University of Pittsburgh

2251 - Teaching Survey Fall 2024

Fall 2024 - Bogdan Ion MATH 0480 - APPLIED DISCRETE MATHEMATICS - 1000 - Lecture

Created **Wednesday, December 18, 2024**

Courses Audience: 23
Responses Received: 11
Response Rate: **47.83%**

Report Comments

Teaching Surveys

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 to help you interpret and use results including our faculty worksheet with guided prompts and space to record summaries of feedback, actions, and outcomes.
- Members of our Pedagogy, Practice, & Assessment team are available for consultations and can help with:
  - Interpreting OMET results and developing a course of action if necessary.
  - Exploring various methods of assessment to improve teaching.
- In the future:
  - Discuss, teach, and model giving meaningful feedback with your students and give them multiple opportunities to practice giving feedback.
    - Gather important information about students at the beginning of the term by giving a pre-course survey.
    - Check in with students half way through the term by giving a midterm course survey.
- The Teaching Center offers multiple resources to support teaching and learning.

Office of Measurement and Evaluation of Teaching (OMET)
Contact us

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.	23	11	47.83%	1.73	1.00	1	0.90
The instructor was prepared for class.	23	11	47.83%	1.82	2.00	1	0.87
The instructor treated students with respect.	23	11	47.83%	3.55	3.00	3	0.69
The instructor was available to me (in-person, electronically, or both).	23	9	39.13%	3.33	3.00	3	0.50
The instructor evaluated my work fairly.	23	11	47.83%	3.64	4.00	4	0.67
The instructor provided feedback that was helpful to me.	23	11	47.83%	2.45	2.00	2	1.04
I learned a lot from this course. If there is no basis to judge or not applicable, answer N/A.	23	11	47.83%	2.82	3.00	2,4	1.08
Overall of All Questions	161	75	46.58%	2.76	-	-	0.84

The standards the instructor set for me were:

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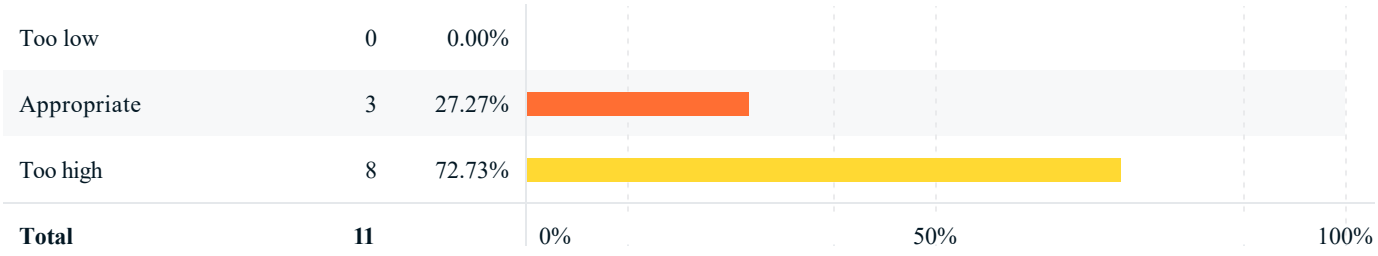

How many hours per week did you usually spend working on this course outside of classroom time?

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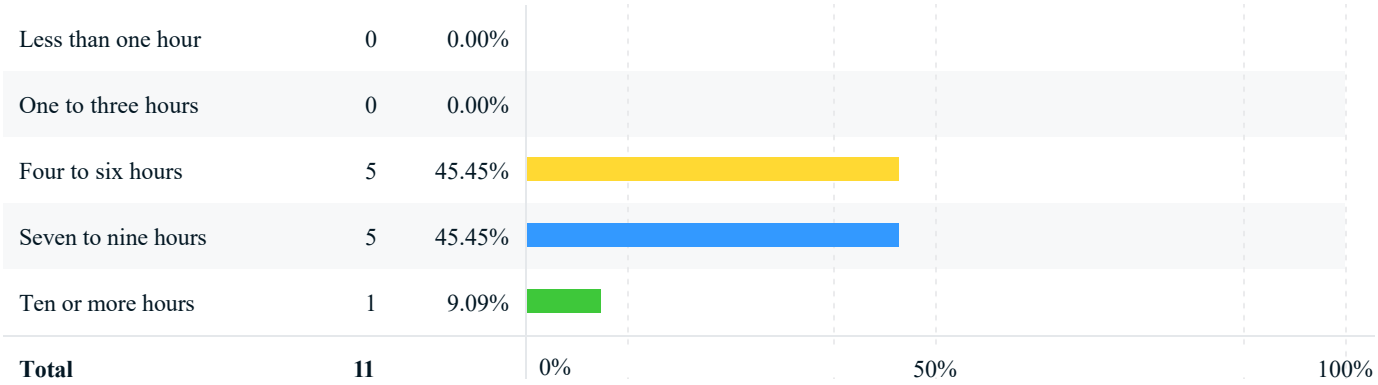
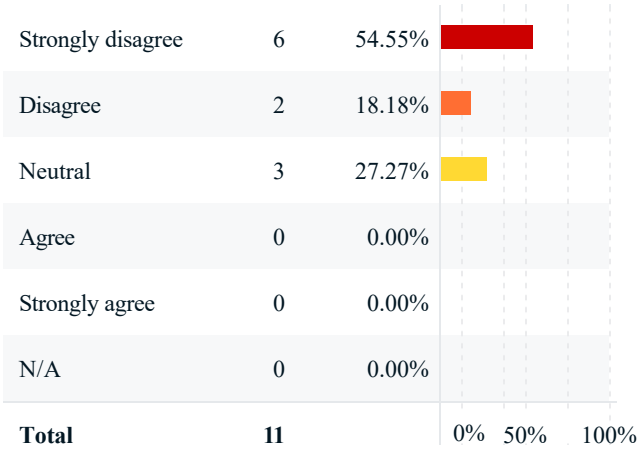
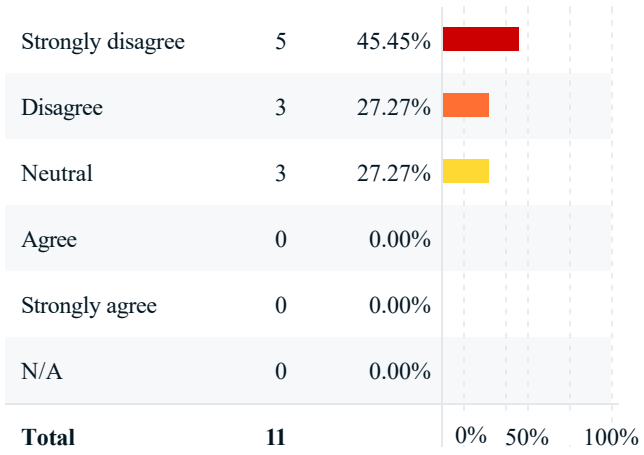


Response breakdown

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

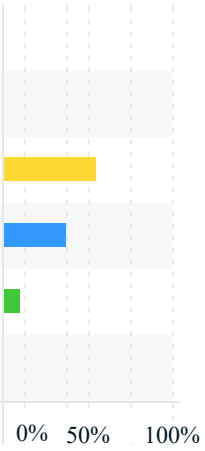


2. The instructor was prepared for class.



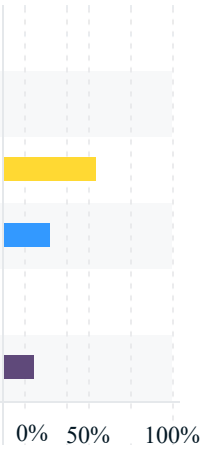
3. The instructor treated students with respect.

Strongly disagree	0	0.00%
Disagree	0	0.00%
Neutral	6	54.55%
Agree	4	36.36%
Strongly agree	1	9.09%
N/A	0	0.00%
Total	**11**	



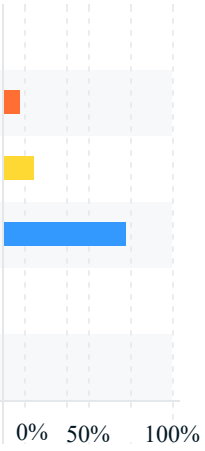
4. The instructor was available to me (in-person, electronically, or both).

Strongly disagree	0	0.00%
Disagree	0	0.00%
Neutral	6	54.55%
Agree	3	27.27%
Strongly agree	0	0.00%
N/A	2	18.18%
Total	**11**	



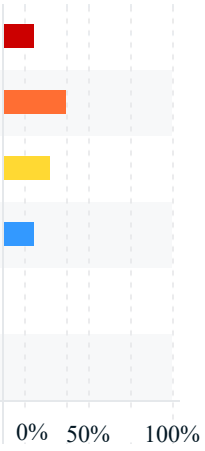
5. The instructor evaluated my work fairly.

Strongly disagree	0	0.00%
Disagree	1	9.09%
Neutral	2	18.18%
Agree	8	72.73%
Strongly agree	0	0.00%
N/A	0	0.00%
Total	**11**	

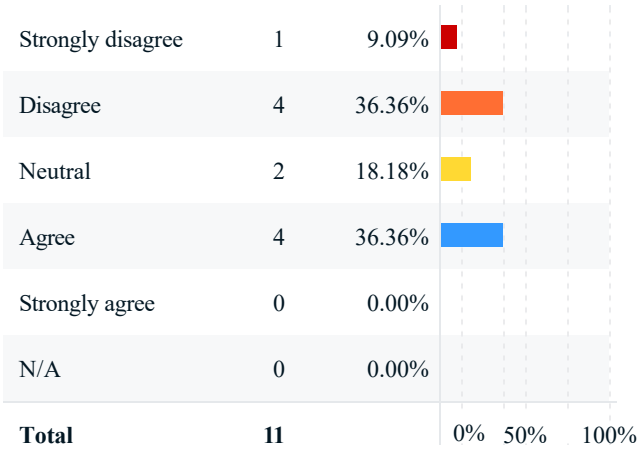


6. The instructor provided feedback that was helpful to me.

Strongly disagree	2	18.18%
Disagree	4	36.36%
Neutral	3	27.27%
Agree	2	18.18%
Strongly agree	0	0.00%
N/A	0	0.00%
Total	**11**	



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



Strongly disagree	1	9.09%
Disagree	4	36.36%
Neutral	2	18.18%
Agree	4	36.36%
Strongly agree	0	0.00%
N/A	0	0.00%
Total	**11**	

DSAS Comments

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

Comments
Overall content was stimulating.
I feel that the course had a really disjointed and irregular format. Whatever was being taught in class was not being explained clearly and none of the homework's correlated with what was taught in class either. I would have to spend hours on hours trying to figure out the homework since the lectures would not help. However, if you had questions and went to office hours personally to get them cleared, the explanation given then was helpful.
I enjoyed the cool examples of how some of the concepts could be implemented
Nothing.
The lectures were more open with the ability to ask questions more freely.
The professor went through problems of the students had questions. It was helpful to step through problems in order to understand the process better.
Quite honestly, there is nothing about this course I liked.
I like that the homework was worth a lot so it wasn't just based on exams.
Nothing
nothing
I liked the textbook. I thought it explained topics well, albeit a bit out of order. I also enjoyed learning LaTeX, it has been helpful for assignments in other classes and for writing reports for work.

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

Comments
Create slides and upload them to canvas. Give students more time for exams or shorten exams.
I would focus on breaking down the concepts as simply as you can as this is a higher level math class and not every student is at the same level of grasping a concept as the other. Assuming that everyone understand a topic is a recipe for disaster, so in order to prevent that I would try to introduce small examples that would correlate with a certain topic that is being taught and/or solve a question from the book to help better understand what it is that we have to solve. Also I would post lectures and material online on canvas so that students can later refer to them and not have to rely solely on office hours and outside sources which may/may not have what they are looking for.
I found lectures to be disorganized and disengaging at times. I liked the textbook, but some of the questions from it that were assigned were either too difficult or too long at times. Otherwise, the book and problems were very helpful towards success in the class.
Have prepared lecture slides/notes that are also available to the students as there were none at all. Try to be a little enthusiastic about the course, its difficult for students to find a reason to attend the classes if there is not a prepared lecture and the professor seems unenthusiastic. Shorten the exams, there were too many questions for the amount of time given especially considering most were proofs that required a lot of writing which takes time. There were also a lot of homework questions each week which took a lot of time, make them slightly shorter but include the extra questions as listed practice problems for students to use if they want/need more to practice.
I would not use the same book.
Have class time to work on problems with the teacher and assistants there to assist.
The workload in this class was entirely unreasonable. I would assign fewer homework problems and provide more guidance on those I did assign so students could focus on learning and less on grinding through an absurdly long and difficult homework set each week. I would prepare for lecture more and teach more effectively instead of asking students to essentially fully rely on the textbook to teach themselves. I would listen to students' concerns instead of handwaving them away with "you need to struggle a little bit to understand." Students weren't struggling a little, they were struggling immensely. Just a totally aloof instructor who clearly wasn't invested at all in actually teaching the class.
I would make it so the grade isn't based on just 3 categories, of which two are exams. I would make slides for the material instead of handwritten so the material is easier to follow. It also makes the topics of the course easier to follow as well. Maybe state the topic when class starts.
I would make a slideshow with notes for the students and I would not make the grades based on three categories. I also would not just read from the book I would try to explain it differently.
Have slides prepared post them after if people miss class, have some sort of midterm or final practice to better prepare, engage more with the course by showcasing practice problems rather than waiting for the students to ask them, dont make students rely on the book so much considering many of us don't have the time to read the book considering the other classes we take and instead focus more on teaching and INSTRUCTING the class how to do topics rather than review what is in the book.
I would drastically lower my expectations for my students. The amount of time spent each week on homework was detrimental to my performance in other classes. I would assign at the very least half of the current workload. I would also create a standard lecture experience not based on trying to solve random discrete problems. The lectures often contradicted with the textbook from where the homework and exam questions are derived. If I had to do problems in class, I would make the class a flipped classroom with recorded lectures.

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.	11	1.91	0.83	2.00
The instructor responded to student's questions in an effective manner.	11	2.55	1.04	3.00
The instructor used class time effectively to enhance understanding of course topics.	11	2.09	0.94	2.00

Would you recommend this instructor to other students?

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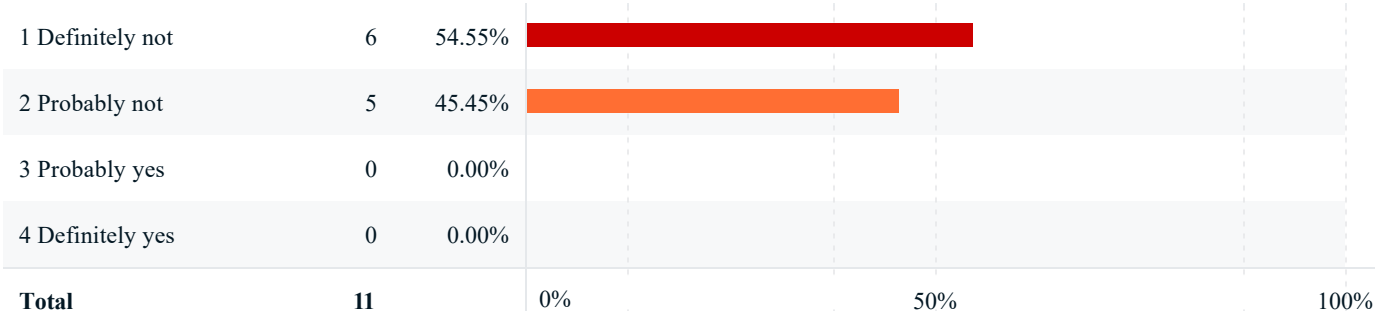
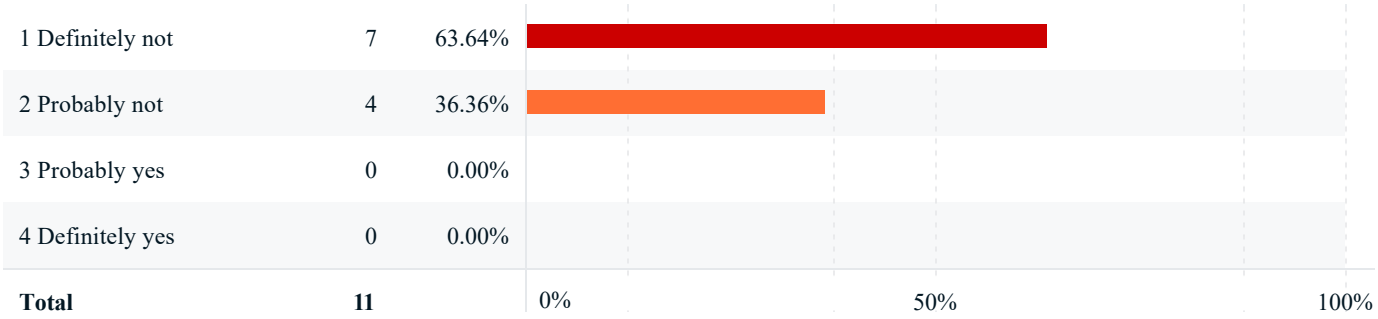


Statistics	Value
Invited Count	23
Response Count	11
Response Ratio	47.83%
Mean	1.45
Median	1.00
Mode	1
Standard Deviation	0.52

Would you take another course from this instructor?

Would you take another course from this instructor?



Statistics	Value
Invited Count	23
Response Count	11
Response Ratio	47.83%
Mean	1.36
Median	1.00
Mode	1
Standard Deviation	0.50

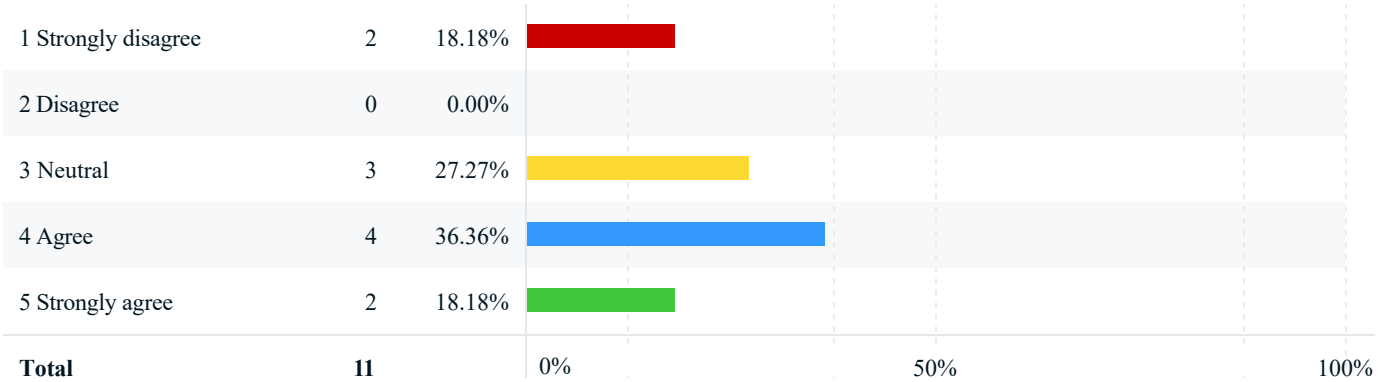
Math Additional Course Question

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.	11	2.00	1.00	2.00

Diversity and Inclusion

The instructor creates an inclusive learning environment for all students.



Statistics	Value
Invited Count	23
Response Count	11
Response Ratio	47.83%
Mean	3.36
Median	4.00
Mode	4
Standard Deviation	1.36