

Blake Farman MATH 019 W Fall 2010

1 - Poor 2 - Unsatisfactory 3 - Satisfactory 4 - Good 5 - Excellent Number forms = 24.

| Question | NR | 1 | 2 | 3 | 4 | 5 | Ave |
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| Gives clear explanations. | 0 | 5 | 7 | 6 | 5 | 1 | 2.58 |
| Is responsive to students ' level of understanding. | 1 | 4 | 6 | 3 | 6 | 4 | 3.00 |
| Encourages students to participate, given the class size. | 0 | 6 | 5 | 4 | 6 | 3 | 2.79 |
| Treats students in a way free of bias (race, sex or other personal characteristics). | 0 | 1 | 0 | 3 | 2 | 18 | 4.50 |
| Is available to help students if needed. | 0 | 1 | 2 | 4 | 8 | 9 | 3.92 |
| Overall rating of instructor. | 0 | 6 | 6 | 6 | 2 | 4 | 2.67 |
| Quality and fairness of exams and quizzes. | 0 | 3 | 7 | 7 | 4 | 3 | 2.88 |
| Quality and fairness of homework or projects. | 1 | 0 | 0 | 3 | 5 | 15 | 4.52 |
| Fairness of course grading (homework / exams / etc.). | 0 | 0 | 1 | 6 | 7 | 10 | 4.08 |
| Text on its contribution to your understanding. | 2 | 3 | 4 | 5 | 7 | 3 | 3.14 |
| Value of the computer experience in this course, if applicable. | 1 | 1 | 3 | 2 | 9 | 8 | 3.87 |
| Overall organization of the course content. | 1 | 3 | 3 | 6 | 6 | 5 | 3.30 |
| Quality of your overall learning experience in this course. | 1 | 6 | 4 | 5 | 5 | 3 | 2.78 |
| Difficulty of this course (1 - easy 2 - less difficult 3 - average 4 - difficult 5 - very difficult, left to right) | 1 | 1 | 4 | 9 | 5 | 4 | 3.30 |
| The quality of your interaction with the teaching assistant. | 16 | 2 | 1 | 2 | 2 | 1 | 2.88 |
| The quality of the connection between the lab and lecture parts of the course. | 18 | 2 | 1 | 1 | 1 | 1 | 2.67 |
| Overall quality of your laboratory instruction. | 17 | 2 | 2 | 1 | 1 | 1 | 2.57 |
| Your overall learning experience in the laboratory portion of this course. | 18 | 2 | 1 | 1 | 1 | 1 | 2.67 |

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| What did you like about the instructor ' s method of teaching? |
| He is patient |
| He was willing to go back and explain things that students that did not understand. |
| Homework |
| Will stop and try to help if students don ' t understand |
| Took time to recover concepts students didn ' t understand |
| It used lots of examples and took time to explain new / confusing concepts . |
| very thourough |
| horrible |
| He gave clear instructions of how problems were solved and why they were solved that way. |
| He did a lot of examples and made sure that no one had any questions at any point . |
| very imformative |
| Knew what he was talking about , included real life scenarios / examples sometimes |
| Blake was great about using the board to work through problems . He was also very receptive to questions - it was clear he wanted us all to succeed . |
| Nothing. I ' m disgusted that UVM allowed this person to teach a class . Never in my entire education have I came across a more incompetent and scattered instructor . |
| Being that he is so intelligent , it is easy for him to explain in depth what we were learning . |
| He would explain the same thing over and over until EVERYONE understood . |
| He was very willing to go over any examples that students requested . |

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| What didn ' t you like about the instructor ' s method of teaching? |
| He poorly explains things , moves too fast , and was too quiet . |
| He clearly understands the material , but sometimes has trouble explaining it . |
| He was very unclear , flustered , and unsure of himself . He mumbled and didn ' t finish his sentence constantly . Didn ' t engage class or make an effort to teach anything - everything was copied problems on the board without descriptions of why we use a method or when . Homework and class didn ' t fit well together . |
| Very unclear and did not explain methods well . |
| Poorly designed exams . |
| none |

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| Sometimes didn't explain concepts very well or extensive, sometimes made errors / picked different problems, made more confusing |
| I have taken Calculus previously so for me it was a bit easy. Sometimes there were easier ways to do a problem that were less confusing though. |
| nothing |
| moves too quickly |
| he scribbled a lot on the board and didnt explain it well |
| He didn't really give us a chance in class to work the problems out ourselves after explaining them to us. |
| He tended to over explain concepts and questions that were asked. |
| He explained things in a confusing way and didnt take into account how much students knew or didnt know. |
| Not too attention grabbing, not enough personality in teaching style to gain sufficient interest, not obligatory practice problems |
| It was obvious that Blake has little or no experience teaching. He often moved too quickly and glossed over topics that many students were struggling to understand. He also didn't seem to have a clear grasp on how the class was doing in terms of comprehension. He would stop and ask if there were questions, but many of us were too lost to even articulate what the hell we didn't understand. I appreciate his effort, but I did haven't much luck learning, and relied on the explanations offered with the online homework. As a student who struggles with math, and based on this experience, I feel much less inclined to take a class taught by a graduate student in the future. |
| Everything. He didn't explain concepts in a way that students could understand. His attempts to assess us through tests were all around failures. He had to scale up everyone's grade and finally weight homework in order to make up for his uselessness as a teacher. |
| he just talked to the chalkboard everyday and just did a whole lot of examples but not enough stressing of which methods he was using. very confusing at times. he also made many mistakes. not a competent teacher |
| His examples were some times hard to follow, but were always followed up with less intensive examples. |
| N / a |
| He did not explain processes very clearly, and was very hard to follow. |

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| What did you like most about this course. |
| Mr farman was nice |
| The homework was helpful in explaining problems / equations. |

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| That homework was online and the website was much more helpful than my teacher. |
| Afternoon class |
| Course Compass was a very good tool for the class |
| Personally, it was a bit of a review class which helped refresh my memory. |
| time |
| homework on course compass |
| the hw on coursecompass because it shows you how to do out the problem if you dont understand it |
| I liked the pace and that I had a fair amount of time to complete the homework. |
| Laid back, not too difficult to keep up with |
| Blake is a relaxed and funny teacher. It was not an intimidating environment. |
| When my instructor made up for his lack of teaching skills by scaling exams and elevating the weight of homework on grades. |
| The class period went by quickly and it was a well put together class |
| The coursecompass homework assignments were extremely helpful. |
| It was a good introduction to calculus. |

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| What suggestions would you make to improve this course (e.g. particular topics, computer software, frequency or type of exams / homework, etc.) ? |
| Mr farman shouldnt teach |
| There should be more emphasis on the use of the textbook. If the textbook is unnecessary, then do not have us spend all the money to get it. The quality of teaching is unacceptable, I did not pay thousands of dollars to be taught by a grad student. This is not a good quality of the math program at UVM and it should be changed, If you want students to learn, you need good professors. My math education in college should not be worse than in high school, enough said. |
| This class needs to be more interactive in order for students to make an effort to learn. Sitting in class, taking notes, without teacher interaction seemed to be a waste of time for myself. |
| Better exams |
| none |
| n / a |
| none |
| the exam questions should reflect the hw problems and the examples in our notes more |

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| I would suggest making the homework problems a little more difficult. |
| More diverse homework |
| I ' d like more connection between the text material and work we do in class. I hardly opened my book at all, after paying a lot of money for it. I ' d also like to see a professor more in - tune with the needs of his students. during class , give us problems to work though on our own , so that we can test ourselves on the material and then tackle the difficult topics as a class. The class size is small enough to make this method realistic. it also forces us to be more proactive about our own comprehension during class. i felt like i taught myself most of this material, and i ' m not a very good teacher. |
| Get rid of Blake Farman and put some real thought into the quality of teachers that you choose to hire. I cannot express how angry I am at the university with the true incompetence of this pitiful, unqualified instructor. |
| neater handwriting I guess |
| N / A |
| More exams, add quizzes. |

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| What suggestions would you make to improve the laboratory experience (e.g., facilities, organization, handout materials, etc.)? |
| no lab |
| n / a |
| none |

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| What suggestions would you make to improve the interactions with teaching assistants (e.g., accessibility, quality of help, etc.)? |
| no TA |
| n / a |
| none |