

# Fall 2016 Course Evaluations - Arts and Sciences and Engineering

Fa16-MATH-0034-05-Calculus II

Robert J Lemke-Oliver

Results of survey

Started: December 5, 2016

Ended: December 14, 2016

Reply rate: 89% ( 24 / 27 )

## Fall 2016 Course Evaluations - Arts and Sciences and Engineering

Student Course Evaluations play an important role in the effort to assess and improve teaching at Tufts. Your honest, constructive, and detailed feedback not only is essential for evaluating the courses you are taking now, but also will benefit future students. Responses are confidential, and instructors will gain access to anonymous results only after final grades are posted. Thank you for your participation.

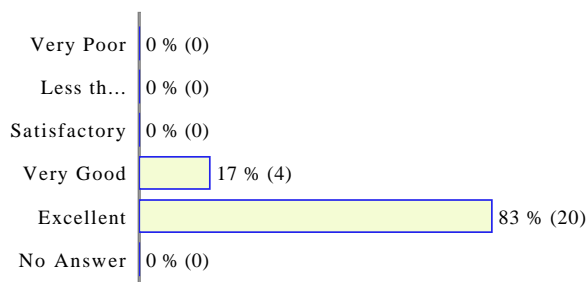
### Course Items:

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### Course Questions

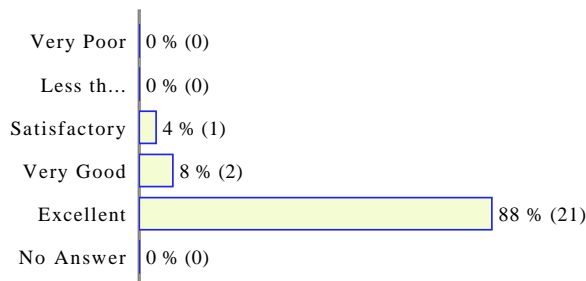
#### 1. How would you rate the success of the course in accomplishing its objectives as stated on the course syllabus?

24 answers, mean = 4.83, std dev = 0.38



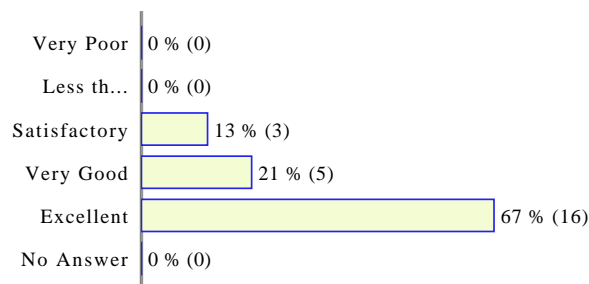
#### 2. How would you rate the use of class time (lectures, discussions, demonstrations, labs, etc.) to promote your learning?

24 answers, mean = 4.83, std dev = 0.48



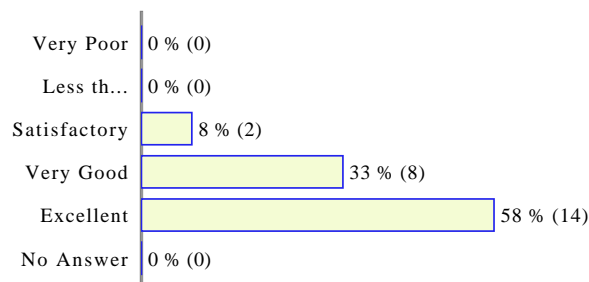
#### 3. How would you rate the use of out-of-class activities (reading assignments, homework, papers, projects, etc.) to promote your learning?

24 answers, mean = 4.54, std dev = 0.72



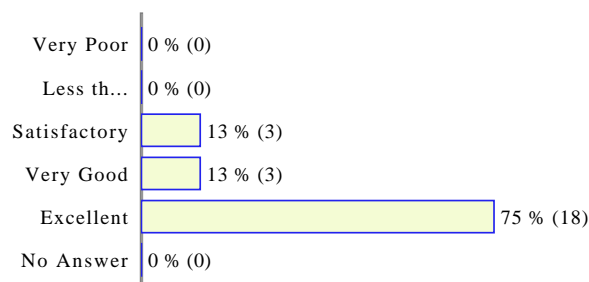
#### 4. How would you rate the way the course engaged your interest?

24 answers, mean = 4.50, std dev = 0.66



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

24 answers, mean = 4.62, std dev = 0.71



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

- How the concepts are used in real life.
- We learned about why the math matters (as mostly engineers) along with the math itself which made the class feel more important.
- This course was just great. The instructor kept up with the syllabus and was engaging the whole time
- I took this class in high school so this was a deeper look at concepts I knew on a surface level. Polar coordinates and some derivative/integration topics are examples.
- I placed out of this class due to AP credits but needed to take it to refresh my memory. It was interesting to see two teaching styles - my high school teacher and my college professor.
- I have a greater appreciation of Calculus, greater than what I had to start. I realized that I like math a lot, and that I am much better at it than I previously thought. For example, we were told the first exam would be difficult so I studied very hard and did very well and thought it was easy.

- Including homework problems that involve the real world, makes it easier to understand the concepts discussed in class.
- Made me realize that higher math starts becoming more abstract and that the basic math concepts have more complicated explanations. For example, how Taylor series can be used to model regular functions.
- We started to look at the different things that go into Calculus.
- I now see a greater connection between various topics in math and how it all connects. For instance, I have learned simple sequences and series in middle school and in high school. With infinite sequences and series, I am able to apply the knowledge acquired in middle school/high school with knowledge regarding limits.
- Best Class
- This course related calculus to the real world. Our professor would explain to us why integrals and complex numbers matter.
- math is not linear there are many different ways to get the same answer.

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

- Lectures because the professor was great at explaining
- I found the lectures very helpful. The professor was excellent at explaining concepts and also explaining why the math matters.
- Homework and the availability of past exams.
- The homework was very relevant to course discussions. This was the most successful way to learn the material and it was very useful.
- N/A
- What worked best was homework problem sets and the instructor going over them in class when we had questions.
- The lectures were very helpful.
- The homework was great practice for understanding the material.
- Clear and concise explanation of concept followed by examples during the lectures. Homework also helped cement the ideas.
- I liked how we have homework to turn into every class because that keeps me learning while I am not in class.
- The exams and homework.
- Homework + lectures.
- The homework helped me understand the math more.

- The professor was very clear in his explanations of concepts and super helpful in creating a basic understanding
- The in class lectures were very informative and provided all tools necessary to do well

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

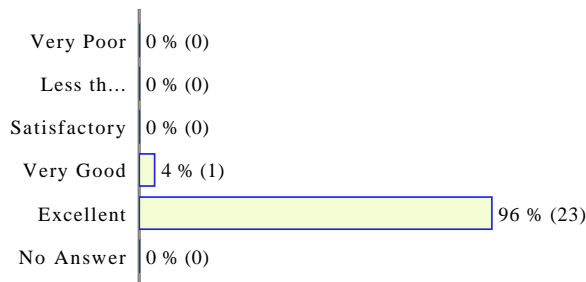
- more review of tough homework questions
- The homework was at times tedious and at other times extremely frustrating. It could be a little more balanced. Also, in the end after spending 2-4 hours per week on homework, the total impact on your grade is 5% which increases an average students grade by a negligible amount. If it is going to be worth so little it should not be part of the grade at all, it really only hurts people.
- The very end of the course seems to be a fast, final push of a few topics that we can not fully understand in the time spent. The topics at the beginning were much slower and we spent more time, which makes sense, but the topics at the end are rushed and we need more time to learn them and go in depth. Polar coordinates and imaginary numbers are difficult so I wish we had more time to do the basic background info before diving in depth.
- Incorporate digital design presentations for topics like polar graphs, volumes rotated about the x or y axes.
- I think it was very well organized and I don't have many ideas in which it could be improved.
- Maybe hold more review sessions before tests.
- I suggest providing outside resources or suggestions because not everybody has the same studying habits and the textbook isn't always the best resource.
- Some more explanation as to how the concepts fit together to make the topics in the lectures appear more continuous. Some more focus on where these math concepts are applied outside the classroom.
- Being more available for office hours since his times do not really work for me.
- None.
- Organize the chairs in the class.
- More student involvement for doing problems during class time.
- A lot of the problems on the exams were much harder than the homeworks, so maybe making them equally hard would help.
- More group work would make the class more engaging.
- nothing system is nearly perfect

Instructor/Evalutee: Robert J Lemke-Oliver

## Instructor Questions

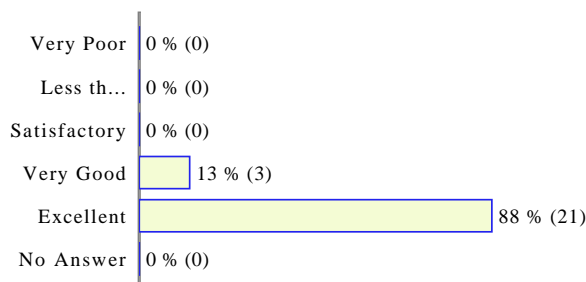
### 9. How would you rate the instructor's organization of each class?

24 answers, mean = 4.96, std dev = 0.20



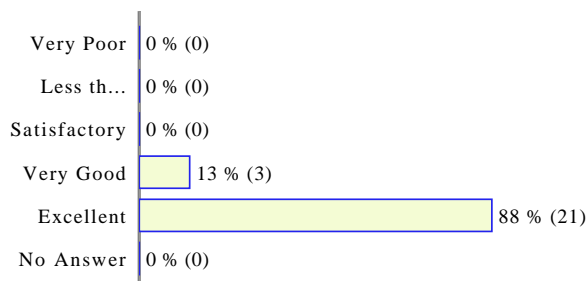
### 10. How would you rate the instructor's success in explaining concepts and ideas?

24 answers, mean = 4.88, std dev = 0.34



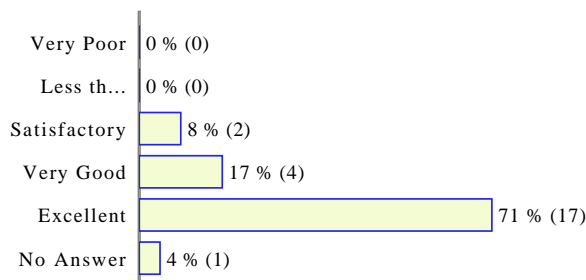
### 11. How would you rate the timeliness of the instructor's feedback on assignments, exams, and other work?

24 answers, mean = 4.88, std dev = 0.34



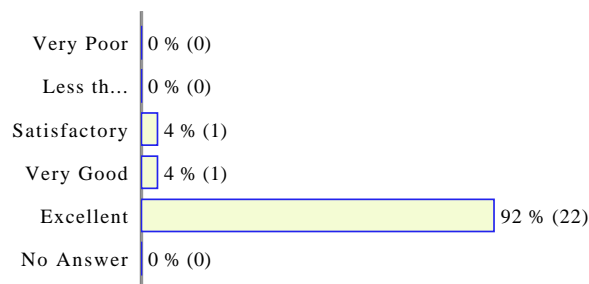
### 12. How would you rate the usefulness of the instructor's feedback on assignments, exams, and other work?

23 answers, mean = 4.65, std dev = 0.65



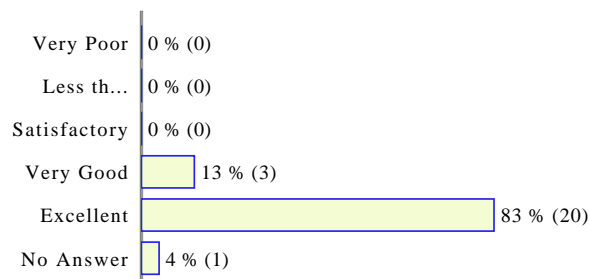
### 13. How would you rate the instructor's success in creating and maintaining an inclusive class, respectful of all students?

24 answers, mean = 4.88, std dev = 0.45



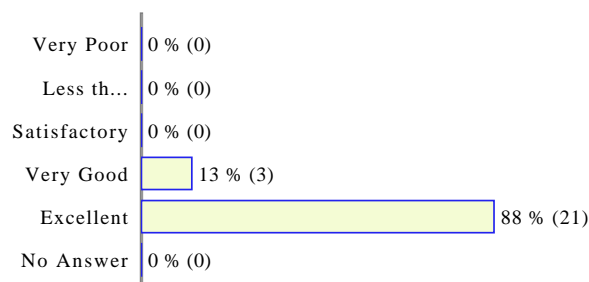
### 14. How would you rate the instructor's communication with you outside of class?

23 answers, mean = 4.87, std dev = 0.34



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

24 answers, mean = 4.88, std dev = 0.34



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

- Excellent lecturer. Great at teaching and very engaging and personable. I hope to take more classes with him
- I wasn't super excited about the instructor until we had terrible subs. He is a great explainer and is very accommodating to students who cannot visit him during regular office hours.
- Probably the best math lecturer I have ever had. Very nice and funny guy. Made math fun and interesting, and REALLY helped me learn the topics. Best calc class I have ever taken.
- His greeting to us every morning was always the same. Once the clock read 10:30, he would say: "Alright. It appears to be time to get started. So how is everyone doing today?" When writing on the chalkboard, he never really expressed a clear way of constructing solutions. He showed us his way, but I feel like an explicit instruction on a way to form solutions (ie. Convergence/Divergence tests).
- Professor Lemke-Oliver was great. I had a very good

Calculus teacher in high school so coming in I was afraid I would never have a math professor better than my high school teacher but prof. Lemke Oliver was. I believe he really does have a strong desire to make his students succeed, and after having a few substitute lecturers I realized how great of professor Lemke-Oliver is.

- Awesome attitude!
- Very good at explaining the concepts in class in a way that was easy to understand. The structure of every lecture was well organized. Welcoming during office hours.
- You were an awesome professor and you were great at lecturing and explaining concepts to students individually if they did not understand the material in class.
- Professor Lemke-Oliver is able to make complex mathematical theories and concept quite amusing. His passion for math is clearly expressed in his teaching, making me excited to learn. He also attempts to point out why the content that we are learning is applicable to our life and how it is relevant to us, and why we should care.
- Excellent teacher, very knowledgeable.
- He was great, I was very glad to be in his class this semester.
- Keep Being Awesome