Spring 2023 - Bogdan Ion MATH 0220 - ANALYTC GEOMETRY & CALCULUS 1 - 1540 - Lecture

Project Title: **2234 - Teaching Survey Spring 2023**

Courses Audience: **70**
Responses Received: **31**
Response Rate: **44.29%**

Report Comments

Included in this report:

- Summary of responses to scaled questions
- Response breakdowns
- Student comments
- Results to instructor added custom questions (if applicable)

Understanding and using student feedback:

- We have resources that can help with interpreting your teaching survey report.
- Schedule a meeting with a teaching consultant who can help you interpret your results and develop a course of action if necessary.
- In the future:
  - Discuss, teach, and model giving meaningful feedback with your students.
  - Request a midterm survey of your course and give students multiple opportunities to practice giving feedback.

Contact OMET

Creation Date: **Wednesday, May 03, 2023**

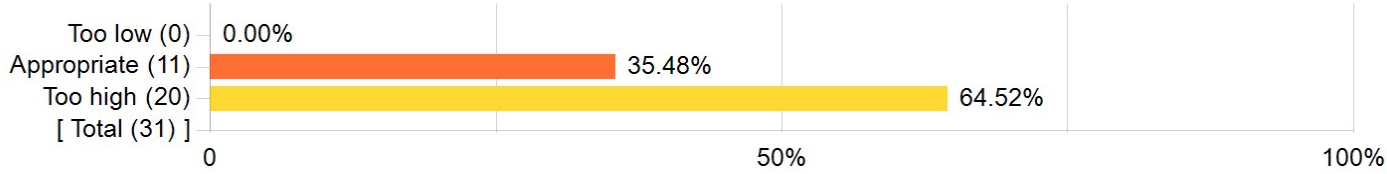
Dietrich School of Arts and Sciences Questions

Summary table

	Invited Count	Response Count	Response Rate	Mean	Median	Mode	SD
The instructor created an atmosphere that kept me engaged in course content.	70	31	44.29%	2.42	2.00	2	1.09
The instructor was prepared for class.	70	31	44.29%	3.48	3.00	3	0.93
The instructor treated students with respect.	70	31	44.29%	3.58	4.00	4	1.12
The instructor was available to me (in-person, electronically, or both).	70	29	41.43%	3.79	4.00	4	1.01
The instructor evaluated my work fairly.	70	31	44.29%	2.97	3.00	3	1.22
The instructor provided feedback that was helpful to me.	70	31	44.29%	2.77	3.00	3	1.06
I learned a lot from this course. If there is no basis to judge or not applicable, answer N/A.	70	30	42.86%	2.87	3.00	2,4	1.20
Overall of All Questions	490	214	43.67%	3.13	-	-	-

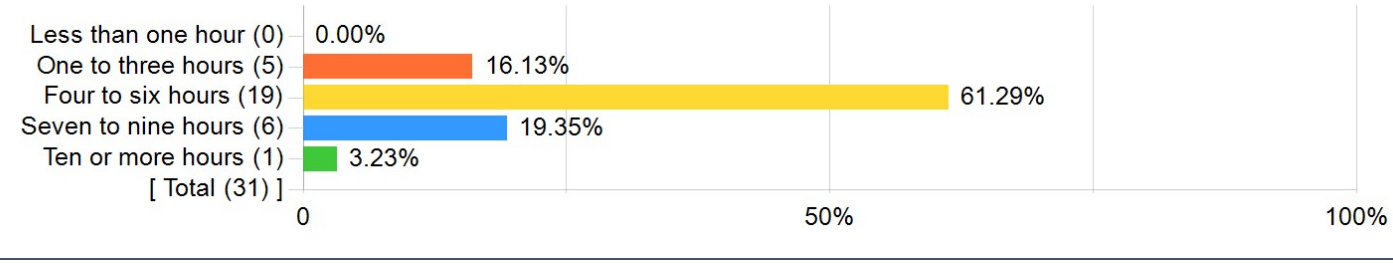
The standards the instructor set for me were:

The standards the instructor set for me were:



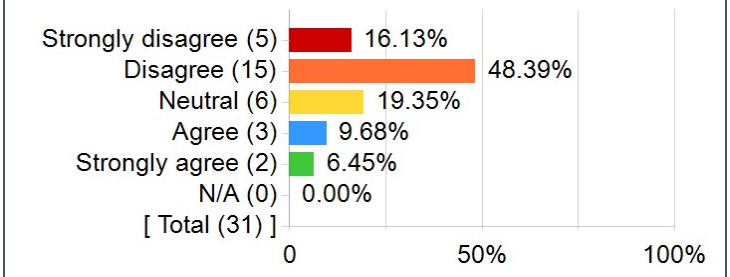
How many hours per week did you usually spend working on this course outside of classroom time?

How many hours per week did you usually spend working on this course outside of classroom time?

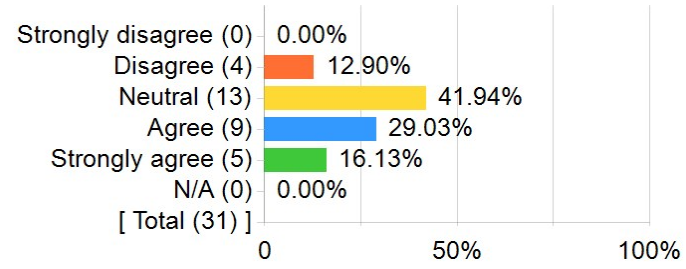


Response breakdown

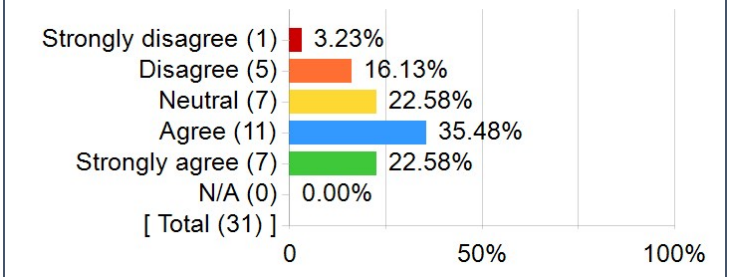
1. The instructor created an atmosphere that kept me engaged in course content.



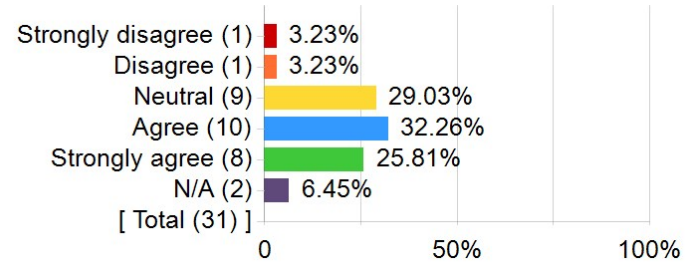
2. The instructor was prepared for class.



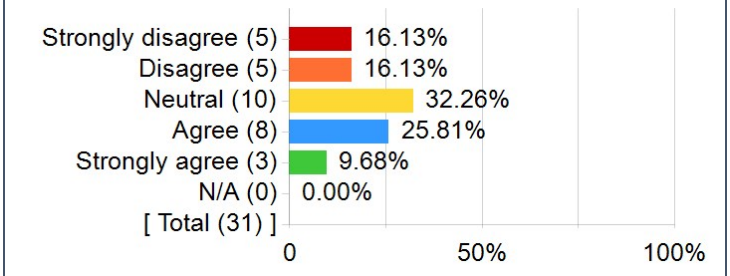
3. The instructor treated students with respect.



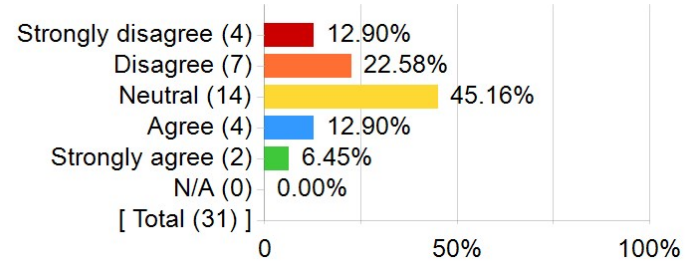
4. The instructor was available to me (in-person, electronically, or both).



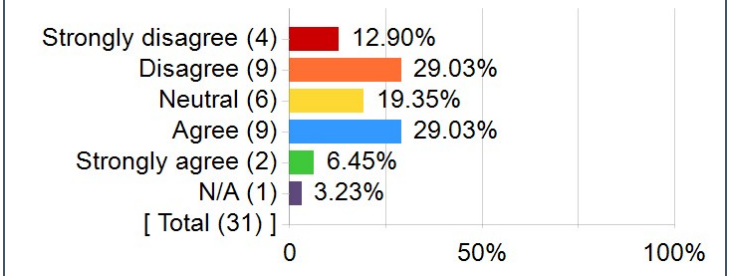
5. The instructor evaluated my work fairly.



6. The instructor provided feedback that was helpful to me.



7. I learned a lot from this course. If there is no basis to judge or not applicable, answer N/A.



DSAS Comments

What did you like best about how the course was taught?

Comments
I liked that the instructor asked what we needed help with often in lecture.
N/a
I like how we did examples in class, as it was helpful to understand the material.
I liked that it was slower paced than my last calculus class, so I could keep up with the professor.
nothing it really struggled alot and basically almost teached everything myself
Nothing. It was pretty bad. I did feel bad for the teacher since a handful of students only went to class.
Showing example problems in class
n/a
N/A
good TA's
I just liked the conent being taught because I enjoy math
I like how he showed examples in class
I liked my recitation TA a lot and he helped me learn during lab and recitation sessions.
I liked that we went through examples in class. It helped soldify my understanding of the material.
Nothing was necessarily good about the way the course was taught. However, LonCapa allowed for many answers to be submitted, so we had enough tries to get it correct.
Not really anything
I liked how there were weekly quizzes in recitation.
The recitations were extremely helpful as they would explain in detail how to solve certain types of problems.
I like that it was clear that the professor was very knowledgeable about calculus and mathematics in general. The explanations given were very clear about the concepts, and I liked that we did a variety of example problems in class. I think the exams were fair given that many people in the course are retaking it, but many are not putting in the work to actually do well in the course.
He allowed students to suggest problems to go over
I liked the recitations. The recitation TA was very nice and helpful
I liked that we did a lot of problems directly from the book
I really enjoyed recitation. I think the TAs were extremely helpful.
I liked LONACAPA, I wish the programing was a little more updated but thought it was an interesting way to approach math homework.
He was very open to questions and he gave many examples. I appreciated this because it showed what he expected us to understand and gave us all some good notes.

If you were teaching this course, what would you do differently?

Comments
I would go over the exact definitions and more deeply explain the basis of what I was trying to teach. It felt like the instructor was starting from the middle of a lesson on most subjects, rather than introducing them fully.
Structure the entire course differently
Grading was much too harsh on exams and no prep was given for anything we did. Dr. Ion created his own calculus exams this year, but provided students with no resources to prepare ourselves for them. The only practice we received was copies of old departmental exams, which led me and other students to study the entirely wrong thing. These exams all had the same concepts, and Dr. Ion's exam felt entirely removed from those concepts. If the average grade on an exam is 40% (and no curving is done), this is more indicative of the professor than the class. I felt entirely on my own during this class, without even a modules section for chapter information, notes, practice —- the Canvas page was mostly blank. Lectures were mostly filled with silence, and it was difficult to hear what Dr. Ion was saying, as he was too quiet. I would have liked to see much more engagement with students in this class. I also would have liked to see partial credit when grading, considering there are so few assignments that we actually get graded for. In all honesty, I would change nearly everything about this class, its content, and the way it was run. The environment created in Math 0220 was one that I and many other students couldn't do well in, let alone thrive. I would not recommend this class, as it is, to anyone.

Comments
N/A
Nothing.
everything from homework, material given in class, the excercices in the exams absolutely everything
He was mean. Did not know how to teach!!!!!! Skipped important concepts. Showed the work but never explained it. Got mad when we didn't understand. So boring. Belittled us. Expects us to know everything when we were all lot. Never gave a real answer to the students questions.
Post notes online Provide sample exams relevant to the information we will be tested on
Have better resources for practice for students and be more engaging and helpful during lecture.
1. Eliminate Lon–Capa as it is terribly designed. Its ui is awful and the syntax sheet that is provided by the math department is straight up incorrect. According to the sheet ln can just be put in as ln, but this is wrong as it is supposed to be put in as log, same thing as e^x, syntax sheet provided by the department says e^x should work but it doesn't it has to be put in as exp(x). It causes more problems than it solves, students will be more than happy to pay for achieve or any other software. 2. Change the grading structure. there is no effectively no reason to take recitation seriously as the quiz is only worth 10% of the overall grade, same thing with the homework, 10 percent is too small and makes them worthless point wise. Homeworks should be 15–20% and Quizes should be 20% leaving the other 60% for the exams. This makes it so that the student has a fighting chance to get a better grade is they preform badly on the exams. Because if you do bad on the exams there is no point in coming to class as there is nothing else you can do unless you basically ace the final which is pretty much impossible for most people. 3. Curving should be based on a class–by–class basis, for example our average on our first exam was a 58 and on our second exam it was a 43. This is very different compared to the other classes where the averages are around 70s. So when the curve happens at the end not many people in our class will most likely pass, because the other classes simply did better. 4. Hand out the exams in recitation, as this will force the students to look at their exams, While I understand why going to your office hours may seem like a good idea, as you would in theory give them one on one lessons, most people will forget to do that. Handing out the exams in recitation will force students to confront their shortcomings instead of ignoring them. 5. give out in class assignments so that students can work out problems as you are working on them, and maybe give them several points for turning it in. 6. If you look at the class and they seem confused DO NOT MOVE ON, talk about how you are solving the problem again. Many times, people are too confused or nervous to ask questions. 7. While its true that some students are slacking, most aren't so, implying it in your email and in class is straight up disrespectful. Calc 1 may be easy for you since you have a Phd in math, but for students learning it for the first time it is hard. When the average is so low it shows a clear trend that the whole class is struggling and not just several people. Several people "slacking off" would bring the average down by that much. This low of an average shows a systematic issue that goes beyond not doing any work. 8. Create slides that convey information instead of regurgitating the textbook, we didnt pay for this class for a teacher to read the textbook, we came to learn. No one learns from a textbook, create slides and do in class practice questions.
use different software for homework. very outdated and hard to complete without help from Ta or Prof more coherent lecture notes rather than just random problem solving better organized structure for class, very hard to follow topics from one lecture to next lack of proper guidance for preparation for quizzes or exams
Try to "dumb" things down a little. I understand calculus is about abstract thinking, but for the average person some concepts need to be dumb down and more straight forward. Other than that Dr. Ion is probably the smartest guy I know! His understanding of the mathematical field is pure and extensive. Great guy!
I would encourage students to ask questions instead of assuming we already know the content
I would go in the order of the textbook and more clearly state which section and topic we are covering in each lecture
If I were teaching this course I would have walked through the material that we were expected to read and then have supplemental examples. I found the examples helpful but they took up a majority of the class instead of there being an equal part of an introduction to the material.
Show more examples, less explaining vocally, and more visually showing how to do problems.
Make the lecture more interactive, the way the professor explained topics was confusing and when the class expressed confusion he'd simply explain something in the same manor. I should've had to wait until recitation to understand something and basically every week I'd go to the lab or office hours because his teaching wasn't effective enough for me to understand the concepts presented.
I would provide more practice problems and outlines for exam. Exams felt like I was guessing what was going to be on it. I feel confident in the material before taking the exam and then the exam is completely different than things we have been learning..
I would have set questions and topics that I would be prepared to go over in class. This would allow for some sort of organization

Comments
and structure. I would also organize my writing more and make sure to write out all portions of the explanations that I go over on the board. It may take longer, but I wouldn't skip any corners in going over answers.
I would make the exams more like the problems we worked through in class. I think for many people in the course the content on the exams is much more complicated than the actual problems in class. Or spending more time on review problems that mimic exam questions.
Go over more quiz relevant information in leacture.
I didn't quite like Dr. Ion's teaching style. I would try to make the class more entertaining, and possibly give out packets of practice problems that can help the students.
Use more commonly known notation or explain from the start what certain characters mean, share easier ways to go about problems other than just the long ways of doing things. Sometimes the work on the board was confusing because we would go about it in different ways within the same problem
I would try to teach the course at a simpler level. As an intro course, it's very difficult to understand new material when you're taught as if you should already know it. Simplifying the material would be extremely helpful as a lot of it is introductory and can be taught with much less confusion as was presented this semester.
I would set more reasonable expectations for the students. I know that other classes allow test corrections, which allow us to reevalute our work instead of struggling wondering what we did wrong. In addition, I would make exams more reasonable for students to do well on.
I would announce when homeworks are due so students dont have to constantly log in and refresh.

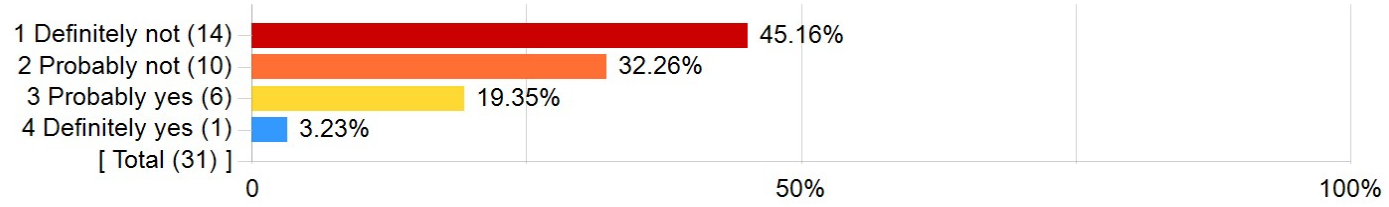
Math Primary/Secondary Instructor Additional Items

Please answer the following questions about your instructor:

	Response Count	Mean	SD	Median
The instructor presented the course in an organized way.	31	2.87	1.20	3.00
The instructor responded to student's questions in an effective manner.	31	3.03	1.17	3.00
The instructor used class time effectively to enhance understanding of course topics.	31	2.77	1.09	3.00

Would you recommend this instructor to other students?

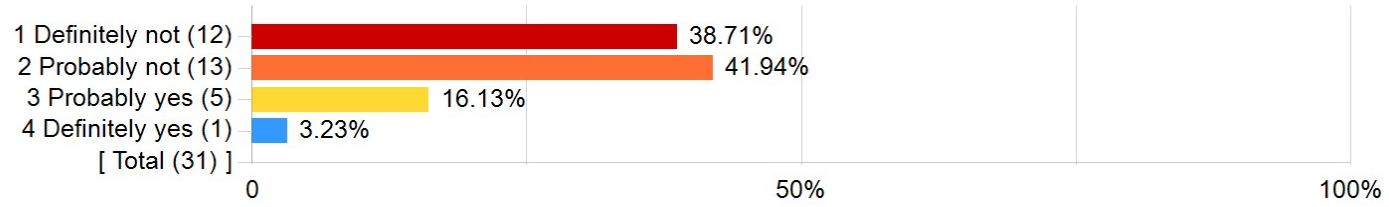
Would you recommend this instructor to other students?



Statistics	Value
Invited Count	70
Response Count	31
Response Ratio	44.29%
Mean	1.81
Median	2.00
Mode	1
Standard Deviation	0.87

Would you take another course from this instructor?

Would you take another course from this instructor?



Statistics	Value
Invited Count	70
Response Count	31
Response Ratio	44.29%
Mean	1.84
Median	2.00
Mode	2
Standard Deviation	0.82

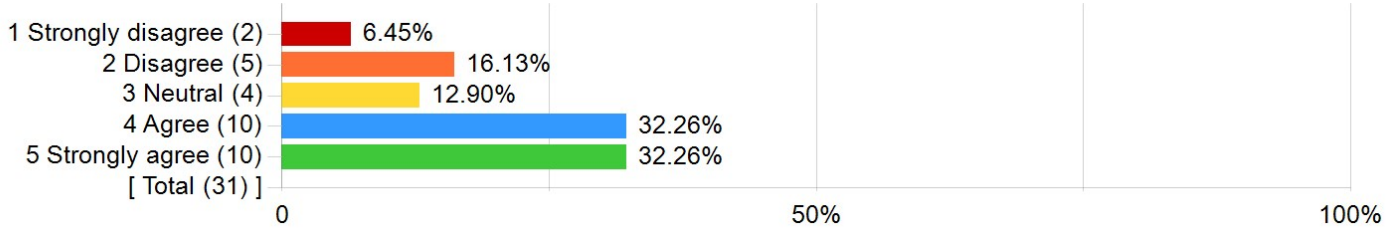
Math Additional Course Question

Based on what I learned in this course, I feel well prepared to use the topics of the course in the future.

Question	Response Count	Mean	Standard Deviation	Median
Based on what I learned in this course, I feel well prepared to use the topics of the course in the future.	31	2.71	1.32	2.00

Diversity and Inclusion

The instructor creates an inclusive learning environment for all students.



Statistics	Value
Invited Count	70
Response Count	31
Response Ratio	44.29%
Mean	3.68
Median	4.00
Mode	4, 5
Standard Deviation	1.28