

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

To: Bernard Lidicky
Personal and Confidential

MATH Survey Evaluation Results for 2021 Fall

Bernard Lidicky,

In the attachment you will find the evaluation results of the survey MATH 165 11 (F2021) [Bernard Lidicky].

If you have questions or comments contact your Class Climate MATH Administrator or email course-evaluation@iastate.edu

- ISU MATH Online Course Evaluation Administrator

Bernard Lidicky

MATH 165 11 (F2021) [Bernard Lidicky] (F2021MATH_165_11L994209273) Lecture AY22-ISU

No. of course participants = 25

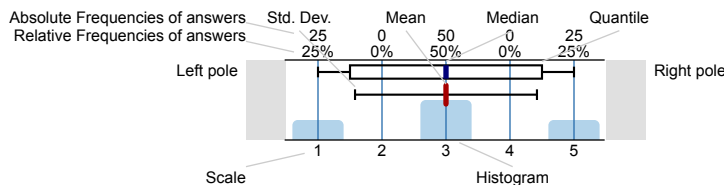
No. of responses = 21

Response Rate: 84%



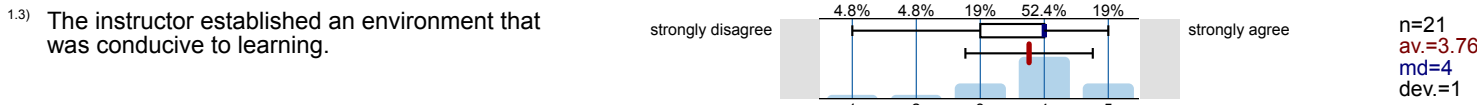
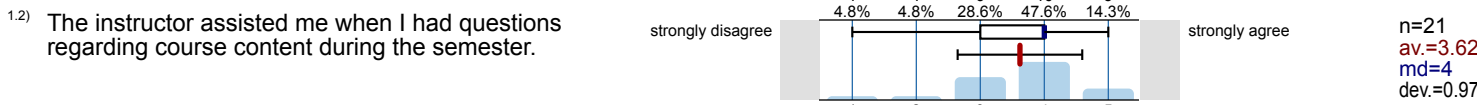
Legend

Question text



n=No. of responses
 av.=Mean
 md=Median
 dev.=Std. Dev.
 ab.=Abstention

1. Course Formative Feedback for Instructors



1.4) What helped your learning the most in this course?

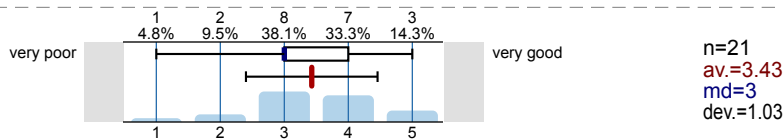
- Attending lectures
- Calculus
- Engaging lectures
- Going to help hours was the most effective in helping me learn. During the help hours I was actually able to ask questions and fully understand the material.
- Having the instructor provide examples of how to work through the material really helped me out a lot.
- His notes on Cybox.
- How nice he was
- I liked when we were given time to work problems in class by ourselves and then after that we went over the solution strategy for the problem.
- I really liked his review packets that gave me an overview of everything we have learned to the point of the exam. I really enjoy his passion for what he is teaching.
- Literally nothing. I feel I walked out of this course worse at math than when I walked in
- Practice quizzes and answers
- Practice quizzes and past tests
- The best learning in the course I got was in the recitations when we went over topics. The next best thing that helped me learn was just having a study group with me.
- The lecture videos that we're posted on canvas.

- The practice quizzes were the most effective form of practicing concepts for me this semester. The practice quizzes contained challenging problems that helped me in mastering the topic.
- When he went through ideas and then examples
- attending lecture
- na

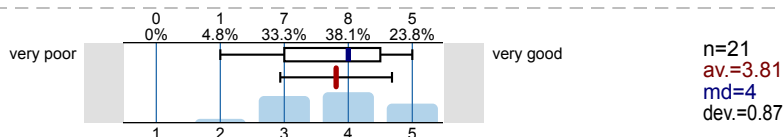
1.5) What changes could have been made to enhance your learning in this course?

- Homework that has the same types of questions like exam/recitation quizzes
- I believe examples are the most important part about learning math, so I think it'd be important for lectures to be more focused on giving difficult examples. Currently the lectues tend to be more about explaining the concept and proving the concept works.
- I believe that having more opportunities to talk with the instructor one on one so we can get to know one another and be more comfortable asking questions with them that way.
- I don't like how the recitations are heavily focused on the quizzes rather than the learning in a smaller group. I also wish all of the problems on the homework had an example given with them so if I don't know how to do it I can follow along with it. On numerous occasions there was a problem I did not know how to do and the textbook would not help where an example problem would have been sufficient.
- I think the professor needed a microphone. It was difficult to hear him, especially because of his accent.
- I wish the problems that we worked in class were more simliar to the difficulty of the questions asked on the exam because a lot of the in class practice problems were so easy that I felt bored in the class and it felt pointless to go.
- I would change having more time to work on individual problems so I am able to learn the material on my own and then having the instructor work them out after a few minutes.
- More supplemental material outside class
- Not much
- Nothing (2 Counts)
- Reasonable exams that wouldnt make me hate the course by being insanely unfair
- Sometimes it is hard to understand the instructor
- TA's go over more in depth the content
- The lectures often felt like a waste of time when I could learn about the content from canvas and had plenty of resources to engage with it in more ways.
- make it a little slower
- na
- nothing

1.6) My overall rating of this course is:

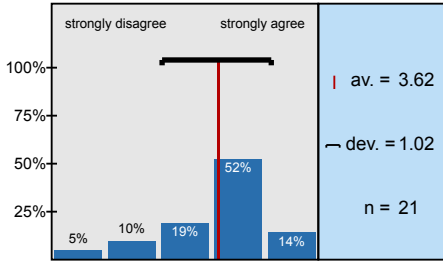


1.7) My overall rating of the instructor is:

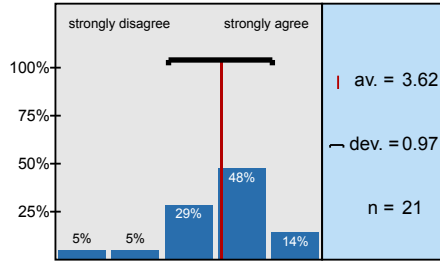


Histogram for scaled questions

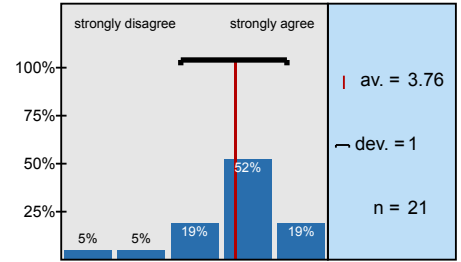
The instructor provided feedback on my academic work that was helpful to my learning.



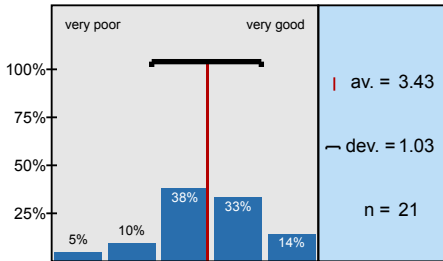
The instructor assisted me when I had questions regarding course content during the semester.



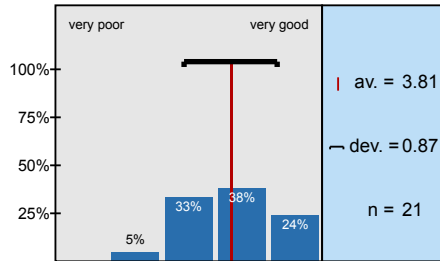
The instructor established an environment that was conducive to learning.



My overall rating of this course is:



My overall rating of the instructor is:








Profile

Subunit: MATH
 Name of the instructor: Bernard Lidicky
 Name of the course: MATH 165 11 (F2021) [Bernard Lidicky]
 (Name of the survey)

Values used in the profile line: Mean

1. Course Formative Feedback for Instructors

1.1) The instructor provided feedback on my academic work that was helpful to my learning.	strongly disagree		strongly agree	n=21	av.=3.62	md=4.00	dev.=1.02
1.2) The instructor assisted me when I had questions regarding course content during the semester.	strongly disagree		strongly agree	n=21	av.=3.62	md=4.00	dev.=0.97
1.3) The instructor established an environment that was conducive to learning.	strongly disagree		strongly agree	n=21	av.=3.76	md=4.00	dev.=1.00
1.6) My overall rating of this course is:	very poor		very good	n=21	av.=3.43	md=3.00	dev.=1.03
1.7) My overall rating of the instructor is:	very poor		very good	n=21	av.=3.81	md=4.00	dev.=0.87