

2013 | 13SS | A & S | Math Course Evaluation
13SS 2013

University of Cincinnati
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Course: 15MATH2063 003 - MULTIVARIABLE CALC

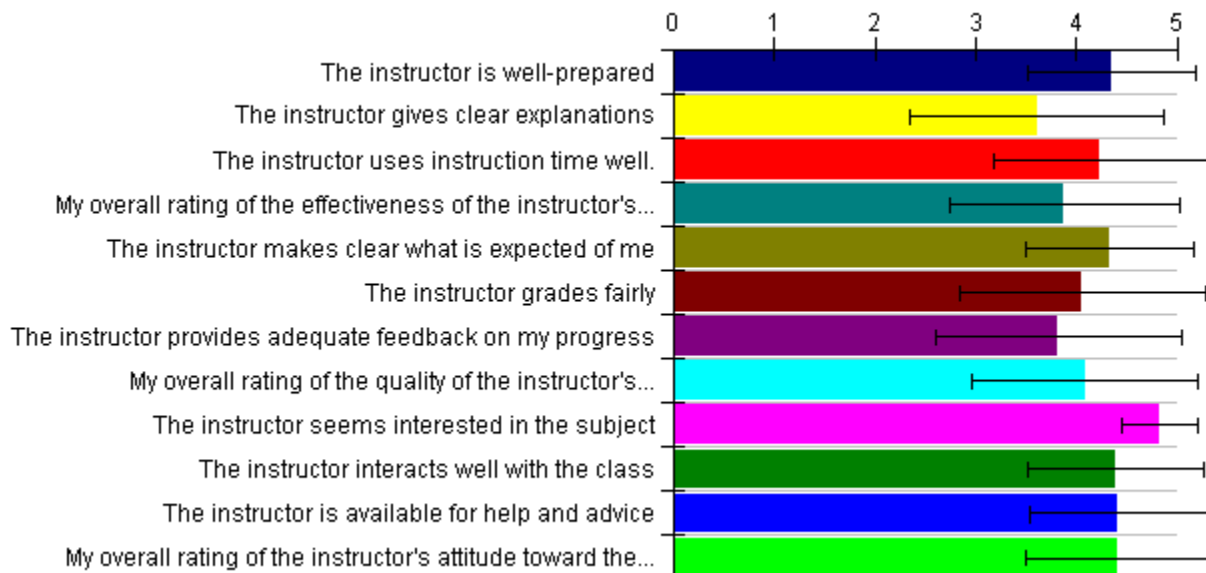
Department: 15MATH

Responsible
Faculty: Andrew Lorent

Responses: 34

Faculty: Lorent, Andrew H

Category/Section: Mathematical Sciences/Classroom presentation and activities



[E] 1=01 | [D] 2=02 | [C] 3=03 | [B] 4=04 | [A] 5=05

K E Y	Questions	Statistics				Frequency					Response	
		Mean	Med.	Mode	S.D.	E	D	C	B	A	Rec.	Exp.
	The instructor is well-prepared	4.4	5	5	.84	-	1	5	9	19	34	45
	The instructor gives clear explanations	3.6	4	4,5	1.25	2	6	5	10	10	33	45
	The instructor uses instruction time well.	4.2	5	5	1.06	1	1	7	5	20	34	45
	My overall rating of the effectiveness of the instructor's classroom presentations and activities is:	3.9	4	5	1.13	1	4	6	10	13	34	45
	The instructor makes clear what is expected of me	4.3	5	5	.83	-	1	5	10	18	34	45
	The instructor grades fairly	4.1	4.5	5	1.21	2	3	3	9	17	34	45
	The instructor provides adequate feedback on my progress	3.8	4	5	1.22	1	6	5	8	14	34	45
	My overall rating of the quality of the instructor's evaluation of the students is:	4.1	4	5	1.12	2	1	5	10	16	34	45
	The instructor seems interested in the subject	4.8	5	5	.38	-	-	-	6	28	34	45
	The instructor interacts well with the class	4.4	5	5	.87	1	-	3	11	19	34	45
	The instructor is available for help and advice	4.4	5	5	.88	-	2	3	8	21	34	45
	My overall rating of the instructor's attitude toward the class is:	4.4	5	5	.91	1	-	4	8	21	34	45

Category/Section: Mathematical Sciences/Comments



[F] W=01 | [E] F=02 | [D] D=03 | [C] C=04 | [B] B=05 | [A] A=06

KEY	Questions	Statistics				Frequency						Response	
		Mean	Med.	Mode	S.D.	F	E	D	C	B	A	Rec.	Exp.
	Expected Grade:	5	5	5	1.01	1	-	-	7	14	12	34	45

Faculty: Lorent, Andrew H

Question: What is your overall opinion of this instructor as a teacher? Explain.

Response Rate: 70.59% (24 of 34)

1 He is a good teacher.

Professor Lorent is very rude and cocky. He's terrible at explaining concepts to students and makes concepts seem way harder than they actually are. Doesn't really teach the material, just shows off that he can do it. When students ask question, he just goes off on how hard it is, and takes a while to grasp, and never fully answers the question. Without doubt the worst math professor I have ever had.

He is very passionate about teaching and the subject, but really doesn't do a good job of explaining things. He focuses more on proving things than actually doing examples and making things clear. I learned more from doing the homeworks than going to class. He would usually just confuse me more.

Professor Lorent dedicates too much time to proving the theorems and concepts that he puts forth in class. Subsequently the tests do not reflect the kind of material that is covered, seeing as it is a normal math test that is purely practical.

5 No complaints. Quiz/Exams difficulty is appropriate.

He knows what he's doing, but doesn't explain it very well. He tries to explain all the theories instead of teaching us how to solve the problems.

7 My favorite math class yet, the class is challenging but the teacher is great.

He is a great instructor; very dedicated to his students and very interested in the material he is teaching. I highly recommend Andrew Lorent.

9 Excellent teacher, very interested in the material.

Very well Prepared and takes his time to make sure we are clear on the material. Demonstrations with the soccer ball and string are very helpful.

Professor Lorent was a good professor in the sense that he knew about what he was teaching, and taught clearly. He is able to give clear visuals on what we are doing (what it means in real life). He had a weird way of grading in the beginning but it came more clear later. His hw is fair, and the overall percentage per test is fair (to the overall grade).

I wish he would take time to give quality examples and explanations versus trying to speed through many examples and explanations.

Professor Lorent is a very good professor and I did not have any problems with the way he taught the class. He made himself available outside of class time and really tried to help all of us do well in his class.

14 He is good. He may teach a bit to much like the book.

He seems genuinely interested in the material and in making sure that students understand what is being taught. Overall, I consider him a great teacher.

16 I can understand him. good explanation about the problems.

- 17 I think he was truly interested in teaching us this subject and wanting us all to do well. He did a good job explaining this hard to teach subject with visual help (string, soccer ball, etc). His tests were hard but fair. His office hours and Friday study sessions helped very much. He was always quick to email back as well, no matter the hour. Overall he was one of my favorite math prof.s at the college level.
- 18 Is knowledgeable but does not always make explanations clear.
- 19 Professor Lorent is a great teacher. He is very successful in making difficult concepts easier to understand with his numerous teaching strategies.
- 20 Very nice professor who is helpful for kids who need extra help.
- 21 I like Professor Lorent because it is obvious that he wants us to succeed. He is easy to reach via e-mail, office hours, weekly review sessions, and exam review sessions. He is clearly interested in the subject material and attempts to help students visualize and understand concepts beyond simply being able to perform calculations.
- 22 He is a good professor who is genuinely interested in teaching calculus.
- 23 I liked having Professor Lorent as a calculus instructor. He was able to help me with any questions I had. I really liked the way he would teach us to visualize a concept in our minds to be able to see it better.
- 24 Very good job, extremely interested in the subject and really wants us to understand the material and succeed.

Faculty: Lorent, Andrew H

Question: Comments and/or suggestions

Response Rate: 47.06% (16 of 34)

- 1 He can improve his handwriting because most of the time I get confused for the words he writes on the board.
- 2 Do more examples, don't focus so much on proving things. If it's in the book and you teach us it, I'll believe it. You don't need to take 40 minutes of class time trying to prove it to us.
- 3 Implement a 3D graphing computer program into lectures. Visualization is such a key concept of multivariable calculus this would be extremely helpful. I am positive that in the future, courses like this will be taught using such a system. Why not get a leg up?
- 4 I think he should do a ton more examples and teach us how to solve the problem and not as much of the how it came about.
- 5 The only suggestion I have is that during class he would put up an example and allow the students a minute or two to try to solve. This would help students test themselves and allow them to ask questions and get immediate feedback from the instructor.
- Spend less time on theories and proofs, and more time on examples. Our (everyone I talked to in the class) opinion is that as long as he just tells us what an equation means, and gives a quick description of that it is visually, we can then move onto examples. Far too much time was spent on proving theories and concepts. Just need to do more examples. Also, try to grade every problem on a test consistently. On the first exam, there were questions who's points were all or nothing. Very strange for that to happen on a Math exam. Other times, questions were awarded points for each correct process shown, and some times points were taken off if there was a mistake or if he just thought that you didn't understand something (even if the answer and work was right). But he did fix this by giving a rubric per question on the next exam, telling us which steps were worth what points.
- 7 Don't just rewrite the book on the board during class time. And take time to write neatly. This subject is already confusing enough without trying to keep track of variables that are changed half way through a proof and trying to translate sloppy handwriting.
- 8 The notes that were provided over email were sometimes hard to read since they were scans of handwritten notes. If these notes were typed (formulas can still be handwritten), they would have probably been a little more useful to us students.
- 9 Give a few more quizzes, maybe once a week to help better understand the material.
- 10 Personally, I think that less time should be spent on proving every concept and more time spent on examples and applying the concepts.
- 11 N/A
1. Slow down the lecture, sometimes felt very rushed.
2. Use online resources such as Khan Academy.com to send out videos of topics before hand for us to watch. This way you don't need to spend so much time on proofs and theories
- 12 to go with that, here is a good link <http://www.youtube.com/watch?v=gM95HHI4gLk>
3. The visual help such as a soccer ball were extremely helpful, maybe more of those

But overall great job

13 Great teacher! Would/will recommend him to other students.

14 Poor handwriting is distracting. Class isn't consistently engaging.

15 We spend a very large amount of class time examining formulae but not nearly as much time applying them. In depth explanations of why things work are nice, but getting a handle on how to use them should be equally important.

I am not in agreement with the method of sending out notes before each class and expecting us to read them and pay more attention in class by not writing much notes of our own. The handwriting on the notes documents makes the subject difficult to understand when reading this way.

16 I suggest not doing that in the future. I and other students take more out of the class when we take our own notes. I believe the concepts are learned better in this way.

Other than that, Professor Lorent did an excellent job of teaching this course and keeping us busy.

Thanks!