



Dear Professor Youngmin Park:

## Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for DIFFERENTIAL EQUATIONS(MATH-0290)-1300.

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](http://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

DIFFERENTIAL EQUATIONS(MATH-0290)-13002147\_UPITT\_MATH\_0290\_SEC1300

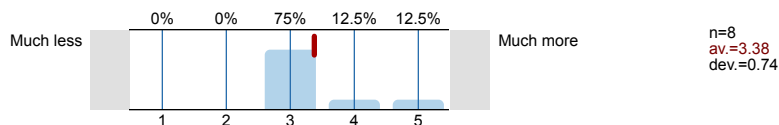
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8 RESPONDENTS = 88.89% OF NUMBER REGISTERED

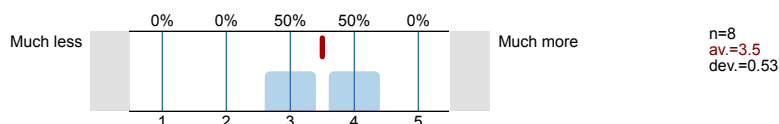


## 1. SELF RATINGS

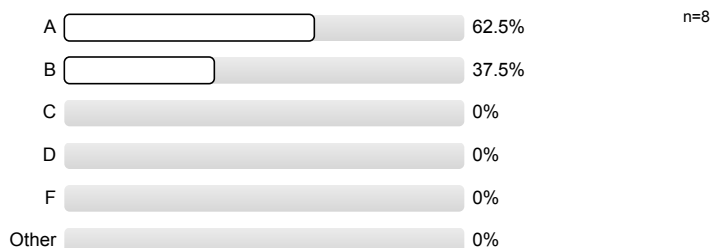
- 1.1) Compared to other courses at the same level, the amount of work I did was:



- 1.2) In this course I have learned:

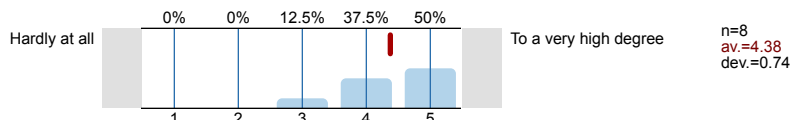


- 1.3) The grade I expect in this course is:

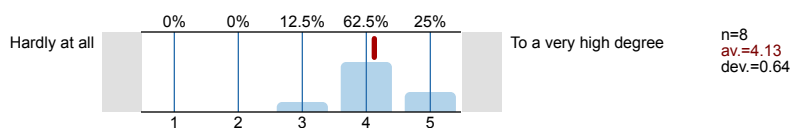


## 2. TEACHING EVALUATION

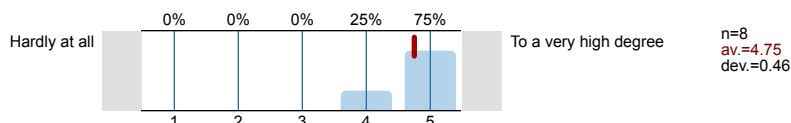
- 2.1) The instructor presented the course in an organized manner.



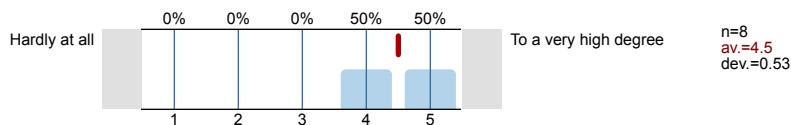
- 2.2) The instructor stimulated my thinking.



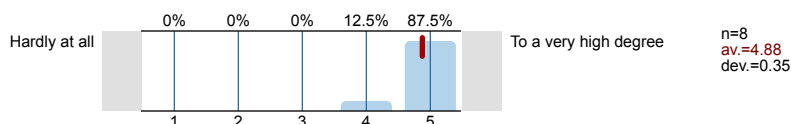
- 2.3) The instructor evaluated my work fairly.



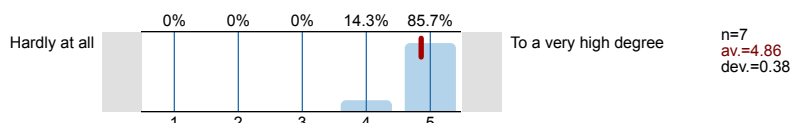
- 2.4) The instructor made good use of examples to clarify concepts.



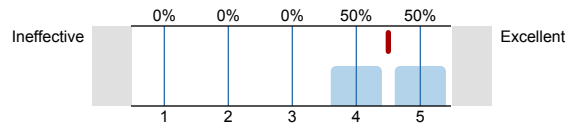
- 2.5) The instructor maintained a good learning environment.



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

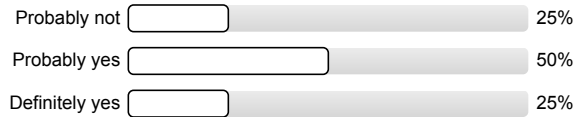


2.7) Express your judgment of the instructor's **overall teaching effectiveness**:



n=8  
av.=4.5  
dev.=0.53

2.8) Would you recommend this course to other students?



n=8

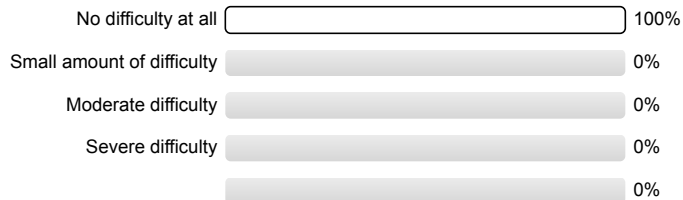
2.9) Would you recommend this instructor to other students?



n=8

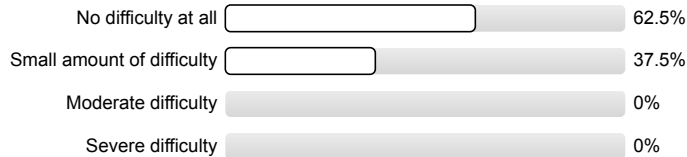
### 3. MATH TATF ADDITIONAL ITEMS

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



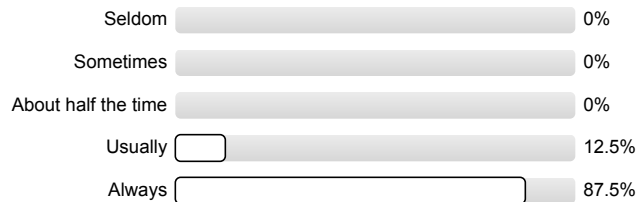
n=8

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



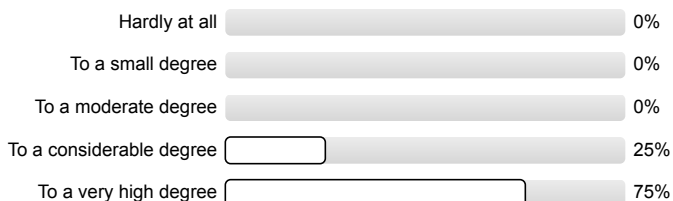
n=8

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



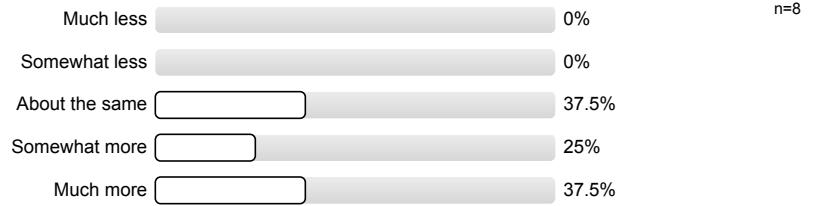
n=8

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

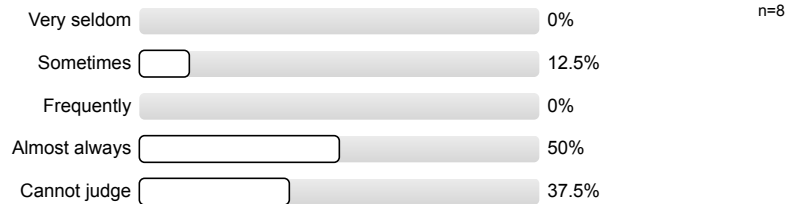


n=8

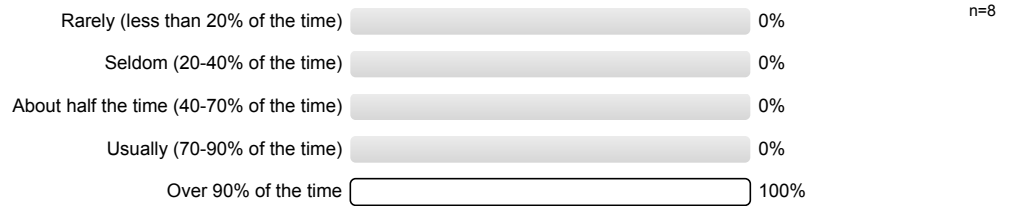
3.5) Compare to most courses I've taken, the lecture instructor treated students with respect.



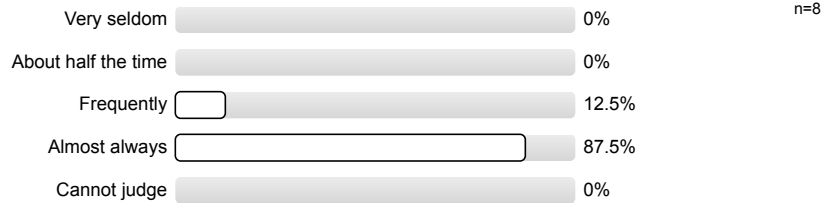
3.6) The lecture instructor was available for help during his/her office hours.



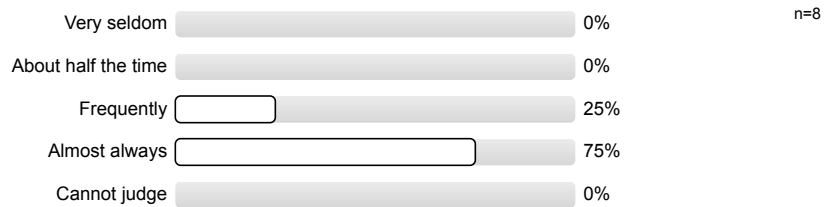
3.7) The lecture instructor arrived for class on time.



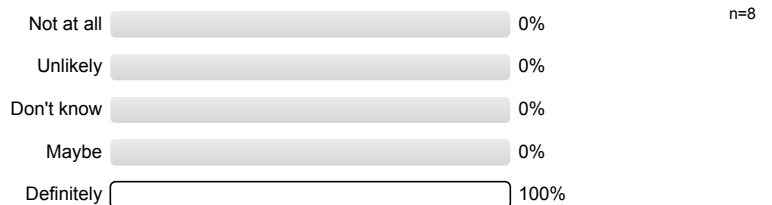
3.8) Lecture instructor provided the opportunity for questions.



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?

- Breaking Down Concepts Without Over complicating things  
Really clear on the purpose and meaning of the material  
Examples Were really well used  
Very Helpful during office hours
- Enthusiasm for the content. Good English.
- He is very open to questions and feedback, and is very clear with his explanations and examples. I like that he follows the book because it makes the topics easier to understand because there is a backup source if needed. The homework is manageable, and his expectations are very reasonable. He is also really organized, and I like that he put the schedule online.
- He used great examples. He also explain the processes thoroughly.
- Professor Park was very good at presenting the information in a detailed orderly manner. His work flow from definitions to examples was very useful for us, the students, so that we could understand why and how to apply what we were learning. Professor Park was also good at stimulating our thought processes by applying material we learned in the classroom to real world applications. Another major strength was his ability to provide challenging but fair problems for us to solve on homework and tests.
- Provided in-class examples to show how to apply theorems, connected the class to real-life applications and his research (showed computer simulations) which was very helpful to see first hand how one uses differential equations to solve problems
- The instructor's major strength was his extensive knowledge of the material. He was able to answer every question asked in the class clearly and effectively. He was also easy to understand and spoke very well. I liked how the professor would go over our exams we took. The exams were the hardest part of the course for me, and it was very helpful when he would review them after he gave them back. It helped me learn from the mistakes I made and better understand the important material.
- Youngmin was very good at thinking on his feet and answering questions that he did not anticipate or were slightly tangential to the topic at hand. He was also extremely fast and thorough in grading assignments—more so than any instructor I have ever had.

4.2) What were the instructor's major weaknesses?

- At the beginning, he seemed to have some difficulty with the math, but as the semester went on, he improved a lot. Sometimes he does have trouble answering some questions in class from the students, but most of the time he ends up clarifying things.
- Did not recognize any noticeable weaknesses.
- Id suggest that you do not need to should graphs of the functions. However, seeing the graphs were sometimes helpful for understanding the topic.
- Spent a lot of time on deriving. Sometimes it was clear that this was his first time teaching this class. But it wasnt really a problem
- The instructor's major weakness I feel was maintaining the class participation. Early on in the term the professor would have us work on problems in small teams and then present them. This sort of fell off towards the end of the term. It would have been nice if this was carried on all the way throughout the class term. It helped me understand some problems better, getting to work them out with other students and then present our solutions.
- The notation got complicated and confusing  
Some examples didn't give more insight into solving and finding solutions when only variables were used
- The only fault in the class was not having an explicit listing of readings/sections before classes or assigning of homework, but I think this was due to the lack of time given to Youngmin to prepare an explicit curriculum, and not any shortcoming on his part.
- no weaknesses, he was very enthusiastic about topics and knowledgeable

#### 5. COURSE COMMENTS

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

- Exposure to higher-level (theoretical) mathematics with connections to experimental and empirical work. This course also connected ideas of differential calculus and differential equations to other mathematics I had been exposed to elsewhere and deepened my understanding of it.
- From this course I learned, correctly, how to apply all the theorems and definitions to differential equations to basic problems, but this provided me a strong foundation for all my future courses that incorporated the same theorems and definitions.

- I don't know yet.
- The ability of being able to do second order and first order ODEs.
- The book, office hours, the homework, lecture
- The knowledge gained.
- The most beneficial aspect of this course was the material on Laplace transformations and linear systems. This material was very interesting to me because I could see how much it could be used in real life scenarios.
- how he connected it to real problems that we would encounter as an engineer

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

- Create an explicit curriculum (with readings and sections stated exactly). A little bit more on linear algebra as pertains to differential equations (e.g. where does the idea of the determinant come from and why does it matter) might be helpful in deepening understanding, but that may be intruding on MATH 0280's territory.
- I can't think of any specific thing that should be changed.
- I don't have any suggestions to improve the course. I thought all of the material was relevant and our professor taught it well. Some future advice for students taking this course however would be to read the chapters in the book prior to lecture. It helps you understand everything better when you have some base knowledge going into lecture and helps you grasp what the professor is teaching better.
- I suggest that Professor Park provide a syllabus that outlines exactly which chapters will be covered by tests/course and which were briefly covered that do not matter.  
  
I also suggest a study guide for the examinations so that there is additional practice problems, and so that the students can focus their studies on the appropriate material.
- Maybe should more numeric examples rather than conceptual examples.
- Nothing
- There was a lot of material on midterm 2 compared to midterm 1. Maybe add one more chapter to midterm 1 and take one from midterm 2?
- continue showing real-life applications, perhaps get the projector working for all students to see clearly

# Profile

Subunit: A&S-MATH LOWER LEVEL  
 Name of the instructor: Professor Youngmin Park,  
 Name of the course: DIFFERENTIAL EQUATIONS(MATH-0290)-1300  
 (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=8	av.=3.38 md=3.00 dev.=0.74
1.2) In this course I have learned:	Much less		Much more	n=8	av.=3.50 md=3.50 dev.=0.53

## 2. TEACHING EVALUATION

2.1) The instructor presented the course in an organized manner.	Hardly at all		To a very high degree	n=8	av.=4.38 md=4.50 dev.=0.74
2.2) The instructor stimulated my thinking.	Hardly at all		To a very high degree	n=8	av.=4.13 md=4.00 dev.=0.64
2.3) The instructor evaluated my work fairly.	Hardly at all		To a very high degree	n=8	av.=4.75 md=5.00 dev.=0.46
2.4) The instructor made good use of examples to clarify concepts.	Hardly at all		To a very high degree	n=8	av.=4.50 md=4.50 dev.=0.53
2.5) The instructor maintained a good learning environment.	Hardly at all		To a very high degree	n=8	av.=4.88 md=5.00 dev.=0.35
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=7	av.=4.86 md=5.00 dev.=0.38
2.7) Express your judgment of the instructor's overall teaching effectiveness:	Ineffective		Excellent	n=8	av.=4.50 md=4.50 dev.=0.53