

**Final Evaluation (CTEF) for Pantano, Alessandra MATH 2B LEC D (44130),
Spring Qtr 2009**

Responses: 79/111 (71.17%)

A. Please comment on the following areas and be as specific as possible:

1. What are the instructor's teaching strengths?

- *helpful, clear, posts notes in case someone does not understand her accent which is very generous. very approachable.
- -clear -makes difficult concept easier to understand -punctual -wants to make sure that students understand material -available to help -provides things that help reinforce concepts like quizzes, homework, and practice midterm
- Alessandra explains all the material very clearly. She is very kind to the students and she does an excellent job teaching the class. You can see in her lectures that she wants the students to learn and she does her best to help students as much as possible.
- Alessandra presents the material very clearly, always beginning by deriving a theorem for the general case and only then moving to applications.
- all
- Clear and throughout.
- Clear lecture notes and easy to follow steps and directions
- Clearly reviews material that we may not have finished in previous lectures Willing to help Replies to e-mails in a timely fashion Tries to make certain concepts less intimidating to students Posts helpful practice exams so that we know what to expect on actual exams
- examples are great
- Going over the appropriate concepts Very approachable Will clarify if asked in class Gives very helpful sources in order to prepare for exams Genuinely wants students to pass the class
- Going through the material
- good, clear and she teach in a good speed
- good office hours, clear examples
- good study guides
- helpful and clear explanations.
- Her lectures are thorough and she explains the material so that the students understand it.
- hmm...lemme think about it and get back to you
- I like how her notes are very detailed and helpful. She is helpful in office hours, one on one.
- It's amazing to see a math instructor at UCI go through the material in a slow, organized fashion, do coherent examples at a headlong hysterical rush. This was not a class I was looking forward to given my prior experiences with math classes at UCI. I was very pleasantly surprised here.
- I thinks he does a good job explaining the examples. I also think it's nice that she takes teh time to make review questions before the midterms. They are very helpful
- Knows her material
- knows material
- Knows the material very well, extremely helpful when approached with questions. Overall, great teacher.
- Lectures and online notes.
- Nothing

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- Pantano has a very good teaching strategy. She does not move through the material too quickly, and gives time for her students to think.
- Pantano solves lots of examples in class, and covers each section of the book in great detail. She is very clear when she solves problems, and if she misses anything her online lecture notes cover the material. She is really good! I recommend her for anyone!!
- posting lectures on the website, clear notes and lectures
- Professor's ability to lecture quickly and clearly.
- Professor Pantano did an amazing job teaching this course. She broke down each concept and taught in a way that was easy to understand. Professor Pantano was very accessible and provided numerous detailed study guides before each exam will helped tremendously. I would highly recommend her for students who still have to take Math 2B. AWESOME!!
- provides lots of examples
- Providing study guides and practice exams to help students prepare for the midterm exams.
- really patient and nice and personable, helpful, nice, easy to follow, awesome
- really smart and helpful
- Seems to really know what she is teaching.
- She's really good at making the concepts seem easier, so it helps in the learning process a lot.
- She's very clear and helpful.
- She answers questions well and makes the class fun.
- She explains and puts her notes online.
- she explains in detail and takes her time explaining difficult sections
- She explains the material very clearly and takes time to go back and go over anything if someone is lost. She also provides comprehensive notes online that are helpful. Overall, I thought she was a great teacher!
- She is good at explanations and always tries her best to answer questions. She posts notes online to make up for her accent, which I think is sweet and convenient.
- She is very caring about her students and encourages them to actually learn the material rather than just memorize things.
- She is very enthusiastic about the course material and knows the material well.
- she is very good at teaching calculus
- She is very good with her notes and her lectures are very clear
- She is very good with taking it slow and going through the problems very carefully. I love her examples in class and how the class is taught.
- She is very understandable and encouraging. She explains everything very well and does not blow off anyone's questions.
- She is very willing to help her students and truly wants them to succeed. Not only does she make practice exams, but she compiles study guides and a number of other resources for her students to use. I've never done so well in a Calculus class in my life. I actually understand the material and it makes sense.
- She knew her material very well
- She loves the material and explains it slow enough for every student to understand it. She answered all my emails within hours of my sending them. Kudos!
- She really cares about her students and wants them to do well. I found her study guides for the midterms and the final to be very helpful!
- She seems to genuinely enjoy what she is teaching and her accent is pretty funny.

- She seems very kind and understanding. She goes all the way to help us understand and clearly wants her students to do well in her class.
- showing examples really knows material slows down when needed involves class
- simply teaching methods
- slow
- Takes the time to go through it slowly and easily at first.
- The instructor is always able to help the students, and easy to reach when there is a question on the material.
- The instructor went over subjects in a quick yet effective matter
- Very clear and approachable.
- Very clear lecture notes and explanations. Very legible handwriting. The posted lecture notes are wonderful and greatly appreciated. The practice midterms and practice problems are excellent. The best math instructor I've ever had by far. Definitely cares about students and takes time to further explain concepts when the students don't understand it in class.
- very enthusiastic about subject
- VERY friendly! Very knowledgeable!
- Very friendly, helpful and actually cares about the student.
- very straight forward lectures, and she posts lecture notes
- wants students to learn examples
- Willing to help students. For example, because she has an accent, she posts lecture notes online for better clarity.
- Writes notes online. Does a lot of examples in class. Cares about students.
- 10 blank answer(s).

2. How can this instructor improve as a teacher?

- -make the extra credit truly extra credit, because as of now the total grade of everything is 95% when the remaining 5% is "extra credit", but in reality even if someone got everything right, but didn't do the extra credit they would at most have a 95%, but not everyone gets everything right, so something does not seem right
- attempts to move to fast in lecture to cover all the material
- BETTER english
- Can't think of ways.
- Does not need to improve. Good instructor.
- Do not have student take quizzes during the week of midterm exams.
- do not over explain things
- give more examples
- Give more practice problems and less theory explanations during lecture
- go through more challenging examples during lecture (like the problems on the exams)
- Go through the lessons and examples more slowly because it is hard to keep up with what you are saying and we need time to write it down and listen all at the same time.
- Hm. Test reviews are a little weak.
- However she does not present it well, her methods are confusing, and will write all over the board and then come back and make changes and arrows, so note taking is difficult.

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- I do think Pantano did a great job of balancing lectures between proving the formulas and providing examples. If in class she gave more challenging examples in some instances, I think it would be more beneficial to fully understanding the concepts.
- I have no criticism for Professor Pantano.
- I think he is doing just fine but every now and then she goes a little too quickly and it gets hard to follow but luckily she posts notes online as well.
- I think that she does everything she can to help her students
- Just be louder and more assertive.
- Learn better english and speak slower.
- Make exams a little shorter so that everyone has time to finish.
- Maybe have an extra quiz for extra credit or more extra credit assignment. I do feel as though the test is a bit long to be taken in 50 minutes but by doing the practice midterm, it really helps improve my pace. There wasn't a practice midterm for the first exam and it caught me off guard on how long the test was but I was more prepared for the second exam with the help of the practice midterm.
- More examples based on the book. Use book techniques. Most importantly, more examples.
- more practice problems
- n/a
- n/a
- n/a
- N/A
- N/A
- No improvement needed.
- none
- nothing
- nothing, she is great
- Not much, she's great. Talk a little louder?
- One small part she can improve on is speaking a little bit louder.
- Perhaps provide better notes online, sometimes they are unclear.
- Please offer more different office hours.
- She goes too fast sometimes!
- She is an amazing professor, no need to change. could be a little more confident.
- she is doing a awesome job already
- She is hard to follow during class sometimes. i felt as though she made concepts harder than they should have been and confused many students. However, she really knows what she is talking about and tries to help her students as much as she can.
- She should slow down a little bit so that she makes sure that her students are following along.
- should go slower with lectures
- Slow down, I have noticed the professor does make careless mistakes on the whiteboard during lecture... although this might not be that big of a deal for the students who understand and can mentally correct the problem, I've been confused several times looking over notes and overheard several other students' confusion as well. Also, some careless mistakes were made during the sample midterms which should be 100% correct since many students will be using these as a test of their skill. Maybe Prof. Pantano could have her TA's look over the sample tests? Constantly reviewing older concepts would be great, or getting students to answer simple

questions such as “what’s the next step?” could potentially benefit many students by walking through the more complicated problems. In my opinion Prof. Pantano does a great job of teaching to the smarter students but could work on facilitating learning for the students who are not doing as well.

- Slowing down so the non math majors can understand
- Sometimes, tends to go through things too quickly, not really knowing she is using many shortcuts when in fact she is.
- Sometimes her explanations are hard to follow and aren't always clear and straightforward
- Sometimes I would have problems in class because the markers she uses aren't always the boldest. Especially because it is a large class this can get very frustrating when your stuck somewhere near the back. Also if she could maybe post the lectures before class. This would help me because I would learn the information better in lecture seeing it the second time, and if I could follow the notes I wouldn't have to write everything and miss her explanation.
- sometimes spends too much time on an area
- Speak louder
- Speak louder.
- stay the same
- Stop making silly mistakes when doing problems on the board such as misplacing numbers, it gets frustrating.
- tests are inconsistent with difficulty
- The book and her notes do not always use the same variables, so it gets a little confusing.
- The instructor needs to be a little more clearer when going over materials
- the notes on the board are confusing! sometimes im taking notes and i look up and i dont know whats going on because the notes are everywhere. and please start writing down the headings for topics. i dont know if youre doing the same topic or starting on a different one!!
- To possibly be more specific with everything rather than assuming her students understand all that she says or puts up on the board. However, if the student does not understand it is their duty to raise questions.
- To stick to one type of notation throughout the whole course.
- Use the same format as the book because it gets confusing
- Using more shortcuts in calculus instead of going the long way around.
- well, she improved since the midterm feedback. Lectures were a little more organized, e.g. she wrote on the board which section she was teaching. However, the let's-see-how-many-sections-we-can-cram-in-the-last-three-lectures was not cool. concepts did not receive the proper time they needed to sink in the brain. This was especially annoying and a complete disservice since things tend to get a little more complex toward the end, and these complex concepts, let's say like the size of a large pizza hut pizza, were shoved into my mouth, whole. The reason why we fell behind schedule is because no one understands what is being taught, so when a reasonably-sized lecture attendance occurs (which was rare...I wonder why?) people ask questions because things that should have only been said once have to be repeated because they were initially said in such a confusing way. I suggest you find a really good teacher, and watch how they teach the material you teach, because honestly the larc tutor was the only way I learned calculus, and I showed up to every single lecture. The professor should not be outshined by a second year literary journalism major. I mean, come on.
- we need more practice for exams
- you're great!
- 16 blank answer(s).

3. Any other comments about this course?

- Although it is a tough course, Alessandra does whatever she can to make it easy for the students to understand.
- Better than i thought it would be.
- Good.
- good class
- good course.
- Great course! I was scared to take a math course in college, but after having Pantano, I feel really comfortable.
- great teacher
- great teacher
- great teacher, very nice
- I'm glad I had Pantano for math 2B
- I am not a math major but have thoroughly enjoyed both math 2A and math 2B. I found it challenging yet interesting.
- it feels the instructor wants the students to perform horribly on the tests because of the overuse of trick questions
- I would like the discussion leaders to have a review before the exams. it would be a very appreciated refreshment
- move a little slower in lecture and explain less material more in depth
- N/A
- n/a
- N/A
- N/A. I really like Alessandra.
- no
- no
- nope
- one of the nicest teachers ever
- Online notes and study guides/practice tests before midterms are very helpful.
- overall good math course, I have taken calculus in high school, where I didn't understand any of it, but in this class everything is so clear
- Pantano is very kind and generous. She is my favorite math teacher thus far.
- Professor Pantano makes the material very easy to understand and provides students with plenty of resources to do well in the class.
- Scheduling the discussion section at 8AM is just flat out sadistic.
- Shes really good =)
- Some of her online examples were incorrect, which led to a lot of confusion.
- The Math 2A/B book is very confusing for the majority of the course. Referencing the previous book used by the math department actually helped more than the current book...
- The subject itself is difficult to teach and even more difficult to make interesting, so I think she's doing a really wonderful job.
- The TA is terrible.

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- This department week 6 drop policy drastically changed the class averages. Math department should follow with Bio, Arts, Humanities, Chemistry and have a Week 2 drop policy and keep students from withdrawing from the class so late in the quarter. With regards to question 17, its easy to get a B. With the everchanging class average, it is difficult to get an A. The only reason I think I even have an A right now is that I've been doing the extra credit.
- Very helpful professor.
- We definitely need more instructors like professor Pantano!!! The other professors I had were horrible!!!
- Yeah, this course is pretty straight forward, only if you have a professor who can teach the concepts in a digestible, relatable way. Like, here's a suggestion, when you're teaching something, don't just teach the something, give us little tricks or rhymes or something that can help us retain what is being taught. The mind is not a computer. Like how to remember the formula for integration by parts: Ultra Violet Voodoo. uv-vdu and how to pick U: LIATE (logarithm, Inverse trig, Algebraic, Trig, Exponential). After you pick U, everything left over is dv, integrate that to get v. This probably belongs in the upper section.
- 43 blank answer(s).

B. Please choose the appropriate rating on the letter grade scale A to F:

'A' indicating an excellent and 'F' indicating a wholly inadequate performance. If you have no opinion on the question asked or if it does not apply, please select NA.

4. The course instructor shows enthusiasm for and is interested in the subject.

51	A	Value: 4
12	A-	Value: 3.7
9	B+	Value: 3.3
6	B	Value: 3
1	B-	Value: 2.7
0	C+	Value: 2.3
0	C	Value: 2
0	C-	Value: 1.7
0	D	Value: 1
0	F	Value: 0
0	NA	No Value
3.78	Mean	
4.00	Median	
0.35	Std Dev	

5. The course instructor stimulates your interest in the subject.

24	A	Value: 4
18	A-	Value: 3.7
18	B+	Value: 3.3
9	B	Value: 3
0	B-	Value: 2.7
2	C+	Value: 2.3
4	C	Value: 2
0	C-	Value: 1.7
0	D	Value: 1
1	F	Value: 0
2	NA	No Value
3.44	Mean	
3.70	Median	
0.66	Std Dev	

6. The course instructor meets stated objectives of the course.

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53	A	Value: 4
9	A-	Value: 3.7
9	B+	Value: 3.3
4	B	Value: 3
0	B-	Value: 2.7
0	C+	Value: 2.3
0	C	Value: 2
2	C-	Value: 1.7
0	D	Value: 1
0	F	Value: 0
1	NA	No Value
3.77	Mean	
4.00	Median	
0.45	Std Dev	

7. The course instructor is accessible and responsive.

54	A	Value: 4
10	A-	Value: 3.7
5	B+	Value: 3.3
6	B	Value: 3
0	B-	Value: 2.7
0	C+	Value: 2.3
0	C	Value: 2
0	C-	Value: 1.7
0	D	Value: 1
0	F	Value: 0
3	NA	No Value
3.83	Mean	
4.00	Median	
0.31	Std Dev	

8. The course instructor creates an open and fair learning environment.

52	A	Value: 4
10	A-	Value: 3.7
8	B+	Value: 3.3
6	B	Value: 3
0	B-	Value: 2.7
0	C+	Value: 2.3
1	C	Value: 2
1	C-	Value: 1.7
0	D	Value: 1
0	F	Value: 0
0	NA	No Value
3.76	Mean	
4.00	Median	
0.45	Std Dev	

9. The course instructor encourages students to think in this course.

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45	A	Value: 4
14	A-	Value: 3.7
9	B+	Value: 3.3
5	B	Value: 3
1	B-	Value: 2.7
1	C+	Value: 2.3
1	C	Value: 2
0	C-	Value: 1.7
0	D	Value: 1
0	F	Value: 0
1	NA	No Value
3.73	Mean	
4.00	Median	
0.42	Std Dev	

10. The course instructor's presentations and explanations of concepts were clear.

43	A	Value: 4
10	A-	Value: 3.7
8	B+	Value: 3.3
4	B	Value: 3
6	B-	Value: 2.7
0	C+	Value: 2.3
2	C	Value: 2
2	C-	Value: 1.7
2	D	Value: 1
1	F	Value: 0
0	NA	No Value
3.50	Mean	
4.00	Median	
0.82	Std Dev	

11. Assignments and exams covered important aspects of the course.

55	A	Value: 4
11	A-	Value: 3.7
5	B+	Value: 3.3
4	B	Value: 3
2	B-	Value: 2.7
1	C+	Value: 2.3
0	C	Value: 2
0	C-	Value: 1.7
0	D	Value: 1
0	F	Value: 0
0	NA	No Value
3.81	Mean	
4.00	Median	
0.37	Std Dev	

12. What overall grade would you give this instructor?

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44	A	Value: 4
15	A-	Value: 3.7
9	B+	Value: 3.3
5	B	Value: 3
1	B-	Value: 2.7
1	C+	Value: 2.3
2	C	Value: 2
1	C-	Value: 1.7
0	D	Value: 1
0	F	Value: 0
0	NA	No Value
3.68	Mean	
4.00	Median	
0.51	Std Dev	

13. What overall grade would you give this course?

35	A	Value: 4
20	A-	Value: 3.7
11	B+	Value: 3.3
6	B	Value: 3
1	B-	Value: 2.7
2	C+	Value: 2.3
0	C	Value: 2
1	C-	Value: 1.7
1	D	Value: 1
0	F	Value: 0
0	NA	No Value
3.61	Mean	
3.70	Median	
0.55	Std Dev	

C. Please answer:

14. Based on completed assignments thus far, what is your current course grade or approximate standing?

30	A	Value: 4
23	B	Value: 3
19	C	Value: 2
1	D	Value: 1
1	F	Value: 0
3	NA	No Value
3.08	Mean	
3.00	Median	
0.91	Std Dev	

15. How much academic dishonesty seemed to occur in this course? If applicable, please describe the type of academic dishonesty that occurred (not the particular students involved).

1.
 - 1** A lot
 - 3** Some
 - 4** A little
 - 70** None I could discern

2. Examples:

- As I finished the midterm I walked out of the class and saw some guy cheating off another guy in the back.

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- I heard some people who were sitting in back of me talking about cheating right before the midterm, but I don't know if they did do it or not.
- she use different version of tst paper
- tests had many different forms
- When the test is over according to the clock, students continue to write and the teacher is unable to stop them accordingly. I feel this is unfair because others could also still be working on the test and had already turned in there testung materials.
- 74 blank answer(s).

16. How helpful were the textbooks and/or readings to your overall learning experience?

- 24** Very
- 34** Adequately
- 18** Somewhat
- 1** Not at all

17. How challenging was this course?

- 22** Very
- 50** Adequately
- 6** Somewhat
- 0** Not at all