems.

I suppose they help with basic concepts? Have little correlation with problem solving ability.
Problem Sets

41 did 0, 57 did 1, 28 did 2, 15 did 3 (max at the time)

34 very helpful, 42 helpful, 44 neutral, 6 not helpful, 6 very unhelpful
Average = .70

Summary:
Mixed feedback about the optional aspect.
- Students know they should do them but don’t because of other work.
- Some want psets to count for some portion of grade since they spend lots of time on it
- Others prefer having the extra time

Very negative feedback about grading- the grading has been too late to be useful and the comments are not helpful, like “look at the solutions”. Students want feedback on the quality of their proof-writing as well.

People find it hard to find people to work with/ask for help since most people aren’t doing the psets.
- we should probably emphasize Piazza more; usage has been very low so far this semester

I believe that they are helpful, but I have been busy in the past few weeks to do them. I do plan on starting them in the future.

didn't do them

"I have trouble uploading them, and the feedback on the one problem set I did turn in was really unhelpful/minimal, but writing out the problems on my own has been very good. I would like to maybe get more specific feedback on the rigor of my proofs, though."

"I wish we did not have any psets. Since they psets not graded, you're a lot less stressed about getting it done. But because it's not graded you feel like you must do it, that it's some sort of "test" from the 6.042 staff to see how seriously you're taking the class... I feel like just solving problems in class and going over those problems later at your dorm is enough."

I think there are lots of opportunities to learn the material outside of psets. Even though I don't always do the psets fully, I start the problems and begin to think about them which makes studying for tests and classes easier.
I'll tell you after the next midterm

They shouldn't be optional. People will learn more if they do them.

"They give me practice and exposure to working on my own. They are useful to identify the topics I need to study more closely."

"I've completed all the psets but haven't submitted them because I usually try and master the material before trying the psets since I feel like I am unable to complete them until I actually sit down and redo class problems and really get an intuition for the concepts. They have been helpful in terms of extra practice and take off the stress of having to do problems on time and work at my own pace."

I should do them

I try to do them but they are very difficult. I wish I had more time to devote to them.

Graders take a really long time to provide feedback.
I feel like they shouldn't be optional

The one that I did was very helpful. I wish I had done more but I didn't have enough time :(

I really don't like the fact that there are the optional psets and the in class problems. It turns studying into a guessing game because I only have a certain amount of time to study and I have to ask myself should I redo these class problems or do the psets, what will prepare me best for this test - aah, I don't know!

I wish there was more feedback given on submitted psets, as to how to improve, what was done well, etc. If that was the case, I would submit them. Otherwise, there is no reason to, which means I won't probably do them until right before a test.

To be honest, so far, I've generally simply looked at the problems and asked myself whether I can think of the method of solving the problem, without actually solving it. I think doing this is my own personal weak point, as I should be doing these so I can truly test if I can answer questions comfortably. I think this is more of a personal issue than a systematic issue.

"They should be graded within a few days, not the day before an exam. It's been 10 days since pset 2 was due and I still don't have a grade or comments... :(")

What's the point of psets when we do problems for 5 hours a week in class?

making the psets optional doesn't give me motivation to do them and i get lazy...

"I like the idea of psets being optional. I always mean to try to do them. However, the inherent
problem with optional assignments is that they fall way down my ladder of priority. When I lose that sense of immediacy, I eventually just push off the assignment till later and never end up completing it. Looking over the problem set before an exam is generally pretty helpful though. I just see it as more of an extra source of practice problems."

I think it's a good idea to let people who need extra practice have the opportunity without the pressure of grading.

I wish they were mandatory so we could get points for them.

Optional psets is nice because it is less pressure and does not hurt your grade too much if you don't do well. It is also extra problems to review before the test.

They are additional resource for learning the material.

"Having PSET as part of the evaluation could help learning more, perhaps a PSET topic wise could also be more of help. "

Optional psets provide me a way to focus on questions without worrying too much about grades, which I prefer.

The solutions posted are kind of convoluted. I like doing psets though.

it's hard to find people to pset with since no many people do the psets. So when I get stuck and don't have time to go to office hours, I feel kind of annoyed that I can't do the psets

VERY HELPFUL

The psets are helpful because they force me to figure out how to solve problems on my own

"I wish PSETs were part of our grade, it helps in the learning process so much It is extremely unfair that they aren’t I might fail this class"

I would much rather have the psets due for a grade than have our in class participation counted as part of our grade. The psets are worth doing and are more challenging than the in class problems. Because of this, I feel like I waste time in class doing the easier in class problems, just to go back home and spend hours on the pset. In other words, I find it a more productive use of my time to work on the psets than to go to class and work on problems in a group.

They can be pretty repetitive of class material

"On one hand, I appreciate not having yet another pset to worry about every week, but on the other hand if they were required I would have done them and then probably would've done better on the first midterm."
It's nice to have optional psets that we can do for extra practice

"I like that they are optional, but I almost wish they were mandatory. They definitely help me learn the material, but it's hard to do them when I can't talk to people about the problems because no one I know does them. The optional aspect also dissuades me from doing them when I have other, mandatory classwork or exams."

I looked at some of the solutions and that was mildly helpful I guess?

Doing the psets are necessary to be successful in this class.

I don't like that they're optional. I don't feel obligated to do my best.

I'd prefer that they weren't optional.

I didn't submit the pset for grading but it was good practice for the first test.

I haven't done them yet
I feel good about the material and don't feel I need to do the psets.

It's nice to have them to make sure I get the material, while also not adding to my mountain of other deadlines.

Have not done them. I don't feel motivated to although I know that it would greatly help me.

I think it is ridiculous that the PSETs are not worth any portion of the grade. I am forced to spend hours working on them each week in order to understand the material and yet I receive no credit for my effort. The commentary given after submitting my psets is sparse and unspecific.

"I think the psets are great when I get around to doing them.
It's a little hard to be motivated, but they are really good representations of the problems and give me good practice. I think the problems are generally interesting, and fun to work out.
I plan to do more of them in the future. I also think they are helpful for studying for tests."

"I like how the psets are optional since I can do them on my own time and pace.
I think they are useful in preparing for the tests."

I like the optional psets. It feels like a low stress way to check my knowledge and it forces me to study every week, but if I don't have the time, I can just try it again later. I think they could be very helpful. However, the way they are graded is pretty vague. I don't know where exactly I'm losing points and the grade not is usually good or see solution. That doesn't really give me specific feedback on my work. I really like doing the optional psets, but I don't get as much feedback from them as I could.

"I don't look at them until we have a test but then they are very helpful."
I think they should be made part of our participation grade, just so I feel a stronger incentive to do them.

I haven't really done them...

"The PSET problems themselves are the way I've really learned most of the material. I work through the PSETs and compare to the solutions."

"Pssets are a good way to see if you can figure some of these things out independently as opposed to with your team"

I like that they're optional because it gives us the opportunity to find out what we're going wrong if we've been struggling, and also provides more practice problems for tests. It would be nice though if they didn't have a due date, so you could get graded on a pset whenever you want to turn them in. That way, if you realize you're not as strong in a certain subject area, you're still able to get feedback even if the deadline would'Ve passed if there was one. I think it would be better if they were not optional, because I need to incentive to do the problems.

I like that they're optional.

I like that they are optional because some of them can be skipped if we have already learned the concepts in great detail in the past.

I like that they are optional

I like the idea of optional PSETs, although I wish I would have time to try more.

"They're a waste of time because the comments I received for the first one were terrible. ""Go check the solutions."" Really? I would've done that anyways."

The psets are very helpful to understand concepts better.

"I think there should be an incentive for doing the optional psets, because they’re helpful but if I have a time constraint between a different class and doing the 042 pset, then I’m probably not going to finish this pset. the problems are really helpful for studying for the test, I thought"

I am not that motivated to learn the material in this class.

"I've only done one on my own and submitted before the time it was due but it was helpful. Since that I feel like I have been spending a lot of time doing the other assignments for the class so I neglect to do the psets in addition to the other work. But they are still helpful to have optionally because they are also a good tool for studying for the exam."
"Less motivation to do them, but I know I should because they are effective in helping me learn the material."

It's helpful for exam preparation

I am not very capable of doing the problem sets as it is and if they are optional, nobody else wants to do them with me.

I use them as test prep material since there are no practice exams released.

Haven't thought about them.

I wish they were mandatory.

"The psets are incredibly helpful in terms of preparing students for what to expect on the midterm, but again, the ramp-up in difficulty is just hard to manage."

They seem to be the best material for exam preparation.

I like that the psets are optional. I can do them at my own time, rather than forced the day before they are due.

"Optional psets are very helpful, otherwise I would have been so much more stressed about this class. I have weekly psets due on Thursdays, and sometimes they can take up to three days to finish.

I do think doing 6.042 psets can help me learn better, however, since it is optional, and compared with my other courses' day-long OH, I would spend most of the weekdays on my other courses' psets -the OH is also much more flexible for me to seek help from, and I usually just go between classes to get the most out of it.

For my schedule, practicing with 6.042 psets fits in my weekday afternoon and night schedule the best, so if there are more OH, especially 1pm-2pm, and 8pm-10pm, I can be much more comfortable with the materials."

"The psets are quite difficult and take a long time to complete. Moreover, we are not awarded any points for them. I have ended up not doing them because they have no immediate repercussion on my grade (and I could simply look at the solutions later) and instead I focus on other classes."

I was very glad that I had done the PSet when studying for and taking the test.

"I think that psets are the bulk of what makes me want to learn more, by making them optional, I don't emphasize them at all. It's probably a very bad idea to make them optional."
"I definitely feel like doing the pset I did helped me understand the material on it in a way I couldn't from class. (perhaps only because I was working on it on my own and not in a group)"

Problems usually feel as a repetition of what we worked in class

I haven't done them, just looked at the solutions.

I have worked through all PSets and practice exams and in class problems...

The optional psets are helpful, just very difficult and take up a lot of time, which I don't always have.

it's hard to get feedback on them

"Don't have time to do them with other classes to worry about."

"Have barely even looked at them."

#I want to do them, I've just been really busy. I plan to catch up.

"I like them because they're a good source of practice, but flex with the amount of time I have. What I mean by that is that when I have time to do them, they help me learn a lot. When I don't, I try to do them later."

"I've been using them as additional practice for the midterms. I really appreciate that they're optional given the time commitment of the rest of 6.042 (both prep and lecture)."

The only problem is that I cannot get very clear feedback from the problem sets.

It's great that they're optional. If I feel like I need more practice they give me another means of studying but they're not forced down my throat.

Unfortunately I have not had time to do the last few p-sets, and only finished about half of the latest one. I think they are helpful, as they are like in-class problems without the help of a team, but if you unknowingly get an answer wrong you will not know until the answers are put up, which might be bothersome if you think you have solved a problem but you really have done it wrong.

Having the psets be optional is nice

If they were required I would feel more obligated to do them (not an approach for everybody)

Any extra review helps

"I like how they're optional"
Great for test prep.

"They are strictly better than no psets at all - the option for feedback is better than no feedback. They are also better than deadline psets - they are much less stressful, and you can skip if you are having a tough week."

I'm less inclined to do them since they are optional even though I would like to do them. The psets are helpful but I rarely have time to complete and turn them in.

Haven't done any of them

"They have been helpful when I've done them, and the fact that they're optional has really helped me manage my course load better this semester. However, if they weren't optional they would help me a lot more."

Come exam time, psets and re-doing class problems are very helpful. I do psets after they're due, but before the exam. Practice is essential.

"I think that because it is optional I find myself saying "it's ok if I put off doing this pset for this week I should be doing the pset for my other classes instead. But then I find myself not doing any of the psets."

Good for preparing for midterms

"It is much better when I do not have the stress about p-sets. I am already doing them quite regularly, grading will make it only worse."

Make them mandatory

I like the concept. They are a very good test review tool.

I like not having an extra pset, but the psets are extremely difficult

I feel the optional psets are great test prep, to look over before a test.

Good extra practice problems.
Textbook feedback

39 very helpful, 44 helpful, 38 neutral, 15 unhelpful, 3 very unhelpful

Average: 0.73

Summary: Generally, people like the textbook; they enjoy the tone and think it is well-written. Many people prefer the video content for learning and only look at the book for definitions/further clarification. Very strong sentiment that the book should have more worked out examples, or solutions to the practice problems.

I haven't used the textbook

don't have a textbook

This material is hard to think about and the textbook sometimes moves too fast.

I find it most helpful when I have specific questions on problems or definitions already.

Good resource. But sometimes readings are a little confusing.

Don't use the textbook much. Repetitive from the lectures

Helps a lot when I don't understand something in the lectures

Generally quite clear. I like it although I wish there was a way to get a physical copy.

"Essentially the same thing discussed in the videos. When something is very unclear in the videos
I refer to the textbook."

"That is what I primarily use to understand concepts and then watch the videos if the book doesn't lay it out clearly enough. Also, it does a good job of walking through example problems."

"I don’t use it often, but it's good for learning theoretical stuff"

Pretty helpful but sometimes it is easy to get lost with all the notation.

The textbook is a bit daunting, only after watching the videos and/or doing MITx exercises, stuff begins to make sense.
The textbook is very similar to the videos but sometimes harder to understand

I don't usually read it, but when I do it has always been good. I only read it when I am really confused by the videos and questions. I like it in general. Again, there are some things that I don't get from reading that just make sense in the videos, but there are some things in the videos that I don't get that I understand in the reading.

I don't use the textbook often, as I find textbooks on technical subjects to be convoluted and more time consuming to digest than videos or solutions to problems. I haven't really used this one yet, so I don't have a judgement for it specifically.

Clears some things up from the videos but lack of answers for problems are annoying

Haven't used the textbook.

I don't really read the textbooks I prefer videos more.

The textbook is pretty helpful, but I wish there were more problems with solutions to practice with.

It really does not explain the material in layman's terms.

It helps but sometimes it can be a bit dense and confusing. I do not use a lot

"The textbook is very helpful in understanding the concepts, perhaps few more solved examples would have been of great help."

The textbook, at least for me, is the go-to book for discrete mathematics.

I <3 the textbook. It should have solutions for the examples though.

"TEXTBOOK IS VERY HELPFUL: I LOVE TO LEARN FROM THE TEXTBOOK"

Sometimes the textbook makes it really hard to visualize what's going on. I generally don't read it and just watch the lecture videos instead.

Much more succinct than the videos and much better at explaining.

The only thing that has taught me outside of class

I rarely look at the textbook, I just watch the videos

Explains all the topics very well
It has more than enough information, but usually the videos are enough.

I do not really use it
"I like the textbook. I just wish it included solutions to practice problems so I could prepare for tests and class by looking at worked examples."

it is generally very helpful and sometimes quite helpful

It is easy to read and helps me understand the material.

I wish there were solutions to the practice problems

The textbook has been most helpful for me, because it presents the material in a clear and logical order. The videos and in-class problems seem to leave gaps that make the material harder for me to comprehend.

I haven't really used it a lot because the videos have been good.

Textbook can sometimes be long-winded, but it's a good resource

Help, when I need more explanation than the PDF slides.

I haven't read the textbook.

"I don't usually read the textbook, but the time I did, the textbook explains things rather well"

Besides the textbook and office hours there are no viable other resources available to a student seeking help and trying to learn the material. The textbook is very long and there should be more simple examples and problem solving strategy outlines.

"I think the text book is really well written. It is probably the most engaging, conversational textbook I've ever used. I really enjoy learning in this form. It's really, really great. I think it's straightforward yet interesting, and allows me to marvel at just how neat the material is."

The textbook includes a lot of extra information which can be distracting from the main/important concepts of the class.

I like the way the textbook is written. It is easy to read with good examples. I focus most of my studying and preclass preparation on the textbook.

Useful for learning the class material

Have barely used the textbook since for me the videos are sufficient.
"I like it; it's sassy."

I don't really use it…

"The textbook is great; I read the textbook and the slides and so far I feel like I'm learning fairly well."

"If there were solutions to the problems in the book available, it would be much conducive for learning When I want to do extra practice problems from the book, I have nothing to compare my solution against"

The textbook is good to look up certain things but I don't necessarily read it cover to cover

"It's a well written textbook; I like it."

I don't really use it much

it's well written.

I like using the textbook as my primary way to learn concepts and take notes.

Haven't read it

At the beginning of the semester, the textbook was good for going at my own pace, but recently the class material required too much reading to cover in the textbook.

Explains material well

I'd rather have lectures.

The textbook is very well organized.

"the format of the textbook isn’t conducive to me actually reading it The same material in the textbook is way more accessible if I just google the concept I have trouble with"

It helped in the beginning but I barely have time for the videos, let alone read.

"There are times when the textbook is helpful but other times it is just super long and has a lot of material that I feel is unnecessary."

It's well written and I especially appreciate the practice problems!

Helpful
It's essentially the same as the lecture videos.

Very easy to read with clear explanations

When it is needed, it is helpful.
Textbook is nice, sometimes I still don't understand how certain steps were taken.

I have a hard time following it sometimes.

Haven't used it much

I primarily read the textbook to do the questions.

Haven't really used it
"A good supplemental material to look at if I am uncomfortable with certain assumptions that the instructor makes during his videos."

The textbook readings have been helpful, but sometimes the readings are quite long!

I have found that the videos can be more concise.

Covers the material well.

"I haven't used the textbook that much so far, as the videos are a faster way to learn the material and are more likely to cover the concepts that will actually be relevant in class and on exams."

It explains everything pretty well

It's hard to understand what, between the slides, lectures, problems, and textbook, is actually relevant.

I haven't used the textbook a lot.

i love the textbook
"I haven't used the textbook much."

"I don't really have time to read the textbook in addition to watching the videos."

I haven't used it yet

It's nice to see theorems, lemmas, etc. written down in paper sometimes--more helpful than briefly covering it in a video.
It takes too long to parse to be useful. The utility that I get from the textbooks I can get faster from lecture notes or slides.

"I tend to only use the textbook when the videos leave me with additional questions or for reference during class sessions. It's nice to have a dedicated source but I usually just go to google"

It is written in a very clear way.

Have yet to use it.

Textbook is well written and probably one of the better texts I have read. I feel it could benefit from less wordy explanations of concepts and more detailed, thorough proof examples.

The textbook is the most helpful, in my opinion

It's nice.

never read it

Never used it.

"Normally in math classes I learn exclusively from the textbook. The only reason I am not now is because the MITX videos and problems for this class are helpful, accurate, and more efficient. The professor does not skip over any key facts, and that saves me frequent textbook readings."

It's really detailed and lays out the process of solving a problem which is helpful.

The textbook is good for definitions and lemmas

I haven't looked at the textbook
Reinforcement is good.

I find the text very useful to me but I wish that there was an answer key to at least some of the practice problems in the book. It would be great practice and ensure that I understood what was in the text in the first place.

Haven't been using the text much

"I do not usually look at the textbook since I have got the videos but I assume it would be more important if we haven't got the videos."

Not very concise
Where most of what I do learn comes from

The text is good, but it is a lot of reading to do some nights

I have not used the textbook yet.

Helps fill in gaps from the videos.

**Comfort level**

35 very comfortable, 57 comfortable, 26 neutral, 15 uncomfortable, 12 very unc.

**Pacing**

9 slow, 69 about right, 59 somewhat fast, 8 very fast