

Project Title: **Learning Experience Evaluations - Fall 2020**

Courses Audience: **45**  
Responses Received: **29**  
Response Ratio: **64.44%**

---

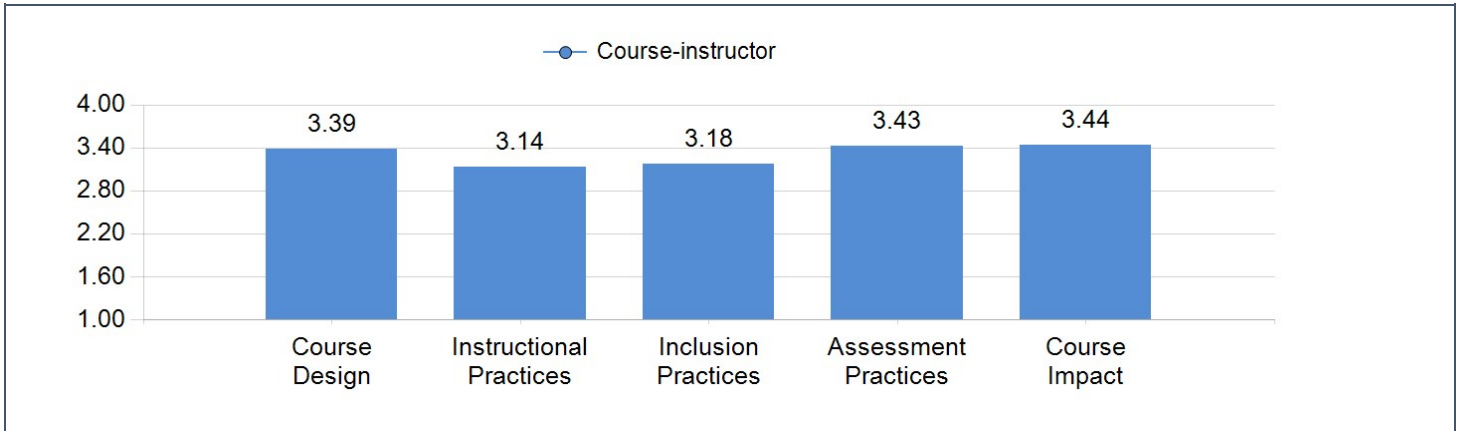
## Report Comments

**This semester's summary scores reflect a shift to online instruction.**

**Please download and save a PDF copy of this report**

## LEARNING EXPERIENCE SUBSCALE ANALYSIS

### Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	3.39	+/-0.72
Instructional Practices	3.14	+/-0.75
Inclusion Practices	3.18	+/-0.69
Assessment Practices	3.43	+/-0.62
Course Impact	3.44	+/-0.59

**COURSE DESIGN**

	N	Mean	Std. Deviation
The course objectives were well explained.	29	3.41	0.73
The course assignments were related to the course objectives.	29	3.21	0.82
I understood what was expected of me in this course.	28	3.54	0.58

**INSTRUCTIONAL PRACTICES**

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	29	2.76	0.79
The instructor encouraged me to do my best work.	29	3.31	0.60
The instructor encouraged questioning and discussion of course topics from the students	29	3.34	0.72

**INCLUSION PRACTICES**

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	23	3.30	0.70
The instructor used a variety of teaching approaches to meet the needs of all students.	28	2.93	0.77
The instructor was receptive to the expression of diverse student viewpoints	26	3.19	0.69
The instructor demonstrated sensitivity to students' needs and diverse life experiences	24	3.29	0.55

**ASSESSMENT PRACTICES**

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	29	3.31	0.66
The grades I have received thus far reflect the QUALITY of my performance in the course.	29	3.55	0.57
The criteria for good performance on the assignments or assessments were clearly communicated.	29	3.55	0.51
The instructor's evaluation of my performances was constructive.	28	3.32	0.72

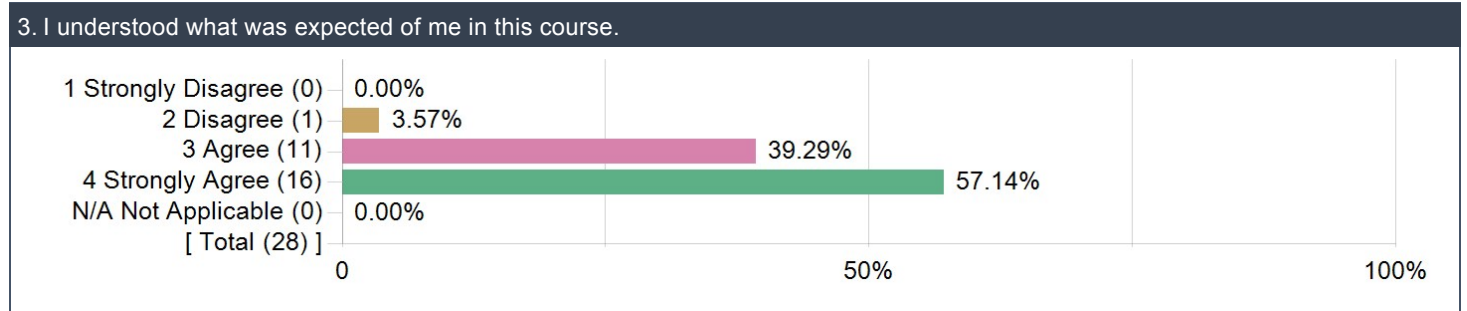
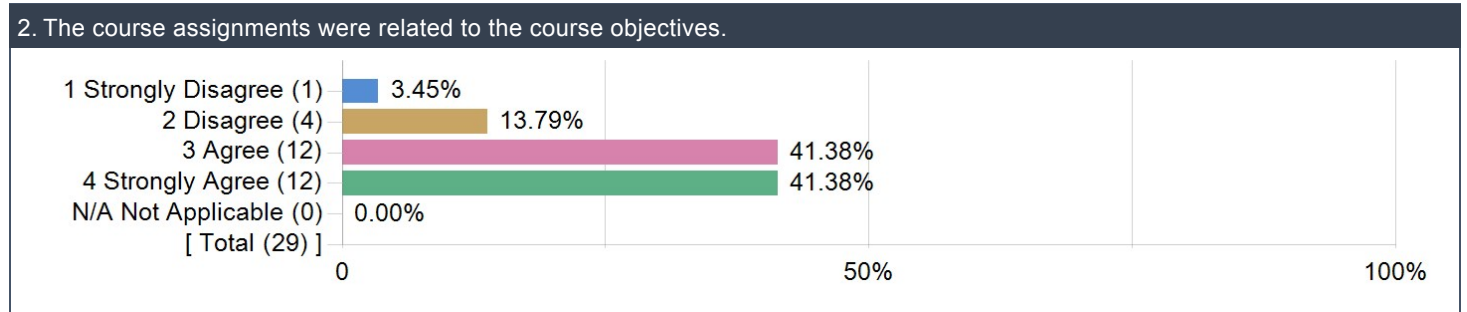
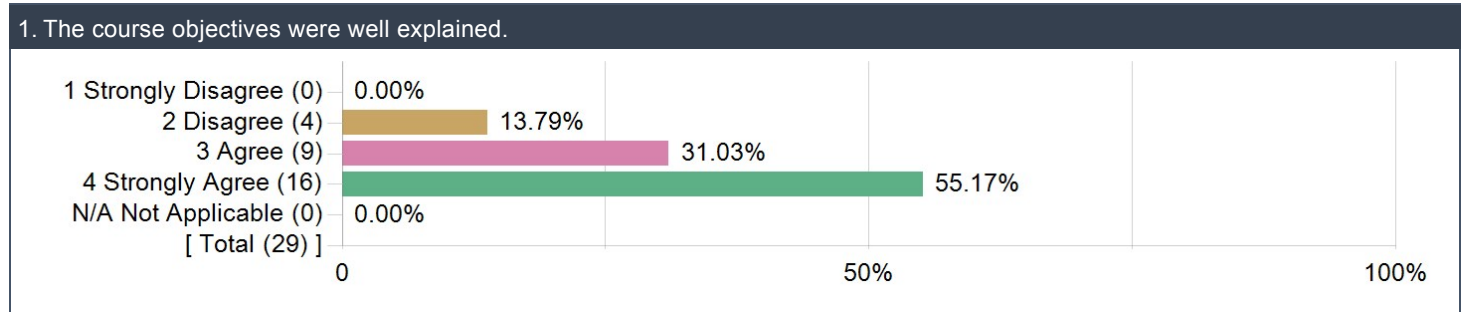
**COURSE IMPACT**

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	28	3.36	0.62
This course challenged me to think critically and communicate clearly about the subject.	28	3.50	0.58
This course provided me with information that may be directly applicable to my career or academic goals.	28	3.46	0.58

## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

### COURSE DESIGN

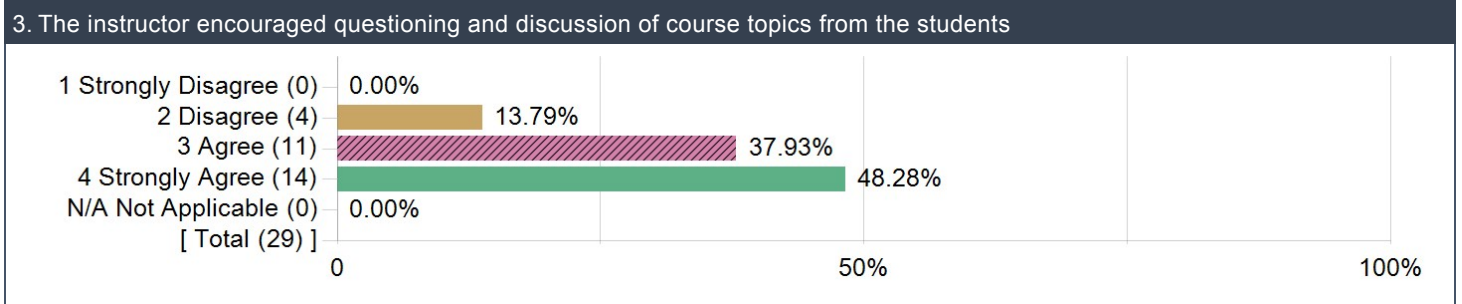
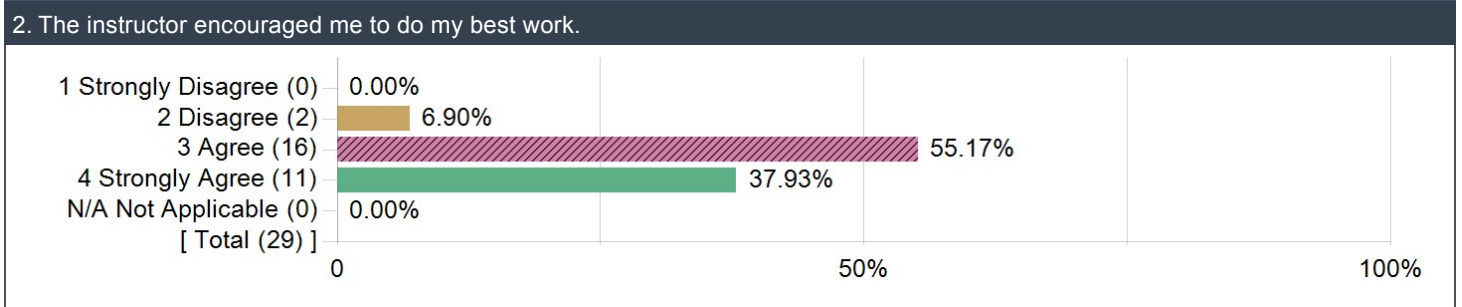
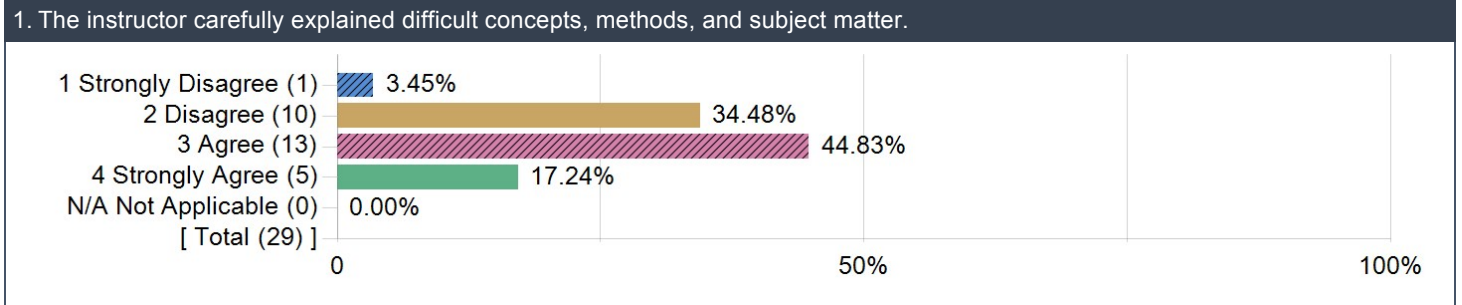
	N	Mean	Std. Deviation
The course objectives were well explained.	29	3.41	0.73
The course assignments were related to the course objectives.	29	3.21	0.82
I understood what was expected of me in this course.	28	3.54	0.58



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

### INSTRUCTIONAL PRACTICES

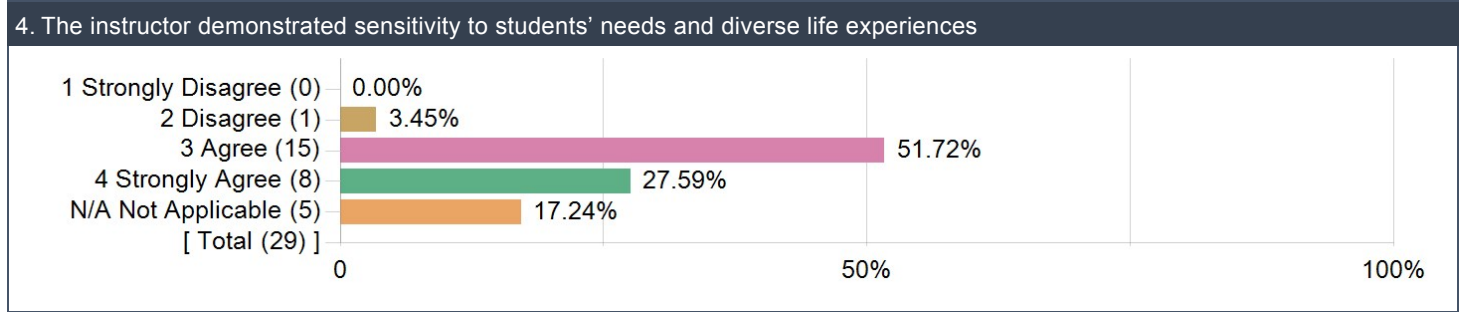
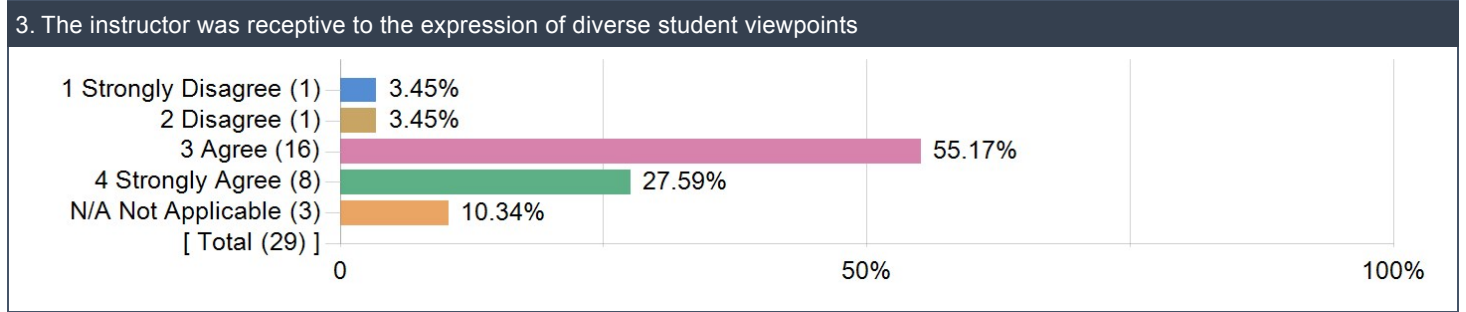
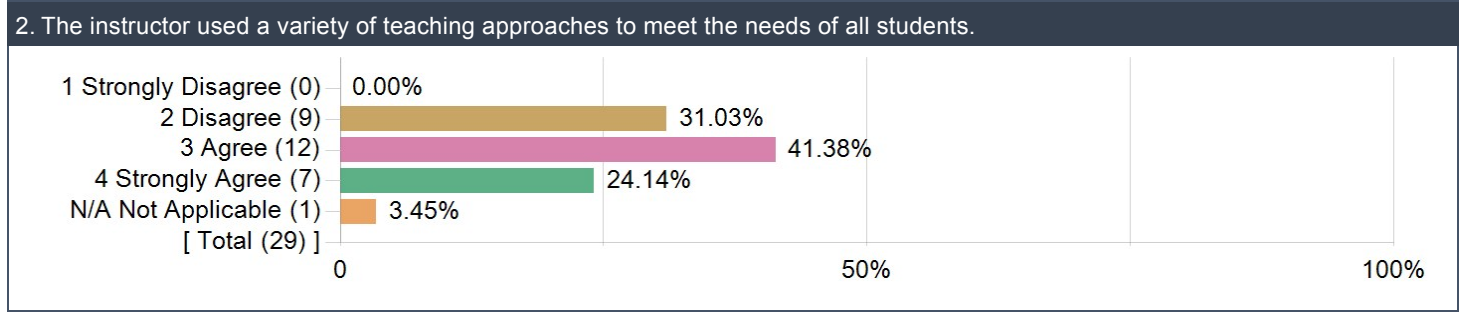
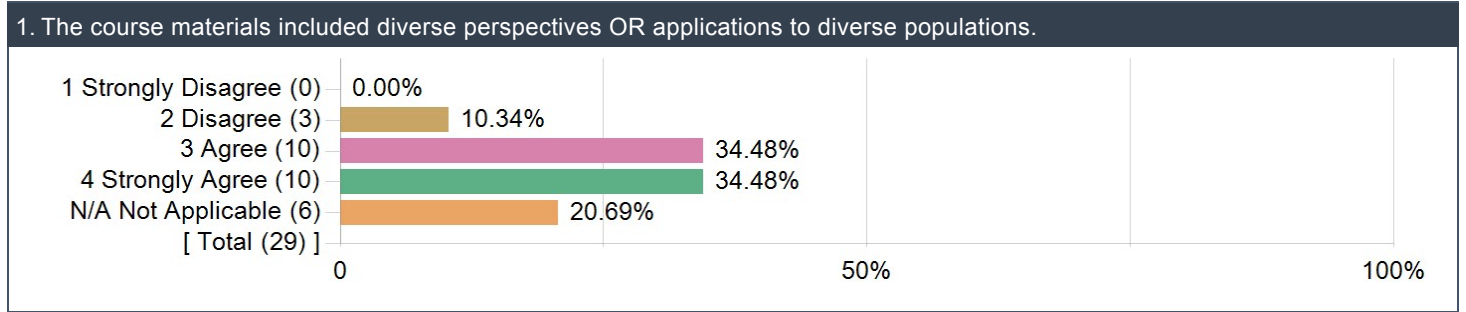
	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	29	2.76	0.79
The instructor encouraged me to do my best work.	29	3.31	0.60
The instructor encouraged questioning and discussion of course topics from the students	29	3.34	0.72



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

### INCLUSION PRACTICES

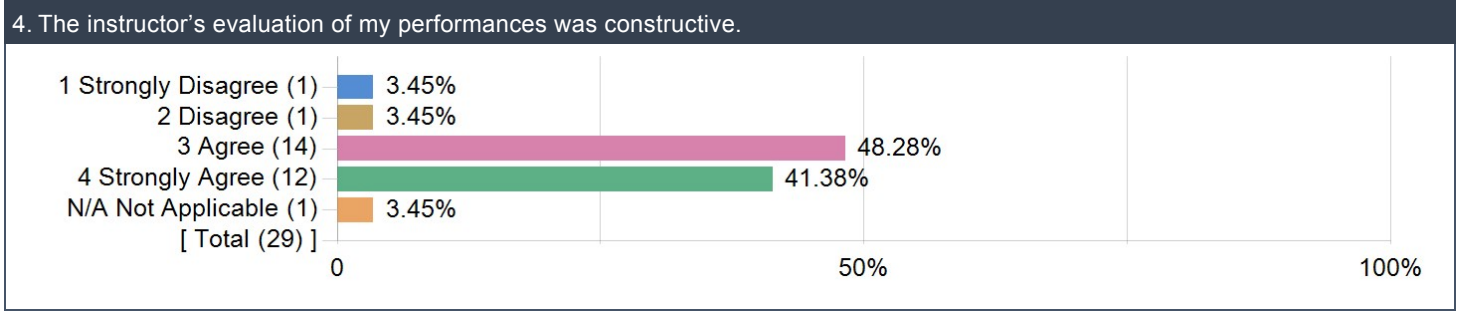
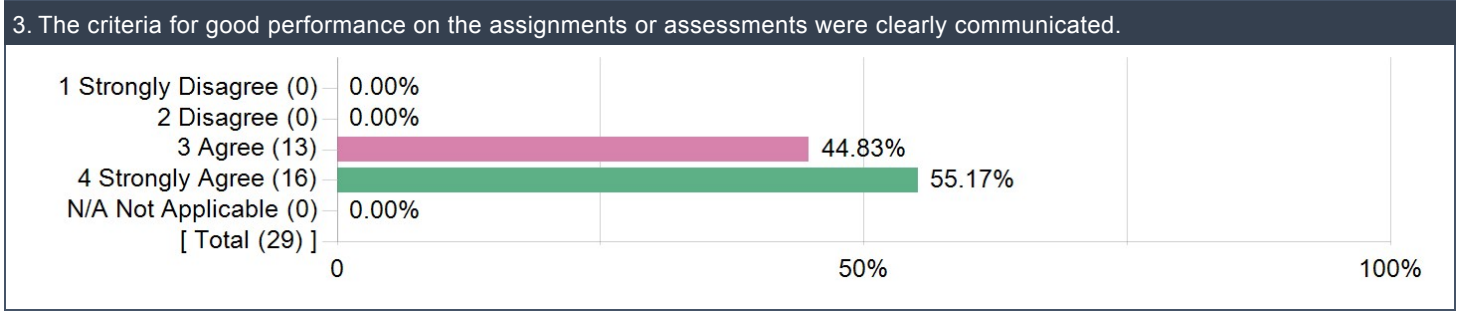
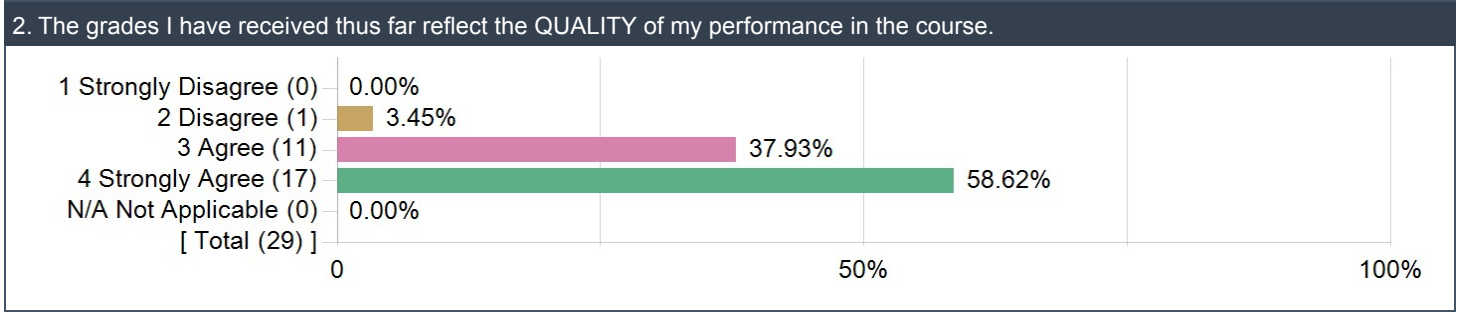
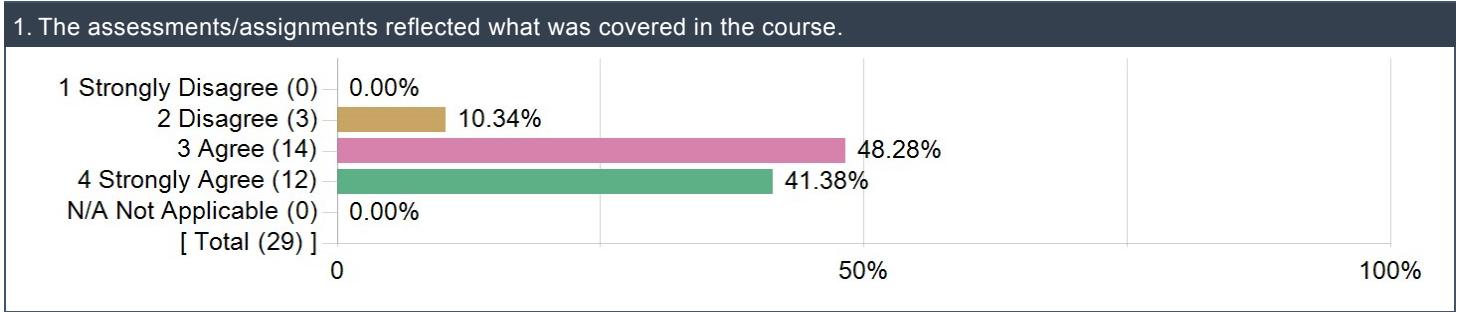
	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	23	3.30	0.70
The instructor used a variety of teaching approaches to meet the needs of all students.	28	2.93	0.77
The instructor was receptive to the expression of diverse student viewpoints	26	3.19	0.69
The instructor demonstrated sensitivity to students' needs and diverse life experiences	24	3.29	0.55



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

### ASSESSMENT PRACTICES

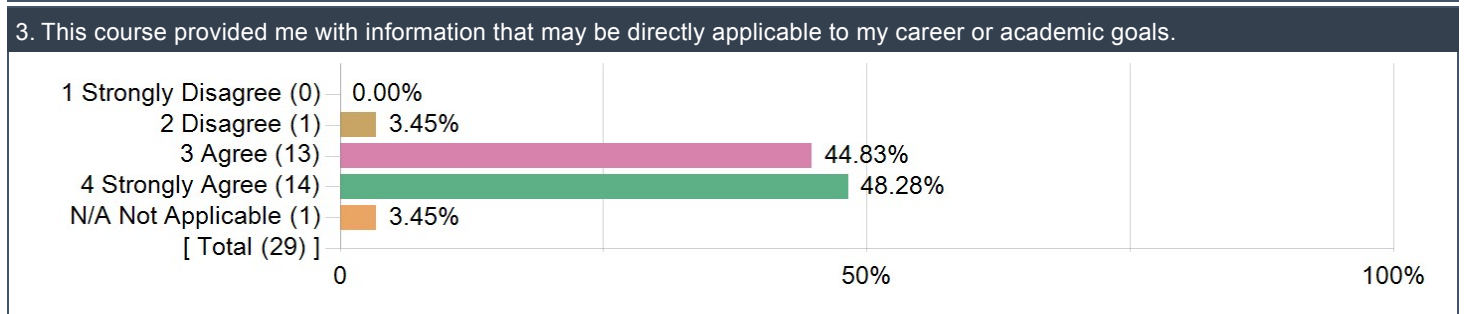
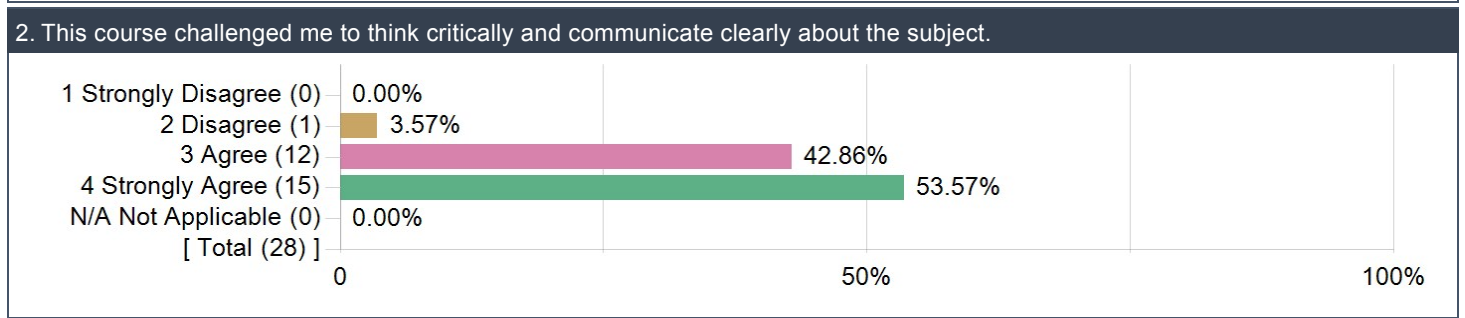
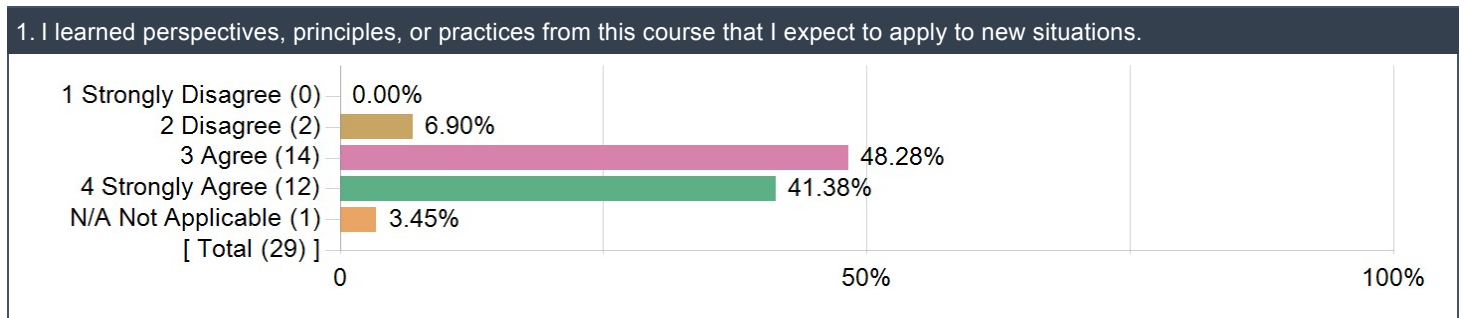
	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	29	3.31	0.66
The grades I have received thus far reflect the QUALITY of my performance in the course.	29	3.55	0.57
The criteria for good performance on the assignments or assessments were clearly communicated.	29	3.55	0.51
The instructor's evaluation of my performances was constructive.	28	3.32	0.72



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

### COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	28	3.36	0.62
This course challenged me to think critically and communicate clearly about the subject.	28	3.50	0.58
This course provided me with information that may be directly applicable to my career or academic goals.	28	3.46	0.58





**If you have selected at least a "Strongly Disagree" or "Disagree" option with one of the previous statements on COURSE DESIGN, INSTRUCTIONAL PRACTICES, ASSESSMENT PRACTICES or COURSE IMPACT, please describe a change that would improve that aspect of the course.**

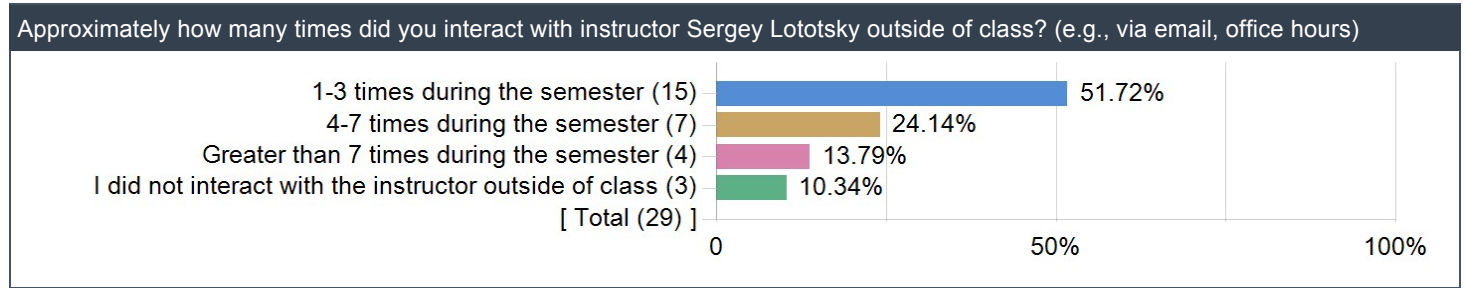
Students
Overall, it was a very good class in my opinion. I had taken calc 1 and 2 in high school so although I didn't learn much if any new content, Dr. Lototsky made every lecture interesting. Now, if I had not taken calc before, a lot of his explanations would be extremely hard to understand. This was a general complaint of the students near the beginning of the semester, but fell off entirely by the end of the course.
The professor wasted time explaining things that have nothing to do with the class, he also expected us to know a lot of things that as freshmen taking calc 1 I don't think are reasonable. Additionally, he would answer things completely differently from what anyone asked. He also put things on tests that we never covered during class but he expected us to be able to know how to do them.
Sometimes the Professor was very hard to understand and if someone was confused he would not elaborate and explain it a different way so we understood it. The lectures were very hard to understand
Professor's notes and lectures were not too helpful because he would go on tangents instead of focusing on the work.
Class could feel "off-course" with unrelevant material and only one teaching method really used so hard to understand.
The assignments seemed rarely in line with the lectures, and I found myself self-studying most of the topics on my own anyway.
I think at points Dr. Lototsky got ahead of himself: clearly brilliant and enthusiastically passionate, but would venture into the realms of Calc 2 or other math subjects that were not explicitly Calc 1. While all math is intertwined, sometimes I think we got off topic to the point where we actually didn't really address the legitimate course material. That being said, I thoroughly enjoyed it and found it more interesting than if he had taught what he was "supposed" to.
It is evident that Professor Lototsky is really passionate about Math. However, he really failed to provide intuitive explanation during his lectures. He included a lot of advanced mathematical concepts to prove an example. Eventually, it was getting lost after every lecture.
The homeworks were ok to say the least; the grading was fair. However, many problems were way too hard and did not cover subjects that we were doing in class. Also, I think would have helped to providing Final-Exam like homework questions. The Homework was not helpful in understanding the concepts.
I found it hard to follow along in lecture, especially since a lot of steps in the work are skipped which makes it confusing to follow the thought process. To be fair, this was especially true for a lot of material covered in lecture that is outside the scope of this class. That being said though, the topics that were the hardest to understand also gave me new perspectives on a lot of principles which is good

**Is there additional information or feedback that you would like to share with instructor Sergey Lototsky ?**

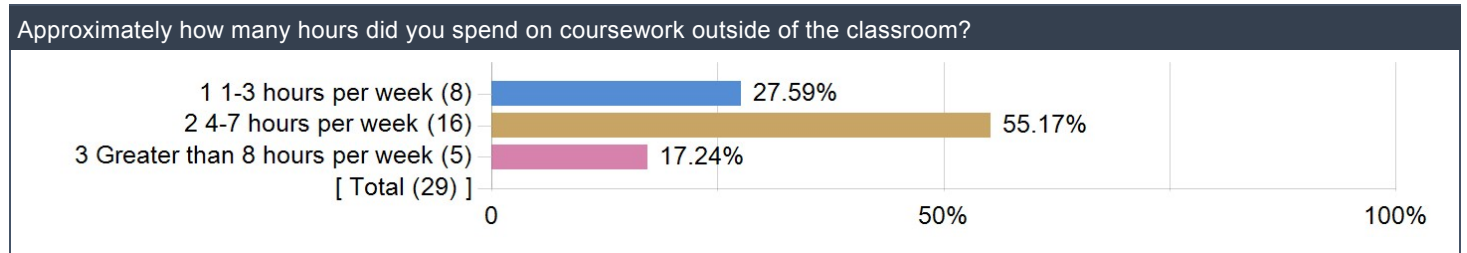
Students
I loved Sergey Lototsky. He was an extremely interesting person who has a clear and genetic passion for mathematics. This passion sometimes could get the best of him and he would go on tangents covering content significantly more advanced than calc 1 students are prepared for. For me, I loved these tangents and was the time I was most interested in the class. However, if I did not already have a strong grasp on calculus, the tangents would be terribly confusing.
Professor Lototsky, I want to thank you for a really interesting and enjoyable semester. I regret not participating as much during the in-class lectures but I was laughing and smiling a lot during them because of your jokes and digressions. I also really appreciated the fact that you never felt me or any other student feel dumb when asking a question. I think that's a really big concern students have especially when it comes to Math subjects so I was thankful for your willingness to explain things further without any bias.
Class was very hard, but thought-provoking and I learned a lot. Very grateful for the straightforward quizzes and midterms. Homework assignments were a bit overwhelming at times, but prepared me for the content.
While interesting, I would have liked it more if your lectures were generally more in line with our assessments rather than having days in which homework or assessments were discussed in specific.
Your passion for math is infectious! Really inspired me to look at problems in a new light. This being said, sometimes I think you overestimate the capabilities of your students (a good thing, I'd say!), to the point where sometimes I was afraid to ask questions because I could tell that you thought the answer to the question was obvious; what is obvious to you is not always obvious to us!
Your passion for Calculus sometimes gets in the way of the lecture and confuses us as we do not know what is important and what is not.
Because the homework is due on Thursday and often has problems where you need to think outside of the box or explore new concepts to figure out, there were many weeks where I had to wait for Thursday's discussion in order to figure out the homework. This was a bit stressful since it gives us little time to do the homework, since Tuesday's section is for quizzes, meaning the only discussion for going over homework is the day that it's due. It'd be good if the homework was due Friday (like in later weeks) or some other time, where we could have a bit more time after discussion to solve and really understand it.

## STUDENT ENGAGEMENT ANALYSIS

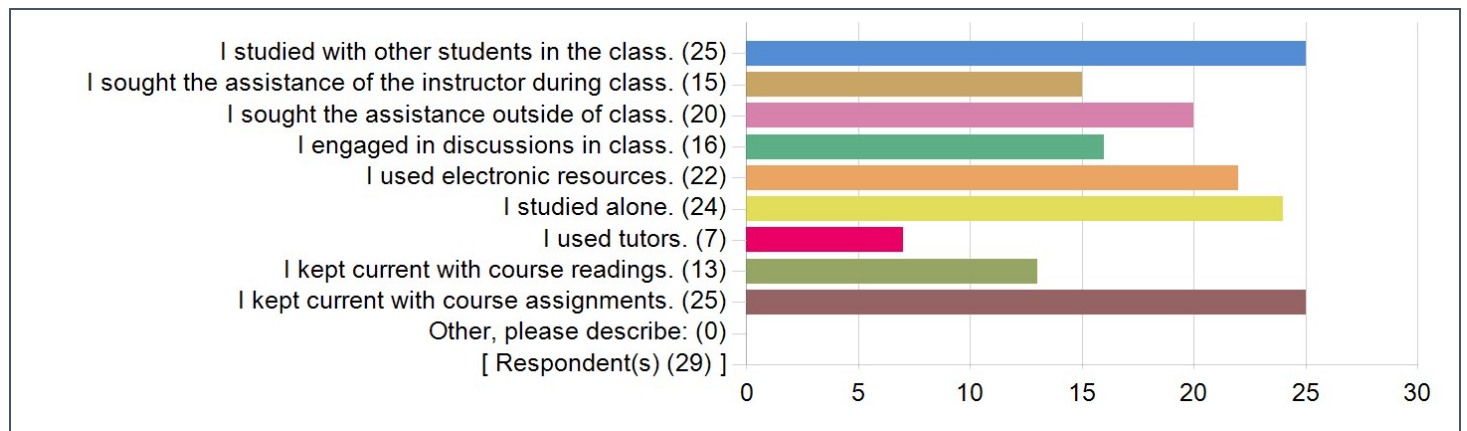
### Number of Instructor Interactions Outside of Class



### Approximately how many hours did you spend on coursework outside of the classroom?



### In what ways have you participated in your learning for this course? (Please select all that apply.)



**Please describe the MOST valuable aspect(s) of this course.**

Comments
I have a good understanding of calculus concepts covered in class and I am able to apply them in a variety of math problems.
the lectures that went beyond the textbook subjects
Getting to know the man known as Sergey Lototsky
I actually really enjoyed how much the class made me think. I definitely did not understand everything immediately after it was explained in lecture so I did not ask that many questions, but I would always dedicated some time to it later because the professor made the subject very interesting and my curiosity took over.
For many math courses, the single factor which makes or breaks their quality is how well they balance pure math and (often) applied math. It is hard to denote any Calculus 1 coursework as being truly sophisticated, but nonetheless, this class did a good job of avoiding too many repetitive computations, ones that were assigned purely for the sake of being computations. Far too many math courses are bloated with mickey mouse calculations; this class had ample assignments/classes that were devoted to the theoretical and the abstract.
Also, I liked that the computer projects had "if you want to do more." I always appreciate it when a course gives a student opportunities to stand out, to explore interesting concepts on our own. I particularly appreciated the nowhere differentiable function.
The most valuable aspect was the learning of calculus in general, as it is important to know
Great combo of pace and material covered, structured in a way that prepared students for the final as best as possible.
<ul style="list-style-type: none"> <li>-straightforward quizzes and tests</li> <li>-easy to understand expectations</li> <li>-very helpful professor and TA if there were any questions</li> </ul>
The math homework was great review and a good amount of problems.
challenged me to think outside the box and change the way I approached calculus
It taught me valuable things in herder problems by breaking some of the old habits that would make my life more difficult, such as defaulting to L'Hopital's rule.
Applying math concepts within other math concepts.
I learned important concepts in Math that will help me with future classes.
This course thoroughly explains Calculus I concepts clearly and the discussion section helps to clarify confusing topics. Professor Lototsky is also very accessible through office hours and responds to emails quickly.
The discussion section was really helpful for figuring out the homework, and was where I can see most of the concepts we learned about being used. The complexity of the lectures also helped me appreciate numbers in a new way, since there were so many ideas I've never been exposed to that were displayed.

**Please describe the LEAST valuable aspect(s) of this course.**

Comments
–
the computer projects because we didn't actually learn about the programs in class.
Homework 9 is unnecessarily hard and long.
Honestly, there wasn't anything I did not find valuable but if I had to nit-pick I would say the one class sessions where we talked about music felt too excessive because we spent nearly 25 minutes on that rather than calculus.
The quizzes were bad. Most were too easy, and it also made no sense that the quizzes after each of the three midterms asked an identical question which was on the previous midterm. Especially seeing as the professor usually had already posted a answer key...
The least valuable aspect of this course was the computer projects, because they had nothing to really do with the course and our teacher gave us no help even though they were very confusing
Offered very limited feedback on performance when it came to weekly quizzes and homework assignments.
–lots of homework –teaching style was a bit confusing
The computer projects felt extremely long and not very helpful.
the homework was always harder and a bit irrelevant to the tests and other applications of calculus
The lectures felt like they were rarely necessary for my success in the course, except for the days where the homework or assessments were being reviewed
Learning how the take take the derivative.
The course was really hard, not in terms of grading, but in terms of understanding.
The lectures can become monotonous, but that is because of the online learning setting. Professor Lototsky does a great job of letting his students know that they can go to him for assistance.
While I liked seeing the complex topics that were displayed in lecture, many of them were not clearly explained how or why they worked in a way that was understandable. I think it was a combination of the messy writing and multiple steps (usually a few algebraic ones) being skipped that made it hard to understand, especially since its a topic that many students had not seen before ever.