Course Evaluation Survey Responses Ignorance! MOOC (June-August 2015)

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The course was well-organized (N=194)	3 (2%)	7 (4%)	12 (6%)	96 (50%)	76 (39%)
The course requirements were stated clearly in the syllabus (N=193)	1 (1%)	5 (3%)	22 (11%)	87 (45%)	78 (40%)
The workload in this course was fair (N=193)	4 (2%)	9 (5%)	22 (11%)	100 (52%)	58 (30%)
I found this course to be interesting (N=194)	2 (1%)	4 (2%)	18 (9%)	82 (42%)	88 (45%)
I found this course to be relevant (N=194)	3 (2%)	7 (4%)	19 (10%)	93 (48%)	72 (37%)
Overall, this course expanded my understanding of ignorance and related concepts (N=193)	4 (2%)	5 (3%)	12 (6%)	72 (37%)	100 (52%)
The video lectures helped me understand the concepts in this course (N=194)	4 (2%)	12 (6%)	18 (9%)	90 (46%)	70 (36%)
It was easy to use technology in this course (N=193)	3 (2%)	7 (4%)	16 (8%)	78 (40%)	89 (46%)
The discussions helped me understand the concepts in this course (N=167)	11 (7%)	13 (8%)	47 (28%)	72 (43%)	24 (14%)
The readings helped me understand the concepts in this course (N=159)	7 (4%)	7 (4%)	29 (18%)	84 (53%)	32 (20%)
The Wiki materials helped me understand the concepts in this course (N=95)	7 (7%)	7 (7%)	38 (40%)	33 (35%)	10 (11%)
The quizzes tested my knowledge of the material in this course (N=187)	14 (8%)	17 (9%)	24 (13%)	82 (44%)	50 (27%)
The quizzes tested my understanding	15 (8%)	17 (9%)	17 (9%)	78 (42%)	57 (31%)

of the concepts in this course (N=184)					
The games enhanced my understanding of the concepts in this course (N=150)	9 (6%)	23 (15%)	46 (31%)	50 (33%)	22 (15%)

	Very low value	Low value	Moderate value	High value	Very high value
Week 1: What Is Ignorance? (N=188)	0 (0%)	5 (3%)	25 (13%)	76 (40%)	82 (44%)
Week 2: Where Does Ignorance Come From? Part 1 (N=187)	0 (0%)	7 (4%)	28 (15%)	74 (40%)	78 (42%)
Week 3: Where Does Ignorance Come From? Part 2 (N=187)	1 (1%)	7 (4%)	31 (17%)	73 (39%)	75 (40%)
Week 4: Are There Different Kinds of Ignorance? (N=186)	1 (1%)	9 (5%)	29 (16%)	67 (36%)	80 (43%)
Week 5: When Is Ignorance Good or Bad for Us? (N=181)	2 (1%)	12 (7%)	25 (14%)	62 (34%)	80 (44%)
The video lectures on ignorance and complex problems (N=167)	4 (2%)	13 (8%)	33 (20%)	59 (35%)	58 (35%)

Please tell us anything you'd like to pass on to us that you liked or found useful about this course.

- to learn about the different kinds of ignorance
- Fascinating topic
- Thanks everyone for delivering the course, I was pleasantly surprised how interesting it was (perhaps, due to my previous ignorance :))
- links to readings that can be downloaded for free
- The readings were excellent: more please, and from a wider range of disciplines. Interesting topic, and it did range. Would love to see a great range of disciplines in the lectures too: too heavy on the creative arts as the outlier.
- i like how examples are given in depth to support each concept and discussion was lively

- I did not find a place to give opinion of 1 or 2 of wrapup. I choose 1 because I can focus on a chart as well as professor. Great course, more intense than I thought it would be and very informative. Thanks.
- aside from some of the tests, I thoroughly enjoyed this, and look forward to seeing Ignorance 2 becoming available. The discussion boards are good, and the weekly roundups are useful, but as the lectures begin to reference material in previous weeks, returning to these discussions to pick up points or keep the dialogue going would also be intersting.
- The course sparked my interest in things which I haven't paid my attention to before.
- The questions that were worded well were helpful.
- Printouts of the transcrip were better than the video. I could refer back to them, discuss with others.
- MANY new concepts were presented. It was a lot to integrate in a short time. Im going to want to re-do some lectures.
- I found the lectures to be hightly informative and eye-opening.
- I really liked the course. I didn't have time to do more than audit the videos, but it really opened a new world to me. And I'm particularly interested in complex systems and I've never before seen this viewpoint on them. Thank you!
- Relating the concepts to the real world.
- The course lectures were great. I already knew a lot in this area but the additional information I found very interesting.
- everybody have to do it, we are all ignorant and we all need more knowledge
- I liked the way it was difficult to pass the quizzes if you didn't get the two answer questions correct and that the posts were used as marks, so we could redeem lost points from wrong answers on the quizes.
- the Smithson taxonomy and how ignorance works in complex problems
- There were some interesting insights into situations where ignorance can be useful and I appreciated the taxonomies of ignorance and the examples from medicine and law
- Accessible approach to a very complex topic
- I totally loved this course. I also think the topic is hugely important and well presented. I will definitely take more edX courses. I'm eager to do more. The fact that the whole world can be in the classroom together makes it one of the most valuable congregations of humankind imaginable. That may sound overblown, but I believe it is true. I was impressed that instructors did so well to monitor class discussion boards and answer questions. Thank you very much!
- The weekly summaries that were posted that referred directly to participants and what they contributed to the discussions were nice as they added a sense of community to the course.
- My favourite part of the course was learning about different types of ignorance through Professor Smithson's typology, Kerwin's matrix, and Matthias' house.
- Congratulations a useful body of work presented very well - looking forward to Ignorance II
- All
- I thought the material was fascinating and I find myself recalling the concepts learned in situations I encounter in my daily life.

- It reinforced my belief that former confusion about decisions were explainable and normal.
- The beginnning of the course was fun and I understood it, but from week 3, it began abstract algebra to me. No matter how much I read the materials my scores did not just reflect the time and effort I put into it. So I just gave up and guessed through week 3 to 5 quizes since I realised I could NOT make the required 60% cos I opted for verified certificate. Someday, I would visit ANU.
- I really liked the interview with Sasha Grishin,
- The information was great, the games helped, I liked the wrap-ups after each week. Quizzes need adjusted.
- I found it extremely thought-provoking! As a result of taking the course I now find myself consciously noticing ways I and others deal with ignorance. It's been fascinating to develop a specific appreciation for ignorance - like seeing the image "opposite" for the first time - and to better understand the critical "below the radar" impact the processes of dealing with ignorance have on every aspect of our lives.
- The examples provided were very useful to implement in our real life.
- Very, very interesting. The examples were wonderful.
- The examples for gambler's, for wicked bias, for understanding ignorance were clear enough to understand
- The title is great, I loved the paradox of "a course in ignorance" so much that I instantly made a decision to get at least an honor code certificate. And it was quite useful for me to distinguish between different kinds of ignorance and to compare them.
- Course was excellent. Thank you.
- I would like to have seen the lectures on complex problems enhanced with actual examples of results. The material is very abstract. What does my team need to do to operate on a given complex problem?
- everethyng was very good, indeed.
- great course - both presenters very engaging
- Overall I found the course very helpful in qualifying types of ignorance and the "uses" of ignorance in human behaviors.
- I loved that the instructors gave us feedback on our input to discussions, and that they summarised the discussion threads. This is very rare in a MOOC.
- The illustrations used in the videos.
- The different kinds of ignorance
- it is quite a challenging course to score high. concepts are new and difficult for me. Nevertheless, I learned something new and managed to finish it.
- The videos were very clear and informative.
- I liked the brave attempt to make a new space in between disciplines for a very fundamental, interdisciplinary issue that, as the course demonstrates, merits more attention in curricula.
- The structure and content of the videos were pleasantly clear; the talks were made in a way to catch interest and curiosity. Great for learning. - The discussion forum is a great insight in other student's thinking and experience.
- Please ask Prof. Sacha Grishin to create a full MOOC on uncertainty and the Arts - his interview was way too short!.
- The synthesis of text used for the lectures even though they were a little longer than I wanted to for MOOC courses.

- The content was well structured and the multiple choices were challeging.
- This was my first ever attempt at online course. I didn't have as much quality time as hoped to complete it and that is the only reason I did not get as much out of it as I truly hoped. I am sure the resources I have now will be beneficial. Overall I loved that the online option gave me flexibility to coordinate learning with my available time frames. I am grateful for the ease in which it was produced/offered and the opportunity to be involved. Thank you so much.
- I had never before considered ignorance as a topic for scholarly research.
- This is a great course, I recommend this to my friends
- great course... thank you... and this is the first online course that I have done, including at post graduate level, that has been very well structured!
- I actually struggled with this course. It got a bit "mathy" towards the end, but really enjoyed how it challenged me, so although it got me tangled up at times, it served its point to show how much i don't know, which is a start!
- I thought the overall content was novel and useful. I could see parallels with different scenarios in my professional life. I can see opportunities to put some of these ideas into direct practise. I can also see anaologus situations where the application is less direct, but this perspective yields novel and interesting insights.
- everything
- Very interesting course. I beleive I have learned lots of things I didn't know. Thanks.
- the guest
- everything
- It´s a new way of viewing the ignorance and now it´s very productive
- I think the games were very valuable and I appreciated the wrap-up documents at the end of each level.

And please tell us anything you think could be improved in the course.

- There needs to be a forum to complain about official quiz answers - I thought a couple were wrong so the staff either needs to fix them or explain why they are correct
- Scoring of quizzes, with no partial credit, I found irritating
- It was a bit to much for 5 weeks ..
- The pace of the videos was too fast. Sometimes the explanations seemed muddled.
- Would be good to have the slides as PDFs to download since they are hard to see in the videos.
- Games culture is not likely to interest me - maybe more like history or litterature approach would open up the sphere
- useless quizzes, vague , poorly worded ambiguous based often on irrelevance
- I fond that use of some of the examples are not very clear to me and made me rather confused.

- quizzes are ambiguous and badly worded. They leave too much to chance or interpretation
- I found the videos didn't always help in choosing an answer in the quiz.
- I found that it's a bit difficult when you'r not a native speaker of the English. My comprehension of English isn't that bad, but you guys have different sets of words. Made it harder to understand the taxonomy f.e.
- The quiz questions should be more succinct and clear. The answers less ambiguous. I often saw more than 1 right answer which too often turned out not to be acceptable. That dimension should be examined and corrected.
- It will be nice and helpfull to have a second change by quizzes.
- As there is only 1 allowed attempt for each quiz question it would be more motivating for students if partial credits could be given for questions with multiple answers.
- First thank you to the course staff for the effort it took to put together the course. The fact that it ended up not appealing to me does not diminish that effort. I had hoped that this course would have been more an in depth explanation of ignorance and what can be done about it. Instead, it seemed to be more of a paean to ignorance. I am not a fan of ignorance and have spend most of my life trying to combat it. Yes, it seems unlikely that any one person will ever be able to gather all the knowledge of the universe, but there seems to be a willful effort on the part of many people to remain ignorant of nearly everything. I had a 23 year old proudly inform me that she'd never read a book in her life. She had no excuse such as being blind or learning disabled. Her only "excuses" , though she didn't think of them as excuses, were laziness and ignorance. The former son-in-law of a friend of mine refused to go to college, even though he had a 100% scholarship, because, "they might try to change my mind." These are people who are out there impacting my (and everyone else's) life and that should not be. As a result, I'm afraid I reject most of your premises. With only fairly rare exceptions, I do NOT find ignorance to be a good thing. Beyond our philosophical differences, however, I also found the quizzes to be overly vague, sometimes having more or fewer correct answers that what were called for and marking the whole question wrong if the student failed to guess which 3 of the 4 correct answers you wanted and missed one. I think you need to research some of your "facts" more thoroughly.   Just because it's published doesn't make it true and I found at least one large error and a number of questionable things in the lectures. Remember, statistics can be made to say anything and I frequently got the feeling that you were using other people's results (yes, you cited them) without doing the math yourself. About the discussion forum...this is not the fault of anyone on the course staff, it's an EdX thing, but the forums are very hard to follow. A lot about Coursera annoys me but they have MUCH better discussion forums. If you're going to require discussion posts, you might consider changing platforms so that it is reasonably easy for people to follow the threads in which they post. Much of what I posted disappeared and I never saw it again (not that I tried that hard to find it but on the Coursera platform there's a list of subscribed threads right on the discussion main page unless I delete them. It's much easier to have a real "conversation" that way. I could continue on but I think you get the idea. I didn't really enjoy the course but that's my point of view and should not discourage you. If it's any consolation, the first week was interesting and the second was ok. Thanks again for the effort.
- The quizes were unbalanced in the final point/grading system. Only two questions offered with multipart answers. If one answered two out of three, there was no credit.   With only two questions per module the score could only be zero, 50% or 100 %. It would be better to offer more questions, so that each is not so heavily weighted.. The questions were difficult and the potential answers occastionally contained material which was not in the preceeding video (e.g. taxonomy in week three question 1) The questions contained adavanced probability and mathematic skills

than one would expect. I stopped answering the quizes after week three. I was too frustrated to continue.   IO have taken 4 other edXcourses, this is the first I've unenrolled.   Secondly, I recommend a glossary or defination of terms section. Other courses offer that in the overhead tool bar. This course has terms which require precise defination and a reference would enhance the learning experience.

- I want the course to have a follow-up, covering in more detail sources of ignorance, in particular imposing ignorance - more on this in the Week 5 discussion
- The summary videos. These are the same, choose the one you like. How can you choose which one you like best without viewing both of them?
- Three things spring to mind: 1. the readings should come before the quizzes to encourage those enrolled to use them more in the quizzes and discussions; 2. the multiple choice questions need to be checked far more carefully: the language was very imprecise and the answers did not always match the language structure of the questions; the complex problems component is valuable but not well integrated: the important think about those segments is helping people to see how intertangled elements can be in daily considerations. Final comment: the MOOC ranged far more widely and imprecisely than suggested by the title, but it was still mostly very enjoyable
- please give 2 submition option in quiz and increase question in qize also thx
- please give at least two attempts at each question
- Readings? Wiki? Imust have missed something. I even went back and looked again, but didn't find them.
- I would like to see one or two more questions in a quiz. It's personal as I hate to miss a multi-part question and see 50%.
- The questions following hte lectures I found to be entirely too vague at times. Where questions were directly informed from the Lectures it was fair, however a number of questions asked for opinion based answers, or to make a choice extrapolated from a lecture with very subjective right and wrong answers. One example is Quiz 27, where a choice of definitions of Dadaism is sought based off discusison in the lecture which doesn't refer to dadaism in these terms. Research on the internet would it is essentially an anti-humanist, however the answer given is humanist/anti-humanist. Another example is Quiz 24 which to my eyes has no wrong answer, and entirely open to interpretation from the student. If the answers are black and white, right and wrong but question language of certainty/uncertainty is vague and open to interpretation, achieving the pass mark becomes a bit of a gamble.
- The quiz questions are often ambiguous or misleading and make me think that multiple answers are correct. Sometimes I wasn't sure exactly what it was asking, and that led me down the wrong path of 2 options, so I missed a lot of stupid points. Clarity was an issue.
- It should be more eleborative. May be of a couple of weeks more.
- More real life examples.
- Providing the handouts of slides would be very helpful for learning and get back to content material. Making screen capture or coping verbatim slide content is a waste of time. 2) Reding sections are poorly presented. You could add a short summary to explain the reading and how it is relevant to the course. 3) Video and audio quality are sub-par compared to other moocs.
- Many of the questions involved selecting 2 or 3 examples of something, and required all components to be correct for a single mark. This meant that even if I got 2/3 or 1/2 correct and missed the other(s), the question was graded as wrong. I feel I lost quite a number of marks in this manner, as almost every quiz had one of these multi-part questions. Allowing for partial marks would be a more fair way to evaluate knowledge if there are multiple components to an answer.

- The games were not very good and could be improved for higher quality, user-interface and user-experience.
- Make the quizes longer. A lot of them were worded funny and with there being usually two questions per quiz, if you missed on, you failed the quiz. I liked the material and feel like I understand all of it. but the quizes could be modified.
- The required discussion posts were tedious and should be reduced
- The course should be made easier for beginners.
- if You can, try to semplificate the concept for the non english mother language :-)
- Better multiple choices questions
- I would have liked the musician interview to have had him playing in it. Also, I would have liked some examples on safety. I really enjoyed the course. It made me realise how ignorant I am!
- I would have appreciated more opportunities to be confronted with my own ignorance/relevant unknown unknowns. The games pointed me at behavioral patterns I was mostly already aware of.
- I found the dancing graphic and repetitive music introductions to the lectures annoying after the second time; even when they were cut back from 20 to 15 seconds they were far too long. A five second (silent) display of the lecture topic would be sufficient.
- the questions should not be so tricky, its like taking the drivers license test. Either someone knows the correct answer or not it does not have to be so complex
- The black background is very very boring. My attention often flew away towards the colourfull flowers outside my window :-)
- I'd like to see the examples used in the videos to reflect more in the quiz questions.
- I found many of the questions in the quizzes unnecessarily obscure and picky - Id have preferred questions that were more synoptic rather than narrowly focused
- Lectures less focused on statistics and more on complex problems
- I thought it was a little awkward how Complex Problems was sort of smashed onto the end like an afterthought. I wonder if there were fewer discussions, there might actually be something like a discussion occurring, but with the high number of enrollees, I'm not sure if that would work either. Overall, was content with the content and format as laid out. I wish I were a better student and knuckled into the math a little more -- I'd have got more out of it. I'm glad I could still appreciate so much of the material whilst the maths flew over my head. Please continue to offer this course every so often.
- Some of the quiz questions appeared a bit unclear, or perhaps I should say ambiguous
- Some of the quiz questions weren't very clear and I felt I had to guess.
- I filled this out when I finished the course but I've since noticed something else that needs comment. You've removed one of my forum posts (maybe more than one. I can't be bothered checking all the discussions the way this forum is set up). This one in particular pointed out an instructor error (a very glaring one at that) so I can see why you don't like it, but it was not obscene or offensive (except maybe to your ego) and there are many posts that are much more offensive and ignorant - though I guess you like that - that don't point out course errors that still stand so I can only assume that you've decided that you will stomp out differing opinions and dissent and people who are trying to share correct answers

and will hide your errors if you can, even through deceit and censorship. This is unspeakably inappropriate for something that is supposedly education based. I'm disgusted. Don't look for me in your second course or any others you might offer in the future.

- I liked Professor Bammer's lectures on complex problems, but I think it would have been better if she gave examples of complex problems and then showed how to apply what presented in those example problems. With Professor Smithson's lectures, it would have been very useful to have access to the presentation slides. Also, with the quizzes, I think there should be more questions per unit if I only have one chance to answer them correctly. I barely passed the course.
- I earlier make a comment that a post had unwartentedly been deleted. I see it's back now. If it was deleted and restored, I stand by my initial comment. If it was some glitch that made it temporarily inaccessible, I apologize for jumping to conclusions.
- Many of the concepts would have been easier to grasp if more time was spent giving practical example. The quiz often provided a practical example, but since the lectures were limited in this way, sometimes it was difficult to figure out what the quiz was measuring.
- I wonder if the textology can be more clear.
- Many of the questions were not stated in the clearest fashion. They were quite ambiguous, and difficult to understand.
- most of the time, we only heard from one person. more viewpoints would be appreciated. students should be given 2 chances on the quiz
- Course became very difficult to understand after week 3 as I'm not a native speaker of English. I wanted more Reading materials for better understanding.
- Shorter video lectures would make it easier to keep up
- No significant issues to address
- I dont see anything (french translation ;))
- The wording of many of the quiz questions was unclear … or perhaps my own ignorance was tripping me up!
- Some of the lectures cram too many new concepts, which could perhaps be divided into more units. The quizzes, while checking our deep understanding of the topics in question, were confusing sometimes, and thus frustrating.
- Instead of new age babble, and meaningless "double talk" try getting into the real causes and effects of ignorance, who benefits from it, and why society always wants a certain percentage of the pop. to be ignorant.
- I had a bit of a problem with the volume and clarity in the instructor's speech.
- I know that the staff may not have an access to funding but if possible, would be good to have the foraging games improved in terms of play and graphics.
- making the math easier for non math folks to get
- The scoring description to me was poor, 80% from quiz and 20%, I only understood this when I was in week 3, by then it was too late and no longer useful, as I could not meet 60%. A better approach after stating the 80% and 20% for quiz and discussion declaration is to STATE CLAERLY THAT EVERY ANSWER OR ACTIVITY DONE YIELDS ONE MARK. To me this is a much understandable break-down.
- The slides were to small.

- The quizzes and the quiz grading I felt didn't reflect what was learned. I liked that they made me think, but I don't like how those are what determined whether or not you passed the course.
- It would be nice if, for quiz questions requiring 2 answers, you ended the question with "(2 answers)". I got caught by this more than once, trying to pick out the one correct answer, but getting counted wrong because there were 2 even though the one I picked was one of the correct ones every time.
- Didn't care for the use of the tables in explaining the various dimensions of ignorance. Things got a bit complicated from time to time and I had to "step back" and just try to absorb certain aspects "holistically." I wish I could remember which weeks were confusing, so I could rate them accordingly, but I can't.
- Better and more concise explanations, maybe at the expense of cutting down on the class load.
- The four requirements for the discussion questions are much more extensive than those for assignments in any other MOOC I've taken. Consider whether some of the quiz questions may go beyond the content of the lectures and readings to draw on an "expert" perspective that first-time students are unlikely to have. Consider separate submit buttons for each quiz question, so that students can't mistakenly submit an unanswered question in the quiz. The wording of the quiz questions was sometimes confusing. In some cases it seemed like answers other than those marked correct could be legitimate.
- pls can a minimum understanding of math probability theories be prestated as course requirement- the quantitatives were hard for a non math person.
- I would like the question to be more related to the content of the videos. Even after reading the transcripts and looking at the concepts in the Internet, I could not answer properly.
- I understand that in academic level the references to others work is a must but they were to many and in the process of the course I found it a bit tiresome
- There was some graphic material in the video lectures, but not enough, in my opinion - there is not much information in a lecturer's face, even when they are a very nice person. Also, I thought text slides were not always easy to read (white on black, small type). Also, I sometimes felt that the language could be made easier to understand, but I'm not competent enough to be sure.
- Complete bibliography
- perhaps going more slowly through the mathematical bits or finding less number-based ways of explaining the concepts
- I thought that the discussion section was a little difficult to navigate. The discussion section in Coursera is easier to use.
- The sound recording quality of the lectures
- The games honestly added little in my opinion. I think outside reading assignments could figure more in the discussion sections as topics.
- I felt that quite a few of the quiz questions were open to two or more correct answers where only one was allowed. Clearer presentation of the context of the questions could help.
- Perhaps more direct information of how this course could be transfered to the work field.

- When you have to give 3 answers to a question on a quiz and you got 1 wrong, the entire question is wrong. Maybe these 3 part answer questions can be split?
- it might be helpful to offer a 2nd chance for students to do better in the quizzes, I mean 1 out of 2?
- Assessment. I failed most of the multiple choice questions. If Im honest i found the options vague most of the time. I think its more of my discplinaray training than anything else. But I do think the questions coudl be adapted. having said that if most students did well , then its perhaps more my lack of understanding than your questions and choice:)
- During the first and second week I was bored stiff by the discoursive tone and thinness of the content and was on the verge of quitting the course as such. I think what kept me in was the prospect that there would be a second course, which promised to be more relevant. Also more motivating was the referenced video on YouTube, "Integration and Implementation Sciences: An Introduction". From the third week onwards, however, interest started to pick up in Mike's content especially. I would suggest something is necessary at the beginning of the course to signal the course is deliberately stating at the most basic level and gradually picking up. Perhaps also engaging would be initially to throw in some challenges while promising that by the end of the course those who stick to it should be able to provide an appropiate answer to them.
- And please formulate the phrases in the quizzes easier. Some were very much harder to understand then the video materials. And please put more questions in the quizzes. So one wrong answer will be less important.
- In most sections, it would have helped to read the papers, before completing the quiz
- Divide video lectures in smaller bits, maybe 6 min each. Do at least one peer review assignment.
- I can't think a way to improve this course.
- I was most frustrated with how the quiz's were set up. Besides getting NIL for a question that was 2/3 correct - on the odd occasion that I skipped a question, only to go back to it with clearer thought, if I forgot to actually select my answers there was no prompt to tell me that the question was unanswered before submitting/save. This was then recorded as an incorrect answer unfairly.
- Please make the videos more engaging. It's boring to watch someone read a script.
- I've prefer a longer course with smaller steps and not in holiday time
- Would value having handouts for the lectures. (not just transcripts)
- The quizzes are hard, we just had one chance to answer.
- the probability aspects were less relevant to me at this stage of my career
- Slides/Notes to be provided for review
- the quizzes bloody killed me! can we get a bit more of a reward system going? i kept getting 2/3 and nothing to show for it! admittedly my fault, but at least some reward???? :)
- The video lecture "talking head" format impacted my level of engagement in a negative way. I have done one other course through edX and the video presentation was much more varied with participation from a small group of contributors, each presenting from their own individual perspective and in their own setting. This kept me interested and engaged and allowed for me to generalize on the concepts more easily than a single static source. I fould myself just reading along, the video content really didn't contripbute much. The interview guests were a welcome

change and I would like to see more along those lines. Unfortunately I got the impression they were only invited in when Smithson felt he was out of his depth (or at least less credible) when talking about the arts and creative endeavors. Why not acknowledge that there are other voices to be heard on a wider range of subjects rather than just citing their published work?

- more simple english
- less quizzes
- Too much talking 'head'. Shorter videos, please.
- I wish there could be more lecture materials because I get a lot of problems solving the quizzes
- Sometimes the material was too technical to be interesting. And sometimes, I didn't understand it and that made it seem irrelevant to me. This mostly happened in Sectons 4 and 5.