

Individual Report for MATH1030.01 Matrix Theory & Linear Alg 1 (Lin Jiu)

Student Ratings of Instruction (SRI) Summer 2018-2019

Total Enrolment 106

Responses Received 26

Response Ratio 24.53%

Subject Details	
Name	MATH1030.01 Matrix Theory & Linear Alg 1
XCNAME	
Year	2019
Term	Summer
Department	Mathematics & Statistics
Faculty	Faculty of Science

Creation Date Sun, Sep 22, 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.	3.77	3.93	26	1.18	3.97	4.33	254	1.23
ORGANIZATION: The instructor organized the class / clinical well.	4.00	4.17	26	1.06	4.00	4.42	253	1.26
COMMUNICATION: The instructor communicated clearly during the class.	3.85	4.00	26	1.16	3.98	4.39	253	1.26
ENTHUSIASM: The instructor showed enthusiasm for the subject matter of the class.	4.12	4.39	26	1.11	4.09	4.53	253	1.20
FAIRNESS: The instructor used fair evaluation methods to determine grades.	4.12	4.30	26	1.03	4.15	4.59	254	1.20
FEEDBACK: The instructor provided constructive feedback (considering the class size).	4.00	4.19	25	1.08	4.02	4.42	252	1.22
CONCERN FOR LEARNING: The instructor showed genuine concern for my learning.	4.08	4.25	25	1.04	4.08	4.53	253	1.22
OVERALL TEACHING EFFECTIVENESS: Overall, the instructor was an effective teacher.	3.92	4.15	25	1.15	3.99	4.43	252	1.26
Overall	3.98	-	-	1.09	4.04	-	-	-

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**.

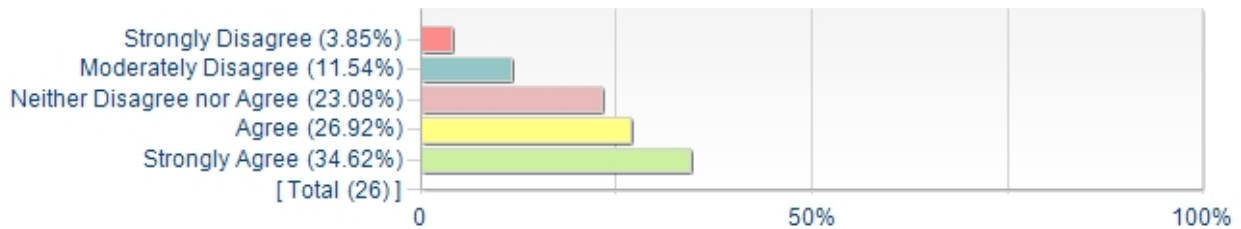
The statistics identified as Dalhousie represent all data recorded for each question for the current term.

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.	3.77	26	3.97	254	4.22	868	4.00	4247
ORGANIZATION: The instructor organized the class / clinical well.	4.00	26	4.00	253	4.23	867	4.04	4253
COMMUNICATION: The instructor communicated clearly during the class.	3.85	26	3.98	253	4.26	866	4.08	4258
ENTHUSIASM: The instructor showed enthusiasm for the subject matter of the class.	4.12	26	4.09	253	4.43	869	4.34	4261
FAIRNESS: The instructor used fair evaluation methods to determine grades.	4.12	26	4.15	254	4.27	867	4.11	4259
FEEDBACK: The instructor provided constructive feedback (considering the class size).	4.00	25	4.02	252	4.23	867	4.04	4257
CONCERN FOR LEARNING: The instructor showed genuine concern for my learning.	4.08	25	4.08	253	4.26	866	4.10	4248
OVERALL TEACHING EFFECTIVENESS: Overall, the instructor was an effective teacher.	3.92	25	3.99	252	4.28	868	4.05	4246
Overall	3.98	-	4.04	-	4.27	-	4.09	-

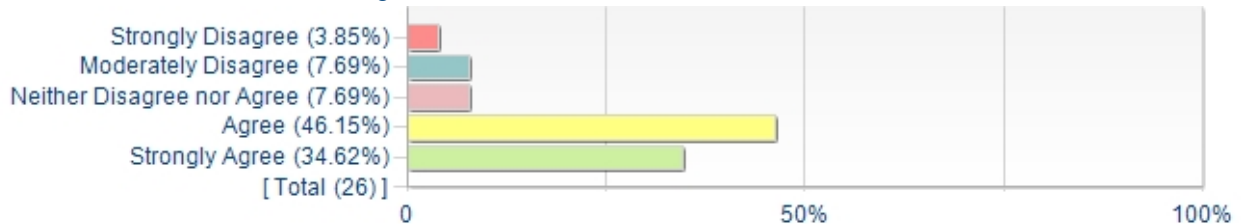
TEACHING EFFECTIVENESS

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



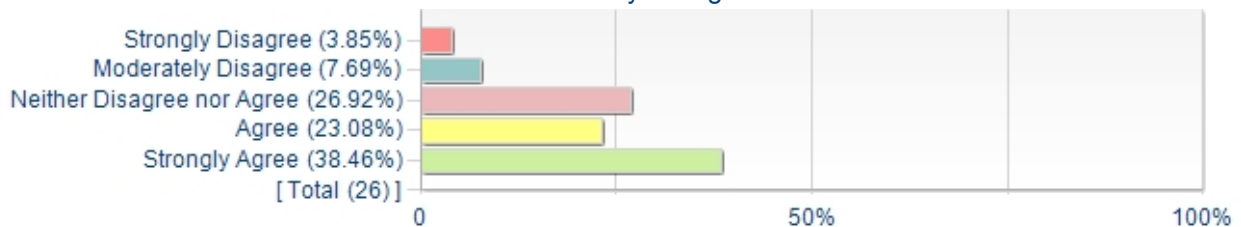
Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	1	3.85%	Response Count	26
Moderately Disagree	2	3	11.54%	Mean	3.77
Neither Disagree nor Agree	3	6	23.08%	Interpolated Median	3.93
Agree	4	7	26.92%	Standard Deviation	1.18
Strongly Agree	5	9	34.62%		

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



Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	1	3.85%	Response Count	26
Moderately Disagree	2	2	7.69%	Mean	4.00
Neither Disagree nor Agree	3	2	7.69%	Interpolated Median	4.17
Agree	4	12	46.15%	Standard Deviation	1.06
Strongly Agree	5	9	34.62%		

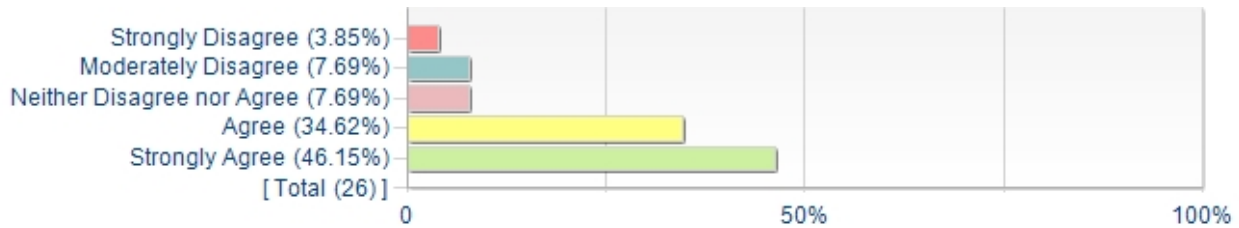
3. COMMUNICATION: The instructor communicated clearly during the class.



Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	1	3.85%	Response Count	26
Moderately Disagree	2	2	7.69%	Mean	3.85
Neither Disagree nor Agree	3	7	26.92%	Interpolated Median	4.00
Agree	4	6	23.08%	Standard Deviation	1.16
Strongly Agree	5	10	38.46%		

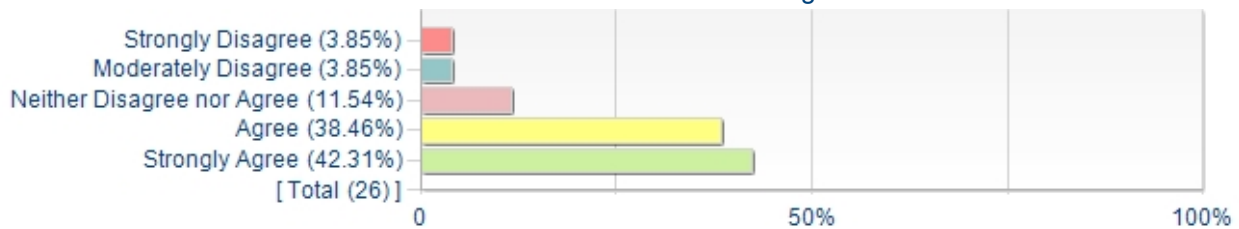
TEACHING EFFECTIVENESS (continued)

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



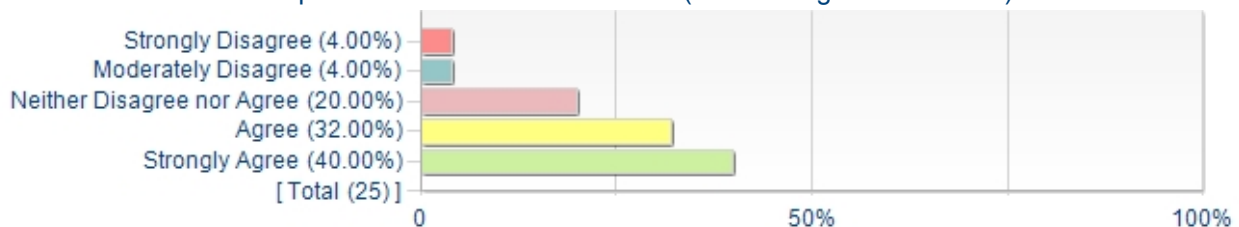
Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	1	3.85%	Response Count	26
Moderately Disagree	2	2	7.69%	Mean	4.12
Neither Disagree nor Agree	3	2	7.69%	Interpolated Median	4.39
Agree	4	9	34.62%	Standard Deviation	1.11
Strongly Agree	5	12	46.15%		

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



Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	1	3.85%	Response Count	26
Moderately Disagree	2	1	3.85%	Mean	4.12
Neither Disagree nor Agree	3	3	11.54%	Interpolated Median	4.30
Agree	4	10	38.46%	Standard Deviation	1.03
Strongly Agree	5	11	42.31%		

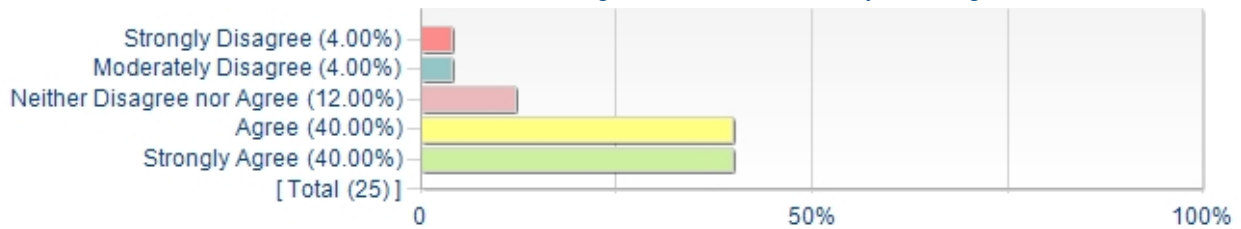
6. FEEDBACK: The instructor provided constructive feedback (considering the class size).



Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	1	4.00%	Response Count	25
Moderately Disagree	2	1	4.00%	Mean	4.00
Neither Disagree nor Agree	3	5	20.00%	Interpolated Median	4.19
Agree	4	8	32.00%	Standard Deviation	1.08
Strongly Agree	5	10	40.00%		

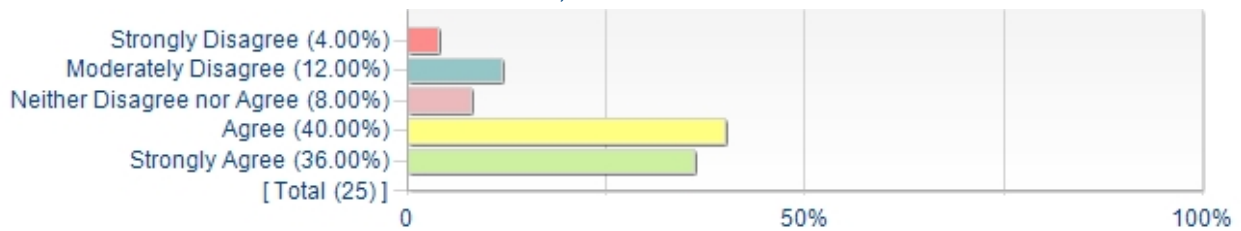
TEACHING EFFECTIVENESS (continued)

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



Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	1	4.00%	Response Count	25
Moderately Disagree	2	1	4.00%	Mean	4.08
Neither Disagree nor Agree	3	3	12.00%	Interpolated Median	4.25
Agree	4	10	40.00%	Standard Deviation	1.04
Strongly Agree	5	10	40.00%		

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

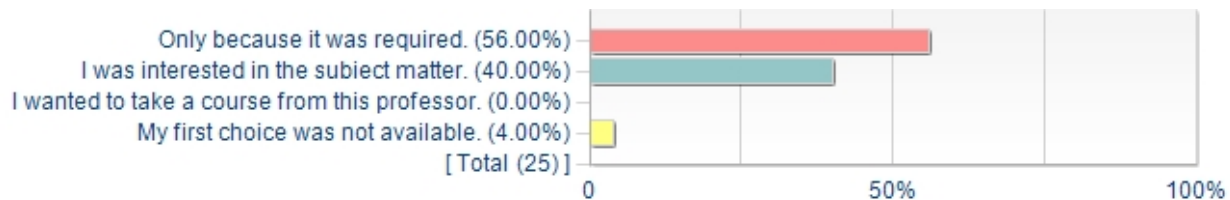


Options	Score	Count	Percentage	Statistics	Value
Strongly Disagree	1	1	4.00%	Response Count	25
Moderately Disagree	2	3	12.00%	Mean	3.92
Neither Disagree nor Agree	3	2	8.00%	Interpolated Median	4.15
Agree	4	10	40.00%	Standard Deviation	1.15
Strongly Agree	5	9	36.00%		

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 26 responses from a survey population of 106
the data presented in this report is considered to be **Sufficient**
Number of responses needed to be considered sufficient Reliability: 17
Number of responses needed to be considered good Reliability: 45
Reliability Assessment Score: 0.375

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 MATH1030.01 Matrix Theory & Linear Alg 1 (Lin Jiu)

Student Ratings of Instruction (SRI) Summer 2018-2019

Subject Details

Name	MATH1030.01 Matrix Theory & Linear Alg 1
XCNAME	
Year	2019
Term	Summer
Department	Mathematics & Statistics
Faculty	Faculty of Science

Creation Date Fri, Sep 20, 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
Give the online homework is useful for practice.
The professor gave me my assignment receipt.
Great examples
Lin Jiu worked through all problem types found on the homework. He did an admirable job of teaching with interest throughout a three-hour night class. I greatly appreciated the swiftness of his grading and responses to questions asked over email.

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

Students
Organize the slides and correct the mistake before lecturing.
No
I understand that this was Lin's first time using these slides, but it was very distracting to have typos fixed halfway through an example. It caused a loss of momentum in the solving and this was detrimental to learning. Writing matrices by hand is time consuming, so I understand why it's convenient to have the examples already on the slides, but sometimes they changed too quickly to follow. Matrices written out on the slides were difficult to copy down.

Additional comments:

Students
No
I would have really appreciated an introduction to the geometric interpretation of linear algebra.

Signed Comments for MATH1030.01 Matrix Theory & Linear Alg 1 (Lin Jiu)

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

Students
The examples of every theories by different situation is clear and helpful for me to understanding them.
HE was always in his office monday and tuesday i went to his office and get my questions answered he was a good instructor he was worried about how i am going to do in my final and in the other exams he gave students long time to do their class work together and use the book which was fantastic.
his class is awesome
Giving the lectures
Lecture notes and power points are very helpful!
He went through a lot of examples.
The classwork midway through the lecture was nice
practice questions on how to do REF, matrix multiplication, inverse, determinant and eigenvalues/vectors were helpful. the step by step format made it easier to understand
Nothing helpful. I don't even understand what he was talking about in the class
Amazing lectures and class notes. He shows a genuine interest in his students and puts a lot of effort in his lectures.
The material was taught well and clearly understood. Used multiple examples to make his point and ensure the class was following by attempting to engage them.

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

Students
no
explain the lecture more clearly
Get rid of some detailed calculation parts in lecture
May be solve the problems with hand and explain every step as he writes would have been even better!
Spend more time explaining concepts – not just how to solve questions. Since the topic is new, it's difficult to remember all the rules.
Too much weight was given to the true or false and multiple choice questions on the midterms
nope :)
Don't be so mean to your student, and don't discriminate your student. you should try to be a good person.
Sometimes the examples moved too slowly. I felt like I understood the point but the explanation was a little more than was needed and my focus was lost. Then it was hard to get refocused when he would move on to the next topic.

Additional comments:

Students
Very fast at returning classwork and exams
Don't let him teach again.
A great professor and I am looking forward to taking another class with him.