

Final Evaluation (CTEF) for Kim, Chan Ho MATH 230A LEC A (45070), Fall Qtr 2014

Responses: 16/24 (66.67%)

A. Please comment on the following areas and be as specific as possible:

1. What are the instructor's teaching strengths?

- Good presentation and thoroughly covered course objectives
- He gives a lot of material.
- I was very happy with the overall presentation of the course. The instructor always had a unique way of explaining concepts that showed their usefulness in more advanced kinds of math, and since the material this quarter was rather dull this helped a lot in keeping the class morale high.
- Knowledge in the field
- Nice clear board proofs. Everything is written out.
- Organized and well attentive to the class and its concerns. Also, has a pretty interesting take on learning the material.
- Passion!!! Very knowledgeable and fair
- Professor Kim does a good job presenting the material in a way that is easily absorbed by students and builds their intuitive understanding
- strong background; flexible schedule; clear explanation
- Very clear, he also has good examples
- Very fun and engaging with the class. He held our attention well as he brought us through proofs, motivating them well and explaining the steps with a strong attention to our current understanding of the material.
- Very good at explaining the concept, takes his time going over the definitions and gives thorough proofs
- 4 blank answer(s).

2. How can this instructor improve as a teacher?

- He's just fine
- Honestly, not much comes to mind. One or two days where he showed up a little under-prepared.
- I don't know. I'm very happy with the course.
- I think that more examples should be brought into lecture and perhaps give a slightly broader background to the students rather than giving textbook proofs of the course theorems and then finishing two weeks early.
- I thought the assignments and lectures were a little too independent. Most of the homework covered material we had covered in lecture over a week before. When it came time to study for midterms, it became clear that we had no feedback on our ability to do the types of problems that were expected for it.
- Maybe be more flexible as a source of the information. I felt like there wasn't enough diversity in the perspective on the material. It didn't feel flexible and approachable from other methods of learning.
- maybe more examples of definitions, but there isn't too much I don't like
- The exams and homework need to be graded in a fair manner. If an exam question asks for an example of something, and a correct example is given, full points should be awarded. If more is desired, then more should be asked for. If Professor Kim wants a proof that the example is correct, then he should explicitly state a **FORMAL PROOF IS REQUIRED**.

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- To say no to students who interrupt them and ask questions not to clarify something but to look smarter.
- 7 blank answer(s).

3. Any other comments about this course?

- I appreciated the challenging homework problems, though for a class built around qualifying exams, it felt a little out of place to have so many developing theory and ideas that would not be showing up on the qual. Again, as an algebraist, I did enjoy the challenge.
- N/A
- Really nice guy
- The grader could have been better. I felt grading was harsh, in particular because there was never any hint of why a flaw was so bad. It appeared like it was always following a set in stone rubric that had no flexibility. It felt contradictory to the idea of doing these problems from thinking heavily on them as opposed to just finding the “right path” or trick.
- The homework is hard. That midterm was hard. For me (little algebra background) the course was hard, though doable and I learned a lot.
- We need to get a different grader for 230B and 230C. The grader of 210A often times deducted points from student homeworks that were completely correct, but used an approach he did not understand. He also at times deducted points because a definition was used in a proof without an explicit statement that some fact was part of a definition. This is not concerning something that followed from a definition - rather, it concerns a fact that appears explicitly in a definition and then is used without modification in the proof. It is absurd to ask students that state “by the definition of X” every time they use part of the definition of X, and it is also unreasonable to take off points because the student can not read the mind of the grader to know at what point in a proof the grader wants “...by the definition of X” added. In essence, the grader should never deduct points from a proof due to the absence of “...by the definition of X”. The definition SHOULD ALWAYS BE ASSUMED.
- 10 blank answer(s).

B. Please choose the appropriate rating on the letter grade scale A to F:

'A' indicating an excellent and 'F' indicating a wholly inadequate performance. If you have no opinion on the question asked or if it does not apply, please select NA.

4. The course instructor shows enthusiasm for and is interested in the subject.

| | | |
|-------------|---------|------------|
| 13 | A | Value: 4 |
| 1 | A- | Value: 3.7 |
| 1 | B+ | Value: 3.3 |
| 1 | B | Value: 3 |
| 0 | B- | Value: 2.7 |
| 0 | C+ | Value: 2.3 |
| 0 | C | Value: 2 |
| 0 | C- | Value: 1.7 |
| 0 | D | Value: 1 |
| 0 | F | Value: 0 |
| 0 | NA | No Value |
| 3.88 | Mean | |
| 4.00 | Median | |
| 0.29 | Std Dev | |

5. The course instructor stimulates your interest in the subject.

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| | | |
|-------------|---------|------------|
| 11 | A | Value: 4 |
| 2 | A- | Value: 3.7 |
| 2 | B+ | Value: 3.3 |
| 1 | B | Value: 3 |
| 0 | B- | Value: 2.7 |
| 0 | C+ | Value: 2.3 |
| 0 | C | Value: 2 |
| 0 | C- | Value: 1.7 |
| 0 | D | Value: 1 |
| 0 | F | Value: 0 |
| 0 | NA | No Value |
| 3.81 | Mean | |
| 4.00 | Median | |
| 0.32 | Std Dev | |

6. The course instructor meets stated objectives of the course.

| | | |
|-------------|---------|------------|
| 14 | A | Value: 4 |
| 0 | A- | Value: 3.7 |
| 2 | B+ | Value: 3.3 |
| 0 | B | Value: 3 |
| 0 | B- | Value: 2.7 |
| 0 | C+ | Value: 2.3 |
| 0 | C | Value: 2 |
| 0 | C- | Value: 1.7 |
| 0 | D | Value: 1 |
| 0 | F | Value: 0 |
| 0 | NA | No Value |
| 3.91 | Mean | |
| 4.00 | Median | |
| 0.23 | Std Dev | |

7. The course instructor is accessible and responsive.

| | | |
|-------------|---------|------------|
| 13 | A | Value: 4 |
| 2 | A- | Value: 3.7 |
| 1 | B+ | Value: 3.3 |
| 0 | B | Value: 3 |
| 0 | B- | Value: 2.7 |
| 0 | C+ | Value: 2.3 |
| 0 | C | Value: 2 |
| 0 | C- | Value: 1.7 |
| 0 | D | Value: 1 |
| 0 | F | Value: 0 |
| 0 | NA | No Value |
| 3.92 | Mean | |
| 4.00 | Median | |
| 0.19 | Std Dev | |

8. The course instructor creates an open and fair learning environment.

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| | | |
|-------------|---------|------------|
| 12 | A | Value: 4 |
| 1 | A- | Value: 3.7 |
| 1 | B+ | Value: 3.3 |
| 1 | B | Value: 3 |
| 0 | B- | Value: 2.7 |
| 1 | C+ | Value: 2.3 |
| 0 | C | Value: 2 |
| 0 | C- | Value: 1.7 |
| 0 | D | Value: 1 |
| 0 | F | Value: 0 |
| 0 | NA | No Value |
| 3.77 | Mean | |
| 4.00 | Median | |
| 0.48 | Std Dev | |

9. The course instructor encourages students to think in this course.

| | | |
|-------------|---------|------------|
| 11 | A | Value: 4 |
| 2 | A- | Value: 3.7 |
| 2 | B+ | Value: 3.3 |
| 1 | B | Value: 3 |
| 0 | B- | Value: 2.7 |
| 0 | C+ | Value: 2.3 |
| 0 | C | Value: 2 |
| 0 | C- | Value: 1.7 |
| 0 | D | Value: 1 |
| 0 | F | Value: 0 |
| 0 | NA | No Value |
| 3.81 | Mean | |
| 4.00 | Median | |
| 0.32 | Std Dev | |

10. The course instructor's presentations and explanations of concepts were clear.

| | | |
|-------------|---------|------------|
| 13 | A | Value: 4 |
| 1 | A- | Value: 3.7 |
| 0 | B+ | Value: 3.3 |
| 2 | B | Value: 3 |
| 0 | B- | Value: 2.7 |
| 0 | C+ | Value: 2.3 |
| 0 | C | Value: 2 |
| 0 | C- | Value: 1.7 |
| 0 | D | Value: 1 |
| 0 | F | Value: 0 |
| 0 | NA | No Value |
| 3.86 | Mean | |
| 4.00 | Median | |
| 0.33 | Std Dev | |

11. Assignments and exams covered important aspects of the course.

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| | | |
|-------------|---------|------------|
| 11 | A | Value: 4 |
| 3 | A- | Value: 3.7 |
| 2 | B+ | Value: 3.3 |
| 0 | B | Value: 3 |
| 0 | B- | Value: 2.7 |
| 0 | C+ | Value: 2.3 |
| 0 | C | Value: 2 |
| 0 | C- | Value: 1.7 |
| 0 | D | Value: 1 |
| 0 | F | Value: 0 |
| 0 | NA | No Value |
| 3.86 | Mean | |
| 4.00 | Median | |
| 0.24 | Std Dev | |

12. What overall grade would you give this instructor?

| | | |
|-------------|---------|------------|
| 12 | A | Value: 4 |
| 1 | A- | Value: 3.7 |
| 1 | B+ | Value: 3.3 |
| 2 | B | Value: 3 |
| 0 | B- | Value: 2.7 |
| 0 | C+ | Value: 2.3 |
| 0 | C | Value: 2 |
| 0 | C- | Value: 1.7 |
| 0 | D | Value: 1 |
| 0 | F | Value: 0 |
| 0 | NA | No Value |
| 3.81 | Mean | |
| 4.00 | Median | |
| 0.36 | Std Dev | |

13. What overall grade would you give this course?

| | | |
|-------------|---------|------------|
| 12 | A | Value: 4 |
| 1 | A- | Value: 3.7 |
| 1 | B+ | Value: 3.3 |
| 2 | B | Value: 3 |
| 0 | B- | Value: 2.7 |
| 0 | C+ | Value: 2.3 |
| 0 | C | Value: 2 |
| 0 | C- | Value: 1.7 |
| 0 | D | Value: 1 |
| 0 | F | Value: 0 |
| 0 | NA | No Value |
| 3.81 | Mean | |
| 4.00 | Median | |
| 0.36 | Std Dev | |

C. Please answer:

14. Based on completed assignments thus far, what is your current course grade or approximate standing?

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| | | |
|-------------|---------|----------|
| 13 | A | Value: 4 |
| 3 | B | Value: 3 |
| 0 | C | Value: 2 |
| 0 | D | Value: 1 |
| 0 | F | Value: 0 |
| 0 | NA | No Value |
| 3.81 | Mean | |
| 4.00 | Median | |
| 0.39 | Std Dev | |

15. How much academic dishonesty seemed to occur in this course? If applicable, please describe the type of academic dishonesty that occurred (not the particular students involved).

1.
 - 0** A lot
 - 0** Some
 - 0** A little
 - 16** None I could discern

2. Examples:
 - 16 blank answer(s).

16. How helpful were the textbooks and/or readings to your overall learning experience?

- 7** Very
- 7** Adequately
- 1** Somewhat
- 1** Not at all

17. How challenging was this course?

- 6** Very
- 10** Adequately
- 0** Somewhat
- 0** Not at all