(*back*)

Demarchi Aiello, Clarice, Recitation Instructor - Overall rating: 6.7

Teaching in Lecture

Quality of Teaching	Rating Scale: 1=Strongly Disagree, 4=Neutral, 7=Strongly Agree, N/A=Not Applicable (7 is best)			
	AVG *1 2 3 4 5 6 7*	**RESPONSES**	**MEDIAN**	**STDEV**
Stimulated interest	**6.3**	34	7.0	0.98
Displayed thorough knowledge of subject material	**6.7**	33	7.0	0.63
Helped me learn	**6.7**	34	7.0	0.52

	Rating Scale: 1=Very Poor, 7=Excellent, N/A=Not Applicable (7 is best)			
	AVG *1 2 3 4 5 6 7*	**RESPONSES**	**MEDIAN**	**STDEV**
Overall rating	**6.7**	34	7.0	0.47

Comments on teaching (strengths, areas for improvement)

Student 2525 - Recitations were really really helpful. She put notable effort into her recitations making sure that students were getting the most they could out of them. She gave in depth explanations about derivations and concepts and if something was not fully covered in class, she provided surplus material on the class website. She was also very understanding of student needs. One of the absolute best professors I've had at MIT.

Student 5001 - Clarice was very dedicated in helping student and always was available for help or questions. I believe her recitation should be more organized, however, this is due to the fact that this course is already disorganized and badly taught in general. She was trying her best to improve on the lectures. But, the subject was already too much for a term.

Student 5600 - Recitation was the most useful part of the class. Occasionally the structure was not very helpful. If lectures had been more useful then I think recitations would have worked very well to build off of them, but unfortunately that was not really the case.

Student 6640 - A GODDESS AMONG MORTALS!

Student 10990 - Everything about Clarice was amazing!

Student 14946 - Clarice is really helpful. Sometimes the material in recitation is quite specific and I sometimes felt like it isn't as helpful than getting a more general picture of what's happening.

Student 15094 - Her recitations were amazing. I learned a lot and had fun. The "speed dating" recitations were helpful when grouped with the right students, but not efficient when the students were not prepared.

Student 15883 - -recitation notes were super helpful

Student 16763 - Clarice taught me everything I know about 6.003. She was very receptive to feedback about her teaching style. Further, I enjoyed the way she had us do practice problems during recitation. If I could offer some feedback for improvement, is that the recitation material was not presented in a way that we could tie it into the lecture material.

Student 20406 - Great recitation instructor. The speed dating sessions were great! Also enjoyed when we got to work on problems in class. Made a difficult class much more bearable

Student 22362 - Very organized, really good notes Rarely answers Piazza, a lot of questions are just ignored and left unanswered.

Student 23265 - The way certain things were taught made you stay awake and actually pay attention.

Student 23802 - Very motivated and applied, as well as knowledgeable in the subject.

Student 26339 - She is very responsive, and responsible for addressing students questions. She showed the things beyond the class curriculum. I really enjoyed it. But sometimes things were kind of off topic, which made me confused as well.

Student 29617 - Really knows how to teach this class.

Student 30200 - Very sweet and kind. Definitely helped me learn, and recitation was basically lecture for me. I got a basic understanding from Clarice as she gave good examples and actually worked through problems instead of just randomly listed equations. Always willing to take input and very concerned for her students.

Student 33738 - Best recitation instructor you could have for the class, hands down. They brought in demonstrations, they made their recitation handouts available online (and boy, were they useful!). They mixed up their recitations to allow for both active learning sessions and traditional lecture-style sessions.

Student 34710 - Clarice should be made a full time instructor at the very least. Clarice cares a lot about her students and about learning and understanding. I am truly very thankful that Clarice was the recitation instructor this semester. She made a very very very big difference in my understanding and enthusiasm towards the class. I hope the department find more people like Clarice to teach. Please use this class as an example for future teachings. This should have definitely been recorded to OCW!

Student 38099 - Clarice was such an awesome recitation instructor! Her recitations were very well-organized, and it's clear that she truly cares about her students. She also has a great enthusiasm for the class and teaching!

Student 38628 - Clarice is a wonderful instructor who teaches with enthusiasm and skill. Her recitations were highly elucidating. She constantly sought feedback from the students, which made her teaching sessions increasingly effective. She should probably teach the whole class.

Student 44549 - OH MY GOD CLARICE IS AMAZING. She is a benevolent goddess. I am filling out this evaluation primarily so that I can rant about how awesome she is. She cares so much about students and helping them learn signals and systems. She clearly thinks the subject she's teaching is SUPER COOL and wants to show students that. Watching her get excited about a topic is adorable and infectious. She is so nice and so dedicated. Her recitations are incredibly well-prepared, clear, and to the point. Her notes are fantastic and life-saving. She is the only reason this course has made any sense to me whatsoever. The subject evaluation grades are not high enough to express how amazing Clarice is. She is definitely a strong candidate for "best instructor I've had at MIT". So nice, so dedicated, so good at her job. I felt terrible every time I had to miss a recitation. Every time I left her class the world made more sense than when I went in. I cannot put enough words in this text box to explain how awesome she is. Love, love, love. Thank you, thank you, thank you.

Student 45984 - Clarice did a wonderful job at leading recitations. It was clear that she had a very thorough knowledge of the subject material. She also put a lot of effort into making our recitations useful and fun, which I appreciated. I also liked that she was quite approachable for questions and prompt to reply to email inquiries.

(back)

Change report view: [Demarchi Aiello, Clarice ▾]

6.003 Signals and Systems
Survey Window: Fall 2014 End of Term | View Current Catalog Entry | Print Report

Report Includes Data for:
Students: For credit
Subjects: 6.003 Signals and Systems - Lecture L01
(filter data) ?

Eligible to Respond: 56 ?

Total # of Respondents: 36 ?

Response rate: 64% ?

Overall rating of subject: 4.9 out of 7

Download Set of Individual Student Responses: [PDF] [raw data]

Show/Hide Comments

INSTRUCTORS

Quality of Teaching NAME	1=Strongly Disagree, 4=Neutral, 7=Strongly Agree, N/A=Not Applicable (7 is best)			1=Very Poor, 7=Excellent, N/A=Not Applicable (7 is best)
	Stimulated interest	Displayed thorough knowledge of subject material	Helped me learn	Overall rating
Hagelstein, Peter L., Lecturer (LEC)	**4.5** (35)	**6.4** (35)	**4.4** (35)	**4.4** (35)
Nosakhare, Ehimwenma, Teaching Assistant (LEC)	**5.1** (12)	**5.8** (12)	**6.0** (12)	**6.0** (12)
Barnes, Leighton P., Teaching Assistant (LEC)	**6.0** (20)	**6.8** (20)	**6.7** (20)	**6.6** (20)
Demarchi Aiello, Clarice, Recitation Instructor (LEC)	**6.3** (34)	**6.7** (33)	**6.7** (34)	**6.7** (34)

Demarchi Aiello, Clarice, Recitation Instructor in Lecture L01 - Overall rating: 6.7

Quality of Teaching	Rating Scale: 1=Strongly Disagree, 4=Neutral, 7=Strongly Agree, N/A=Not Applicable (7 is best)			
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SUBJECT

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	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Subject expectations were clearly defined	**5.1**		36	5.0	1.59
Subject's learning objectives were met	**5.4**		36	6.0	1.48
Assignments contributed to my learning	**5.9**		35	6.0	1.35
Grading thus far has been fair	**5.8**		33	6.0	1.31

	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
The pace of the class (content and assignments) was:	**4.9**		34	5.0	1.18

	AVG		RESPONSES	MEDIAN	STDEV
Average hours you spent per week on this subject in the classroom	**4.2**		36	4.0	1.46
Average hours you spent per week on this subject outside of the classroom	**8.1**		36	8.0	2.91

	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Overall rating of the subject	**4.9**		36	5.0	1.7

Comments on the subject (strengths, areas for improvement)

Student 2525 - The staff for this class was wonderful. I think lectures were the weakest point but they weren't totally necessary in the end.

Student 5001 - This is an important foundation EE subject. The course material is very interesting and important, however, this was the least well taught or organized course I had at MIT. The problem sets were long and focused on mathematical manipulation rather than conceptual understanding. I wish we had problems similar to those in the book. I had to rely on extra books to be able to get the subject. I'm not sure if I had really understood the subject matter.

Student 5600 - This was a highly disorganized class and it was formatted such that I don't feel as though I have learned much. It would be helpful to provide a specific mapping from individual lectures to a section in the textbook or online notes. Lectures did not really contribute to my learning of the material. Psets often seemed random and included terms I had never heard of in class or recitation. Also, I have literally no idea where I stand in the class; it would be helpful to have exams prior to the final. I have no concrete idea of what I was supposed to have learned in this class. I know the vast majority of other students in the class found this structure really stressful and frustrating as well.

Student 6640 - I loved this class, but it's a bit unnerving to go into the final exam without every being tested....Also Clarice is an amazing human being and teacher! I've never felt any professor in my life cared as much about my learning as Clarice did. She went to such amazing lengths to help me when I reached out. Super responsive to emails, uploads all detailed notes/examples/matlab/mathematica code from all recitations to stellar in a timely manner. (and those notes are GOOD) Let's us do corrections so that we learn the second time around. My God I couldn't ask for anything else! I wish every class at MIT had a Clarice teaching it, it would help me learn so much more and not hate the frustration I feel with inadequate teaching in most of my other classes. Please have Clarice train other MIT faculty on how to teach!

Student 9018 - I felt the class had started off almost too theoretical at first. I wish that there was a litttle less emphasis on the final. I would rather have divided the weight between a couple other midterms and the final rather than having a sole 40% on the final. I am so scared of what's going to be on it. D:::

Student 14946 - The material is really useful. The class is very math heavy and this kinda makes it harder to follow.

Student 15022 - The support structure provided by the TAs, Clarice, and Professor Hagelstein were amazing. I think their continued effort and availability really made the course interesting and useful.

Student 15094 - Even though Leighton and Clarice were extremely helpful and I learned a lot, the professor and his lectures deserve the lowest score possible.

Student 16763 - The first module of linear algebra never got tied into the rest of the signals & systems concepts. Lectures were not very

engaging and presented very specific examples over 100 slides per class. Finally, the lack of tests meant that there was never an emphasis on the material we needed to learn and what was considered interesting yet unimportant. If it weren't for the book, I would have been miserably lost in the material.

Student 20406 - Pretty good class. Beginning of the class was rough for me. Wished the class started off where 6.01 left off.

Student 22362 - Instructors need to answer the Piazza questions. Before the final, they are just ignoring all the questions still.

Student 23265 - Might need quizzes to focus on what has been covered so far.

Student 26339 - The professors, and TA's were amazing. There were really willing to teach us as many things as they can. However, the problem was it was just too much that I am terribly confused for some parts.

Student 30200 - I really did not like the no test/quiz format. Although it was nice to have psets be recognized as a large part of our grade, to have only psets and then a 40% final is both stressful and fairly ridiculous. It gives students no chance to understand how a test might be written or what it may be like--I have NO idea what the final will be like especially since it has never been taught this way with this professor before. It's like going in blind. I struggled with understanding the material in this class throughout the semester and have no idea how I'll manage to remember all the information from the beginning of the year for the final. It was also really stressful to have a pset literally every single week of the semester without any of them being dropped and with each of them being a decently significant portion of your grade. I suggest at least dropping one pset, because life happens to people, and having the stress of an assignment every single week of the semester no matter how short, is really very hard. I learned nothing from lecture, and learned what I should have learned during lecture during the recitations. I then got an understanding of the material more in office hours. If I had not gone to office hours, I would not have been able to finish a single pset. I could perhaps have finished one question on half of the psets. maybe. probably not though. This is problematic. Although it is good to have a challenging pset, it is really just cruel to have a pset that requires going to office hours to even start. I spent an average of four hours a week in office hours alone, and was never fully confident that I was learning anything. Although I think I have picked up a somewhat decent understanding of systems and signals, I still feel utterly confused whenever I look at a question. They were beyond difficult, required steps that had no benefit, and were aggravating. Overall, I thought that the psets were unfairly difficult. I did not come to the class to "build character," but to learn systems and signals. I'm not sure if I have or not. I have no clue. I guess I'll see after the final, because I have zero feedback on how well I'm doing other than the psets, which I needed help with every week anyways. So I feel a little scared. I am completely and utterly terrified of this final. Be merciful please.

Student 33738 - Class moved really fast for weeks 3-7, but there was so much study material available for the class that this wasn't a huge concern. Some of the Problem set questions were completely unreasonable, however. One of them involved reading a spectrograph!

Student 34710 - The material covered is very interesting. However, it is in part due to the approach that the instructors took. Unlike the previous exposure I have had to such material, this semester, it was presented in a manner that focused more on understanding than generating results.

Student 44549 - More applications! Signals and systems are cool and super relevant to a lot of things. Show us some of that! Pure math is great (okay, not really), but we're engineers. Show us how to use these topics. Show us why they matter and what they do. It helps us understand! I have no sense of how grading is going to work in this class. I'd be really nice to have more information about expectations.

Student 45984 - More real world examples would have helped make the concepts more clear.

QUESTIONS USED FOR THE HKN UNDERGROUND GUIDE
What's Cool?

Student 692 - Signals

Student 5600 - The subject matter itself is interesting.

Student 6640 - Clarice Di Aiello (boss recitation instructor). No tests during the semester.

Student 10990 - Recitations were well taught and interesting. PSets were the right level of challenging

Student 14946 - The applications of signal processing is huge.

Student 15883 - psets = 60% , office hours

Student 20406 - Applications of signals and systems, Clarice

Student 22362 - No tests

Student 23265 - No quizzes

Student 26339 - They taught so many things.

Student 34710 - Everything.

Student 38099 - No exams during the semester, just a final. Clarice Aiello was an awesome recitation instructor! Professor Hagelstein stayed late in the evening with the TAs for office hours, which was appreciated.

What's not so Cool?

Student 692 - Discrete time

Student 4875 - Learning Mathematica on the fly

Student 5600 - The class was highly disorganized; it is very unclear what you are supposed to be learning. The lecture format is very unhelpful for learning.

Student 6640 - One big final at the end....

Student 10990 - Lectures went too fast, only exam is final so harder to study

Student 14946 - The material is not the most straightforward, and the pace of the class made it hard to follow at times.

Student 15883 - final = 40%

Student 17275 - The class seemed to cover too wide a range of material and in a seemingly haphazard manner which clouded understanding.

Student 20406 - PSets are hard...

Student 22362 - One big final at the end

Student 23265 - No quizzes

Student 26339 - Order of lectures were not so organised.

Student 33738 - I don't understand this question.

Student 34710 - Nothing.

Student 38099 - Would have liked to see more derivations during lecture. Pace was sometimes fast with things being read from slides.

prereq

Student 692 - Nothing

Student 2525 - Linear algebra is useful but not necessary if the staff plans on covering it in the beginning.

Student 4875 - Linear algebra!

Student 5600 - 18.03

Student 9018 - 18.06

Student 10990 - 6.01, 18.03

Student 14946 - The better math background you have, the easier the class will be.

Student 15883 - 18.03, 6.01/6.02, Matlab or Mathematica, 6.002 as a coreq would be helpful

Student 16763 - 6.02

Student 17275 - 18.03

Student 20406 - Definitely 18.03. 6.01 helps with DT stuff, but not strictly necessary. I didn't take 6.02, and I don't feel I was any worse than those who did.

Student 23265 - You just need Matlab and 18.03 and maybe some 8.02.

Student 23802 - More linear algebra than anticipated

Student 26339 - 6.02, and knowledge on matlab.

Student 33738 - I think you need the following to do reasonably well: 6.01 6.002 6.02 (at the same time as this class) MATLAB or Mathematica experience

Student 34710 - 18.03.

Student 38099 - Knowledge of Matlab or Mathematica helpful but not required.

Student 49608 - matlab or mathematica experience

Is subject content theoretical or practical?

Student 692 - Very theoretical

Student 5600 - Very theoretical; basically a math class.

Student 9018 - A lot of material covered in a very theoretical way. I heard that this is diffierent from how it is usually taught.

Student 14946 - very theoretical, so not my strong suite.

Student 15883 - Content went fairly deep on selected topics

Student 17275 - Many questions on psets were of a more theoretical nature though applications were drawn.

Student 20406 - Pretty theoretical, lots of math! You will know how to transform anything and everything into the frequency domain.

Student 23265 - The material was really in depth at some points. All theoretical except some problems on the Psets that made it hands on (try to figure out this signal, what was said, ect...) I got a real good way to do transforms to make my life easier.

Student 26339 - Overall, material was kind of good. But lectures slides had too many contents, and math derivation on it.

Student 33738 - Highly theoretical, though it is really useful for other classes in course 6.

Student 34710 - It was perfect this semester. I understood all the topics very well.

	AVG	RESPONSES	MEDIAN	STDEV
Lab hours/week	**1.2**	15	0.0	2.73
Prep hours/week	**7.9**	17	8.0	2.78

pset

Student 692 - Necessary for understanding the material.

Student 5600 - Somewhat useful but we didn't get the background we needed in lecture to know how to do them without significant outside help from office hours.

Student 10990 - They were very useful in learning, and were difficult enough for challenge/enjoyment, but not too difficult that it became overwhelming

Student 14946 - Problem sets were usually reasonable, with the occasional really hard problem.

Student 15022 - The problem sets were very helpful for learning, but quite long and frequent.

Student 15883 - psets weighted 60% - some very straightforward, some tedious problems - generally moderately challenging psets - office hours were used to answer any pset questions

Student 17275 - Problem sets could be very time consuming and I often needed to attend office hours to complete them. Lectures were not very helpful in actually working through the material.

Student 20406 - Very hard. Would recommend collaboration. The Orc Technologies Ultd. problems were fun but kind of arbitrary at times.

Student 22362 - Problem sets were really good for learning the material

Student 23265 - The p-sets were how I learned the material. Everything in the psets were covered in class so you are forced to apply what you learned.

Student 26339 - PSETs were useful but some problems were extremely difficult, and required thorough knowledge of other fields.

Student 30200 - If Hagelstein is teaching, set aside the time for office hours and just pretend it's recitation or something. You will need the four hours of office hours to start the pset. Yes it is that difficult.

Student 33738 - Some of the Problem set questions were completely unreasonable. One of them involved reading a spectrograph!

Student 34710 - PSETs helped a lot with my learning. I did not collaborate, but would sometimes check answers if people asked.

Student 38099 - Some questions on the problem sets could be tricky, but office hours were very helpful for getting them done. The recitation instructor Clarice Aiello wrote up nice hints for the problem set questions.

Student 45984 - Did not use a bible. I thought the psets were fair for the most part. Only complaint is that some problems were excessively long or overly complicated. However, office hours proved to be useful to address this.

labs

Student 692 - Non-existent.

Student 5600 - n/a

Student 10990 - None

Student 14946 - no labs or projects

Student 15883 - N/A

Student 17275 - None

Student 23265 - None

Student 26339 - NA

Student 33738 - No labs or design projects.

textbook

Student 692 - Textbook exists and is useful. Class notes do not. Slides are useful, though.

Student 5600 - There is a textbook, but no clear mapping is provided from topics covered in class to sections in the textbook. There are lecture slides and posted recitation notes. The lecture slides are not useful; recitation notes are occasionally so but are not comprehesive.

Student 10990 - Textbook is pretty standard, good reference but not necessary. Recitation notes were amazing. Lecture slides were a decent reference but not good as standalone material

Student 14946 - textbook is really useful

Student 15883 - Oppenheim and Wilsky had a lot of basics - end of section problems on easier side of pset problems

Student 17275 - The textbook was primarily used for tables of specific transform relationships and occasional pset questions, but not cited for teaching purposes.

Student 20406 - Text is helpful and recommended, but not strictly necessary. Online powerpoints are helpful, but are long and difficult to find critical info.

Student 22362 - The textbook is very very good.

Student 23265 - The text is useful as sometimes the answers are in the text.

Student 26339 - Class notes were useful

Student 33738 - Textbook is from a long time ago.

Student 34710 - Recitation notes + lecture slides were helpful. I did not really use the book, as it was too much reading.

Student 38099 - The slides were good for more basic concepts/examples, but the textbook was best for getting a more thorough understanding of derivations and the material.

exams

Student 692 - No exams or quizzes until the final.

Student 5600 - No exams besides the final. This makes it so students have no idea how they are doing on learning the material; very frustrating for me and other students.

Student 10990 - Only a final, so no way to comment yet. This is a downside

Student 14946 - No exams but final exam for 40% of the grade. I'm pretty scared right now.

Student 15883 - No midterms - 1 final weighted 40%

Student 17275 - No exams yet

Student 20406 - No exams except for the final

Student 23265 - Quizzes don't exist. Only a final.

Student 26339 - NA

Student 30200 - No exams or quizzes, only a final that is worth 40% of your grade. This is terrifying.

Student 33738 - Haven't had an exam yet. Hopefully the final isn't completely unreasonable like some of the problem sets were.

Student 34710 - No midterms. Still have to take the final.

Student 38099 - No exams during the semester, but there will be a final.

grades

Student 692 - Not sure yet.

Student 5600 - No information was provided about this; very frustrating.

Student 10990 - PSet grading has been very fair, but it is unclear what the grade distribution will be like, because the only exam is the final and it is worth 40% of our grade. I wish cutoffs were made more clear

Student 14946 - Pset grades were reasonable. I dont know about the final yet.

Student 15883 - Psets graded pretty generously

Student 17275 - Grading on the psets has been fair, though the final is worth 40% of the grade. So there's that.

Student 20406 - Grading was fair

Student 23265 - N/A

Student 26339 - I think it is good, but kind of scary to not to have any exam except for final, which weights 40% of grades

Student 30200 - It's difficult to tell because there are only psets and everyone seems to struggle with them.

Student 33738 - Grading this semester was really weird. No midterms. Problem sets are 60% of the grade, and the final exam is 40%. You could gain up to 5% from class participation. There was no way to keep track of grades online. They should have dropped the lowest-graded problem set if they were going to institute a grading policy like this.

Student 34710 - Not too sure.

Student 38099 - Problem sets have been graded fairly thus far, which is good because they are 60% of our grade (the other 40% coming from the final).

advice

Student 5600 - Please rethink the entire structure of the course and revert to the older structure with organized lectures, homeworks, and exams throughout the semester.

Student 10990 - I wish there was a midterm exam or a quiz or something.

Student 14946 - The class is kinda intimidating pace-wise. Maybe slowing it down a bit might be helpful.

Student 23265 - Make quizzes

Student 26339 - Teach Z transform before using it.

Student 33738 - This class is in limbo. Please don't experiment too much with this class any longer!

Student 34710 - Learn from Professor Haglestein and Clarice. They did a fantastic job. MIT should learn from them. Focus on learning and understanding, not on testing and quantifying through menial ways. If you do not follow in their footsteps, it is my belief that you will only create a future generation of creativeness robots.

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