



Winter 2019 Instructor Report With Comments of MATH 412-003: Intro Mod Algebra for Jack Jeffries

Project Title: **Winter 2019 Teaching Evaluation**

Course Audience: **21**

Responses Received: **18**

Response Ratio: **85.7%**

Report Comments

This report is a summary that tabulates all quantitative ratings on a single page. Results from the open-ended questions appear at the end of this report. Ratings are from the Winter 2019 teaching evaluations of MATH 412-003: Intro Mod Algebra.

Prepared by: **Office of the Registrar**

Creation Date: **Monday, May 6, 2019**

Responses to the University-wide questions about the course:

	SA	A	N	D	SD	N/A	Your Median	University-Wide Median	School/College Median
This course advanced my understanding of the subject matter. (Q1631)	15	3	0	0	0	0	4.9	4.5	4.5
My interest in the subject has increased because of this course. (Q1632)	14	3	0	0	0	0	4.9	4.2	4.1
I knew what was expected of me in this course.(Q1633)	13	5	0	0	0	0	4.8	4.5	4.4
Overall, this was an excellent course.(Q1)	13	4	1	0	0	0	4.8	4.2	4.2
I had a strong desire to take this course.(Q4)	11	3	3	1	0	0	4.7	4.0	3.9
As compared with other courses of equal credit, the workload for this course was... (SA=Much Lighter to SD=Much Heavier)	1	2	9	6	0	0	2.8	3.0	2.9

Responses to the University-wide questions about the instructor:

	SA	A	N	D	SD	N/A	Your Median	University-Wide Median	School/College Median
Overall, Jack Jeffries was an excellent teacher.	13	4	1	0	0	0	4.8	4.5	4.5
Jack Jeffries seemed well prepared for class meetings.	13	3	1	0	0	0	4.8	4.8	4.8
Jack Jeffries explained material clearly.	14	2	2	0	0	0	4.9	4.6	4.6
Jack Jeffries treated students with respect.	16	2	0	0	0	0	4.9	4.8	4.8

Responses to additional questions about the course:

	SA	A	N	D	SD	N/A	Your Median	University-Wide Median
The amount of material covered in the course was reasonable. (Q240)	10	8	0	0	0	0	4.6	4.3
Working with other students helped me learn more effectively. (Q256)	10	7	1	0	0	0	4.6	3.9
The textbook made a valuable contribution to the course. (Q340)	7	5	4	1	1	0	4.1	3.6
Graded assignments reflected the material covered. (Q893)	9	9	0	0	0	0	4.5	4.4
The grades in this course were fairly determined. (Q894)	10	8	0	0	0	0	4.6	4.3
Students' difficulty with the material was recognized. (Q895)	8	9	0	1	0	0	4.4	4.1
My expected grade in this course is (SA=A;A=B;N=C;D=D;SD=E)	8	8	1	0	0	1	4.4	4.8

Responses to additional questions about the instructor:

	SA	A	N	D	SD	N/A	Your Median	University-Wide Median
Jack Jeffries handled questions well. (Q200)	13	3	1	0	0	0	4.8	4.5
Jack Jeffries was willing to meet and help students outside class. (Q219)	14	4	0	0	0	0	4.9	4.7
Jack Jeffries used class time well. (Q229)	12	6	0	0	0	0	4.8	4.6
Jack Jeffries was concerned that we learn. (Q509)	12	4	1	0	0	0	4.8	4.5

The medians are calculated from Winter 2019 data. University-wide medians are based on all UM classes in which an item was used. The school/college medians in this report are based on classes that are upper division with enrollment of 16 to 74 in Division of Natural Sciences in the College of LS&A.

Written Comments

Comment on the quality of instruction in this course. (Q900)

Comments
This course was great. IBL style classes are the most engaging math classes.
Jack is sick
I love this class and all the material. I think that Jack does a good job of explaining things in class, but with material this difficult, it is sometimes difficult for him to see how much we struggle to learn in. I think he could do a better job of encouraging students to try things, even if they're going to guess incorrectly, especially in his office hours.
Jack is an excellent instructor. He is energetic and has a good intuition for the difficulties a particular student may be having with a concept. Also, he consistently is able to understand what students mean when they are having difficulty precisely phrasing an idea. It is a pleasure to have class with Jack.
Jack is an amazing professor; I hope that future students get the chance to have him as their algebra professor.
Jack Jeffries and Eloisa Grifo were very helpful and nice. They were attentive with everybody and developed a particularly positive atmosphere and goodwill in class. I was only slightly upset by the webworks. There wasn't enough informations given and when we achieved a problem (failed or succeeded) there wasn't any explanation relative to it. As a result, the webwork were of little help and time-consuming... But apart from this detail, this course was excellent overall !!
Course is incredibly well organized and run.
Both Jack and Eloisa are both amazing professors. Their enthusiasm is infectious and their office hours are excellent. I recommend this course to anyone who asks me about math classes at the university.
The written homework are very helpful albeit time-consuming, as is to be expected.
My only critique is that the webwork often feels kind of out of the blue – I find that I usually learn a better approach to the problems about 3 days after submitting the webwork. Also notation differs on the webwork, for example the use of U_5 to indicate what we would usually call the multiplicative group Z_5^* .
Jack is doing everything right. He never just gives us the answers when we ask questions and forces us to think in a way that furthers our mathematical development.
This is a fantastic course! The IBL format has definitely been helpful, and Jack and Eloisa have definitely invested a lot of efforts in designing the worksheets and the homework to make sure that the students are learning and are having fun doing so. The exams were designed fairly as well. Both Jack and Eloisa have been really supportive and helpful at office hours. My only advice would be to update the webwork because sometimes the questions we get are not in line with what we're learning in class.
Jack is a great professor and the IBL style of the class was perfect for making sure I actually understand the content. ALL math classes should be taught like this and by professors like him.