UWYO: Arts & Sciences
Spring 2017 Arts and Sciences Teaching Evaluations

Course: Discussion: MATH-2210-22: Discussion : MATH-2210-22 : Andrew Herring
Instructor: Andrew Herring *

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1 - Please comment on the Andrew Herring's teaching effectiveness, assignments, materials used in the course, methods (what was done best, as well as what can be improved) and anything else about this course.

• Could do better. Has to be more prepared. I asked for a proof, which he didn't know at the moment, and didn't tell me later. explanation of the concepts he knows is very well done. I had an occasion where he told me the wrong answer. But overall, if he was bit more prepared , a very good TA.

• Very similar to Charles Angevine's style. Tried very hard to relate the subject material to everyone's field of study. He also tried to give us tips and tricks to remember formulas as well as explain a little more in depth why things were a specific way. Very funny guy, and very approachable which is a great quality for a aspiring professor. Never felt like any question I had was to small or simple. My only problem is the class size seems like it was hard for him to get to everyone. Other than that he did a great job.

• He shows much interest in the subject. This makes the material seem easier to understand, however, sometimes he can be a little too overzealous with this enthusiasm. It sometimes makes understanding the material redundant, as sometimes material is presented in an odd way. Overall, however, his teaching and interactions have been very good.

• Andrew is a cool guy, it's good to have a young guy as a teacher in at least some classes. Old professors are not bad, I'm just saying the best combo is having both. Andrew explains things well and is good at understanding your questions (some teachers don't really know what the student really is asking for). When he sees the whole class is struggling with a problem, he does a quick walk through on the board, which is good since it doesn't take too much time but helps you grasp the concept. Keep having high standards on the students, they have way more capacity than they think, so set the expectations really high on day 1. That being said, as you already know, we didn't have enough time to finish the assignment in time this semester. Either shorten them down or give us time after class to turn them in (that way we can work through the concepts of all the problems, but do the "formal" calculations after). I know you fixed this at the end of the semester, just thought I might mention it here anyways.

• Andrew is a great TA. He is good at explaining the concepts in a slightly different way than Charlie, and thus giving a different way of thinking about thing so that we can choose the one that works best for us. keep up the Calc III jokes and analogies.

• Arrogant and condescending, poorly defined grading rubric, and biased grading practices.

• he was just a tough grader, otherwise he is very nice

• Very good at answering any questions people have in the discussion. Helpful when needing to illustrate whats going on in a question by drawing it on board and explaining how he goes about solving something.

• I really enjoyed the way that he taught us the material. Step by step process as well as understanding. Jokes are funny too.

• I enjoy Andrew's energy towards math. I think this helps student including my self pay attention and take what he has to say and try to apply it to the material we are covering.

• He is good at conceptualizing and helping the class visualize concepts. However it is sometimes tricky to understand the concept he is teaching due to the complexity of the concept.

• It helps a ton when you tells us what questions you plan on marking for the discussions. I use the discussions to familiarize myself with the material and use the time as a learning opportunity so its pretty hard to complete the whole discussion. I also found that as the semester went along you seemed to be more willing to help. I get the discussion grade is important but a little more clarity when it comes to some of the more confusing material really helps and you explain it in a much clearer form than presented in lecturer. Overall you clearly know the material and were willing to help and explain the topics.

• Andrew knows his stuff about calculus and is good at getting it across to students. He was always there when we had questions about the discussion material. At the end of the year we were told before class which questions to focus on and I wish this would have happened all year as in most cases I did not finish each discussion and would then lose half my marks to questions I didn't even attempt. Make the discussions shorter or give us the heads up all year (this probably isn't Andrew's decision).

• Sweet haircut dude.

• Andrew goes through the information thoroughly and makes sure that everyone who shows up to discussion understands the concept. He takes the time and explains the concepts that the entire class had trouble on. One thing Andrew could do better would be to walk through an overall way to do a problem and then follow it up with an actual example. Overall I greatly enjoyed my time with Andrew.

• Andrew was able to help students get on the right path without revealing the answer which is pretty good. I can't really think of much Andrew needs to improve on.

• I really liked how he walked through questions step by step and when a lot of people had the same question, he explained it to the whole class. I also really liked that he went over the problems on the test that a lot of people struggled on after the tests were handed back. I also really liked the joke about why you can't cross a goat and a mosquito :)

• Andrew is a very intelligent TA who did help me understand the material better, but I found the discussions to be challenging to complete in the time allotted. I also found that occasionally the questions that I would ask would be vaguely answered. Most of the time, he was very helpful and attentive. My biggest problem with the course was at the beginning of the year when the first assignment was not clearly given a due date. Andrew missed the first class and expected all the students to complete the assignment and turn it in by that Friday. His email was unclear on the mandatory status of the assignment, and his expectation of the class to turn in the assignment when he was not present for the class almost seemed unfair.

• He was very supportive and encouraged asking questions. He held a review session when students needed that.

• He was very helpful

• Andrew is extremely smart and does a good job explaining concepts if you are having trouble. Is a fair marker as well.

• Andrew is good at trying to get students to think conceptually about what is going on with a problem and trying to get the students to figure out the path of solving a problem. He never just straight out gave the answer which is important in learning something and even if a student asked to go over their work to see if they are on the right track and working the problem correctly, if the student did something wrong he helped the student work through where they went wrong instead of saying exactly what was wrong. Andrew also encouraged the students to work with each other to figure out problems and very highly discouraged copying any work done by another. Due to my schedule I did not have the time to make it to the office hours he was available, but wish I could have because I know I would have gotten a better understanding of the material because I had a teacher in a previous course who had a very similar teaching style and it helped a lot.

• The major issue I had with this class was the fact that the material was difficult and time consuming, but we had a very limited class time. Andrew did a good job of outlining what he was looking for in terms of grading and was very helpful in explaining a problem so I could better understand it. Since we never were forced to move seats, I was able to receive a lot of help from my peers since a large portion of Andrew's time was spent helping students. An improvement that could be done is to post the worksheets in advance so I can work on them in advance and come in to ask questions.

• Explaining topics in class and giving mini lessons were helpful

• good. relatable as a teacher

• Explained the material well, thoroughly answered the questions, held review sessions. Graded fairly.

• I believe that Andrew did a great job in making the class challenging. In the beginning however, sometimes it was expected for us to get it all the way done with the discussions and that did not happen for a majority of the students and that affected our grades in the discussion.

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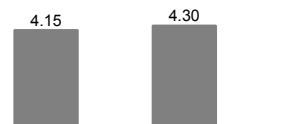
Instructor: Andrew Herring *

2 - How would you evaluate the presentation of materials in this course?

Andrew Herring

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(5)	16	47.06%		4.32 / 4.30 / 4.20
Good	(4)	15	44.12%		
Satisfactory	(3)	2	5.88%		
Poor	(2)	0	0%		
Unsatisfactory	(1)	1	2.94%		

Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median
34/35 (97.14%)	4.32	0.84	4.00	17,545	4.30	0.91	5.00	1,847	4.20	0.96	4.00

3 - How clear was the basis for evaluating students in this class?

Andrew Herring

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(5)	10	29.41%		4.15 / 4.30 / 4.20
Good	(4)	20	58.82%		
Satisfactory	(3)	3	8.82%		
Poor	(2)	1	2.94%		
Unsatisfactory	(1)	0	0%		

Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median
34/35 (97.14%)	4.15	0.70	4.00	17,370	4.30	0.92	5.00	1,847	4.20	0.94	4.00

4 - How would you evaluate the instructor's interaction with students during this class?

Andrew Herring

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(5)	19	55.88%		4.44 / 4.38 / 4.21
Good	(4)	13	38.24%		
Satisfactory	(3)	1	2.94%		
Poor	(2)	0	0%		
Unsatisfactory	(1)	1	2.94%		

Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median
34/35 (97.14%)	4.44	0.82	5.00	17,370	4.38	0.93	5.00	1,841	4.21	1.02	5.00

5 - Did you make arrangements for an office visit with Andrew Herring during this semester?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(2)	5	14.71%		1.15 / 1.26 / 1.35
No	(1)	29	85.29%		

Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median
34/35 (97.14%)	1.15	0.36	1.00	18,196	1.26	0.44	1.00	1,834	1.35	0.48	1.00

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6 - If, and only if, you answered yes to the previous question, how would you evaluate the Andrew Herring's interaction with you during office visit(s)?

Response Option	Weight	Frequency	Percent
Excellent	(5)	5	83.33%
Good	(4)	1	16.67%
Satisfactory	(3)	0	0%
Poor	(2)	0	0%
Unsatisfactory	(1)	0	0%

Means: Instructor 4.83, College benchmark 4.58, Department benchmark 4.45

Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median
6/35 (17.14%)	4.83	0.41	5.00	5,139	4.58	0.79	5.00	685	4.45	0.91	5.00

7 - How would you rate Andrew Herring in making the course intellectually challenging?

Response Option	Weight	Frequency	Percent
Excellent	(5)	16	47.06%
Good	(4)	17	50%
Satisfactory	(3)	1	2.94%
Poor	(2)	0	0%
Unsatisfactory	(1)	0	0%

Means: Instructor 4.44, College benchmark 4.32, Department benchmark 4.32

Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median
34/35 (97.14%)	4.44	0.56	4.00	17,149	4.32	0.85	5.00	1,841	4.32	0.83	4.00

8 - What is your overall assessment of the instruction in this course?

Andrew Herring

Response Option	Weight	Frequency	Percent
Excellent	(5)	12	35.29%
Good	(4)	21	61.76%
Satisfactory	(3)	0	0%
Poor	(2)	0	0%
Unsatisfactory	(1)	1	2.94%

Means: Instructor 4.26, College benchmark 4.28, Department benchmark 4.13

Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median
34/35 (97.14%)	4.26	0.75	4.00	17,277	4.28	0.96	5.00	1,845	4.13	1.03	4.00

9 - Would you recommend this instructor to others?

Andrew Herring

Response Option	Weight	Frequency	Percent
Most definitely	(4)	17	50%
Probably	(3)	16	47.06%
Probably not	(2)	0	0%
Definitely not	(1)	1	2.94%

Means: Instructor 3.44, College benchmark 3.43, Department benchmark 3.31

Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median
34/35 (97.14%)	3.44	0.66	3.50	17,216	3.43	0.80	4.00	1,841	3.31	0.89	4.00

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10 - What percentage of time have you attended this class?

Response Option	Weight	Frequency	Percent
Over 90%	(5)	29	85.29%
90%	(4)	4	11.76%
75%	(3)	1	2.94%
50%	(2)	0	0%
25%	(1)	0	0%

Means: Instructor 4.82, College benchmark 4.64, Department benchmark 4.59

Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median
34/35 (97.14%)	4.82	0.46	5.00	13,468	4.64	0.73	5.00	1,846	4.59	0.79	5.00

11 - In comparison to other classes you have taken at UW, how interested are you in the subject matter covered in this class?

Response Option	Weight	Frequency	Percent
Very interested	(3)	14	42.42%
Somewhat interested	(2)	16	48.48%
Not interested at all	(1)	3	9.09%

Means: Instructor 2.33, College benchmark 2.33, Department benchmark 2.10

Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median
33/35 (94.29%)	2.33	0.65	2.00	13,483	2.33	0.69	2.00	1,845	2.10	0.69	2.00

12 - As honestly as possible, rate the effort you have put into this class?

Response Option	Weight	Frequency	Percent
A great deal	(5)	11	32.35%
A good deal	(4)	18	52.94%
Moderate	(3)	4	11.76%
A little	(2)	1	2.94%
Very little	(1)	0	0%

Means: Instructor 4.15, College benchmark 4.19, Department benchmark 4.24

Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median
34/35 (97.14%)	4.15	0.74	4.00	13,530	4.19	0.79	4.00	1,851	4.24	0.77	4.00

13 - What grade do you expect to receive in this course?

Response Option	Weight	Frequency	Percent
A	(5)	11	32.35%
B	(4)	17	50%
C	(3)	6	17.65%
D	(2)	0	0%
F	(1)	0	0%

Means: Instructor 4.15, College benchmark 4.35, Department benchmark 4.11

Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median
34/35 (97.14%)	4.15	0.70	4.00	13,468	4.35	0.75	4.00	1,841	4.11	0.81	4.00

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14 - What is your class standing?						
Response Option	**Weight**	**Frequency**	**Percent**	**Percent Responses**		**Means**
Freshman	(1)	7	20.59%			
Sophomore	(2)	13	38.24%			
Junior	(3)	11	32.35%			
Senior	(4)	3	8.82%			
Graduate Student	(5)	0	0%			
Other	(6)	0	0%			

Instructor 2.29 — College benchmark 2.71 — Department benchmark 2.26

Return Rate	Mean	STD	Median	College benchmark	Mean	STD	Median	Department benchmark	Mean	STD	Median
34/35 (97.14%)	2.29	0.91	2.00	13,493	2.71	1.30	3.00	1,844	2.26	1.23	2.00