

Mathematics Faculty Teaching Evaluation
Winter Quarter 2011

BISKUP, M.

The questions were:

1. How would you rate your instructor as an effective teacher?
2. How would you rate the availability and helpfulness of your instructor outside of the classroom?
3. What is your rating of this course independent of the effectiveness of the instructor?

Math 31B, Sec. 1 - Integration and Infinite Series

	Distribution of Scores											Avg	Stdv
	Blank	NA	Failing 1	2	3	4	5	6	7	8	Excellent 9		
Ques1	0	0	0	0	0	0	3	4	19	26	36	8.00	1.06
Ques2	0	1	0	0	1	2	2	3	17	16	46	8.05	1.32
Ques3	0	0	0	1	0	4	10	11	20	23	19	7.15	1.55
110 Enrolled 88 Responded (80.00%)													

Math 285K, Sec. 1 - Seminar: Probability

	Distribution of Scores											Avg	Stdv
	Blank	NA	Failing 1	2	3	4	5	6	7	8	Excellent 9		
Ques1	0	0	0	0	0	0	0	1	0	1	2	8.00	1.41
Ques2	0	1	0	0	0	0	0	0	1	1	1	8.00	1.00
Ques3	0	0	0	0	0	0	0	2	0	1	1	7.25	1.50
5 Enrolled 4 Responded (80.00%)													

WINTER SESSIONS 2011

Math 285K, sec. 1 – Seminar: Probability

8-8-6

Would have opened more discussions.

9-N/A-8

Good material. Good presentation.

9-9-9

Great course. You should publish the lecture notes.

Math 31B, sec. 1 – Integration and Infinite Series

6-7-6

Prof. Biskup is knowledgeable about course topic and challenges students with very difficult problems. However, his class is really hard, which puts a lot of stress on students.

8-9-8

Prof. Biskup is a very good leader. His availability, especially in his office hours, is very helpful. However there rare people that cannot attend O.H. due to schedule, and they are really affected. If possible, set O.H. to different times. Also, in some cases exam problems can be solved by just “memorizing” (in some sense) HW problems. I’d like to see more application problems that require more reasoning (more heavy modif. on HW problems in tests).

9-9-8

The first challenging course I have taken at UCLA. Refreshing to have a professor who usually cares that we learn something, requires skills and a way of thinking which can be applied outside of the content of this classroom, rather than rote memorization, which seems to be the reigning method of teaching here at UCLA.

9-6-8

I would like the class to focus on the proofs and basis of the materials learned. I don’t want midterms/exams to be based on homework problems.

9-9-9

An excellent professor!