Robert J.S. McDonald - Teaching Portfolio

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Table of Contents.

1. Teaching Experience

I began teaching with calculus recitations in the Fall Semester of 2013. Large lecture classes meet two or three times a week, then break into recitation sections of around 20 students. I conducted three of these sections, each meeting for 50 minutes twice a week. Every day, I began with a 20 minute review of the key theorems and definitions that were learned in the lecture the previous day, and provided some examples. For the remaining 30 minutes, I allowed the students to direct the discussion with questions about the material. My students liked this style of student-led teaching, and as a result, they consistently performed above average on quizzes and exams. I liked the informal format that the discussion provided, and frequently conducted my office hours in the same style. Some semesters, my office hours were held in a classroom to facilitate an extra discussion outside of class. Often, there were 15-20 students in attendance.

Beginning in spring of 2016, I was asked to teach my own lectures, starting with Calculus for Business and Economics, and now in Linear Algebra for the Fall Semester of 2018. In each course, I conducted two sections of 32 students, each meeting for 50 minutes three times a week, and was responsible for writing my own curriculum, quizzes, and exams. For each class, I prepared and provided my students with guided note taking sheets, with definitions and theorems already written, and projected from my tablet using an electronic pen. I annotated definitions and theorems, and focused on learning how to apply them in examples. When possible, I turned the last class of every week into a "discussion." This class was less formal, and again turned the focus on the students to ask questions and lead the class. Again, on quizzes and exams, my students consistently outperformed students from other sections.

Courses Taught

University of Connecticut — **Storrs, CT**
Instructor & Teaching Assistant — 2013 – Present

Instructor
Summer 2015: BRIDGE Calculus
Spring 2016: Calculus for Business
Fall 2016: Calculus for Business
Fall 2017: Calculus for Business
Spring 2018: Calculus for Business
Fall 2018: Applied Linear Algebra

Teaching Assistant
Fall 2013: Calculus II
Spring 2014: Calculus II
Fall 2014: Calculus II
Spring 2015: Calculus I
Fall 2015: Calculus II
Summer 2016: CTNT Summer School GA
Summer 2016: Calculus for Business
Spring 2017: Calculus II
Summer 2018: CTNT Summer School GA

Eastern Connecticut State University — **Willimantic, CT**
Internship in College Teaching – Geometry — Fall 2012

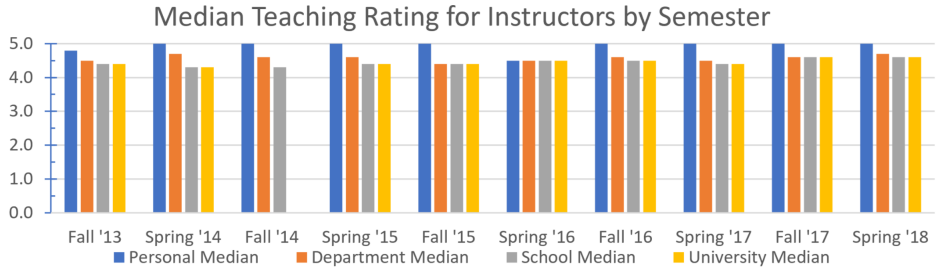
2. Outside of the Classroom

I have been involved in the Directed Reading Program at UConn, as a mentor for an undergrad with whom I've been reading a book on number theory. Each week, I assign him readings and problems to present, and answer any questions he has. This, along with mentoring undergraduates during the university's biennial Connecticut School of Number Theory, has allowed me to work more closely with students in a more advisory and mentoring role. I have also been the coordinator of the Peer Mentoring Program since Fall 2015, which helps first graduate assistants get materials and support that they need for teaching, to improve their experience and that of their students. In this program, I can also share teaching strategies with my peers to create the best learning environment for our students.

3. Teaching Recognition

I have been recognized by my department for my teaching ability. In Fall 2017, I was nominated for the 2017 University Outstanding Graduate Teaching Award, from the Center for Excellence in Teaching and Learning. I have also been responsible for teaching my own lectures since Spring 2016. Typically, I have lectured two sections of Calculus for Business and Economics, but this semester I am the only graduate assistant teaching Linear Algebra, which I will again teach in the Spring.

Each semester, the University of Connecticut asks students to review their experience with an instructor through an anonymous survey. The first section asks students to rate their experience on a scale of 1-5 for thirteen categories about the instructor's teaching style. Categories include clear presentation of material, stimulation of interest, interest in student learning, accessibility, useful feedback, effective use of class time, treating students with respect, and promotion of learning. Below, I've included my median scores in all thirteen categories for each semester, as well as department, school, and university medians. In Spring 2016 and 2018, and Fall 2016 and 2017, I was the instructor of my own course.



The survey also invites students to offer comments about the instructor. I've included a few comments I've received after semesters during which I was a lecturer.

- "Great instructor! Some people have an innate knack for teaching, and Bobby has this gift. His lectures are always easy to follow, things built from step to the next logical step, and his method of using a Surface tablet and real handwriting made the information easy to keep organized in my notes. Fantastic instructor, I won't be forgetting Calc 1 anytime soon!" (Spring 2016)
- "Incredibly helpful and available to students during office hours. Often sent emails on his own time clarifying the material or helping explain concepts which class time limited us from covering." (Spring 2016)
- "He was very animated, and interested in the subject we were learning. It was very easy for me to learn in a positive environment." (Fall 2016)
- "Bobby is very positive and always upbeat and in a good mood, so he makes it interesting to be in class and makes you pay attention. He is also very thorough with answering questions to make sure you understand the material." (Fall 2017)
- "He was very energetic and you could tell he was involved and excited to have students learn. His passion was refreshing" (Fall 2017)
- "Robert McDonald excelled in the way he organized his teaching per chapter. It was extremely helpful to have note packets that we filled in during class, and spent more time doing example problems than writing down definitions." (Spring 2018)

Robert J.S. McDonald - Sample Lesson

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Summary. The following ten pages are a sample lesson plan. Supporting documents such as lecture notes, a flowchart, a sample quiz, and a survey to assess student understanding are included.

Table of Contents.

Two-minute 3-2-1 Survey (explanation). For each lesson, students are asked to complete an anonymous survey, called the "3-2-1 Survey," which asks students to reflect on the following:

3. List (up to) 3 concepts that you learned this week.
2. List (up to) 2 concepts that were not clear.
1. What 1 thing would you like to see as a follow up to this week's lessons?

In response to this survey, one may post a worksheet, extra example, or video. For example, the following is a sample of a video that might be posted after this lesson.

https://www.youtube.com/watch?v=9D6_9_jf6sY

Curve Sketching

Learning Objectives.

This chapter begins by investigating the connections between a function, its derivative, and its second derivative. Then, behavior of a function at infinity is explored to understand what happens to a function at the edges of a graph, and horizontal and vertical asymptotes are defined. Finally, in the last section of this chapter, all of the material is brought together. Students will be taught to sketch functions without a calculator using only information they can obtain using the function and its derivatives.

Lesson Plan.

- Class begins with a fifteen minute quiz on the previous lesson's material (sample quiz attached).
- **Outline of the objectives for the day:** One begins by outlining the following objectives:
  - the goal is to help students make connections between a function and its derivatives, and use this information to sketch the function without a calculator
  - students may struggle with concepts like
    - vertical and horizontal asymptotes
    - concavity or monotonicity switches at points where f does not exist
- **Structure:** The lesson is broken into two components: synchronous and asynchronous.

  Synchronous: In the classroom...
  - students are given guided note taking sheets (annotated slides attached)
  - the instructor annotates these slides electronically, focusing on
    - translating theorems and definitions into English
    - learning concepts through examples
  - some examples are reserved for group work (indicated on the slides)
  - after the lesson, students are asked to complete a two-minute 3-2-1 Survey (attached):
    - students list: 3 things learned, 2 things that were unclear, and request 1 follow-up

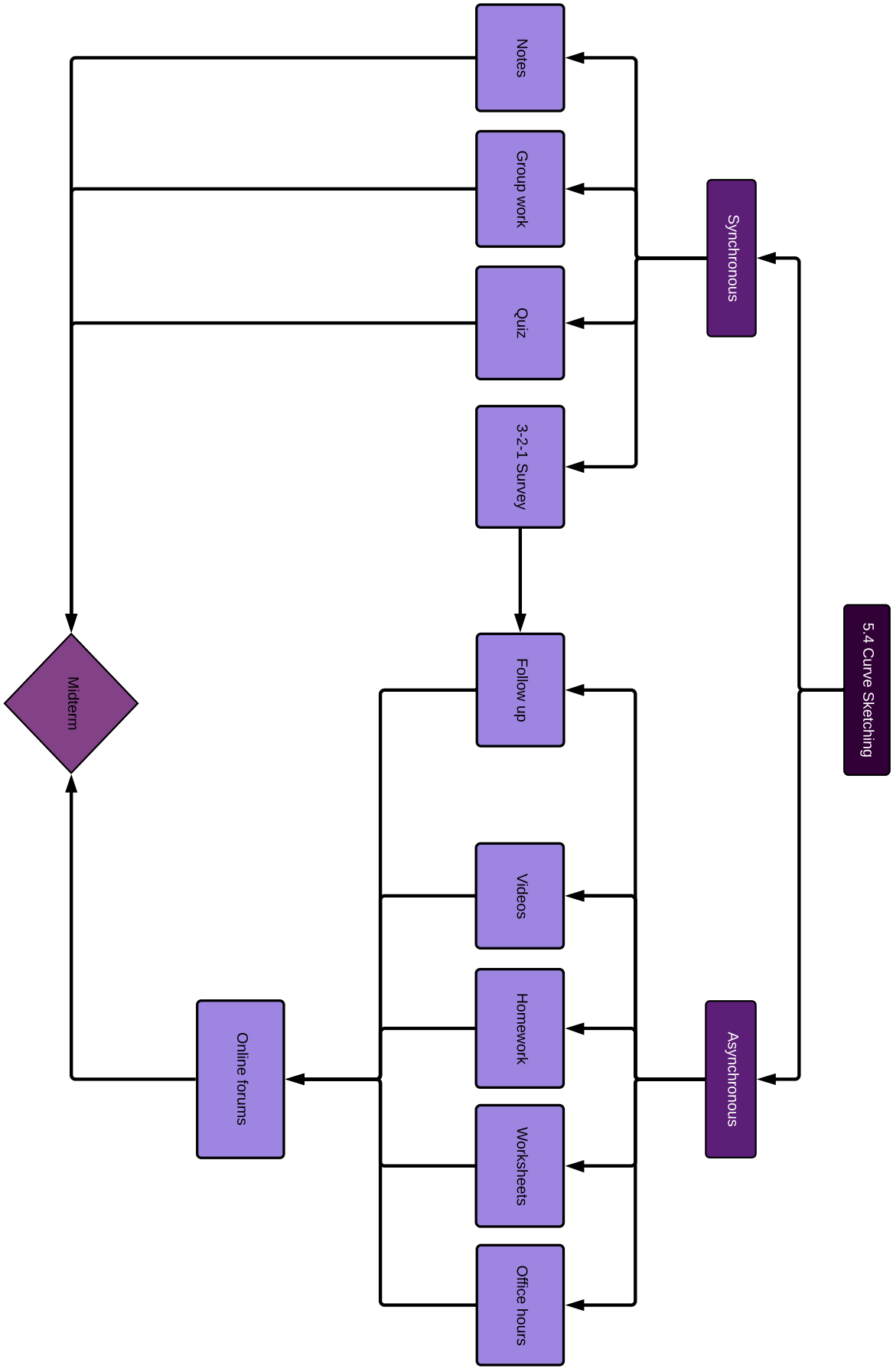
  Asynchronous: Out of the classroom...
  - students are expected to complete homework for the section
  - worksheets with practice problems are posted
    - not collected, but solutions posted
    - students may volunteer to post solutions to problems on an online form (e.g. Piazza)
  - students are encouraged to ask questions on the forum to be answered by peers and instructor
  - students are encouraged to come to office hours
  - as a follow-up to the 3-2-1 Survey, instructor posts extra examples, videos, and worksheets
    - Sample follow-up video:

      https://www.youtube.com/watch?v=9D6_9_jf6sY
- **Active Learning:** Student participation is absolutely essential not only in the indicated group exercises, but in the main instruction as well. The instructor should allow the discussion to be student led whenever possible. The instructor will ask leading questions to help students continue.
- **Conclusion:** The final slide summarizes each objective from the lesson, and how it was met.

Assessments.

A sample quiz for this lesson is attached. The 3-2-1 survey (also attached) gives students the opportunity to assess how well they were able to meet the objectives of the lesson, and notify the instructor of things that were unclear or need a follow-up. Online homework and reading check quizzes are provided as a means for students to assess which concepts they understand well, and which they need to work on. Occasionally, "midsemester evaluations" are provided for students to reflect on the successes of their learning, and the instructor's teaching methods.

Process Flowchart



5.4 Curve Sketching

MATH 1071Q, Spring 2018, Packet 5.4

So far in this chapter, we have learned the relationships between the graph of a function and its derivatives. The goal of this section will be to take this information, and information about domain, asymptotes, and intercepts of the function, to sketch a graph without a calculator! The following checklist is a summary of every technique we've learned in the last two weeks.

Strategy 5.4.1 (Checklist for Sketching a Function)**.**

A. Use $f(x)$ to
   1. Determine the domain of the function and where it is continuous.
   2. Find all vertical asymptotes.
   3. Find all horizontal asymptotes.
   4. Find where the function crosses the axes.

B. Use $f'(x)$ to
   5. Find the critical values.
   6. Find intervals where the function is increasing and decreasing.
   7. Find all relative extrema.

C. Use $f''(x)$ to
   8. Find intervals of concavity.
   9. Find all inflection values.

D. (Final step.) Use Steps A, B, C and the values of f at the critical values and inflection values to sketch the graph.

Example 5.4.2. Find the asymptotes of the following function.

$$f(x) = \frac{x^2 - 3x + 2}{x^2 - 1}.$$

$y=L$ is a horiz asymp $\iff \lim_{x\to\infty} f(x) = L$ or $\lim_{x\to-\infty} f(x) = L$

$$\lim_{x\to\infty} \frac{x^2-3x+2}{x^2-1} = \lim_{x\to\infty} \frac{1-3/x+2/x^2}{1-1/x^2} = 1$$

$\infty \Rightarrow$ algebra!

$$\lim_{x\to-\infty} \frac{x^2-3x+2}{x^2-1} = \lim_{x\to-\infty} \frac{1-3/x+2/x^2}{1-1/x^2} = 1$$

horiz asymp $y=1$

function is undefined @ $x=\pm 1$,

$x=1$ is a root of numerator $\Rightarrow$ hole at $x=1$

$x=-1$ is not a root $\Rightarrow$ asymptote

$$\lim_{x\to-1^-} \frac{x^2-3x+2}{x^2-1} = \frac{+}{+} = +\infty$$

x^2-1 always > 0

$$\lim_{x\to-1^+} \frac{x^2-3x+2}{x^2-1} = \frac{+}{-} = -\infty$$

x^2-1 always < 0

let the students complete this in small groups, fifteen minutes go over after

Example 5.4.3 (GROUP EXERCISE). Sketch the graph of a curve with the following properties. Label all relative extrema and inflection points

- $f(-3) = 0$, $f(-2) = -1$, $f(2) = 0$ ⇒ points $(-3,0)$, $(-2,-1)$, $(2,0)$
- $\lim_{x\to-\infty} f(x) = 5$, $\lim_{x\to\infty} f(x) = \infty$ ⇒ $y=5$ is a horiz asym
- $f'(-2) = 0$ ⇒ crit value $x=-2$
  - $f'(x) < 0$ for all $x < -2$
  - $f'(x) > 0$ for all $x > -2$

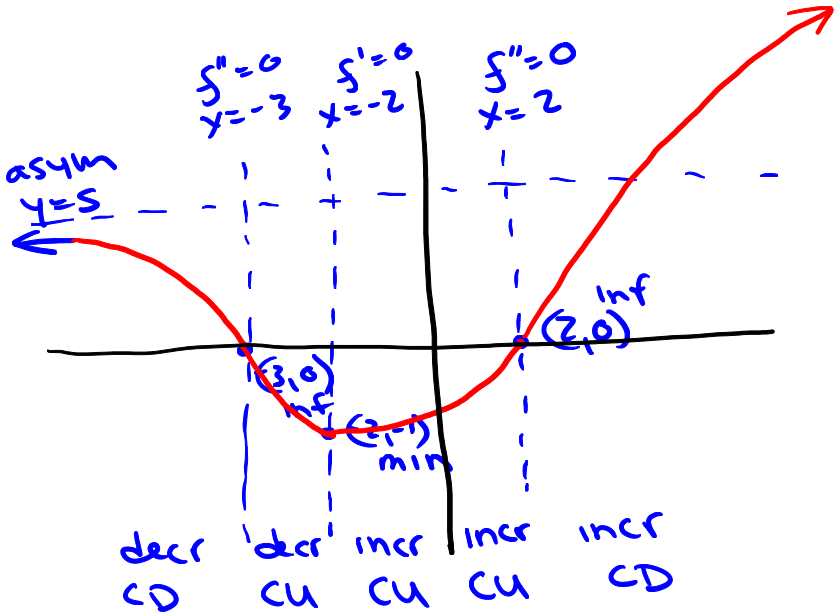
I	f'	inc/dec?
$(-\infty,-2)$	$-$	dec
$(-2,\infty)$	$+$	incr

← local min @ $x=-2$

- $f''(-3) = 0$, $f''(2) = 0$ → potential concavity changes $x=-3$, $x=2$
  - $f''(x) < 0$ for all $x < -3$ and $x > 2$
  - $f''(x) > 0$ for all $-3 < x < 2$

I	f''	CU/CD?
$(-\infty,-3)$	$-$	CD
$(-3,2)$	$+$	CU
$(2,\infty)$	$-$	CD

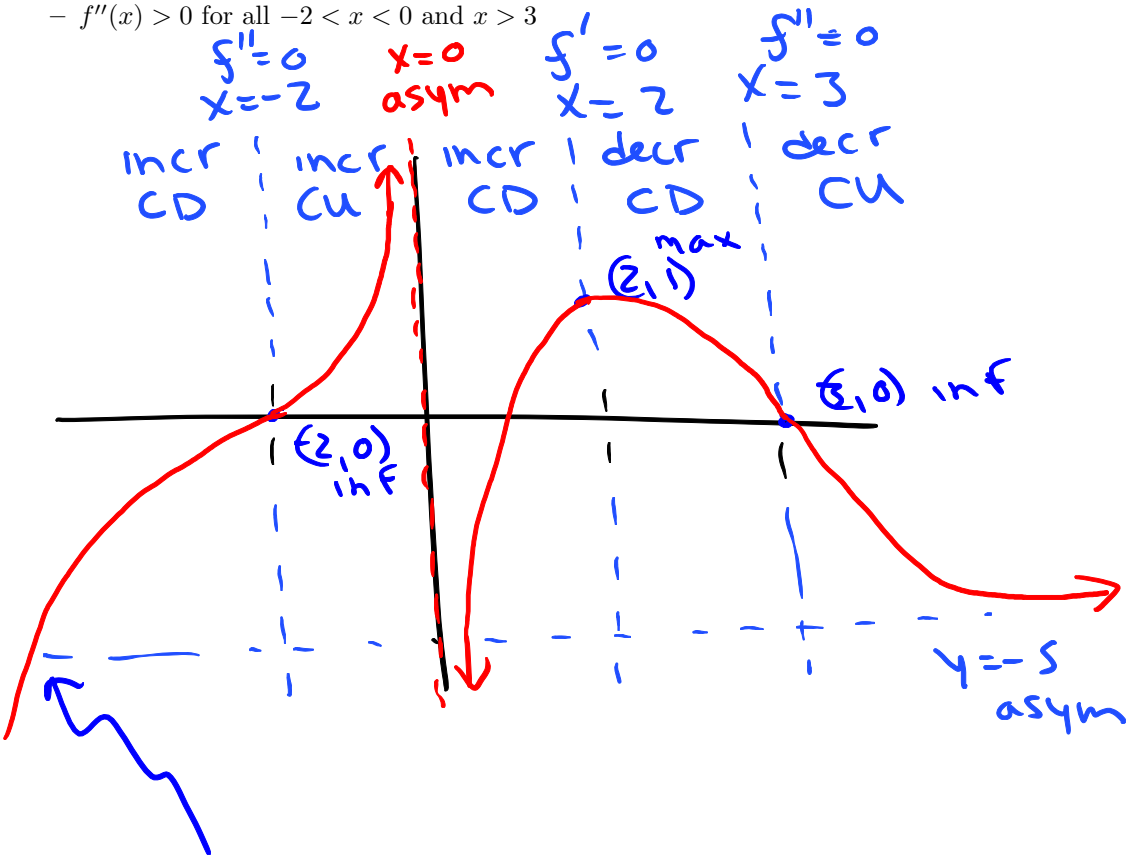
← pts of inf @ $x=-3, 2$



1) Start by drawing vert lines at crit points, asym, and where $f''=0$
2) list decr/incr CU/CD using tables
3) plot points, and connect dots!
4) focus on one interval at a time!

Example 5.4.4. Sketch the graph of a curve with the following properties. Label all relative extrema and inflection points

- $f(-2) = 0$, $f(2) = 1$, $f(3) = 0$, f is undefined at $x = 0$
- $\lim_{x\to 0^-} f(x) = \infty$, $\lim_{x\to 0^+} f(x) = -\infty$, $\lim_{x\to -\infty} f(x) = -\infty$, $\lim_{x\to \infty} f(x) = -5$
- $f'(2) = 0$
  - $f'(x) < 0$ for all $x > 2$
  - $f'(x) > 0$ for all $x < 2$
- $f''(-2) = 0$, $f''(3) = 0$
  - $f''(x) < 0$ for all $x < -2$ and $0 < x < 3$
  - $f''(x) > 0$ for all $-2 < x < 0$ and $x > 3$



WARNING: common mistake is thinking a function "doesn't cross it's horiz asymp" NOT TRUE

Example 5.4.5. Sketch a graph of the function $f(x) = x^4 - 6x^2 + 8$.

continuous, $\lim_{x \to \pm\infty} f(x) = \infty$ $\Rightarrow$ no asymptotes

$x^4 - 6x^2 + 8 = (x^2 - 4)(x^2 - 2)$
$= (x+2)(x-2)(x+\sqrt{2})(x-\sqrt{2})$

$y = f(0) = 8$ $\quad x = \pm\sqrt{2}, \pm 2$ intercepts

break into factors to make mental math easier!

$f'(x) = 4x^3 - 12x = 4x(x^2 - 3) = 0 \iff x = 0, \pm\sqrt{3}$ crit points

$\sqrt{3} < \sqrt{4} = 2$

$1 = \sqrt{1} \le \sqrt{3}$

I/D table

I	test x	$4x$	x^2-3	$f'(x)$	I/D
$(-\infty, -\sqrt{3})$	-2	$-$	$+$	$-$	decr
$(-\sqrt{3}, 0)$	-1	$-$	$-$	$+$	incr
$(0, \sqrt{3})$	1	$+$	$-$	$-$	decr
$(\sqrt{3}, \infty)$	2	$+$	$+$	$+$	incr

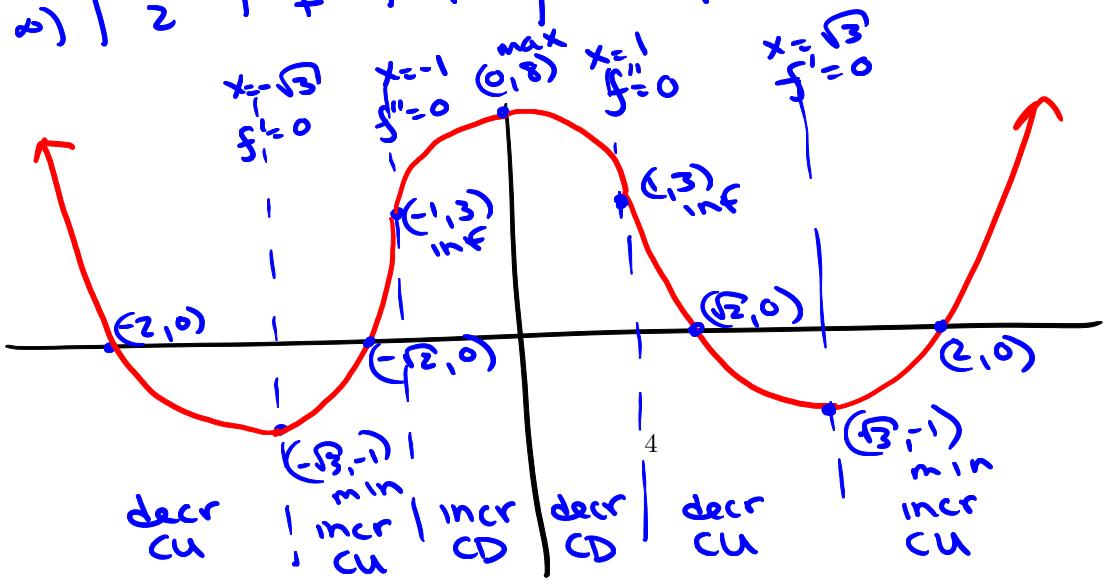
$\Rightarrow$ local mins $(-\sqrt{3}, -1)$ $(\sqrt{3}, -1)$
local max $(0, 8)$

$f''(x) = 12x^2 - 12 = 12(x+1)(x-1) = 0 \iff x = \pm 1$

Concavity table

I	test x	$x+1$	$x-1$	$f''(x)$	cu/cd
$(-\infty, -1)$	-2	$-$	$-$	$+$	$\cup$
$(-1, 1)$	0	$+$	$-$	$-$	$\cap$
$(1, \infty)$	2	$+$	$+$	$+$	$\cup$

$\Rightarrow$ inf points $(-1, 3)$, $(1, 3)$



have students work in different groups

Students may have trouble w/ asymptotes, and whether a point is a min/max inf point if f is undef.

Example 5.4.6 (Group Exercise). Sketch a graph of the function $f(x) = \frac{x^2}{x^2-1}$.

$\lim_{x \to \pm\infty} f(x) = \frac{1}{1} = 1 \Rightarrow y = 1$ horiz asym

vert asym at ± 1

(can check how this "looks" using derivative!)

$f'(x) = \frac{-2x}{(x^2-1)^2} = 0 \iff x = 0$ crit pt

f undef @ $x = \pm 1$

careful! f not defined here

I/D table

I	test x	$-2x$	$(x^2-1)^2$	f'	I/D?
$(-\infty, -1)$	-1	$+$	$+$	$+$	incr
$(-1, 0)$	$-1/2$	$+$	$+$	$+$	incr
$(0, 1)$	$1/2$	$-$	$+$	$-$	decr
$(1, \infty)$	1	$-$	$+$	$-$	decr

always +!

$\Rightarrow$ local max $(0, 0)$

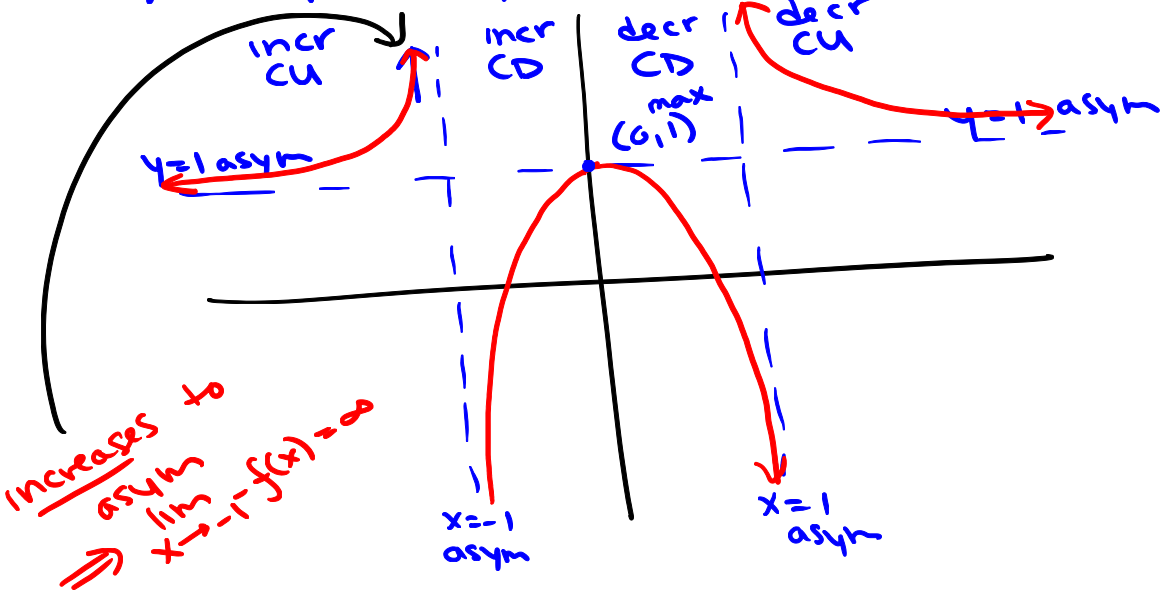
$f''(x) = \frac{2(3x^2+1)}{(x^2-1)^3}$ always +

f undef

CU/CD table

I	test x	$6x^2+2$	$(x^2-1)^3$	f''	CU/CD?
$(-\infty, -1)$		$+$	$+$	$+$	CU
$(-1, 1)$		$+$	$-$	$-$	CD
$(1, \infty)$		$+$	$+$	$+$	CU

no inflection f is undef!



5.4.1 Summary

In this section, we learned

- how to draw vertical and horizontal asymptotes
- how to use the first and second derivatives to break the real line into subintervals of
  - monotonicity
  - concavity
- how to locate and plot extrema and inflection points
- how to "connect the dots" with curves of the right monotonicity and concavity

Combining all of this information, we can sketch a graph of a function without a calculator!

Extra Practice Problems:

Do as many problems from each set in 5.4 as it takes to feel comfortable
(1-6, 7-12, 13-16, 17-24, 25-26, 37-42*, 43-52)

*good applications!

Math 1071 - Calculus for Business and Economics
Name:

Quiz 9 (Sections 001/007)
Spring 2018

Show supporting work, not just a final answer, to receive credit on a problem.

1. Let $f(x) = x^3 - 6x^2 + 5$.

   (a) (**5 pts**) Use the first derivative to determine where $f(x)$ is increasing, where it is decreasing and the location of any relative minima or maxima.

   (b) (**5 pts**) Let $f(x) = x^3 - 6x^2 + 5$ (the same function as above). On what intervals in f concave up? concave down? Where are the inflections points?

2. (**5 pts**)While analyzing $f(x)$, we determine the following facts. Use these to sketch a graph of $f(x)$.

   - The domain of $f(x)$ is $x \neq 2$.
   - $\lim_{x \to 2^-} f(x) = \infty$ and $\lim_{x \to 2^+} f(x) = -\infty$
   - $\lim_{x \to -\infty} f(x) = 1$ and $\lim_{x \to \infty} f(x) = 1$
   - f' is positive on $(-\infty, 2) \cup (2, 4)$ and negative on $(4, \infty)$.
   - f'' is positive on $(-\infty, 2) \cup (5, \infty)$ and negative on $(2, 5)$.
   - f passes through the points $(0, 1.5)$, $(3, 0)$, $(4, 3)$, and $(5, 2)$.

Math 1071Q-007 - Calculus for Business Spring 2018

This Survey is Anonymous

3-2-1 Survey

3. List (up to) 3 concepts that you learned this week.

2. List (up to) 2 concepts that were not clear.

1. What 1 thing would you like to see as a follow up to this week's lessons?

1. What 1 thing would you like to see as a follow up to this week's lessons?

2. List (up to) 2 concepts that were not clear.

3. List (up to) 3 concepts that you learned this week.

3-2-1 Survey

This Survey is Anonymous

Math 1071Q-001 - Calculus for Business Spring 2018

University of Connecticut

Student Evaluation of Teaching
Spring 2018

Individual Report for MATH-1071Q-001-STORR-Calculus for Busi & Economics

Instructor: **Robert McDonald** (SET Primary Instructor)

Response Table

Spring 2018 Student Evaluation of Teaching	
Raters	**Students**
Responded	21
Invited	31
Response Ratio	68%

What is your overall rating of Robert McDonald's teaching?

Question	Course	Department (MATH-Course Level 1000-FEIN)	School (CLAS-Course Level 1000-FEIN)	University (Course Level 1000-FEIN)
	Median	Median	Median	Median
What is your overall rating of the instructor's teaching?	5.0	4.1	4.0	4.1

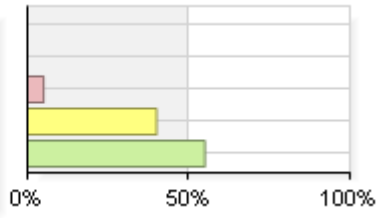
What is your overall rating of the course?

Question	Course	Department (MATH-Course Level 1000-FEIN)	School (CLAS-Course Level 1000-FEIN)	University (Course Level 1000-FEIN)
	Median	Median	Median	Median
What is your overall rating of the course?	4.0	3.6	3.7	3.8

Overall Rating

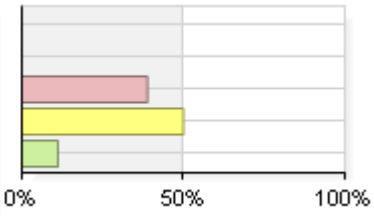
1. What is your overall rating of the instructor's teaching?

1 Poor	0	0%
2 Fair	0	0%
3 Good	1	5%
4 Very Good	8	40%
5 Excellent	11	55%
Total	20	



2. What is your overall rating of the course?

1 Poor	0	0%
2 Fair	0	0%
3 Good	7	39%
4 Very Good	9	50%
5 Excellent	2	11%
Total	18	



Section 1. Summary

Please respond to the following question about instructor Robert McDonald.

Question	Course	Department (MATH-Course Level 1000-FEIN)	School (CLAS-Course Level 1000-FEIN)	University (Course Level 1000-FEIN)
	Median	Median	Median	Median
The instructor presented the course material clearly.	5.0	4.4	4.4	4.4
The instructor was well prepared for class.	5.0	4.7	4.6	4.6
The instructor responded to questions adequately.	5.0	4.5	4.6	4.6
The instructor stimulated interest in the subject.	5.0	4.5	4.6	4.6
The instructor showed interest in helping students learn.	5.0	4.7	4.7	4.7
The instructor gave clear assignments.	5.0	4.7	4.5	4.5
The instructor was accessible to students.	5.0	4.6	4.6	4.6
The instructor gave useful feedback on my performance.	5.0	4.4	4.4	4.4
The instructor returned graded work in a reasonable amount of time.	5.0	4.7	4.5	4.5
The instructor used class time effectively.	5.0	4.7	4.6	4.6
The instructor treated all students with respect.	5.0	4.8	4.8	4.8
The instructor graded fairly.	5.0	4.7	4.6	4.6
The instructor's teaching methods promoted student learning.	5.0	4.4	4.5	4.5

Please respond to the following question about the course.

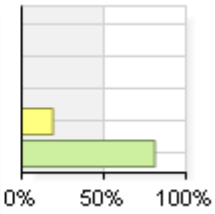
Question	Course	Department (MATH-Course Level 1000-FEIN)	School (CLAS-Course Level 1000-FEIN)	University (Course Level 1000-FEIN)
	Median	Median	Median	Median
The methods of evaluating student learning seemed appropriate.	4.0	4.4	4.3	4.4
The course content was well organized.	4.0	4.5	4.4	4.4
The course objectives were clear.	4.5	4.5	4.4	4.4
The course objectives were met.	5.0	4.4	4.4	4.4
The textbook made a valuable contribution.	3.0	3.6	4.0	4.0
The other course materials made a valuable contribution.	4.5	4.2	4.3	4.3
The pace of the course seemed appropriate.	4.0	4.3	4.3	4.3

Section 2. Questions About the Instructor

Please respond to the following question about instructor Robert McDonald.

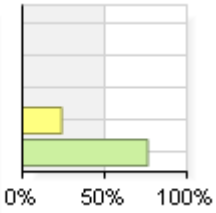
1. The instructor presented the course material clearly.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	4	19%
5 Strongly Agree	17	81%
Total	21	



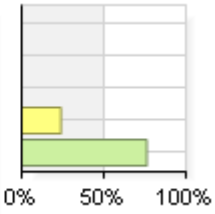
2. The instructor was well prepared for class.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	5	24%
5 Strongly Agree	16	76%
Total	21	



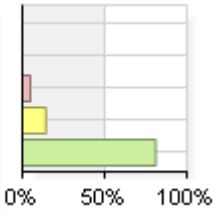
3. The instructor responded to questions adequately.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	5	24%
5 Strongly Agree	16	76%
Total	21	



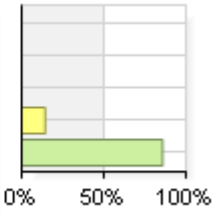
4. The instructor stimulated interest in the subject.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	1	5%
4 Agree	3	14%
5 Strongly Agree	17	81%
Total	21	



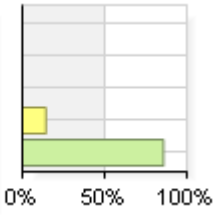
5. The instructor showed interest in helping students learn.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	3	14%
5 Strongly Agree	18	86%
Total	21	



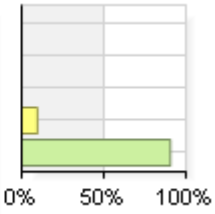
6. The instructor gave clear assignments.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	3	14%
5 Strongly Agree	18	86%
Total	21	



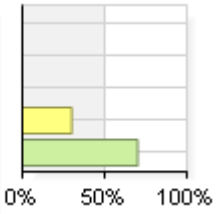
7. The instructor was accessible to students.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	2	10%
5 Strongly Agree	19	90%
Total	21	



8. The instructor gave useful feedback on my performance.

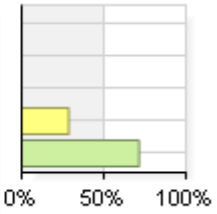
1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	6	30%
5 Strongly Agree	14	70%
Total	20	



Please respond to the following question about instructor Robert McDonald. (continued)

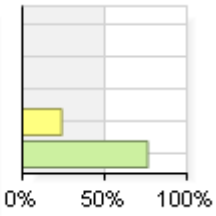
9. The instructor returned graded work in a reasonable amount of time.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	6	29%
5 Strongly Agree	15	71%
Total	21	



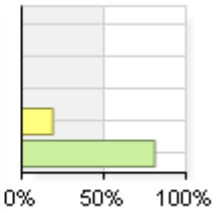
10. The instructor used class time effectively.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	5	24%
5 Strongly Agree	16	76%
Total	21	



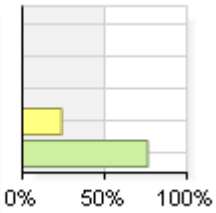
11. The instructor treated all students with respect.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	4	19%
5 Strongly Agree	17	81%
Total	21	



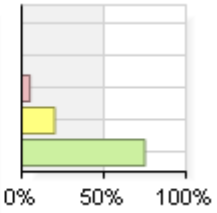
12. The instructor graded fairly.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	5	24%
5 Strongly Agree	16	76%
Total	21	



13. The instructor's teaching methods promoted student learning.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	1	5%
4 Agree	4	20%
5 Strongly Agree	15	75%
Total	20	

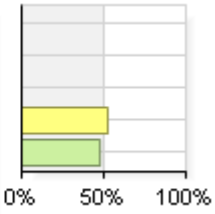


Section 3. Questions About the Course

Please respond to the following question about the course.

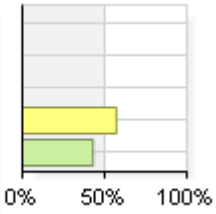
1. The methods of evaluating student learning seemed appropriate.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	11	52%
5 Strongly Agree	10	48%
Total	21	



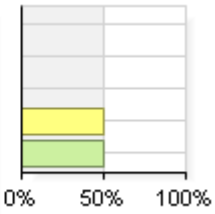
2. The course content was well organized.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	12	57%
5 Strongly Agree	9	43%
Total	21	



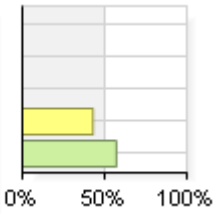
3. The course objectives were clear.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	10	50%
5 Strongly Agree	10	50%
Total	20	



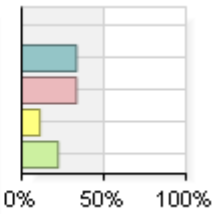
4. The course objectives were met.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	9	43%
5 Strongly Agree	12	57%
Total	21	



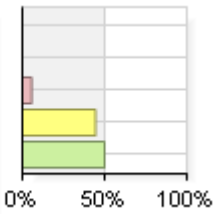
5. The textbook made a valuable contribution.

1 Strongly Disagree	0	0%
2 Disagree	6	33%
3 Neither Agree nor Disagree	6	33%
4 Agree	2	11%
5 Strongly Agree	4	22%
Total	18	



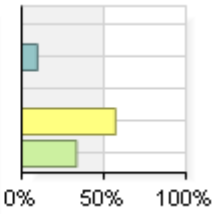
6. The other course materials made a valuable contribution.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	1	6%
4 Agree	8	44%
5 Strongly Agree	9	50%
Total	18	



7. The pace of the course seemed appropriate.

1 Strongly Disagree	0	0%
2 Disagree	2	10%
3 Neither Agree nor Disagree	0	0%
4 Agree	12	57%
5 Strongly Agree	7	33%
Total	21	



Section 4. Student Information

What is your Academic Level?

Options	Count	Percentage
Freshman	7	33%
Sophomore	11	52%
Junior	3	14%
Senior	0	0%
Graduate	0	0%
Other	0	0%

What is your expected grade in this course?

Options	Count	Percentage
A	13	62%
B	6	29%
C	2	10%
D	0	0%
F	0	0%
Pass	0	0%
Fail	0	0%
Other	0	0%

What is your cumulative average (GPA)?

Options	Count	Percentage
3.5 and above	10	48%
3.0-3.4	6	29%
2.5-2.9	4	19%
2.0-2.4	1	5%
< 2.0	0	0%

How many times did you miss this class?

Options	Count	Percentage
0-2	13	65%
3-4	5	25%
5-6	2	10%
> 6	0	0%

Section 4. Student Information (continued)

On average, how many hours a week did you spend outside of class preparing for this course?

Options	Count	Percentage
0	0	0%
1-3	14	67%
4-6	4	19%
7-9	2	10%
10-14	0	0%
15+	1	5%

Which best describes this course for you?

Options	Count	Percentage
Requirement for my major	17	81%
General Education Requirement	2	10%
Other Requirement	1	5%
Elective	0	0%
Elective for my major	1	5%

My desire to take this course was:

Options	Count	Percentage
Much more than most courses	1	5%
More than most courses	5	24%
About the same as most courses	8	38%
Less than most courses	6	29%
Much less than most courses	1	5%

For me, the level of difficulty of the course content was:

Options	Count	Percentage
Much more than most courses	3	14%
More than most courses	6	29%
About the same as most courses	9	43%
Less than most courses	2	10%
Much less than most courses	1	5%

Section 4. Student Information (continued)

Overall, how much do you feel you've learned in this course?

Options	Count	Percentage
Much more than most courses	1	5%
More than most courses	15	71%
About the same as most courses	5	24%
Less than most courses	0	0%
Much less than most courses	0	0%

Section 5. Comments

What was the most positive aspect of the way in which this instructor taught this course?

Comment
He was very enthusiastic. I liked how he handed out packets and did the problems with us in class. I found his method of teaching to be very helpful to me.
I really thought the way you gave us packets and went over them with us set us up for success
Very uplifting attitude , made coming to class easy
Bobby always had enthusiasm every morning when teaching his class. This made it much easier to learn in the morning when all the students were tired. He's very helpful and wants the students to succeed in his class rather than just have them do the work.
Bobby was an excellent instructor and his positive energy was one of the best aspects of this course. He was so accommodating for me whenever I missed a class and needed to makeup the work or an exam and he always answered my questions in a helpful and concise way. If Bobby could teach every Math course at UConn we would have a lot more math majors!
Robert McDonald excelled in the way he organized his teaching per chapter. It was extremely helpful to have note packets that we filled in during class, and spent more time doing example problems than writing down definitions.
He taught with sincere interest and tried to make the subject matter more palatable.
Bobby was very passionate about what he taught us.
Good lecture plan that prepared students for upcoming exams
clear and efficient instructions shown by example over and over again for repetition
He went fast but helped anyone who was struggling. I liked how he gave us packets to use, other classes didn't do that.
The instructor was fantastic. The way he taught was amazing and he really seems to care about his students. Always prepared.
He was very enthusiastic about the material and was always willing to help.
He always showed interest and knew what he was talking about
Very accessible and organized the content well.
Many examples

What can this instructor do to improve teaching effectiveness in the classroom?

Comment
Maybe slow down sometimes when you're teaching. Sometimes the speed was a little fast for me.
Often times Bobby goes so fast that I don't have time to comprehend the information he's telling me while keeping up with writing down the steps to solve a problem. Also rather than doing many examples out where he already has solved them, he should do a problem out completely and go step by step allowing the students to tell him what to do next.
Literally nothing, he was perfect.
Nothing
Don't rely so heavily on reading proofs from the overhead. Students may benefit from information presented in laymen's terms.
No suggestions.
Sometimes the pace of class is a little difficult to follow
going a little bit slower sometimes for harder material
Maybe advertise his office hours more
Honestly he was the bet teacher ever

Nothing
I feel like the pace of the class was too fast.
Lots of energy for the morning, tough to keep up with all the caffeine
Nothing he was good

Please write any comments you have about the course or course materials.

Comment
I enjoyed being in this class
WebAssign sometimes had questions that were tricky because we hadn't seem variations like that in class so I was easily stumped on one or two problems on every webs assign but the q center was a helpful resource for when I had a question.
N/A
Not sure purchasing the book was necessary -- especially as a digital version was posted on Husky CT. Perhaps just sell the web assign component, separately, at a reduced cost.
Did not use the book. Used an online platform but not the book that we had to purchase.
Piazza was very useful
i didn't use the book but you need the book for the access code
You don't really need the book, but webassign was helpful
Difficult for me. Not enough time to finish exams
none
Book is too hard to look at. I almost never used it

For courses with laboratory and/or discussion sections: were the laboratory/discussion sections helpful to your learning?

Comment
None available
N/A
n/a
Not applicable.
Class was excellent for a math class at 8 am
N/A
None
N/A
N/A

University of Connecticut

Student Evaluation of Teaching
Spring 2018

Individual Report for MATH-1071Q-007-STORR-Calculus for Busi & Economics

Instructor: **Robert McDonald** (SET Primary Instructor)

Response Table

Spring 2018 Student Evaluation of Teaching	
Raters	**Students**
Responded	12
Invited	30
Response Ratio	40%

What is your overall rating of Robert McDonald's teaching?

Question	Course	Department (MATH-Course Level 1000-FEIN)	School (CLAS-Course Level 1000-FEIN)	University (Course Level 1000-FEIN)
	Median	Median	Median	Median
What is your overall rating of the instructor's teaching?	4.0	4.1	4.0	4.1

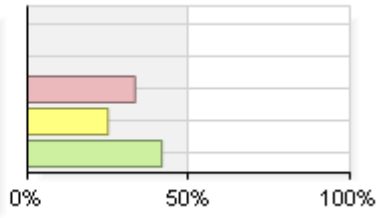
What is your overall rating of the course?

Question	Course	Department (MATH-Course Level 1000-FEIN)	School (CLAS-Course Level 1000-FEIN)	University (Course Level 1000-FEIN)
	Median	Median	Median	Median
What is your overall rating of the course?	3.0	3.6	3.7	3.8

Overall Rating

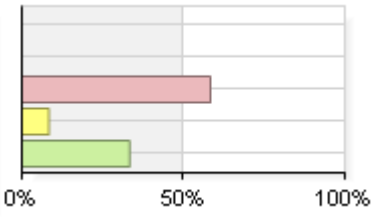
1. What is your overall rating of the instructor's teaching?

1 Poor	0	0%
2 Fair	0	0%
3 Good	4	33%
4 Very Good	3	25%
5 Excellent	5	42%
Total	12	



2. What is your overall rating of the course?

1 Poor	0	0%
2 Fair	0	0%
3 Good	7	58%
4 Very Good	1	8%
5 Excellent	4	33%
Total	12	



Section 1. Summary

Please respond to the following question about instructor Robert McDonald.

Question	Course	Department (MATH-Course Level 1000-FEIN)	School (CLAS-Course Level 1000-FEIN)	University (Course Level 1000-FEIN)
	Median	Median	Median	Median
The instructor presented the course material clearly.	5.0	4.4	4.4	4.4
The instructor was well prepared for class.	5.0	4.7	4.6	4.6
The instructor responded to questions adequately.	5.0	4.5	4.6	4.6
The instructor stimulated interest in the subject.	4.5	4.5	4.6	4.6
The instructor showed interest in helping students learn.	5.0	4.7	4.7	4.7
The instructor gave clear assignments.	5.0	4.7	4.5	4.5
The instructor was accessible to students.	4.5	4.6	4.6	4.6
The instructor gave useful feedback on my performance.	4.5	4.4	4.4	4.4
The instructor returned graded work in a reasonable amount of time.	4.0	4.7	4.5	4.5
The instructor used class time effectively.	5.0	4.7	4.6	4.6
The instructor treated all students with respect.	5.0	4.8	4.8	4.8
The instructor graded fairly.	4.0	4.7	4.6	4.6
The instructor's teaching methods promoted student learning.	5.0	4.4	4.5	4.5

Please respond to the following question about the course.

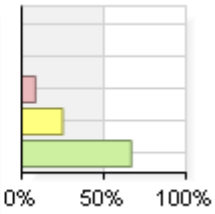
Question	Course	Department (MATH-Course Level 1000-FEIN)	School (CLAS-Course Level 1000-FEIN)	University (Course Level 1000-FEIN)
	Median	Median	Median	Median
The methods of evaluating student learning seemed appropriate.	4.5	4.4	4.3	4.4
The course content was well organized.	5.0	4.5	4.4	4.4
The course objectives were clear.	5.0	4.5	4.4	4.4
The course objectives were met.	5.0	4.4	4.4	4.4
The textbook made a valuable contribution.	4.0	3.6	4.0	4.0
The other course materials made a valuable contribution.	5.0	4.2	4.3	4.3
The pace of the course seemed appropriate.	4.0	4.3	4.3	4.3

Section 2. Questions About the Instructor

Please respond to the following question about instructor Robert McDonald.

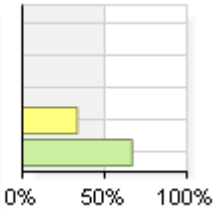
1. The instructor presented the course material clearly.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	1	8%
4 Agree	3	25%
5 Strongly Agree	8	67%
Total	12	



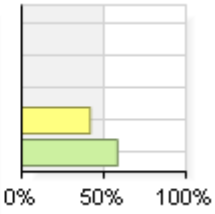
2. The instructor was well prepared for class.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	4	33%
5 Strongly Agree	8	67%
Total	12	



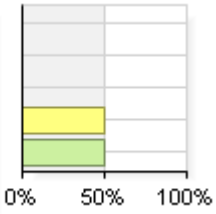
3. The instructor responded to questions adequately.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	5	42%
5 Strongly Agree	7	58%
Total	12	



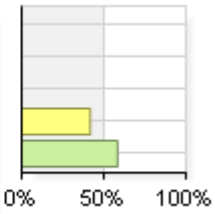
4. The instructor stimulated interest in the subject.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	6	50%
5 Strongly Agree	6	50%
Total	12	



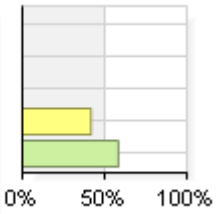
5. The instructor showed interest in helping students learn.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	5	42%
5 Strongly Agree	7	58%
Total	12	



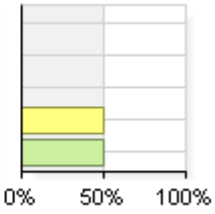
6. The instructor gave clear assignments.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	5	42%
5 Strongly Agree	7	58%
Total	12	



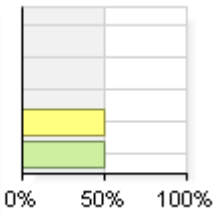
7. The instructor was accessible to students.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	6	50%
5 Strongly Agree	6	50%
Total	12	



8. The instructor gave useful feedback on my performance.

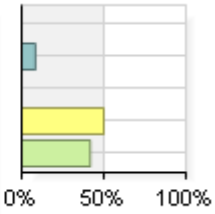
1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	6	50%
5 Strongly Agree	6	50%
Total	12	



Please respond to the following question about instructor Robert McDonald. (continued)

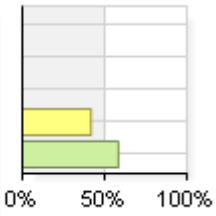
9. The instructor returned graded work in a reasonable amount of time.

1 Strongly Disagree	0	0%
2 Disagree	1	8%
3 Neither Agree nor Disagree	0	0%
4 Agree	6	50%
5 Strongly Agree	5	42%
Total	12	



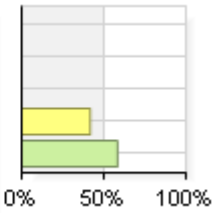
10. The instructor used class time effectively.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	5	42%
5 Strongly Agree	7	58%
Total	12	



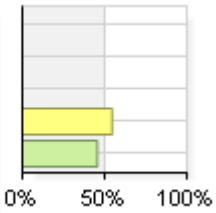
11. The instructor treated all students with respect.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	5	42%
5 Strongly Agree	7	58%
Total	12	



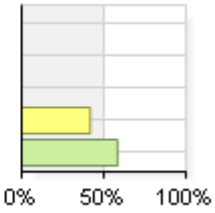
12. The instructor graded fairly.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	6	55%
5 Strongly Agree	5	45%
Total	11	



13. The instructor's teaching methods promoted student learning.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	5	42%
5 Strongly Agree	7	58%
Total	12	

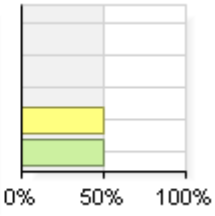


Section 3. Questions About the Course

Please respond to the following question about the course.

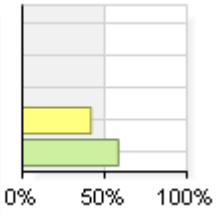
1. The methods of evaluating student learning seemed appropriate.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	6	50%
5 Strongly Agree	6	50%
Total	12	



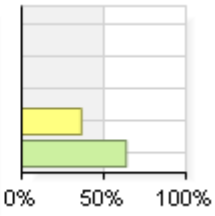
2. The course content was well organized.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	5	42%
5 Strongly Agree	7	58%
Total	12	



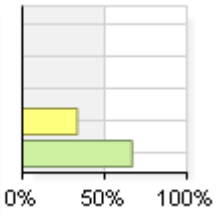
3. The course objectives were clear.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	4	36%
5 Strongly Agree	7	64%
Total	11	



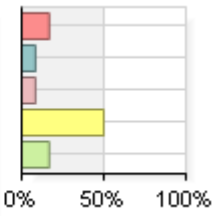
4. The course objectives were met.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	4	33%
5 Strongly Agree	8	67%
Total	12	



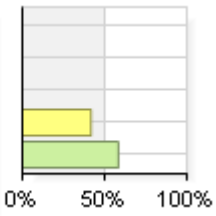
5. The textbook made a valuable contribution.

1 Strongly Disagree	2	17%
2 Disagree	1	8%
3 Neither Agree nor Disagree	1	8%
4 Agree	6	50%
5 Strongly Agree	2	17%
Total	12	



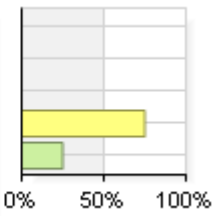
6. The other course materials made a valuable contribution.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	5	42%
5 Strongly Agree	7	58%
Total	12	



7. The pace of the course seemed appropriate.

1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Neither Agree nor Disagree	0	0%
4 Agree	9	75%
5 Strongly Agree	3	25%
Total	12	



Section 4. Student Information

What is your Academic Level?

Options	Count	Percentage
Freshman	4	33%
Sophomore	7	58%
Junior	1	8%
Senior	0	0%
Graduate	0	0%
Other	0	0%

What is your expected grade in this course?

Options	Count	Percentage
A	7	58%
B	4	33%
C	0	0%
D	1	8%
F	0	0%
Pass	0	0%
Fail	0	0%
Other	0	0%

What is your cumulative average (GPA)?

Options	Count	Percentage
3.5 and above	4	33%
3.0-3.4	7	58%
2.5-2.9	0	0%
2.0-2.4	1	8%
< 2.0	0	0%

How many times did you miss this class?

Options	Count	Percentage
0-2	6	50%
3-4	4	33%
5-6	2	17%
> 6	0	0%

Section 4. Student Information (continued)

On average, how many hours a week did you spend outside of class preparing for this course?

Options	Count	Percentage
0	0	0%
1-3	6	50%
4-6	6	50%
7-9	0	0%
10-14	0	0%
15+	0	0%

Which best describes this course for you?

Options	Count	Percentage
Requirement for my major	9	75%
General Education Requirement	1	8%
Other Requirement	2	17%
Elective	0	0%
Elective for my major	0	0%

My desire to take this course was:

Options	Count	Percentage
Much more than most courses	1	8%
More than most courses	4	33%
About the same as most courses	5	42%
Less than most courses	2	17%
Much less than most courses	0	0%

For me, the level of difficulty of the course content was:

Options	Count	Percentage
Much more than most courses	1	8%
More than most courses	7	58%
About the same as most courses	3	25%
Less than most courses	1	8%
Much less than most courses	0	0%

Section 4. Student Information (continued)

Overall, how much do you feel you've learned in this course?

Options	Count	Percentage
Much more than most courses	3	25%
More than most courses	6	50%
About the same as most courses	3	25%
Less than most courses	0	0%
Much less than most courses	0	0%

Section 5. Comments

What was the most positive aspect of the way in which this instructor taught this course?

Comment
Very engaging with the students and showed great interest in teaching.
Doing practice problems was helpful for understanding course material.
Bobby was incredibly enthusiastic about the topic which made class more interesting/not boring
I loved the packets, they were really helpful
Bobby taught the material very clearly throughout the semester. He presented the concepts in a clear and structured way in the packets, then supported them with multiple examples that we went through. All in all, the fact that Bobby used handout packets for us to use for notes helped immensely, and I would support the further use of these packets in future semesters.
Bobby was very active and made classes enjoyable
He was very hands on! Seemed like he really cared about the students knowledge of the material
I loved the notes on worksheets, made it super easy to follow along and pay attention. also writing everything out by hand on the board.
Bobby is very enthusiastic when it comes to teaching the material. He presented it very clearly and answered any questions that may arise beforehand.
The packets were very useful.

What can this instructor do to improve teaching effectiveness in the classroom?

Comment
Weekly quizzes were helpful for the student to know where their understanding of course material was overall.
No Webassign
Sometimes he went way too fast and i was behind when taking notes
There may not be anything that can be done about this due to the pace of the curriculum, but I did think we went through the material very rapidly in class. End of the day, we finished the material in the set amount of time, so like I said, maybe there is nothing to do about that. The clarity of the presentation, despite the speed, helped a lot.
Nothing really, Bobby is doing great just the material is hard.
Nothing I can think of
answer emails
one thing i recommend is slowing down just a little bit, sometimes things seemed too fast. overall was pretty well
N/A

Please write any comments you have about the course or course materials.

Comment
Textbook was unnecessary, but WebAssign code was essential.
The packets given for each class were incredibly helpful, especially when studying for quizzes/tests review packets for tests were very helpful
packets were great
.
I liked getting a hard copy of the notes daily. I do wish filled out notes could be mor accessible

don’t need textbook
loved the handouts for notes.
N/A

For courses with laboratory and/or discussion sections: were the laboratory/discussion sections helpful to your learning?

Comment
N/a
N/A
.
N/A
n/a
N/A