

Individual Report for MATH3080.01 Intro Complex Variables (Lin Jiu)

Student Ratings of Instruction (SRI) Winter 2018-2019

Total Enrolment 25

Responses Received 10

Response Ratio 40.0%

Subject Details	
Name	MATH3080.01 Intro Complex Variables
XCNAME	
Year	2019
Term	Winter
Department	Mathematics & Statistics
Faculty	Faculty of Science

Creation Date Thu, May 09, 2019



Common Questions

This section displays the common questions approved by Senate for use with Student Ratings of Instruction. These questions were displayed for every course/department.

TEACHING EFFECTIVENESS - Department Statistics

The teaching effectiveness report is based on a 5 point Likert scale with 1 being "Strongly Disagree" and 5 being "Strongly Agree".

Question	Course				Department (Mathematics & Statistics)			
	Mean	Interpolated Median	Response Count	Standard Deviation	Mean	Interpolated Median	Response Count	Standard Deviation
STIMULATION OF LEARNING: The instructor conducted the class / clinical in such a way that I was stimulated to learn.	4.00	4.50	10	1.41	4.01	4.27	1716	1.13
ORGANIZATION: The instructor organized the class clinical well.	4.60	4.67	10	0.52	4.07	4.36	1717	1.14
COMMUNICATION: The instructor communicated clearly during the class.	4.20	4.67	10	1.23	4.06	4.33	1716	1.11
ENTHUSIASM: The instructor showed enthusiasm for the subject matter of the class.	4.40	4.67	10	0.97	4.35	4.60	1718	0.94
FAIRNESS: The instructor used fair evaluation methods to determine grades.	4.00	4.50	10	1.33	4.27	4.52	1714	0.96
FEEDBACK: The instructor provided constructive feedback (considering the class size).	4.00	4.17	10	1.05	4.05	4.25	1711	1.04
CONCERN FOR LEARNING: The instructor showed genuine concern for my learning.	4.20	4.30	10	0.92	4.10	4.36	1711	1.07
OVERALL TEACHING EFFECTIVENESS: Overall, the instructor was an effective teacher.	4.20	4.50	10	1.03	4.14	4.40	1716	1.08
Overall	4.20	-	-	1.06	4.13	-	-	-

Description of Statistics

Mean - The mean represents the average of all respondents.

Median - A median represents the middle value in a list of numbers.

Interpolated Median - The interpolated median adjusts the median upward or downward by weighting the score positively or negatively based on the distribution of student responses.

Standard Deviation - Is a measure that is used to quantify the amount of variation in a set of data.

For examples and formulas for these statistics please visit our website at www.dal.ca/sri.

TEACHING EFFECTIVENESS - Means

For additional context, we provide the faculty and institutional Means.

The department statistics are calculated from all SRIs evaluated and listed under **Mathematics & Statistics**.

The faculty statistics are calculated from all SRIs evaluated and listed under **Faculty of Science**.

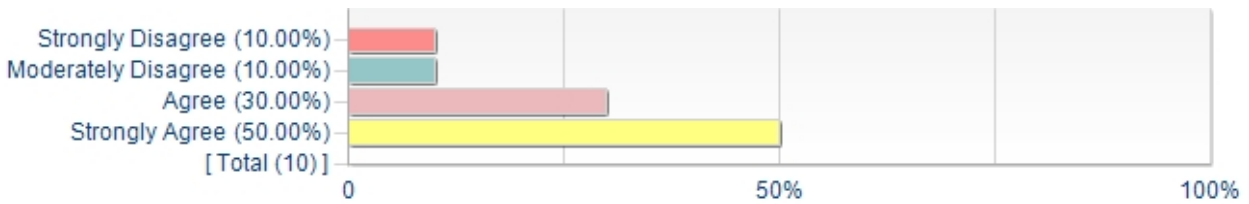
The statistics identified as Dalhousie represent all data recorded for each question for the current term.

For additional information please visit our website at www.dal.ca/sri.

Question	Course		Department (Mathematics & Statistics)		Faculty (Faculty of Science)		Dalhousie	
	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count
STIMULATION OF LEARNING: The instructor conducted the class / clinical in such a way that I was stimulated to learn.	4.00	10	4.01	1716	4.09	9928	4.03	32555
ORGANIZATION: The instructor organized the class clinical well.	4.60	10	4.07	1717	4.18	9947	4.10	32623
COMMUNICATION: The instructor communicated clearly during the class.	4.20	10	4.06	1716	4.19	9927	4.14	32561
ENTHUSIASM: The instructor showed enthusiasm for the subject matter of the class.	4.40	10	4.35	1718	4.39	9940	4.39	32583
FAIRNESS: The instructor used fair evaluation methods to determine grades.	4.00	10	4.27	1714	4.16	9920	4.13	32565
FEEDBACK: The instructor provided constructive feedback (considering the class size).	4.00	10	4.05	1711	4.07	9917	4.06	32549
CONCERN FOR LEARNING: The instructor showed genuine concern for my learning.	4.20	10	4.10	1711	4.14	9920	4.15	32551
OVERALL TEACHING EFFECTIVENESS: Overall, the instructor was an effective teacher.	4.20	10	4.14	1716	4.18	9926	4.13	32545
Overall	4.20	-	4.13	-	4.17	-	4.14	-

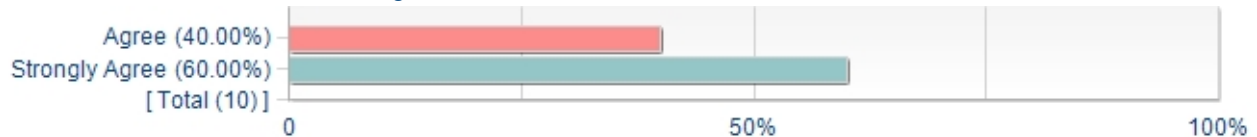
TEACHING EFFECTIVENESS

1. STIMULATION OF LEARNING: The instructor conducted the class / clinical in such a way that I was stimulated to learn.



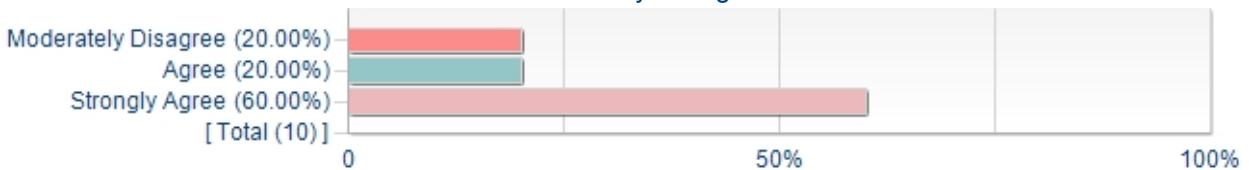
Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	1	10.00%	Response Count	10
Moderately Disagree	2	1	10.00%	Mean	4.00
Agree	4	3	30.00%	Interpolated Median	4.50
Strongly Agree	5	5	50.00%	Standard Deviation	1.41

2. ORGANIZATION: The instructor organized the class clinical well.



Options	Score	Count	Percentage	Statistics	Value
Agree	4	4	40.00%	Response Count	10
Strongly Agree	5	6	60.00%	Mean	4.60
				Interpolated Median	4.67
				Standard Deviation	0.52

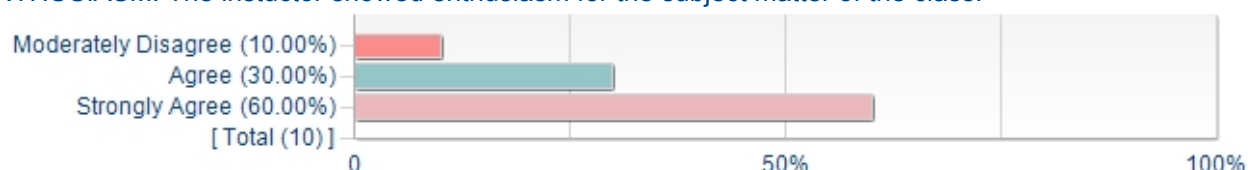
3. COMMUNICATION: The instructor communicated clearly during the class.



Options	Score	Count	Percentage	Statistics	Value
Moderately Disagree	2	2	20.00%	Response Count	10
Agree	4	2	20.00%	Mean	4.20
Strongly Agree	5	6	60.00%	Interpolated Median	4.67
				Standard Deviation	1.23

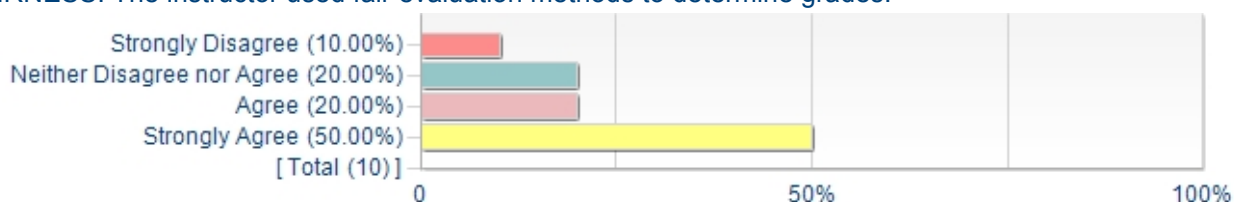
TEACHING EFFECTIVENESS (continued)

4. ENTHUSIASM: The instructor showed enthusiasm for the subject matter of the class.



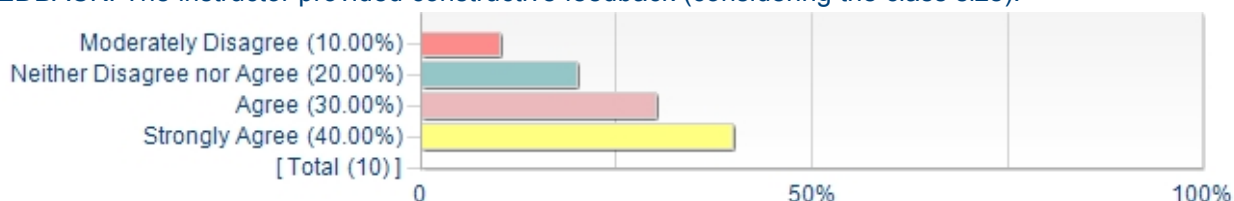
Options	Score	Count	Percentage	Statistics	Value
Moderately Disagree	2	1	10.00%	Response Count	10
Agree	4	3	30.00%	Mean	4.40
Strongly Agree	5	6	60.00%	Interpolated Median	4.67
				Standard Deviation	0.97

5. FAIRNESS: The instructor used fair evaluation methods to determine grades.



Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	1	10.00%	Response Count	10
Neither Disagree nor Agree	3	2	20.00%	Mean	4.00
Agree	4	2	20.00%	Interpolated Median	4.50
Strongly Agree	5	5	50.00%	Standard Deviation	1.33

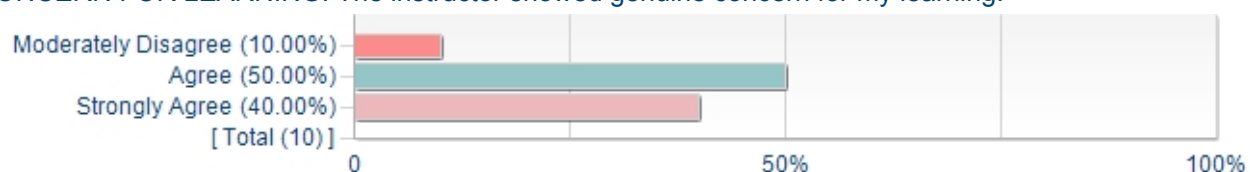
6. FEEDBACK: The instructor provided constructive feedback (considering the class size).



Options	Score	Count	Percentage	Statistics	Value
Moderately Disagree	2	1	10.00%	Response Count	10
Neither Disagree nor Agree	3	2	20.00%	Mean	4.00
Agree	4	3	30.00%	Interpolated Median	4.17
Strongly Agree	5	4	40.00%	Standard Deviation	1.05

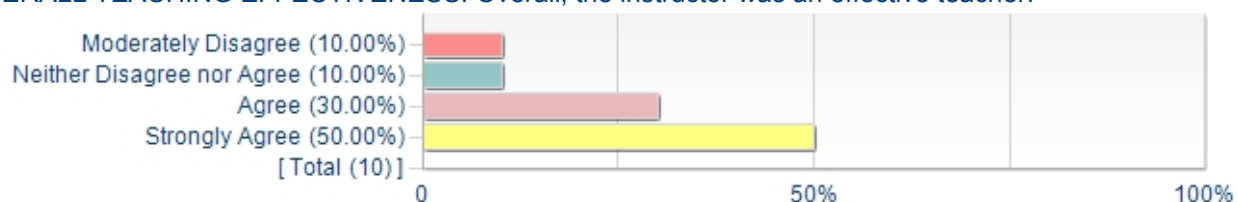
TEACHING EFFECTIVENESS (continued)

7. CONCERN FOR LEARNING: The instructor showed genuine concern for my learning.



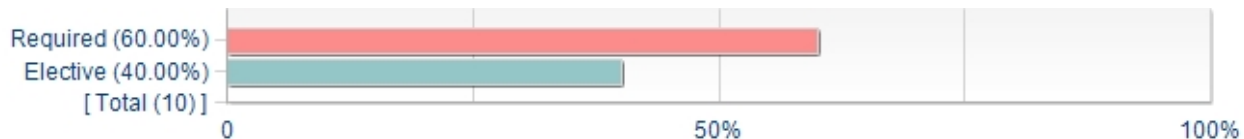
Options	Score	Count	Percentage	Statistics	Value
Moderately Disagree	2	1	10.00%	Response Count	10
Agree	4	5	50.00%	Mean	4.20
Strongly Agree	5	4	40.00%	Interpolated Median	4.30
				Standard Deviation	0.92

8. OVERALL TEACHING EFFECTIVENESS: Overall, the instructor was an effective teacher.

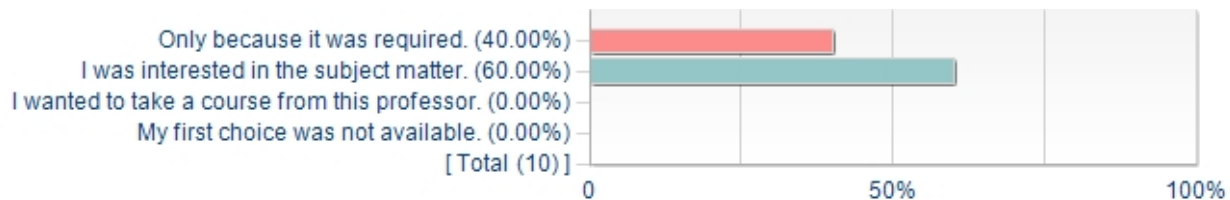


Options	Score	Count	Percentage	Statistics	Value
Moderately Disagree	2	1	10.00%	Response Count	10
Neither Disagree nor Agree	3	1	10.00%	Mean	4.20
Agree	4	3	30.00%	Interpolated Median	4.50
Strongly Agree	5	5	50.00%	Standard Deviation	1.03

REQUIRED/ELECTIVE



MOTIVATION FOR TAKING THIS CLASS



Reliability Assessment

The reliability assessment score measures how confident we are that the responses accurately represent all students registered in the course.

Reliability Assessment Score

With 10 responses from a survey population of 25
 the data presented in this report is considered to be **Insufficient**
 Number of responses needed to be considered sufficient Reliability: 11
 Number of responses needed to be considered good Reliability: 19
 Reliability Assessment Score: 0.539

For more information on the reliability assessment please visit our website at www.dal.ca/SRI.

Reliability Assessment Scale

Level	Threshold	Caption
Insufficient	>0.5	Insufficient
Sufficient	0.5	Sufficient
Good	0.25	Good

Department Questions

This Section displays the department level questions entered by the department heads/chairs/Academic Directors. If no questions are found, it implies department level questions were either not included for this department or those questions were not answered by students.

Instructor Questions

This Section displays the Instructor level questions entered by the Instructors for their courses. If no results are found, it implies Instructor level questions were either not included for this course by this instructor or those questions were not answered by students.

Unsigned Comments for MATH3080.01 Intro Complex Variables (Lin Jiu)

Student Ratings of Instruction (SRI) Winter 2018-2019

Subject Details	
Name	MATH3080.01 Intro Complex Variables
XCNAME	
Year	2019
Term	Winter
Department	Mathematics & Statistics
Faculty	Faculty of Science

Creation Date Thu, May 09, 2019



Comments

This report displays the Unsigned Comments provided by the students. All the Comments provided here

were not signed and approved by students. Hence these comments will not be displayed for department heads/chairs/Academic Directors.

NOTE: The SRI team has not reviewed the following comments. If any comment indicates that a student is in distress; that is, in danger of hurting themselves or others, please report it to the SRI Administrator so that appropriate action can be taken.

The Dalhousie University Guide to identifying and responding to students in distress states that "Regardless of the circumstances or context, any reference to wanting to die/ suicide should be taken seriously and a health professional should be contacted."

What did your instructor do that helped your learning in this class or clinical setting?

Students
The extra material Dr. Jiu discusses in class really enhances my understanding and appreciation for the course material. Dr. Jiu also shows some interesting tricks in solving problems.
perfect

Do you have any suggestions for what the instructor could have done differently to further assist you in your learning?

Students
no

Additional comments:

Students
no

Signed Comments for MATH3080.01 Intro Complex Variables (Lin Jiu)

Student Ratings of Instruction (SRI) Winter 2018-2019

Subject Details	
Name	MATH3080.01 Intro Complex Variables
XCNAME	
Year	2019
Term	Winter
Department	Mathematics & Statistics
Faculty	Faculty of Science

Creation Date Thu, May 09, 2019



Comments

This report displays the signed Comments provided by the students. All the Comments provided here

were signed and approved by students. Hence these comments will be displayed for department Heads/Chairs/Academic Directors.

NOTE: The SRI team has not reviewed the following comments. If any comment indicates that a student is in distress; that is, in danger of hurting themselves or others, please report it to the SRI Administrator so that appropriate action can be taken.

The Dalhousie University Guide to identifying and responding to students in distress states that "Regardless of the circumstances or context, any reference to wanting to die/ suicide should be taken seriously and a health professional should be contacted."

What did your instructor do that helped your learning in this class or clinical setting?

Students
Lin used the notes from Dr. Dilcher, and I found the notes very helpful.
Lin provided us with lecture notes so that we could concentrate on the material instead of copying down notes from the board. This is a tactic employed by Dr Dilcher who has previously taught this class and I think it is a very good idea.
The notes were available online, but I would have preferred a physical version like Dr Dilcher made available during MATH3070 last term.

Do you have any suggestions for what the instructor could have done differently to further assist you in your learning?

Students
I found that Lin did not explain the concepts well, and often when Fortner asked for questions I found he made the concepts more confusing. He often skipped steps and I had to rely on the notes to teach me this class.
I did not feel comfortable going for extra help during office hours. I felt as though he was angry with me when I went. If I did not understand material, I was afraid to admit it.
A few more examples would have been nice, as well as going deeper into the material

Additional comments:

Students
I think I learned more in this class the few days that either Dr. Dilcher or Abdullah was here.