

SYRACUSE UNIVERSITY

Department: Mathematics

Term: Fall 2019

Form: Mathematics Department Student Rating

Instructor: Hartshaw, Garrett Evan

Class: MAT295 Section M003 (Calculus I)

Responses: 7 Enrollment: 24 Response Rate: 29.2%

	1 Excellent		2 Good		3 Adequate		4 Poor		5 Terrible		This Class Summary Stats			Classes in This Group 295 RECITATIONS Summary Stats		
	N	%	N	%	N	%	N	%	N	%	N	Mean	StD	N	Mean	StD
1. Rate the textbook.	3	42.9%	1	14.3%	3	42.9%	0	0.0%	0	0.0%	7	2.00	1.00	93	2.14	1.05

	1 Always		2 Often		3 Sometimes		4 Rarely		5 Never		This Class Summary Stats			Classes in This Group 295 RECITATIONS Summary Stats		
	N	%	N	%	N	%	N	%	N	%	N	Mean	StD	N	Mean	StD
2. Has the instructor been available for help outside the class?	5	71.4%	1	14.3%	1	14.3%	0	0.0%	0	0.0%	7	1.43	0.79	94	1.69	0.78
3. Did the instructor present the material in a clear and logical manner?	6	85.7%	0	0.0%	1	14.3%	0	0.0%	0	0.0%	7	1.29	0.76	95	1.71	1.01

	1 Excellent		2 Good		3 Adequate		4 Poor		5 Terrible		This Class Summary Stats			Classes in This Group 295 RECITATIONS Summary Stats		
	N	%	N	%	N	%	N	%	N	%	N	Mean	StD	N	Mean	StD
4. Rate the effectiveness of the instructor's oral communication.	3	42.9%	3	42.9%	1	14.3%	0	0.0%	0	0.0%	7	1.71	0.76	95	1.83	1.01
5. Rate the effectiveness of the instructor's written communication.	4	57.1%	0	0.0%	3	42.9%	0	0.0%	0	0.0%	7	1.86	1.07	96	1.75	0.97

	1 Always		2 Often		3 Sometimes		4 Rarely		5 Never		This Class Summary Stats			Classes in This Group 295 RECITATIONS Summary Stats		
	N	%	N	%	N	%	N	%	N	%	N	Mean	StD	N	Mean	StD
6. Were the assignments a worthwhile aid to learning the course material?	4	57.1%	1	14.3%	2	28.6%	0	0.0%	0	0.0%	7	1.71	0.95	95	1.76	0.96
7. Did the instructor encourage questions and give adequate follow-up treatment of assigned problems?	5	71.4%	0	0.0%	2	28.6%	0	0.0%	0	0.0%	7	1.57	0.98	95	1.67	0.88
8. Was the instructor well prepared for class?	6	85.7%	0	0.0%	1	14.3%	0	0.0%	0	0.0%	7	1.29	0.76	95	1.53	0.74
9. Did the instructor convey interest and enthusiasm for the subject?	5	71.4%	0	0.0%	2	28.6%	0	0.0%	0	0.0%	7	1.57	0.98	94	1.62	0.91
10. Were the exams and the grading fair?	6	85.7%	0	0.0%	1	14.3%	0	0.0%	0	0.0%	7	1.29	0.76	95	1.60	0.89

	1 Excellent		2 Good		3 Adequate		4 Poor		5 Terrible		This Class Summary Stats			Classes in This Group 295 RECITATIONS Summary Stats		
	N	%	N	%	N	%	N	%	N	%	N	Mean	StD	N	Mean	StD
11. Overall, how would you rate the instructor?	4	57.1%	1	14.3%	2	28.6%	0	0.0%	0	0.0%	7	1.71	0.95	95	1.71	0.90

	1 A		2 B		3 C		4 D		5 F		N
	N	%	N	%	N	%	N	%	N	%	
12. What grade do you expect to get in this course?	5	71.4%	2	28.6%	0	0.0%	0	0.0%	0	0.0%	7

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Written Comments

- First of all, I really like going over problems that are beyond the scope of the class, but it's important that it's presented as a fun challenge and not something that overwhelms. It might be a good idea to give a bit of an intro to them, walk us through the bare bones of the process, and then let us take a stab at it. Your biggest problem right now seems to be confidence. If you don't seem to respect yourself, why should I? If you're trying to exert authority over students it's important to believe that you are worthy of it first. Part of that is having more energy; I think you get caught up in other people's boredom and forget that you can make it so they're not bored. In that same vein, be careful about reading the energy of a room too often without doing anything to change it. If no one wants to talk, make them! Bring people up to the board and have them talk through problems themselves. Maybe that's taboo for a college professor, but I think it's effective! If you want people to work together, put them in pairs, make them move desks around. You have more power than you think. Not everything is going to work, but recitation seems like a good place to try things out if you want to be a good teacher, which it seems like you do.
- Good at explaining problems and was very helpful.