

MATH 2130 (001): Lin Algebra for Non-Math Mjrs

Fall 2022 | Vlad Dumitru Margarint

29		Students Enrolled
21		Students Responded
72.41%		Response Rate

Quantitative

<i>In this course, I was encouraged to:</i>	1-Hardly Ever	2-Occasional ly	3-Sometimes	4-Frequently	5-Almost Always	Not Applicable	N	DNA	SD	M
Q1. Interact with other students in a respectful way.	4.76% (1)	0% (0)	14.29% (3)	9.52% (2)	61.9% (13)	9.52% (2)	21	0	1.09	4.37
Q2. Reflect on what I was learning.	4.76% (1)	4.76% (1)	14.29% (3)	33.33% (7)	38.1% (8)	4.76% (1)	21	0	1.1	4
Q3. Connect my learning to "real world" issues or life experiences.	4.76% (1)	9.52% (2)	4.76% (1)	38.1% (8)	33.33% (7)	9.52% (2)	21	0	1.15	3.95
Q4. Work and learn collaboratively with my classmates.	23.81% (5)	14.29% (3)	33.33% (7)	14.29% (3)	14.29% (3)	0% (0)	21	0	1.33	2.81
Q5. Contribute my ideas and thoughts.	0% (0)	9.52% (2)	33.33% (7)	23.81% (5)	28.57% (6)	4.76% (1)	21	0	0.99	3.75
Q6. Evaluate arguments, evidence, assumptions, and conclusions about key issues (be a critical thinker).	0% (0)	4.76% (1)	9.52% (2)	33.33% (7)	38.1% (8)	14.29% (3)	21	0	0.85	4.22
Q7. Connect, synthesize, and/or transform ideas into a new form (be a creative thinker).	4.76% (1)	4.76% (1)	19.05% (4)	14.29% (3)	42.86% (9)	14.29% (3)	21	0	1.2	4
Q8 Consider diverse perspectives (gender, political, ethnic, racial, etc.) during class or in assignments.	9.52% (2)	4.76% (1)	9.52% (2)	14.29% (3)	19.05% (4)	42.86% (9)	21	0	1.44	3.5
<i>In this course, the instructor:</i>	1-Hardly Ever	2-Occasional ly	3-Sometimes	4-Frequently	5-Almost Always	Not Applicable	N	DNA	SD	M
Q9. Demonstrated respect for diverse students and diverse points of view.	0% (0)	0% (0)	5% (1)	5% (1)	70% (14)	20% (4)	20	0	0.53	4.81
Q10. Challenged me to develop my own knowledge, comprehension, and conceptual understanding.	0% (0)	10% (2)	10% (2)	30% (6)	50% (10)	0% (0)	20	0	0.98	4.2
Q11. Gave projects, tests, or assignments that required original or creative thinking.	10% (2)	10% (2)	0% (0)	35% (7)	25% (5)	20% (4)	20	0	1.36	3.69
Q12. Provided opportunities for students to ask questions and initiate discussion.	0% (0)	10% (2)	5% (1)	40% (8)	45% (9)	0% (0)	20	0	0.93	4.2
Q13. Provided feedback on my work that helped me improve my performance.	0% (0)	15% (3)	10% (2)	20% (4)	55% (11)	0% (0)	20	0	1.11	4.15
Q14. Explained the grading criteria for assignments.	0% (0)	5% (1)	15% (3)	15% (3)	65% (13)	0% (0)	20	0	0.92	4.4
Q15. Was available to answer questions or provide assistance when needed.	0% (0)	10% (2)	10% (2)	25% (5)	55% (11)	0% (0)	20	0	0.99	4.25
Q16. Effectively used available technology to enhance learning.	15% (3)	0% (0)	15% (3)	20% (4)	45% (9)	5% (1)	20	0	1.42	3.84

Qualitative

Q17. Please offer constructive comments to your professor / instructor on the most effective and/or least effective aspects of this course. -

- Very good professor. Knows his subject very well. The only thing that I didn't like about the class was that he goes over the topics too fast and it is sometimes difficult to understand with such a short time span.
- I think Vlad is wonderful and has defiantly been trying to improve his lectures. I wish that instead of having office hours once a week for two hours it would be more effective to have office hours for one hour twice a week. Perhaps once on Monday and Once on Friday so that students have more opportunities to ask questions. Also I think that homework being due early in the morning on Monday made it had to go to bed on time and go to class the next day. Especially since the homework was quite difficult at times. It would take me hours to figure out some of the problems. So it would be nice if it was due at midnight on Monday after students have some time to ask clarifying question before it is due. I think this scheduling difference would improve attendance and performance within the class. Also, Sometime lectures can be hard to sit though because we aren't practicing any of the skills. I know lecture is short but maybe lecturing for around 30 minutes to give the students an idea of how to start would be nice but then having a few practice problems to go though and work in groups may help to keep students more engaged. I think this is why clicker questions are used so often. Then at the end of the class the student can turn in this assignment through canvas or in person. It can be grade just based on participation so that attendance is improved and what is talked about in class can be used immediately. I find this to be something that helps with my learning and I think that it is nice to talk to others before trying things on my own over the weekend. Examples are nice but it can be easy to lose students attention and this is especially true for slightly earlier classes. These are just a few things that I think may improve Vlad's class but over all he has been wonderful about asking our opinions and changing his style of teaching as we give feed back. He also replies to emails pretty quickly and is very understanding when students need additional time on assignment every once in a while. I have only needed extra time once but having that extra day allowed me to turn in assignments for other classes on time and allowed me to fully understand the material in 2130 better. Also Vlad was wonderful with setting up mock exams. I usual spent hours going over course material prior to exams but the mock exams really helped me understand the exam format and helped me fill in some missing knowledge. If I didn't understand something on the mock exam I usually had enough time to think through it prior to the exam. If it wasn't for the mock exams I don't think I would have been able to improve my understanding as much as I did. I hope that Vlad continues to teach the course and will continue to improve the lecture format more. I have heard that linear algebra professors here aren't always the best but I think Vlad has a lot of potential to be a very phenomenal professor within the department.
- The handwriting was sometimes hard to understand. Often would cover the board with his body while he was writing and after he was done. He also didn't go over complete examples during class time. He would skip steps and tell us to do them at home.
- Great Professor and a great, kind person
- I don't know if you have any input on this but the weighting on tests is kind of ridiculous. Personally would learn the content a lot better if 3 tests weren't worth 80% of our overall grade.
- The practice exams are very helpful. I wish there could have been some more resources posted on canvas.
- The course had good examples and applications, but sometimes concepts were confusing/unclear.
- I would try to use an online format for the homework. I found the textbook questions to often times to be too challenging.
- Professor was great and only improved over the semester
- I like your teaching. The only problem is your handwriting.
- I would just suggest that he writes a little clearer. Otherwise he is a really good teacher!
- Thank you so much for the semester professor! The class had a lot of theory, and it would have been better, in my opinion, to see more applications instead. However, I still enjoyed the class very much. Maybe if the course could integrate a couple of projects throughout the semester, that would help deeply with the understanding of the topics covered in class, (and make the test weight less towards our final grades). Thanks a lot for everything and I wish you good luck! -Alberto Espinosa
- Going over example questions in lecture was very helpful. I enjoyed the class :)
- I loved this class and don't have very many constructive comments besides doing more drawings/visuals.
- This course was taught really well. Your passion in teaching this math is clear, and was effective for me to enjoy learning the material. I feel that the midterms were made easy by the mock, allowing for minimal studying outside of the material that was on there. I cannot say though if that is for better or for worse.