



Rutgers University Student Instructional Rating

Spring 2021

Davidov, Yael - YD209

Multivariable Calculus - 01:640:251:11, 12, 13

Survey Form: *Standard SIRS

Enrollment: 81

Responses Received: 44

The Student Instructional Ratings Surveys should be considered within the context of the global health emergency. Rutgers University has decided that some instructors have flexibility in choosing whether to include the Spring 2021 SIRS results in promotion and rehiring materials. Details may vary by campus, rank, or position; please confer with your department chair for more information.

Special University-wide Questions for Spring 2021

Due to the challenges created by the Covid-19 pandemic, three additional questions were added to the Spring 2021 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.	1	3	7	20	12	43	3.91	3.95	4.12	3.96
The course site used for this course, whether in Canvas, Sakai, or Blackboard, was well organized.	0	1	4	17	21	43	4.35	4.35	4.25	4.21
The instructions given for assignments, exams, quizzes, and other course activities were clear and easy to understand.	0	1	5	23	15	44	4.18	4.25	4.15	4.03

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	1	11	31	43	4.70	4.46	4.36	4.28
The instructor Yael Davidov responded effectively to student comments and questions.	0	0	1	10	32	43	4.72	4.52	4.34	4.26
The instructor Yael Davidov generated interest in the course material.	0	0	5	10	28	43	4.53	4.32	4.18	4.07
The instructor Yael Davidov had a positive attitude toward assisting all students in understanding course material.	0	0	0	9	35	44	4.80	4.59	4.41	4.33
The instructor Yael Davidov assigned grades fairly.	0	0	3	14	27	44	4.55	4.52	4.32	4.17
The instructional methods of Yael Davidov encouraged student learning.	0	0	2	11	30	43	4.65	4.42	4.21	4.09

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	9	33	42	4.79	4.47	4.26	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.	0	0	6	21	14	42	4.20	4.31	4.19	4.01
I had a strong prior interest in the subject matter and wanted to take this course.	2	6	15	11	8	42	3.40	3.80	3.72	3.45

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	2	7	19	14	44	3.93	4.15	4.03	3.82

What do you like best about this course?

These comments are intended for all instructors.

Comments
The use of calc in general for real world application does not begin until you start taking multivariable calculus. For this reason I really enjoyed learning how certain things can be expressed using math and how calculus allows one to do that.
I'd say everything. The lecture, the recitation, everything.
The TA and the Prof, they worked hand in hand to make the best course in all of Rutgers
My instructor and TA were very good in delving out the required material and helping students learn in time for exams.
Everything was organized, communication was excellent, I felt like the students were actually listened to because the 4th exam had a time extension, my professor and TA understood that my internet may not always be the best and allowed me to hand in some assignments a minute or two late. All of these were luxuries I did not have the previous semester.
I liked the way the professor and TA taught the class. I also liked how the homework was textbook questions and wasn't off base to what we were gonna be tested on.
This is my forth time taking the course and i hate it. Professor Menke on the other hand is amazing and its ashame he has to deal with departmental BS
I like that a lot of the same concepts from Calc 2 are used in this course, except in a multivariable fashion.
Organization, tolerant grading, and kind and student-friendly instructors.
The recitation sections, and even lectures, were very interactive.
yael's recitations helped a lot
The hws not being due all at once
I feel like what I learned from this course I won't forget, unlike some past calculus classes I have taken where it felt like I was struggling just to comprehend what I was supposed to learn.
I like the way professor teaches us, cause he has a really good time management of class, and we could easily catch him in his class
The course challenged me every week.
Nothing
I liked how organized everything was and how assignments were clearly given due dates and how and when to complete them. My TA and professor were also 10/10.

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

These comments are intended for all instructors.

Comments
Certain things such as where a prospect comes from and the true definition and implications of the material I believe would contribute to a deeper understanding of the material as a whole.
–
Please stop making the exams as hard as they are. I feel absolutely dumbfounded after them, and I spend my time in office hours, doing homework, reviewing the quizzes and practice exams, watching videos, Khan Academy, textbook problems, and more. I feel like it was all wasted when I take the exams and do poorly.
They are literally doing everything perfectly and I appreciate their hard work.
I would speak to the department and work on a better way to go solidify student understanding. I would also lengthen the exam time to give students a fair chance to do well.
If anything make the homework less or optional because some of the problems were tedious and unnecessary. I did not normally finish my homework before the exam and still did fine on the exams.
Im not sure but i think i would run the course pretty much the same.
Over throw the Bureaucratic system of the math department and make it possible to pass the course on the first time.
If I were teaching this course, I would definitely give assignments more similar to the content that shows up on the actual exams. The exams were always very different from the classwork and it was a struggle for myself and other classmates.
Midterms were much too difficult compared to homework and quizzes
Make the exams more like the practice exams. Make sure the exams test the students only on understanding the topic and not trying to have the students pull up tricks to solve.
I would like to see more coordination with the course coordinator. My friends in Echevarria's section received instruction that was more relevant to the exam material. Menke was a great professor, but it was hard translating our class material to the exams. There needs to be more clarity amongst professors about what the exams will be testing us on.
i would give partial credit on all 4 of the exam questions, not just 2 of them! i don't understand why this isn't already the case
I think the homeworks were a bit redundant in terms of what material was covered. The exams would be on Mondays with the homeworks of the exams' content being due on the following Friday.
Change the tests
give everyone an A who showed up to lecture
For recitations, I would focus less on explaining and reviewing the material and more on doing practice problems.
Nothing
I maybe teach the same way as his teaching for students.
Nothing.

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
One of the best TAs I have ever had. Made the material easy to understand in both the coding and math aspects of the class.
She is literally the best TA I have ever had, she writes up thorough solutions for me for simple explanations and it really shows her dedication to students and to calc3 as a whole.
The recitation of this course helped me immensely in my understanding of the material and also encouraged me to stay on top of homework.
Yael WAS ONE OF THE MOST HELPFUL AND NICE TAs I HAVE EVER HAD. Communication was always excellent, and throughout the course she was only trying to do better. If I ever had confusion with anything, I could always ask without hesitation of thinking if it were a dumb question. Could not be happier with my experience with her.
She thoroughly went through the material and spent time on areas that were more difficult than other material.
Gave hope in passing the course.
by giving me more questions to practice, the instructor helps me build a deeper understanding of the knowledge taught in class.
Her recitations reinforce the information quite well. Always willing to answer any questions. Goes out of her way to make extra office hours to help her students. No complaints (love uu :))
She is very kind and generous and likes to socialize with fellow students. She responds to emails quickly and questions that are asked are given descriptive answers with graphs.
She was constantly open to suggestions to tailor the class to what would most benefit the students. I felt comfortable asking her for help.
Yael is great with helping students understand the material. she goes out of her way to accommodate everyone
She was one of the best TAs I have had, she was always enthusiastic to teach and helped me and my classmates during recitation and even her extra office hours before exams.
strict on notation
Extremely helpful and clearly shows conceptual knowledge of all topics to make me understand things in a visual manner. IS always willing to help out with any questions and encourages me to ask questions. Regardless of what type of question is asked there is always a "good question" that follows to make students feel secure to engage.
She helps even outside her office hours
The recitations were structured very well and Yael was very helpful and positive all the time. One time here internet wasn't working so she drove to use on campus wifi and still got through all the material. She was a very good TA
She is really responsive and the office hour I spent with her is really helpful and useful.
She always made sure every student understood the material. She really cared about the success of each student and responded to every question effectively.

Other comments or suggestions:

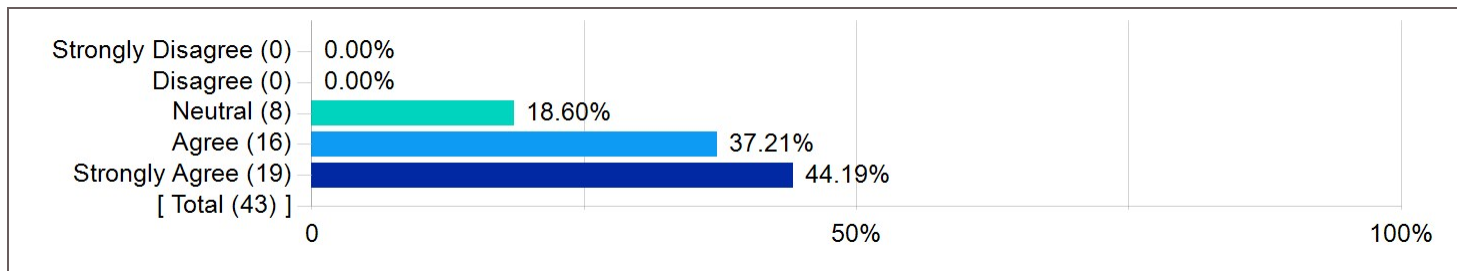
These comments are intended for all instructors.

Comments
We have too many midterms/exams
-
They are absolutely phenomenal
I was overall very disappointed with this course, I do not feel it is built to help students learn, the pacing is out of touch with reality.
The exams are definitely taken too late in the day. the timing was very inconvenient, and I missed office hours for other classes that I really wanted to attend and submitting assignments afterwards was a little stressful because I wouldn't feel comfortable doing homework beforehand when I have an exam to study for.
Have young professors teach Calculus III.
the exams are unfair in the way that they're graded and don't truly represent how well students understand the material so i think that more partial credit should be given
give everyone an A who showed up to lecture
He is just really good and responsive, I think not only me think he is good, but also others may think so, hence I think no suggestions for professor

Questions added for: *Standard SIRS

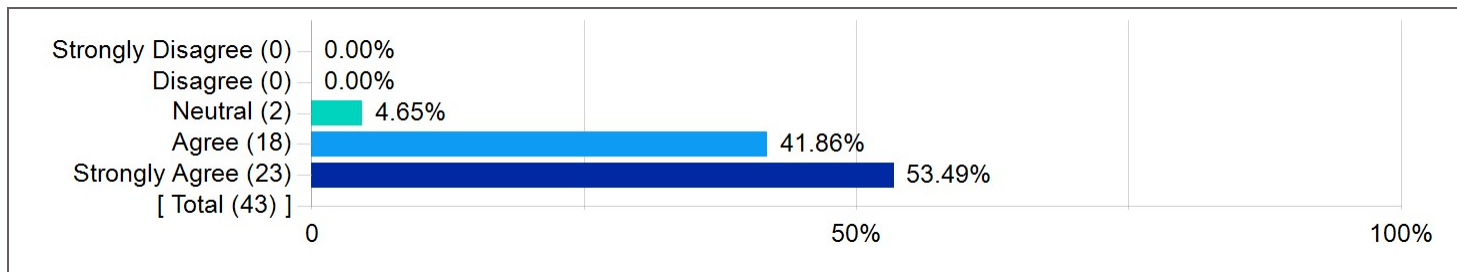
Weighted Means: Section, Course, Level, Department

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



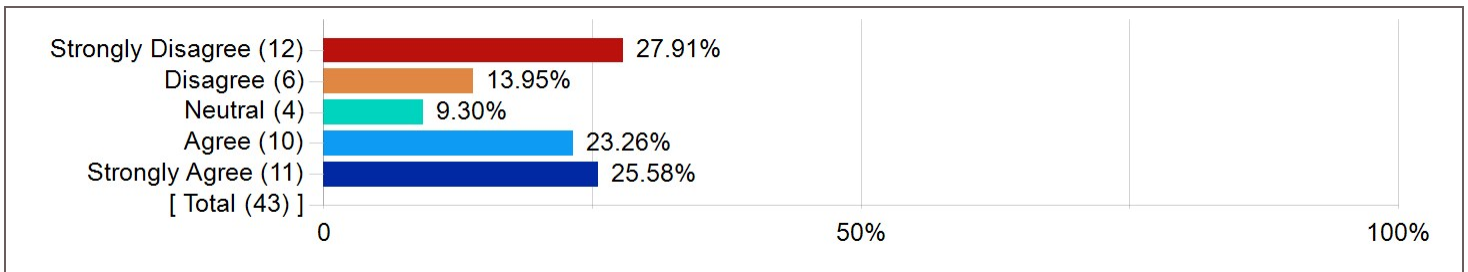
Section	Course	Level	Dept
4.26	4.31	4.13	4.05

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



Section	Course	Level	Dept
4.49	4.23	4.07	3.89

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
3.05	3.19	3.25	3.10



Rutgers University Midcourse Surveys

Spring 2021

Davidov, Yael - YD209

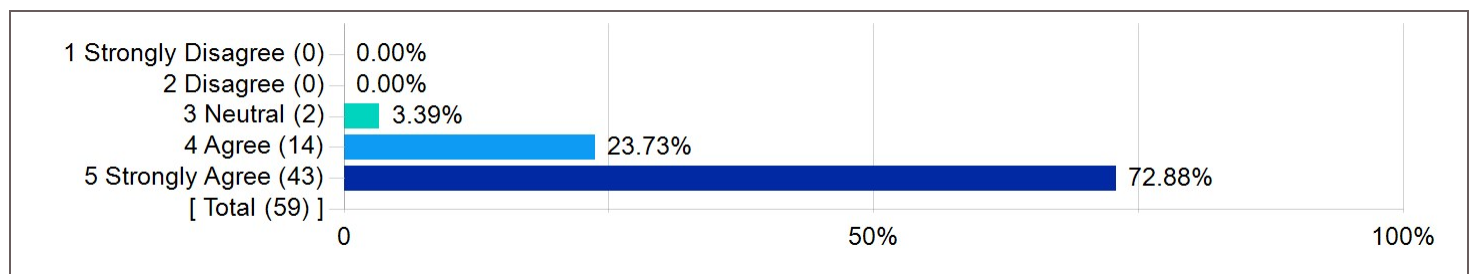
Multivariable Calculus - 01:640:251:11, 12, 13

Enrollment: 85

Responses Received: 59

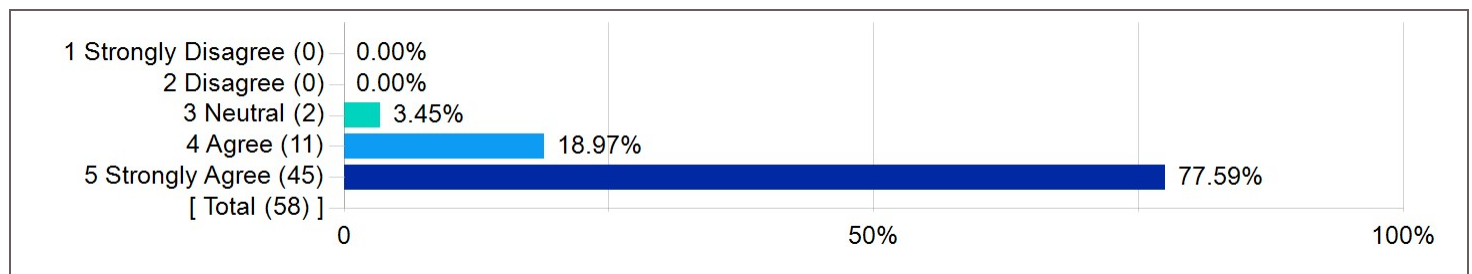
Instructor Questions

The instructor Yael Davidov was prepared for class and presents material in an organized manner.



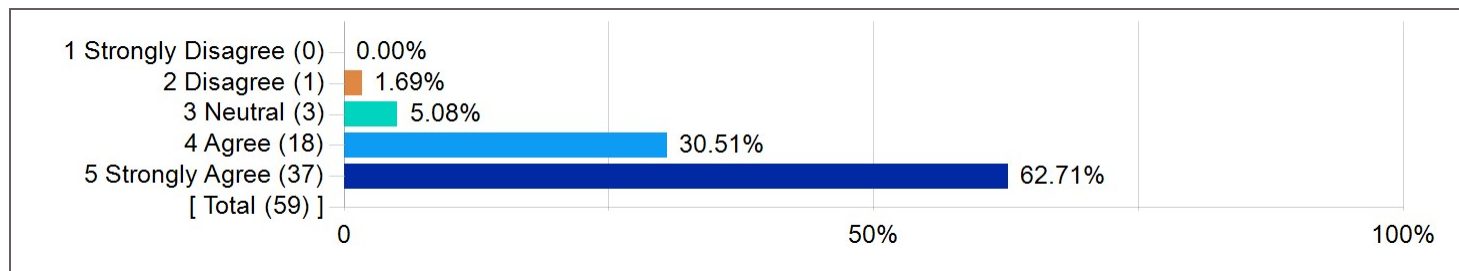
Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Total Responses	Section Mean
0	0	2	14	43	59	4.69

The instructor Yael Davidov responds effectively to student comments and questions.



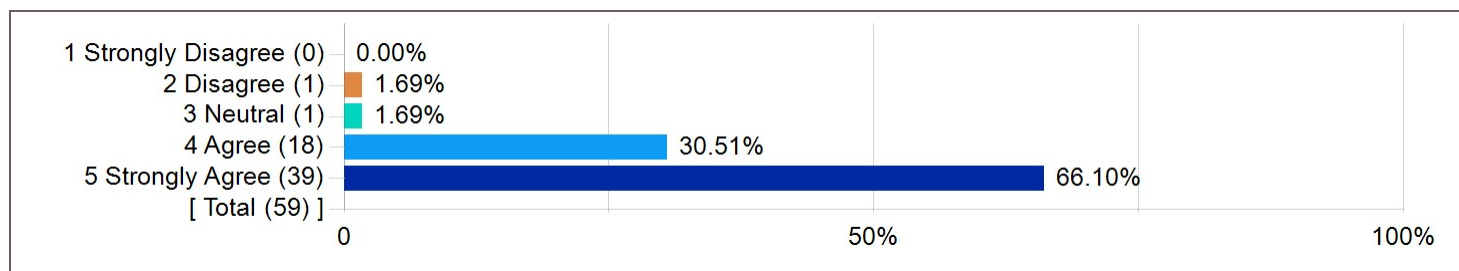
Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Total Responses	Section Mean
0	0	2	11	45	58	4.74

The instructor Yael Davidov posted content that helped me understand the topics covered by the course.



Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Total Responses	Section Mean
0	1	3	18	37	59	4.54

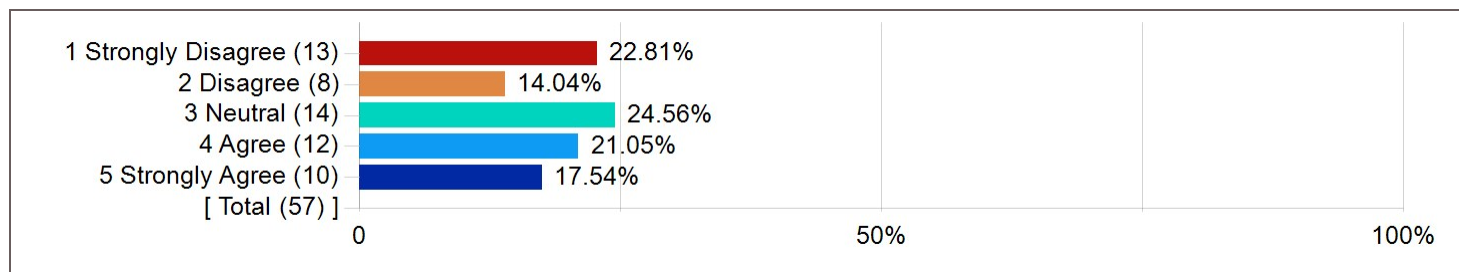
The instructor Yael Davidov has taught effectively in the course so far.



Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Total Responses	Section Mean
0	1	1	18	39	59	4.61

Course Questions

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



Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Total Responses	Section Mean
13	8	14	12	10	57	2.96

What do you like most about this course?

Comments
the recitations really help me understand the material better
Professor and TA both provide clear content for this class and have detailed solutions for each question. They are both patient and perfect.

Comments
that I can understand the professors and the material work.
Amazing TA, you all better rehire her
I love that Prof. Menke and Yael Davidov really work together to help me understand Calc3. I appreciate their ability to help me.
I like how the lectures and recitations are run
Professor Menke is very good at teaching and enjoyable to listen and learn from. Yael is also a very good instructor and a knows the material well.
It is kind of my favorite field
Professor Menke as well TA Davidov both explain things very clear and understandable
I like how understanding my professor and TA are.
The professor is absolutely incredible in all aspects. The TA was also incredible, both seemed incredibly driven to help me succeed which was very different from the previous semester.
What i like most about this online course is that there is alot of opportunities for a student to get outside help and that the professors dont rush topics. What i like the most is that the professors teach he course in a effective manner because they teach you topics so you get the most practice out of like when we first learned partial derivatives.
I like that the class is interactive.
This professor is just perfect and wonderful, I love everything in his class, no doubt It is just perfect.
I like how I can get help on topics whenever I want to.
I really liked the recitation. It helped me understand and reiterate content that was being said in lectures. I also really liked my TA and Professor for this course. They were both super enthusiastic and ready to teach, and were very helpful when it came to answering questions we may have had.
I like how the explanations to more complex derivatives and extrema are simplified and easy to understand.
This is legitimately the most fun I've ever had doing math. I might not have perfect grades or be doing all that well, but I am legitimately having fun with math.
The HWS are not due every week.
The practice exams
The professors and TA's are very helpful and responsive to comments and questions
Its reliance on practice as a way of teaching
The professor explains things very well and can simplify advanced topics into easy to understand bits
Easy to understand
effective contact between students and teacher
The course is challenging, yet manageable.
The problems we do in lecture are good preparation for the HW and the HW problems are for the most part good preparation for the test.
I appreciated the use of graphical representations to help visualize the course content in 3 dimensions. The homework was also very helpful in developing a strong understanding of the material.
I like how in recitation we go over the topics again, just in case I didn't understand something clearly enough from the lecture. I think the example problems help.
Easier than Calc II
Professor Menke and Yael are very open to questions and are easily accessible. I do enjoy pearson's mathlab.
The instructors were superb and kind.
I have had two previous semesters of basically teaching myself calculus, and both professor Menke and Ms. Davidov have made this difficult course something that I do not dread going to. Thank you for actually teaching us the material.
My professor is amazing and so is the recitation instructor. They really do teach in a way that is easy for everyone to understand and they have the patience to do so.
I like how the professors are very professional and eager to answer questions.
everything
I like how it expands upon our previous calculus knowledge.
The professor :)
Makes the course much easier to follow and much more engaging than my previous math classes
The live lectures are extremely helpful as well as the recitation. The homework has proven to be useful as well.

Comments

The detailed lectures and great recitation periods.

What do you think needs improvement and how should these improvements be made?

Comments

i dislike the recitation quizzes as I feel like we should be given time in between the recitation period and the quiz to study/better prepare ourselves. also i dislike how we usually stop learning new material the lecture before an exam!!

There are 4 midterms that provide big and more pressure for students. Besides, these midterms are not easy, there are hard.

none just more practice problems, especially exam questions because it does not match

I think everything is good right now. Having unlimited tries on homework is by far the most helpful thing and having an example to walk me through really helps me understand the course more than anything else.

I think the exam format is very intimidating

I feel the exam questions are still a little harder than what's taught in class so maybe we can do more exam style questions in class or recitation.

Practice exams should reflect more of the actual exam

I think I should try to ask question directly to the instructor instead of thinking only by myself.

May professor able to hold a review session before exam rather than just finished the topic on exam right one lecture before it. Other than that, this is a great class, enjoy it

The exam questions should be lowered in difficulty or we should be told exactly what the topics on the exam per question.

The timing of the exams is awful

I don't think it is good to coordinate all of calc251 as one class. Last semester my professor did very niche problems that never came up on the exam, and in the process never taught us the things we actually needed to know.

I think that based on exam 1 that the practice exams needed improvement because they didn't help me prepare for the exam however practice exams for exam 2 was better.

I think the only one professor need to prove is he could do some specific example which could cover exam instead those simple example about the definition we learned in class.

More material to help students prepare for exams.

The class is paced slowly and sometimes the syllabus for the midterm is completed only in the last lecture before the exam

I think that the biggest issue is the disparities between exam questions and what we see in homework, class, and recitation. The exam questions tend to take a more practical or applied approach and not just "plug and chug", but besides the practice exams which are specific questions and not necessarily covered on the exams, we don't get nearly as much practice as I would like covering questions that would be more tailored to an exam.

N/A

Post a reminder of what sections will be on the quiz everyweek

Homeworks should be viewable long after they're due

more practice problems that deal with applications

More advanced problem sets offered in and out of lecture

In-person multivariable would most likely have a lecture-timed exam, in my opinion, this should have been extended to online as well.

a little bit more review beofre the test

Need more time for exams.

We typically learn content that will be on an exam up until the class right before the exam which makes it difficult to solidify our skills on that topic for the exam. Exams should happen later or we should be tested on topics we didn't just cover in class.

not sure

For me, it seemed like we went through chapter 14 kind of fast and thus it seemed like we were mostly memorizing information to succeed on the exam. While this is understandable due to time constraints, I think it would be preferable to ensure that everyone has a solid understanding of the material rather than rushing through it.

I feel like there is not always enough time on the midterm exams to really finish the problems, especially the longer ones.

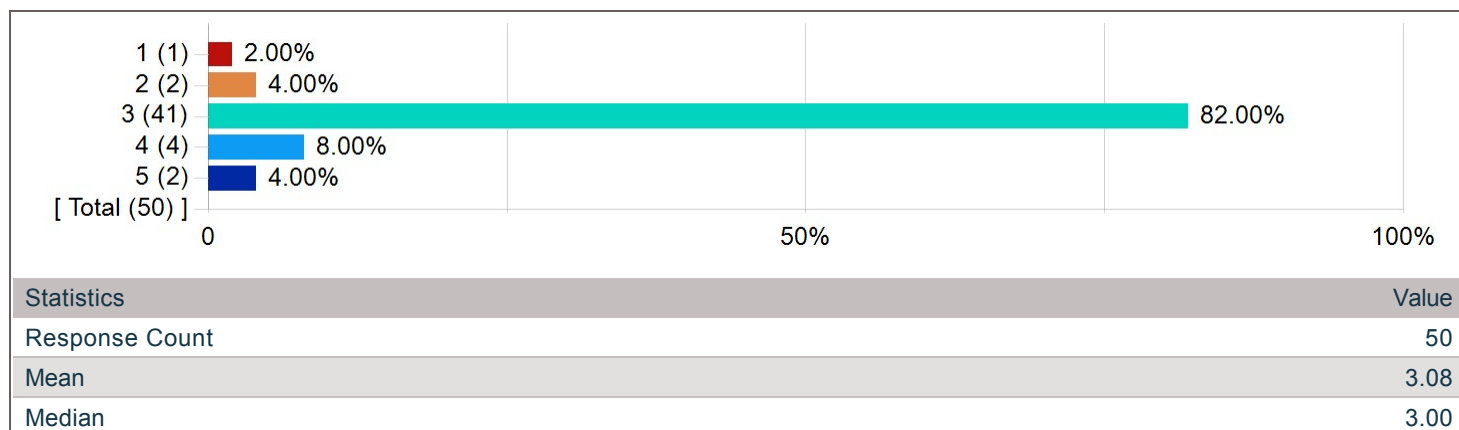
Online teaching needs work

The tests don't line up with the homework or class material. While the exams connect different topics and are extensive in nature,

Comments
we aren't exposed to those types of questions ahead of time.
Midterms should use more time while staying at the same difficulty.
Maybe practice exams that are more on the same wavelength as the exams.
What i don't like is how before the first two midterms, we learned about the last topic the Friday before the exam, which adds a lot of pressure to do homework practice and study previous content in a timely manner.
I don't think this course needs any improvements.
nothing
I think that there should be more time given on the exams
Nothing
There is insufficient time to learn the required material, study, and be prepared for the exam. I would prefer to have less exams because they seem to be crammed in and it is a rush to finish the material. The biggest issue with this course as a whole is the time allotted to take the exam. 50 minutes is NOT enough time to think the questions through properly even after studying and preparing. It is difficult already to find a non distracting space to work at home; an extra 20 minutes would greatly improve the quality of my learning experience.
No.

Questions added by the Instructor

What do you think of the pace during recitation? (1 is "Too Slow", 3 is "Good", 5 is "Too Fast")



What is your opinion of the "warm-up" problems activity at the beginning of recitation?

Comments
i like them a lot. they help to better conceptualize the basis of what we're learning
great
I like it it gets the brain going and it a little reminder of what's going on in class and then lecture.
I think that they're pretty great, and I love how they're always associated with the practice we have later in the recitation
I think they're good because we end up using the same concept in a later problem that really helps us prepare for tests.
They are fine
Helpful but maybe make them more difficult to help prepare even more
Pretty good. It help me remember the previous lecture.
Helpful and fit the content, not too hard, just good
I find them helpful to do to get ready for recitation.
I think they are good, they get me in the mood to start the type of stuff we are about to do. Some more emphasis on the quiz problems would be nice though.
I like them because they give me a preview on what we are about to learn and an idea of what i dont know so i can focus when the recitation teacher goes over that topic.

Comments
it is really helpful to warm up, loved it, best TA I have meet.
They are helpful
I liked them a lot.
they are really good kickstarters
I think this was a good way to get our brains into "math mode" and for many of the recitation questions they related to something we did in warm up so that was very helpful.
3, it is well paced and I have enough time to work on it.
They are very useful
There cool
It gets me thinking about the topics at hand
very good way to reiterate important concepts and refresh our memory
It's a good review to start class
They help me remember the topics we learned last
Most were very alike the quizzes; they were good practice.
Warmup problems help lead the recitation into new topics by providing the groundwork and knowledge of solving them (i.e. knowing formulas, the process of solving, etc.).
it's good. I could review the knowledge we have learned this week
The warm-up problems properly get my mind back into thinking about the topics that will be covered in recitation. I find them very helpful.
It's a good prep for the questions, kind of like a pre-req to understanding the coming questions
theyre good
I think it is a great idea, and I also liked how some of the problems in the warm-up connected to computations done later in recitation.
I really like the warm-up problems at the beginning, I think they usually help me for the quiz at the end of recitation because they are somewhat similar or at least use the same concepts.
Useful for preparing for the recitation
I actually genuinely enjoy them, as it gets me in the mindset before we actually practice certain sections.
A good freshener.
I like them because it feels like you better understand the problems that are going to show up later in recitation.
Theyre helpful for reinforcing old concepts so i believe they are good to do at the start.
They are very helpful, because they are often seen later in the recitation.
nooice
I like the warm up questions. It helps me get in "calc mode"
They're usually good since they end up being part of the work for later problems (which lets us get through material more efficiently).
Useful, easy enough to get the brain going, keeps me from zoning out
That is very helpful.
Good
I like them