Tufts UNIVERSITY

School of Arts and Sciences
School of Engineering

# Individual Report for Robert J Lemke-Oliver (Sp18-MATH-0034-03-Calculus II)

Project Title: **Spring 2018 AS&E Course Evaluation**
Enrollment: **74**
Responses Received: **58**
Response Ratio: **78.38%**

Creation date of the Report: **Fri, May 25, 2018**

## Summary of Results

### The Course

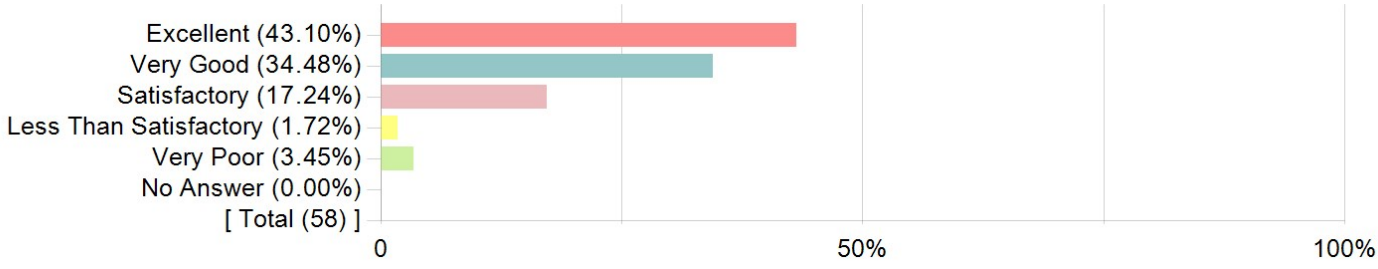
| Question | Course | | Subject (MATH) | |
|---|---|---|---|---|
| | Mean | Standard Deviation | Mean | Standard Deviation |
| 1. How would you rate the success of the course in accomplishing its objectives as stated on the course syllabus? | 4.12 | 0.99 | 4.19 | 0.88 |
| 2. How would you rate the use of class time (lectures, discussions, demonstrations, labs, studio work, etc.) to promote your learning? | 4.31 | 0.92 | 4.12 | 0.98 |
| 3. How would you rate the use of out-of-class activities (reading assignments, homework, papers, projects, studio art practice, etc.) to promote your learning? | 4.10 | 1.10 | 3.91 | 1.06 |
| 4. How would you rate the way the course engaged your interest? | 4.05 | 1.11 | 3.77 | 1.16 |
| 5. Based on your answers above, and any other factors you consider important, please provide an overall evaluation of the course. | 4.10 | 1.09 | 4.01 | 0.98 |
| Overall | 4.14 | 1.04 | 4.00 | - |

### The Instructor

| Question | Course | | Subject (MATH) | |
|---|---|---|---|---|
| | Mean | Standard Deviation | Mean | Standard Deviation |
| 9. How would you rate the instructor’s organization of each class? | 4.45 | 0.84 | 4.24 | 0.93 |
| 10. How would you rate the instructor’s success in explaining concepts and ideas? | 4.36 | 1.00 | 4.14 | 1.02 |
| 11. How would you rate the timeliness of the instructor’s feedback on assignments, exams, and other work? | 4.50 | 0.80 | 4.37 | 0.91 |
| 12. How would you rate the usefulness of the instructor’s feedback on assignments, exams, and other work? | 4.17 | 1.01 | 4.13 | 1.01 |
| 13. How would you rate the instructor’s success in creating and maintaining an inclusive class, respectful of all students? | 4.57 | 0.70 | 4.54 | 0.76 |
| 14. How would you rate the instructor’s communication with you outside of class? | 4.29 | 0.94 | 4.33 | 0.95 |
| 15. Based on your answers above, and any other factors you consider important, please provide an overall evaluation of the instructor. | 4.36 | 0.99 | 4.29 | 0.93 |
| Overall | 4.39 | 0.91 | 4.29 | - |

## Detailed Results of Course Evaluation

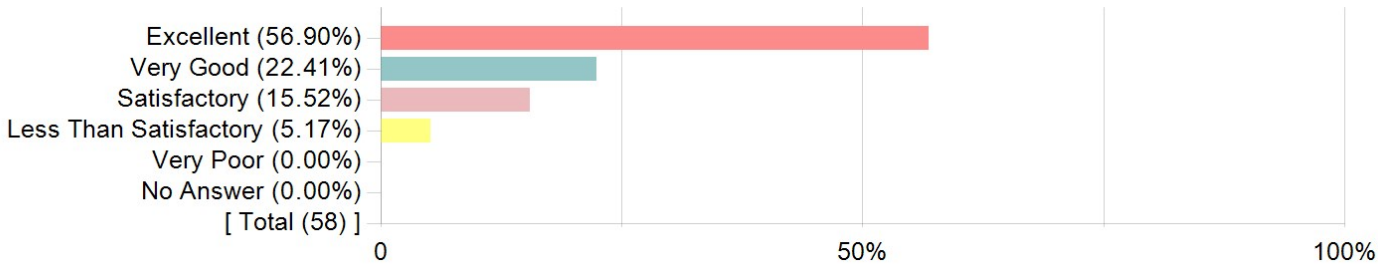
### 1. How would you rate the success of the course in accomplishing its objectives as stated on the course syllabus?




| Options | Score | Count | Percentage |
|---|---|---|---|
| Excellent | 5 | 25 | 43.10% |
| Very Good | 4 | 20 | 34.48% |
| Satisfactory | 3 | 10 | 17.24% |
| Less Than Satisfactory | 2 | 1 | 1.72% |
| Very Poor | 1 | 2 | 3.45% |
| No Answer | NRP | 0 | 0.00% |

| Statistics | Value |
|---|---|
| Mean | 4.12 |
| Standard Deviation | 0.99 |

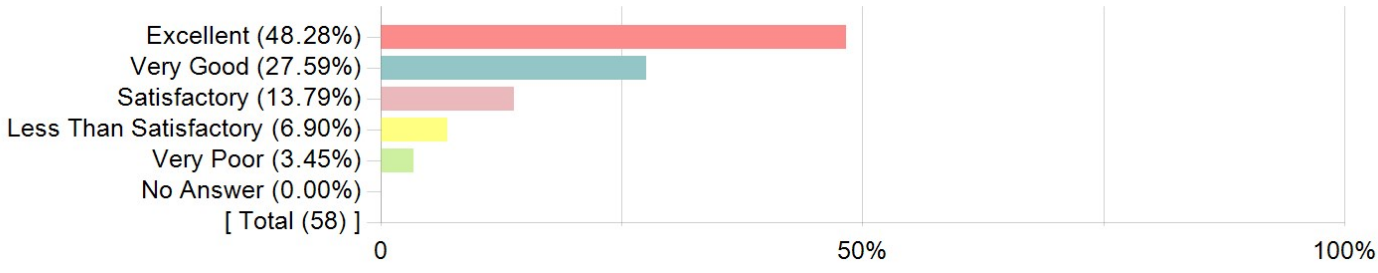
### 2. How would you rate the use of class time (lectures, discussions, demonstrations, labs, studio work, etc.) to promote your learning?




| Options | Score | Count | Percentage |
|---|---|---|---|
| Excellent | 5 | 33 | 56.90% |
| Very Good | 4 | 13 | 22.41% |
| Satisfactory | 3 | 9 | 15.52% |
| Less Than Satisfactory | 2 | 3 | 5.17% |
| Very Poor | 1 | 0 | 0.00% |
| No Answer | NRP | 0 | 0.00% |

| Statistics | Value |
|---|---|
| Mean | 4.31 |
| Standard Deviation | 0.92 |

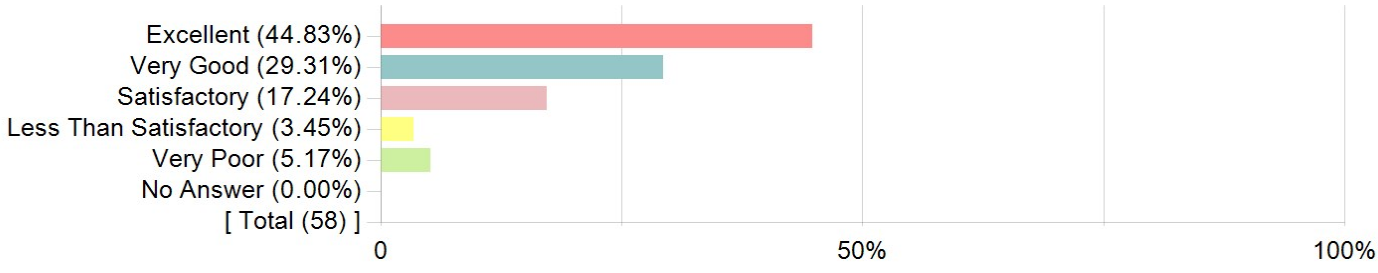
### 3. How would you rate the use of out-of-class activities (reading assignments, homework, papers, projects, studio art practice, etc.) to promote your learning?




| Options | Score | Count | Percentage |
|---|---|---|---|
| Excellent | 5 | 28 | 48.28% |
| Very Good | 4 | 16 | 27.59% |
| Satisfactory | 3 | 8 | 13.79% |
| Less Than Satisfactory | 2 | 4 | 6.90% |
| Very Poor | 1 | 2 | 3.45% |
| No Answer | NRP | 0 | 0.00% |

| Statistics | Value |
|---|---|
| Mean | 4.10 |
| Standard Deviation | 1.10 |

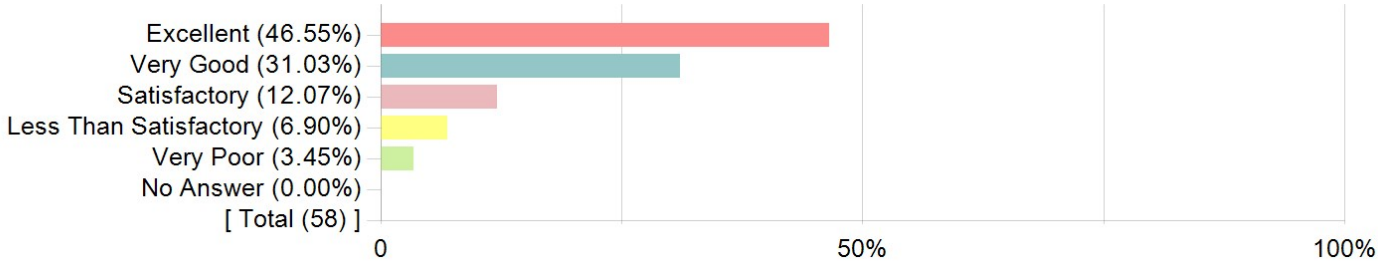
### 4. How would you rate the way the course engaged your interest?




| Options | Score | Count | Percentage |
|---|---|---|---|
| Excellent | 5 | 26 | 44.83% |
| Very Good | 4 | 17 | 29.31% |
| Satisfactory | 3 | 10 | 17.24% |
| Less Than Satisfactory | 2 | 2 | 3.45% |
| Very Poor | 1 | 3 | 5.17% |
| No Answer | NRP | 0 | 0.00% |

| Statistics | Value |
|---|---|
| Mean | 4.05 |
| Standard Deviation | 1.11 |

**5. Based on your answers above, and any other factors you consider important, please provide an overall evaluation of the course.**




| Options | Score | Count | Percentage |
|---|---|---|---|
| Excellent | 5 | 27 | 46.55% |
| Very Good | 4 | 18 | 31.03% |
| Satisfactory | 3 | 7 | 12.07% |
| Less Than Satisfactory | 2 | 4 | 6.90% |
| Very Poor | 1 | 2 | 3.45% |
| No Answer | NRP | 0 | 0.00% |

| Statistics | Value |
|---|---|
| Mean | 4.10 |
| Standard Deviation | 1.09 |

**6. In what ways has this course made you think differently or more deeply? Please provide examples.**

| Comments |
| --- |
| Honestly Calc 2 isn't the most interesting subject. Although it doesn't help when your professor teaches you a ton of things and then you fail the midterm and the next day he apologizes because he "wasn't teaching in the same style the exam was written" |
| It was just a very nice course to take for me. Actually looked forward to each lecture and homework. I understand that most people don't like the subject just because it's "math", but I think everyone would have liked it if they could only look past the tedious exterior into the actual concepts, which are so fundamental. I truly appreciated that I was learning to handle more and more complicated problems. |
| Interesting mathematical explorations |
| The teacher explained why the ideas were important and showed passion which made me think more about the use of the concepts. |
| I really enjoyed the second half of the class. Series and sequences felt very abstract and less engaging. |
| This course made me appreciate math's applicability to the real world and, and its own inherent beauty. |
| learnt about new. concepts applied to the real world |
| Robert's engaging teaching style has helped me approach mathematics in a completely different way. He encourages us to think more conceptually and abstractly about concepts in math. |
| Thinking about how different structures can represent different things like series and functions stretched my mind. |
| It did a great job in explaining the beauty and the concepts behind the math, as opposed to just the math itself. A good example was the explanation of an equation that had "the 5 most important numbers in math" (i, e, 0, 1, and pi) as a way to contextualize imaginary numbers. It was really effective in creating engagement. |
| The course has made me more interested in math classes in general. I love Professor lemke oliver. |
| Prof Lemke Oliver has made me learn to enjoy math. He teaches concepts in a way that you understand even if you are not amazing at math. |
| I'm not certain it has. Its calculus. |
| how calculus can be applied |
| Robert has successfully helped me understand why calculus matters. Every class he makes sure we understand the purpose behind formulas and their real world applications. |
| This course made me consider minoring in math! |
| –– |
| Helped gain a different way of approaching problems. |
| It's made me think more deeply about the concepts of math that I'm interested about |
| The professor constantly related course topics to real life to show the relevance which helped keep me engaged. |
| I get how math can relate to the world |
| cultivated mathematical thinking |
| This course made me think more conceptually about calculus, which was something I had not done too much before. |
| I love math, and this course frankly made me not want to. See comments in question 8. |
| Applications of certain calculus concepts (integrals, areas between curves) |
| Relevance of material |

### 7. What aspects of this course worked best to facilitate your learning?

| Comments |
| --- |
| Homeowrk |
| Prof. Lemke Oliver was really helpful in lectures. The homework assignments were helpful for the most part, but I could (therefore everyone could) kind of fake the homework answers by looking at an example and sort of imitating the answers. I know that the math department cannot handle grading the assignments if they were on paper, but the fact that I had to write out my thought process helped me learn a lot. |
| The clear, concise lectures |
| The review session where many problems are drilled helped more than any lecture. |
| I really enjoyed mymathlab as a resource. |
| The lectures were very engaging and helpful—as were office hours. |
| pace of class |
| MyMathlab was very helpful for getting an understanding of concepts. |
| The in class lectures definitely helped facilitate my learning. |
| Professor Lemke Oliver really went out of his way to make sure that everyone understood what we were doing. |
| The quality of the lectures, done very clearly and eloquently. |
| The online homework was fine but the lecture were the most informative. |
| Lectures |
| Significant amounts of time were taken for Q&A before exams and at the start of each lecture which was really helpful to my understanding of the material. |
| We had many review sessions whenever we were building up to a big test. |
| the textbook |
| Lecture. |
| Prof's constant checking in with students during lecture. Engaging lecture style, funny guy! |
| Lectures were wonderful, and reenforcements with MyMathLab were good recaps. |
| The lectures were very well done, though you don't learn anything in MyMathLab. |
| –– |
| Classtime. Going and paying attention with a little aid in reading the textbook once in a while really pays off. Not all classes are like this. |
| The office hours times |
| Examples in class were very helpful, I just wish that Prof Lemke–Oliver would do more of them and allow us time to solve them instead of him guiding every step. |
| The lectures and taking notes were the most effective to my learning. |
| in class lectures |
| – |
| The lectures. |
| Online pearson math lab exercises, surprisingly, was a very effective way of doing homework that facilitated understanding. |
| Knew what to expect for homeworks, exams, etc. |
| In class examples |
| Great teacher |
| N/a |

### 8. What suggestions do you have for improving this course?

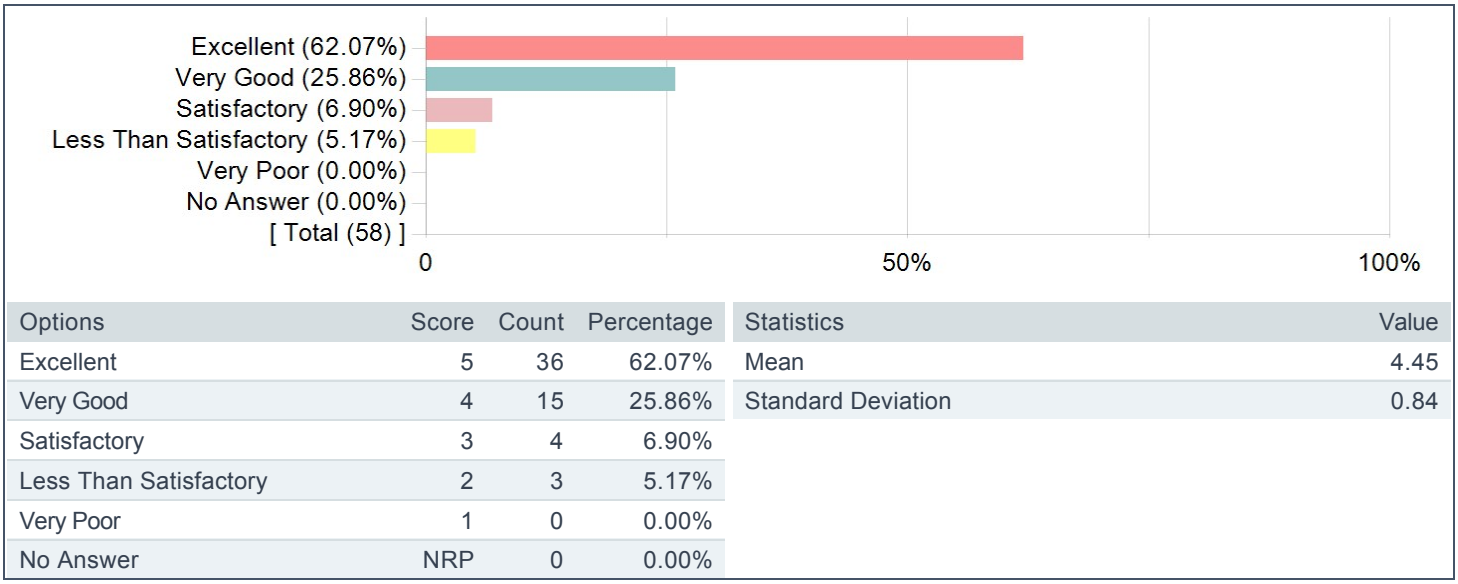
| Comments |
| --- |
| Get a better professor and TA and have it be more standardized across all classes or have separate exams. You can’t have non standardized classes and then all the kids take the same test |
| Maybe stop relying on MathLab and grade people on what they're learning instead of their ability to put in enough wrong answers until they get it right? |
| N/A |

| Comments |
| --- |
| The concepts need to be drilled and explained more. Only the basics are taught and then on the exams the questions go beyond using the basics taught in class so students don't know what to do. There are no resources provided to us to take the basics learned in class and apply them to higher level thinking in a way that is required by the class. |
| Have written homework in the recitation germain to the course materials. |
| none |
| Honestly, I found MyMathLab to be quite a poor tool for teaching math. The problems assigned are often convoluted and require a frustrating degree of accuracy. I understand that they simplify the grading process but I would sometimes feel helpless when there was a specific type of problem that I didn't understand. I would strongly recommend assigning homework assignments from the textbook. The textbook thoroughly explains many concepts and the sample problems are overall more similar to the ones on the test. |
| More class notes would have been really helpful. |
| Receiving an email notification or Trunk message whenever an online homework was posted; it is easy to forget to do an online homework because we are not notified of them !! |
| A better grasp on what is wanted for written homeworks would add some consistency. They changed format a few times and it was honestly disorienting. |
| Less online homework because it is inconsistent and time consuming when I feel we can get practice through longer written homework. |
| Recitation TA was not the best |
| I think it's about as good as calculus 2 is going to get. |
| N/A |
| none. Actually the only complaint is his handwriting, which isn't even that bad. |
| More review material before exams, such as exams from previous years, with solutions. |
| No online homework, you learn math by doing problems out on paper |
| –– |
| Making recitation TAs more accesible. Making it so that you can attend more than one recitation |
| More in–class examples with the opportunity to solve them individually. Additionally, more practice problems that are like the problems we'll see on exams would be very helpful. MML problems don't seem to get to the level we're asked about on exams.<br><br>Recitations would be more helpful if the TA prepared more.<br><br>Piazza was super confusing with 3 different professors teaching the course. I wish that either we had separate piazza pages for each class or that the professors all streamlined their teaching material. Based on piazza posts from students in other classes it seems like all three of these classes have VERY different teaching and learning environments and schedules. Why not just make all of the classes separate? |
| The joint midterm wasn't the most beneficial, since the material on it was more material taught in other calc 2 courses rather than being focused on what I specifically was taught in my calc 2 class. |
| Calc 2 this semester was a mess. The professors didn't seem to know what was going on in each others sections, which led to some confusion during midterms. The fact that the final is worth either 45% or 55% is very conducive to learning, as it just encourages people to slack off until the final or be stressed out by it. This syllabus should be revisited and changed. Asking students to pay over $100 just to be able to complete homework should not be tolerated. Mymathlab has its pros, but there are a lot of cons, including its rigid answer checking system, which sometimes marks correct answers wrong. Mymathlab is a waste of time, and with around 240 students each spending over $100, its not the best decision financially for students. I'm sure you can pay some graduate student much less for them to grade homework. Lots of laziness from the instructors. Prof. Faubion's decision to not release any answers to the midterm study guide is honestly a stupid decision and does not accomplish anything other than making our life hard. It is much easier for him and all of the students to check if they are doing things right. Again, the instructors this semester were very lazy and lax about this class.<br>We were told to use piazza as a way of asking questions to our professors, but come the end of the term, especially the few days before the finals, the professors are nowhere to be found on piazza or through email. The professors who teach this course need to get it together, and actually be a resource for us throughout the semester instead of doing everything without a purpose. The TA, Rylee Lyman should not be teaching again. Like Prof. Lemke Oliver, she has good intentions but due to a lack of communication between the professor and TA, Rylee constantly tried teaching us topics that we had not covered yet, or ones that would not be covered in calc 2. Overall, I was not at all pleased with the logistical and administrative running of calc 2 this semester. |
| Clarity on topics for combined exams |
| – |
| More helpful recitations, more feedback on written homework, and possibly more review material available more than a few days in |

| Comments |
| --- |
| advance for a test. |
| As someone who does love mathematics, this course stripped the material of math's interesting or worthwhile qualities for the sake of making things "simple." It seemed like the idea was for it to be accessable to people who don't like math, but in my opinion that just made it unengaging and, ironically, more difficult.<br><br>I would assign interesting, conceptual problems rather than handing out procedures to memorize for a test. Could you imagine if an english class, or even a computer science class, was taught in this style of "here is what to think/how to solve this problem, you don't need to care about why or how it works because it won't be on the test"? Math to me is about creativity and problem solving. It's more than a tool for engineers. |
| Joint exams were too difficult. It would be better if each class had their own exam that was more specific to what they were focusing on for the semester. |
| Be on par with the other instructors like material wise |
| Better recitations |
| Be in better communication with the TAs (such as Rylee) |
| Slower pace |

## Detailed Results of Instructor Evaluation

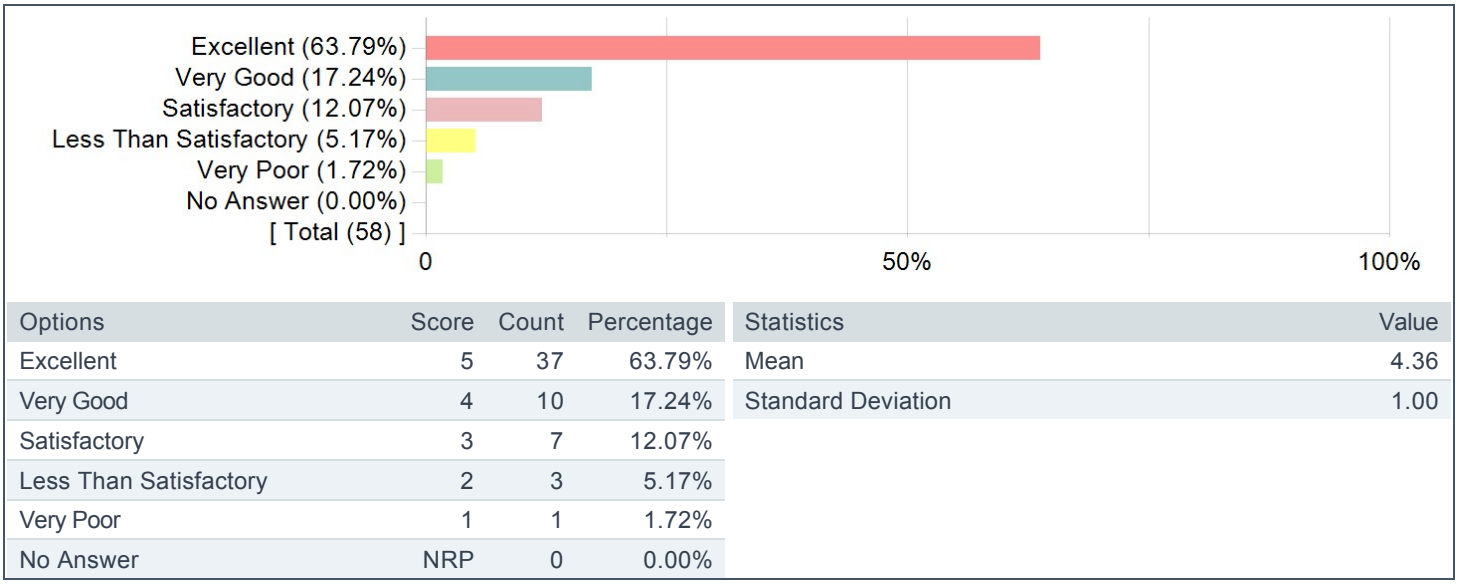
### 9. How would you rate the instructor's organization of each class?




| Options | Score | Count | Percentage |
|---|---|---|---|
| Excellent | 5 | 36 | 62.07% |
| Very Good | 4 | 15 | 25.86% |
| Satisfactory | 3 | 4 | 6.90% |
| Less Than Satisfactory | 2 | 3 | 5.17% |
| Very Poor | 1 | 0 | 0.00% |
| No Answer | NRP | 0 | 0.00% |

| Statistics | Value |
|---|---|
| Mean | 4.45 |
| Standard Deviation | 0.84 |

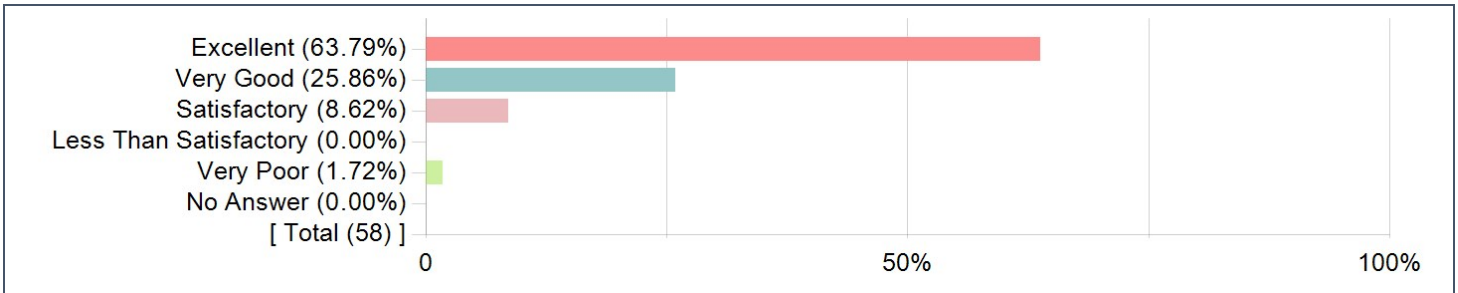
### 10.How would you rate the instructor's success in explaining concepts and ideas?




| Options | Score | Count | Percentage |
|---|---|---|---|
| Excellent | 5 | 37 | 63.79% |
| Very Good | 4 | 10 | 17.24% |
| Satisfactory | 3 | 7 | 12.07% |
| Less Than Satisfactory | 2 | 3 | 5.17% |
| Very Poor | 1 | 1 | 1.72% |
| No Answer | NRP | 0 | 0.00% |

| Statistics | Value |
|---|---|
| Mean | 4.36 |
| Standard Deviation | 1.00 |

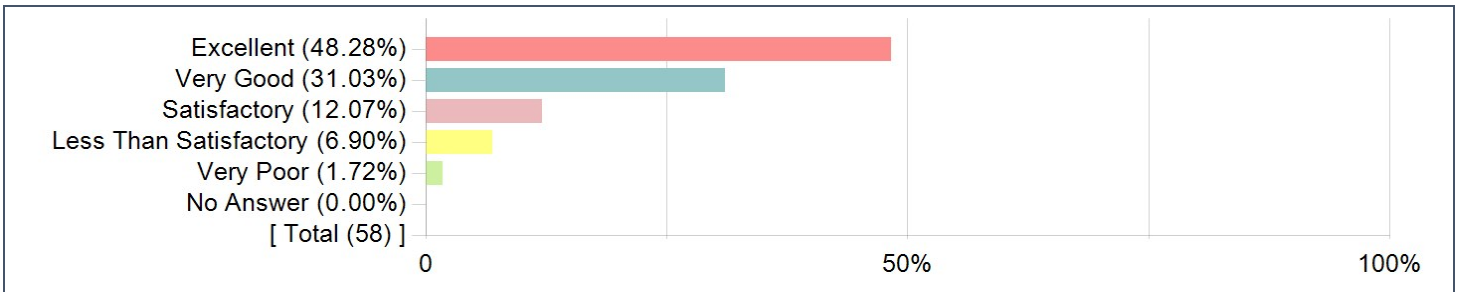
**11. How would you rate the timeliness of the instructor's feedback on assignments, exams, and other work?**




| Options | Score | Count | Percentage |
|---|---|---|---|
| Excellent | 5 | 37 | 63.79% |
| Very Good | 4 | 15 | 25.86% |
| Satisfactory | 3 | 5 | 8.62% |
| Less Than Satisfactory | 2 | 0 | 0.00% |
| Very Poor | 1 | 1 | 1.72% |
| No Answer | NRP | 0 | 0.00% |

| Statistics | Value |
|---|---|
| Mean | 4.50 |
| Standard Deviation | 0.80 |

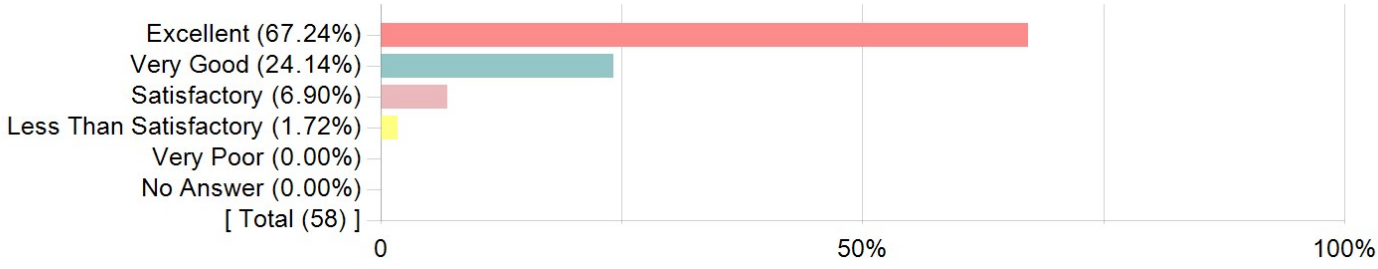
**12. How would you rate the usefulness of the instructor's feedback on assignments, exams, and other work?**




| Options | Score | Count | Percentage |
|---|---|---|---|
| Excellent | 5 | 28 | 48.28% |
| Very Good | 4 | 18 | 31.03% |
| Satisfactory | 3 | 7 | 12.07% |
| Less Than Satisfactory | 2 | 4 | 6.90% |
| Very Poor | 1 | 1 | 1.72% |
| No Answer | NRP | 0 | 0.00% |

| Statistics | Value |
|---|---|
| Mean | 4.17 |
| Standard Deviation | 1.01 |

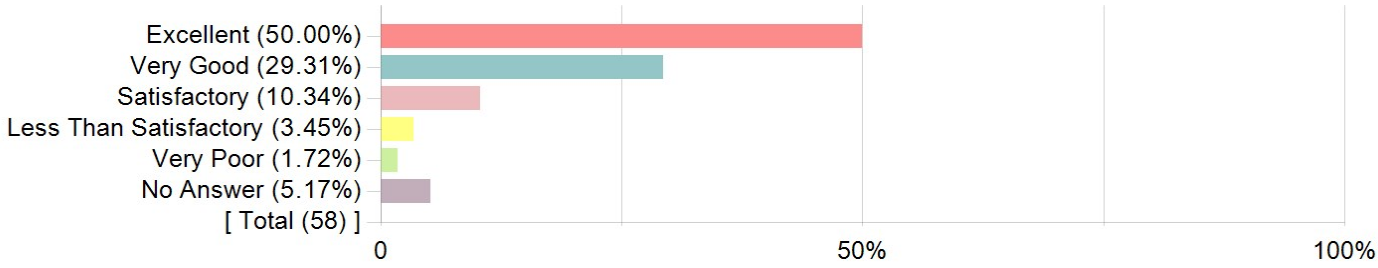
### 13. How would you rate the instructor's success in creating and maintaining an inclusive class, respectful of all students?




| Options | Score | Count | Percentage |
|---|---|---|---|
| Excellent | 5 | 39 | 67.24% |
| Very Good | 4 | 14 | 24.14% |
| Satisfactory | 3 | 4 | 6.90% |
| Less Than Satisfactory | 2 | 1 | 1.72% |
| Very Poor | 1 | 0 | 0.00% |
| No Answer | NRP | 0 | 0.00% |

| Statistics | Value |
|---|---|
| Mean | 4.57 |
| Standard Deviation | 0.70 |

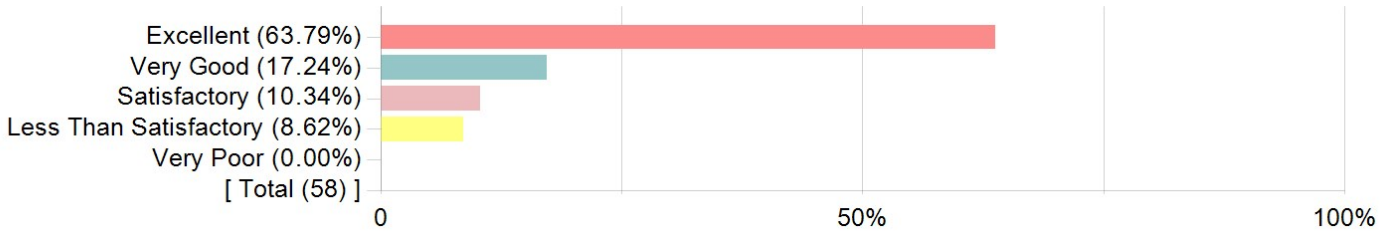
### 14. How would you rate the instructor's communication with you outside of class?




| Options | Score | Count | Percentage |
|---|---|---|---|
| Excellent | 5 | 29 | 50.00% |
| Very Good | 4 | 17 | 29.31% |
| Satisfactory | 3 | 6 | 10.34% |
| Less Than Satisfactory | 2 | 2 | 3.45% |
| Very Poor | 1 | 1 | 1.72% |
| No Answer | NRP | 3 | 5.17% |

| Statistics | Value |
|---|---|
| Mean | 4.29 |
| Standard Deviation | 0.94 |

### 15. Based on your answers above, and any other factors you consider important, please provide an overall evaluation of the instructor.

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| Excellent | 5 | 37 | 63.79% |
| Very Good | 4 | 10 | 17.24% |
| Satisfactory | 3 | 6 | 10.34% |
| Less Than Satisfactory | 2 | 5 | 8.62% |
| Very Poor | 1 | 0 | 0.00% |

| Statistics | Value |
|---|---|
| Mean | 4.36 |
| Standard Deviation | 0.99 |

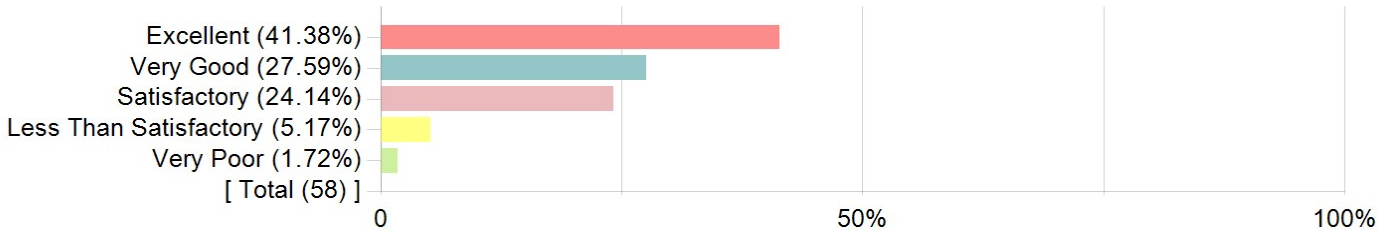
### 16. Please provide any additional comments regarding the instructor.

| Comments |
|---|
| Prof. Lemke Oliver is a great teacher. No doubt about that. He's good at explaining hard concepts and is very reasonable in what he expects from us. I did recognize that some of our classmates seemed really bored and disengaged sometimes, but I honestly don't think it has anything to do with the professor. Calculus is not an easy subject to teach (it's not exactly everyone's favorite, I assume), but he did a very good job and should be proud of himself.<br>PS. Euler's Identity absolutely blew my mind; I don't think my life will ever be the same. |
| The professor does not teach students the concepts we need to learn and know to be successful on exams. He does not provide resources like answer keys to review sheets for students to set themselves up for success. He focuses too much on the application of math before he has even taught the foundation to the calculus concepts, leaving no room for the important ideas on exams to be covered. The teacher tries to address what students don't understand, but forgets that the teacher also needs to dictate what the students need/should/have to learn so although students get their questions answered they still do poorly on exams because they are not set up with the tools need to propel their own success. On the joint midterm the class average was 20% lower than all other calculus classes which I believe is an indicator that this was no longer a matter of the students needing to put effort in to learn on their own– the students are lost in class and lost outside of class. |
| I tried to talk to him about the grading of my midterm immediately after getting it back, and it has yet to be resolved because he keeps forgetting about it. |
| Great teacher!! |
| My favorite teacher at Tufts so far |
| miscommunication with other professors for exams was costly |
| More written feedback and class notes would have been very helpful. |
| Great professor, he really loves math and explains concepts very well. I've had horrible math teachers all my life, and damn it makes a difference having a good math teacher...I can actually do math now! |
| No complaints about Mr. Lemke–Oliver. Knows what he's talking about, every lecture covers what he wants to cover, gives ample time for questions and responds within minutes to emails. Top notch. |
| Prof. Lemke–Oliver was very accommodating to students when setting up times for office hours and made sure he was available as a resource for students who needed help. |
| Robert is overall just a fantastic professor. Keep doing what you're doing. |
| The instructors enthusiasm for the subject made the class more engaging. |
| Made Calc2 actually enjoyable! I would take another class with him if given the opportunity. |
| My favorite professor this term. Clearly very passionate and radiates intelligence. Endlessly helpful and giving, for him time was not an object. |
| –– |
| Lemke–Oliver was a great teacher, probably the best I have had yet at Tufts. Super engaging and really made me actually want to go to class. Definitely a key role in why I was able to do well (I hope, I have not taken final yet) in the class. If you are reading this Professor, thank you! |

| Comments |
| --- |
| The instructor would regularly mention in class how much he loves math and how some things make so much sense to him. The comments were unnecessary and actually pretty isolating. A lot of us are taking the class because we have to, not because we want to, and these comments made me resent the class more because it cemented my feelings of being an imposter who doesn't belong in math classes. |
| Although this class was difficult and I didn't do so well in it, it is not at all the professor's fault. He succeeded in every way as a professor, I just needed to put in extra work with practice problems outside of class if I wanted to truly succeed. |
| Professor Lemke Oliver, although a fantastic and very nice guy, is not the best math instructor. He has trouble explaining simple concepts in class, and is not the best at drawing 3–d images, which would have been helpful for the integration part of this course. I think that there is a problem with the quality of teaching when a 10 minute video on Khan Academy meant for AP does a better job at explaining integration concepts that the Professor did in 50 minutes of class. The homework assigned on mymathlab mostly supported our learning, but sometimes it was completely useless. There was absolutely NOT enough study material for any exam. I understand the professor's motivation to have the class engaged in mathematics, but this is calc 2, and most of the people in the class are taking it because they have to. Trying to engage everyone is futile and not worthwhile, as this time could have been spent clearing up concepts during lecture. |
| Loves what he does. Its awesome |
| Lemke Oliver has deep understanding of the material and a very clear, coherent way of teaching it. |
| Excellent teacher who goes out of his way to help students both in and out of class. I was very impressed that he took the time to learn the names of all 80 people in the class. |
| Great guy, but as I said in my comments above, I really disliked how he approached the material. |
| Thanks for the great term, Professor! |
| Great teacher. I only wich he was more involved in the writing of our midterm exam. It seemed like it was written by another teacher who taught different topics. |
| Try to make your handwriting neater on answer keys. |

## Facilities

### 17. How would you rate the space in which instruction occurred (classrooms, laboratories, etc.)?




| Options | Score | Count | Percentage |
|---|---|---|---|
| Excellent | 5 | 24 | 41.38% |
| Very Good | 4 | 16 | 27.59% |
| Satisfactory | 3 | 14 | 24.14% |
| Less Than Satisfactory | 2 | 3 | 5.17% |
| Very Poor | 1 | 1 | 1.72% |

| Statistics | Value |
|---|---|
| Mean | 4.02 |
| Standard Deviation | 1.02 |