

Summer Session Instructor and Course Evaluation for Takahashi, Yuki MATH
2B LEC B (44110), Summer I 2014

Responses: 44/96 (45.83%)

Please mark the appropriate rating.

If you have no opinion on the question asked or if it does not apply, please mark "Not Applicable."

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

24	9 (Excellent)	Value: 9
10	8	Value: 8
3	7	Value: 7
5	6 (Good)	Value: 6
0	5	Value: 5
0	4	Value: 4
1	3 (Fair)	Value: 3
0	2	Value: 2
1	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
7.98	Mean	
9.00	Median	
1.66	Std Dev	

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

6	9 (Excellent)	Value: 9
12	8	Value: 8
6	7	Value: 7
11	6 (Good)	Value: 6
4	5	Value: 5
0	4	Value: 4
2	3 (Fair)	Value: 3
1	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
2	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
6.50	Mean	
7.00	Median	
2.17	Std Dev	

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

11	9 (Excellent)	Value: 9
18	8	Value: 8
1	7	Value: 7
8	6 (Good)	Value: 6
3	5	Value: 5
0	4	Value: 4
2	3 (Fair)	Value: 3
0	2	Value: 2
1	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
7.27	Mean	
8.00	Median	
1.83	Std Dev	

4. The course instructor is accessible and responsive.

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21	9 (Excellent)	Value: 9
9	8	Value: 8
0	7	Value: 7
11	6 (Good)	Value: 6
0	5	Value: 5
0	4	Value: 4
1	3 (Fair)	Value: 3
0	2	Value: 2
1	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
1	Not Applicable	No Value
7.70	Mean	
8.00	Median	
1.77	Std Dev	

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

19	9 (Excellent)	Value: 9
10	8	Value: 8
5	7	Value: 7
5	6 (Good)	Value: 6
0	5	Value: 5
3	4	Value: 4
1	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
1	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
7.52	Mean	
8.00	Median	
1.97	Std Dev	

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

15	9 (Excellent)	Value: 9
13	8	Value: 8
5	7	Value: 7
4	6 (Good)	Value: 6
1	5	Value: 5
2	4	Value: 4
3	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
1	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
7.27	Mean	
8.00	Median	
2.09	Std Dev	

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

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7	9 (Excellent)	Value: 9
10	8	Value: 8
7	7	Value: 7
9	6 (Good)	Value: 6
2	5	Value: 5
2	4	Value: 4
3	3 (Fair)	Value: 3
1	2	Value: 2
2	1 (Barely Satisfactory)	Value: 1
1	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
6.30	Mean	
7.00	Median	
2.36	Std Dev	

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

14	9 (Excellent)	Value: 9
14	8	Value: 8
5	7	Value: 7
7	6 (Good)	Value: 6
1	5	Value: 5
0	4	Value: 4
1	3 (Fair)	Value: 3
1	2	Value: 2
1	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
7.41	Mean	
8.00	Median	
1.85	Std Dev	

9. What overall evaluation would you give this instructor?

15	9 (Excellent)	Value: 9
9	8	Value: 8
8	7	Value: 7
7	6 (Good)	Value: 6
1	5	Value: 5
1	4	Value: 4
1	3 (Fair)	Value: 3
1	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
1	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
7.25	Mean	
8.00	Median	
2.00	Std Dev	

10. What overall evaluation would you give this course?

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4	9 (Excellent)	Value: 9
9	8	Value: 8
7	7	Value: 7
12	6 (Good)	Value: 6
4	5	Value: 5
1	4	Value: 4
5	3 (Fair)	Value: 3
1	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
1	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
6.14	Mean	
6.00	Median	
2.04	Std Dev	

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

- 15 Very
- 18 Adequately
- 11 Somewhat
- 0 Not at all
- 0 No comment

12. How challenging was this course?

- 32 Very
- 11 Adequately
- 1 Somewhat
- 0 Not at all
- 0 No comment

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

13. What are the instructor's teaching strengths?

- -Uses a lot of examples -Encourages student participation -Integrates some review of 2A
- Being able to interest the students in the class
- does many examples which is helpful and allows me to understand the topic. clear explanations. very available to ask questions and replies almost immediately.
- Engages students through his unintentional humor/mistakes throughout lecture
- Explanations are very clear and thorough. It's good that he asks the class questions during lecture to make sure people are keeping up and paying attention to the problems that are being worked out.
- Friendly and open Cares about the students Understands the material clearly
- he's engages with the class.
- He always made himself available to students. Also he was very good at being clear about what we need to know and how to do that.
- He gives us many examples.
- He has office hours everyday during the week, and it helps since I can only go to his office hours on Tuesdays and Thursdays. Also, he respond to his emails on the same day that I send them.
- He is able to keep the classroom's attention very well and gives very clear examples to math problems. He is also very entertaining even if it is unintentional, which makes the whole class smile every day we come to class ^ w ^

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- He is accessible for any questions and he is generous to have office hours every weekday.
- He is enthusiastic and funny. He is able to teach the topics in a very simple manner, making the material easy to understand.
- He is straightforward and explains clearly what will be expected of us
- He is very quick with the lesson and he does not underestimate his students.
- He obviously knows a lot about the material
- He really enjoyed what he was teaching, and he made his students laugh.
- Instructor shows great enthusiasm for the subject, keeps students intrigued during lecture, always has high energy and is very approachable.
- knowledgeable, approachable, very excited about the subject.
- Many examples in class, with fine explanation.
- Responsive, helpful, clear and straightforward, good time management, enthusiastic, engaging.
- The instructor is very knowledgeable about what he is talking about and seems to have a joy for math.
- The instructor's strengths are to be able to engage students and try his best to keep his examples clear for everyone to understand.
- The teacher's strengths includes keeping the students engaged and creating a very funny and open learning environment.
- Tries to make himself available to students outside of lecture.
- Very nice and very approachable! Also unintentionally hilarious. Yuki is a great instructor that was challenged by the almost impossible task of teaching Calculus 2 in only 5 weeks. Yes, there is somewhat of a language barrier from his accent, but it is minimal. People use it as a scapegoat for their poor grades. Yuki is an AWESOME instructor. He genuinely cares about his students and is very kind. It felt like I was in high school again (in the best way possible) because he wasn't cold and uncaring about his students like the majority of professors.
- Went through the concepts quickly and concisely, telling what we needed to know. Did practice problems that helped give an understanding about the material.
- Yuki's strength is his enthusiasm and keeping the material engaging. He is a humorous person, and make the material approachable even with difficult concepts
- Yuki is very enthusiastic and that makes sitting through 2 hour classes a breeze. I think his energy and responsiveness to students (especially emails) are both excellent. He's very clear when going through problems despite having to cover so much so quickly and he's extremely knowledgeable. He encourages participation but our class is awkward and never responds.
- Yuki really knows his material very well and is unintentionally funny during lecture. Had lots of office hours and responded to emails promptly. Also seemed to care about how the class is performing.
- Yuki teaches the material in simple but efficient ways! He shows and goes over many examples of problems relating to sections of the book. He is also very timely.
- 13 blank answer(s).

14. How can this instructor improve as a teacher?

- -
- At times it seems that he is second guessing himself and his answers. It is hard to trust that the answers are right when he has to go over them numerous times
- focus a bit more on the rules and theorems before heading straight for the examples
- He could improve as an instructor by trying to slow the pace down a little. It was hard to keep up with the fast pace of summer session.

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- He needs to really work on his explanations of problems. He doesn't finish the work because he assumes we know how.
- He should present the concepts clearly first instead of just doing problems and examples.
- His accent is extremely hard to follow because he speaks extremely fast. In addition, the practice problems and practice test he assigns are not at all similar to the midterm he gave us. It was far more difficult and had very different problems on it, which caused him to give us a curve. I believe he needs to test a little closer to what the practice exams have laid out.
- His accent was really hard for me to understand at times. But he made up for it for writing everything important on the board.
- Hold review sessions before midterms.
- I feel like there are too many problems/examples to do for some sections in lecture and it would be useful to show us/tell us how to do the problems by writing down extra notes during the process. Some of the lecture feels rushed, but it is expected since it's an accelerated course over the summer.
- I feel like we spend too much time on examples. We can do examples at home, Yuki. I feel like if we had a "Summary" portion at the end of lecture to condense and review the subject of that lecture, it will be much, much more effective. Also, asking questions and expecting answers from a large lecture is unrealistic. People don't normally talk in lecture and are uncomfortable with yelling out answers in lecture halls. I feel like that is better suited for discussion. You asking questions and getting awkward silence... repeatedly... slows down the class.
- If he had the ability to stop, or slow down, time that would be great.
- I know the material is very easy for him so he can come across as a bit condescending when answering questions. Also having other students try to answer my question for him and then saying that it is basic material when they get it wrong too didn't help much. He probably doesn't realize it but it is a bit discouraging.
- Instead of going straight to examples, I think it'd be beneficial if all the concepts and conditions of a certain topic is explained first. Sometimes writing the formula doesn't help much.
- I think that he can improve by working on his explanation of concepts covered in the class. His explanations often seemed confusing and somewhat muddled. At times, he seemed to be unsure of some of the problems that he was going over, often leading to more confusion.
- I think Yuki is a fine teacher as he is right now, maybe to improve, he could work a bit more on his English, but it is alright because we can still understand him.
- It would be helpful that he is more detailed in his explanations when instructing difficult concepts
- Maybe show the focus of the lecture to the students first, then go into examples of how to apply the focus
- N/A
- NA
- None.
- Occasionally he misses a student raising their hand during class. Maybe he could scan the room (especially the sides) a little more carefully when looking for raised hands. Yuki if you're reading this I have a hint to remember numerator and denominator. The n in numerator looks like a hat so is always on top while the d in denominator looks like a shoe so is always on the bottom ^^. (Spelling was the only issue with these words so I hope this helps.)
- Occasionally instructor overlooks students with questions.
- Shorter exams! Also, would help if the practice problems done in class were not the same as the suggested homework book problems. This happened sometimes and it meant that there would be less practice problems that we could try on our own at home.

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- Slow down the speaking speed, and he can explain more definition.
- The teacher can improve by being a little more confident about his work.
- Tried his best to help anyone.
- Yuki could improve by working through examples without skipping steps, so that when looking over notes, it's more useful for studying
- 16 blank answer(s).

15. Any other comments about this course?

- -
- -The professor was very funny. It kept me awake in class
- I'm coming from Santa Monica College and this course was FAR easier than the equivalent at SMC. Almost everything we have covered in this class was in the first part of calculus at SMC. I liked the fact that we didn't have to memorize every single identity, formula, etc. for Math 2B just in case a problem using them MIGHT appear on a test. The material we needed to know was made very clear. I understand this is a lower division class as well as a summer session so the materials aren't necessarily supposed to be equivalent.
- I am really going to miss having Yuki as an instructor. This is coming from someone who failed taking Math 2B the first time I took the class. I feel that with your guidance, I'll be able to pass Math 2B with a better grade. Also, please stay funny and don't change that!! :3 I like it when you use Japanese emoticons ^>o<
- I thought the midterm was a bit long for the time allotted, it was hard to finish the test.
- It is very challenging, with the difficulty level of the subject.
- It was very difficult to understand the professor.
- Math 2B should have a curve, especially since many people are not doing as well as they hope. Math is challenging, and so a curve will help people pass the class. Biology and Chemistry classes are also difficult, but they are curved, and so people are more likely to pass and be confident about the material. I think Math 2B has received a negative reputation on campus due to the lack of a curve, not the difficulty of the material. I think if there was a curve, people would not be as afraid of taking exams, therefore making them more confident with the course. They know they have a greater chance of passing the class.
- N/A
- nope.
- Pacing is very fast.
- The difficulty of Webworks is understandable in that the subject matter students study should be more extensive than what is actually on the quizzes, midterms and final. However, webworks FAR exceeds what students are expected to learn in the course and not only is a waste of time but does not give us practice on working without calculators. Additionally, I recognize the difficulty prevents academic dishonesty but again if webworks does not give us the practice we need it is a waste of time. Difficulty should be lowered.
- The midterm had very reasonable problems as far as how to approach them, but far too many to finish in the time span. The pacing was VERY rigorous and I thought not feasible for a 5 week summer class
- The poor grades in this course are a given with the material and the shortened period of time. They have nothing to do with Yuki's teaching style.
- There needs to be MORE FOCUS on 7.5. This is probably the MOST critical section for the midterm. Okay, we all know how to integrate problems with multiple methods but the issue is that we all have trouble trying to figure out which method to use on which occasion. That, I feel, is the main issue with the course. We are given the skills to integrate by method,

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but we have no idea which method to use when. Also, I really wish we had a “Summary” section at the end of each lecture to wrap everything up and to distinguish that lecture from a previous lecture or just material. For example, when do I use general substitution method? Trig subst method? We went into detail about how to do each but we failed to address the most important part: HOW and WHEN to use each method in application. Also especially with summer session, there needs to be a review session (more like 2) before the midterm. Also, I feel like having only one midterm makes summer session even harder. Even though I got a generally good score on mine, I feel like the whole class would appreciate having 2.

- The Teacher assistants during discussion are not that helpful. They go over the problems that the students ask but if no one asks about the problems they will not do any other review or problems to help us better our knowledge of the course. Overall discussion to me is not very helpful. Maybe given a worksheet or practice problems during discussion will be helpful.
- The Webwork problems could be vastly improved - sometimes they were just unnecessarily difficult and could not be solved without a calculator.
- This course should be offered in the ten week course not the 5 week courses.
- Yuki has expressed his interest in becoming a professor (or possibly research professor) someday and I hope he gets it. Overall, he is still a better instructor compared to other instructors I've had who just use powerpoint to teach.
- Yuki is such a great instructor! He tries to be very fair and gives everyone opportunities to help them learn and encourage them to get good grades. He is a bit clumsy, but his quirks are what make him funny and cute in a good way! I also find it adorable that he also uses emotes in his emails (o^_^o)
- 24 blank answer(s).

16. 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
- 3** Some
- 1** A little
- 38** None I could discern

2. Examples:

- During discussion some people would pull their desks closer before class so it was easy to whisper and share answers during the quiz.
- N/A
- 42 blank answer(s).

17. What school do you normally attend?

- 41** UCI
- 0** Other UC Campus
- 1** Other College or University
- 0** Community College
- 0** UCI Extension
- 1** High School
- 0** Not Applicable

18. What is the PRIMARY reason you enrolled in Summer Session?

- 24** To accelerate progress toward my degree
- 1** To enroll in a course impacted during Fall, Winter or Spring
- 17** To retake a course
- 1** For personal development or professional enrichment

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19. What is your preference for the time of day to take Summer classes?

- 8 Early morning
- 22 Late morning
- 12 Early afternoon
- 0 Late afternoon
- 0 Evening
- 1 No preference

20. What is your preference for the frequency of meetings for a Summer class?

- 4 5 times/week
- 2 4 times/week
- 25 3 times/week
- 9 2 times/week
- 0 Once a week
- 3 No preference

21. How did you find out about UCI Summer Session?

- 6 Academic Advisor
- 4 Summer Session Banner
- 2 Summer Session Booth on Ring Road
- 0 Summer Session Facebook
- 4 Summer Session Flyer
- 6 Summer Session Website
- 12 Campus Email
- 0 Placement Testing Brochure
- 9 Word of mouth

22. What courses would you like to see offered in the Summer here at UCI?

- All the courses available during the regular school year.
- Any class with good teacher.
- A ten week course in math
- Dance classes.
- ICS 31 as a 5 week course
- I would love to see ASL courses offered at UCI.
- Math 2A and 2B classes that span 10 weeks instead of 5
- More Bio classes and classes necessary to the bio course
- more general education courses
- More online courses for GEs.
- more psych classes!
- n/a
- N/A
- NA
- nutritional courses
- 29 blank answer(s).

23. UCI Summer Session seeks to create meaningful new Summer Special Programs (a set of courses outside of the regular academic curriculum). What Program would you like to see offered in the Summer here at UCI?

- -

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- a medical program
- Credential programs
- I would like to see foreign language programs offered during the summer?
- N/A
- N/A
- n/a
- N/A.
- NA
- No idea.
- None.
- Specialized creative courses
- 32 blank answer(s).