



Rutgers University Student Instructional Rating

Spring 2019

Guadagni, Joseph - jg1314

Calculus I - 01:640:135:01,02,03

Survey Form: *Standard SIRS

Enrollment: 80

Responses Received: 35

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	0	0	9	26	35	4.74	4.26	4.36	4.37
The instructor Joseph Guadagni responded effectively to student comments and questions.	0	1	3	14	17	35	4.34	4.08	4.23	4.25
The instructor Joseph Guadagni generated interest in the course material.	1	3	6	7	17	35	4.06	3.90	4.08	4.09
The instructor Joseph Guadagni had a positive attitude toward assisting all students in understanding course material.	1	2	7	13	12	35	3.94	4.21	4.32	4.36
The instructor Joseph Guadagni assigned grades fairly.	0	3	10	10	11	35	3.85	4.17	4.13	4.16
The instructional methods of Joseph Guadagni encouraged student learning.	1	4	5	11	14	35	3.94	3.93	4.06	4.08

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:	1	3	5	9	17	35	4.09	3.93	4.08	4.11

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.	2	4	4	13	12	35	3.83	3.90	4.13	4.18
I had a strong prior interest in the subject matter and wanted to take this course.	9	7	8	9	2	35	2.66	2.94	3.23	3.52

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:	4	4	5	16	6	35	3.46	3.56	3.82	3.94

What do you like best about this course?

These comments are intended for all instructors.

Comments
One of the things that I liked best about this course was the topics that this course dealt with along with the instructors who taught this course and how they taught it. In addition, I liked that there were a lot of resources that we could use to learn the material or skill that was being taught in this course and practice them over time. This way, we would end up learning and gaining more knowledge about Math or Calculus than ever before along with doing well in the course in the end. Overall, these were the things that I liked best about this course.
How it was taught with great enthusiasm.
not much
the organized notes and amount of extra practice provided to the students.
I liked everything about this course. Although the final exam is worth about 43% of our final grade, i enjoy the pressure it puts on being able to apply all the knowledge we have learned throughout the semester. I also like the quizzes during recitation and recitation itself as I was able to work and collaborate with others and they would help me and answer any questions if i ever had any
nothing
There was so much resources for help.
math xl
the organization of the teaching page so it's easy to look back on past subjects
All of Dr. G's notes were well organized and thorough. It was helpful to look back at them when studying for exams and when going through HW problems. When Dr. G would give inspirational talks to us about how we "could do math" and his want for us to do well, that was pretty nice. I know that it is hard to generate interest in a course like Calculus 135, where most of the students are taking to fulfill a major requirement, or are already discouraged because they have failed it before or taken a W. Therefore, I appreciated it when he tried to make it seem not so bad, or tried to make a joke here and there about the material or something related to the material.
Solving equations
I think Calculus in itself is interesting, though given I have not ever been exposed to any of the ideas presented in calculus I am unsure if it was the best course to take first.
Online notes, well written out on steps for each problem.
The mathxl homework
I liked the vast amount of extra work that was available to help better understand the course material.
I liked how many examples were given and different ways of how to solve these problems within each section and chapter throughout the course. All types of problems were covered.
I really like that the content taught in class matched the homework and tests and quizzes. I have had some bad experiences in which the exams and quizzes were nothing like the lectures.
Absolutley nothing. This course needs to be taught in a different format for all students that are trying to pass this class

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

These comments are intended for all instructors.

Comments
If I were teaching this course, I would have the recitations done differently in terms of having them review the stuff that was in taught in lecture before more. Afterwards, the students could then work on some practice problems that could help them learn the material more and practice it further until they get the hang of it that they'll eventually do well on not only the quizzes but the exams too. Other than that, there's nothing else that I would do differently in the end.
n/a
not use such difficult versions of each question
Make the tests a little more fair. I spent weeks preparing for the exams yet did receive the results I was expecting, and felt myself stuck on some problems.
I would not do anything differently. I think the course is very well structured and mathXL has a sufficient amount of problems to grasp the concept. The problems in recitation are also helpful and if more practice is needed, there are textbook problems that can be done. Overall i would not change one single thing about this course.
The teacher did not give our 2nd midterm back until less than a week before our final. It was rather unacceptable and unreasonable
not make the exams as hard and fail as many kids
More tests but easier tests
Not sure
everything
go through problems much slower because it seemed like he was just stating things and expecting us to get it
I thought that Dr. G and Mr. Sosa were both effective instructors, they sometimes use different methods of finding the same answer, which I understand is fine and there are multiple ways to find the same solution to a question, but sometimes I think it made some students a bit confused about which method to use so I think if they were to use the same methods to solve the problems, that would keep it more consistent and easier for students to understand.
Nothing
THE TESTING FORMATE. I think the test should be all partial credit or at least mutual choose when not. Math is a subject where you can make a small, stupid mistake very easy, and it seems unfair to lose a whole 5 or 7 points for something silly when you did the process right and do have a clear understanding of what is being taught. Losing 7 points over something as simple as doing division wrong when rushing just seems a bit unfair. It can kill a grade over making a few very small mistakes that have nothing to do with the process as a whole. Multiplier chose would at least allow you a chance to catch when you made a small error wrong.
I do not think I would change anything
Make exam problems easier, is it really fair that a C is a 45?
Recitation– do problems together on the board rather than everyone working on worksheets alone. Exams– have a curve??
Needs to be made much more interesting and is overall relatively dull compared to other courses.
I would incorporate some classwork during lecture, just to keep students engaged.
I would not make group work the focus of recitations. Group work did not help me learn the material in an effective way
I would have liked the last to lectures to be more of a lectured review. Similar to how we prepared for the midterm. The professor did sample questions as we followed along. I didn't really like working in partners on worksheets, especially since my classmates did not know how to do the work.
Have more of an interactive class where the instructor actually teaches each topic in detail and not rush through problems when students are having difficulty

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
This instructor has encouraged me to learn more about Math and to continue further in learning more about it after this class. In addition, he has encouraged me to develop an interest in Mathematics and to continue practicing what I already know in Math and what I learned in Math after each lecture that was done this semester. As a result, I felt like I was improving and doing better in this class than in Precalculus thanks to the instructor's lectures and teaching style along with amount of resources that were available such as the textbook, worksheets, homework, etc. Overall, this is how this course and the instructor have encouraged my intellectual growth and progress.
Dr. G is well prepared for lecture and has the most organized notes which benefit me immensely. He does an excellent job at explaining the material as well as providing the students with additional practice problems and various different example problems. Dr. G creates a positive and encouraging learning environment which really helped me grow intellectually, because I felt no pressure during lecture and was able to fully grasp the presented material. If I had a different Calculus professor, I would have been totally lost as this was my first time exposed to calculus. Dr. Guadagni has been a positive influence on my learning experience at Rutgers.
Professor Guadagni is honestly the best math teacher ever. He explains the math like it is so simple and it really helps with the stigma that calculus is hard. He has encouraged me to really care about calculus instead of give up when it gets too hard and i honestly love doing math now. It is one of the most interesting subjects and i plan to take a few more math courses to advance and grow intellectually. I enjoy it so much that when i retire, i might even become a calculus professor to help students who find it hard and cant find the motivation to succeed. I want to help the people who do not understand it because it really isnt too hard, you just need to remember the rules and pay close attention to make sure you dont miss anything.
made calculus less terrible
He wanted students to step up their game.
none
N/A
Professor Guadagni did not baby us. He expected us to rise to his caliber of professionalism and work ethic. I find it admirable.
Great and very clear notes in class, made it easier for me to do work on my own
The lectures were always worth attending and made me more comfortable with the course material.
The professors lectures were very informative and helpful. Everything taught in the 80 minutes matched what was in the homework and quizzes. Which resulted in a greater confidence in me regarding my math skills.
I wish I could say you did, but you did not at all. It was a very hard and stressful course and it was not fun to attend class at all. Everything seemed all easy in lecture but on exams, it was the complete opposite. I did like how you were organized and neat when it came to writing notes which a lot of professors tend to lack but I feel you did not prepare me at all for the homework, quizzes, or exams. Not everything is your fault though, but you were not an effective professor at all. I tried my best to dedicate a lot of time to course which caused me to put work despite me needing money to pay bills as well as my other classes on the back burner and also my physical health and mental health below this course as well but of course the results seem as if I came and slept in class each day, did not even bother to show up to recitation, and drew all over my homework and said "Screw it all". I find that the most effective educators are the ones that encourage learning and also are clear in what needs to be done and is looking after their students. Rather than sit there and believe Student A failed because they didn't care, look at it as "Why did so many do poorly on the exam I created?" Maybe look back at your OWN teaching style rather than assume that all of the failing students just do not care. Not all students are like that. Many actually do care and you should be able to realize who does.

Other comments or suggestions:

These comments are intended for all instructors.

Comments
No further comments or suggestions
maybe make the final exam like 38% instead of 43%
professor did well in teaching
NA
N/A
See above.
Questions on exams are too hard.
The exams were very hard, especially compared to the quizzes and homework. The exam throws at us extremely tricky things nothing like we did in class. There should be more of a curve. The new format of the exams is horrible, partial credit is so important in calc as you could do something right until the end but have the final answer wrong, and the entire thing will be marked wrong. That is unfair. The amount of people that have to retake calc should make you guys see that its just too difficult
The grading is far too harsh and the content is made too dull.
I learned a lot in this class and I am glad to have taken it.
Dr.G is the best professor I have ever had. Clearly well educated and effectively translated the language of mathematics into simple English.
For the amount of work and studying that i put into this class, i do not get the grades that i want on exams or quizzes. The instructor makes students lifes very difficult in a wya where we have to basically teach ourselves. Not only that, but what kind of professor tell the class in the beginning of the year that almost 50% of the class either failed out or had to retake the course. This discourages students to actually try hard in the course and want to succeed. Very unprofessional.