# MATH 3510 (001): Intro to Prob and Stats
Fall 2022 | Vlad Dumitru Margarint

| **17** | Students Enrolled |
| **13** | Students Responded |
| **76.47%** | Response Rate |

## Quantitative

| In this course, I was encouraged to: | 1-Hardly Ever | 2-Occasionally | 3-Sometimes | 4-Frequently | 5-Almost Always | Not Applicable | N | DNA | SD | M |
|---|---|---|---|---|---|---|---|---|---|---|
| **Q1. Interact with other students in a respectful way.** | 15.38% (2) | 23.08% (3) | 7.69% (1) | 7.69% (1) | 38.46% (5) | 7.69% (1) | 13 | 0 | 1.6 | 3.33 |
| **Q2. Reflect on what I was learning.** | 0% (0) | 30.77% (4) | 7.69% (1) | 30.77% (4) | 30.77% (4) | 0% (0) | 13 | 0 | 1.21 | 3.62 |
| **Q3. Connect my learning to "real world" issues or life experiences.** | 0% (0) | 0% (0) | 46.15% (6) | 23.08% (3) | 30.77% (4) | 0% (0) | 13 | 0 | 0.86 | 3.85 |
| **Q4. Work and learn collaboratively with my classmates.** | 46.15% (6) | 30.77% (4) | 7.69% (1) | 0% (0) | 15.38% (2) | 0% (0) | 13 | 0 | 1.38 | 2.08 |
| **Q5. Contribute my ideas and thoughts.** | 0% (0) | 23.08% (3) | 38.46% (5) | 15.38% (2) | 23.08% (3) | 0% (0) | 13 | 0 | 1.08 | 3.38 |
| **Q6. Evaluate arguments, evidence, assumptions, and conclusions about key issues (be a critical thinker).** | 0% (0) | 15.38% (2) | 0% (0) | 30.77% (4) | 30.77% (4) | 23.08% (3) | 13 | 0 | 1.1 | 4 |
| **Q7. Connect, synthesize, and/or transform ideas into a new form (be a creative thinker).** | 0% (0) | 15.38% (2) | 15.38% (2) | 15.38% (2) | 30.77% (4) | 23.08% (3) | 13 | 0 | 1.17 | 3.8 |
| **Q8 Consider diverse perspectives (gender, political, ethnic, racial, etc.) during class or in assignments.** | 15.38% (2) | 15.38% (2) | 7.69% (1) | 0% (0) | 23.08% (3) | 38.46% (5) | 13 | 0 | 1.66 | 3 |

| In this course, the instructor: | 1-Hardly Ever | 2-Occasionally | 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) | 15.38% (2) | 0% (0) | 53.85% (7) | 30.77% (4) | 13 | 0 | 0.83 | 4.56 |
| **Q10. Challenged me to develop my own knowledge, comprehension, and conceptual understanding.** | 0% (0) | 7.69% (1) | 23.08% (3) | 23.08% (3) | 46.15% (6) | 0% (0) | 13 | 0 | 1 | 4.08 |
| **Q11. Gave projects, tests, or assignments that required original or creative thinking.** | 7.69% (1) | 0% (0) | 23.08% (3) | 30.77% (4) | 30.77% (4) | 7.69% (1) | 13 | 0 | 1.14 | 3.83 |
| **Q12. Provided opportunities for students to ask questions and initiate discussion.** | 0% (0) | 15.38% (2) | 15.38% (2) | 46.15% (6) | 23.08% (3) | 0% (0) | 13 | 0 | 0.97 | 3.77 |
| **Q13. Provided feedback on my work that helped me improve my performance.** | 7.69% (1) | 15.38% (2) | 38.46% (5) | 7.69% (1) | 30.77% (4) | 0% (0) | 13 | 0 | 1.27 | 3.38 |
| **Q14. Explained the grading criteria for assignments.** | 0% (0) | 7.69% (1) | 15.38% (2) | 15.38% (2) | 61.54% (8) | 0% (0) | 13 | 0 | 0.99 | 4.31 |
| **Q15. Was available to answer questions or provide assistance when needed.** | 0% (0) | 0% (0) | 7.69% (1) | 30.77% (4) | 61.54% (8) | 0% (0) | 13 | 0 | 0.63 | 4.54 |
| **Q16. Effectively used available technology to enhance learning.** | 15.38% (2) | 23.08% (3) | 15.38% (2) | 7.69% (1) | 23.08% (3) | 15.38% (2) | 13 | 0 | 1.48 | 3 |

## Qualitative

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

- Examples performed during class were very useful. I would recommend doing more examples during lectures. Everything else about the class was excellent.
- Although the class/material made sense, I was very frequently bored because the notes were directly from the textbook (so I didn't feel the need to write down my own notes during class). Suggestion: incorporate homework into the course, so that not as much of the total grade is based upon assessments (tests/quizzes)
- I appreciated the walk throughs of topics by giving examples of the topics.
- Great class. It would be nice to use the projector to show graphs in the class, as student's may not always have the book
- Very good prof. Style of teaching is effective, he brings in real world examples and respects the students. Love the way he assigns work and the format of the class (quizzes and exams) is great. Hope he stays on the MATH dept needs more profs like him.
- I think conducting the survey during the class was really useful! It's a technique that I've heard about in pedagogy and was really useful when I used it beforehand. It might be useful to have something more interactive at times with clickers or other tech like that.
- I thought he was a good teacher and appreciated him really taking in the feedback from the class into account over the semester. I think he could improve by having more resources like notes and answer to quizzes posted on canvas.
- Providing a list of problems that have worked out similar to the quizzes would be very helpful when studying. Also while I don't believe that homework should make or break a grade assuming problems for a small percentage would really help cement the concepts
- The class has been fine. We got through a lot of content, which is nice. I did feel like there was some lack of depth or generality to the content, maybe I just need to take the higher level version of the class. I think a structural improvement to the class would be less lecturing and more discussion. That does require more work and a different overall structure, but would help get geeper into the topics.
- I appreciated how frequently he made himself available for us to ask questions. I would recommend that he changes his lecturing style, he tended to go straight from the textbook which made it hard to sit through class. I also wish that there was more group work involved or homework that made it easier to us to know how much we understood each topic of the class.
- The hardest part of this class was the lack of example problems done. Often, we would discuss equations, theorems, etc. from the textbook but most of the lectures seemed like they were just discussion of how to manipulate these equations rather than how to apply them to the sorts of problems we saw on quizzes and exams.