

Teaching Statement

Youngmin Park

1 Teaching Experience

My teaching experience spans four years and three semesters per year. In five of these semesters, I taught as the lecturer for three different classes: differential equations, linear algebra, and discrete math. My teaching style has consistently led to strong teaching evaluations, and I was shortlisted for the Elizabeth Baranger teaching award, which serves to recognize and reward outstanding teaching by graduate students at the University of Pittsburgh.

Year	Term	Type	Class
2017	Summer	Lecture	Differential Equations (14 students)
	Spring	Grading	Differential Equations 1 (25 students, x2)
		Grading	Differential Equations 2 (25 students)
		Grading	Complex Variables and Applications (25 students)
2016	Fall	Recitation	Comput. Neurosci. (21 students)
		Recitation	Business Calculus (20–24 students each, x3)
		Lecture	Differential Equations (23 students)
		Recitation	Calculus 3 (28 students)
	Spring	Grading	Ordinary Differential Equations 1 (25 students, x2)
2015	Fall	Recitation	Calculus 1 (25 students)
		Recitation	Calculus 2 (25 students)
		Grading	Ordinary Differential Equations 1 (25 students)
	Summer	Lecture	Matrices and Linear Algebra (27 students)
	Spring	Lecture	Discrete Math. Structures (33 students)
		Grading	Matrices and Linear Algebra (25 students, x2)
2014	Fall	Recitation	Calculus 1 (25 students each, x3)
	Summer	Lecture	Differential Equations (9 students)
2013	Fall	Recitation	Business Calculus (23 students)
		Grading	Differential Equations (25 students, x2)

As the lecturer, I independently designed each course and prepared all materials including lectures, quizzes, tests, and homework assignments. In addition to grading, my teaching duties included meeting students during office hours, making additional appointments as needed. Each semester the class varied in size, ranging from 9 students to as many as 33.

Another substantial part of my teaching portfolio includes serving as a teaching assistant and leading recitations, where the main lectures were given by a professor. These recitations were for single- and multi-variable calculus classes. In a typical semester, I led three recitation sections per week, where I spent one hour per section teaching calculus concepts (in coordination with the lecturer), and spent another hour working with students in a computer lab. In the lab, students solved automatically-generated calculus problems (generated using Lon Capa), and I provided appropriate hints as they got stuck.

I also led recitations for a course in computational neuroscience. In these recitations, I answered students' questions, and wrote MATLAB scripts on-the-fly to demonstrate simple concepts behind neural models, such as the numerical integration of ordinary differential equations. I also served as the grader for this course, which consisted of 21 students. All recitations were supplemented by office hours and additional appointments as needed.

2 Teaching Philosophy

My teaching is fundamentally based on the belief that learning and understanding come with practice and context. To this end I provide challenges of varying difficulty in the form of assignments and in-class exercises to maximize exposure to the material.

The first step of familiarizing students with the material is to present and assign sufficient rote problems. These problems are “plug-and-chug” applications of formulas, which I believe to be absolutely crucial. In any other profession, improvement is achieved through practice. Musicians play scales and athletes drill. No matter the field, mastery of the most basic skills provides the foundation for advanced study. Through rote study, my students learn the notation, build a foundational understanding, and familiarize themselves with the language on which I build their knowledge.

The second step is to challenge the students. While rote practice is crucial, it is far from a complete learning paradigm. It is important to push students to see the bigger picture and apply fundamental skills in more challenging contexts. Derivatives are straightforward and are important to know, but they are most useful for solving problems such as related rates. Integral rules are good to know, but they are extremely useful for calculating areas and volumes. To aid in my students’ understanding, I provide many examples of these applications.

To aid in these two steps, I assign students to work in pairs on straightforward problems and encourage discussion. This active discussion leads to a mutually beneficial give-and-take: as the students encounter difficulties, they ask each other questions. They often overcome these difficulties autonomously, teaching each other in their own words. *These are the steps I take to provide students with a wealth of practice.*

Learning mathematics without knowing where it came from or when it is used can be dangerously disengaging. To hedge against disengagement, I briefly cover history and applications where appropriate. In my linear algebra classes, I explain that the determinant – which today is learned as a property of matrices – was known long before matrices existed. It was the ancient Chinese that discovered determinants, and their mathematicians used the determinant to great effect solving systems of linear equations. Matrices as we know them today were formalized many centuries later, and only with great effort spanning many decades. Indeed, we see the payoff of this effort in the fundamental and ubiquitous usage of matrices and arrays in mathematics, science, engineering, and computer science.

In other lectures, I mention the many uses of eigenvalues in biology, physics, and chemistry. In particular, imaginary eigenvalues with a real component that changes from negative to positive (or vice-versa) plays a role in an incredible number of spatio-temporal dynamics, such as the formation of oscillating cortical waves observed during epileptic seizures, and the formation of patterns on animal hide. *These are the steps I take to provide students with a wealth of context.*

Finally, it is critical to note that adjusting my teaching style through experience is a high priority. As good pedagogical practices become known, I implement them where appropriate. Through this experience, I have found that a combination of rote practice, challenging applications, and context are effective teaching tools. However, I hold myself to high teaching standards, and believe that this process will be a long-long journey.

3 Diversity in Teaching

I am a native South Korean who has lived as a minority for most of his life. I grew up with wealth in poverty-stricken countries such as Swaziland and the Philippines, and spent the latter part of my youth in poverty in wealthy nations such as Korea and the United States. My experiences with racism, such as the portrayal of Asian-Americans in popular media, and the experiences with poverty and the struggles of low-income peoples has profoundly influenced my

conduct in social contexts. In all social situations, ranging from casual to professional, I am intensely aware of how my interactions affect (and do not affect) other people. *I am a strong supporter of San Francisco State University's commitment to diversity and inclusion.*

In the professional setting, my conscious efforts at diversity and inclusion primarily occur during teaching. In my four years of teaching, I have had the pleasure of teaching hundreds of students, where classrooms often consist of a large variety of socio-economic and educational backgrounds. My goal, first and foremost, is to maintain that *I will give absolute and equal care to all students.* To this end, I work hard to keep my speech patterns and mannerisms consistent between all students. This conscious effort is of great personal importance in order to avoid the demeaning and demoralizing effect of differing or preferential treatment.

As part of my goal for diversity and inclusion, I always assist students with additional needs. One student required larger font (13 points at least) due to problems with his vision, so for each exam, I created an additional version with an augmented font size. He, as well as many other students, bring notes from a staff psychiatrist confirming their need for additional testing time, and that their tests be administered outside the classroom at a special testing facility on campus. For each student and for each exam, I email this external testing facility the exam with additional details such as the additional time required, and allowed materials such as calculators and notes. In all cases, I allow myself to be available by phone in order to answer questions during the exam.

Racism results in preconceived notions formed by exaggerated circumstances such as those that occur in popular media. Every day I work to understand that each individual I meet is no more than my interactions with them, and that I should form my own opinions based on our mutual experiences. This philosophy naturally transfers to my teaching, where I evaluate a student's needs based directly on my interactions with them, as opposed to what I have experienced with people of a similar socio-economic status. It is a lifelong challenge that I wholeheartedly accept. Some students require more details, while others recognize patterns very quickly, and I am sensitive to the skill-level of the individual. *By adjusting my teaching based on the individual, I become a maximally effective teacher.*

Finally, good teaching requires a deep commitment that extends beyond the classroom. Thus, I never constrain my teaching to office hours, and often answer questions through email and make additional appointments as needed. I make it a point that this feature is available to all of my students, and I stress that I will help them to the best of my abilities regardless of race, gender, background, and disability.



Dear Professor Youngmin Park:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for ANALYTIC GEOMETRY & CALCULUS 1(MATH-0220)-1215.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ($14 \times .50 = 7$). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website (omet.pitt.edu).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

Office of Measurement and Evaluation of Teaching (OMET)

Professor Youngmin Park

ANALYTIC GEOMETRY & CALCULUS 1(MATH-0220)-12152151_UPITT_MATH_0220_SEC1215

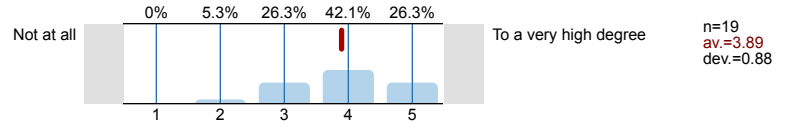
Fall 2014

19 RESPONDENTS = 76% OF NUMBER REGISTERED

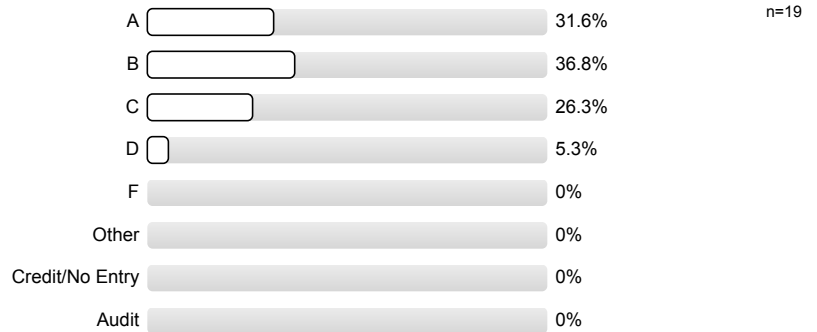


1. SELF RATINGS

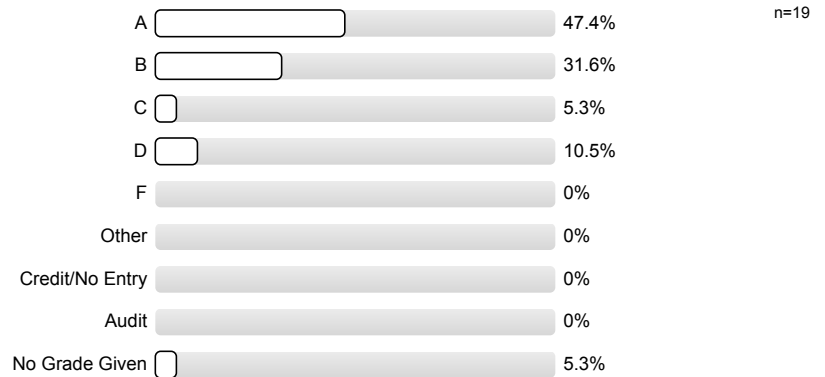
- 1.1) Did the recitations contribute to your learning in this course?



- 1.2) What grade do you expect in the course?



- 1.3) What grade do you expect in this recitation?

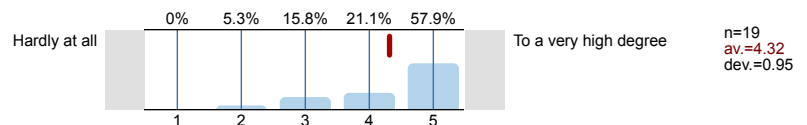


- 1.4) What percent of the recitations did you attend?

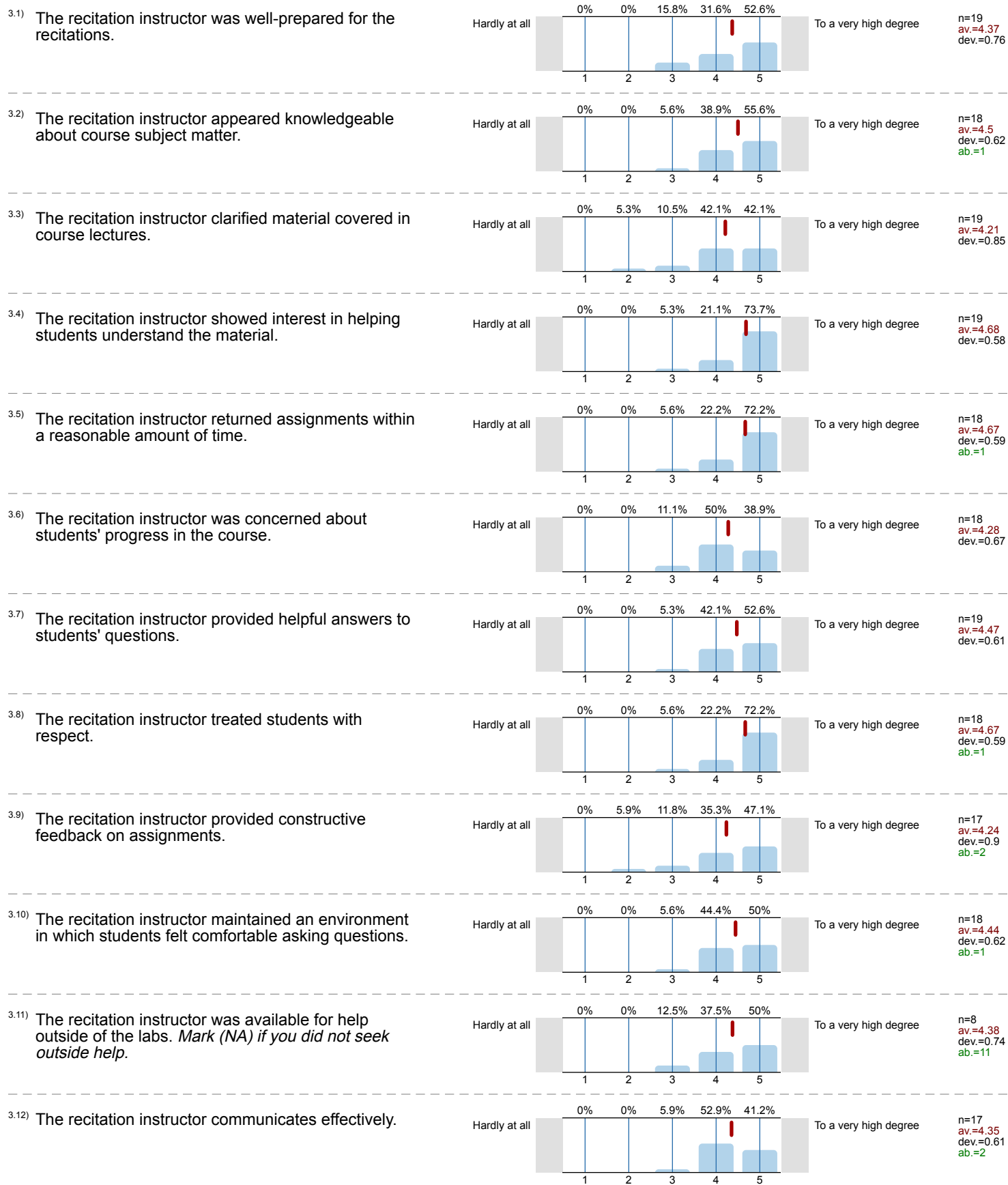


2. COURSE AND RECITATION

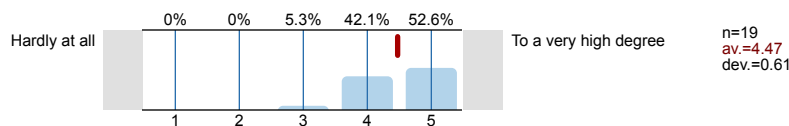
- 2.1) The material covered in recitation is well connected to the lectures.



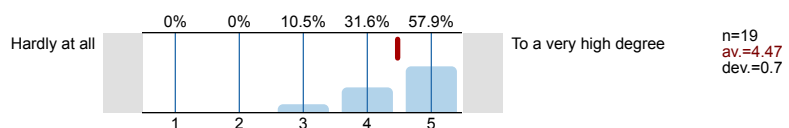
3. RECITATION INSTRUCTOR TEACHING EVALUATION



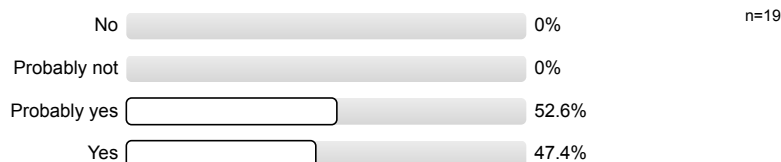
3.13) The recitation instructor comprehends students' communication.



3.14) The recitation instructor led this recitation effectively.



3.15) Would you recommend this recitation instructor to other students who are going to take this course?



4. RECITATION COMMENTS

4.1) Your recitation instructor would like to know if there is something you believe he/she has done especially well in teaching this recitation section.

- A good point of your teaching style is that when a student asks you for help, you respond succinctly and efficiently. Short, sweet, and to the point, your answers don't take a more roundabout approach like some other instructors', and as such you're able to explain how to do a problem with minimal confusion on the student's part.
- Basically everything. Especially giving harder problems/problems with tricks in them that we didn't go over in lecture as example problems in recitation so we could know how to do the harder problems for the test.
- Explaining example problems and explaining answers well when asked questions. Made me understand and clarify a lot of what I was confused about from the class.
- He definitely knows the material and was able to effectively communicate his knowledge to us by asking us what problems we needed help with and showing us the correct ways to do materials that may have been different than what we learned in the actual class.
- He does a great job with addressing students' concerns in regards to homework problems and difficult concepts.
- His own examples of problems helped clear up some concepts discussed.
- I pretty much always felt prepared for the quizzes did a considerable job of going over similar questions that appeared on the quizzes.
- I think he is very good at answering students questions. When I give him a problem to go over, he immediately does that and it helps me a lot.
- The TA does well in answering any and all questions given to him, though there have been times that the students have had to answer when he gets stuck. I love the fact that he posts quiz answers online, as they are very helpful.
- Thoroughly answered all the questions when asked in the recitations and was helpful every time I went.
- You really helped in translating what we couldn't understand from Lam in lecture and your problems done in class were very helpful for the quizzes and the tests.
- You taught Calc 1 better than my lecture professor.
- interacts with the class well
- knowing the material

4.2) Your recitation instructor would also like to know what specific things you believe might be done to improve the teaching of this recitation section.

- I can't think of anything. He did a great job and was very helpful
- I think he should communicate more with the instructor and prepare book questions to go over in recitation.
- It did not happen often, though he just needs to make sure he just finishes the problem completely. Sometimes (not often) he would stop

near the end of the problem and say, "okay, just simplify from here." Well sometimes I did not know how to simplify so it would be nice if he could have finished.

- Nothing I can think of specifically.
- Professor Lam shows us how to solve problems using specific steps designed to make it easier for students to understand Calculus. Professor Park doesn't really use the same steps as Professor Lam when solving problems on the board which makes it very very confusing.
- Some of his teaching styles were different from Lam in the way that the problems were done. Sometimes the teaching was confusing but still highly helpful.
- Sometimes examples that are worked out in class are done with different methods than the instructor and it can confuse the proper technique and how the professor wants the questions answered.
- Sometimes he would approach questions differently than we were taught in lecture or used different notations which was confusing.
- Sometimes not knowing what we were learning in class and therefore teaching ahead of what we knew made the class confusing
- There were a few times when I thought you could have been a little more organized, but it wasn't that big a deal.
- connecting material with the course more. as in going over concepts taught in lecture while going through a problem
- finding solutions the same way the professor does
- talk to the course instructor about material so that both teach the same way and do not confuse students

Profile

Subunit:

A&S-MATH LOWER LEVEL

Name of the instructor:

Professor Youngmin Park,

Name of the course:
(Name of the survey)

ANALYTC GEOMETRY & CALCULUS 1(MATH-0220)-1215

Values used in the profile line: Mean




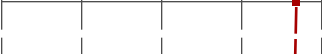










1. SELF RATINGS

1.1) Did the recitations contribute to your learning in this course? Not at all  To a very high degree n=19 av.=3.89 md=4.00 dev.=0.88

2. COURSE AND RECITATION

2.1) The material covered in recitation is well connected to the lectures. Hardly at all  To a very high degree n=19 av.=4.32 md=5.00 dev.=0.95

3. RECITATION INSTRUCTOR TEACHING EVALUATION

3.1) The recitation instructor was well-prepared for the recitations.	Hardly at all		To a very high degree	n=19	av.=4.37	md=5.00	dev.=0.76
3.2) The recitation instructor appeared knowledgeable about course subject matter.	Hardly at all		To a very high degree	n=18	av.=4.50	md=5.00	dev.=0.62
3.3) The recitation instructor clarified material covered in course lectures.	Hardly at all		To a very high degree	n=19	av.=4.21	md=4.00	dev.=0.85
3.4) The recitation instructor showed interest in helping students understand the material.	Hardly at all		To a very high degree	n=19	av.=4.68	md=5.00	dev.=0.58
3.5) The recitation instructor returned assignments within a reasonable amount of time.	Hardly at all		To a very high degree	n=18	av.=4.67	md=5.00	dev.=0.59
3.6) The recitation instructor was concerned about students' progress in the course.	Hardly at all		To a very high degree	n=18	av.=4.28	md=4.00	dev.=0.67
3.7) The recitation instructor provided helpful answers to students' questions.	Hardly at all		To a very high degree	n=19	av.=4.47	md=5.00	dev.=0.61
3.8) The recitation instructor treated students with respect.	Hardly at all		To a very high degree	n=18	av.=4.67	md=5.00	dev.=0.59
3.9) The recitation instructor provided constructive feedback on assignments.	Hardly at all		To a very high degree	n=17	av.=4.24	md=4.00	dev.=0.90
3.10) The recitation instructor maintained an environment in which students felt comfortable asking questions.	Hardly at all		To a very high degree	n=18	av.=4.44	md=4.50	dev.=0.62
3.11) The recitation instructor was available for help outside of the labs. <i>Mark (NA) if you did not seek outside help.</i>	Hardly at all		To a very high degree	n=8	av.=4.38	md=4.50	dev.=0.74
3.12) The recitation instructor communicates effectively.	Hardly at all		To a very high degree	n=17	av.=4.35	md=4.00	dev.=0.61
3.13) The recitation instructor comprehends students' communication.	Hardly at all		To a very high degree	n=19	av.=4.47	md=5.00	dev.=0.61
3.14) The recitation instructor led this recitation effectively.	Hardly at all		To a very high degree	n=19	av.=4.47	md=5.00	dev.=0.70



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Office of Measurement and Evaluation of Teaching (OMET)

Professor Youngmin Park

INTRO TO MATRICES & LINEAR ALG(MATH-0280)-10202157_UPITT_MATH_0280_SEC1020

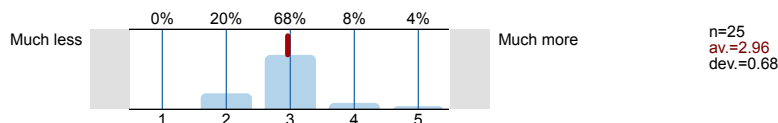
2157_12WK

25 RESPONDENTS = 96.15% OF NUMBER REGISTERED

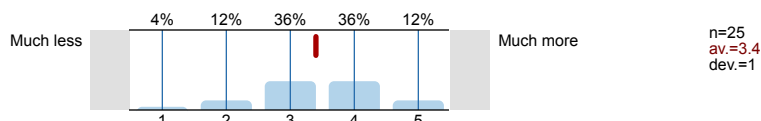


1. SELF RATINGS

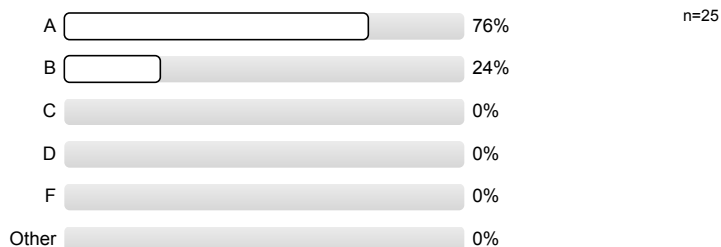
- 1.1) Compared to other courses at the same level, the amount of work I did was:



- 1.2) In this course I have learned:

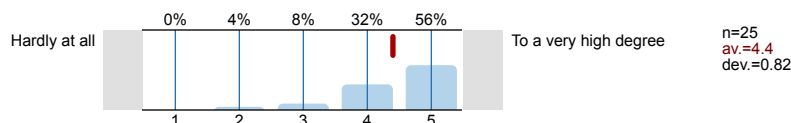


- 1.3) The grade I expect in this course is:

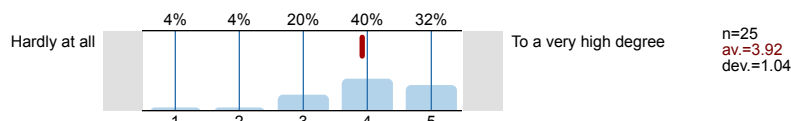


2. TEACHING EVALUATION

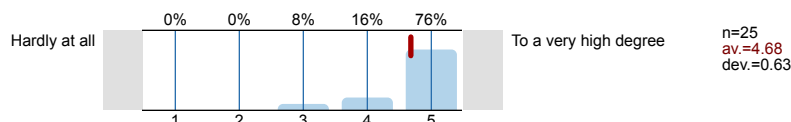
- 2.1) The instructor presented the course in an organized manner.



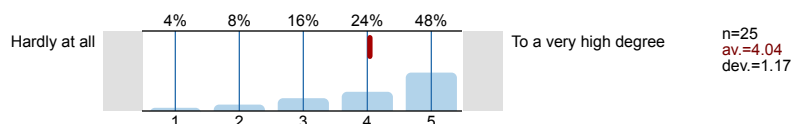
- 2.2) The instructor stimulated my thinking.



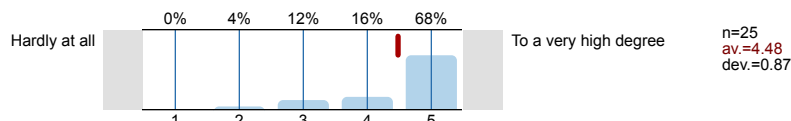
- 2.3) The instructor evaluated my work fairly.



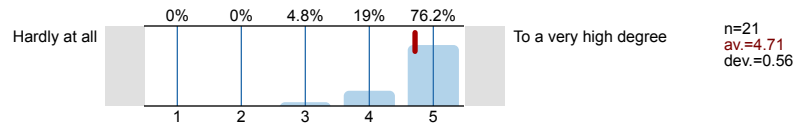
- 2.4) The instructor made good use of examples to clarify concepts.



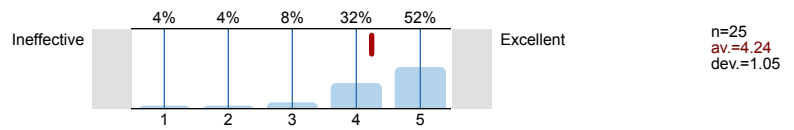
- 2.5) The instructor maintained a good learning environment.



2.6) The instructor was accessible to students. (Do not answer if no basis to judge)



2.7) Express your judgment of the instructor's **overall teaching effectiveness**:



2.8) Would you recommend this course to other students?

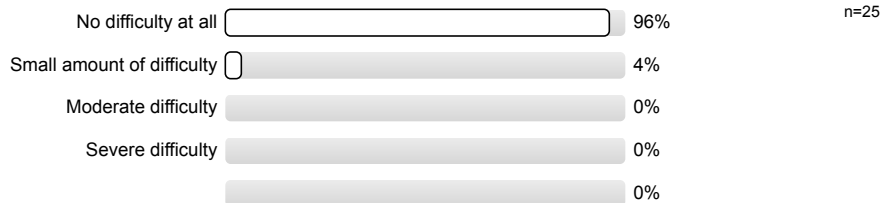


2.9) Would you recommend this instructor to other students?

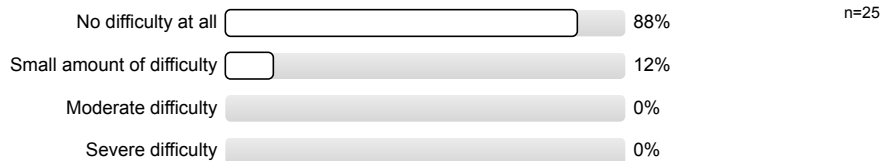


3. MATH TA/TF ADDITIONAL ITEMS

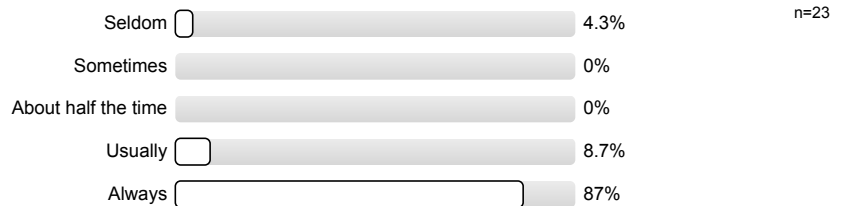
3.1) Did you experience difficulty in comprehending your lecture instructor's spoken language in class?



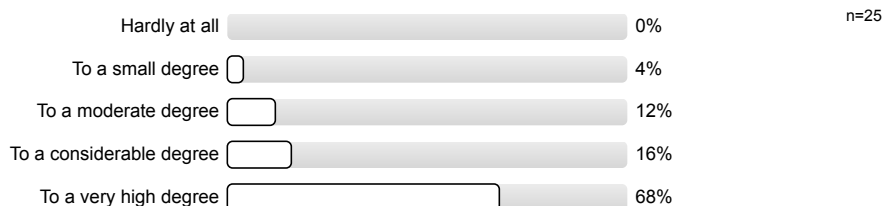
3.2) Did your lecture instructor experience difficulty in comprehending the questions that were asked by students in class?



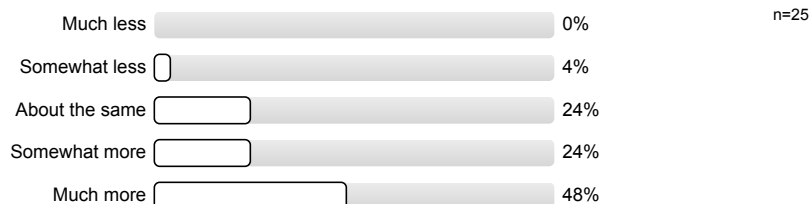
3.3) The lecture instructor's writing on the chalkboard was legible.



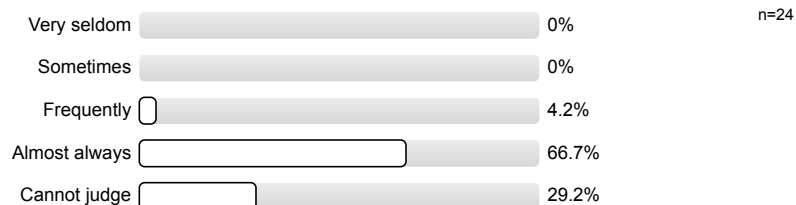
3.4) The lecture instructor's attitude toward the subject was enthusiastic.



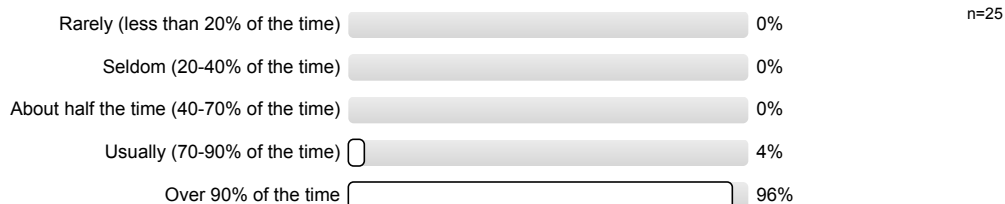
3.5) Compare to most courses I've taken, the lecture instructor treated students with respect.



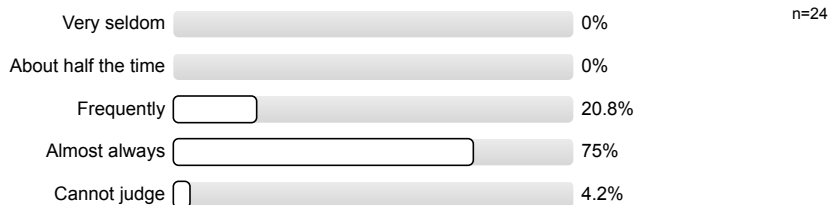
3.6) The lecture instructor was available for help during his/her office hours.



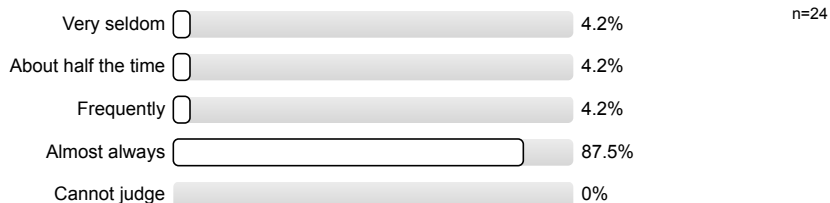
3.7) The lecture instructor arrived for class on time.



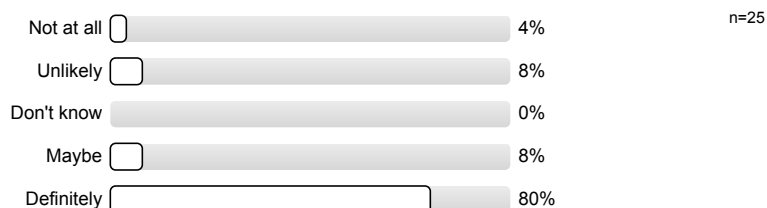
3.8) Lecture instructor provided the opportunity for questions.



3.9) Helpful answers were given to questions raised in class.



3.10) Would you recommend this lecture instructor to a friend taking this course?



4. TEACHING COMMENTS

4.1) What were the instructor's major strengths?

- Approachable, gives students lots of opportunities to do well
- Being good with students
- Definitely a great teacher. Really enjoys what he's doing.
Fair grading, simple and clear organization.
Followed syllabus very well.

Thank you for a great class. I really enjoyed it.
- Good understanding of the course material and able to answer questions
- He graded quickly, very helpful, nice and very understandable.
- He knew the material so well that when we had questions he was able to explain applications to what we were doing.
- He knew the material well
- He was very passionate about the subject, and seemed to care very much that we learned and did well. Exams were very fair and tested knowledge that he was sure to reinforce in the homeworks, and he was a pleasant person with a generally good demeanor.
- Knew the course material well. Was able to answer questions in a helpful and explicit manner.
- Not exactly sure
- Obviously very knowledgeable about the course material, and genuinely enthusiastic about most concepts. Struck a perfect balance between the "cool" professor who could joke around with students and connect with us more as peers than as students, and the respected professor who you wouldn't even think of trying to take advantage of (arguing back points, requesting assignment extensions, etc).
- Organization of notes.
- Organized material well, clear instruction, very approachable
- Presenting the material in an organized way with direct ties to the book used in the course.
- The instructor knew the course material well enough to simplify his teaching of the material to students.
- Very knowledgeable about the material.
Eager to answer questions, and assist students.
Easily accessible.
Prompt grading of assignments and exams.
- Very understanding, displayed interest in the subject AND explained why it's a useful curriculum
- Was receptive to questions and usually answered them well, provided relevant and useful examples. Also sometimes made real-world connections to whatever we were learning, and I thought those were interesting.
- Youngmin was always willing to/eager to make sure the students understood the material. His office hours were consistently helpful for me. He always took time in lectures to answer any questions about the material being presented. The homework was challenging at times, but central to understanding the concepts presented in class. He is a very fair grader.
- Youngmin's strengths were around the theory of linear algebra as well as his ability to proof certain theorems that consistently rise up in Linear Algebra. His best attribute is his ability to help students during office hours
- how to explain the materials to the students in class and in his office hours.

4.2) What were the instructor's major weaknesses?

- Class schedule was changed a few time, but I think that resulted from him not teaching the course much before.
- He ended the class 2 days early
- He writes word for word what is in the book on the board almost as if the class could've been online. I should've not went to class and just struggled through reading the book myself. No out of book examples in his own words were given. This type of teaching is not helpful to me.
- I wasn't a fan of when lectures were covered by Ivan, because he was not as good of a teacher.
- It was hard to understand the course material beyond just how to do the problems. Ivan did a really good job of explaining in a visual way what was going on with each type of problem, how to approach the problems, and what exactly we were solving for
- Maybe made the class a bit too easy (not complaining though) but other people might like to be challenged a bit more.
- N/A (2 Counts)
- None (3 Counts)
- Nothing major, he was pretty great
- Some deviation from the textbook would have been nice, if even just a few new examples.
- Sometimes he would make us jump into problems without giving an example first, and that was a bit frustrating.
- Sometimes more time would be spent on easier examples earlier on in the lecture and harder examples would barely have time to be fully explained, prompting me to have to look them up and learn them on my own.
- Spoke very quickly; keeping up with the lecture was difficult at times.
- Stuck to the book a little too much, but then again that usually works. Don't waste time writing theorems on the board- just give us your spin on it and tell us what it means you can do and can't do.
- Teaching the entire class out of the book, word for word.
- The only weakness, I believe, was not being able to show what was physically happening in a certain concept or theorem.
- i don't believe that there was any major weaknesses
- no weekly quizzes

5. COURSE COMMENTS

5.1) What aspects of this course were most beneficial to you?

- Abstract thinking of linear algebra
- I enjoyed the in class work i think that helped a lot of people understand the information better
- I had to take it, so probably that.
- It replaces a failing grade I earned
- Learning Linear Algebra.
- Learning about real world applications of linear algebra.
- Learning the mathematical subject of linear algebra. Knowing more than 1 method to approach certain problems.
- None
- Office hours and the group exercises in classes.
- Office hours helped reinforce topics I wasn't clear on.
- Stimulated my interest in mathematics again! Every math class I've taken since high school has been taught in an incredibly stale and boring way, usually encouraging memorization and brute force practice for success. This class, either by nature of the course or the way it was taught, never felt like a hassle at all, and even got me curious enough to click around far too many Wikipedia pages on advanced math topics stemming from Linear Algebra that I never would've thought I'd be able to devote any attention to.

- The ability to have homework be a day or two late. Sometimes, if I have a question or another commitment, it allowed me to spend more time actually doing and understanding the problems
 - The lectures, office hours and homework/textbook were all beneficial to understanding the class material.
 - This stuff is probably going to be relevant to me later, so it was useful in that way. Not much else I can think of.
 - Transformations and Eigenvalues/Eigenvectors.
 - Useful for solving large systems of equations
 - Using the book to reteach myself.
 - Working with matrices.
 - how to deal with matrices and their techniques
-

5.2) What suggestions do you have to improve the course?

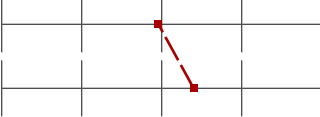

- A bit more discussion of the applications of some of the material.
- For the engineering sections, have sections on concrete applications of the concepts learned. Concepts by themselves are pretty abstract.
- Having some students come to the board and solve problems.
- I don't think I have any suggestions that would markedly improve the course. I learned a lot and enjoyed it.
- I really liked the concept of group practice problems in class because it gives you a chance to learn from your classmates
- Just try to be more individual in your teaching.
- More examples that aren't in the book, that way the student can look in the book for more examples than what was given in class.
- More examples!
- None (4 Counts)
- Nothing else
- Potentially a little more overlap with or reference to MATH0290 Differential Equations. The entire second half of that course is basically advanced applications of Linear Algebra, so the two courses almost blend into one.
- Reduce the amount of equation sheets to use in exams, it's too easy as is.
- Shadow a couple of professors that are well versed in teaching mathematics and get ideas from them that will help your career tremendously.
- To Improve this course i recommend more in class work problems
- Try to spread out time devoted to concepts and examples at the beginning and end of class equally. Other than that, everything else was fine
- n/a

Profile

Subunit: A&S-MATH LOWER LEVEL
 Name of the instructor: Professor Youngmin Park,
 Name of the course: INTRO TO MATRICES & LINEAR ALG(MATH-0280)-1020
 (Name of the survey)

Values used in the profile line: Mean

1. SELF RATINGS

1.1) Compared to other courses at the same level, the amount of work I did was:	Much less		Much more	n=25	av.=2.96 md=3.00 dev.=0.68
1.2) In this course I have learned:	Much less		Much more	n=25	av.=3.40 md=3.00 dev.=1.00

2. TEACHING EVALUATION

2.1) The instructor presented the course in an organized manner.	Hardly at all		To a very high degree	n=25	av.=4.40 md=5.00 dev.=0.82
2.2) The instructor stimulated my thinking.	Hardly at all		To a very high degree	n=25	av.=3.92 md=4.00 dev.=1.04
2.3) The instructor evaluated my work fairly.	Hardly at all		To a very high degree	n=25	av.=4.68 md=5.00 dev.=0.63
2.4) The instructor made good use of examples to clarify concepts.	Hardly at all		To a very high degree	n=25	av.=4.04 md=4.00 dev.=1.17
2.5) The instructor maintained a good learning environment.	Hardly at all		To a very high degree	n=25	av.=4.48 md=5.00 dev.=0.87
2.6) The instructor was accessible to students. (Do not answer if no basis to judge)	Hardly at all		To a very high degree	n=21	av.=4.71 md=5.00 dev.=0.56
2.7) Express your judgment of the instructor's overall teaching effectiveness:	Ineffective		Excellent	n=25	av.=4.24 md=5.00 dev.=1.05



Summer 2017 - Teaching Survey Report for Youngmin Park

MATH 0290 - DIFFERENTIAL EQUATIONS - 1040 - Lecture

2177 - Teaching Survey Summer 2

Total Enrollment 14

Responses Received 4

Response Rate 28.57%

Subject Details

Name	MATH 0290 - DIFFERENTIAL EQUATIONS - 1040 - Lecture
DEPARTMENT_CD	MATH
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
CLASS_NBR	16661
COURSE_NUMBER	290
SECTION_NUMBER	1040
TERM_NUMBER	2177
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
ENROLLED_STUDENTS	14
First Name	Youngmin
Last Name	Park
RANK_DESCR	Teaching Fellow
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Tue, Aug 22, 2017

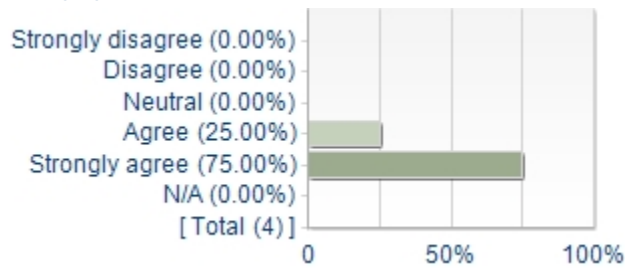
Arts and Sciences Questions

Summary: 5-point scale - Strongly Disagree to Strongly Agree

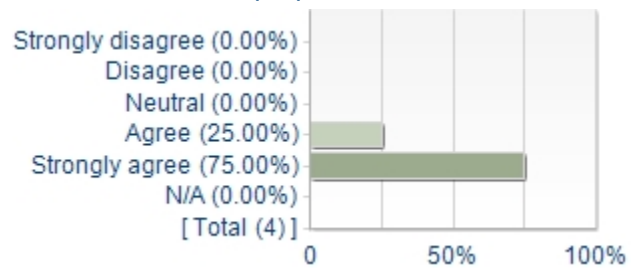
Question	Results		
	Mean	Response Count	Standard Deviation
The instructor created an atmosphere that kept me engaged in course content.	4.75	4	0.50
The instructor was prepared for class.	4.75	4	0.50
The instructor treated students with respect.	5.00	4	0.00
The instructor was available to me (in-person, electronically, or both).	5.00	4	0.00
The instructor evaluated my work fairly.	5.00	4	0.00
The instructor provided feedback that was helpful to me.	4.75	4	0.50
I learned a lot from this course. If there is no basis to judge or not applicable, answer N/A.	4.75	4	0.50
Overall	4.86	-	0.36

Detailed Responses

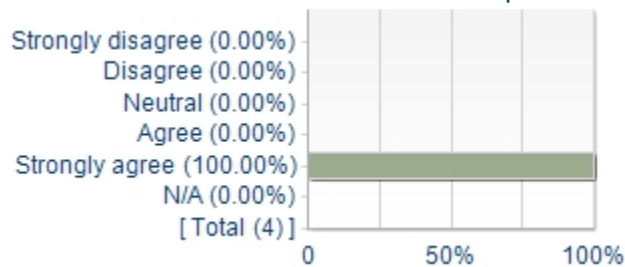
1. The instructor created an atmosphere that kept me engaged in course content.



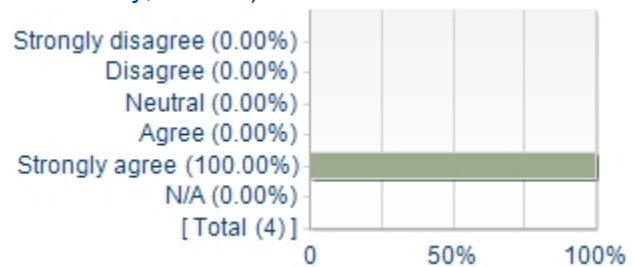
2. The instructor was prepared for class.



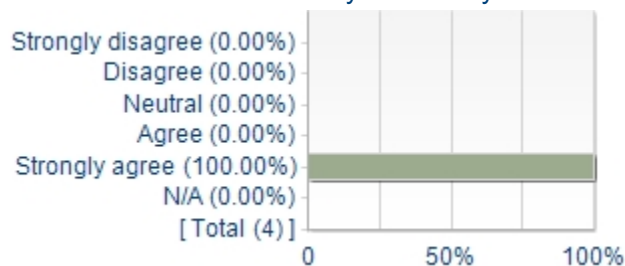
3. The instructor treated students with respect.



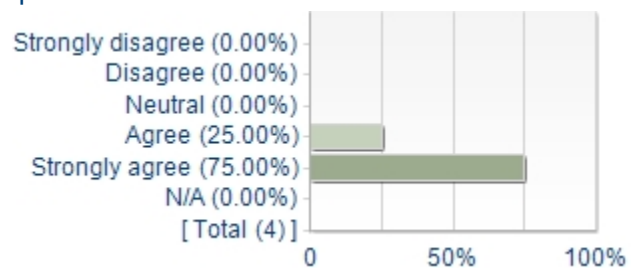
4. The instructor was available to me (in-person, electronically, or both).



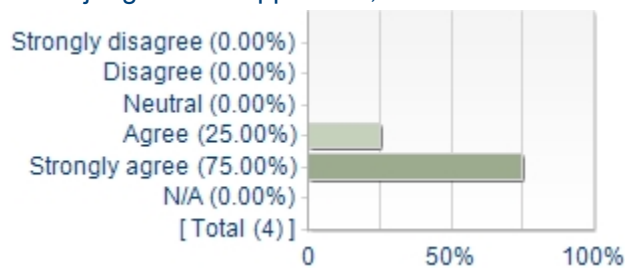
5. The instructor evaluated my work fairly.



6. The instructor provided feedback that was helpful to me.



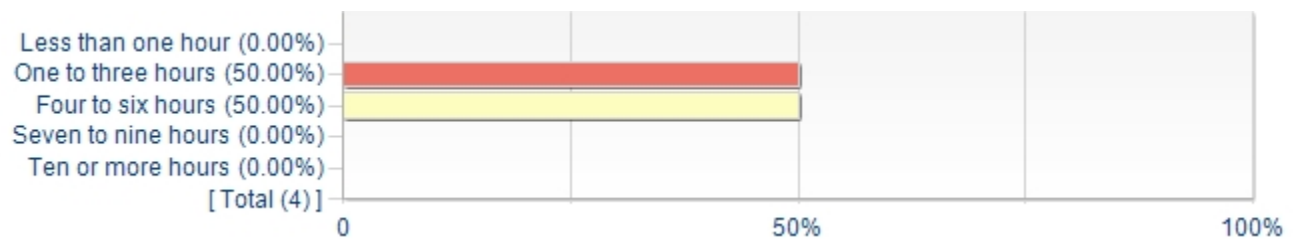
7. I learned a lot from this course. If there is no basis to judge or not applicable, answer N/A.



The standards the instructor set for me were:



How many hours per week did you usually spend working on this course outside of classroom time?



Comments

What did you like best about how the course was taught?

Comments

Mr. Park focused on the stuff that would be applicable to quizzes and tests. He also did a great job of working through difficult questions by taking "bite-size" steps.

Very straightforward. Clear expectations laid out for students

If you were teaching this course, what would you do differently?

Comments

I would maybe spend a little bit more time on how these concepts relate to real life situations and real life applications

I wouldn't do anything differently.