

TEACHING PORFOLIO

SABINE J. LANG

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This teaching portfolio presents some example of course material, together with a sample lesson plan, and my teaching evaluations. More about my teaching philosophy and methods can be found in my teaching statement. I have also been involved in teaching mentoring, instructor training, and outreach activities, which are described in detail in my curriculum vitae.

1. EXAMPLES OF COURSE MATERIAL

A lot of the material that was actually used in one of my classes, and not purely created or modified as an example for this portfolio, comes from Math 2200: Discrete Mathematics. I have taught several lower level classes, but Math 2200 is my most recent teaching assignment, and is therefore more representative of how I teach now, after reflecting on my previous classes. For a better understanding of the context of this course material, my syllabus for Math 2200 is presented here as well.

1.1. Syllabus.

Course Syllabus

Mathematics 2200, Section 02, Fall 2018
Discrete Mathematics

Instructor: Sabine Lang
Office: JWB 212
E-mail: lang@math.utah.edu

Class Hours: MWF, 8:35AM-9:25AM, LCB 215

Office Hours: Monday 9:30AM-10:30AM, Thursday 11AM-12PM, Friday 12PM-1PM or by appointment

Text and Online Material: Discrete Mathematics and its Applications by K. H. Rosen, 7th Edition, ISBN 9780073383095.

Prerequisites: C or better in one of Math 1220, 1250, 1260, 1270, 1311, 1320, 1321, 2210, or AP Calc BC score of 5.

Course description: This is a course on the fundamentals of discrete mathematics. It includes an introduction to proofs and rigorous analytic thinking; students will learn how to understand and write short proofs. We will introduce basic elements of mathematics such as fundamentals of logic, sets and relations, functions, number theory, modular arithmetic, combinatorics, and discrete probability. Math 2200 provides a good foundation for higher mathematics or computer science courses.

Homework: I will collect homework on Wednesdays each week at the beginning of class. I will accept six late homework **sections**, up to one week late, throughout the semester for full credit. It is not necessary nor recommended that you tell me why your homework is late. This policy is meant to be flexible enough to cover all reasons. If you need to turn a homework more than a week late for a documented reason, please contact me! You may discuss the problems with others, but it is important to write up your own solutions.

Exams: There will be two midterm exams throughout the semester, and a final exam. The exams are closed-book, with no calculators.

1. Friday, September 28, 8:35AM-9:25AM : Midterm 1
2. Friday, November 9, 8:35AM-9:25AM : Midterm 2
3. Tuesday, December 11, 8:00-10:00AM : Final

Absence from an exam will be excused only if you can provide verifiable and convincing evidence that you have a significant illness or serious family crisis that will prevent you from attending. Except under extremely unusual circumstances, you must inform me in advance of the missed test. **It is your responsibility to promptly make arrangements with me to make up the test, I reserve the right to not give you a make-up exam if I think your excuse is not valid or if you contact me more than one week after the missed test.** I reserve the right to make alternate exams more difficult than the scheduled exam.

Extra-credit: There will be problem sessions during the semester. You can get some extra-credit points by presenting problems to the class during these sessions. More details will be given during the first problem session.

Grading Policy: The grades will be calculated as follows:

Homework	30 %
Mid-term exams	40% (20% each)
Final Exam	30%

Grades (Evaluation and criteria): Final letter grades will be determined by overall percentage as follows:

A	93% – 100%	B	83% – 86%	C	73% – 76%	D	63% – 66%
A-	90% – 92%	B-	80% – 82%	C-	70% – 72%	D-	60% – 62%
B+	87% – 89%	C+	77% – 79%	D+	67% – 69%	E	0% – 59%

ADA Statement: The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability and Access, 162 Olpin Union Building, 581-5020 (V/TDD). CDA will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability and Access.

Student Responsibilities: All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. You have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, collusion, fraud, theft, etc. Students should read the Code carefully and know you are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.
<http://regulations.utah.edu/academics/6-400.php>

Tutoring: The Rushing Math Center offers free drop-in tutoring, a computer lab, and study areas for undergraduates. The Rushing Student Center is adjacent to the LCB and JWB.

Classroom Etiquette: Please turn off your cell phones while you are in class. I will expect respectful behavior in my classroom. If I think that your behavior is disrespectful or distracting, I will ask you to leave the class.

Cheating: If you cheat on any homework or exam, I will give you a grade of zero for that work. Depending on the severity of the cheating, I may decide to fail you from the class. In all cases, I will report the incident to the Dean of Students, and to the International Students Office in the case of an international student.

Webpage: All information concerning this class will be posted on the Canvas webpage of the class. Any important information will be given in class and on the Canvas webpage. **You are responsible for checking the webpage on a regular basis** (you can have the communication from Canvas forwarded to your email address).

Disclaimer: If I do any modification to this syllabus, I will let you know in class and update the webpage.

Some important dates for this class:

Monday, August 20	First day of class
Friday, August 24	Last day to add without permission
Friday, August 31	Last day to drop and add class
Monday, September 3	Labor day
Friday, September 28	Midterm 1
October 7 - October 14	Fall break
Friday, November 9	Midterm 2
Thursday, December 6	Last day of class
Tuesday, December 11	Final exam (8:00-10:00AM)

1.2. **First week survey.** I give a short survey to my students after one week of class to know them better. It helps me understand how to support them in the best possible way. I read their answers and make notes if I should pay attention to anything in particular. In some cases, I suggest a short meeting with the student if it could help me support their learning. In my next course, I will use a modified version of the survey presented below and give it on the first day of class.

Math 2200-02, Discrete mathematics

Instructor : Sabine Lang

Name:

About you

1. Preferred pronouns:

She/Her/Hers He/Him/His They/Them/Their _____

2. Give three to five adjectives that describe your current attitude toward mathematics:

3. Is there anything I should know about you as a student in my class?

4. How can I best support your success in this class?

1.3. **Class notes.** I do not want my students to focus on copying what is on the board. To give them the time to learn actively, I often type uncomplete notes that we fill together during class. The example attached here reflects well the structure of my classes, including motivating questions, many examples, and exercises that the students will try by themselves.

Math 2200-02, Discrete mathematics

Instructor : Sabine Lang

Chapter 6: Counting

6.1 The Basics of Counting

Where we are going: Suppose that you need to create a password that can have 7, 8 or 9 characters. Each character must be a digit or a letter. How many such passwords are there? We'll learn techniques to answer similar questions in this section.

You have to choose one number in the set $\{1, 2, 3\}$ and one letter in the set $\{a, b\}$. List all possible choices! How many ways are there to do this?

What if you need to chose a number in $\{1, 2, 3, 4\}$ and a letter in $\{a, b, c\}$?

The _____ rule: Suppose that a procedure can be broken into two tasks. If there are n_1 ways to do the first task and n_2 ways do to the second task, then there are _____ ways to do the procedure.

Examples and Applications

1. A company has 9 empty offices, and two new employees. How many ways are there to assign different offices to these two new employees?

The extended _____ rule: Suppose that a procedure can be broken into r *independent* tasks, T_1, \dots, T_r . If there are n_i ways to do the task T_i for $i = 1, \dots, r$, then there are _____ ways to do the procedure.

2. How many different license plates can be made if each plate contains a sequence of three uppercase letters followed by three digits?

3. How many functions are there from a set with m elements to a set with n elements?

4. What if we count only injective functions in the previous question? (*Hint: look at the cases $m > n$ and $m \leq n$ separately.*)

Math 2200-02, Discrete mathematics

Instructor : Sabine Lang

You have to choose one element in the set $\{1, 2, 3\}$ or one element in the set $\{7, 8, 9\}$. List all possible choices! How many ways are there to do this?

What if you need to choose an element in $\{1, 2, 3, 4\}$ or in $\{a, b, c, d, e\}$?

The _____ rule: If a task can be done either in one of n_1 ways or in one of n_2 , where none of the n_1 first ways is the same as any of the n_2 last ways, then there are _____ ways to do the task.

Examples and Applications

1. Suppose that we choose a representative to a committee who is either a math major student or a computer science major, and that there is no student with a double major. If there are 45 math major students and 53 computer science major students, how many different choices are there for this representative?

The extended _____ rule: Assume a task can be done either in one of n_1 ways, in one of n_2 ways, \dots , in one of n_r ways. If none of the set of the n_i ways is the same as any of the set of the n_j ways, for any pair $1 \leq i < j \leq r$, then there are _____ ways to do the task.

2. You can choose a meal from one of three lists. The first list contains 5 meat options, the second list has 7 fish options and the last list has 13 vegetarian options. How many options do you have to choose your meal?

Math 2200-02, Discrete mathematics

Instructor : Sabine Lang

Combine the sum rule and the product rule to answer our opening question: Suppose that you need to create a password that can have 7, 8 or 9 characters. Each character must be a digit or a letter. How many such passwords are there?

What if each password needs to start by two digits, followed by letters only?

In set theory, we saw the principle of inclusion-exclusion in set theory, which says: $|A \cup B| = |A| + |B| - |A \cap B|$. Can you use this principle to deduce the next rule?

The _____ **rule:** If a task can be done either in n_1 ways or in n_2 , with m ways that are common to the set of n_1 ways and to the set of n_2 ways, then there are _____ ways to do the task.

Example: If a coffee shop offers 13 drinks containing milk, 10 drinks containing coffee, and 5 drinks containing both milk and coffee, how many drink options are there?

Math 2200-02, Discrete mathematics

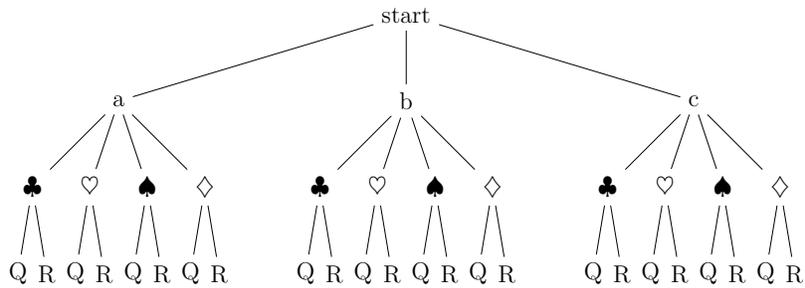
Instructor : Sabine Lang

When a procedure to do a task produces the same result several times, we need to avoid this overcounting. This is done by the next rule:

The _____ rule: If a task is done using a procedure that can be carried out in n ways, but each way appears d times with this procedure, then there are _____ ways to do the task.

Example: How many different ways are there to seat five people around a circular table, if two seatings are considered the same when each person has the same left neighbor and the same right neighbor?

If we have consecutive tasks, we can represent the situation by a tree. This is in particular useful when we want to count only some cases. If we do a task T_1 that has an element of $\{a, b, c\}$ as an output, then a task T_2 that has an element of $\{\clubsuit, \heartsuit, \spadesuit, \diamondsuit\}$ as an output, and a task T_3 that has an element of $\{Q, R\}$ as an output, we draw the following tree:



Example: A playoff between two teams consists of at most five games. The first team that wins three games wins the playoff. In how many different ways can the playoff occur? (*Hint: consider each game as a new task*)

2. SAMPLE LESSON PLAN

Course: Precalculus

Topic: Composition of Functions

Estimated time: 80 min

Objectives: The students will be able to

- Define the composition of functions.
- Write the table of values for a composition of two functions, given the tables of values for the initial functions.
- Calculate the function rule for the composition of two functions, given the function rules for the initial functions.
- Find the domain of a composition of functions.

Outline:

- (1) (5 min) The teacher introduces the idea of the composition of two functions and gives a motivating example. (A function $p(t)$ gives the position of a hiker after t minutes, and a function $a(x)$ gives the altitude of the hiker when they are in position x . Then $a(p(t))$ gives the altitude of the hiker after t minutes.)
- (2) (5 min) In pairs, the students practice finding the composition of $a(x)$ and $p(t)$ introduced above from tables of values.
- (3) (10 min) The class gets back together for a discussion about the results and to write a more precise formulation ("given an input, find output from the first function, then use it as an input for the second function, find output from the second function").
- (4) (5 min) The teacher formalizes the same idea for functions given by rules, and introduce the notation for the composition.
- (5) (10 min) Students get in group of 3-4. Each group writes two function rules on a piece of paper. The teacher rotates the papers among the groups (checking that the rules are of an appropriate level of difficulty). Each group calculates the compositions of the two functions received, in both orders. They are encouraged to start by creating tables of values first, if needed.
- (6) (5 min) Each group writes one observation and one question that came up about the composition of functions on a piece of paper. The teacher collects all the papers.
- (7) (15 min) The class gets back together, and they go through the observations and through the questions. If it did not come up before, the teacher emphasizes the non-commutativity of the composition of functions.
- (8) (10 min) All the examples from (5) are written on the board, and the students work through 2-3 examples they have not done yet. The teacher walks around, answering questions and/or questioning students' reasoning as needed. The answers to all the examples will be posted on the class website the next day.
- (9) (5 min) The domain of a composition of two functions is discussed, using $f(x) = \frac{1}{x}$ and $g(x) = \frac{1}{x+6}$ as an example. The domain is calculated for $(g \circ f)(x)$ and compared to the domain of $\frac{x}{1+6x}$ (simplified expression obtained from $(g \circ f)(x)$).
- (10) (10 min) The students calculate the domain of a composition on two examples with even roots and rational functions. They are welcome to work in groups if desired.

3. TEACHING EVALUATIONS

3.1. **Summary.** The next page of this document presents a summary of my end-of-semester teaching evaluations as an instructor of record at the University of Utah. The data corresponds to the courses:

- Math 1030: Introduction to Quantitative Reasoning
- Math 1090: Business Algebra
- Math 1100: Business Calculus
- Math 1080: Precalculus
- Math 1060: Trigonometry, Online
- Math 2200: Discrete Mathematics.

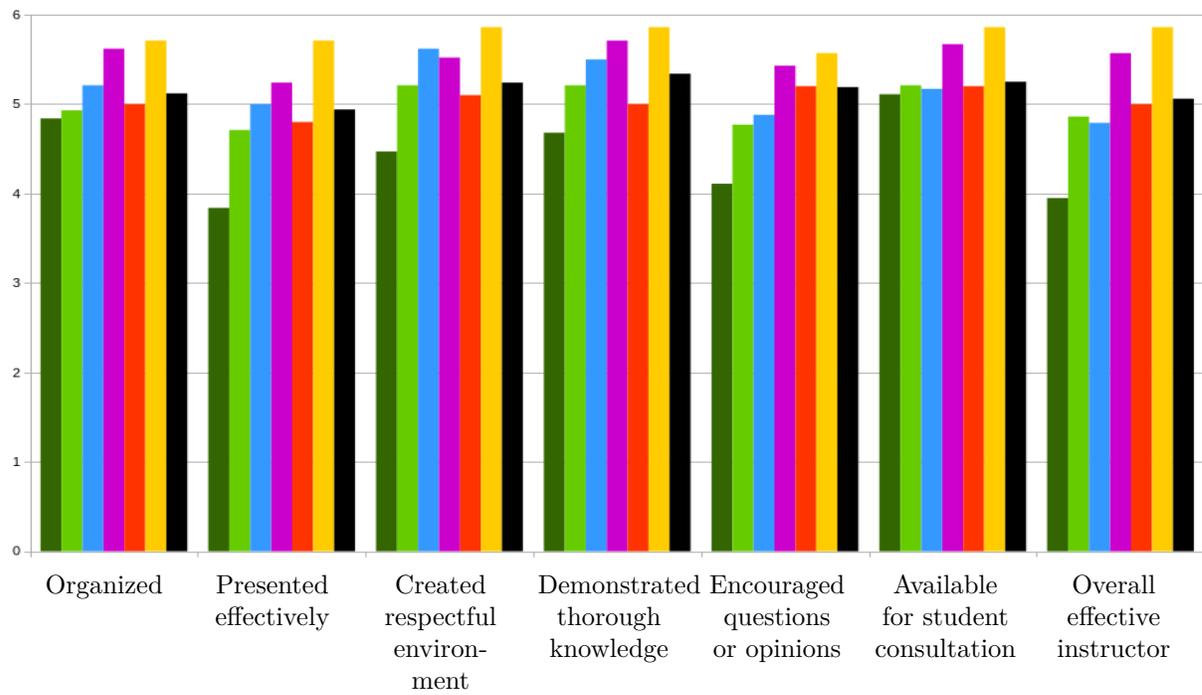
Each category is evaluated on a total of 6 points as follows:

- 1 – Strongly disagree
- 2 – Disagree
- 3 – Mildly disagree
- 4 – Mildly agree
- 5 – Agree
- 6 – Strongly agree.

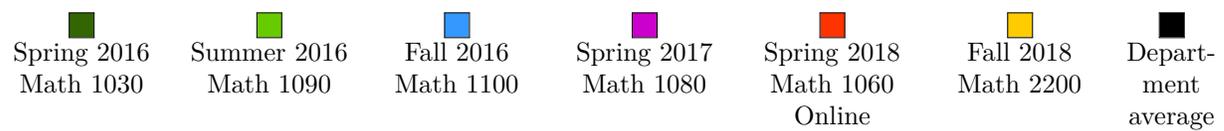
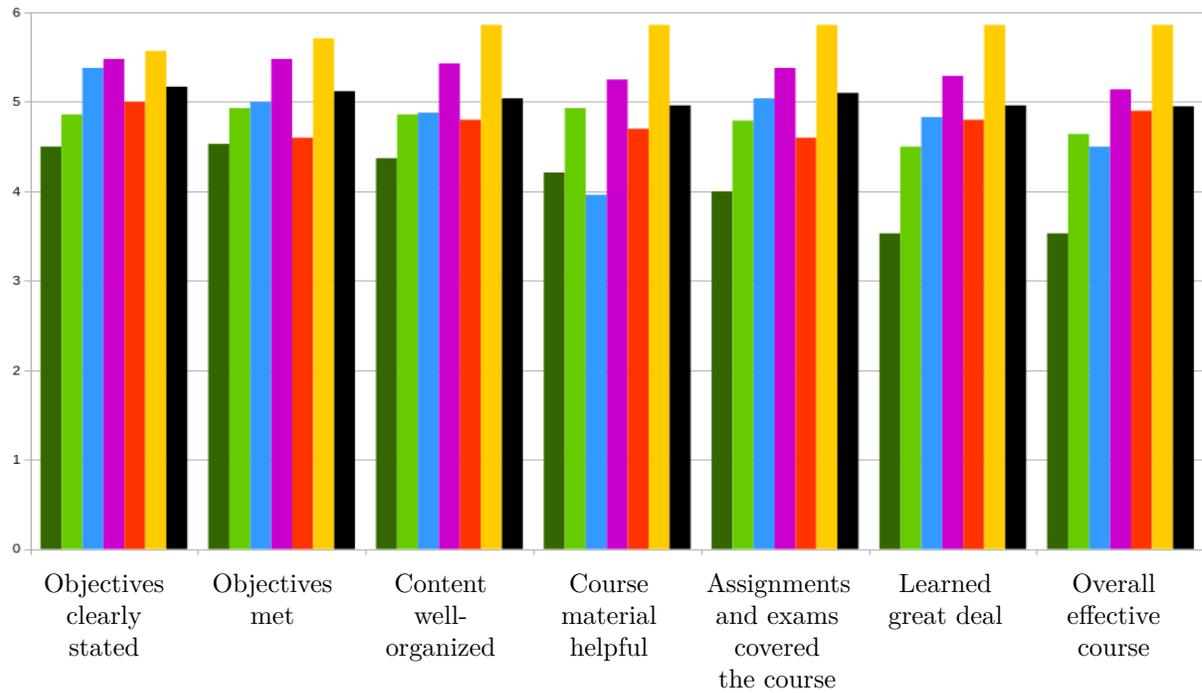
All my detailed teaching evaluations are showed at the end of this document, including students comments. They are presented in reversed chronological order (Fall 2018 to Spring 2016).

At the end of each semester, I take time to read my evaluations in details and make notes to myself of what I want to change and improve for the next semester. I am proud to see that this self-reflection impacted my teaching evaluations, as I can see an improvement on each criteria, with the exception of one online class. This online class was my first experience with this format, and I have learned a lot from it: I have many ideas of what I would modify if I were to teach online again.

As an instructor:



Courses:



3.2. Fall 2018, Math 2200: Discrete Mathematics.

University of Utah

Fall 2018, MATH 2200 Discrete Mathematics Section 2
Instructor: LANG, SABINE (Primary)

There were: 17 possible respondents.

	Question Text	N	RR	Avg	MATH Avg	MATH F18	Div Avg	Div F18	Sch Avg	Sch F18						
Grp	Instructor Questions (LANG)			5.78	5.16	5.24	5.11	5.15	5.29	5.37						
Grp	Course Questions			5.8	5.04	5.10	4.98	5.00	5.15	5.21						
											Str Disagr	Disagr	Mild Disagr	Mild Agree	Agree	Str Agree
1	Objectives clearly stated	7	41%	5.57	5.17	5.28	5.11	5.18	5.24	5.33					43% (3)	57% (4)
2	Objectives met	7	41%	5.71	5.12	5.21	5.06	5.12	5.21	5.28					29% (2)	71% (5)
3	Content well-organized	7	41%	5.86	5.04	5.06	4.98	4.95	5.12	5.16					14% (1)	86% (6)
4	Course materials helpful	7	41%	5.86	4.96	5.02	4.92	4.91	5.11	5.16					14% (1)	86% (6)
5	Assignments & exams covered the course	7	41%	5.86	5.10	5.20	4.96	5.02	5.18	5.25					14% (1)	86% (6)
6	Learned great deal	7	41%	5.86	4.96	4.96	4.93	4.91	5.11	5.14					14% (1)	86% (6)
7	Overall effective course	7	41%	5.86	4.95	4.99	4.90	4.88	5.10	5.13					14% (1)	86% (6)
9	Instructor was organized (LANG)	7	41%	5.71	5.12	5.16	5.07	5.07	5.22	5.29					29% (2)	71% (5)
10	Instructor presented effectively (LANG)	7	41%	5.71	4.94	4.98	4.91	4.86	5.14	5.19					29% (2)	71% (5)
11	Instructor created respectful environment (LANG)	7	41%	5.86	5.24	5.38	5.20	5.3	5.35	5.47					14% (1)	86% (6)
12	Demonstrated thorough knowledge (LANG)	7	41%	5.86	5.34	5.44	5.31	5.41	5.44	5.52					14% (1)	86% (6)
13	Instructor encouraged questions/ opinions (LANG)	7	41%	5.57	5.19	5.24	5.15	5.18	5.35	5.42				14% (1)	14% (1)	71% (5)
14	Instructor available for student consultation (LANG)	7	41%	5.86	5.25	5.37	5.18	5.22	5.31	5.39					14% (1)	86% (6)
15	Overall effective instructor (LANG)	7	41%	5.86	5.06	5.13	5.02	5.01	5.24	5.30					14% (1)	86% (6)

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Instructor	Text Responses
	Question: Comments on course effectiveness
	The lecture notes were very helpful in studying for exams and completing homework, I really enjoyed how the notes were implemented for the last chapter, with a digital copy or printout.
	I appreciate ALL of the resources Sabine gave us. She gave us multiple reviews in the form of problem sessions and just reviewing the week before our final and I really appreciate that she provided detailed solutions to review problems or problem sessions so we could check our work and if we went wrong somewhere, we would know exactly where. I also thought the homework was just enough, never way too much where it was just an overload of problems from the chapter, but also not too little where I felt like I wasn't practicing what we learned enough. I felt that the homework was a healthy amount and having it be due once a week was a really good way to keep up with the class and learn. I admit, there were assignments that were a little heavier because they combined more sections together, and maybe if those could have been broken up it would have been better, but the late homework policy also helped to balance out the heavier assignments.
	Leaving the last portion of the class up to the students was a huge plus. Her problems sessions are a great opportunity to earn extra credit and learn through group work on more difficult problems.
	Working in groups during problem session for the chapter review was very helpful. I also liked saving the pseudo-code until the end of the semester.
	Question: Instructor Comments
LANG	I think your teaching style was great and I felt as though you really did want us to succeed in your class!
LANG	Sabine was always very willing to meet up with me or talk to me about my grade or questions I had about the homework or problem sets, either in class, in her office, or through email. I really appreciate that she made such an effort to be available all throughout the semester. It was incredibly helpful. I also really like Sabine's way of teaching in that she wasn't a know-it-all, she was just genuinely eager for us to understand the material and she didn't make me feel dumb for not understanding the material, she would simply try a different approach if I wasn't understanding it.
LANG	She works through questions to show you why things are true, and she gives plenty of opportunities for class participation which helped my learning experience.
LANG	I loved having the feedback she gave on homeworks. She would mark exactly where you went wrong, and staple a Here is where the class struggled to the back of the assignments she handed back. Her handwriting on the board was neat, and she always wrote the right amount of steps I needed.
	Question: Problem sessions comments
LANG	Possibly posting solutions to these problems from the problem sessions would be helpful that way to clear up any confusion from the students presenting.
LANG	They help earn extra points, and you are able to work in a group session on harder questions.
LANG	I like that the problem sessions gave us an opportunity for extra credit. It was a big stress reliever. I also appreciate that problem sessions were simply intended to make us think and give us more challenging problems than the homework, but we weren't penalized for having the wrong answers because we didn't have to turn it in. I also liked that Sabine would come around and help us by giving us hints or kind of giving us an idea of where to start the problem.
LANG	Getting to talk through difficult problems with classmates was very helpful in really getting down the topics. Sabine did an excellent job at facilitating, she always offered the right amount of help.

3.3. Spring 2018, Math 1060: Trigonometry, Online.

University of Utah



Spring 2018, MATH 1060 Trig Section 90
 Instructor: LANG, SABINE (Primary)

There were: 44 possible respondents.

	Question Text	N	RR	Avg	MATH Avg	MATH SPI8	Div Avg	Div SPI8	Sch Avg	Sch SPI8							
Grp	Course Questions		n/a	4.8	5.0	5.2	5.0	5.1	5.2	5.2							
Grp	Instructor Questions		n/a	5	5.2	5.3	5.1	5.2	5.3	5.3							
											Str Disagree	Disagree	Mild Disagree	Mild Agree	Agree	Str Agree	
1	The course objectives were clearly stated.	20	45%	5	5.2	5.3	5.1	5.2	5.2	5.3	10% (2)	0% (0)	0% (0)	10% (2)	30% (6)	50% (10)	
2	The course objectives were met.	20	45%	4.6	5.1	5.3	5.1	5.2	5.2	5.3	15% (3)	0% (0)	0% (0)	15% (3)	30% (6)	40% (8)	
3	The course content was well organized.	20	45%	4.8	5.0	5.2	5.0	5.0	5.1	5.2	10% (2)	5% (1)	0% (0)	10% (2)	35% (7)	40% (8)	
4	The course materials were helpful in meeting course objectives.	20	45%	4.7	5.0	5.1	4.9	5.0	5.1	5.2	10% (2)	5% (1)	0% (0)	15% (3)	30% (6)	40% (8)	
5	Assignments and exams reflected what was covered in the course.	20	45%	4.6	5.1	5.3	5.0	5.1	5.2	5.3	10% (2)	0% (0)	10% (2)	15% (3)	25% (5)	40% (8)	
6	I learned a great deal in this course.	19	43%	4.8	5.0	5.2	4.9	5.0	5.1	5.2	11% (2)	0% (0)	0% (0)	21% (4)	26% (5)	42% (8)	
7	Overall, this was an effective course.	18	41%	4.9	5.0	5.1	4.9	5.0	5.1	5.2	6% (1)	6% (1)	0% (0)	17% (3)	28% (5)	44% (8)	
											Str Disagree	Disagree	Mild Disagree	Mild Agree	Agree	Str Agree	N/A
9	The technical assistance provided by the uOnline help desk was timely and efficient.	19	43%	5.5	5.0	5.0	5.0	4.8	5.1	5.1	0% (0)	0% (0)	0% (0)	0% (0)	26% (5)	26% (5)	47% (9)
10	It was easy for me to schedule proctored exams.	20	45%	5.5	5.5	5.5	5.5	5.4	5.3	5.4	5% (1)	0% (0)	0% (0)	0% (0)	20% (4)	65% (13)	10% (2)

11	I would like to recommend taking a University of Utah online class to a friend.	20	45%	4.8	5.1	5.1	5.0	5.0	5.2	5.3	5% (1)	5% (1)	15% (3)	5% (1)	10% (2)	50% (10)	10% (2)
13	The instructor was organized.	20	45%	5	5.1	5.2	5.1	5.1	5.2	5.3	10% (2)	0% (0)	5% (1)	0% (0)	40% (8)	45% (9)	
14	The instructor presented course content effectively.	20	45%	4.8	4.9	5.1	4.9	5.0	5.1	5.2	10% (2)	5% (1)	0% (0)	10% (2)	30% (6)	45% (9)	
15	The instructor created/supported a classroom environment that was respectful.	20	45%	5.1	5.2	5.4	5.2	5.3	5.4	5.4	10% (2)	0% (0)	0% (0)	5% (1)	30% (6)	55% (11)	
16	The instructor demonstrated thorough knowledge of the subject.	20	45%	5	5.3	5.5	5.3	5.4	5.4	5.5	10% (2)	0% (0)	0% (0)	5% (1)	35% (7)	50% (10)	
17	The instructor encouraged student opinions and participation.	20	45%	5.2	5.2	5.3	5.2	5.2	5.3	5.4	10% (2)	0% (0)	0% (0)	5% (1)	20% (4)	65% (13)	
18	The instructor was available for consultation with students.	20	45%	5.2	5.2	5.4	5.2	5.2	5.3	5.4	10% (2)	0% (0)	0% (0)	0% (0)	25% (5)	65% (13)	
19	Overall, this was an effective instructor.	20	45%	5	5.1	5.2	5.0	5.1	5.2	5.3	10% (2)	0% (0)	5% (1)	10% (2)	20% (4)	55% (11)	

Student Disposition	Text Responses
Neutral	Comments on course effectiveness
V. Satisfied	It would have been more helpful for the quizzes, and tests were graded and then scanned traditionally rather than gradescope, which was confusing. Also, the quiz 3 days before the final was not effective.
Dissatisfied	The professor had VERY little office hours and did not explain things very well.
V. Satisfied	I felt that the videos that were given to us did not adequately prepare us for the homework, and that the homework did not adequately prepare us for the exams.
V. Satisfied	The Exam should be written by the professor teaching the course.
V. Satisfied	There is a frustrating disconnect between the WebAssign material and the Larson PreCalculus book. For the price paid for the course I would expect better material.
V. Satisfied	A lot of opportunities for office hours.

V. Satisfied	I thought the organization of the class was helpful and easy to navigate. I think the amount of homework was extremely excessive considering the time frame given and length of the assignments.
Neutral	I appreciate the idea of using various video resources to teach the class, but since each source a different style it made it difficult to complete the homework and the quizzes effectively. I suggest either using only one source to teach or maybe the professor should make their videos. Since they are the ones teaching the class and have certain expectations that can only be met if the students know what those expectations are
Neutral	Provide comments about the online components of the course
V. Satisfied	The online lectures would have been helpful with an interactive component, but the filled out notes were really helpful after the lecture.
V. Satisfied	Uonline classes are great!
V. Satisfied	There is a frustrating disconnect between the WebAssign material and the Larson PreCalculus book. For the price paid for the course I would expect better material.
V. Satisfied	The online aspect was good.
Neutral	The online course does require good discipline. I would only recommend an online course if the professor was actually teaching the class rather than finding a variety of different style lectures to teach the class for them.
Neutral	Instructor Comments
V. Satisfied	In person review sessions would be helpful! Extra credit was a good way to learn free m mistakes.
Dissatisfied	I think the instructor needs more office hours and needs to be in town more often. She is very nice in person but I never understood what she was trying to explain to me. Every time I would ask a question over email she would make me feel stupid for asking it. She was not personal at all and seemed like she didn't really care like she was only there to do her job. This is the U of U. I was expecting a better quality professor who actually cares about you passing the course.
V. Satisfied	Sabine was a fabulous instructor, but since it was an online class the materials were not really taught by her.
V. Satisfied	Lots of office hours, and appointments for reviewing exams. Liked the opportunity to review for a small amount of extra credit. Very fair grader when it came to partial credit.
V. Satisfied	Professor Lang is excellent in respect to responding to students. Anytime I had a question I would have an answer within the hour most of the time. Definitely dedicates the time to help her students. Definitely would recommend this course.
Neutral	I loved how my professor set up a discussion area on canvas for students to ask each other for help and receive help from her personally. It was great resource when I was struggling with certain concepts.

3.4. Spring 2017, Math 1080: Precalculus.

University of Utah

Spring 2017, MATH 1080 Precalculus Section 3

Instructor: LANG, SABINE (Primary)

SmartEvals!

There were: 55 possible respondents.

	Question Text	N	RR	Avg	MATH Avg	MATH sp17	Div Avg	Div sp17	Sch Avg	Sch sp17						
Grp	Instructor Questions (LANG)			5.54	5.14	5.25	5.11	5.19	5.29	5.31						
Grp	Course Questions			5.35	5.04	5.16	4.99	5.08	5.15	5.22						
											Str Disagr	Disagr	Mild Disagr	Mild Agree	Agree	Str Agree
1	Objectives clearly stated	21	38%	5.48	5.14	5.26	5.11	5.22	5.23	5.31			5% (1)	5% (1)	29% (6)	62% (13)
2	Objectives met	21	38%	5.48	5.10	5.22	5.06	5.17	5.21	5.29				10% (2)	33% (7)	57% (12)
3	Content well-organized	21	38%	5.43	5.02	5.13	4.98	5.04	5.12	5.18		5% (1)		10% (2)	19% (4)	67% (14)
4	Course materials helpful	20	36%	5.25	4.94	5.08	4.92	4.99	5.11	5.17		5% (1)	5% (1)		40% (8)	50% (10)
5	Assignments & exams covered the course	21	38%	5.38	5.08	5.23	4.96	5.09	5.18	5.26			5% (1)	14% (3)	19% (4)	62% (13)
6	Learned great deal	21	38%	5.29	4.96	5.11	4.93	5.05	5.11	5.17	5% (1)		5% (1)	5% (1)	24% (5)	62% (13)
7	Overall effective course	21	38%	5.14	4.93	5.09	4.90	4.99	5.10	5.16	5% (1)		5% (1)	10% (2)	29% (6)	52% (11)
9	Instructor was organized (LANG)	21	38%	5.62	5.10	5.20	5.07	5.14	5.22	5.26		5% (1)			19% (4)	76% (16)
10	Instructor presented effectively (LANG)	21	38%	5.24	4.94	5.05	4.91	5.00	5.13	5.18		5% (1)		14% (3)	29% (6)	52% (11)
11	Instructor created respectful environment (LANG)	21	38%	5.52	5.24	5.33	5.19	5.30	5.34	5.41		5% (1)		5% (1)	19% (4)	71% (15)
12	Demonstrated thorough knowledge (LANG)	21	38%	5.71	5.32	5.46	5.30	5.42	5.43	5.47		5% (1)			10% (2)	86% (18)
13	Instructor encouraged questions/ opinions (LANG)	21	38%	5.43	5.17	5.23	5.15	5.21	5.34	5.38		5% (1)	5% (1)		24% (5)	67% (14)
14	Instructor available for student consultation (LANG)	21	38%	5.67	5.23	5.33	5.15	5.26	5.30	5.36		5% (1)			14% (3)	81% (17)
15	Overall effective instructor (LANG)	21	38%	5.57	5.06	5.16	5.02	5.11	5.23	5.27		5% (1)			24% (5)	71% (15)

Instructor	Text Responses
	Question: Comments on course effectiveness
	Wonderful
	The trig killed me! I still don't understand it. I feel like it starts off so slow with the algebra but then goes so fast with trig identities and stuff.
	This class is very well organized and it is easy to follow. It keeps me busy all days of the week which stimulates better learning and study habits. I really enjoyed the weekly quizzes because it would help me test my knowledge of the week and then I would know what to study better in the following weeks and for the exams. One thing that I did not like was the flipped classroom for the trig section of the course. That week killed me and I felt like I was so lost!
	The class notes were horrendous. It was photo copies of hand written chicken scratch. What a joke, it was so difficult for me to pay attention with that level of disorganization. Please change that.
	Flipped classes were effective because it gave more time for practicing the problems. Weekend quizzes were not the most effective because many of the questions are not clear on how it wants the answers.
	I think allowing students to review the weekly quizzes after they lock on Monday, would help considerably.
	I enjoyed the online components to the class - specifically the weekly tests. Having the grades updated online was also helpful.
	class on the chalkboard was very constructive, and online textbook was helpful
	Printed notes
	There was so much to learn in a short amount of time, which was hard in the trigonometry sections. Especially when we learned through lecture videos and not the teacher herself. I would suggest removing lecture videos from the course and do all learning in class.
	The course was put together well I didn't really have any problems with the course.

	The note packets were helpful. The flex. portion of the class was somewhat helpful, but it would have been nice to have walked through one example as a class before breaking into groups.
	I did not really like the flipped class week. I find it better when the professor teaches us the material first and then us figure it out. Rather than vise versa. But, the online video lectures in math did help significantly on my free time.
	The homework worked great because we learned the material then had time to get it done. The pre made notes were awesome as well because I didn't have to waste time writing down information. I could focus instead.
	I loved the ready note system where we as students had to just print and just write down the answers it saved allot of time and organized the materials well! However, I would suggest focusing on doing math examples and explaining base on the example instead of trying to explain the concept first
	The only thing I did not like was flipping the class for one week. I felt it was a waste of time
	Question: Instructor Comments
LANG	She taught well, she was nice, where as some professors are scary to go to for questions
LANG	Sabine was one of the most organized and also helpful instructors that I've had in math at the University of Utah. She was very willing to help and answer questions and the material was very well presented.
LANG	professor is a 10/10 ;)
LANG	She skipped some intermediary steps, though you should probably know them already, i feel it would have helped if she went over them and how they apply to certain topics.
LANG	She always asked questions to make sure that everyone was understanding what she was teaching. She was always prepared and made sure that everyone knew what was due and when it was due.
LANG	Sabine is a teacher who cares about the subject and students. She is a good teacher, I just didn't click with her. I had a very hard time paying attention and understanding everything she said because of her accent. I like her as a person but her teaching style wasn't the best for me.
LANG	Sabine was very easy to work with, and was willing to give whatever help she could. She also had a different way of looking at content than was described in the text, which really helped round out the class.
LANG	The only thing that gave me a hard time in the class was sometimes while you were showing us how to solve something you would skip a step of something really simple, something that we all know how to do. However, lots of the time I would be confused on how you got the numbers you did just because you skipped the step. I realized and understood how to do it once I realized what you did. It would just confuse me for a minute. Other than that great job teaching the class.
LANG	Really liked how she was knowledgeable about the subject. Sometimes, I don't think she understood that not everyone is able to learn the math the first time it's taught. That is why the lecture videos were harder than the in class lectures. When the teacher wasn't there to explain what was going on it was hard to understand.
LANG	Best math instructor I have ever had.
LANG	One constructive suggestion would be an easier office hour or some way to reach you perhaps in the library if we were to have questions (outside of math lab)
LANG	First, she was excited about the subject which kept me interested and she was willing to help. She would answer questions and was always willing to have office hours. Really she's a great instructor.
LANG	The professor was very thorough in the material and answered everyones questions accurately and informatively.
LANG	She answered questions effectively and encouraged us to correct her. The videos she provided for the flexible part of the class were helpful.
LANG	She's great! Best math teacher ever
LANG	She was vary caring about how her students understood the material however i would suggest first solving a problem and based on the problem explain the concept instead of trying to make students understand a concept then doing an example

3.5. Fall 2016, Math 1100: Business Calculus.

University of Utah

Fall 2016, MATH 1100 Business Calculus Section 3

Instructor: LANG, SABINE (Primary)

SmartEvals!

There were: 46 possible respondents.

	Question Text	N	RR	Avg	MATH Avg	MATH fl6	Div Avg	Div fl6	Sch Avg	Sch fl6						
Grp	Instructor Questions (LANG)			5.17	5.14	5.19	5.12	5.17	5.28	5.35						
Grp	Course Questions			4.8	5.03	5.08	4.99	5.00	5.15	5.30						
											Str Disagr	Disagr	Mild Disagr	Mild Agree	Agree	Str Agree
1	Objectives clearly stated	24	52%	5.38	5.14	5.23	5.11	5.16	5.23	5.30			4% (1)	8% (2)	33% (8)	54% (13)
2	Objectives met	24	52%	5	5.10	5.17	5.06	5.11	5.21	5.26	4% (1)	4% (1)		13% (3)	38% (9)	42% (10)
3	Content well-organized	24	52%	4.88	5.02	5.07	4.98	4.97	5.12	5.15	4% (1)	8% (2)	4% (1)	8% (2)	29% (7)	46% (11)
4	Course materials helpful	24	52%	3.96	4.94	4.96	4.92	4.92	5.11	5.15	17% (4)	8% (2)	17% (4)	13% (3)	13% (3)	33% (8)
5	Assignments & exams covered the course	24	52%	5.04	5.08	5.12	4.96	5.01	5.18	5.23	4% (1)			21% (5)	33% (8)	42% (10)
6	Learned great deal	24	52%	4.83	4.94	4.97	4.93	4.94	5.11	5.15	8% (2)			25% (6)	25% (6)	42% (10)
7	Overall effective course	24	52%	4.5	4.93	4.99	4.90	4.90	5.10	5.14	8% (2)	8% (2)		25% (6)	25% (6)	33% (8)
9	Instructor was organized (LANG)	24	52%	5.21	5.10	5.17	5.07	5.10	5.22	5.27	8% (2)			8% (2)	21% (5)	63% (15)
10	Instructor presented effectively (LANG)	24	52%	5	4.91	4.97	4.91	4.92	5.13	5.18	4% (1)			25% (6)	29% (7)	42% (10)
11	Instructor created respectful environment (LANG)	24	52%	5.62	5.21	5.31	5.19	5.28	5.34	5.43				4% (1)	29% (7)	67% (16)
12	Demonstrated thorough knowledge (LANG)	24	52%	5.5	5.32	5.38	5.30	5.39	5.43	5.49				4% (1)	42% (10)	54% (13)
13	Instructor encouraged questions/opinions (LANG)	24	52%	4.88	5.17	5.16	5.15	5.17	5.34	5.40	8% (2)		8% (2)	17% (4)	13% (3)	54% (13)
14	Instructor available for student consultation (LANG)	24	52%	5.17	5.22	5.32	5.15	5.23	5.30	5.37	8% (2)			13% (3)	17% (4)	63% (15)
15	Overall effective instructor (LANG)	24	52%	4.79	5.03	5.09	5.02	5.05	5.23	5.29	13% (3)			13% (3)	33% (8)	42% (10)

Instructor	Text Responses
	Question: Comments on course effectiveness
	The book was awful. What was taught in class was not reflective of on the assignments. There were no clear examples in the book when detailing problems. It would go through explaining parts of the problem then assumed that you would know the rest. No way to check if your homework problem was correct so you can try to redo it if the answer didn't match up. If I didnt understand something in class, it was nearly impossible to go back to the book to figure it out, something I've always done in previous math classes. This was by far the absolute worse in regards to not having the materials needed to study. I spend a minimum of 6 hours a week trying to look through the book, looking up youtube videos, and other online examples to try to figure out the problems.
	I very much disliked the fact that homework had to be turned in within the first 5 minutes of class. I felt there was no understanding or flexibility for students who couldn't make it to class or were late. I tried to reschedule weekly exams for University activities and was denied any sort of accommodation. Although likely not the instructor's fault, I felt the course was very fast paced and could have been slowed down.
	The course was moving way too fast regardless of whether students were on board or not. I got the feeling that it was more about covering material than educating students. Professor not flexible at all. Didn't give the impression that on the same team as he students but rather at war with the students.
	She cares about her students and expects a lot from them.
	There were no homework solutions in the book. Homework felt like an open book quiz rather than actual homework. There were too few examples. I frequently had to guess at solutions due to a lack of examples and feedback. There was a reasonable amount of assignments which helped me prepare for the final.
	My biggest critique of the course was there was no feedback given on homework before a quiz was taken, so it was hard to learn from mistakes. I can understand given the speed at which we went through the course, but perhaps an answer key to the HW could be posted after it was submitted so we can look over questions we may have been unsure on before taking the weekly quiz.
	The book and solution sheets provided by the instructor were full of mistakes and errors. It added a huge complexity to learning Calculus
	I loved the way the teacher presents the different sections. She was well organized and amazing as a teacher. I wish there was a solutions manual to check to make sure we were doing the problems right.
	I felt like the material built well on each other. Once you knew a certain concept, we would build on it to expand it to a new concept.
	The content was difficult, but the homework and quizzes prepared us well for each exam.

	HAVING WEEKLY HOMEWORK AND QUIZZES WERE HELPFUL IN MAKING SURE I UNDERSTOOD THE MATERIAL. IN-CLASS EXAMPLES WERE ALSO HELPFUL, ESPECIALLY THOSE THAT WERE EQUALLY AS HARD AS THE HOMEWORK QUESTIONS FROM THE BOOK.
	I think there should be some changes made that would help students perform better. For future classes, students need a book which clearly explains the mathematical concepts. Grading for this course was odd in my opinion. The instructor graded our homework for completeness and for our understanding of the material, but lowered our grade significantly for any errors. We were also given weekly quizzes to assess our understanding of the material. It would be more effective to grade homework for only completeness and evaluate student's understanding through quizzes, in my opinion. This is not a reflection on the instructor, but of the course itself.
	This doesn't seem like a business class at all. Yes, I am aware it is business calculus. However, there were very few times when I felt it actually mattered. That made it a little harder to learn because of the lack of business applications.
	Hard, but she explained it ok. Didn't have answers to the hw so I didn't know if I was doing it wrong or right
	lecture, homework
	She did not provide students with the tools to check if their work was correct. Many students asked so we may check to see if we were doing our work correctly.
	Question: Instructor Comments
LANG	Ms. Lang was incredibly patient and smart. She was always available for help via email and responded faster than any of my other business professors. The class itself was difficult but she did a great job at explaining very complex problems in a relatively easy way to understand.
LANG	Good teaching, but I would have appreciated seeing more of who the instructor was and seen her personality more. I also felt there was little trust, understanding, or flexibility toward the students.
LANG	She was obviously knowledgeable about the subject but did not do a very good job at engaging students who are not math majors to find interest in the subject. The grading was very subjective and at times conflicting. As a professor the goal is not for the students to fail but rather to help them come closer to your understanding of the subject and most of the time it didn't feel like the latter was the goal.
LANG	Providing homework answers would have helped increase study efficiency. It is a learning tool, not another quiz. Her strict classroom policies cut down on distractions (late arrivals, people playing on laptops) which was good.
LANG	She did a great job. I wish she were clearer about what we can expect on assignments and tests.
LANG	The instructor would encourage emails and questions but then would not provide clear answers. This was the most frustration course I've ever taken at the U. The instructor was very ineffective though it did not help that the material had several errors and there were few helpful resources.
LANG	PROFESSOR LANG LISTENED TO WHAT WE HAD TO SAY ABOUT THE COURSE AND CHANGED/IMPROVED THE WAY SHE CURRENTLY TAUGHT. BECAUSE OF THIS CHANGE, IT WAS MUCH EASIER TO FOLLOW ALONG IN-CLASS AND MADE IT MUCH EASIER TO COMPLETE ASSIGNMENTS.
LANG	She was always available for questions/concerns.
LANG	Overall, Professor Lang was wonderful. The only suggestion I have, is that sometimes we would see a problem on a quiz or assignment that was a similar problem to what we have already done, but we hadn't seen how to handle that a problem in that kind of situation. I hope that makes sense.
LANG	The only issue that I had with this course was that I felt that the instructor ran the class like a graduate level Math Major class. I'm in the business program for a reason, because I don't want to go into Math. I have never had an issue with math, but sometimes I felt like a idiot because I got the right answer but I didn't preface the problem correctly. Other than that, it was a good class where I learned a lot.
LANG	Best Professor i have ever had in a Math Class i will make sure to take all my classes from her. I learn best the way she lectures. So many notes and homework but helped me learn it very well
LANG	For such a difficult class, Sabine did a great job of helping us learn it. My only suggestion is that she would go a little fast through some of the basic stuff. The first few chapters were supposed to be review for most people, but for a lot of people, myself included, it had been 5+ years since a previous math class so it was intense in the beginning to get caught up. A slower pace would have been nice. She knows what she is doing, and I felt that she would get ahead of the rest of the class sometimes. Overall, she is great though, good teacher, and approachable.
LANG	Sabine did a great job with this course. She is an effective instructor and is able to explain the concepts well so students can understand. I would recommend her class to other students.
LANG	If she could work with the students more and help them understand their work/put in time to go over work, then the course would be more effective.
LANG	lecture, homework

3.6. Summer 2016, Math 1090: Business Algebra.

University of Utah

Summer 2016, MATH 1090 Business Algebra Section 2
Instructor: LANG, SABINE (Primary)

SmartEvals!

There were: 27 possible respondents.

	Question Text	N	RR	Avg	MATH Avg	MATH SU16	Div Avg	Div SU16	Sch Avg	Sch SU16							
Grp	Instructor Questions (LANG)			4.99	5.14	5.64	5.12	5.61	5.28	5.60							
Grp	Course Questions			4.79	5.03	4.98	4.99	5.03	5.15	5.38							
											Str Disagr	Disagr	Mild Disagr	Mild Agree	Agree	Str Agree	
1	Objectives clearly stated	14	52%	4.86	5.14	4.58	5.11	4.79	5.23	5.44	14% (2)		7% (1)		21% (3)	57% (8)	
2	Objectives met	14	52%	4.93	5.10	4.75	5.06	4.84	5.21	5.42	14% (2)		7% (1)		14% (2)	64% (9)	
3	Content well-organized	14	52%	4.86	5.02	4.92	4.98	5	5.12	5.33	14% (2)		7% (1)		21% (3)	57% (8)	
4	Course materials helpful	14	52%	4.93	4.94	5	4.92	4.89	5.11	5.35	14% (2)		7% (1)		14% (2)	64% (9)	
5	Assignments & exams covered the course	14	52%	4.79	5.08	5.17	4.96	5.16	5.18	5.37	14% (2)		7% (1)	7% (1)	14% (2)	57% (8)	
6	Learned great deal	14	52%	4.5	4.94	5.42	4.93	5.47	5.11	5.40	14% (2)		7% (1)	21% (3)	14% (2)	43% (6)	
7	Overall effective course	14	52%	4.64	4.93	5	4.90	5.05	5.10	5.38	14% (2)		7% (1)	14% (2)	14% (2)	50% (7)	
9	Instructor was organized (LANG)	14	52%	4.93	5.10	5.29	5.07	5.33	5.22	5.49	14% (2)		7% (1)	7% (1)		71% (10)	
10	Instructor presented effectively (LANG)	14	52%	4.71	4.91	5.46	4.91	5.4	5.13	5.44	14% (2)		7% (1)	14% (2)	7% (1)	57% (8)	
11	Instructor created respectful environment (LANG)	14	52%	5.21	5.21	5.85	5.19	5.8	5.34	5.68	7% (1)		7% (1)	7% (1)	7% (1)	71% (10)	
12	Demonstrated thorough knowledge (LANG)	14	52%	5.21	5.32	5.85	5.30	5.8	5.43	5.76	7% (1)		7% (1)	7% (1)	7% (1)	71% (10)	
13	Instructor encouraged questions/ opinions (LANG)	13	48%	4.77	5.17	5.85	5.15	5.8	5.34	5.64	8% (1)		15% (2)	15% (2)	8% (1)	54% (7)	
14	Instructor available for student consultation (LANG)	14	52%	5.21	5.22	5.62	5.15	5.6	5.30	5.56	7% (1)		7% (1)		21% (3)	64% (9)	
15	Overall effective instructor (LANG)	14	52%	4.86	5.03	5.58	5.02	5.58	5.23	5.59	7% (1)		14% (2)	14% (2)	7% (1)	57% (8)	
Follow up --												Yes	No				
	Was it helpful	1	4%	1	0.58		0.62		0.67	0.5	100% (1)						

Instructor	Text Responses
	Question: Comments on course effectiveness
	There were many problems with the book. It's very frustrating when you spend all this money on a book your teacher disagrees with sometimes. Things get confusing.
	I loved the 5 week summer term. It allowed me to focus on the content and learn it quickly and effectively.
	the notes and the teacher
	Problems on the exams were similar to the homework and quizzes. Lectures we organized well and the class stayed on track to learn everything in the 6 weeks
	Terrible class should be fought by a professor not a student.
	too much homework everyday
	The fast pace kept me on track and it was easy to focus on only math. However i am not sure why matrices were introduced so early, i found this BY FAR the hardest subject and it was a bit difficult having it on the first test.
	Clearly defined definitions and assignments
	Homeworks Quiz
	Question: Instructor Comments
LANG	I took this course before and got a D, now I have a high A and I believe it's because of the instructor. She taught in a very effective way. Give her a bonus!

LANG	She could be more supportive. This was a spend through course I get that, but sometimes things come up and life happens. So a little bit of wiggle room wouldn't be the end of the world. I got that she dropped your two lowest home works and quizzes. But when asking for a little bit more time on a homework instead of saying I drop the lowest two you'll be fine you could look at the persons grades and wonder why they're asking for more time. If my grade was good and I knew she dropped the lowest two scores I don't think I'd be asking for more time on an assignment. Also, she talked to much and did explanations that didn't make sense so things got confusing. Oh and losing half a freakin point because we didn't write my answer in a sentence is freakin ridiculous. If I did the math write who cares. That's why I took this class is to figure out how to do math not write a sentence.
LANG	Sabine was very thorough in her teaching of all the different topics in the class. She was always very easy going and made me feel very comfortable in her class.
LANG	the notes and the teacher
LANG	No
LANG	Sabine was great about providing exact methods in a clear list format whenever she could and this was a great reference and learning tool. She also structured quizzes and test to match problems similar to the ones we had been practicing. I enjoyed that the homework problems were often harder than the test problems instead of visa versa.
LANG	Maybe I'm learning summer class, but I think the homework was too much.
LANG	The clearly explained concepts and ideas and provided a variety of examples to help us understand the concepts.
LANG	Always on time Nice
	Question: Further comments about course
	I was not doing well with the condensed version of this class

	The pace of learning new material was perfect - not too fast or too slow. It could have been useful to know when home works and quizzes would be due at the beginning of the semester.
	The course material was very dense and all the professor did was just say exactly what the book said.
	I really enjoyed the group project because it applied learning, however the format of the class was very difficult for me to work with. I did not feel engaged or listened to.
	I think that a lot of the content could be improved. A lot of it felt repetitive and unnecessary and then the next chapter would be much more difficult, so it was hard when trying to connect everything and make sense of it. The pace of the class was fine, but I felt like what we were learning is covered a lot by apps and other things in real life, so we don't really need to know the mechanics behind it.
	The curriculum was clear, but the tests and quizzes did not reflect what was learned. More time needs to be given during quizzes. The final was ridiculous, some questions were unsolvable. This needs to do be looked at.
	s
	The quizzes definitely reflected the material The exams had too many things listed to study for and didn't cover everything
	I didn't like the book. I didn't feel like it was necessary or helpful. We could have done the homework another way. It also would have been helpful to have more worksheets or a interactive lesson style.
	We followed the book the whole semester, but it wasn't obvious. Referring to specific pages in the book would've given me a better confidence in that source. There was always room for questions and further explanation in between units, classes and exams, which was very helpful.
	Question: Instructor Comments
LANG	checking in with the class to see what would be best for us was great. Same with your willingness to change and adjust.
LANG	-Be more understanding -GIVE MORE EXTRA CREDIT -Slow down the lectures
LANG	She needs to help simplify the course material. not just parrot back what the text book said.
LANG	Sabine was very good about having office hours for extra help at times when students were available. Although I had some issues with her teaching methods in the beginning of the semester, all of these problems were fixed after turning in a course feedback.
LANG	Often I could not hear or understand the instructor due to the combination of her quiet demeanor as well as her accent. She would not calm down noisy students in the back and when students asked questions she usually couldn't actually answer them. Instead she would give them some generic non-answer that left us all more confused and then ask Does that make sense? And students would just say it did because they didn't know what else to do.
LANG	It would have been nice to be able to have time in class to discuss, or to work out a system for creating a more collective classroom environment. It did not feel like a college-level course and I did not feel intellectually engaged much of the time. The class should be more personal.
LANG	Was hard to understand what she said Didn't thoroughly teach everything
LANG	Sabine was very kind in allowing us office hours as were needed for the individual student. She had a hard time keeping the attention in the room though, maybe try more small group activities or presenting the lesson in another form than the chalkboards.
LANG	I wish she had found a more interesting way to format lessons. You could tell that she was just as bored with it as some of the people in class.
LANG	When lecturing make use of examples from life and ask students to complete problems first and then share with the class. Provide more feedback on our homework
LANG	s
LANG	I couldn't understand her, accent was really thick. Really nice lady, needs work on teaching the material.
LANG	I liked this teacher. She was really smart and knew what she was doing. However, sometimes we would have extra time after finishing the chapter and would do random problems that felt maybe a little unnecessary. I felt like sometimes a lot of the chapter could be covered faster and then if we had extra time there could be a review of last class or something for those that need it.
	Question: Further comments about course
	Extreme difficulty with math, not enough time to dedicate to it

4. OTHERS

4.1. **Observation form.** When acting as a mentor for other graduate students in their teaching, I used the table presented below to evaluate them.

Observation form

- Instructor:
- Course:
- Date:
- Number of students present:

Evaluations: Lowest Satisfactory Highest Not applicable
 1 2 3 4 5 n/a

Topic	Evaluation	Comments
Defines objectives for the class presentation		
Effectively organizes learning situations to meet the objectives of the class presentation		
Uses instructional methods encouraging relevant student participation in the learning process		
Uses class time effectively		
Demonstrates enthusiasm for the subject matter		
Communicates clearly and effectively to the of the students		
Explains important ideas simply and clearly		
Demonstrates knowledge of the subject matter		
Responds appropriately to students questions and comments		
Encourage critical thinking and analysis		