Dear Professor Cezar Lupu:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for INTRO THEORETICAL MATHEMATICS (MATH-0413)-1250.

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)
1. SELF RATINGS

1.1) Did the recitations contribute to your learning in this course?  
- Not at all: 0%
- Slightly: 0%
- To a moderate degree: 33.3%
- To a very high degree: 66.7%

Av.: 4.67, Dev.: 0.49

1.2) What grade do you expect in the course?  
- A: 40%
- B: 50%
- C: 10%
- D: 0%
- F: 0%
- Other: 0%
- Credit/No Entry: 0%
- Audit: 0%

1.3) What grade do you expect in this recitation?  
- A: 50%
- B: 8.3%
- C: 0%
- D: 0%
- F: 0%
- Other: 0%
- Credit/No Entry: 0%
- Audit: 0%
- No Grade Given: 41.7%

1.4) What percent of the recitations did you attend?  
- Less than 25%: 0%
- 26-50%: 0%
- 51-75%: 0%
- 76-100%: 100%

2. COURSE AND RECITATION

2.1) The material covered in recitation is well connected to the lectures.  
- Hardly at all: 0%
- Slightly: 0%
- To a moderate degree: 41.7%
- To a very high degree: 58.3%

Av.: 4.58, Dev.: 0.51
### 3. RECITATION INSTRUCTOR TEACHING EVALUATION

3.1) The recitation instructor was well-prepared for the recitations.

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<thead>
<tr>
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<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardly at all</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>16.7%</td>
<td>58.3%</td>
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</tbody>
</table>

* n=12  av.=4.33  dev.=0.89

3.2) The recitation instructor appeared knowledgeable about course subject matter.

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</thead>
<tbody>
<tr>
<td>Hardly at all</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>75%</td>
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</table>

* n=12  av.=4.75  dev.=0.45

3.3) The recitation instructor clarified material covered in course lectures.

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</thead>
<tbody>
<tr>
<td>Hardly at all</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>75%</td>
<td>0%</td>
</tr>
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</table>

* n=12  av.=4.75  dev.=0.45

3.4) The recitation instructor showed interest in helping students understand the material.

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<tbody>
<tr>
<td>Hardly at all</td>
<td>0%</td>
<td>0%</td>
<td>8.3%</td>
<td>91.7%</td>
<td>0%</td>
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</tbody>
</table>

* n=12  av.=4.92  dev.=0.29

3.5) The recitation instructor returned assignments within a reasonable amount of time.

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</thead>
<tbody>
<tr>
<td>Hardly at all</td>
<td>8.3%</td>
<td>8.3%</td>
<td>16.7%</td>
<td>33.3%</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

* n=12  av.=3.75  dev.=1.29

3.6) The recitation instructor was concerned about students’ progress in the course.

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<tbody>
<tr>
<td>Hardly at all</td>
<td>0%</td>
<td>0%</td>
<td>16.7%</td>
<td>83.3%</td>
<td>0%</td>
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</table>

* n=12  av.=4.83  dev.=0.39

3.7) The recitation instructor provided helpful answers to students’ questions.

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<td>0%</td>
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<td>16.7%</td>
<td>75%</td>
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* n=12  av.=4.83  dev.=0.39

3.8) The recitation instructor treated students with respect.

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<td>83.3%</td>
<td>0%</td>
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* n=12  av.=4.83  dev.=0.39

3.9) The recitation instructor provided constructive feedback on assignments.

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<tbody>
<tr>
<td>Hardly at all</td>
<td>0%</td>
<td>0%</td>
<td>11.1%</td>
<td>22.2%</td>
<td>66.7%</td>
</tr>
</tbody>
</table>

* n=9  av.=4.56  dev.=0.73  ab=2

3.10) The recitation instructor maintained an environment in which students felt comfortable asking questions.

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<td>0%</td>
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<td>83.3%</td>
<td>0%</td>
</tr>
</tbody>
</table>

* n=12  av.=4.83  dev.=0.39

3.11) The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*

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<tbody>
<tr>
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<td>0%</td>
<td>0%</td>
<td>16.7%</td>
<td>25%</td>
<td>58.3%</td>
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</table>

* n=12  av.=4.42  dev.=0.79

3.12) The recitation instructor communicates effectively.

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<td>Hardly at all</td>
<td>0%</td>
<td>0%</td>
<td>8.3%</td>
<td>8.3%</td>
<td>83.3%</td>
</tr>
</tbody>
</table>

* n=12  av.=4.75  dev.=0.62
3.13) The recitation instructor comprehends students' communication.

<table>
<thead>
<tr>
<th>Hardly at all</th>
<th>0%</th>
<th>0%</th>
<th>0%</th>
<th>8.3%</th>
<th>91.7%</th>
<th>To a very high degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>av.=4.92, dev.=0.29</td>
</tr>
</tbody>
</table>

3.14) The recitation instructor led this recitation effectively.

<table>
<thead>
<tr>
<th>Hardly at all</th>
<th>0%</th>
<th>0%</th>
<th>0%</th>
<th>8.3%</th>
<th>83.3%</th>
<th>To a very high degree</th>
</tr>
</thead>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>av.=4.75, dev.=0.62</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>No</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probably not</td>
<td>0%</td>
</tr>
<tr>
<td>Probably yes</td>
<td>27.3%</td>
</tr>
<tr>
<td>Yes</td>
<td>72.7%</td>
</tr>
</tbody>
</table>

n=11

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.

- 1. Contents on the recitations are highly related to the class contents.
- 2. Explained very clearly
- 3. Understand the concepts well.

- Able to clarify the course content in a more comprehensible way; very willing to help students; good ability in motivating students;

- Cezar had a very well organized recitation section, was always prepared to teach, and effectively communicated the comments he sought to get across to the class. Cezar is a very talented teacher with deep knowledge and passion for the subject and helps translate his interest onto the students.

- Cezar is the best TA I have ever had. He encourages participation and is extremely knowledgeable. He was always willing to help any student.

- He explained different concepts well. He helped us understand what was being done in the class.

- Practically everything. I thought he was very approachable and encouraged questions. He was friendly and made me actually enjoy the recitation. He knew how to communicate effectively, even when it came to abstract and difficult concepts. And he knew that sometimes, it doesn’t matter how effective of a communicator you are, sometimes the students just need to see example after example, where repetition is the key. He covered that aspect well, especially when it came to showing the irrationality of square root of 2. All in all, if I ever needed to teach a class, I would do my best to model what he does in class as precisely as I could.

- Really good 1 on 1

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.

- He could be on time to class and return assignments on time.

- Nothing

- Sometimes not show up on time during office hour; occasionally unable to solve or explain his problems in class.

- The only thing off the top of my head is returning homework sooner. But that seems pretty trivial. One other tiny thing is that it would be better if he wrote cleaner notes on the board. Usually his board work is all over the place, which makes it difficult to write down effectively in a notebook, but again this is just a small detail. In terms of the major reasons of what makes a good teacher, he has them all covered.

- maybe more office hour availability
Profile

Subunit: A&S-MATH LOWER LEVEL
Name of the instructor: Professor Cezar Lupu,
Name of the course: INTRO THEORETICAL MATHEMATICS(MATH-0413)-1250

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=12 av.=4.67 md=5.00 dev.=0.49

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=12 av.=4.58 md=5.00 dev.=0.51

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=12 av.=4.33 md=5.00 dev.=0.89

3.2) The recitation instructor appeared knowledgeable about course subject matter.
Hardly at all To a very high degree
n=12 av.=4.75 md=5.00 dev.=0.45

3.3) The recitation instructor clarified material covered in course lectures.
Hardly at all To a very high degree
n=12 av.=4.75 md=5.00 dev.=0.45

3.4) The recitation instructor showed interest in helping students understand the material.
Hardly at all To a very high degree
n=12 av.=3.75 md=4.00 dev.=1.29

3.5) The recitation instructor returned assignments within a reasonable amount of time.
Hardly at all To a very high degree
n=12 av.=4.83 md=5.00 dev.=0.39

3.6) The recitation instructor was concerned about students’ progress in the course.
Hardly at all To a very high degree
n=12 av.=4.83 md=5.00 dev.=0.39

3.7) The recitation instructor provided helpful answers to students’ questions.
Hardly at all To a very high degree
n=12 av.=4.67 md=5.00 dev.=0.65

3.8) The recitation instructor treated students with respect.
Hardly at all To a very high degree
n=12 av.=4.83 md=5.00 dev.=0.39

3.9) The recitation instructor provided constructive feedback on assignments.
Hardly at all To a very high degree
n=9 av.=4.56 md=5.00 dev.=0.73

3.10) The recitation instructor maintained an environment in which students felt comfortable asking questions.
Hardly at all To a very high degree
n=12 av.=4.83 md=5.00 dev.=0.39

3.11) The recitation instructor was available for help outside of the labs. Mark (NA) if you did not seek outside help.
Hardly at all To a very high degree
n=12 av.=4.42 md=5.00 dev.=0.79

3.12) The recitation instructor communicates effectively.
Hardly at all To a very high degree
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Hardly at all To a very high degree
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