



Rutgers University Student Instructional Rating
Fall 2021

Davidov, Yael - YD209

Honors Calculus III - 01:640:291:H1, H2
Survey Form: *Standard SIRS

Enrollment: 37

Responses Received: 27

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 Yael Davidov was prepared for class and presented the material in an organized manner.	0	0	0	8	19	27	4.70	4.63	4.16	4.16
The instructor Yael Davidov responded effectively to student comments and questions.	0	0	0	2	25	27	4.93	4.74	4.14	4.13
The instructor Yael Davidov generated interest in the course material.	0	0	0	8	19	27	4.70	4.52	3.95	3.95
The instructor Yael Davidov had a positive attitude toward assisting all students in understanding course material.	0	0	0	3	24	27	4.89	4.83	4.26	4.24
The instructor Yael Davidov assigned grades fairly.	0	0	2	4	21	27	4.70	4.61	4.18	4.11
The instructional methods of Yael Davidov encouraged student learning.	0	0	1	1	25	27	4.89	4.54	3.95	3.95

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 Yael Davidov as:	0	0	0	4	23	27	4.85	4.57	3.96	3.94

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	1	5	20	26	4.73	4.73	4.09	3.84
I had a strong prior interest in the subject matter and wanted to take this course.	0	1	2	8	15	26	4.42	4.42	3.68	3.31

	SD	D	N	A	SA	Resp	Section	Course	Level	Dept
Given the content and level of the course, the course workload was manageable.	1	2	3	17	4	27	3.78	3.78	3.93	3.81
The course site used for this course, whether in Canvas, Sakai, or Blackboard, was well organized.	0	0	5	6	16	27	4.41	4.41	4.08	4.07
The instructions given for assignments, exams, quizzes, and other course activities were clear and easy to understand.	0	1	4	7	15	27	4.33	4.33	4.00	3.90

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	1	2	9	15	27	4.41	4.41	3.84	3.63

What do you like best about this course?

These comments are intended for all instructors.

Comments
The recitations
I liked that it challenged me to think differently than I have in any other math class before this one.
The course was challenging but very fair. Questions on quizzes and exams always somewhat mirrored homework questions. Homework assignments were never too repetitive, and the ability to use a computer meant that we were focused on ideas instead of computation.
Also, the way everyone was effectively in one section was useful because the professor always knew what we had covered.
math
When I actually do well on assignments. quizzes, as well as when I can actually understand the proofs and why things work the way they do.
The opportunities for group work in recitation. By exchanging our understanding with our group, we were able to understand the topics more profoundly.
Professor & TA
I liked that this course was rigorous and, for the most part, as fully generalized as it could be; I also liked that this course was not purely a calculus course, but also gave a solid foundation for any work one might do in multidimensional space.
It really forces you to teach yourself, which is a good skill I guess.
I think the curriculum is very well-designed.

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

These comments are intended for all instructors.

Comments
I would include different methods of teaching. Like how Professor Jauslin ONLY taught by going through rigorous proofs. That learning style does not work for a LOT of students, especially the ones that have not taken any sort of proof or math reasoning class. I think it is a high ineffective way of teaching for a majority of students.
Make lectures easier to follow. Textbook should not have that many typos. Make it easier to find answers for the homework and challenge sets.
I think I would have gone over examples that were not as "trivial" in class to demonstrate how things worked at least once. I think I would have also tried to assign supplementary viewing material, especially YouTube channels to watch, to connect students with differing. Lastly, I'd have assigned more computational labs and maybe even tried to
Nothing meaningful. There would of course be some minor differences (ex: what chapters to exclude, how to present ideas, etc) but I think the way Jauslin did it is very good.
more content explanation
I think this course moves really fast and if it were up to me I would include more concrete examples to cement new theorems/definitions and their mathematical applications
Instead of assigning the lengthy challenge sets for only a week, I would assign them for two weeks. If student procrastination is a concern, I would make half of the challenge set due after one week and the second half due after the second week. That could really help the students spread the workload and think through all challenge set problems more deeply. I would also provide resources for learning MATLAB earlier in the year. Besides the 251 guides, I would also provide a general (short) tutorial on MATLAB in general.
More examples, preferably not already in the book. Potential real-world applications.
I would have liked to see somewhat more emphasis on the concepts of Chapter 9 — the actual "multivariable calculus," the reason for doing all the foundational work we did. I don't think we could have gone through the material any faster, though, but I felt that the Chapter 9 material was too rushed and incomplete to feel meaningful.
I would try to offer more practice. I understand that this course is supposed to focus more on the math of calc 3, but I still feel that practicing and building the skills to answer problems well is important. I feel we didn't get as much practice as I would've liked.

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

These comments are unique to the instructor Yael Davidov.

Comments
She would help us as much as we needed and taught using examples.
Recitations with Yael were critical for me to understand the course content, and without her help I would be doing much worse in this class. She explains complicated content in way that is much more concrete and easier to understand than the text. Thank you Yael!
Yael was really feedback-oriented, particularly in regards to the more difficult topics and coming up with examples for good preparation. Her recitations were really enjoyable in that she made me really understand a lot of concepts I otherwise would not have.
She's really good at covering a lot of material and making content easier to understand and process. She's also extremely helpful and available when it comes to tough assignments I would have questions or need help on.
Whenever we ask for help on a problem, Yael starts by explaining/ making sure we understand the general topic. She then asks us small questions along the way while solving the problem with us, sort of taking every solution step-by-step. That helps us realize what exactly we have a problem with and at least take some individual steps in solving the problem. Also, to help us prepare for exams, Yael creates lists of problems on all topics to make sure we cover everything that we can see on the midterm while studying.
Clarified information wherever confusing in the main lectures. This question is way too vague.
Yael provided excellent support of students, especially helping us patch up any holes in our Calc 1/2 knowledge — reviewing material that the Calc III course expected us to know — helping us better understand the process of mathematical argument.
Yael helped a lot in elucidating the topics from lecture that went by too quickly or weren't clear.

Other comments or suggestions:

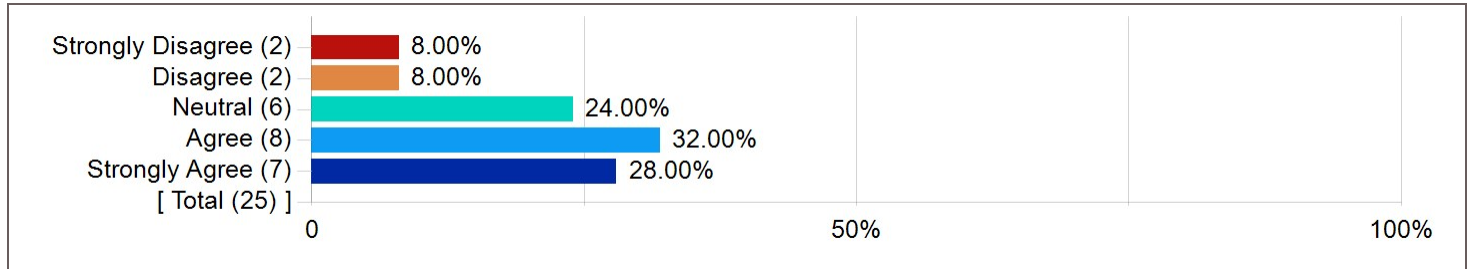
These comments are intended for all instructors.

Comments
If the whole class is going to be taught through rigorous proofs, maybe math reasoning should be a pre requisite????? Otherwise you literally cannot learn anything from lecture.
I think the tests are way too confusing and we are not given enough time. I think we should have study guides that give us a better understanding of what kind of questions will be on the test.
I found the lecture notes a little hard to understand — I think that they could definitely use an edit.
The couple of times we used software to visualize what was going on mathematically was really helpful and perhaps could've been utilized more.
It would be nice to have more resources for studying for exams. Something like solutions for the non-assigned but helpful textbook problems? Other problems and solutions, similar to the ones that Yael gave us? All the past years' exams with solutions? (Especially, it would be nice to have more problems where we have to prove a statement)
This was my own fault, because I had another class that prevented this, but I wish I'd been in the earlier recitation; with the later recitation, there were so many conflicts with other events I wanted to go to, and it's hard to stay focused that late. I like that the "late" recitation for 292 is at the same time as the lecture — I think consistency will serve me better.
Carlen's lecture notes introduced topics in a very longwinded way, which made concepts difficult to understand, not to mention the typos scattered around here and there.

Questions added for: *Standard SIRS

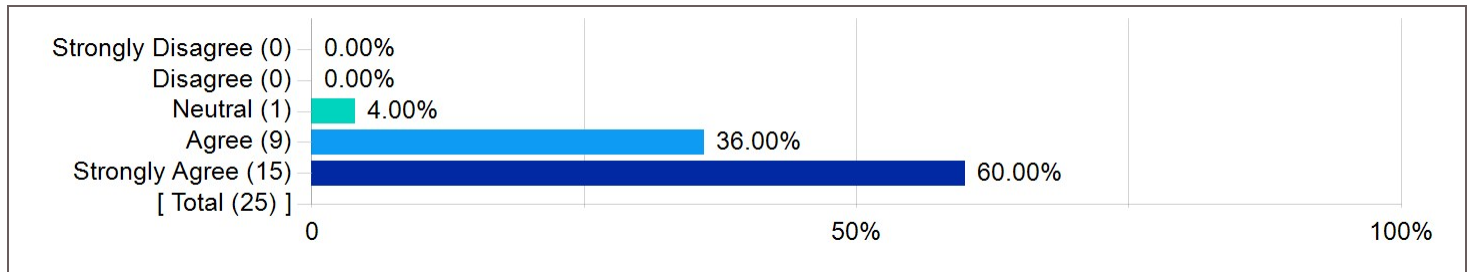
Weighted Means: Section, Course, Level, Department

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



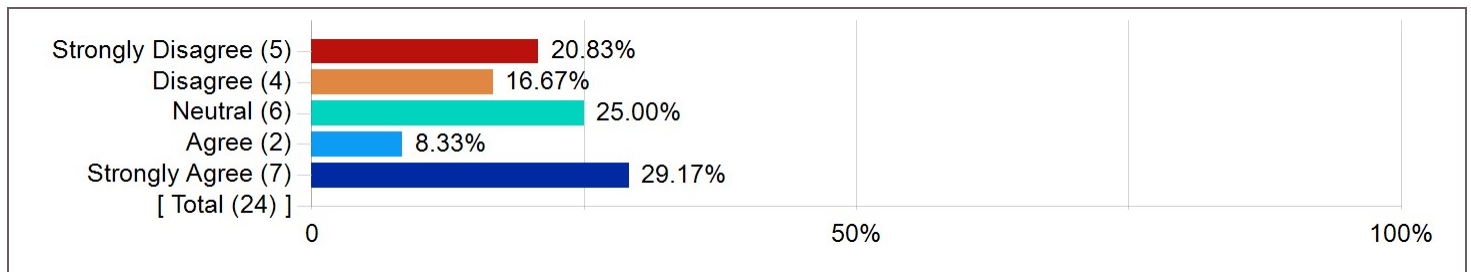
Section	Course	Level	Dept
3.64	3.64	3.96	3.90

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



Section	Course	Level	Dept
4.56	4.56	3.74	3.80

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



Section	Course	Level	Dept
3.08	3.08	3.18	3.27