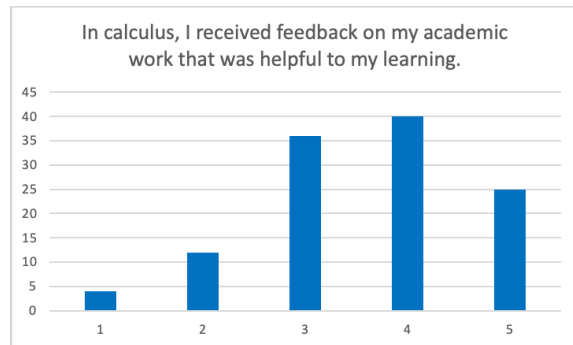
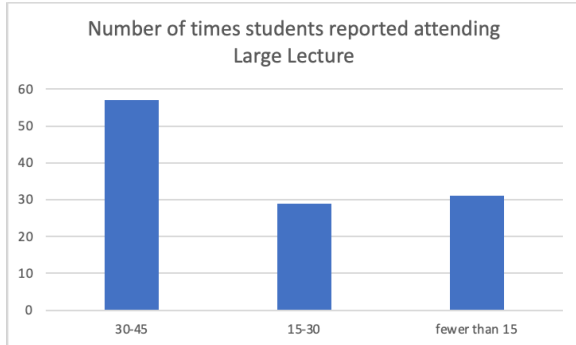
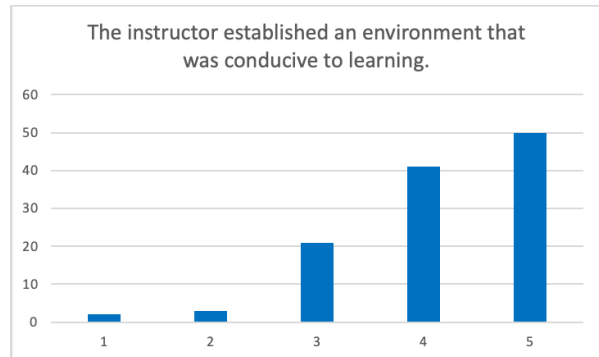
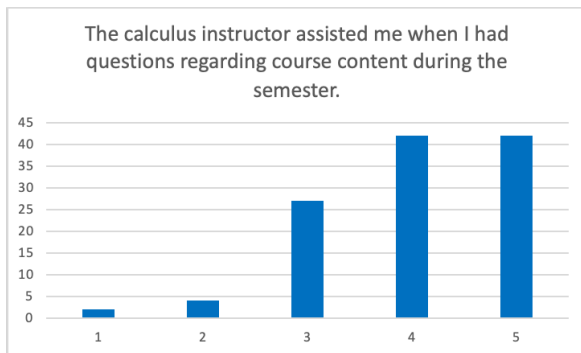


Bernard Lidicky S22 Math 166

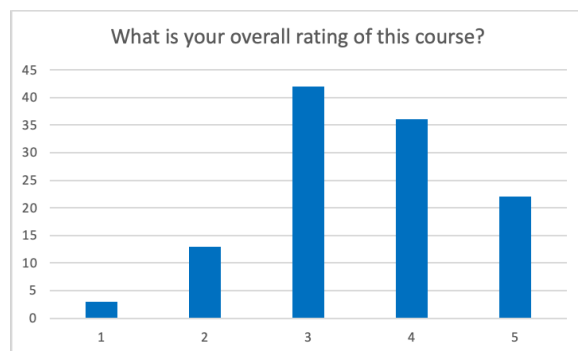
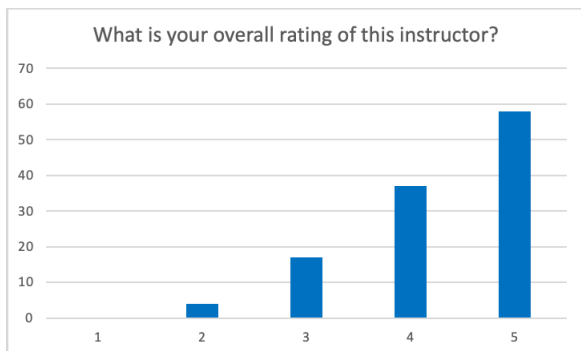


N =	117
Average	3.598
Deviation	1.043
Median	4



N =	117
Average	4.009
Deviation	0.942
Median	4

N =	117
Average	4.145
Deviation	0.922
Median	4



N =	116
Average	4.284
Deviation	0.842
Median	4.5

N =	116
Average	3.526
Deviation	1.008
Median	3.5

Briefly describe how this instructor helped you learn calculus this semester.

- Working through problems at a good pace and in detail

- Taught me the material
- I didn't love my lecturer so I watched Steve butler.
- Answered any questions and covered material well.
- He helped me with questions in help hours.
- This instructor gave us time to work during class with good example problems, and walked around the classroom answering questions and helping students. That was really amazing.
- introduced me to the material
- I did not attend lecture
- During lecture the brief time when he made us solve the problems ourselves was helpful
- He was a really good teacher overall
- He is kind and knows his math. Engaging and well prepared.
- He was very good about asking if we had questions after doing every problem, and he made it clear that there is no judgement for asking questions. If something was not clarified during lecture, I would ask him specifically after class and he was very welcoming and open to helping.
- he was very good at math and was also funny to help with classes not being boring
- He provided study materials for exams, went over any questions that anybody had in class, and made the class a fun place to be in, so I was motivated to go.
- Only went to a few class periods, mostly watched the online videos
- I didn't learn from my assigned instructor, I learned from calc2.org and butlers videos
- Went over practice problems after giving us a few minutes to try them on our own.
- Working through problems in class
- The instructor is nice to everyone include LGBTQ people.
- He broke everything down nicely and added some fun to calculus which is hard to do.
- Gave out formula sheets before exams to help study.
- Bernard efficiently worked through the slides while providing time for question.
- He shows up prepared to teach and understands each concept. He not only teaches us but does it in a fun way.
- na
- They helped with the exam review lectures and made sure I'm ready for the exam.
- Interesting and funny enough to stay engaging but still be able to effectively teach the course.
- He always answers questions
- Well planned out and expressed lectures
- Because there are online videos that do a great job at explaining the concepts that we learn in class, I saw no point in attending lectures in person.
- When there was a general sense of confusion among students, the professor did a great job of rewording things to break down concepts more efficiently
- None.
- He prepared study guides for the class before exams and handed out packets with information for the previous unit to help us study better.
- He was able to explain his thought process as he went through example problems and he would stop for questions whenever a hand was raised.

- Professor Lidicky did lots of practice problems in class (which I personally loved once I started watching the overall lecture video before attending Professor Lidicky's lectures). I liked having the opportunity to do real-time, in-class examples with someone right there to answer any questions I had.
- He gave many examples and provided a good review session before exams
- Bernard was great at keeping a smile on his and everyone else's face during the semester, this made the material seem easier to handle.
- He created a lively and energetic atmosphere that encouraged participation
- He explained the content to me so I understood it.
- I mostly just looked at the online lectures, since it was more convenient with my schedule. And I found it difficult to understand him sometimes.
- He didn't so I didn't go
- Steve made me look forward to learning math
- Previously stated in the previous long answer.
- Doing examples in class at a pace where we are able to learn what the material and ask question with still being able to get through most of the notes and having them make sense. And having the lecture notes online to download so we could only worry about writing example problem and not the question and example problem. He made this class very enjoyable to learn calculus. As well as giving a few real world examples with so of the topics we were learning, for example a hard boiled egg for the example of find the volume with the washer method.
- Gave out review sheets prior to exams that were helpful for preparing and studying.
- Actually teaching the lecture. He also let us do examples on our own.
- No clue lol
- nice and happy in class
- Lidicky would host review sessions during exam week and would walk around the class to answer any questions. He did this during lectures as well which was very kind.
- The time we spent working through problems helped a lot.
- Easy to understand.
- he taught it
- gives us time to work on problems, goes over examples
- The instructor was willing to go over examples again if asked by the students and tried not to rush the material.
- I watched butler videos
- Na
- The instructor allowed time for students to go try new concepts in class before moving on to new course material and reviewing the problem to make sure the class understands the process of each problem
- Just by doing normal lectures.
- During help hours, my professor would help walk me through difficult problems.
- Professor Lidicky did a great job at working out problems on the board and his reasoning for why he solved them using the respective method.
- Bernard Lidicky explains calculus very well, even with the accent which just took a little getting used to. He truly cares about both calculus and his students and made himself very personable. He is a great instructor and a passionate teacher.

- Answered my questions when going over practice problems.
- He always made sure people understood how a solution to a problem was reached before we continued. He gave our class time to ask questions and try problems by ourselves.
- Good example
- Professor Lidicky walked us through the introduction and a couple examples for each section before giving us time to work through some on our own.
- He posted the slides that we were going over that day on canvas, which helped me focus more on learning the material being presented rather than trying to write everything down. He also goes over everything at a pace that allowed me to more fully understand the material. The way he explained the topics also made sense to me.
- Went over topics, did practice, answered questions.
- He gave practice questions in class, which helped me better understand the concept.
- Introduced the concepts pretty well.
- The instructor makes sure to make time for anyone to ask questions and often asks if this makes sense giving students a time to ask questions.
- he was able to keep me focused in lecture.
- Enthusiastic, and answered questions well
- He was nice the guest lecturer at times was better but at a time I could not attend.
- He was very friendly and made it fun to learn
- Very approachable and enthusiastic about this course! Time flew by in class because it was a joy to be learning in this environment, even if the material wasn't always the most pleasant. The way Professor Lidicky jokes around and explains the material makes it interesting, so I was always paying attention to catch the humor and the content.
- Whenever I had a question, Professor Lidicky answered it thoroughly and made sure that the concept was clear to me. He also encouraged we ask questions, and constantly checked up on us (asking us if we are 'happy'). Overall, he is an amazing person and professor.
- He did a lot of examples and helped us work through problems.
- Working through problems together and showing how each system worked.
- Taught class well
- Easy to understand, good lectures
- [no comment left]Lidicky is so fun and upbeat, his bright personality helped me get through some of the more boring topics. He says 'happy' so much that a friend and I started counting, but it always made me smile and enjoy class more. I enjoyed his teaching style, he goes through the material at a good pace that allows us to ask questions and work on the example problems. Compared to my teacher from Calc 1, it was much easier to learn from Lidicky.
- He would walk around the room while working on practice problems, but you really only got help if you were sitting by the aisle.
- The classes were made fun and the presentation was easy to understand. The environment was very welcoming to questions.
- They were very nice and welcoming if I had any questions
- Engaging lectures
- Talked through the problems well and explained how to get to the solutions
- Idk

- Very informative lectures
- He went over topics in a detailed way
- The professor had the slides both filled and black that we could look at before or after lecture. He also made sheets at the end of units that were an accumulation of everything we covered but condensed to one page which helped me study because I wasn't looking through all my notes and potentially missing important points on topics.
- He explained things in clear terms with good examples and walked us through the examples. He also gave us time to walk through problems on our own. He didn't go too fast or too slow for note taking.
- None
- Good review
- He describes everything in a very slow paced, and well formatted way.

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

- Nothing
- Nothing
- Exams that were more aimed towards the average Calculus 2 student. Exam 2 was much easier than the other 2, but the other 2 were very difficult.
- unsure
- None that I can think of.
- more examples during class
- Im not sure, i did not attend lectures.
- Chocolate fountain
- Honestly an exam right before finals is just dumb
- While he speaks english well, I feel at points there was still a language barrier that did not allow for the best communication.
- Overall, I thought that his style of reached was helpful to to students and kept them engaged.
- better TA
- Spending more time on things like each individual sequence/series tests, rather than learning two or three tests in a single lecture and then not talking about them again.
- Make the exams more like the quizzes were the average isn't a 50%
- Go over more problems relevant to the quizzes.
- Having TAs present so they can also help with problems
- More exam reviews with the instructor
- Just a little bit of a slower pace of the course would've been nice but I know that's not possible.
- N/A
- I would've liked shorter info slides and more example problems.
- na
- Nothing much.
- idk
- None
- More support for quiz questions

- Posting the solutions of the practice quizzes would be very helpful for learning in this class. Practice quizzes are great way to study for recitations and also to get a better understanding of the material. Posting the solutions to these problems would likely help many students understand material that they are struggling with. Currently, only the answers are posted, so if a student cannot figure out how to solve one of the problems, there is no way to check and see if they are doing it right.
- If there was a bigger incentive to attend class (i.e. top hat exercises) I would be encouraged to receive face to face lecturing more often
- None, Lidicky is a fantastic instructor!
- Nothing
- Sometimes, it felt like Professor Lidicky breezed over the structure of the lecture and skipped right to the practice problems. I completely understand that there is a significant amount of material to cover and a very limited amount of time, so determining the ratio between lecture and practice problems would definitely be a difficult task, but one I think could be re-evaluated! Overall, I really enjoyed Professor Lidicky's lectures and his excitement for learning and teaching calculus!
- N/A
- Explanations for some of the material could've been worked on a little bit but overall they were great.
- I can't think of any
- Moving a bit slower during new topics but in a way that allows for the Professor to get where they want for that day.
- He could have a little more confidence and speak a little more clearly
- Doing more practice problems
- Better Instructor
- steve butler being everyones teacher
- Bernard could move slower maybe, I cannot think of anything he has not done to help us.
- Just a lot of examples and all different sorts of example from a range of easy to harder level examples that will compare to questions we might have on the exam.
- None.
- No clue lol
- n/a
- Narrow topics we have to study for exams
- less focus on algebraic mistakes and focus more on Calculus concepts
- I wish there was less content so we could spend more time on the specifics.
- None.
- more butler content
- more time to learn
- I wish there would've been a more definitive start and stop between new topics. In the Steve Butler videos, this was clearly laid out. However, in lectures I often was confused when one topic ended and another began.
- Not sure
- Na
- The course was well suited to my learning style but for exams, I felt like there weren't enough practice exams provided on Calc2.org for some of the exams

- NA
- I do not have any changes.
- More examples covered in lecture.
- Nothing with the large lecture
- I don't know.
- Sometimes when people didn't understand a solution to a problem, he would go through the entire problem again. I know he does this from a good place, but I feel like instances of this could be reduced going forward. It often felt like we didn't have enough time to cover concepts more thoroughly because of this.
- Better homework
- I don't think that there could have been any changes to help me understand the material better.
- None, does fine
- Clearer explanation of the topics.
- Some topics are more complicated and may need more time / more examples to go over.
- N/A
- nothing!
- He was good at filling out the rest of the slides for the box postings would be nice for extra examples.
- Nothing
- Nothing! I love the class as it is!
- Sometimes the professor skipped steps when showing his work so it was difficult to follow along. This, however is also to a fault of the students as many of them did not ask questions when they clearly had some.
- Maybe remake some of the homework problems so they include smaller numbers. Sometimes the assignments would tell me to use a calculator or go to another site to graph a function. It doesn't make much sense to require us to do that, since we are not being tested on our graphing for the most part.
- More interaction with students, near the end we stopped receiving handouts to work on and practice. That may have been because we were a bit behind at that point.
- Study more
- nothing that I couldn't have done myself
- I liked the amount of time we had for questions and practice problems, but sometimes I felt that it was too much or too little. I think maybe just having a better awareness of when the students are struggling, or when most are done would have made class better, but there's almost nothing to improve on in my opinion.
- All my instructor would do is practice problems. I would get really frustrated when I couldn't do the problems because he didn't teach the topics before going through a problem. He would just expect us to know it from the get-go.
- Slower pace would have been nice.
- I would make sure the TA's help with what is going to be on the quiz
- None
- Less of the proving and more practice problems
- Butler videos
- More time to study before exams

- Sometimes there are jumps in the work where there is algebra performed and it is not always specified as to what happened. Skipping some algebra steps makes sense as we should all know how to do them, but it is beneficial if steps are still stated to the class even if it is not written out because sometimes they happen too fast.
- Nothing I can think of
- None
- None, his way of teaching is why I switched into his class