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University of Utah
Course and Instructor Evaluation Written Comments Report
Spring 2009

College/School:	College of Science	Print Date:	28-May-09
Instructor:	RASSOUL-AGHA,FIRAS;		
Subject:	Mathematics	Course #:	5090 - 001
Course:	Stat'l Inference II	Enrollment:	21
		Evaluations processed:	17

List two things about the course content, materials or design that were effective for your learning, or make constructive suggestions for improvement.

- Showing examples in class was very good. I can't imagine trying to do the homework assignments and test questions without the examples; that seems to be the best way to approach teaching a class like this.
- Provide more content to practice/problem to work.
- The text's coverage of non-parametric tests was unclear and inadequate. Firas's lectures were more like problem sessions than thorough expositions of the material. The quiz schedule could have been improved (e.g., quizzes every Friday, and quizzes cover the material from the prior week). I liked how he tried to select material that would be useful to us (e.g., the simulation material for glr tests). Overall, it was alright for me. If I could take it over again, I probably would.
- Very ineffective course that skips past the most important concepts in Statistical Inference and instead focuses on obscure and overly complicated topic. This course has so much potential, but in its present context, does little to contribute to the real applications of this valuable material. Simply put, this course needs a different instructor. Concepts were utilized from the previous Statistical Inference course as well as the Introduction to Probability course; given these are the pre-requisites that would make sense. However, when complex material from those courses is applied to new hard to understand material. Use simpler material regarding the first half of this course and from Math 5010. Of course, you could always just replace the professor.

RASSOUL-AGHA,FIRAS: List two things about this instructor that were effective for your learning, or make constructive suggestions for improvement.

- Professor Firas was quick and calculated in his explanations. He seemed to simplify the information which made it easier to learn.
- interesting professor. He knows what he's doing and good at it.
- Very likable guy, I just didn't like his lectures too much. Not my style.
- This professor has been the worst teacher out of the several dozen I have had in pursuing two majors at the University of Utah. He knows the material well, even superbly, but that was one of the flaws of the class. The instructor expects you to perform on his level. This instructor would be absolutely unfit to teach an introductory level course; he even does a very poor job of teaching this class, a 5000-level mathematics class. This class was thought as a graduate level course with a book that was suited for graduate level students. There are plenty of books and resources available on topics such as hypothesis testing, type I and II errors, non-parametric tests, and so on. The teacher, being ineffective as he is, chose this book since it was too his liking. The professor lacks a fundamental respect for his students. He habitually taught 10 minutes over when the class ended and you could leave, but he was teaching important material crucial to being successful. Some materials he did not even teach on and skipped many steps. The professor failed as a teacher and a constructive suggestion regarding him would be not to let him teach any classes again, albeit some graduate courses on abstract topics. He also might be well suited to doing research and publishing articles.

