



Dear Professor Krzysztof Kapulkin:

## Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for ANALYTIC GEOMETRY & CALCULUS 1(MATH-220) (35690).

Attached is a pdf report containing your Student Opinion of Teaching Survey from last term.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. The number of students (n) who responded, the mean (av.), standard deviation (dev.), and median (md) will be displayed.

If your school had previously calculated norms, they will be on OMET's website ([www.omet.pitt.edu](http://www.omet.pitt.edu)).

The second part displays individual comments to each question in the open-ended section of the evaluation.

The final part gives you a profile of the student responses to the quantitative section of the evaluation.

If the number of respondents for any of the scaled items is fewer than seven please be cautious in interpreting the quantitative results.

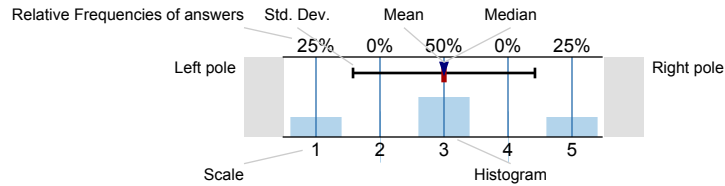
Office of Measurement and Evaluation of Teaching (OMET)

**Professor Krzysztof Kapulkin**  
 ANALYTIC GEOMETRY & CALCULUS 1(MATH-220) (35690) (35690)  
 Fall 2010



**Legend**

Question text

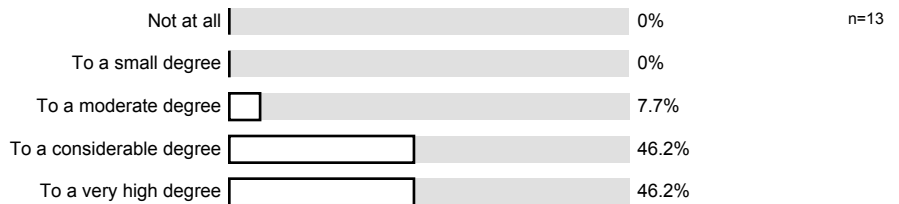


n=No. of responses  
 av.=Mean  
 md=Median  
 dev.=Std. Dev.  
 ab.=Abstention

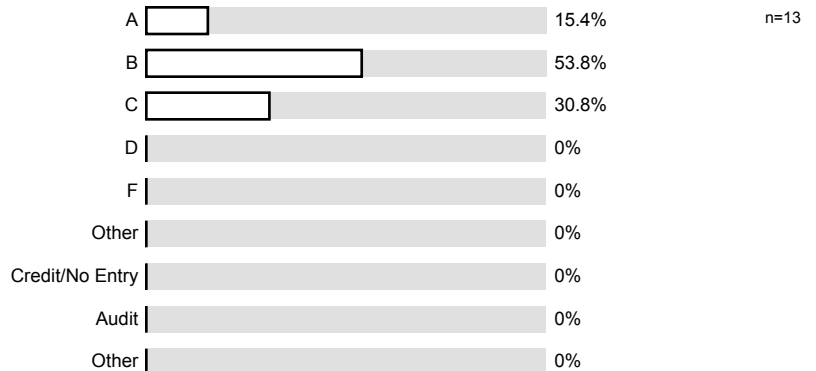
**1. SELF RATINGS**

DIRECTIONS: Mark your responses to the following items. Please mark only one answer for each item.

1.1) Did the recitations contribute to your learning in this course?



1.2) What grade do you expect in this course?

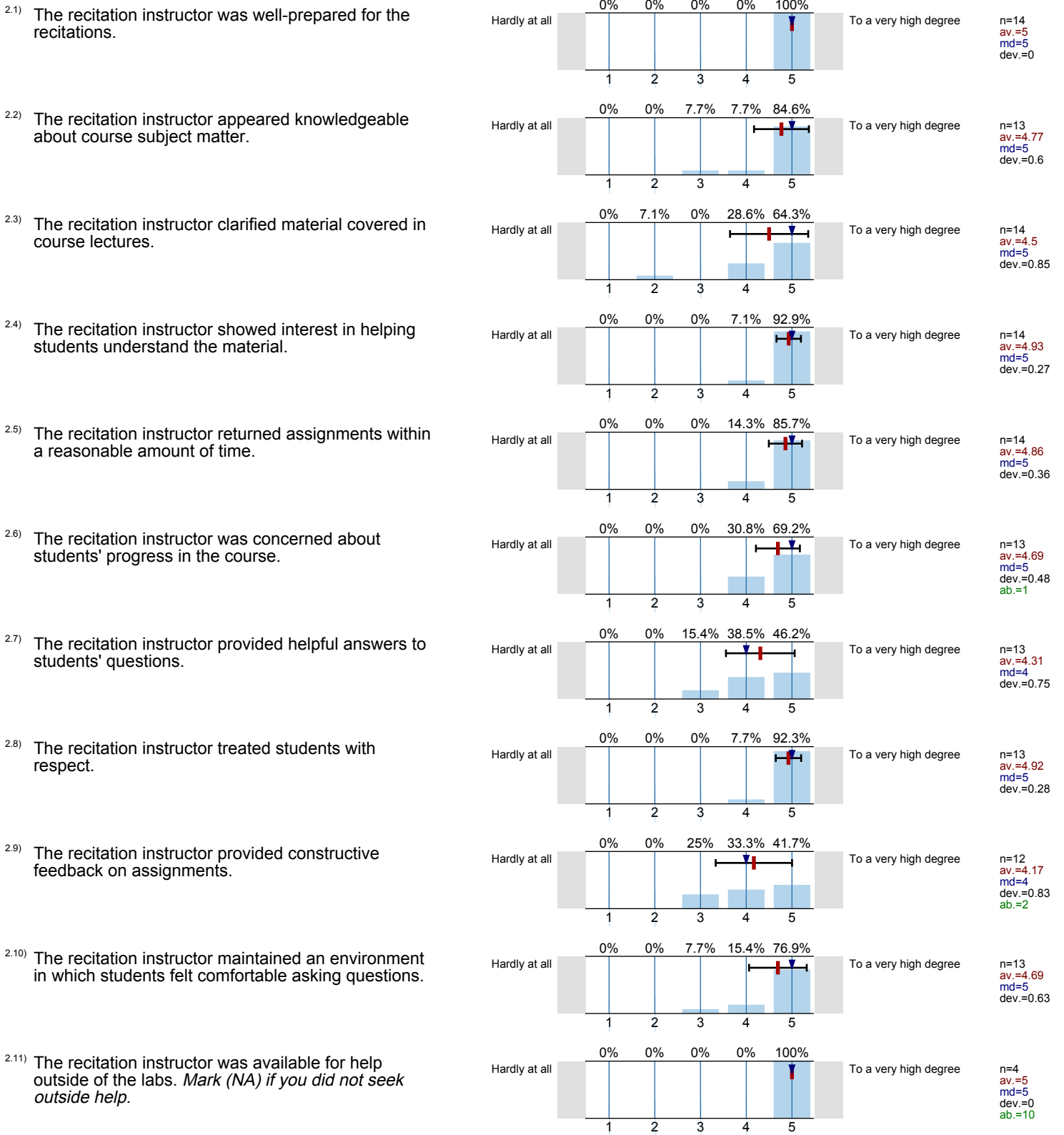


1.3) What percent of the recitations did you attend?

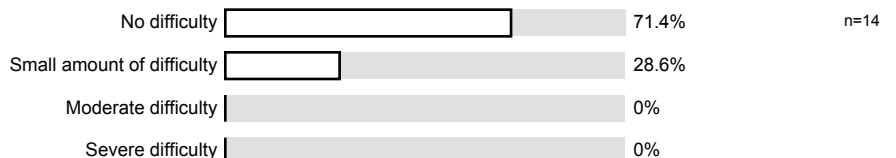


**2. RECITATION INSTRUCTOR TEACHING EVALUATION**

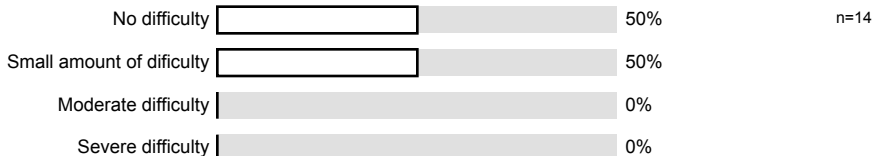
DIRECTIONS: Please indicate your response to Items 2.1 - 2.11 by choosing one of the following categories. Judge each item separately. Please remember that this survey is only for your recitation instructor.



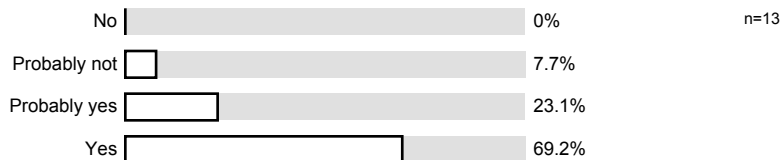
2.12) Did you have difficulty in understanding your recitation instructor's spoken language?



2.13) Did your recitation instructor have difficulty in understanding the questions that were asked by students in class?



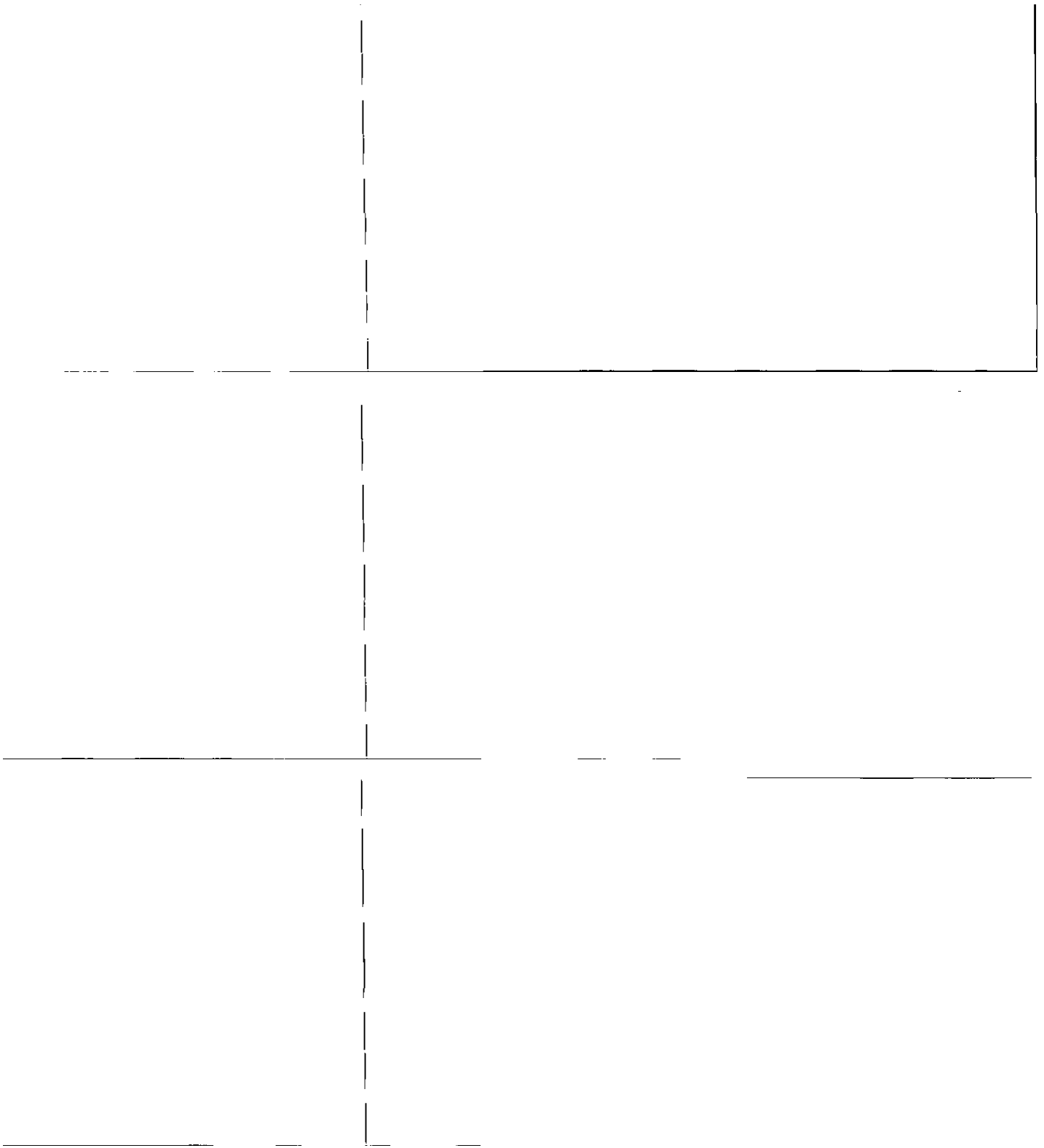
2.14) Would you recommend this recitation instructor to other students who are going to take this course?



**3. RECITATION COMMENTS**

Your RECITATION instructor would like to know your opinions about his or her teaching. Express your own opinions without regard to those of other students. Please limit your comments to your recitation instructor: **DO NOT INCLUDE COMMENTS ABOUT YOUR COURSE INSTRUCTOR ON THIS SHEET!**

3.1) Your recitation instructor would like to know if there is something you believe he/she has done especially well in teaching this recitation section.



krasna gorka & the tip of the nose.

Going over the material for  
a quiz

Good examples before the quiz.

Preparing us well for the quizzes, being very approachable and friendly.

Very funny, made everyone feel welcome and at ease. Great guy!

Making it a friendly environment where we all got to know each other and felt comfortable together.

- Giving problems to do that prepare us for the quiz
- Entertaining

- Good Energy
- Sample problems were helpful in focusing on key concepts

- going over examples that were similar to the ones that would be on the quiz.
- making class fun + not so dull



Very knowledgeable, helpful in problems,  
explains questions clearly.

I liked the practice problems before the  
quiz. They helped a lot. He also  
showed simpler ways to solving  
problems + gave good insight.

Chris Kapulkin provided a calm environment for students to go over  
work that is generally difficult. I do not particularly enjoy calculus,  
but I was comfortable asking questions in class.

The Recitation instructor prepared the students more than enough for in-class quizzes

The quiz preparation problems were extremely helpful.

The quizzes were at a reasonable level of difficulty, and were actually good indicators of our success in the class. Chris should write our exams, not Dr Michael.

<sup>3.2)</sup> Your recitation instructor would also like to know what specific things you believe might be done to improve the teaching of this recitation section.

only issues were w. course itself & not the  
presentation & structure.

Go over some homework problems

Don't have students do the problems on the board. It may cause confusion to other students.

He did everything very well. Wouldn't change anything.

Step by step processes need to be explained better.

-go over any homework problems that students had trouble with;

- nothing

I would have liked going over the difficult problems from the homework.

More efficient during the recitation.  
Give more exercises ~~on~~ in recitation.

Know a little more about word problems, like optimization & related rates.

Allow some time for questions to be ~~asked~~ asked regarding homework and in class problems instead of just giving problems.

A key for solving the homework problems would be very helpful for exam preparation, even if you gave them to us after we handed the homework in.

A key for solving practice problems for the exam is very necessary and would help students perform much better on the exam.

Chris should make our exams, not Dr. Michael!! ~~the questions to make~~ ~~are actually reasonable~~ ~~and~~

# Profile

Subunit: **A&S-MATH**  
 Name of the instructor: **Professor Krzysztof Kapulkin,**  
 Name of the course: **ANALYTIC GEOMETRY & CALCULUS 1(MATH-220) (35690)**  
 (Name of the survey)

2.1) The recitation instructor was well-prepared for the recitations.	Hardly at all							To a very high degree	n=14 av.=5
2.2) The recitation instructor appeared knowledgeable about course subject matter.	Hardly at all							To a very high degree	n=13 av.=4.77
2.3) The recitation instructor clarified material covered in course lectures.	Hardly at all							To a very high degree	n=14 av.=4.5
2.4) The recitation instructor showed interest in helping students understand the material.	Hardly at all							To a very high degree	n=14 av.=4.93
2.5) The recitation instructor returned assignments within a reasonable amount of time.	Hardly at all							To a very high degree	n=14 av.=4.86
2.6) The recitation instructor was concerned about students' progress in the course.	Hardly at all							To a very high degree	n=13 av.=4.69
2.7) The recitation instructor provided helpful answers to students' questions.	Hardly at all							To a very high degree	n=13 av.=4.31
2.8) The recitation instructor treated students with respect.	Hardly at all							To a very high degree	n=13 av.=4.92
2.9) The recitation instructor provided constructive feedback on assignments.	Hardly at all							To a very high degree	n=12 av.=4.17
2.10) The recitation instructor maintained an environment in which students felt comfortable asking questions.	Hardly at all							To a very high degree	n=13 av.=4.69
2.11) The recitation instructor was available for help outside of the labs. <i>Mark (NA) if you did not seek outside help.</i>	Hardly at all							To a very high degree	n=4 av.=5