

Final Evaluation (CTEF) for Takahashi, Yuki MATH 2B DIS 71 (44182), Spring Qtr 2013

Responses: 21/41 (51.22%)

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

1. What are the instructor's teaching strengths?

- Clear
- Explains concepts clearly, always available for help during tutoring center/office hours.
- explains well
- Extremely legible writing, clear explanation of processes, allows students time to think,
- Genuinely cares about students, clear in his teaching style, and straight forward.
- He is good at explaining the steps of solving a problem. Even his speaking is not perfect, I am not confused about anything.
- He covers the most important problems during the discussion session. He is well prepared and he is cute.
- He is determined to explain the material clearly to his students.
- Interesting. Captivating. Thorough. Organized. Knowledgeable. He is willing to work with students and does everything he can to help them. He is amazing.
- knows the material very well
- Not only does he know how to teach, he does it well. Even better than the teacher herself. He is very organized and neat with his lessons.
- Very knowledgeable about math and taught it very clearly.
- Very passionate and does not rush through the material. Makes sure students understand the material before he moves forward.
- Very responsive and nice
- Yuki was always helpful in preparing us for the quizzes and midterms too. I can tell he cares about his students and the course. Out of all my TAs this year I think he did the best :)
- 6 blank answer(s).

2. How can this instructor improve as a teacher?

- does everything fairly well
- everything is good
- He can improve by finding interesting techniques to help students remember the information well.
- His English is not that good. but we can understand him most of the time.
- His English needs to be improved.
- I know the instructor cannot improve on the aspect of speaking more clearly, but perhaps try to not panic as much.
- in many aspects, he is better than teacher
- maybe speaking?
- N/A
- No improvement. Best TA I've ever had in my 4 years at UCI.
- None!
- Nothing, he is good

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- Overall, Yuki is a very straight forward teacher and always tries to improve himself for his students.
- talk slower
- Write more practice problems even though you may not get through all of them.
- 6 blank answer(s).

3. Any other comments about this course?

- goes at a very fast pace
- Great TA.
- Great teacher
- It goes too fast. If I hadn't taken calc AB in high school I would be so lost with the integral stuff.
- I would rather go to discussion than the actual class. He is such a good teacher. The actual professor gets lost often and is not as interesting as he is. I would never fall asleep in discussion like I do in lecture.
- more review!
- N/A, thanks for a great quarter!
- no
- None
- There is so much material to cover. Specially towards the end of the quarter. Students feel so rushed and the professors cannot do anything about it because of the common final. The course is very difficult.
- There should be more time to review the material in discussion rather than focusing on a weekly quiz.
- 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.

| | | |
|-------------|---------|------------|
| 17 | A | Value: 4 |
| 3 | A- | Value: 3.7 |
| 0 | 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 |
| 3.91 | Mean | |
| 4.00 | Median | |
| 0.23 | Std Dev | |

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

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| | | |
|-------------|---------|------------|
| 11 | A | Value: 4 |
| 7 | A- | Value: 3.7 |
| 0 | B+ | Value: 3.3 |
| 2 | B | Value: 3 |
| 1 | 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 |
| 3.74 | Mean | |
| 4.00 | Median | |
| 0.37 | Std Dev | |

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

| | | |
|-------------|---------|------------|
| 16 | A | Value: 4 |
| 3 | A- | Value: 3.7 |
| 0 | B+ | Value: 3.3 |
| 1 | B | Value: 3 |
| 1 | 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 |
| 3.85 | Mean | |
| 4.00 | Median | |
| 0.34 | Std Dev | |

7. The course instructor is accessible and responsive.

| | | |
|-------------|---------|------------|
| 17 | 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 |
| 3.86 | Mean | |
| 4.00 | Median | |
| 0.32 | Std Dev | |

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

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| | | |
|-------------|---------|------------|
| 16 | A | Value: 4 |
| 3 | 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 | |
| 0.30 | Std Dev | |

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

| | | |
|-------------|---------|------------|
| 15 | A | Value: 4 |
| 3 | A- | Value: 3.7 |
| 0 | B+ | Value: 3.3 |
| 3 | 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 | |
| 0.35 | Std Dev | |

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

| | | |
|-------------|---------|------------|
| 16 | A | Value: 4 |
| 3 | A- | Value: 3.7 |
| 0 | B+ | Value: 3.3 |
| 1 | B | Value: 3 |
| 0 | B- | Value: 2.7 |
| 0 | C+ | Value: 2.3 |
| 0 | C | Value: 2 |
| 1 | C- | Value: 1.7 |
| 0 | D | Value: 1 |
| 0 | F | Value: 0 |
| 0 | NA | No Value |
| 3.80 | Mean | |
| 4.00 | Median | |
| 0.52 | Std Dev | |

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

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| | | |
|-------------|---------|------------|
| 14 | A | Value: 4 |
| 1 | A- | Value: 3.7 |
| 2 | B+ | Value: 3.3 |
| 2 | B | Value: 3 |
| 1 | B- | Value: 2.7 |
| 0 | C+ | Value: 2.3 |
| 1 | C | Value: 2 |
| 0 | C- | Value: 1.7 |
| 0 | D | Value: 1 |
| 0 | F | Value: 0 |
| 0 | NA | No Value |
| 3.67 | Mean | |
| 4.00 | Median | |
| 0.55 | Std Dev | |

12. What overall grade would you give this instructor?

| | | |
|-------------|---------|------------|
| 17 | A | Value: 4 |
| 2 | A- | Value: 3.7 |
| 0 | B+ | Value: 3.3 |
| 1 | B | Value: 3 |
| 1 | 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 | |
| 0.34 | Std Dev | |

13. What overall grade would you give this course?

| | | |
|-------------|---------|------------|
| 11 | A | Value: 4 |
| 2 | A- | Value: 3.7 |
| 2 | B+ | Value: 3.3 |
| 4 | B | Value: 3 |
| 2 | 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 |
| 3.59 | Mean | |
| 4.00 | Median | |
| 0.49 | 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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| | | |
|-------------|---------|----------|
| 4 | A | Value: 4 |
| 7 | B | Value: 3 |
| 6 | C | Value: 2 |
| 1 | D | Value: 1 |
| 0 | F | Value: 0 |
| 3 | NA | No Value |
| 2.78 | Mean | |
| 3.00 | Median | |
| 0.85 | 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.

- 4** A lot
- 2** Some
- 2** A little
- 13** None I could discern

2. Examples:

- looking at each others tests.
- Since there is no seating chart, many students group together and cheat off each other by sitting altogether. This creates an unfair disadvantage to those of us who are honest and trying to succeed the right way.
- Some of the international students always whisper to each other during the quizzes and during the midterm I heard it too. I understand Chinese and know what they say is about math.
- Students always sat in clusters, passing the quiz around their group as the TA was distracted from someone's question. Those same students kept their phones and notes on the desk during the quiz, looking up answers or similar questions for reference.
- 17 blank answer(s).

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

- 8** Very
- 7** Adequately
- 6** Somewhat
- 0** Not at all

17. How challenging was this course?

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