The classroom is comfortable but the professor seems to favor the graduate students over the undergraduates. I feel very comfortable in class, and I feel comfortable coming into office hours. I think that Emina is very good at being available to help her students. I feel comfortable asking questions.

Sometimes the grad students make the undergrads feel embarrassed to ask questions. In groups, graduate students sometimes disregard comments made by undergrads.

Office hours are helpful. There were several times during class during the semester where Emma was obviously pissed off at the class because she perceived us to be doing less work than she expected of us. Here I have a very important piece of advice: making blanket statements about students' performance is not effective. Each time Emma made these statements in class, I felt bad, even though I feel like I spend a large amount of time preparing for this class. If Emma has a problem with student performance, then she should communicate directly with the individual students who are not meeting expectations. That is much more effective than saying something in class.

Time is used very well. I don't like the group work even though it is often useful. I liked when full proofs were written out during class better than the new picture method. Seeing every detail is helpful because examples of good proofs show what you expect in the homework problems.

The pace is fine. There was no transition.

That is much more effective than saying something in class. If Emma has a problem with student performance, then she should communicate directly with the individual students who are not meeting expectations. That is much more effective than saying something in class.
Are the lectures interesting and inspirational? Are topics and examples presented appropriate to the course? Is the instructor enthusiastic and prepared for class? Offer suggestions for improvement if appropriate.

I would prefer more lecture and less discussion. I believe many of our classes serve as sort of a "private tutoring session" for just a few individuals who talk a lot. The rest of us are left in the dust while you’re just teaching to them.

YES- I really enjoy your enthusiasm.

I think the class is pretty interesting, but I don’t know about it being inspirational. I like how we are faced with the problems of solving problems before we are given the theorems. I like the use of pictures/diagrams from different internet sources.

I feel that the class has a lot of potential. I think the class is very interesting. I like the use of pictures/diagrams from different internet sources.

The lectures are quite often very engaging and interactive and I find them very useful right now for what I am doing outside of class in a couple of my other experiences and ventures. The topics are representative of what the book goes through but I have yet to find a whole lot of topics and issues that I wouldn’t cover in a secondary classroom. I realize that it was presented in the class that there wouldn’t be too much talking about teaching mathematics (geometry). But I feel that in the course description it says that a goal is the development of enrichment and problem materials suitable for secondary geometry classrooms. Maybe that is what will happen after the second exam, but I would like to see more of this because we are all future teachers and it would be beneficial to all of our learning experiences to have that.

The homework has progressively been getting harder. I spend on average 3 hours before meeting up with the group and 2-3 hours after depending on how productive our meeting was. Group meetings average about 1 and a half to 2 hours.

I like the "discovery" model of teaching, with the caveats mentioned above. I don’t think it’s a good idea to give students an impossible task without giving them some inklings that perhaps the statement is insoluble with the tools we currently have. For example, I think we spent a lot of time trying to prove LSP when we didn’t have what we needed to do it. The task ended up being the definition of frustration.

The hw and tests have covered the material in an appropriate fashion, it has been firm yet fair and consistent. During the week I would say that I spend about 10 hours including class time on this work. I tend to study alone except for group homework.

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The lectures are interesting. In other hands, the material could be quite dry and the class tedious. Emina works hard to engage the class with the material, and to provide thoughtful discussion points and material. Her use of PowerPoint and other presentation tools is a good supplement to the lecture material. It is clear from lectures that she is well-prepared for each day’s class. I have been very impressed with the way Emina has used teaching methods not usually found in a college math course. Problem-related discussions, student exploration, in-class group work - all of these have made an interesting and rewarding environment.

The homework is sometimes hard, my homework grade isn’t that great. I usually work on my own for a few hours and meet with my group for a few hours every week, for a total of about 6-8 hours a week.

The lectures are interesting. I think the examples are very appropriate even though the topics can be frustrating.

I think the class was very interesting. I like the examples and the way the group problems were chosen.

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I think so.

Is grading fair and consistent? How much time per week do you typically spend on classwork? Do you study alone, in the tutoring center, or in a group?

The homework is frustrating and I believe that students are beginning to spend less time on it because regardless of the amount of time spent completing the homework, no improvement is seen in the grades. I spend probably around 10-15 hours a week preparing the homework assignments. In general, I think the assignments are too long. Many of the proofs (as discussed above) feel like pure tedium. Homeworks are generally done individually then reviewed with the group, but sometimes group members don’t have much work completed before the meeting, and lately, groups have preferred to meet on Sundays which makes things difficult for asking questions. Efforts of individual group members to complete the entire assignment beforehand and meet sooner aren’t awarded. Studying alone seems most productive. Time spent has been steadily increasing especially with the groups, and normally increased efforts leads to improved grades, but that is not necessarily the case with this class. Grading is consistent.

I spend 4-6 hours on homework assignments.

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What grade do you expect to get in this class, and why?

I thought I'd get an A, because I work hard and generally am able to master the material. However, the fact that you're not curving the test and the fact that less and less people are able to participate in the discussions that are taken over by just a few people is starting to worry me.

I would tell them to work hard. I would tell them to be ready for a challenge that is nothing like most math classes, and nothing that they would really expect. It is a subject that seems very simple but in reality is very conceptually challenging at the level we are learning.

A or B. I think that I understand most of the content and concepts, and that I am getting better and understanding the wording, the questioning of various things we might want to call facts at times. I put a lot of effort into this class, so I hope that my grade will reflect that.

I would tell them to work hard and for the most part understand the material, but not as completely as others in the class.

I expect to get an A-. This is my current average, and I expect my performance to continue about as it has.

A-. I complete all the homework assignments to the best of my ability and perform decently on examinations. I believe that the current letter grading scale seems to be a little too strict given the severity of your grading of homeworks. Considering the amount time students spend on the homeworks, improvement should be viewed by all instead of consistently low grades. In most nearly every math/science based class at the university, homework is meant to help improve your grade instead of keeping it lower.

I would say that in the class I would get a B-/C+ because that is about where my work is right now.

I expect to get an A. I did well on the first test (A range), I have done well on all the homeworks (A range), and I think I did well on today's test.

I hope I get an A! More realistically, I hope I can get a B, because that's what I usually get in math courses at UofM.

I don't know. I know my grade for all the assignments and exams, but I don't remember the scale that will be used.

If a friend planned to take a course from this instructor, what would you tell them?

Emina keeps the class interesting- keep up w/ the reading and you should do fine.

I would tell them to take the class, and not be afraid to go to office hours.

Very interesting, but if the credit is not needed, take it pass/fail.