



Rutgers University Student Instructional Rating

Summer 2019

Brooke, Ogrodnik - BL481
 Theory Of Numbers - 01:640:356:H6
 Survey Form: *Standard SIRS

Enrollment: 10
 Responses Received: 9

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 Brooke Ogrodnik was prepared for class and presented the material in an organized manner.	1	0	0	1	7	9	4.44	4.44	4.55	4.67
The instructor Brooke Ogrodnik responded effectively to student comments and questions.	1	0	0	2	6	9	4.33	4.33	4.61	4.55
The instructor Brooke Ogrodnik generated interest in the course material.	1	0	0	2	6	9	4.33	4.33	4.47	4.42
The instructor Brooke Ogrodnik had a positive attitude toward assisting all students in understanding course material.	1	0	0	3	5	9	4.22	4.22	4.69	4.60
The instructor Brooke Ogrodnik assigned grades fairly.	0	0	1	4	4	9	4.33	4.33	4.47	4.46
The instructional methods of Brooke Ogrodnik encouraged student learning.	0	0	1	3	5	9	4.44	4.44	4.51	4.45

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 Brooke Ogrodnik as:	0	0	1	4	4	9	4.33	4.33	4.53	4.54

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	2	5	9	4.33	4.33	4.35	4.41
I had a strong prior interest in the subject matter and wanted to take this course.	0	2	1	3	3	9	3.78	3.78	3.79	3.38

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	1	2	5	8	4.50	4.50	4.50	4.27

What do you like best about this course?

These comments are intended for all instructors.

Comments
The techs that how to find modulo and quadratic residues
All the neat tricks and puzzle–piece like way the theorems come together to make really big statements about numbers. It's a long investment to get the intuition, but the pay off is really good.
I liked that there was some group work. I also liked that the homework was divided by days of the week.
Number theory is so cool

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

These comments are intended for all instructors.

Comments
I think the summer session is too short for this course all we do is to immediately understand the definitions and theories then learn how to use them.
I think I would have put some more worked out examples on the Sakai page.
Just give a warning about when we are going to have quizzes

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

These comments are unique to the instructor Brooke Ogradnik.

Comments
I really liked this class and the instructor (especially her passion for the subject matter), but sometimes I feel as though her explanation of the theorems got off track or were unclear, especially if what we did in class differed from the notes.
Honestly by enforcing the no phone policy, I was way less distracted and able to focus on the material.

Other comments or suggestions:

These comments are intended for all instructors.

Comments
I guess less proof and more examples will be helpful Office hours are great
I think the exam is a little bit short of time, which means we need more practice on being proficient in technologies taught on class.
All in all I really loved this course! Other than tripping up on explaining the theorems (sometimes I felt like I would have more questions, but since I felt like some theorems were a lot to digest, I didn't even know how to start asking questions on them in the moment), the instructor did a very good job! I think students would appreciate if you took the time to motivate each theorem and come up with a corresponding proof sketch outlining what we want and why, so then following the proof would feel a lot cleaner.