DALHOUSIE UNIVERSITY

Individual Report for Differential & Integral CalcII MATH1010-01 (Lucas Mol)

Student Ratings of Instruction (SRI) Summer 2015-2016

Project Audience 30
Responses Received 18
Response Ratio 60.0%

Subject Details	
Name	Differential & Integral CalcII MATH1010-01
XCNAME	
Year	2016
Term	Summer
Faculty	Faculty of Science
Department	Mathematics & Statistics

Creation Date   Mon, Sep 12, 2016

Common Questions

This section displays the common questions approved by Senate for use with Student Ratings of Instruction. These questions were displayed for every course/department.

TEACHING EFFECTIVENESS - Department Statistics

The teaching effectiveness report is based on a 5 point Likert scale with 1 being "Strongly Disagree" and 5 being "Strongly Agree".

Question	Course				Department (Mathematics & Statistics)			
	Mean	Median	Response Count	Standard Deviation	Mean	Median	Response Count	Standard Deviation
STIMULATION OF LEARNING: The instructor conducted the class / clinical in such a way that I was stimulated to learn.	4.61	4.81	18	0.78	4.11	4.53	261	1.21
ORGANIZATION: The instructor organized the class clinical well.	4.61	4.86	18	0.98	4.19	4.56	262	1.15
COMMUNICATION: The instructor communicated clearly during the class.	4.56	4.81	18	0.98	4.15	4.56	262	1.19
ENTHUSIASM: The instuctor showed enthusiasm for the subject matter of the class.	4.67	4.86	18	0.77	4.29	4.67	262	1.10
FAIRNESS: The instructor used fair evaluation methods to determine grades.	4.39	4.60	18	0.85	4.27	4.66	262	1.11
FEEDBACK: The instructor provided constructive feedback (considering the class size).	4.44	4.68	18	0.86	4.10	4.51	261	1.18
CONCERN FOR LEARNING: The instructor showed genuine concern for my learning.	4.44	4.68	18	0.86	4.14	4.55	262	1.17
OVERALL TEACHING EFFECTIVENESS: Overall, the instructor was an effective teacher.	4.61	4.81	18	0.78	4.18	4.58	262	1.16
Overall	4.54	-	-	0.84	4.18	-	-	-

Description of Statistics

Mean - The mean represents the average of all respondents.

Median - A median represents the middle value in a list of numbers.

Interpolated Median - The interpolated median adjusts the median upward or downward by weighting the score positively or negatively based on the distribution of student responses.

Standard Deviation - Is a measure that is used to quantify the amount of variation in a set of data.

For examples and formulas for these statistics please visit our website at www.dal.ca/sri.

TEACHING EFFECTIVENESS - Means

For additional context, we provide the faculty and institutional Means.

The department statistics are calculated from all SRIs evaluated and listed under Mathematics & Statistics.

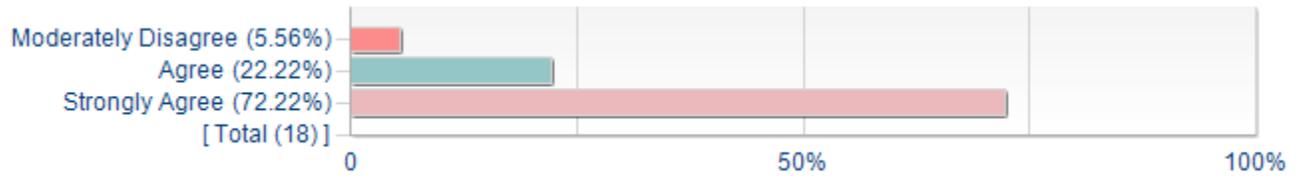The faculty statistics are calculated from all SRIs evaluated and listed under Faculty of Science.

The statistics identified as Dalhousie represent all data recorded for each question for the current term.

For additional information please visit our website at www.dal.ca/sri.

Question	Course		Department (Mathematics & Statistics)		Faculty (Faculty of Science)		Dalhousie	
	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count
STIMULATION OF LEARNING: The instructor conducted the class / clinical in such a way that I was stimulated to learn.	4.61	18	4.11	261	4.24	1245	4.06	4094
ORGANIZATION: The instructor organized the class clinical well.	4.61	18	4.19	262	4.23	1247	4.09	4095
COMMUNICATION: The instructor communicated clearly during the class.	4.56	18	4.15	262	4.24	1245	4.10	4089
ENTHUSIASM: The instuctor showed enthusiasm for the subject matter of the class.	4.67	18	4.29	262	4.42	1246	4.33	4093
FAIRNESS: The instructor used fair evaluation methods to determine grades.	4.39	18	4.27	262	4.27	1248	4.13	4098
FEEDBACK: The instructor provided constructive feedback (considering the class size).	4.44	18	4.10	261	4.19	1243	4.04	4089
CONCERN FOR LEARNING: The instructor showed genuine concern for my learning.	4.44	18	4.14	262	4.23	1246	4.13	4094
OVERALL TEACHING EFFECTIVENESS: Overall, the instructor was an effective teacher.	4.61	18	4.18	262	4.29	1242	4.13	4089
Overall	4.54	-	4.18	-	4.26	-	4.13	-

TEACHING EFFECTIVENESS

1. STIMULATION OF LEARNING: The instructor conducted the class / clinical in such a way that I was stimulated to learn.

Options	Score	Count	Percentage
Moderately Disagree	2	1	5.56%
Agree	4	4	22.22%
Strongly Agree	5	13	72.22%

Statistics	Value
Response Count	18
Mean	4.61
Median	4.81
Standard Deviation	+/-0.78

2. ORGANIZATION: The instructor organized the class clinical well.

Options	Score	Count	Percentage
Strongly Disagree	1	1	5.56%
Agree	4	3	16.67%
Strongly Agree	5	14	77.78%

Statistics	Value
Response Count	18
Mean	4.61
Median	4.86
Standard Deviation	+/-0.98

3. COMMUNICATION: The instructor communicated clearly during the class.

Options	Score	Count	Percentage
Strongly Disagree	1	1	5.56%
Agree	4	4	22.22%
Strongly Agree	5	13	72.22%

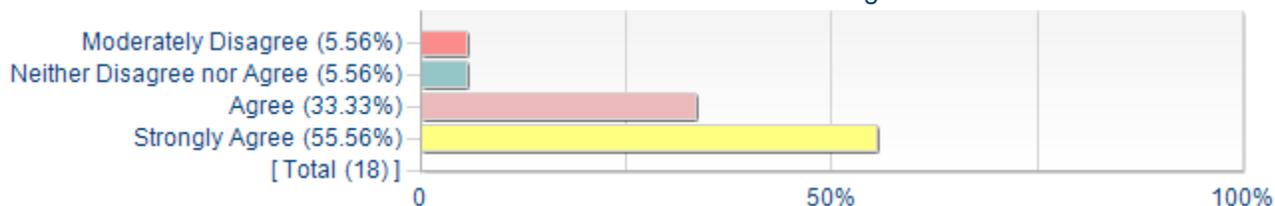| Statistics	Value
Response Count	18
Mean	4.56
Median	4.81
Standard Deviation	+/-0.98

TEACHING EFFECTIVENESS (continued)

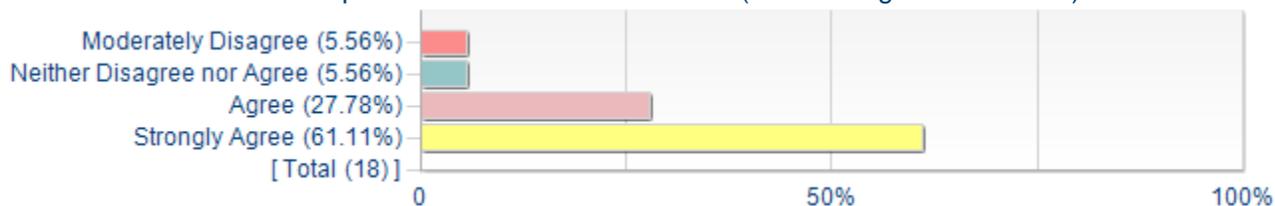4. ENTHUSIASM: The instuctor showed enthusiasm for the subject matter of the class.
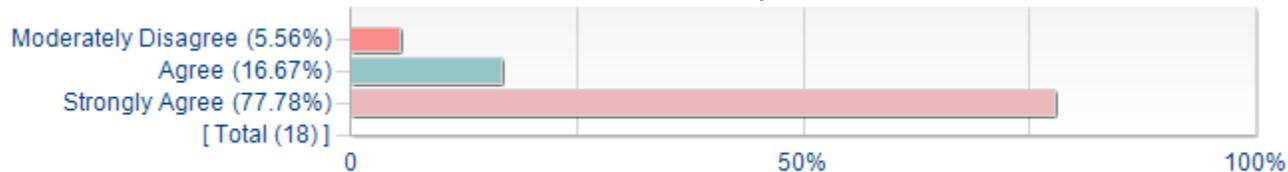
Options	Score	Count	Percentage	Statistics	Value
Moderately Disagree	2	1	5.56%	Response Count	18
Agree	4	3	16.67%	Mean	4.67
Strongly Agree	5	14	77.78%	Median	4.86
				Standard Deviation	+/-0.77

5. FAIRNESS: The instructor used fair evaluation methods to determine grades.

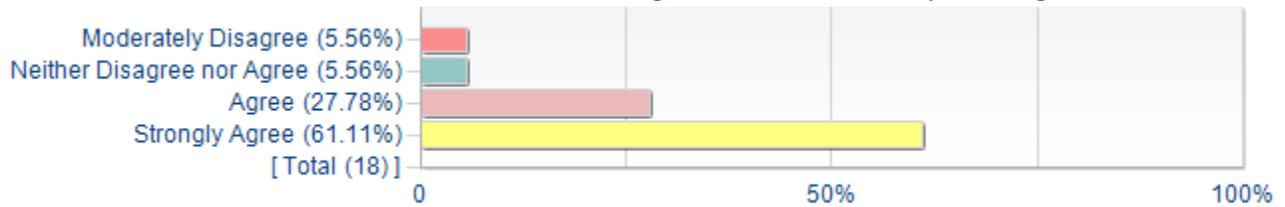| Options	Score	Count	Percentage	Statistics	Value
Moderately Disagree	2	1	5.56%	Response Count	18
Neither Disagree nor Agree	3	1	5.56%	Mean	4.39
Agree	4	6	33.33%	Median	4.60
Strongly Agree	5	10	55.56%	Standard Deviation	+/-0.85

6. FEEDBACK: The instructor provided constructive feedback (considering the class size).

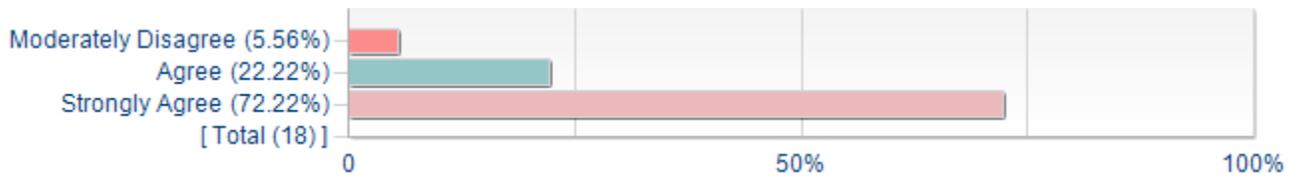| Options	Score	Count	Percentage	Statistics	Value
Moderately Disagree	2	1	5.56%	Response Count	18
Neither Disagree nor Agree	3	1	5.56%	Mean	4.44
Agree	4	5	27.78%	Median	4.68
Strongly Agree	5	11	61.11%	Standard Deviation	+/-0.86

TEACHING EFFECTIVENESS (continued)

7. CONCERN FOR LEARNING: The instructor showed genuine concern for my learning.
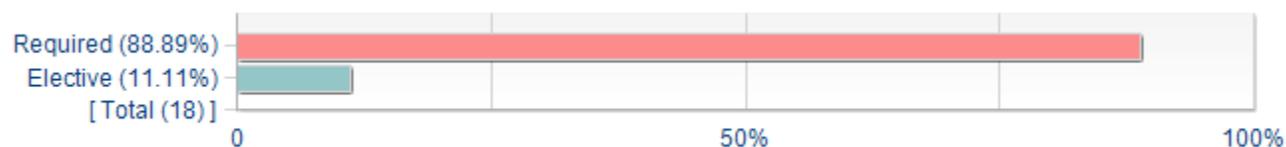

Options	Score	Count	Percentage
Moderately Disagree	2	1	5.56%
Neither Disagree nor Agree	3	1	5.56%
Agree	4	5	27.78%
Strongly Agree	5	11	61.11%

Statistics	Value
Response Count	18
Mean	4.44
Median	4.68
Standard Deviation	+/-0.86

8. OVERALL TEACHING EFFECTIVENESS: Overall, the instructor was an effective teacher.

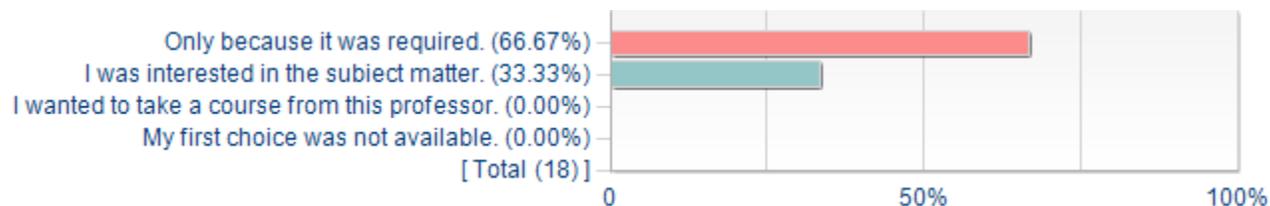| Options	Score	Count	Percentage
Moderately Disagree	2	1	5.56%
Agree	4	4	22.22%
Strongly Agree	5	13	72.22%

Statistics	Value
Response Count	18
Mean	4.61
Median	4.81
Standard Deviation	+/-0.78

REQUIRED/ELECTIVE

Required (88.89%)
Elective (11.11%)
[Total (18)]

0   50%   100%

MOTIVATION FOR TAKING THIS CLASS

Only because it was required. (66.67%)
I was interested in the subject matter. (33.33%)
I wanted to take a course from this professor. (0.00%)
My first choice was not available. (0.00%)
[Total (18)]

0   50%   100%

Reliability Assessment

The reliability assessment score measures how confident we are that the responses accurately represent all students registered in the course.

Reliability Assessment Score

With 18 responses from a survey population of 30
the data presented in this report is considered to be **Sufficient**
Number of responses needed to be considered sufficient Reliability: 12
Number of responses needed to be considered good Reliability: 22
Reliability Assessment Score: 0.328

For more information on the reliability assessment please visit our website at www.dal.ca/SRI.

Reliability Assessment Scale

Department Questions

This Section displays the department level questions entered by the department heads/chairs/Academic Directors. If no questions are found, it implies department level questions were either not included for this department or those questions were not answered by students.

Instructor Questions

This Section displays the Instructor level questions entered by the Instructors for their courses. If no results are found, it implies Instructor level questions were either not included for this course by this instructor or those questions were not answered by students.

DALHOUSIE UNIVERSITY

Signed Comments for Differential & Integral CalcII MATH1010-01 (Lucas Mol)

Student Ratings of Instruction (SRI) Summer 2015-2016

Subject Details	
Name	Differential & Integral CalcII MATH1010-01
XCNAME	
Year	2016
Term	Summer
Faculty	Faculty of Science
Department	Mathematics & Statistics

Creation Date   Thu, Sep 08, 2016

Comments

This report displays the signed Comments provided by the students. All the Comments provided here were signed and approved by students. Hence these comments will be displayed for department Heads/Chairs/Academic Directors.

NOTE: The SRI team has not reviewed the following comments. If any comment indicates that a student is in distress; that is, in danger of hurting themselves or others, please report it to the SRI Administrator so that appropriate action can be taken.

The Dalhousie University Guide to identifying and responding to students in distress states that "Regardless of the circumstances or context, any reference to wanting to die/ suicide should be taken seriously and a health professional should be contacted."

What did your instructor do that helped your learning in this class or clinical setting?

Students
The in class assigments were really helpful! it made you have to understand the material right after you learn it which helped alot.
He was very helpful when I sent emails on information that I did not know and he made himself available at the learning centre if there were questions that were no clear. His teaching style is casual, but he is able to present the information that he is teaching in a way that makes it easier to understand. While in class he made sure to know the names of the students and try to help them with their issues. The notes were helpful, and thourough.
Presented the material in an intuitive and digestible way, which made the fast pace of the course more manageable. Punctuating the lectures with in class problems after every section also made the 3 hours much more bearable. The occasional lame joke was also greatly appreciated. All around the class was the best one could hope for a 7 week summer calculus course, largely due to the teaching.
Lucas conducted lectures with passion for math, and demonstrated a clear desire to ensure that the class understood the material. He is great at responding to questions, even when the answer should be obvious (many math instructors can become aggravated when asked 'obvious' questions). Great instructor.
Lucas was extremely quick to respond to emails, and was often available for extra help in the math concept room.
Lucas Mol helped me to learn the content of this course through his effective teaching style. Furthermore, he has always been available to respond to my questions via e-mail. He has also helped me during his office hours on multiple occasions.
I have great fun in this class. Hardly can feel pressure. Hope he's gonna teach the classes I was going to pick later
He is patient and always illustrate questions very well. He replies the problem email very quick.
His teaching style is perfect, clear, organized and straightforward. he explained the material in a way that suited my learning abilities. He was very helpful. However, i found the assignments to be very difficult. The midterm was SWEET but the final exam was extremely difficult 60% of our total grade were on the last few sections of chapter 11 even the questions from before were in the most challenging form. we have covered many topics in Math1010 and i think it is not fair and it would not be a just assessment to put 60% on few topics because all the topics are equally important. honestly, his attempt to combine all the concepts together in 14 questions was real bad. an exam that is worth 60% of a students grade should test everything we covered in class, the exam should have at least a question from every section we covered, the exam was almost 3 hours long so we had enough time to do it.
He has a laid back approach toward teaching. Creates a relaxing atmosphere. Makes learning easy and fun. Seems to genuinely care about our learning. Answers questions thoroughly.
For after-school assignments, he helps me when I have difficulty in some questions. When I email him, he will respond very quickly and the concepts he provide me helps me a lot.
Lucas does a great job in explaining the courses material in a manner that the individual understands and if they don't, he was always more than willing to change the analogy in order to help them better understand what was occurring. Lucas is very well organized and came to class with structured lectures, but was not afraid to adapt the problems in

order to better suit the students learning and understanding of the encountered problems.

Do you have any suggestions for what the instructor could have done differently to further assist you in your learning?

Students
The online assignments were really annoying to type out and the material was way harder than what we learned in class and what was on our midterm and exam. It would've been nicer to have written assignments because I spend so much time typing out asnwers
I don't like the in class quizzes that are given right after learning the new material.
I wish I did... or do I? It could be beneficial to the class to have two grading schemes dependent on grades on the midterm and final. Specifically for case where a student performs significantly better on the final than the midterm, it would make sense for the midterm to contribute less (10%) to the final grade, and have the final worth 70%. This makes sense because the final tests the entire range of the material, while the midterm only covers the first half.
Absolutely nothing. He is one of the best profs I've had.
Nope I think he is a really good teacher. He can make the class's atmosphere become active.
Maybe some of the notes on the board is a bit overdone. Maybe focus a bit more on verbal explanations. Otherwise, great teaching!
I think his way of teaching is perfect for me. In my own opinion, he does not need to change.
For this particular course, I would suggest that Lucas spend more time on chapter 11.7. I found that this section was difficult because although all the other techniques were thoroughly covered, I found it the most difficult to decipher what rule to use in what setting. Despite this I would have no suggestions regarding Lucas's teaching, I found the class well taught, by far the best math class I have taken in university (I did not feel like an ant sitting in a chair). Lucas made this class very enjoyable, I am happy that I had the oppertunity to take this course with him.

Additional comments:

Students
Brightspace seems really good. It is great that I am able to fill this rating of instruction after the final exam. Fall and Winter classes should allow for this as well. More students would rate instruction if this was the case throughout the year. I know as I have failed to submit some ratings in previous semesters because I simply did not have the time to prepare for my finals and provide good feedback regarding the courses I was preparing for.
All in all Lucas Mol is a fantastic professor! Dal U is very lucky to have him. He is immensely knowledgable, approachable and knows how to teach well.
Would recommend him to anyone!

DALHOUSIE UNIVERSITY

Unsigned Comments for Differential & Integral CalcII MATH1010-01 (Lucas Mol)

Student Ratings of Instruction (SRI) Summer 2015-2016

Subject Details	
Name	Differential & Integral CalcII MATH1010-01
XCNAME	
Year	2016
Term	Summer
Faculty	Faculty of Science
Department	Mathematics & Statistics

Creation Date   Mon, Sep 12, 2016

Comments

This report displays the Unsigned Comments provided by the students. All the Comments provided here were not signed and approved by students. Hence these comments will not be displayed for department heads/chairs/Academic Directors.

NOTE: The SRI team has not reviewed the following comments. If any comment indicates that a student is in distress; that is, in danger of hurting themselves or others, please report it to the SRI Administrator so that appropriate action can be taken.

The Dalhousie University Guide to identifying and responding to students in distress states that "Regardless of the circumstances or context, any reference to wanting to die/ suicide should be taken seriously and a health professional should be contacted."

What did your instructor do that helped your learning in this class or clinical setting?

Students
He took the time to explain extra steps and helped answer my questions after class.