Rutgers University Student Instructional Rating

Fall 2020

Saied, Jason - JJS435

Calc I Math/phys - 01:640:151:28, 29, 30
Survey Form: *Standard SIRS

Enrollment: 83
Responses Received: 38

Special University-wide Questions for Fall 2020

Due to the challenges created by the Covid-19 pandemic, three additional questions were added to the Fall 2020 survey.

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
Given the content and level of the course, the course workload was manageable.	0	8	7	14	8	37	**3.59**	3.64	3.69	3.81
The course site used for this course, whether in Canvas, Sakai, or Blackboard, was well organized.	0	2	5	15	15	37	**4.16**	3.97	4.06	4.06
The instructions given for assignments, exams, quizzes, and other course activities were clear and easy to understand.	1	4	7	13	11	36	**3.81**	3.71	3.77	3.84

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 Jason Saied was prepared for class and presented the material in an organized manner.	0	0	0	10	27	37	**4.73**	4.17	4.22	4.22
The instructor Jason Saied responded effectively to student comments and questions.	0	0	0	7	29	37	**4.81**	4.20	4.22	4.21
The instructor Jason Saied generated interest in the course material.	0	0	1	12	24	37	**4.62**	3.90	4.03	4.02
The instructor Jason Saied had a positive attitude toward assisting all students in understanding course material.	0	0	1	7	29	37	**4.76**	4.29	4.33	4.32
The instructor Jason Saied assigned grades fairly.	0	0	6	9	22	37	**4.43**	4.02	4.15	4.15
The instructional methods of Jason Saied encouraged student learning.	0	0	4	9	24	37	**4.54**	3.92	4.04	4.02

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 Jason Saied as:	0	0	2	9	26	37	**4.65**	3.95	4.04	4.03

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	3	6	13	12	36	**3.83**	3.68	3.78	3.88
I had a strong prior interest in the subject matter and wanted to take this course.	3	2	13	13	6	37	**3.46**	3.52	3.17	3.37

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:	1	5	10	13	8	37	**3.59**	3.54	3.56	3.66

What do you like best about this course?

These comments are intended for all instructors.

Comments
Mathlab gave explanations for how to do the questions
I have always liked math and this has simply furthered my interest.
n/a
I think that after 2 months they finally got a hang of administering tests in a way that it would work for everyone so that was nice.
I enjoyed the in depth detail of mathematics shown in this course, I feel it is a great introduction into the realm of calculus.
Workshops and talking to the fellow students
Professor Scheffer went out of his way to answer ALL the questions the students had.
I liked the program used for the homework showed me how to solve problems I did not understand step by step.
The Professor Vladimir Scheffer is the best about the course. He cleared every doubt and concerns.
The homework actually helped prepare for the test.
Recitations because the explanations are very clear and easy to understand
Scheffer's knowledge of mathematicians and his lifestory.
Lectures and recitations were very engaging.
Probably the workshop and the review at the beginning of the workshop.
Concepts were covered concisely but in a comprehensive manner.
Difficult.
The simplicity of homework assignments. Some are long though.
I never loved calculus, but I thought it was interesting to learn about the different theorems and their history as well as the people they came from. Professor Scheffer would give us little facts and tidbits like this and it kept class interesting.

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

These comments are intended for all instructors.

Comments
Midterms weren't very similar to the questions seen in Mathlab so it was hard to practice.
n/a
The whole beginning of the course with all the proctor track failures and other stuff I wish did not happen but, it is what it is, maybe next time we just start out how we are taking the exams right now.
I would have a more integrated way to assign and remind students of homework; however, it may just be my learning and remembering styles that contributed to me missing homework.
The lectures were all about words and especially with math, you need examples and example problems to help teach. But there were not many example problems that helped.
Instead of having PowerPoint slides with math concepts, I would work through the problems at the moment so the students can see the thought process as we go through them.
More practice problems, let us see our tests way before the next one comes out, less confusing statement of quiz questions
The first two mid–terms had a lot of issues with them and I would have liked them to run smoothly the first time around.
I would help students with problems that are similar to those on the exams.
Nothing, He taught everything perfectly
Create the time slot for the tests at a more agreeable time. Instead of having the tests only open for a short period of time well into the night, perhaps have the tests opened for a greater period of time
I wouldn't focus so much on proofs and theory, and more on actually doing the math and examples together, showing the logic through every step and how things work. The theory and proofs in this course did not help me, all I wanted to know was the logic and steps required to solve the problems and wanted to see more examples of problems being done, then asking questions about that.
When lecturing I would want to try and give more mathematical examples, and possible write how to do the question since it easier when seeing the process instead of just explaining the question
Give more weightage to assignments for the final grade as they take a lot of time but form only 5% of the final grade.
Work through more example problems in class. It's definitely different when you work through the steps of a problem rather than just seeing and reading the steps of a problem.
The lecturers need to be more effective in actually teaching what we would be tested on. A lot of the learning came form the homework and recitations.
The professor taught through reading textbook pages, but I really wish he taught more like my TA, Jason Saeid, going through the problems rather than just reading the steps.
Teaching more about exams.
I would not have the lecture slides be pages and pages of writing. More visual aid and less words.
If I was teaching, I would rely a little less on the lecture slides. Sometimes they are very difficult to follow and take effective notes on because the professor moved quickly and there was a lot of words on the page.

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

These comments are unique to the instructor Jason Saied.

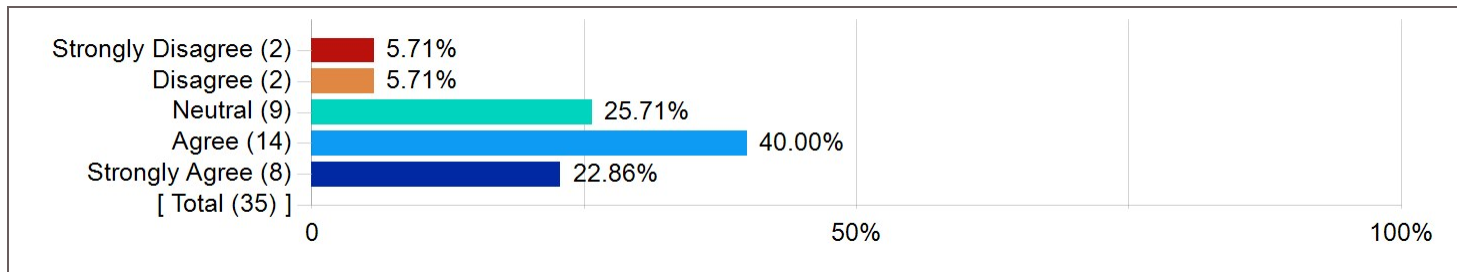| Comments |
|---|
| He was always willing to help students and stay after for questions. |
| Jason Saied as my instructor has been one of the best communicators and educators of mathematics I have ever had. While recitation was often review of previously discussed material, Jason Saied often brought a different perspective to the concepts allowing me to understand them with a newfound depth. |
| He was a great teacher for me during recitation and I understood more of what was going on in recitation than I did in lectures because he was very clear about what he was teaching. |
| Jason was a great TA and was super helpful when learning new topics |
| He was very very helpful one of the only reasons why I may pass this course |
| It was very helpful when he made students go over problems they were stuck on step by step so they could see what they were supposed to do. |
| Jason Saied has helped me gain more confidence when it comes to problem solving. He taught me to approach problems in a way where I do not have to fear them even when I am initially confused. |
| He seems really passionate about teaching and made complicated topics a lot easier to understand. |
| Clearly going into the problem and gives a simple yet detailed instructions |
| Instructor Jason is so far my favorite TA at Rutgers. He is so approachable and kind, willing to help students whenever possible. I enjoyed going to his office hour each week as it better encourage me to not give up on this tedious but not so bad of a course. |
| He is so kind, patient, and responsive. He takes the time to fully explain concepts when students have questions and will respond to them quickly, whether during recitation/office hours or email. He's also very clear when he speaks so it's very easy to understand what he's saying. |
| Jason is one of the best TA's that I've ever had. Before workshop he would go through the concepts we were learning in lecture and he just does a great job of explaining everything. He also shared his iPad screen and used it as a whiteboard which we could all see which was SO HELPFUL. It was really helpful to follow along as he would work through and explain an example problem. He also was understanding and just seems like a nice guy. Hopefully he TA's for 152 next semester! |
| Jason was great at responding to emails, helping me understand the problem I had difficulty with. Office hours were very helpful. |
| An amazing TA, very helpful regarding concepts and work. He can work through difficult questions and break them down so that its easy to understand. He also responds to questions and emails very quickly so I appreciate all his efforts in the class. |
| Patient. |
| At the beginning of every recitation he would go over the week's topic. |
| He was very helpful and made sure to go around and check that everyone was doing well with the material. He also was easy to call and made himself available, so I never felt like I was stuck. |

Other comments or suggestions:

These comments are intended for all instructors.

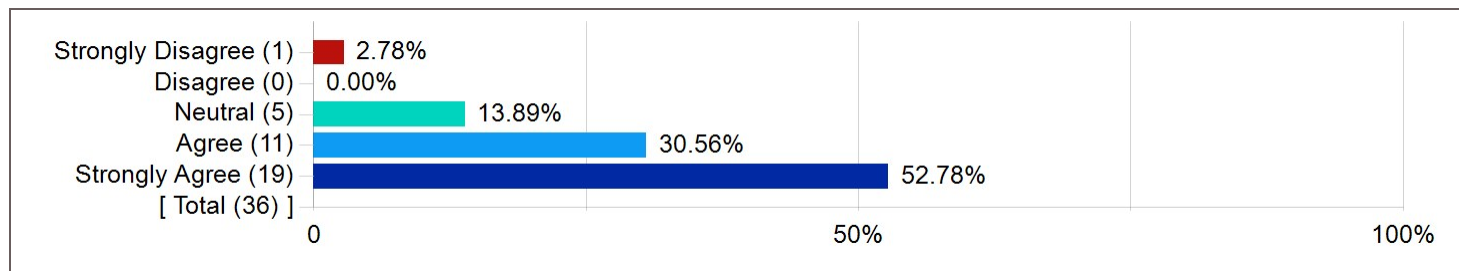| Comments |
|---|
| n/a |
| Professor Scheffer is a life saver, honestly if I did not have him as one of my Professors I would not have even lasted this long in the course, I don't know what Rutgers wants to do ,but they should keep him as long as possible and pay him whatever he wants, even give him an award because he made math fun, something I haven't had in a long time. |
| The tests were online and there was no partial credit given on anything. If you got part a wrong then that caused you to get the whole question wrong and if you do that for two questions, there is no possible way to get above an 80. The testing in this class in my opinion was unfair and needs to be changed. I know all the material from high school and I did very very well in that class. But taking tests here is very difficult and frustrating to me. |
| I believe the transition to online teaching was what made this course so difficult to learn and the restrictions of technology professors face. I don't believe Scheffer is what made this course so hard to learn rather it was the online environment. |
| This was a very difficult course and the style of teaching should be changed if continued online |
| None. |
| Everything is a learning curve on this online platform.... |
| good class |
| No comment. |

Questions added for: *Standard SIRS

Weighted Means: Section, Course, Level, Department

The lecturer posted content that helped me understand the topics covered in the online lectures.
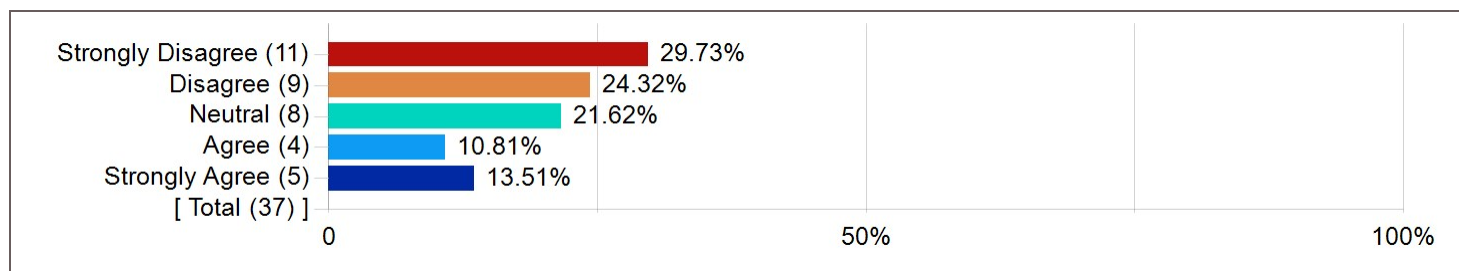

Strongly Disagree (2) — 5.71%
Disagree (2) — 5.71%
Neutral (9) — 25.71%
Agree (14) — 40.00%
Strongly Agree (8) — 22.86%
[Total (35)]

Section	Course	Level	Dept
3.69	3.77	3.94	3.97

The recitation/workshop instructor posted content that helped me understand the topics covered in the online recitations/workshops.

Strongly Disagree (1) — 2.78%
Disagree (0) — 0.00%
Neutral (5) — 13.89%
Agree (11) — 30.56%
Strongly Agree (19) — 52.78%
[Total (36)]

Section	Course	Level	Dept
4.31	3.69	3.85	3.85

I was glad to take this course in an online format; for me it is the preferred format for this course.

Strongly Disagree (11) — 29.73%
Disagree (9) — 24.32%
Neutral (8) — 21.62%
Agree (4) — 10.81%
Strongly Agree (5) — 13.51%
[Total (37)]

Section	Course	Level	Dept
2.54	2.53	2.72	2.78