Rutgers University Student Instructional Rating
Fall 2022

Seidler, Blair - BAS312
Multivariable Calculus - 01:640:251:34, 35, 36
Survey Form: *Standard SIRS

Enrollment: 71
Responses Received: 25

University-wide Instructor Questions

Weight of responses: 1=SD (Strongly Disagree), 2=D (Disagree), 3=N (Neutral), 4=A (Agree), 5=SA (Strongly Agree), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	SD	D	N	A	SA	Resp	Section	Course	Level	Dept
The instructor Blair Seidler was prepared for class and presented the material in an organized manner.	0	0	2	4	19	25	**4.68**	4.33	4.24	4.23
The instructor Blair Seidler responded effectively to student comments and questions.	1	0	1	4	19	25	**4.60**	4.22	4.19	4.15
The instructor Blair Seidler generated interest in the course material.	0	0	1	10	14	25	**4.52**	4.05	4.03	4.04
The instructor Blair Seidler had a positive attitude toward assisting all students in understanding course material.	0	1	1	6	17	25	**4.56**	4.26	4.27	4.27
The instructor Blair Seidler assigned grades fairly.	1	0	1	8	15	25	**4.44**	4.14	4.15	4.15
The instructional methods of Blair Seidler encouraged student learning.	1	0	1	6	17	25	**4.52**	4.09	4.07	4.03

Teaching Effectiveness

Weight of responses: 1=P (Poor), 2=F (Fair), 3=A (Average), 4=G (Good), 5=E (Excellent), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	P	F	A	G	E	Resp	Section	Course	Level	Dept
I rate the teaching effectiveness of the instructor Blair Seidler as:	1	0	0	5	19	25	**4.64**	4.18	4.13	4.06

University-wide Course Questions

Weight of responses: 1=SD (Strongly Disagree), 2=D (Disagree), 3=N (Neutral), 4=A (Agree), 5=SA (Strongly Agree), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	SD	D	N	A	SA	Resp	Section	Course	Level	Dept
I learned a great deal in this course.	0	0	2	11	12	25	**4.40**	4.22	4.17	3.98
I had a strong prior interest in the subject matter and wanted to take this course.	1	2	10	6	6	25	**3.56**	3.72	3.69	3.35

Course Quality

Weight of responses: 1=P (Poor), 2=F (Fair), 3=A (Average), 4=G (Good), 5=E (Excellent), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	P	F	A	G	E	Resp	Section	Course	Level	Dept
I rate the overall quality of the course as:	0	0	3	11	11	25	**4.32**	3.95	3.98	3.81

What do you like best about this course?

These comments are intended for all instructors.

Comments
the recitation
The overall style is something I love, a good mix of quizzes, exams, work, etc.
That is was organized and the practice exams were actually doable and corresponded to the exams we would take.
A lot of practice exams and homework questions to prepare for midterms and finals
The material was taught clearly
The professor and TA were were happy to help along the way and were actually interested in teaching the topics of the course
I like the how the lectures are fun and casual and are not ridden with formal math or a heavy focus on mathematical rigor but instead conceptual understanding. Also I like how Ketover makes sure the class answers every single part of solving a problem to see if we actually understanding what is going on (although I can see the pain in his face sometimes when the class doesn't just say anything and it's just crickets when he's asking us what quadric surface something is).
Recitations and lectures were some of my favorites to attend all year long, regardless of the current material. Specifically, course–wise, I enjoyed the rigorous practice of content through the site of Pearson (despite having to pay additional prices to reach that content).
The concepts were very challenging to me.
The course–load was a good amount and due at times convenient for most students. The recitation was extremely helpful, better than the one in Calc 2 where instead of learning we would just be quizzed.
I like the structure of the lectures and the pacing the course has.

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

These comments are intended for all instructors.

Comments
Allow late points on homework assignments
I actually don't wish to really see changes, the system is good now and personally I'm not sure what to adjust that wold be make it better because there is a good mix and I don't think the system should change.
Nothing, its basically perfect
Go faster at the beginning so that the tougher material (change of variables, spherical/cylindrical coordinates, line integrals, etc) is not all crammed into the few weeks before the final— it would be easier if we could spend more time on the material in chapters 15 and 16 as opposed to relatively easier material such as taking dot/cross products or partial derivatives.
Please have notes uploaded onto canvas
N/A
I think having homework assignments be assigned earlier would be useful. For example, sometimes after a lecture I have to wait till the next day to actually start working on the homework. This is a problem because sometimes there is a recitation on the material the next day where Blair explains what's going on. I could go into the recitation with just the knowledge of the lecture, but usually my understanding is still a little wonky just because I haven't had any hands on experience with the new material yet.

Also sometimes assignments are assigned on like Thursday and the due date is Sunday which is rough. |
| Either cut some content or reorganize it in a fashion that material in the later of the semester is not rushed. Though early segments are critical, the later half is also important and feels as if it is getting lost as we rush to the finish line. |
| Not much else. |
| I would get a better textbook, or assign videos to watch to really cement some of the harder topics for greater understanding. |
| Grading needs to be more efficient. I understand the grading process of this course, and I feel that it could be much better/quicker. |

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

These comments are unique to the instructor Blair Seidler.

Comments
Blair has encouraged my learning growth and progress exponentially. He makes the concepts actually interesting and is always connecting with the students and reminding them of past math skills and concepts that can be applied to the problems we are working on. Blair's teaching is effective and relatable to his students. I found his tricks and tips to be very helpful considering I struggle a lot with math. His feedback is useful and prompt.
He is just generally just a very energetic and great professor. He is very knowledgeable and has a great teaching style, he also will always help when needed and is simply enthusiastic. It's very motivating and it's just a get atmosphere to learn in.
I feel that he was very good at making hard calc problems doable and communicated his work process very well so that it is understandable for the students. Its the first time since taking calc in college that I actually wanted to come to class and learn and trusted that the professor's methods would help me understand the material.
He always made the class interesting because he was personally interested in the topics so it made the students more intrigued to learn as well.
Blair is definitely one of the best TAs I have ever had, very clear, and direct. The main difference between Blair and other TAs that I think makes a significant difference to me is that with every math TA I have encountered is a genius. Blair too is a genius as well (I mean obviously), why would he be getting a math PHD then lol). But it's also the discord and the communication; anytime I have a question about grades or about the quiz or homework, he answers WITHIN minutes. He is extremely communicative and takes the time, and puts in a ton of effort. I think the main thing is he gives students every chance to succeed in every possible way and puts in extra time that he doesn't even need to do! Seriously, Blair is GOAT (greatest of all time).
Blair continuously pushed material and content to not simply pass the class, but for the excitement of the advanced content. He continually showed us what he felt was not only applicable but interesting and fun. He even went beyond the textbook in showing us strategies not typically touched upon in the course to round out our mathematical abilities.
He was very experienced is all the concepts we learned.
He encourages students to have a deep understanding in the course rather than just memorizing, which is very effective for me.
Blair as an instructor had the perfect amount of structure/seriousness along with humor/flexibility. He made it so there was not a single boring recitation, and is a great instructor.

Other comments or suggestions:

These comments are intended for all instructors.

Comments
Nothing else to add.
Keep being awesome:)
N/A
I cannot put into words how good this course is ran. Honestly, like in every normal scenario, I should be a student that is FAILING this course and not doing well. I got a C+ in Calc 2, a 40% on the Calc 2 final, and came in knowing nothing basically about Calc 2 because well, I suck at Calc 2. But somehow Ketover and Blair have managed to make me actually interested in math and enjoy it somehow while also doing way better than I ever have before. I feel very confident going into the final and I *think* I can get an A in this course, which for me is unprecedented in the realm of mathematics. Not kidding, like I think I haven't gotten an A in a math course since freshman year of high school... maybe that's not a good thing to say. Also I appreciate how Ketover makes the class fun while inviting and understandable. Ketover never takes any of the math "for granted". Ketover is clearly a genius — sometimes he just comes up with random problems in his head and knows what the solution is without even looking at it. One of the things that is crazy is that I can ask him some random question like "what if we had a sphere, intersect with a cylinder, but then I also put like a cone in it as well", and honestly, he would come up with three reasonable equations with an intersection that works out nicely really quickly. But he still takes time with the material and makes sure we actually understand what is going on instead of writing the formal definition of the theorem on the board and then being like "guys, how do you not understand? the formal definition is on the board."
I wish there was another midterm