University of Pittsburgh
Office of Measurement and Evaluation of Teaching

Dear Professor Bogdan Ion:

Student Opinion of Teaching Questionnaire Results

This form contains survey results for ANALYTC GEOMETRY & CALCULUS 2(MATH-0230)-1340.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item (14 x .50 = 7). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

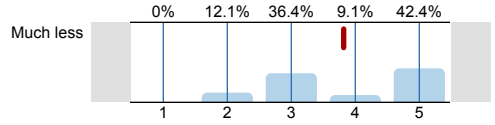
Office of Measurement and Evaluation of Teaching (OMET)

Professor Bogdan Ion

ANALYTC GEOMETRY & CALCULUS 2(MATH-0230)-13402164_UPITT_MATH_0230_SEC1340
Spring 2016
34 RESPONDENTS = 47.89% OF NUMBER REGISTERED

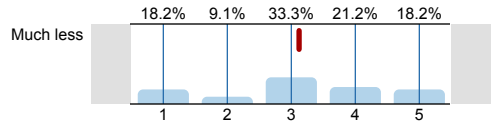
1. SELF RATINGS

1.1) Compared to other courses at the same level, the amount of work I did was:



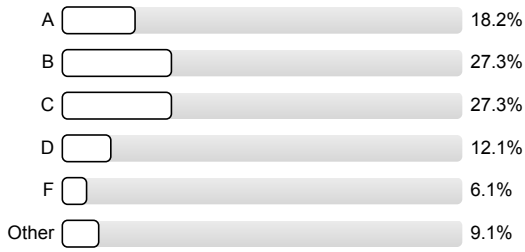
n=33
av.=3.82
dev.=1.13

1.2) In this course I have learned:



n=33
av.=3.12
dev.=1.34

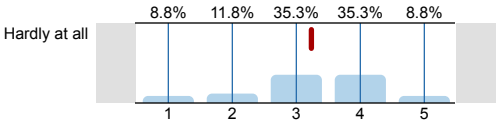
1.3) The grade I expect in this course is:



n=33

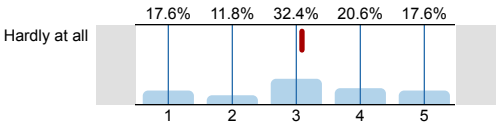
2. TEACHING EVALUATION

2.1) The instructor presented the course in an organized manner.



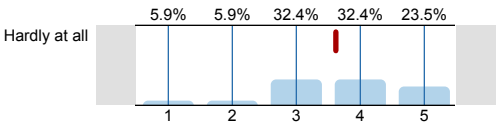
n=34
av.=3.24
dev.=1.07

2.2) The instructor stimulated my thinking.



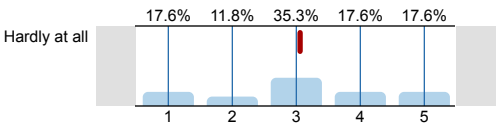
n=34
av.=3.09
dev.=1.33

2.3) The instructor evaluated my work fairly.



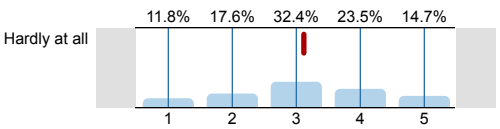
n=34
av.=3.62
dev.=1.1

2.4) The instructor made good use of examples to clarify concepts.



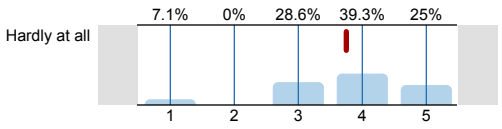
n=34
av.=3.06
dev.=1.32

2.5) The instructor maintained a good learning environment.



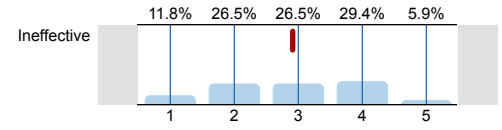
n=34
av.=3.12
dev.=1.23

2.6) The instructor was accessible to students. (Do not answer if no basis to judge)



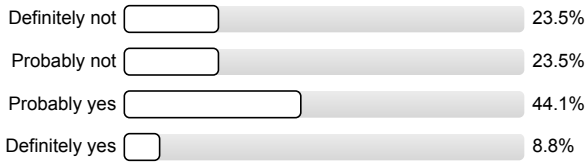
n=28
av.=3.75
dev.=1.08

2.7) Express your judgment of the instructor's **overall teaching effectiveness:**



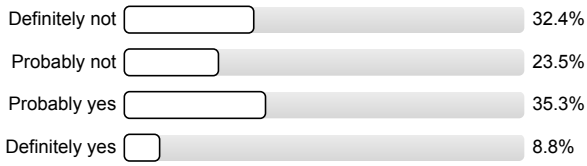
n=34
av.=2.91
dev.=1.14

2.8) Would you recommend this course to other students?



n=34

2.9) Would you recommend this instructor to other students?



n=34

3. TEACHING COMMENTS

3.1) What were the instructor's major strengths?

- -helpful
  -multiple examples
  -review was based on what the students needed
- Discusses theoretical aspects of every topic to ensure that we have a working conceptual understanding of what's going on. Does a good job of connecting units to help identify relevance.
- Explaining process of problem solving
- He is very good one on one. He cares about his students and wants them to succeed.
- He is very nice and friendly during office hours. Additionally when he hands back your midterm exams, he meets with you to make sure you know your standing in class and how you can improve which is very helpful and important to do for such a difficult class.
- He knew what he was doing, and had a good grasp of the material.
- He knew what he was talking about.
- He knows the material and is clearly for smart in this department
- He knows the material really well
- He only handed back exams at his office hours so you had to meet with him and talk one-on-one about how the exam went. He was very good at explaining what went wrong and gave suggestions for how to improve.
- He presented the topics in an organized manner.
- He seems like a decent human being.
- Hey makes sure everyone understands concepts and gives many opportunities for questions
- None
- Professor Ion honestly cares about his students and wants them to do well. He always starts of the class asking for questions even if we do not offer him any. He tries to show both the theory and do examples that are relevant to the class and tests. He is also good at pacing hte course so we remain on track.

- Strong knowledge of calculus. Used examples to teach.
- The Professor is very knowledgeable when it comes to math. That way he is not usually making any confusing errors.
- The instructor's strength was that he was very smart. However how smart he was, did not translate to a strong teaching ability. In fact, his strength of being too smart translated to an inability to teach at all. To put it simply, he was too smart to teach the course material. Subjects in the course that were relatively simple to him were extremely difficult for the rest of the class. Supporting my statement, the averages for his two midterms were 45% and 54%.
- Understanding of the content
- Used examples very well and explained them very well
- Very knowledgable in calc, very nice/approachable
- Went over a lot of examples in class. Seemed like a nice guy and was always more than willing to answer student's questions.
- n/a
- seemed as if he cared about the students and our progress in the course
- very patient, especially in office hours
- very smart

3.2) What were the instructor's major weaknesses?

- -very confusing with explanations
- Can come off as intimidating at times, and is a little quiet even with a microphone. I get the sense that the professor is a much stronger instructor when there are ~25 students in an upper-level math class than this course.
- Could hardly understand what he was saying because he mumbled most of lecture. Did not really explain what he was doing in examples. Hand writing on board was hard to read and most examples were difficult to understand with little explanation. Most of the time the Ion capa homework was on stuff that we had just started learning, so I had a lot of trouble doing the homework.
- Hard to understand, did not understand students questions, was not helpful in class or in meetings, he seems knowledgable in his field but it did not communicate well to the class at all
- He doesn't present the material he knows in a way its easier to understand, he describes it usually in the technical term and assumes you know where to go from there
- He had a hard time connecting with the students, though not from lack of trying on his part. I feel like his personal style of teaching would work much better in an upper level class where the class size is much smaller and the students care more about learning math and less about when the class ends. He expected the class to put in the effort to learn outside of class, as is only reasonable, as well as in it and a large body of the students refused to put in the time.
- He has a bit of an accent and it can hard to understand sometimes.
- He isnt a good lecturer. He is very quiet, even with a mic and doesnt seem comfortable in front of a large class. He is very good one on one.
- He mumbles and it's difficult to understand him, even when he has the microphone on.
  Also, I don't think his teaching style is compatible with a relatively low level course like Calc II.
- He was very quiet and not very good at explaining things in big lectures. Hard to understand his explanations.
- His ability to teach. He is not very good with his english and that affects his ability to teach. He can not communicate to the class. He is too smart. He can not teach down to undergraduate freshmen who are just being exposed to these concepts for the first time.
- Not much partial credit was givin on exams. Also when we got our exams back there was nothing telling us how to do the problem
- Not very good communication skills and he seemed to come to class unprepared with no planned material
- One weakness was that the instructor was not very organized and during lecture it was very difficult to understand him during the lectures. Additionally, he was not very good at explaining new concepts, I had to learn from other teacher lecture and the book more than I learned from him during lecture.
- Relating content in simpler terms; walking through examples using level of knowledge had by students (would often use techniques not common for this course level)
- Sometimes the class would get a little out of touch and quiet. Also when he writes on the board some of what he wrote was hard to see

because of how light the chalk was--not really a "major" weakness.

- Sometimes the examples were unnecessarily lengthy to the point where class time was wasted.
- Sometimes the volume of his voice is too low that it is hard to hear and understand him.
- Talks very quietly, teaches straight from the book, has trouble clarifying things, test averages were extremely low, tests cover very narrow range of topics
- The instructor's major weaknesses included being mono toned, extremely difficult to understand, no excitement about the subject matter he was teaching, and blaming poor test grades on the course material instead of poor ability to teach and assign practice problems that would reflect test problems. Other weaknesses include an inability to convey easier topics to students in a simple way and an inability to simplify and breakdown more difficult problems. Summing up, this teacher's major weakness was teaching.
- The professor is very knowledgable when it comes to math. This resulted in him kind of skipping over steps and ideas that he thought were well-known while the class was unaware. He didn't really connect well to the class because he was much more knowledgeable than us. Did examples really quickly without explaining
- Very soft spoken and getting exams back took long
- doesn't explain work well. i learned more in recitation than i did in class
- need more variety of examples to explain concepts
- the voice is a little bit low in class
- too smart that make us cannot follow somehow

4. COURSE COMMENTS

4.1) What aspects of this course were most beneficial to you?

- Even though I was told that this course would be extremely difficult, I think it set the bar for math courses going forward. As someone intending to be a math major, this class prepared me and showed me the work ethic I need going forward.
- I learned all of the concepts involved in calculus II that I hope will be involved in my major.
- None
- Nothing
- Recitation
- Recitation!
- Recitations helped a lot.
- Reviewing the test with him before getting it back was especially helpful in figuring out what to work on.
- Speed at which content was covered and depth in which it was covered
- Taught me problem solving skills
- The constant practice of material really helps get the point across.
- The homework and quizzes
- The lectures.
- The Ion capa was hard but helped my understanding.
- The recitation was very helpful.
- There were no aspects of this course that were beneficial to me, besides learning that sometimes you can try as hard as you can and still fail.
- Well it is a math course which I will use during my time as a computer science major.
- it introduces plenty of fundamental calculus theories.
- literally nothing

- none
- recitation

4.2) What suggestions do you have to improve the course?

- All was good otherwise.
- Better instructors
- CHANGE THE LON CAPA HOMEWORK SYSTEM TO INCLUDE SUBMISSION BUTTON FOR EACH QUESTION RATHER THAN SUBMIT A WHOLE SECTION AT A TIME
- Easier test.
- Get a teacher who can teach.
- Have a little review in class and let people know what they need to know on each exam
- Homework (LONCAPA) problems should be similar in nature to the test. The problems were very difficult, and made me question my understanding of the material.
- I recommend explaining things conceptually a bit more, and maintain the same amount of practice problems in class.
- Improve the system of handing back exams
- Incorporate less examples; examples often took most of the class time
- Lecture was boring and the examples were not reflective of the test questions.
- Make the homework due after the material has been taught!
- More time should be spent on topics instead of the typical new lesson every class day. The university shouldn't be happy with class averages of 44% and 54% after exams and just keep moving on because its a departmental schedule.
- One change I would make is that the weekly quizzes would not be out of 2 point because I feel that is too unfair in determining the averages. Which in turn negatively affects the grade.
- One major improvement that should be made to this class would be for topics to build on each other instead of being brought up and then never brought up again until the final.
- The choice of applications in the course seems somewhat arbitrary but perhaps I am missing the pattern or they are readily available.
- The lon capa problem sets were not like any other problems we had to solve on exams or in the course. They felt very unnecessary.
- explain the concepts better
- homework is harder than the quizzes, exams, so it takes significant time to complete it and you don't learn about the concepts you need to know
- literally, redo the whole math department and hire people who can actually teach one of the most difficult classes at this university
- this class has very high fail rate in our university which can be changed

Profile

Subunit: A&S-MATH LOWER LEVEL
Name of the instructor: Professor Bogdan Ion,
Name of the course: (Name of the survey) ANALYTC GEOMETRY & CALCULUS 2(MATH-0230)-1340

Values used in the profile line: Mean

1. SELF RATINGS

1.1)	Compared to other courses at the same level, the amount of work I did was:	Much less	Much more	n=33	av.=3.82 md=4.00 dev.=1.13
1.2)	In this course I have learned:	Much less	Much more	n=33	av.=3.12 md=3.00 dev.=1.34

2. TEACHING EVALUATION

2.1)	The instructor presented the course in an organized manner.	Hardly at all	To a very high degree	n=34	av.=3.24 md=3.00 dev.=1.07
2.2)	The instructor stimulated my thinking.	Hardly at all	To a very high degree	n=34	av.=3.09 md=3.00 dev.=1.33
2.3)	The instructor evaluated my work fairly.	Hardly at all	To a very high degree	n=34	av.=3.62 md=4.00 dev.=1.10
2.4)	The instructor made good use of examples to clarify concepts.	Hardly at all	To a very high degree	n=34	av.=3.06 md=3.00 dev.=1.32
2.5)	The instructor maintained a good learning environment.	Hardly at all	To a very high degree	n=34	av.=3.12 md=3.00 dev.=1.23
2.6)	The instructor was accessible to students. (Do not answer if no basis to judge)	Hardly at all	To a very high degree	n=28	av.=3.75 md=4.00 dev.=1.08
2.7)	Express your judgment of the instructor's **overall teaching effectiveness:**	Ineffective	Excellent	n=34	av.=2.91 md=3.00 dev.=1.14