



**USC** University of  
Southern California

**Individual Report for Instructor Lototsky (39407-20143 : MATH-114  
Foundations of Statistics)**

**USC Student Course Evaluations - Fall 2014**

Project Audience 34

Responses Received 31

Response Ratio 91.18%

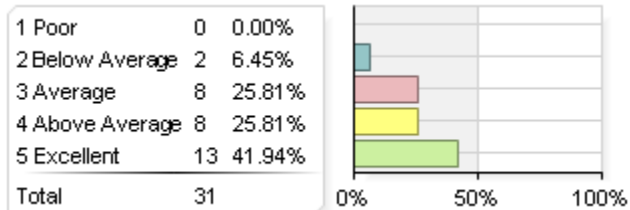
**Creation Date** Sun, Jan 11, 2015

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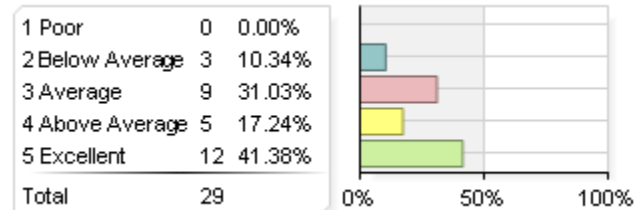
## How would you rate the instructor's effectiveness on the following items?

Competency Statistics	Value
Mean	3.79
Median	4.00
Mode	4
Standard Deviation	+/-1.04
Standard Error (base on SD)	+/-0.06
Population Standard Deviation	+/-1.04
Standard Error (base on PSD)	+/-0.06

1. Clearly articulated course goals.



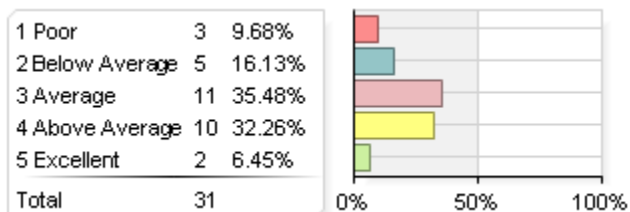
2. Organized course to achieve those goals.



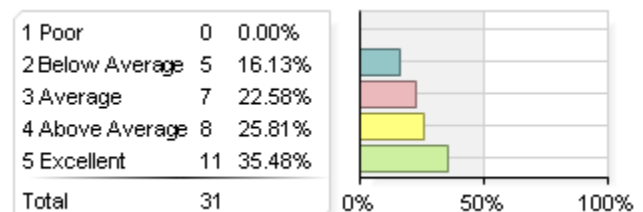
Statistics	Value
Response Count	31
Mean	4.03
Median	4.00
Mode	5
Standard Deviation	+/-0.98
Population Standard Deviation	+/-0.97
Standard Error (base on SD)	+/-0.18
Standard Error (base on PSD)	+/-0.17

Statistics	Value
Response Count	29
Mean	3.90
Median	4.00
Mode	5
Standard Deviation	+/-1.08
Population Standard Deviation	+/-1.06
Standard Error (base on SD)	+/-0.20
Standard Error (base on PSD)	+/-0.20

3. Carefully explained difficult concepts, methods, and subject matter.



4. Encouraged students to participate in their learning (e.g., through discussion, projects, study groups and other appropriate activities).



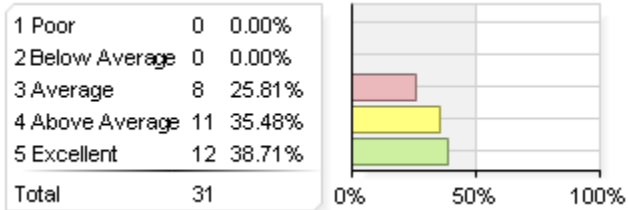
Statistics	Value
Response Count	31
Mean	3.10
Median	3.00
Mode	3
Standard Deviation	+/-1.08
Population Standard Deviation	+/-1.06
Standard Error (base on SD)	+/-0.19
Standard Error (base on PSD)	+/-0.19

Statistics	Value
Response Count	31
Mean	3.81
Median	4.00
Mode	5
Standard Deviation	+/-1.11
Population Standard Deviation	+/-1.09
Standard Error (base on SD)	+/-0.20
Standard Error (base on PSD)	+/-0.20

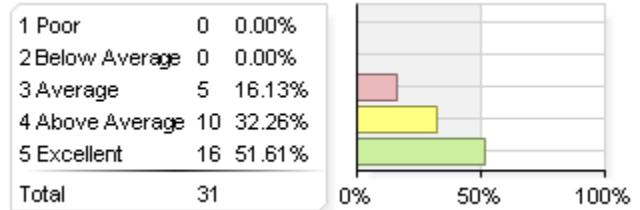
5. Was accessible to students (e.g., during office

6. Evaluated student work in fair and appropriate

hours, before and after class, etc.).



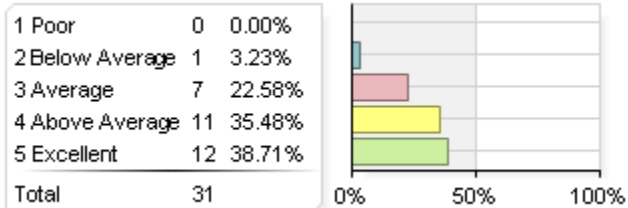
ways.



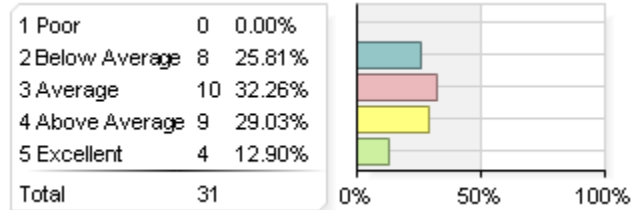
Statistics	Value
Response Count	31
Mean	4.13
Median	4.00
Mode	5
Standard Deviation	+/-0.81
Population Standard Deviation	+/-0.79
Standard Error (base on SD)	+/-0.14
Standard Error (base on PSD)	+/-0.14

Statistics	Value
Response Count	31
Mean	4.35
Median	5.00
Mode	5
Standard Deviation	+/-0.75
Population Standard Deviation	+/-0.74
Standard Error (base on SD)	+/-0.14
Standard Error (base on PSD)	+/-0.13

7. Was enthusiastic about communicating the subject matter.



8. Stimulated student interest in the subject matter.

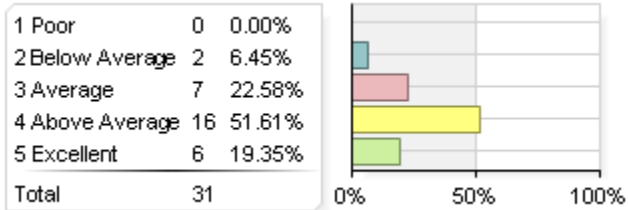


Statistics	Value
Response Count	31
Mean	4.10
Median	4.00
Mode	5
Standard Deviation	+/-0.87
Population Standard Deviation	+/-0.86
Standard Error (base on SD)	+/-0.16
Standard Error (base on PSD)	+/-0.15

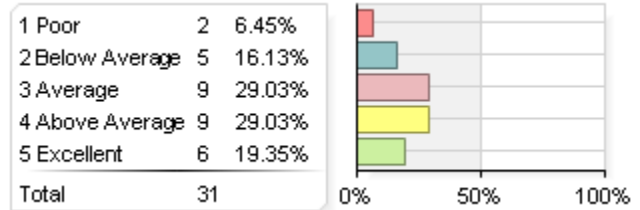
Statistics	Value
Response Count	31
Mean	3.29
Median	3.00
Mode	3
Standard Deviation	+/-1.01
Population Standard Deviation	+/-0.99
Standard Error (base on SD)	+/-0.18
Standard Error (base on PSD)	+/-0.18

## How would you rate the instructor's effectiveness on the following items? (continued)

9. Presented subject matter in ways that were academically challenging.



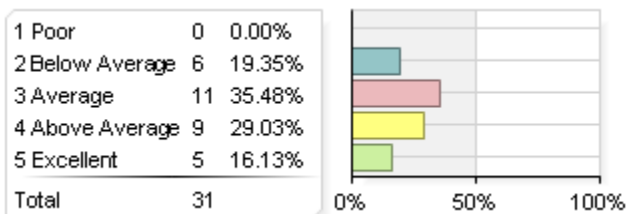
10. Provided students a valuable learning experience.



Statistics	Value
Response Count	31
Mean	3.84
Median	4.00
Mode	4
Standard Deviation	+/-0.82
Population Standard Deviation	+/-0.81
Standard Error (base on SD)	+/-0.15
Standard Error (base on PSD)	+/-0.14

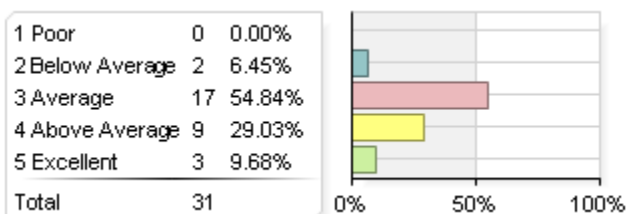
Statistics	Value
Response Count	31
Mean	3.39
Median	3.00
Mode	3, 4
Standard Deviation	+/-1.17
Population Standard Deviation	+/-1.16
Standard Error (base on SD)	+/-0.21
Standard Error (base on PSD)	+/-0.21

### Overall, how would you rate this instructor?



Statistics	Value
Response Count	31
Mean	3.42
Median	3.00
Mode	3
Standard Deviation	+/-0.99
Population Standard Deviation	+/-0.98
Standard Error (base on SD)	+/-0.18
Standard Error (base on PSD)	+/-0.18

### Overall, how would you rate this course?



Statistics	Value
Response Count	31

Mean	3.42
Median	3.00
Mode	3
Standard Deviation	+/-0.76
Population Standard Deviation	+/-0.75
Standard Error (base on SD)	+/-0.14
Standard Error (base on PSD)	+/-0.14

## What were this instructor's main strengths?

Comment
Knowledgeable and passionate about field. interested in addressing concepts that would be useful to students in the long run, although not necessary for course.
Fair tests, fair grades, was clear on the formulas only.
He was enthusiastic about his work! He spoke loudly. He made sure that the material on the test was taught correctly.
Professor Lototsky's main strength was his enthusiasm over the subject matter. You can tell how passionate he is about statistics. Another one of his main strengths was his transparency about his expectations for the class. He clearly articulated what he wanted us to know, which ultimately helped our learning in this class.
Professor Lototsky is very passionate about the subject of statistics, and he goes above and beyond the status quo - meaning, he encourages all of his students to not merely memorize the material, but search out, research, look ahead. The connections that he draws with further material and real-life are truly astonishing.
He is passionate about the material and he wants his students to do well.
Professor Lototsky was very straightforward with what he was going to teach us. He taught us exactly that, and then tested us on exactly that. It was a straightforward class, even though the subject was difficult. I found it very manageable.
He was very passionate about statistics and he seemed to genuinely care for the student's understanding. He was very nice and very much wanted his students to enjoy and learn statistics.
enthusiastic, smart, available, welcomed questions
providing examples of what we would be tested on
He was able to explain material when we asked for clarity.
Extremely intelligent, well informed and passionate about math.
I don't know why people say he isn't audible, he speaks very clearly. The professor also explains theories rather clearly. The problems are well deconstructed so it's easy to understand how to solve them.
The knowledge of the material.
He seems to like and understand the subject very well. He is also surprisingly chipper about communicating the topic. He also answers all questions in class without being judgmental.
He actually explains homework problems and midterm problems fairly well. He also stresses specific things very well.
He was very good at communicating his expectations of us.
He is very passionate about math and obviously interested in the subject matter. He encourages students to go above and beyond in their understanding of the material and mathematical concepts in general.
He was very fair in grading and clearly stated what was expected of students. He made lectures more interesting by presenting different problems/puzzles at the beginning of class. He was enthusiastic about the subject.
He doesn't try to trick you on the exams therefore your effort in learning class material translates well to the results of the exams.
Explains what he expects for each examine clearly
Very knowledgeable about the subject.
Instructor Lototsky's main strength was the review sessions before a midterm or final. It better prepared me for each test
You make statistics interesting by adding in your "Think about it" sections. Also, I think you're funny.

He had a grasp of the material, and was very methodical. The class was very well organised.

His main strength is his enthusiasm for the subject matter that he is teaching.

## How might this instructor improve his or her teaching effectiveness?

### Comment

A clearer divide between what is required for course and what is necessary to know in the future

Couldn't really understand most of the things said in class because of his accent.

Professor Lototsky is very passionate and knowledgeable about his math field, but often includes confusing and irrelevant topics or lessons to the Stats 114 class lectures. This makes it more difficult to discern what is important and necessary information to know for the class or if it is just something that the professor found interesting. Many of the topics and lessons are made to be more complicated and difficult than they need to be.

I think it would be better if there was more communication between the professor and the TA. It would better solidify what is being taught.

There were instances where it felt like we were being taught material we did not need to know. It confused me a little. Maybe be just a tad clearer about the material.

I think he could improve his or her teaching effectiveness by having a clearer lesson each lecture. Sometimes it seemed like what we were learning was all over the place, so a clearer lesson plan could benefit his teaching.

A little more organization so that the material flow even more smoothly - which of course requires time.

I sometimes felt confused about what he was trying to teach us. I think he could have taught some of the more complicated concepts in a more elementary way.

When explaining an important formula, write it on the board and put a square or circle around it to otherwise indicate its importance. Mainly, I would find writing down the definition of each variable introduced recently in the corner of the chalkboard very helpful. Sometimes I found it difficult to understand at first which variable stood for what, even if I did write down the formulas. Without knowing the definition of the variables (like phi, for example), I could not understand the concepts at first. Other than that, great job.

He has to be able to explain the concepts in a much more understandable manner. He doesn't have to spend as much time on where the class is headed, or where we will talk about certain topics. He needs to do numerical examples in class so that concepts are understood in how they are applied. He also needs to explicitly state what he's talking about (titling formulas or concepts) and also taking the time to explain what each variable in a formula is. There should be an assumption, especially in the beginning or start of a new concept, that the students have no idea what anything is.

he cannot speak english which is so frustrating when you can't understand what he is saying! It really inhibits one's ability to learn

focus more on what we will be tested on and not on extra information that may confuse us. Give more straight forward equations rather than other ways to go about solving.

He could be clearer when lecturing. A lot of the material was not needed for exams and many students had no idea what he was teaching.

Explain things in a simpler manor; glosses over concepts, and does not take time on details that are difficult for some students to understand. May focus too much on abstract theory, rather than concrete application.

Perhaps show more of the work on the board. Sometimes even the simple steps don't seem that obvious to all the students. Showing all the work, instead of jumping two steps for simplicity, may be a huge benefit. Other than this minor issue, the professor does an excellent job.

Make it more closely related to what we are studying.

Dr. Lototsky's philosophy is to mostly teach the conceptual material and do very little problems, and that most problems and examples would be done in discussion. I think this is flawed in that many people learn through examples better. Ironically, Dr. Lototsky teaches at his best when he is going over a problem himself. He might ramble a little to much when talking about the concepts which just gets lost when we don't understand how to apply them in the first place.

Doing less weird paradox explanations and stuff-I would always lose focus because of his random concepts.

He teaches through the lens of a level of mathematical understanding that most of the class does not have. His lectures are confusing and above most of our heads. First off, professor Lototsky should state the name of the topic we will be covering, as well as the names of sub topics. It would be easier to understand in a bullet point fashion with headings and sub-headings rather than the confusing tree diagrams he uses now. Also, he should focus more on the fundamental ideas of a topic before going into broad generalizations. When he introduces a new formula, he should break it down and explain what each symbol means and how to find the number that goes there. The way he did the review is how he should teach, explaining each concept in the most basic terms possible and then expanding into

broader ideas. Overall, professor Lototsky needs to come down to the level of his students and teach in a way that is accessible so that later we can come to learn and appreciate the nuances of mathematics that he is so passionate about if we so choose.

When teaching difficult concepts, maybe do a few extra practice problems

Provide more example problems in class that pertains to the homework questions.

I say he needs to teach more instead of writing it all down and asking us if we understand without an explanation.

Hold us more accountable for coming to class- participation grades?

Focus more on what we need to know and will be tested on--we learned a lot of unnecessary things for this course level that just made things more confusing.

Clearer explanation

He could improve his effectiveness by presenting the information in a different manner that is more understandable to beginners.

Keep lectures on topic, Professor Lototsky often went on rants. Difficult to follow lectures. Lectures on topics that are not on the exam

## Additional comments?

### Comment

Good professor.

I had a great semester! Thank you!

I really enjoyed his class! I'm required to take statistics for medical school and had never taken a statistics class in my life. This was a great introductory course and I really learned a lot! Thanks for a great semester Professor Lototsky!

He's very kind and I can tell he isn't a professor that doesn't care for his students, but he teaches in a way that's very hard to understand and follow along. I can never tell what we're talking about or what formulas should apply to what. I can tell all of his students relied heavily on the discussion sections, to the point where I would skip his lectures because I wouldn't understand what he says anyways. I could just go to the discussion and get everything reiterated in a much more understandable way. I understand the desire to want to teach statistics but also have students understand the more conceptual side of it, but it really inhibited any learning because I never understood what he was teaching. The main focus should be on a more applicable teaching then a conceptual approach. If I don't know what or how to use a concept, I won't be able to even begin to understand the concepts behind it.

I am only getting As on the midterm because I just memorize how to solve a problem as we go over it in discussion. I know that is not what I should be gaining from the course, but because I couldn't understand a lot of the concepts, that is what I resorted to.

I disclaim all of my statements by saying I am comparing a lot of this class to a psychological statistics class I have previously taken at the school I transferred from. The class was taught in a very straight forward, organized manner where the professor spelled out all the concepts and formulas. After making sure the students understood it how to input formulas and numbers, he asked us to explain the concept. This way of teaching, in my opinion, is a lot more effective and possible for students.

spend more class time on material that will actually be covered on the midterms and final- unfortunately the students are not as interested in statistics as he is

overall I enjoyed the class, I feel like I learned allot.

Thank you for an insightful semester!

I really enjoyed this class - even though there was a lot of material presented that was not included on the exams. It was worth it.

Although Dr. Lototsky can be very confusing, I very much like his simple approach to exams and homework.

He actually seems like a cool guy. If it weren't for the subject itself, I think people would enjoy him as a professor more.

He should communicate more with the TA so that discussions better align with lectures. Also, he succeeded in talking at an audible volume. I could always hear and understand him.

Thanks for a good semester!

He is a good professor overall though.