Duke University - Trinity and Pratt Undergraduate Programs
Undergraduate Course Evaluations - Summer I 2022

Course: MATH-230-01: PROBABILITY.MATH-230-01.STA-230-01.

Instructor: Edric Tam *
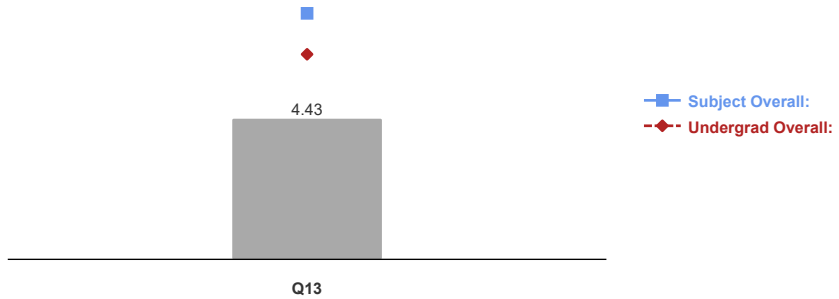
Response Rate: 7/14 (50.00 %)

At A Glance:Course Difficulty

Strongly agree	
Agree	
Neither agree nor disagree	
Disagree	
Strongly disagree	

3.43 — Q12

Subject Overall:
Undergrad Overall:

Q12 - The course was difficult.

At A Glance:Effort

10+	
9	
8	
7	
6	
5	
4	
3	
2	
1	

4.43 — Q13

Subject Overall:
Undergrad Overall:

Q13 - How many hours in a typical week did you spend on this course (outside of class meetings)?

At A Glance:Overall course

Excellent	
Very Good	
Average	
Marginal	
Poor	

4.43 — Q7

Subject Overall:
Undergrad Overall:

Q7 - Considering all components of the course (lectures, discussions, sections/labs, assessments, projects, course environment, etc), overall the course was
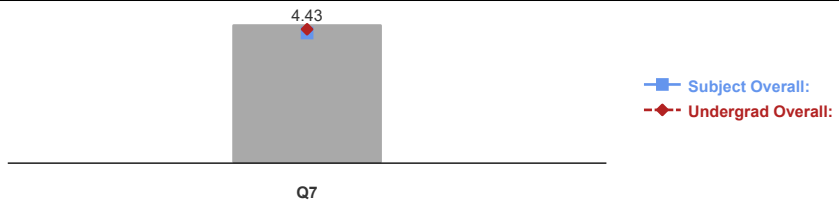
At A Glance:Overall Instructor

Excellent	
Very Good	
Average	
Marginal	
Poor	
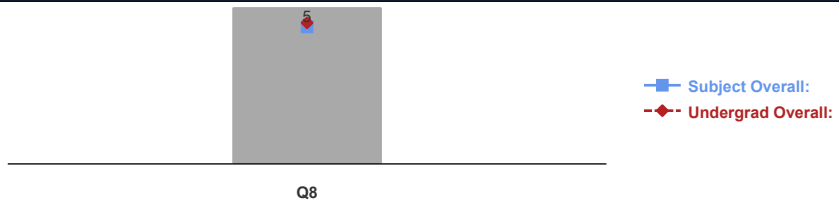
5 — Q8

Subject Overall:
Undergrad Overall:

Q8 - Based on the effectiveness of instruction (clarity, expertise, enthusiasm, rigor, support, inspiration, etc), overall the instructor, Edric Tam, was

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Response Rate: 7/14 (50.00 %)

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1 - Your personal level of engagement with the course was:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very low	(1)	0	0.00%		
Low	(2)	0	0.00%		4.14 / 4.21 / 4.27
Medium	(3)	1	14.29%		
High	(4)	4	57.14%		
Very high	(5)	2	28.57%		

| | | | | | Question | Subject Overall: | Undergrad Overall: | |

Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median
7/14 (50.00%)	4.14	0.69	4.00	53	4.21	0.82	4.00	620	4.27	0.83	4.00

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2 - What knowledge, methods, skills, insights, or ways of thinking did you develop in this course? Please describe three specific things you learned.

Response Rate	6/14 (42.86%)

• I learned about elementary probabilities, such as counting, random variables, and many distributions

• - probability defined by continuous function - joint probability of multiple random variables - ways to interpret probability

• This course was highly engaging and taught me strategies of counting, mathematical approaches to logical problems, and methods of understanding random variables and distributions.

• Basic prob theories including: Counting Distribution etc.

• This course presents an elementary introduction to non-measure-theoretic probability.

• I learned how to approach abstract concepts more deeply and apply them to different applications. I also developed a stronger understanding of calculating and interpreting difficult probabilities. I also learned how to apply multivariable calculus to calculating probabilities. This was something new to me since I have never been exposed to multivariable calculus yet so I enjoyed learning about it.

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3 - Reflecting on the overall learning environment of this class, in what ways did the instructor(s) and the structure or components of the course facilitate your learning? Are there specific course components or methods of instruction you'd keep for future years?

Response Rate	6/14 (42.86%)

• The class is welcome and inclusive. Ed is a great lecturer who explains concepts in a clear way and is very willing to offer help.

• Daily review sessions at the beginning of the lecture are helpful in refreshing previous materials/

• Ed was the best math instructor I have had at Duke. The course was highly engaging due to Ed's intentional structuring of the class to provide time for review and clearly outline the motivation for learning. The homework was interesting (and even fun) but not overwhelming, and Ed listened to students and took time to answer all questions. It was not difficult to approach Ed, it was not intimidating to ask questions, and this class had a very positive learning environment.

• I really appreciate the 5-10 minute review session and the review quiz! Every course at duke should do this

• The quiz setup was very helpful in getting quick, low-stakes feedback on comprehension of course material. Ed is an incredible teacher; in fact, I would say he is probably the best instructor I have had at Duke. He is engaging, funny, and truly understands the value of conceptual understanding of material in the context of the broader field of study. He is intellectually engaged, and very approachable about his (many) outside academic interests and research areas.

• I think the daily quizzes on the prior day material were extremely useful and allowed us to apply the new concepts we learned to example problems. I also liked how the instructor spent 5 minutes in the beginning of class to review the previous day's lecture material so we can have a brief review before the quiz and keep the content fresh in mind.

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4 - What might improve the course? Are there specific course components or methods of instruction you'd change for future years? Did anything in particular impede a positive learning environment?

Response Rate	3/14 (21.43%)

• Due to technical issues, we do not have slides for this class. Many concepts would have been much easier to understand if there were graphs or simulations.

• Nah the course is pretty good as it is

• There is nothing I would change about the course. Everything is great.

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Instructor: Edric Tam *

Response Rate: 7/14 (50.00 %)

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5 - The course was intellectually stimulating. It made me think in new ways, encouraged me to adopt different points of view, or challenged me to develop new skills.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		4.29 4.33 4.38
Disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Agree	(4)	5	71.43%		
Strongly agree	(5)	2	28.57%		

				0 25 50 100	Question	Subject Overall:	Undergrad Overall:	

Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median
7/14 (50.00%)	4.29	0.49	4.00	52	4.33	0.83	4.00	618	4.38	0.79	5.00

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6 - What made this class stimulating or how could it be more intellectually stimulating if it wasn't?

Response Rate	6/14 (42.86%)

• Ed combines what we learned with interesting examples and practice problems

• quizzes are helpful in reviewing key concepts

• This class was particularly stimulating because I could focus more on understanding and fully digesting the course content than on my grades. The quizzes were very helpful to my understanding of class concepts and the predictable structure of lessons helped me focus in class.

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• The variety of example problems cast probability in terms of interesting applications.

• This class stimulating because of the interesting topics and complexity of the material. I think by learning and practicing concepts that are completely new was very interesting and made me think deeply and more critically.

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7 - Considering all components of the course (lectures, discussions, sections/labs, assessments, projects, course environment, etc), overall the course was

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Poor	(1)	0	0.00%		4.43 4.15 4.27
Marginal	(2)	0	0.00%		
Average	(3)	0	0.00%		
Very Good	(4)	4	57.14%		
Excellent	(5)	3	42.86%		

				0 25 50 100	Question	Subject Overall:	Undergrad Overall:	

Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median
7/14 (50.00%)	4.43	0.53	4.00	52	4.15	0.87	4.00	622	4.27	0.85	4.00

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8 - Based on the effectiveness of instruction (clarity, expertise, enthusiasm, rigor, support, inspiration, etc), overall the instructor, Edric Tam, was -

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Poor	(1)	0	0.00%		5.00 4.37 4.50
Marginal	(2)	0	0.00%		
Average	(3)	0	0.00%		
Very Good	(4)	0	0.00%		
Excellent	(5)	7	100.00%		

				0 25 50 100	Question	Subject Overall:	Undergrad Overall:	

Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median
7/14 (50.00%)	5.00	0.00	5.00	51	4.37	1.15	5.00	671	4.50	0.82	5.00

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Response Rate: 7/14 (50.00 %)

9 - Based on the effectiveness of instruction (clarity, expertise, enthusiasm, rigor, support, inspiration, etc), overall the teaching assistant, , was

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Poor	(1)	0	0.00%		
Marginal	(2)	0	0.00%		
Average	(3)	0	0.00%		
Very good	(4)	0	0.00%		
Excellent	(5)	0	0.00%		4.75
N/A	(0)	0	0.00%		

Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median
0/14 (0.00%)	0.00	0.00	0.00	0	0.00	0.00	0.00	10	4.75	0.50	5.00

10 - In what ways did the teaching assistant(s) facilitate your learning and what might have helped even more? Include any constructive comments you'd like to share with here.

Response Rate	0/14 (0%)

11 - What would you like to say about this course to a student who is considering taking it in the future?

Response Rate	2/14 (14.29%)

• It's pretty useful stuff, no matter if ur doing science/math/engineer etc. Definitely should learn it

• This course is super interesting and challenging. I think by putting in effort to do practice problems for difficult concepts will be super useful.

12 - The course was difficult.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	4	57.14%		3.43 3.74 3.36
Agree	(4)	3	42.86%		
Strongly agree	(5)	0	0.00%		

Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median
7/14 (50.00%)	3.43	0.53	3.00	53	3.74	0.74	4.00	620	3.36	1.11	3.00

13 - How many hours in a typical week did you spend on this course (outside of class meetings)?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
1	(1)	0	0.00%		
2	(2)	1	14.29%		
3	(3)	1	14.29%		7.75
4	(4)	2	28.57%		
5	(5)	1	14.29%		6.46
6	(6)	1	14.29%		
7	(7)	1	14.29%		4.43
8	(8)	0	0.00%		
9	(9)	0	0.00%		
10+	(10)	0	0.00%		

Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median
7/14 (50.00%)	4.43	1.72	4.00	53	7.75	2.53	8.00	620	6.46	2.97	7.00