M. DING
Evaluation of Instruction Program Report
18F: MATH 135 DIS 2A: ORDNRY DFRNTL EQTNS
No. of responses = 11
Enrollment = 40
Response Rate = 27.5%

1. UCLA Department of Mathematics:

1.1) How would you rate your TA as an effective teacher?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>8</td>
</tr>
<tr>
<td>Good</td>
<td>2</td>
</tr>
</tbody>
</table>

Av. = 7.5
Md = 8
Dev. = 2.07
Ab. = 1

1.2) How would you rate the availability and helpfulness of your TA outside of the classroom?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>Excellent</td>
<td>7</td>
</tr>
<tr>
<td>Good</td>
<td>3</td>
</tr>
</tbody>
</table>

Av. = 7.7
Md = 9
Dev. = 2.5
Ab. = 1

1.3) What is your rating of this course independent of the effectiveness of the TA?

<table>
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<tr>
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<th>Frequency</th>
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</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>6</td>
</tr>
<tr>
<td>Good</td>
<td>4</td>
</tr>
</tbody>
</table>

Av. = 6.7
Md = 7.5
Dev. = 2.11
Ab. = 1

2. Comments:

2.1) Please use the space provided for any comments you wish to make which are pertinent to the educational process. These may include all aspects of the course: teaching, examinations, grading, textbook, etc.

- Her voice is way too small so if I do not seat in the first or second row, I can not hear anything. And her hand writing is very clear, but too small. I wish she tries to speak more louder, and writes bigger in her next class.
  She always came up with the homework answers, and her grading is very reasonable.

- Hi Jeanine! Thanks for putting your time out to teach Math 135 this quarter. Thanks for also grading our exams and homework relatively quick compared to the other classes I’ve had.

  I feel that your greatest strength is being able to identify what makes a problem hard or easy; this way, you’re able to connect with students and provide well-paced explanations to a lot of different types of problems. I also am grateful that you’re willing to help students right after discussion, even if it manages to take a while.

  To improve, just project your voice more, and try to not look at the board too much when you’re explaining. That's all I have to say, and thanks again for teaching!

- I really appreciated that you showed how to do the homework problems during lecture and that is something that I would not change. I also believe you were very clear and concise. Also, your writing is beautiful. My only critique is that you should work on being more approachable. There were times were it seemed to bother you if we asked for help or if we didn't understand something that was obvious to you. I think you should understand that some of us have a hectic workload and sometimes we commit blunders that may be obvious to a graduate student. Other than that, I must say that you are a wonderful TA.

- Mengying always prepares well for the discussion and she explains homework problems clearly. She’s a really good TA and more than willing to help students outside the discussion time even though sometimes not in her office hour.
Overall the TA is a good supplement to the instructor. Her review will be done in two parts: office hours and in-class. During office hours she helps the student understand the concept/homework that they may have an issue with. However, her time management is not ideal. Will spend 10+ minutes with a single student while ignoring the rest that are trying to get help. In-class review is to be pre and post midterm based. Prior to the midterm she would go over the material covered in lecture and give similar problems that would help solidify the concepts. Post midterm she just went over homework solutions. Didn't explain the theorems any further than the professor, unlike other TA's who try to explain the theorems in their own words.

Rather than going over homework problems every week, I wish we went over more proofs and more lecture material.

The TA for this course was not helpful in understanding the material after lectures. Her office hours were during my other classes and when I asked her to make an appointment, she said no. For both midterms, she said she didn’t know what would be on it, which meant she was not in contact with our professor. For each discussion, she only went over a few homework problems, and didn’t bring new material that would allow us more practice. I felt that she did not put in any more effort than was required. I emailed her frequently in the beginning of the course for help on homework, but because of the way she responded, I held off on emailing her again until the last week of classes. I did not feel welcome by her.
## Profile

<table>
<thead>
<tr>
<th>Subunit:</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the instructor:</td>
<td>M. DING</td>
</tr>
<tr>
<td>Name of the course:</td>
<td>18F: MATH 135 DIS 2A: ORDNRY DFRNTL EQTNS</td>
</tr>
</tbody>
</table>

Values used in the profile line: Mean

### 1. UCLA Department of Mathematics:

1. How would you rate your TA as an effective teacher?
   - Failing
   - Excellent
   - n=10  av.=7.50

2. How would you rate the availability and helpfulness of your TA outside of the classroom?
   - Failing
   - Excellent
   - n=10  av.=7.70

3. What is your rating of this course independent of the effectiveness of the TA?
   - Failing
   - Excellent
   - n=10  av.=6.70