



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

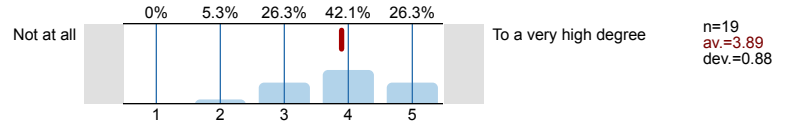
Fall 2014

19 RESPONDENTS = 76% OF NUMBER REGISTERED

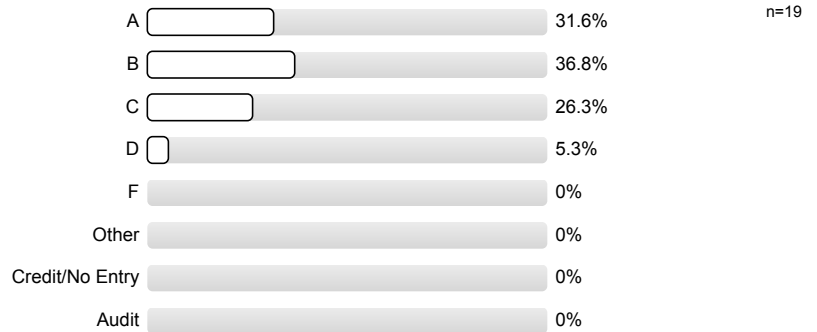


1. SELF RATINGS

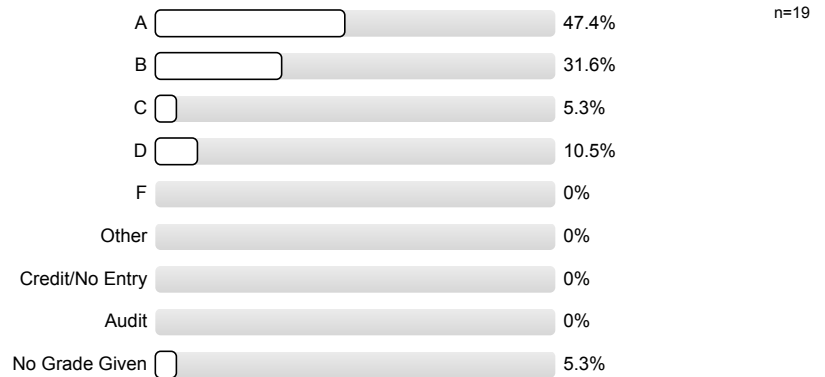
- 1.1) Did the recitations contribute to your learning in this course?



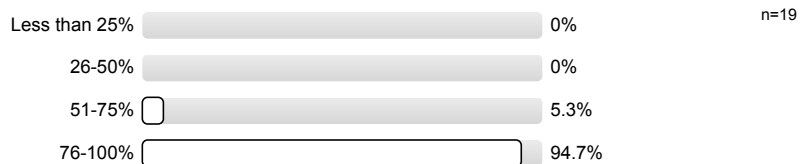
- 1.2) What grade do you expect in the course?



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

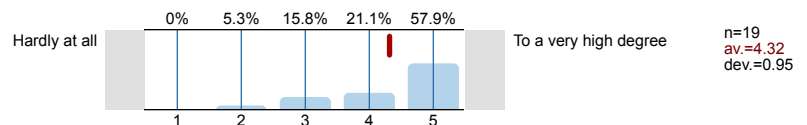


- 1.4) What percent of the recitations did you attend?

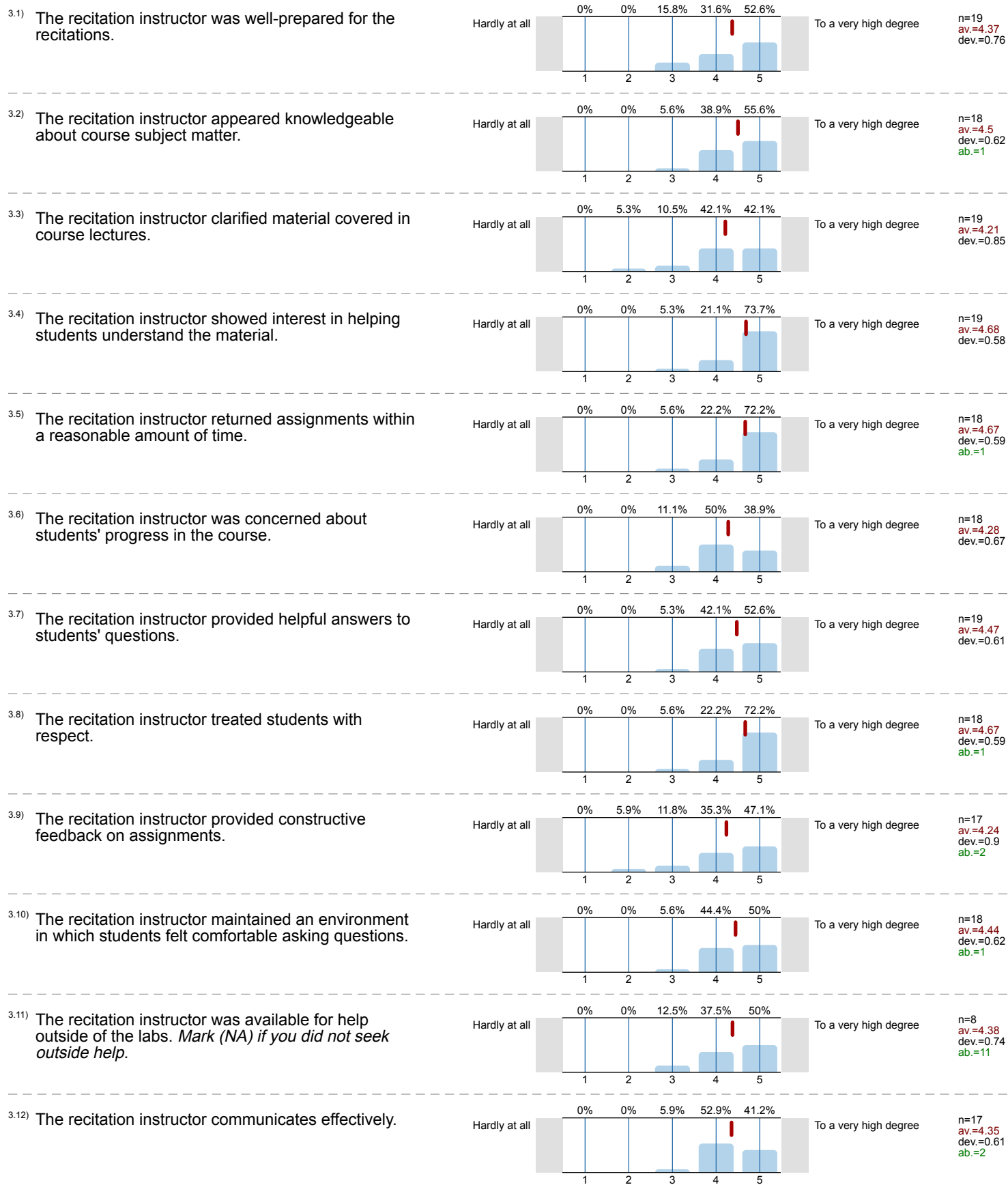


2. COURSE AND RECITATION

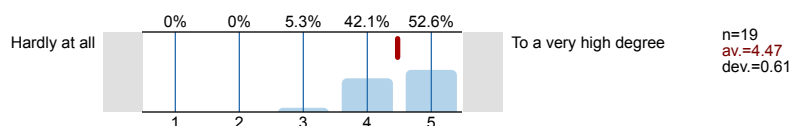
- 2.1) The material covered in recitation is well connected to the lectures.



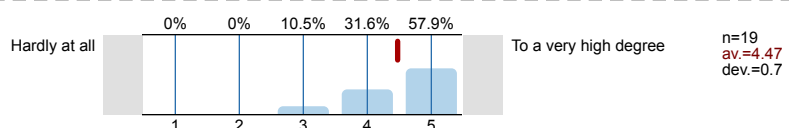
3. RECITATION INSTRUCTOR TEACHING EVALUATION



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




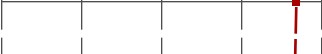










1. SELF RATINGS

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 |