

Math 2790 Midterm Evaluation

Since I just gave you a midterm assessment, I would like you to give *me* a midterm assessment. I'd like you to answer five general questions about the course and tell me how you feel about each of these topics. In each section, I've asked several questions, but they are just there if you wanted specific ideas. I've deliberately left this open-ended so that you can tell me *exactly* how you feel about this course, without having to restrict your assessment to a narrow list of questions. Please write whatever you feel like writing.

Please write your assessment on a separate sheet of paper. Do not include your name anywhere. To ensure that this is completely anonymous, make sure you **TYPE** your responses, because by now I know everybody's handwriting. I want to assure you that I will take these evaluations very seriously, so please be honest. I don't mind criticism – in fact, I welcome it, because that will make me a better teacher, and more importantly, this course will become better for each of you. I'd like you to write an assessment for me sometime in the next week, and I will collect this on **Tuesday, October 30th**, a week from today.

1. Course Material: Do you like the topics we have covered thus far in the course? Do you like the problems we have analyzed?

2. Workload: I have given you two assignments thus far, and there will be two more. In addition, there are the weekly proofs. You just completed an in-class and take home midterm. How have you felt about the workload in this course? Is it too much, too little, or just right? How are you finding the assignments? Are the problems too hard, too easy, or just right? If you are struggling with the problems, do you find the hints are helpful? If you are doing comfortably in the course, do you feel sufficiently challenged, or not enough?

3. Course Philosophy: At the beginning of this course, I detailed my vision for this course. I wanted to be your “guide on the side”, rather than the “sage on the stage”. In other words, I wanted you to be active participants in the *creation* of powerful mathematics, rather than have me lecture and *tell* you how the mathematics was done. Have I been effective in doing this? More importantly, do you feel that such a teaching philosophy is important and meaningful to you, or would you prefer the standard university lecture?

In addition, I spend time each class giving you the opportunity to work on the problems yourselves (either individually or in groups), because I feel it is more important to focus on *process* than *product*. Do you find this helpful? Do I allot too much time for this, or too little time? Also, I have encouraged you to come up to the class and present solutions – do you find these types of peer presentations meaningful, or would you rather have me do all the presenting? What kind of learning environment works best for you?

4. The Tour Guide: How do you feel about me as an instructor? Do I teach this course too much like a high school teacher (which is what I want to be) – and if you feel I do, is that a good thing or a bad thing? How can I improve to be a better tour guide for you? Do I talk too fast, too slow, too loud, too soft, etc.? Are my Survivor insights, Dr. Evil impersonations, and dumb jokes getting on your nerves? Am I not being serious enough when doing the class? Is my lack-of-seriousness interfering with your learning at times? Please be brutally honest. Don't worry, I can take it.

5. Overall Assessment: Are you finding Math 2790 worthwhile?