



CHRISTIAN SAMPSON Teaching MATH 2210 Undergraduate Calculus III

LEC sec: 4 2014 Fall

There were: 64 possible respondents.

Team-taught with: KENNETH GOLDEN, ERJUAN FU

Order		Question Text	Prev	N	RR	My Avg	MATH Avg	MATH f14	Div Avg	Div f14	Sch Avg	Sch f14						
Grp	SAMPSON	Instructor Questions			n/a	5.46	5.14	5.12	5.12	5.10	5.28	5.27						
Grp		Course Questions			n/a	4.96	5.03	4.99	4.99	4.97	5.15	5.12						
													Str Disagr	Disagr	Mild Disagr	Mild Agree	Agree	Str Agree
1		Objectives clearly stated		34	53%	5.06	5.14	5.09	5.11	5.07	5.23	5.18	3% (1)	3% (1)	0% (0)	18% (6)	32% (11)	44% (15)
2		Objectives met		34	53%	5.09	5.10	5.09	5.06	5.06	5.21	5.19	3% (1)	0% (0)	3% (1)	15% (5)	38% (13)	41% (14)
3		Content well-organized		33	52%	4.82	5.02	5.01	4.98	4.96	5.12	5.09	0% (0)	6% (2)	6% (2)	24% (8)	27% (9)	36% (12)
4		Course materials helpful		32	50%	4.91	4.94	4.89	4.92	4.89	5.11	5.08	3% (1)	6% (2)	0% (0)	19% (6)	31% (10)	41% (13)
5		Assignments & exams covered the course		34	53%	5	5.08	5.04	4.96	4.95	5.18	5.17	0% (0)	6% (2)	6% (2)	21% (7)	18% (6)	50% (17)
6		Learned great deal		34	53%	5.03	4.94	4.91	4.93	4.93	5.11	5.08	0% (0)	6% (2)	3% (1)	15% (5)	35% (12)	41% (14)
7		Overall effective course		34	53%	4.82	4.93	4.92	4.90	4.89	5.10	5.08	6% (2)	0% (0)	3% (1)	24% (8)	32% (11)	35% (12)
9	SAMPSON	Instructor was organized		33	52%	5.55	5.10	5.07	5.07	5.05	5.22	5.19	0% (0)	0% (0)	0% (0)	6% (2)	33% (11)	61% (20)
10	SAMPSON	Instructor presented effectively		32	50%	5.5	4.91	4.89	4.91	4.90	5.13	5.12	0% (0)	0% (0)	3% (1)	9% (3)	22% (7)	66% (21)
11	SAMPSON	Instructor created respectful environment		33	52%	5.42	5.21	5.20	5.19	5.18	5.34	5.34	0% (0)	0% (0)	0% (0)	15% (5)	27% (9)	58% (19)
12	SAMPSON	Demonstrated thorough knowledge		33	52%	5.45	5.32	5.30	5.30	5.30	5.43	5.42	0% (0)	0% (0)	0% (0)	18% (6)	18% (6)	64% (21)
13	SAMPSON	Instructor encouraged questions/ opinions		33	52%	5.33	5.17	5.12	5.15	5.11	5.34	5.32	0% (0)	0% (0)	3% (1)	12% (4)	33% (11)	52% (17)
14	SAMPSON	Instructor available for student consultation		32	50%	5.47	5.22	5.23	5.15	5.16	5.30	5.29	0% (0)	0% (0)	0% (0)	16% (5)	22% (7)	63% (20)
15	SAMPSON	Overall effective instructor		33	52%	5.52	5.03	5.02	5.02	5.01	5.23	5.21	0% (0)	0% (0)	3% (1)	9% (3)	21% (7)	67% (22)
		Follow up --											Yes	No				
		Was it helpful	52958	1	2%	0	0.58		0.62		0.67		0% (0)	100% (1)				

Text Responses

Comments on course effectiveness

I feel like some of the problems on the assignments were too difficult to solve. I suggest starting with simpler problems so we can understand and know how to use the different problems and equations and then go to the difficult questions. I really like the online lecture videos on math.utah.edu. They have been a big help.

Teacher provided more than enough material to be able to succeed in this class.

Big classroom. Tough to keep interest.

Practice exams

communicate more effectively outside the classroom, as in use email to notify students of important dates and information, in-class question-follow-ups, and etc.

Ta sessions

There's a lot of vocabulary that is overlooked.

The examples were very good, but sometimes a bit much. While it is nice no know why i am learning something, i thing that you should make sure we know the basics first.

The lectures were great for the exam but the homework was fairly difficult

The instructor spent a lot of time talking about things that were not relevant to the material. He also didn't take kindly to some of the students questions.

I felt as though professor golden was much more concerned with his research than his position as a teacher and that manifested itself in two ways: he was very unavailable even when present in class, also he created an environment that did not invite questions as he would act condescending towards students who weren't on the level he wanted them to be on. Poor examples and talked too much about theory. I felt like the homework was ineffective In teaching the material. Basically lecture did not help solidify many ideas, all learning had to be done independently out of class
Relationship of math to physics, what that math actually means.
Exam reviews were helpful.
The webworks system was nice. The virtual math book is unparalleled as far as text books go.
WebWork TA/Professor availability
He skipped over complex derivations but took forever to explain simple concepts.
The practice tests and their solutions were very helpful for this course. I appreciated the fact that a text book wasn't required for this class.
Instructor Comments
Used his struggles from when he took the course to benefit us.
Christian was very good at explaining the material. It seemed he knew where everyone was at and was able to teach at their level. I feel like he should be a calculus instructor here at the university.
very helpful
great examples
Understands the topics well and can teach them appropriately.
supportive environment for classroom
Fun and easy to talk to.
Knew what they were doing and how to present material
The ability to explain complex concepts to the class
He was very relaxed and knowledgeable about the material.
Being thorough
He was great filling when Professor Golden was gone. He also hosted great review sessions.
He could hand out tests...
He explains things clearly and thoroughly. He shows respect to student's questions.
He very effectively communicated the concepts to students. He explains his approach to problems without assuming we know how to do everything already. Clear concise speaker. Courteous, respectful, patient
He presented the material in a way that was easy to understand.