

Final Evaluation (CTEF) for Takahashi, Yuki MATH 2B DIS 31 (44372), Winter Qtr 2013

Responses: 33/59 (55.93%)

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

1. What are the instructor's teaching strengths?

- - Very good at describing terms - Nice hand writing - Enthusiastic and loves math - Cool!
- Being able to specify and explain each topic in a clear method. Allow students time to digest each problem before he explains it himself. His discussion time was helpful and definitely boost student's confidence in taking the final exam.
- Clarity and handwriting legibility
- clearly handwriting
- Emphasis and enthusiasm of material.
- Explanations are clear and gives good examples.
- fine.
- Great at explaining even though sometimes it's hard for him to think of certain words. He is witty and funny, it keeps the class very interesting. He understands the materials very well and encourages class participation. He's notes on the board are very organized and easy to understand. He also adds more office hours as students demand it, always there to help. Great personality.
- great at making learning math fun and enjoyable. Great help with concepts and problems.
- He's very thorough in teaching the materials learned in class and is very jovial in the subject. He understands and overcomes his limited English, but nonetheless is a very good teacher.
- He has a passion for math and his excitement to teach it really makes discussion enjoyable
- he is passion and responsible.
- He is very clear when he explains, even though English is not his first language he always manages to communicate what he wants to explain. He puts a lot of effort into the discussions and focuses on what is important for us to know. I really like his teaching method because he always finds good ways and examples to make us understand. You can tell that he knows what he is talking about when he teaches.
- He is very enthusiastic about being the best TA he can be. He loves math and wants us to see that it is important. He is subjects willing to put in the extra time for office hours if he sees that student are having a difficult time with the subject.
- He is very friendly and goes over all examples. I also like how he reviews the problems before the quizzes and seems to understand us students very well.
- He is very nice and helpful. I like that he goes over many examples during his discussions. He is good at teaching the material.
- He keeps us engaged even though he finds it hard to use the right English words some times. He is really emotive and really cares about us passing the class. He also sets up additional office hours very often to meets the students' needs.
- He really explains the concepts well and adds extra information for us to fully understand the lesson.
- He teaches at a good pace and explains everything thoroughly.
- He teaches just like Professor Rische: Great at explaining things clearly and uses basic examples to get his point across. What's amazing is that he has some tricks and shortcuts that he learned in Japan and teaches them to the class. Very enthusiastic and energetic. Best TA I have ever had.

- His loves math and it shows. He is always willing to help. I have asked countless of times to set up office hours, and most of the time, he would agree and work around my schedule. He cares about his students and their grades, giving fair work and quizzes.
- I can tell that he loves and has a huge passion for math which makes him a wonderful helper. He did an amazing job of making sure everyone understood the material even though he had some difficult with the english language. He tried the best he could
- Nice writing, very determined
- Passionate about teaching and spends extra time in office hours.
- Strong
- The instructor's strengths are his ability to teach, his knowledge of the subject, and his friendliness.
- The instructor's teaching strengths are his reviews of the previous lectures. He provides many examples during discussion and explains them very thoroughly.
- Yuki definitely has a passion for mathematics and it always shows during discussion. He wants to be the best TA/instructor as he possibly can and is always willing to help in any way possible.
- Yuki is a great teaching assistant because although the Math 2B course is rather quick, he teaches it at a good pace for students to understand and learn the material. He makes sure people at least understand how he got to the answer of a problem before moving on to the next problem, and he tries to encourage people to ask questions by saying things such as, "Don't be afraid. Don't be shy." Just the fact it is his first time being a TA and that he told us his anxieties of being a bad instructor, made me feel comfortable enough to not be afraid to ask questions. Furthermore, despite having an accent, he is very thorough in his explanations of problems. For example, the last two weeks of the quarter was spent on Chapter 11 about sequences and series, and even he said it is too much material for us to learn within the span of two weeks. So, during discussion sections he just focused on the things, such as certain tests to determine convergence or divergence, he felt were important. In addition, I really like how during his lecture, he includes what he calls "remarks," "strategies/techniques," or "review." Doing this helps me as well as my peers, I think, to remember things we should already know but may have forgotten as well as to think on how to solve the problem. In my opinion, he is a good instructor because of these things and because of the enthusiasm he has for mathematics.
- Yuki is really interesting in discussions, and he provides a lot of examples for each topic, which really comes in handy when studying for the quizzes or the tests in class because they help you work through the problems logically and if you fail in one area, going through it in class shows you what you did wrong and helps you correct it.
- 3 blank answer(s).

2. How can this instructor improve as a teacher?

- - Write a little bigger
- Be less nervous.
- go through more questions during one discussion
- He can doubt himself less.
- He can improve as a teacher by showing more difficult examples.
- He could improve by slowing down a little when teaching, but he always asks if we have questions so it's not a big issue.
- he did a great work.
- Improve English. Though it is already good, sometimes can be hard to understand or he has a hard time trying to find the right word.

- I think sometimes is a little frustrating when he doesn't know how to say something in English.
- Just keep working hard!
- Maybe before each discussion, he asks if there are any homework questions from the optional homework.
- Maybe start with say examples and go onto much harder examples!
- NA
- no
- No improvements just practice more English, not that his English is not exceptional. Also provide more follow up by practicing rather difficult examples instead of moderate ones.
- Not much improvement needed.
- Overall, it was a great experience.
- Speak with a lower voice
- The material he had to cover was a bit fast.
- The only real problem was understanding him, but even that was only an issue very few times due to the language barrier.
- This isn't a big deal but sometimes it's hard to read the letter X from far away because he writes it in a special way. When I first saw it, it looked like the Chanel logo. An easy fix.
- Time management. During discussions, sometimes we run out of time to do stuff. I think as a teacher, he needs to prioritize what should be done, what examples should be work.
- Work faster, the class needs to keep up with the course.
- Yuki is already a good instructor, and if anything, he could improve on managing his time - making sure to have taught and covered everything he wanted to by the end of class. There were some instances when he planned to review a section covered in lecture or go over a problem he assigned to us, but wasn't able to because he ran out of time. However, he would always continue where he left off in the last class the next time we met. Therefore, I didn't mind and this was not that big of a problem.
- 9 blank answer(s).

3. Any other comments about this course?

- - The best TA I have ever had so far!
- Good job! I think you will make a great professor one day! You also have a cool walk and you are a great juggler!!!
- He is a really good TA.
- I honestly think Yuki is a GREAT TA! He helps so much when we don't understand how to solve an exercise and always gives us good tips.
- I really enjoy coming to this discussion class, it helps a lot.
- I really enjoy discussion with him
- I really enjoyed having Yuki as my TA for Calculus.
- I really like this class! Yuki reminds me of my best friend :)
- Keep teaching the way you are because it is very helpful and good. Makes it easier to understand lecture.
- n/a
- N/A
- no
- No.

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- no comments
- None.
- Pretty challenging
- There was a lot of material.
- Very encouraging and understing.
- Yuki is an absolutely amazing math TA, his hard work and time commitment reflect on his lectures.
- Yuki is an amazing person, and I'm really glad that he's my TA!
- 13 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.

| | | |
|-------------|---------|------------|
| 31 | A | Value: 4 |
| 1 | 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 |
| 3.97 | Mean | |
| 4.00 | Median | |
| 0.13 | Std Dev | |

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

| | | |
|-------------|---------|------------|
| 22 | A | Value: 4 |
| 7 | 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 |
| 1 | NA | No Value |
| 3.86 | Mean | |
| 4.00 | Median | |
| 0.25 | Std Dev | |

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

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| | | |
|-------------|---------|------------|
| 28 | A | Value: 4 |
| 5 | A- | Value: 3.7 |
| 0 | 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 |
| 3.95 | Mean | |
| 4.00 | Median | |
| 0.11 | Std Dev | |

7. The course instructor is accessible and responsive.

| | | |
|-------------|---------|------------|
| 32 | A | Value: 4 |
| 0 | 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 |
| 3.98 | Mean | |
| 4.00 | Median | |
| 0.12 | Std Dev | |

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

| | | |
|-------------|---------|------------|
| 31 | A | Value: 4 |
| 1 | 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 |
| 3.97 | Mean | |
| 4.00 | Median | |
| 0.13 | Std Dev | |

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

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| | | |
|-------------|---------|------------|
| 29 | A | Value: 4 |
| 3 | 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 |
| 3.95 | Mean | |
| 4.00 | Median | |
| 0.14 | Std Dev | |

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

| | | |
|-------------|---------|------------|
| 23 | A | Value: 4 |
| 8 | 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 |
| 3.88 | Mean | |
| 4.00 | Median | |
| 0.20 | Std Dev | |

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

| | | |
|-------------|---------|------------|
| 22 | A | Value: 4 |
| 6 | A- | Value: 3.7 |
| 3 | 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 |
| 3.87 | Mean | |
| 4.00 | Median | |
| 0.22 | Std Dev | |

12. What overall grade would you give this instructor?

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| | | |
|-------------|---------|------------|
| 28 | 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 |
| 3.93 | Mean | |
| 4.00 | Median | |
| 0.18 | Std Dev | |

13. What overall grade would you give this course?

| | | |
|-------------|---------|------------|
| 21 | A | Value: 4 |
| 8 | A- | Value: 3.7 |
| 3 | 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 | |
| 0.22 | Std Dev | |

C. Please answer:

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

| | | |
|-------------|---------|----------|
| 13 | A | Value: 4 |
| 13 | B | Value: 3 |
| 4 | C | Value: 2 |
| 0 | D | Value: 1 |
| 0 | F | Value: 0 |
| 2 | NA | No Value |
| 3.30 | Mean | |
| 3.00 | Median | |
| 0.69 | 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.

- 1** A lot
- 0** Some
- 2** A little
- 29** None I could discern

2. Examples:

- people looking around during quizzes in discussion.
- 32 blank answer(s).

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

- 12** Very
- 9** Adequately
- 8** Somewhat
- 2** Not at all

17. How challenging was this course?

- 14** Very
- 15** Adequately
- 3** Somewhat
- 0** Not at all