



Rutgers University Student Instructional Rating

Fall 2019

Guadagni, Joseph - JG1314

Calc I Life&soc Sci - 01:640:135:07, 08, 09

Survey Form: *Standard SIRS

Enrollment: 91

Responses Received: 54

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 Joseph Guadagni was prepared for class and presented the material in an organized manner.	0	1	0	10	43	54	4.76	4.32	4.36	4.35
The instructor Joseph Guadagni responded effectively to student comments and questions.	0	0	6	15	33	54	4.50	4.21	4.25	4.23
The instructor Joseph Guadagni generated interest in the course material.	1	0	7	10	36	54	4.48	4.07	4.10	4.07
The instructor Joseph Guadagni had a positive attitude toward assisting all students in understanding course material.	1	2	6	13	32	54	4.35	4.35	4.37	4.35
The instructor Joseph Guadagni assigned grades fairly.	0	3	6	19	26	54	4.26	4.27	4.24	4.21
The instructional methods of Joseph Guadagni encouraged student learning.	2	1	5	20	26	54	4.24	4.04	4.09	4.06

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 Joseph Guadagni as:	0	1	5	15	33	54	4.48	4.05	4.09	4.07

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.	1	3	4	25	20	53	4.13	3.93	4.02	4.06
I had a strong prior interest in the subject matter and wanted to take this course.	4	11	13	15	10	53	3.30	3.27	3.40	3.53

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:	2	4	2	24	21	53	4.09	3.73	3.84	3.87

What do you like best about this course?

These comments are intended for all instructors.

Comments
It all relates to each other so it is easier to pick up new material.
Numerous resources to help practice my skills
The material itself was interesting and fun to do
I like the structure and organization within the lectures and the relationship between the MathXL hw and the lessons.
The logical structure
Dr. G
I liked how I was shown faster methods to solve these problems.
Seeing this one kid bug out every recitation quiz
The notes online, as well as the assigned homework, has prepared me better for following lectures. It has continuously motivated me to do better.
I like that we get a lot of quizzes in this course and our lowest 3 are removed.
Dr. G's teaching method
I liked the way Questions were presented and then solved in the lecture.
The lectures
I improved as a mathematician and student
Dr. Gs website was very well organized, easy to use and helpful.
Homework, quizzes, and exams were straightforward. I liked how lectures did not have mandatory attendance because I was able to go to other sections that had more convenient times.
The technology used to teach students
There were a lot of problems to practice from.

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

These comments are intended for all instructors.

Comments
Be nicer to students and show less attitude and more enthusiasm
Not make the midterms and final so hard
Take out the no partial credit section.
It seems like you're trying to fail people when you make over half of the midterms no partial credit, even though you still need to do – usually – a lot of work to get to the answer.
none
Material can be hard to understand at times, even with help
Nothing. Everything was done perfectly.
Give everyone an A
In review sessions for exams, the topics should have been broken down a bit more, meaning to spread them out. At times, it felt that some important topics were not focused on enough.
If I was teaching this course I would have more review sessions for the final
separately all of the students in different groups and let them chat with each other
n/a
I would make recitations taught by actual professors
Nothing
Recitation should be more so like RU Newark where they reteach the topic in recitation rather than having students do a worksheet. It seems the only use of recitation here at New Brunswick is to ask the recitation teacher questions, which is great, but students can learn a lot more effectively if the recitation teacher computes a few problems that are different from the lecture but encompasses all ideas of the last lecture(s). Students grouping up and working together seems to be the main goal of recitation, but overtime grouping up stops and it turns into a room to do a worksheet and a quiz at the end. Math XL is also not the most time-efficient thing to do. I could have spent those 1–3 hours I spent on mathXL practicing textbook and worksheet problems.
I would not assign mandatory homework online. Homework is extra practice that should be individual responsibility. The Math XL was time consuming and repetitive, but it did not help much. Also the program is difficult to use for Calc because large fractions and exponents are hard to type and if you make one typo you have to rewrite the whole equation.
Nothing
I would make all questions partial credit, because some of the all or nothing questions required a lot of work.

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

These comments are unique to the instructor Joseph Guadagni.

Comments
Taught me to be aware of my small mistakes.
Encouraged me to speak out and communicate problems with peers
Calculus teaches students to think outside of the box and to also apply that knowledge, rather than just memorize different equations.
He writes very fast and doesn't teach really he just explains stuff poorly.
Working through examples that vary in difficulty really help me understand the concepts we're learning in class.
none
He taught me how to solve problems effectively.
I like the man but is quite arrogant but he is a great professor
By mentioning the next topic and preparing prior to class, the instructor has made the following lecture easier to follow.
I really enjoyed having Dr. G as my professor. The way he taught during lectures made me attentive and want to stay focused. He helped me a lot during office hours and the way he explained things gave me a better understanding of the material. Although at first I was hesitant to ask him for help because I thought he would judge me, I came to realize that IT'S HIS JOB to judge students and he was just trying to push us to work harder and brush up on our lower level math. He was truly one of my favorite professors and I'm glad that he was my lecturer this semester!
his notes are so good
Dr G takes time to Learn students' names and get them engaged in class, always is honest with his students and sets clear expectations.
Come to class with a more evenly disturbed question difficulty. Other than that you're doing great
He's been a tremendous instructor. Would take any math class with him.
You're a great professor! I like how you got the class involved by making us solve problems together. Your notes are very clear and easy to follow; I always end up referring back to them whenever I'm studying or doing the mathXL homework. This class is really hard but you do a good job at explaining things. Thank you!
Dr G is super clear and organized. This has been a great class!
Dr.G motivated me to study for the exams harder, and prepared me to answer questions that were more difficlut than the questions asked. The course was still hard, but I learned a lot.

Other comments or suggestions:

These comments are intended for all instructors.

Comments
none
N/A
I understand that Calculus in general is a hard course, but I feel that this course is unnecessarily difficult for a first level of Calculus. I thought that the first exam's difficulty was fair, but I think that the second exam was at a much higher level and the questions were very hard and students needed more time. I just think that it shouldn't be so hard for students to pass Calculus.
great
n/a