

Home Dept: Mathematics

Instructor: Ray,Arunima

Course #: MATH 100B 1

Overall Instructor Rating (Avg. q12-q18): 4.95

Enrollment: 8

Responses: 6

Rate: 75%

Key: #-Total Responses 1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree

**COURSE STRUCTURE AND GRADING**

General Structure	#	1	2	3	4	5	NA	Avg	S.D.
1 The course syllabus was comprehensive, clear, and accurate.	6	0	0	0	0	6		5.00	0.0
2 The learning goals were clearly stated in the syllabus.	6	0	0	0	0	6		5.00	0.0
3 Classes started and ended on time.	6	0	0	0	0	6		5.00	0.0
								Average:	<b>5.00</b>

Grading	#	1	2	3	4	5	NA	Avg	S.D.
4 Content of tests and assignments was consistent with content of lectures and/or reading.	6	0	0	0	0	6	0	5.00	0.0
5 Assignments and/or exams were returned promptly.	6	0	0	1	0	5	0	4.67	0.8
6 The grading policies were clear and consistently followed.	6	0	0	0	1	5		4.83	0.4
7 The graded assignments allowed me to demonstrate what I learned in the course.	6	0	0	0	1	5	0	4.83	0.4
								Average:	<b>4.83</b>

Content and Workload	#	1	2	3	4	5	NA	Avg	S.D.
8 The content covered in this course was challenging.	6	0	0	0	2	4		4.67	0.5
9 This course requires a lot of work.	6	0	0	1	1	4		4.50	0.8
								Average:	<b>4.58</b>

STUDENT RESPONSIBILITIES	#	1	2	3	4	5	NA	Avg	S.D.
10 I completed the course readings.	6	0	0	0	0	4	2	5.00	0.0
11 I kept up with work as it was assigned.	6	0	0	1	2	3		4.33	0.8
								Average:	<b>4.60</b>

INSTRUCTOR RESPONSIBILITIES AND SKILLS	#	1	2	3	4	5	NA	Avg	S.D.
12 The instructor was effective as a lecturer and/or class leader.	6	0	0	0	0	6		5.00	0.0
13 The instructor's presentations were clear and organized.	6	0	0	0	0	6	0	5.00	0.0
14 The instructor stimulated interest in the subject.	6	0	0	0	0	6		5.00	0.0
								Average:	<b>5.00</b>

**Brandeis University Course Evaluation Instructor Detail Report**

Home Dept: Mathematics

Instructor: Ray,Arunima

Course #: MATH 100B 1

Overall Instructor Rating (Avg. q12-q18): 4.95

Enrollment: 8

Responses: 6

Rate: 75%

**Key: #-Total Responses 1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree**

<b>RESPONSIVENESS OF THE INSTRUCTOR</b>	<b>#</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>	<b>Avg</b>	<b>S.D.</b>
15 The instructor was available and helpful to students outside the class.	6	0	0	0	1	5		4.83	0.4
16 The instructor respected students' ideas.	6	0	0	0	1	5		4.83	0.4
17 The instructor was concerned about student learning and development.	6	0	0	0	0	6		5.00	0.0
18 I received feedback that helped me see ways in which I could improve my learning and understanding.	6	0	0	0	0	6		5.00	0.0
								<b>Average:</b>	<b>4.92</b>

<b>CONTRIBUTION TO LEARNING</b>	<b>#</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>	<b>Avg</b>	<b>S.D.</b>
19 The stated learning goals for the course were met.	6	0	0	0	0	6		5.00	0.0
20 This course improved my writing ability.	6	0	0	0	0	5	1	5.00	0.0
21 This course improved my oral communication skills.	6	0	0	0	0	5	1	5.00	0.0
22 This course improved my quantitative skills.	6	0	0	0	0	4	2	5.00	0.0
23 This course helped me develop my creative abilities.	6	0	0	0	0	4	2	5.00	0.0
24 This course helped me to analyze, interpret and synthesize information.	6	0	0	0	0	5	1	5.00	0.0
25 This course helped me to reason better and to think more critically about its subject matter.	6	0	0	0	0	4	2	5.00	0.0
26 This course helped me to consider alternative perspectives on complex issues.	6	0	0	0	0	3	3	5.00	0.0
								<b>Average:</b>	<b>5.00</b>

<b>OVERALL QUALITY OF THE COURSE</b>	<b>#</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>	<b>Avg</b>	<b>S.D.</b>
27 The overall quality of this course was excellent.	6	0	0	0	0	6		5.00	0.0
								<b>Average:</b>	<b>5.00</b>

<b>STUDENT STATUS</b>	<b>#</b>	First Year	Sophomore	Junior	Senior	Master's	Doctoral
28 Your class standing?	6	0	3	1	2	0	0
	<b>#</b>	SCI	SocSCI	HUM	ART	Undecided	not applicable
29 What is your school of major?	6	6	0	0	0	0	0
	<b>#</b>	university req.	major req.	minor req.	interest	not applicable	
30 Why did you choose this course?	6	0	3	0	3	0	

Home Dept: Mathematics

Instructor: Ray, Arunima

Course #: MATH 100B 1

Overall Instructor Rating (Avg. q12-q18): 4.95

Enrollment: 8

Responses: 6

Rate: 75%

31 Please identify those aspects of the course you found most useful or valuable for learning.

- 1 The unusual aspects of the class were very helpful for my learning and growing as an academic. For instance, I was able to practice my presenting and teaching ability in a comfortable environment and received helpful feedback on my abilities. I also enjoyed having a motivator for doing some self study at the end of the semester on a topic of interest to me.
- 2 Everything really. The more traditional aspects, lectures and problem sets, were all very informative, interesting, and helpful for understanding. The more experimental parts were also great. I enjoyed the motivation to go to seminars and the chance to write about them, it was good to practice giving lectures on math (as I hope to one day do so professionally), and writing the paper was both enjoyable and enlightening (both for the chance to formally express some exciting ideas and the experience working in LaTeX).
- 3 The assignments were rigorous and difficult which helped us learn the material. I also enjoyed the paper because it gives us liberty to apply or explore the algebraic nature of topics of interest.
- 4 The more conversational style of teaching (including friendly comments and your own analogies) that you used made it much more accessible than the traditional (and awful) method of just reciting the proof as you write it down. The research project at the end helped me explore an entire new area of math, as well as learn about new areas from other people. Thank you! The seminars were a fun exposure to the rest of math, and although the time commitment part of it was annoying, it was certainly a good part of the learning process! Allowing one to be online helped with our time commitments, but it also took away from the feeling of going to a seminar. I like the balance because two in-person seminars is a massive time commitment (3 hours out of class total that aren't at your own choice but are at the schedule decided by whoever organized the seminar), but having both online would really not feel like you're participating in the mathematician community and their ability to teach each other. You were amazing not just in class, but in office hours. Thank you for being so accessible and friendly and clear, especially devoting way more time than was actually expected of you! :) The donuts at the presentations rocked! Thanks for an amazing course and semester! :)

Home Dept: Mathematics

Instructor: Ray, Arunima

Course #: MATH 100B 1

Overall Instructor Rating (Avg. q12-q18): 4.95

Enrollment: 8

Responses: 6

Rate: 75%

---

32 What suggestions would you make to the instructor for improving the course?

- 1 Perhaps remove the final exam altogether and put a greater emphasis on the final presentations and papers.
- 2 Perhaps a few more things could have been covered but all the snow makes that tough.
- 3 Either a final or a paper but not both. Also, no take home exams.
- 4 The earlier presentations helped us learn to give decent presentations later, but it did also mean that significant portions of the course material were taught by students instead of by you, and so I didn't learn them as well. Based on what you later tested us on, it was probably intentionally the less important parts of the course that you gave to students to present, but it's still annoying that I don't fully understand rings of fractions or direct sums as well. I wouldn't give a final paper, a final presentation, AND a take-home final. That's a bit much. Thank you for realizing that before handing out the take-home final. The research project at the end made me feel like we had less time to actually cover algebra. On the other hand, we covered quite a lot, so maybe you were just able to squeeze it all into the schedule. I would assign more homeworks that are each smaller. That way one bad homework (because one particular week was bad) has less impact on the overall grade. A bigger sample size is always more accurate, and even if we had more time to complete each homework, nobody is still working on them for the entire week and a half, so making them bigger just made them that much harder. Although the breaks in between homeworks were pleasant, it wasn't really worth the stress and all nighter that most homeworks would bring. I'll also point out that each homework was  $1/5$  of 30% of the grade, or 6% of the final grade. In contrast, the final draft of the final paper (not counting the 20/250 points for the first draft) was 80 points out of the 250 total for the final paper + presentation. The paper + presentation was 15% of the final grade. So  $80/250 * 15\% = 4.8\%$ . So each homework (individually, not together) was actually worth more than the final draft of the final paper, which was a bit weird, and made me prioritize the last homework significantly more than the final paper. I appreciated the feedback on the homework, and I like the idea of including a writing grade. But if I got 1/2 for the writing grade, there wasn't usually a comment explaining why, so I didn't know what was wrong with my writing, especially because I often felt like I had written plenty. This made it hard to improve my math writing ability over the course of the semester. Some more assurance on how the grading was going would have been nice (although admittedly, the clarity for this course wasn't unusual in the math department here). Although I knew the non-homework parts of my grade "were the curve", I didn't really know what that would play out like, especially given how awfully the midterm went. (The problems were fun, just incredibly difficult.)

Home Dept: Mathematics

Instructor: Ray, Arunima

Course #: MATH 100B 1

Overall Instructor Rating (Avg. q12-q18): 4.95

Enrollment: 8

Responses: 6

Rate: 75%

33 If you feel that this instructor should be considered for a teaching award, please explain why. Please understand that completing this section does not constitute a nomination for a teaching award. To nominate a

- 1 I believe that Professor Ray is deserving of a teaching award. She has shown a high level of dedication ensuring her students leave her class knowing the subject matter on a deep level rather than in a cursory way. She made herself available as a resource at all times and welcomed students to seek help outside of class. She also pushed her students to go above and beyond the typical standards of math classes by mandating self-directed study. Allowing this freedom, I think, gave students the opportunity to explore the field of algebra in a unique way that I think other professors should recognize and even adopt for their own teaching styles.
- 2 She is an amazing teacher and made the class both easy to understand and very enjoyable.
- 3 The professor is creative with the lesson plan and is dedicated to understanding what we learned. She is clear and makes the subject enjoyable. Forget the 3-year contract and hire her for tenure right away.
- 4 She is an amazing teacher. I often have a lot of problems with the methods of math pedagogy at the college level today, and she showed me how that method can have redeeming factors by adapting it into her own unique style while keeping to the current methodology of going through proofs together in class. She made methodology fun and interesting and conveyed the material very well.