University of Pittsburgh
Office of Measurement and Evaluation of Teaching

Dear Professor Youngmin Park:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for INTRO TO MATRICES & LINEAR ALG(MATH-0280)-1020.

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 x .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.

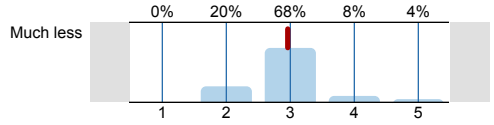
Office of Measurement and Evaluation of Teaching (OMET)

Professor Youngmin Park

INTRO TO MATRICES & LINEAR ALG(MATH-0280)-10202157_UPITT_MATH_0280_SEC1020
2157_12WK
25 RESPONDENTS = 96.15% OF NUMBER REGISTERED

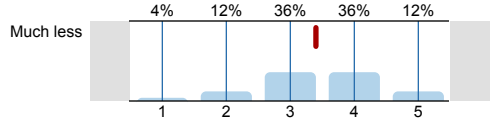
1. SELF RATINGS

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



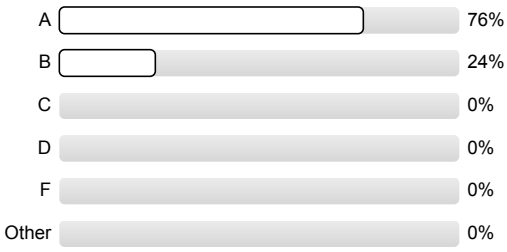
n=25
av.=2.96
dev.=0.68

1.2) In this course I have learned:



n=25
av.=3.4
dev.=1

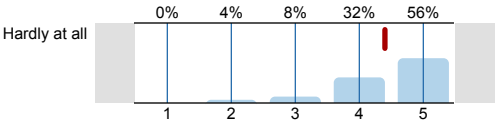
1.3) The grade I expect in this course is:



n=25

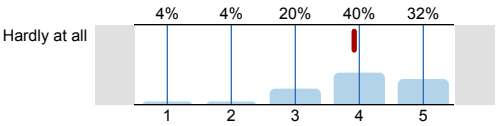
2. TEACHING EVALUATION

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



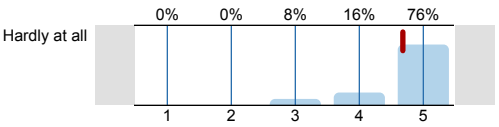
n=25
av.=4.4
dev.=0.82

2.2) The instructor stimulated my thinking.



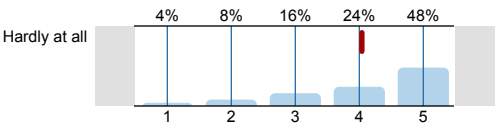
n=25
av.=3.92
dev.=1.04

2.3) The instructor evaluated my work fairly.



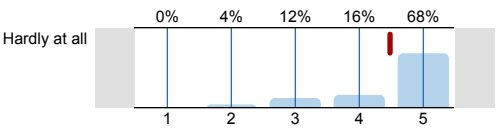
n=25
av.=4.68
dev.=0.63

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



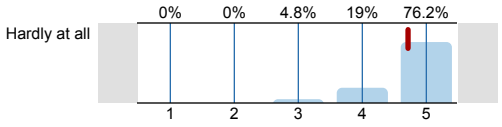
n=25
av.=4.04
dev.=1.17

2.5) The instructor maintained a good learning environment.



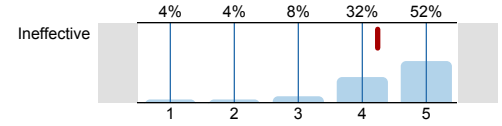
n=25
av.=4.48
dev.=0.87

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



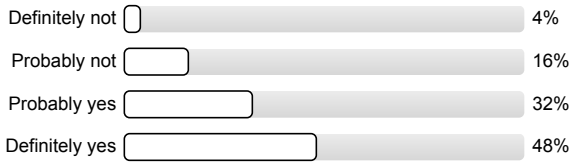
n=21
av.=4.71
dev.=0.56

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



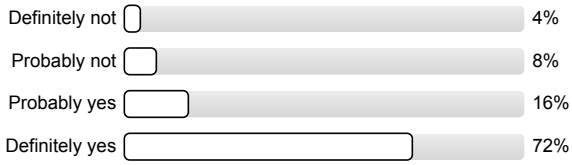
n=25
av.=4.24
dev.=1.05

2.8) Would you recommend this course to other students?



n=25

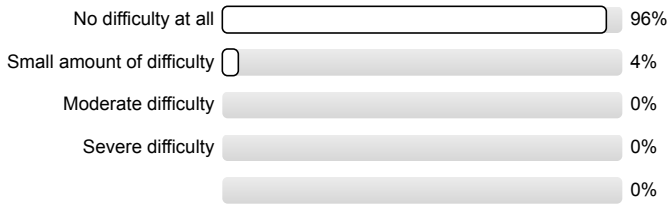
2.9) Would you recommend this instructor to other students?



n=25

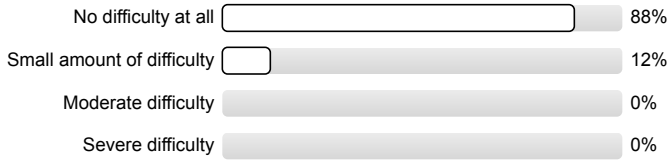
3. MATH TA/TF ADDITIONAL ITEMS

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



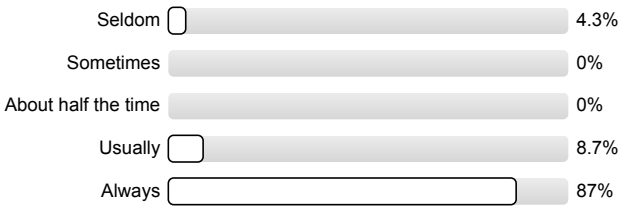
n=25

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



n=25

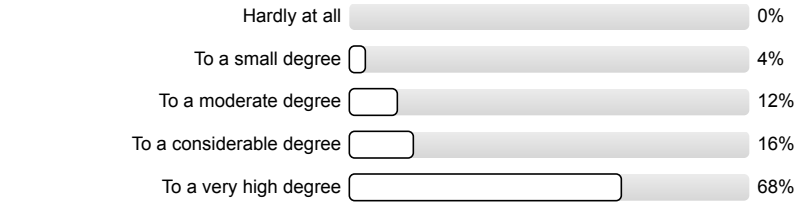
3.3) The lecture instructor's writing on the chalkboard was legible.



n=23

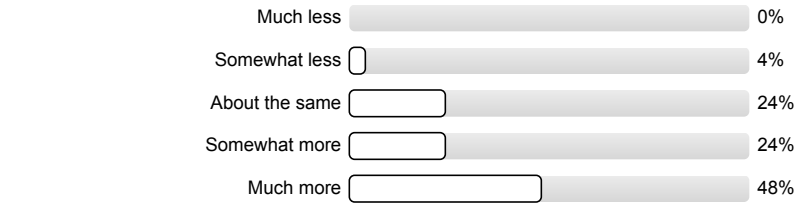
3.4) The lecture instructor's attitude toward the subject was enthusiastic.

n=25



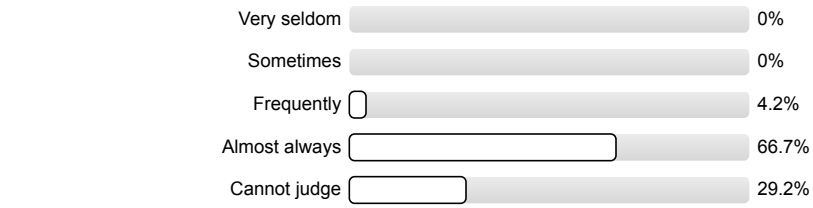
3.5) Compare to most courses I've taken, the lecture instructor treated students with respect.

n=25



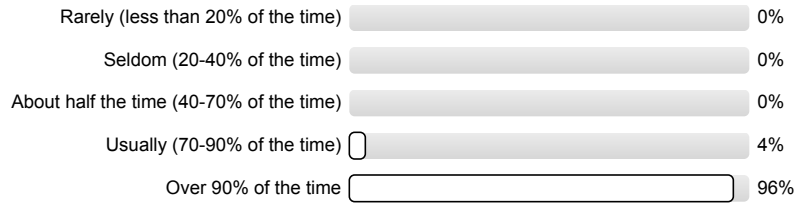
3.6) The lecture instructor was available for help during his/her office hours.

n=24



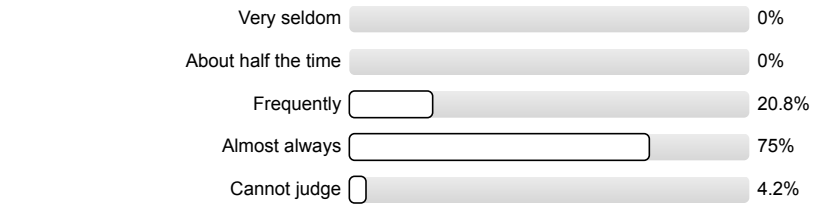
3.7) The lecture instructor arrived for class on time.

n=25



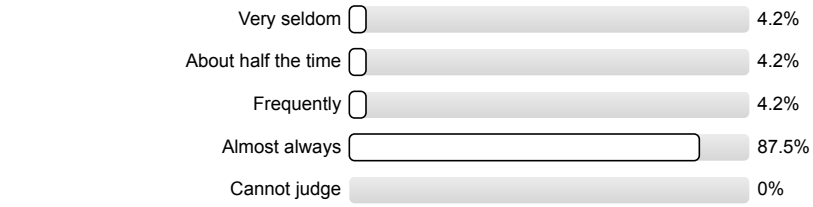
3.8) Lecture instructor provided the opportunity for questions.

n=24

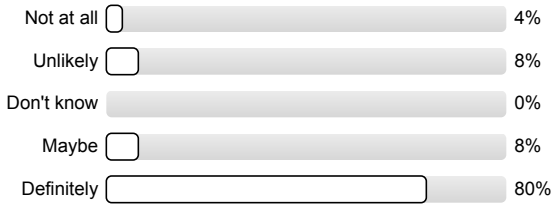


3.9) Helpful answers were given to questions raised in class.

n=24



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: (Name of the survey) INTRO TO MATRICES & LINEAR ALG(MATH-0280)-1020

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