**Rutgers University Student Instructional Rating**

(Online Survey)

| Raz Abigail Summer 2016, 01:640:428:B1 — GRAPH THEORY (index #00832) Enrollment= 30, Responses= 12<br><br>Part A: University-wide Questions: | Student Responses | | | | | | Weighted Means | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Strong Disagree 1 | | | | Strong Agree 5 | No response | Section | Course | Level | Dept |
| 1. The instructor was prepared for class and presented the material in an organized manner. | 0 | 0 | 0 | 0 | 12 | 0 | **5.00** | 5.00 | 4.88 | **4.63** |
| 2. The instructor responded effectively to student comments and questions. | 0 | 0 | 0 | 0 | 12 | 0 | **5.00** | 5.00 | 4.84 | **4.50** |
| 3. The instructor generated interest in the course material. | 0 | 0 | 0 | 2 | 10 | 0 | **4.83** | 4.83 | 4.75 | **4.42** |
| 4. The instructor had a positive attitude toward assisting all students in understanding course material. | 0 | 0 | 0 | 1 | 11 | 0 | **4.92** | 4.92 | 4.93 | **4.61** |
| 5. The instructor assigned grades fairly. | 0 | 0 | 1 | 0 | 11 | 0 | **4.83** | 4.83 | 4.74 | **4.50** |
| 6. The instructional methods encouraged student learning. | 0 | 0 | 1 | 4 | 7 | 0 | **4.50** | 4.50 | 4.73 | **4.39** |

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| Part A: University-wide Questions: | Strong Disagree 1 | | | | Strong Agree 5 | No response | Section | Course | Level | Dept |
|---|---|---|---|---|---|---|---|---|---|---|
| | **Student Responses** | | | | | | **Weighted Means** | | | |
| 7. I learned a great deal in this course. | 0 | 0 | 0 | 2 | 10 | 0 | **4.83** | 4.83 | 4.79 | **4.48** |
| 8. I had a strong prior interest in the subject matter and wanted to take this course. | 0 | 0 | 1 | 4 | 6 | 1 | **4.45** | 4.45 | 4.27 | **3.67** |
| | **Poor** | | | | **Excellent** | | | | | |
| 9. I rate the teaching effectiveness of the instructor as: | 0 | 0 | 0 | 2 | 10 | 0 | **4.83** | 4.83 | 4.77 | **4.41** |
| 10. I rate the overall quality of the course as: | 0 | 0 | 0 | 3 | 9 | 0 | **4.75** | 4.75 | 4.68 | **4.31** |

**What do you like best about this course?**:

"We learned a wide variety of things but they didn't seem disconnected or random. The book was good despite being a bit sparse with examples, so around an 8/10, and that made it much easier to study independently. It tied them together well. Things were clearly organized both in that sense and in how Abigail always was early and graded things SO FAST which was extremely helpful because we could look at our graded work very quickly and learn from it. Also everything was clearly organized on Sakai and there was never any confusion about policy or deadlines. Our grades and homework and syllabus were all on Sakai and it was fantastic. I loved this class - the subject material was great and so was the teaching!"

"I really enjoyed the content of the course as well as how the lectures were interspersed with small group discussions. I found the format/lectures engaging, despite the longer classes and highly condensed nature of the course. "

"The topic itself was interesting and is applicable to my field of study (Computer Science)."

"The material is really interesting, it's different from typical math classes."

"Getting a revelation to solve a difficult proof."

"The instructor was amazing. The way she taught the course, made the proofs and concepts easy to understand."

"I felt like I definitely learned a lot, though I was hoping to get into a few topics that were not covered."

**If you were teaching this course, what would you do differently?**:

"FIRST: Math 300 (CS 205 could also be accepted maybe) definitely needs to be a prerequisite for this course. I think people who didnt take it were at a distinct disadvantage compared to me and others who had taken it, and it wasnt fair but once they were put in this class there was no way to fix that - you cant find time in the few weeks before a summer session midterm to get someone who barely remembers the rudimentary convergence proofs in Calc 2 to the same level of proof writing as someone who has spent a full semester in a class dedicated to it, no matter how excellent the instructor is. There were a few people I talked to who just did not get the idea of proof by contradiction ("but if this is false doesn't it disprove it??") or induction, and we spent a lot of time on induction in 300 and really explained it but there was no time in this course because it was packed with so much cool stuff. Also Calc 3 was not used a single time in this course and 250/intro linear algebra was touched upon with one topic one day (and matrix multiplication is simple enough to learn in one day even if you haven't taken 250). The prerequisites don't make a lot of sense and I would change that if I were in charge of this course (I know that's the department and not the instructor though) SECOND: Sometimes the proofs on the board got very long (by that I mean each section of the board had to be erased and written over multiple times for the same proof, so essentially the proof was 2 blackboard long in normal handwriting). This could be a bit hard to follow every once in a while, and since we were only expected to do proofs that were significantly simpler than those it wasn't as helpful as other things could have been. Even the medium length proofs could get boring just because there were so many of them. Some of the proofs were helpful and I found myself engaged, but I think the group work and problem examples on the board were usually more helpful. We didn't really do proofs in group work, and I think that might have been better than watching proofs be written. Overall though it was a really great class with a fantastic instructor and that's all the nitpicking I have."

"Involve more group work and interaction among the students. Also slow down in terms of writing on the board. It would make the writing more legible and would give students time to absorb the information being taught. There are times when I fear even erasing something I copied wrong because if I did, then I would fall behind and struggle to keep up."

"Nothing, she teaches it really well and I really like how the class goes."

"I would announce the topic of quizzes a few days before."

"Maybe the set of topics that are covered after the base material. I was interested in other sub-topics"

**In what ways, if any, has this course or the instructor encouraged your intellectual growth and progress?**:

"Abigail is great. She never makes people feel stupid; she responds nicely and thoroughly to questions I later realize I must have sounded dumb for asking. Even though she's an advanced graduate student and clearly very smart, she doesn't give the impression of looking down on us like some do. This makes me feel comfortable about participating in class, which has been very helpful to my understanding of the material and to my confidence with math. I actually would have been too afraid to take a 400 level math class if I didn't know she was teaching it (I had some experience with her in a different class so I knew she was very nice and helpful), but now

I am signing up for combinatorics next semester. I'm also going to try to change my math minor that I was debating dropping (because I was afraid of failing more advanced classes, not because of poor performance thus far) to a full double major. I always had the interest but was too afraid to try a higher math course than 300, but I'm doing well in this course - it turns out I can do it and I probably wouldn't have found that out if it weren't for Abigail."

"I learned a great deal about graph theory and the instructor answered all my questions and provided a lot of constructive feedback."

"Definitely learned a good amount on graph theory and how to do proofs in mathematics."

"This course gives me a better understanding on graphs, and it will definitely help me with my future studies on CS."

"Not sure"

"The examples in class taught us the real-world applications of this course!"

"I feel like we covered a wide breath of what graph theory is, and I also especially liked the bits of historical context the professor provided."

**Other comments or suggestions::**

"Even though she's still a TA, I think she's tied with prof. Thom Tyrrell as the best math instructor I've ever had and is significantly ahead of every other instructor, including a good number of full professors/phds, who has taught me in the past. She really seems to have a passion for sharing knowledge and helping people learn about math, which she clearly loves. I am very glad to have had her as my teacher."

"You are the BESTTTTT!!!!!"

"None"

"Thank you so much for being an amazing instructor :)"