THE STUDENT ASSESSMENT OF INSTRUCTION SYSTEM
THE UNIVERSITY OF TENNESSEE

Mathematics 113	Sec # 43438	Benjamin A Levy	
Mathematical Reasoning (CLAS)	Fall 2012	Form A	# of Students: 25

Questions	Excellent	Very Good	Good	Fair	Poor	Very Poor	Item Mean
1. Course as a whole	3 (12%)	13 (52%)	7 (28%)	1 (4%)	1 (4%)	0 (0%)	3.64
2. Course content	6 (24%)	6 (24%)	9 (36%)	3 (12%)	1 (4%)	0 (0%)	3.52
3. Instructor's contribution to the course	16 (64%)	5 (20%)	4 (16%)	0 (0%)	0 (0%)	0 (0%)	4.48
4. Instructor's effectiveness in teaching material	14 (56%)	8 (32%)	3 (12%)	0 (0%)	0 (0%)	0 (0%)	4.44
5. Course organization	10 (40%)	11 (44%)	4 (16%)	0 (0%)	0 (0%)	0 (0%)	4.24
6. Clarity of instructor's voice	18 (72%)	3 (12%)	3 (12%)	0 (0%)	1 (4%)	0 (0%)	4.48
7. Explanations by instructor	12 (48%)	10 (40%)	2 (8%)	1 (4%)	0 (0%)	0 (0%)	4.32
8. Ability to present alternative explanations	11 (44%)	8 (32%)	5 (20%)	1 (4%)	0 (0%)	0 (0%)	4.16
9. Use of examples and illustrations	16 (64%)	4 (16%)	4 (16%)	0 (0%)	0 (0%)	1 (4%)	4.32
10. Quality of questions/problems raised by instructor	9 (36%)	9 (36%)	6 (24%)	1 (4%)	0 (0%)	0 (0%)	4.04
11. Students' confidence in instructor's knowledge	14 (56%)	7 (28%)	3 (12%)	1 (4%)	0 (0%)	0 (0%)	4.36
12. Instructor's enthusiasm	9 (36%)	12 (48%)	3 (12%)	1 (4%)	0 (0%)	0 (0%)	4.16
13. Encouragement given to students' self expression	12 (48%)	9 (36%)	2 (8%)	2 (8%)	0 (0%)	0 (0%)	4.24
14. Answers to students' questions	15 (60%)	7 (28%)	3 (12%)	0 (0%)	0 (0%)	0 (0%)	4.48
15. Availability of extra help when needed	16 (64%)	5 (20%)	4 (16%)	0 (0%)	0 (0%)	0 (0%)	4.48
16. Use of class time	15 (60%)	6 (24%)	3 (12%)	1 (4%)	0 (0%)	0 (0%)	4.40
17. Interest in whether students learned	15 (62%)	7 (29%)	2 (8%)	0 (0%)	0 (0%)	0 (0%)	4.54
18. Amount you learned in the course	9 (36%)	9 (36%)	4 (16%)	3 (12%)	0 (0%)	0 (0%)	3.96
19. Relevance and usefulness of course content	5 (20%)	10 (40%)	5 (20%)	4 (16%)	1 (4%)	0 (0%)	3.56
20. Evaluative and grading techniques	11 (44%)	9 (36%)	3 (12%)	0 (0%)	2 (8%)	0 (0%)	4.08
21. Reasonableness of assigned work	13 (52%)	9 (36%)	1 (4%)	1 (4%)	1 (4%)	0 (0%)	4.28
22. Clarity of students' responsibilities/requirements	16 (64%)	6 (24%)	2 (8%)	0 (0%)	1 (4%)	0 (0%)	4.44

Relative to other colleges courses you have taken	Much Higher			Average		Much Lower
23. Do you expect your grade in this course to be:	6 (20%)	6 (20%)	6 (20%)	4 (20%)	2 (10%)	0 (0%)	0 (0%)
24. The intellectual challenge presented was:	1 (0%)	7 (30%)	8 (30%)	3 (10%)	3 (10%)	1 (0%)	1 (0%)
25. The amount of effort you put into this course was:	2 (10%)	4 (20%)	9 (40%)	5 (20%)	2 (10%)	2 (10%)	0 (0%)
26. The amount of effort to succeed in the course was:	2 (10%)	9 (40%)	6 (20%)	4 (20%)	1 (0%)	2 (10%)	0 (0%)
27. Your involvement in this course (asgn, atnd, etc) was:	6 (20%)	7 (30%)	5 (20%)	5 (20%)	1 (0%)	0 (0%)	0 (0%)

28. On average, how many hours per week have you spent on this course, including attending classes, readings, reviewing notes, writing papers, and any other course related work?	
Under 2	1 (4%)
3-4	9 (36%)
5-6	14 (56%)
7-8	1 (4%)
9-10	0 (0%)
11-12	0 (0%)
13-14	0 (0%)
15-16	0 (0%)
17-18	0 (0%)
19-20	0 (0%)
21-22	0 (0%)
22 or >	0 (0%)

29. From the total average hours above, how many do you consider were valuable in advancing your education?	
Under 2	4 (16%)
3-4	14 (56%)
5-6	7 (28%)
7-8	0 (0%)
9-10	0 (0%)
11-12	0 (0%)
13-14	0 (0%)
15-16	0 (0%)
17-18	0 (0%)
19-20	0 (0%)
21-22	0 (0%)
22 or >	0 (0%)

30. Expected Grade	
A	17 (68%)
B+	2 (8%)
B	5 (20%)
C+	0 (0%)
C	1 (4%)
D	0 (0%)
F	0 (0%)
S	0 (0%)
NC	0 (0%)
Other	0 (0%)

31.Course Was	
In major	3 (12%)
In minor	0 (0%)
Dist. Req.	16 (64%)
Elective	4 (16%)
Other	2 (8%)

32.Class Composition	
Fresh	7 (28%)
Soph	11 (44%)
Junior	1 (4%)
Senior	4 (16%)
Grad	0 (0%)
Other	2 (8%)

33. Wanted to take course	
Yes	10 (40%)
No	8 (32%)
Neutral	7 (28%)

Student Responses to Open Ended Questions
Question #1: Was this class intellectually stimulating? Did it stretch your thinking?
• Yes-This class caused me to look at math in a new way. It was the first math class I've ever found interesting, mainly because the concepts were so abstract at times.
• Yes-There are a lot of math issues that I've never heard that I learned about
• Yes-Yes it was the students job to not just memorize endless terms but to truly understand concepts
• No-It was not really intellectually stimulating because a lot of it was very simple and easy material, such as learning the pythagorean theorum. But, parts of it did require me to think in a different, qualitative way that I haven't had to in a math class.
• Yes-it gave me a different perspective on mathematics. I didn't realize there were so many different aspects to math and it wasn't all numbers and formulas.
• Yes-It stretched my abstract mathematical thinking a lot
• Yes-I'm more of a black and white quantitative math person and this was more conceptual.
• Yes-Yes. Though the course only scratched the surface of each concept, the concepts, especially Rubber Sheet/Topology, enabled me to think about concepts and trends in my own line of study in new and exciting ways.
• Yes-I didn't expect to get anything out of this course, but it actually did expand my horizons and introduce me to types of math that I had never thought about before.
• Yes-It forced you to take things you already knew and use them more.
• -Yes it stimulated my brain alot. It really made me think and really made me put forth real effort the whole time.
• Yes-I liked this class way way way more than i expected to. I'm not a fan of math, but I love that you taught us a lot about critical thinking. I think everyone should be able to think critically because it's a very valuable trait to have. it really made me think about some things i'd never thought about thinking about before, if that makes sense
• Yes-It's math that isn't just find x. It involves a lot of words.
• No-It wasn't as interesting to me there wasn't much to be excited for. However, I did like the fractal cut out day. That was fun!
• Yes-I have never taken a math like this one before.

Question #2: What aspects of this class contributed most to your learning?
• Logic was necessary, so that contributed to my learning.
• ben did a great job presenting the information to the class in a way that was easy to understand
• homework
• Teaching ability
• homework, quizzes
• the way he taught it made it easy to understand, he always made sure to put it in simple terms that made sense to the class. He was very straightforward with homework and tests which helped me learn
• Lecture and the notes being left on Blackboard
• Taking notes. Notes are pretty important. Ben's good at walking through problems and scenarios.
• The Mobius Band lecture and class activity! It blew my mind!
• examples
• The teacer. Ben was a fantastic teacher and really was great to hear every day. I even talked to him a couple of times after class about hiking, which he got me interested in. He is always available for help and really did a fantastic job. He is one of my favorite teachers I have ever had in my school career.
• I really loved how chill yet willing to help us are, that always makes students comfortable when you feel like you can relate to a teacher and not think your questions are dumb
• Giving examples of how it applies to the world
• Tests and notes.
• Some of the hands on things were good. And the feedback on work was excellent.

Question #3: What aspects of this class detracted from your learning?
• It was a nice learning atmosphere and I thought the class went very well. Nothing detracted from it.
• length of class
• None
• n/a
• That one super attractive girl. Also, the room without windows/natural light was distracting. I am not what they call "a morning person." Sometimes, I was hung over. Ben can do nothing about these things.
• the drawnoutness of the lessons
• None.
• I guess you repeated things a lot to make sure people understood which got boring to me when i did understand clearly, but that was never really an issue
• The long explanations.

Question #4: What suggestions do you have for improving the class?
• none
• None
• n/a
• Required burkas for both sexes. Like in Iranian universities, without the gender discrimination. (This is a joke.) Also, windows. That's on you, admins.
• Don't ask us if we have questions as much, Ben! Definitely let students know that you are happy to answer any questions, but it feels awkward when nobody has a question and there is a long pause as you wait for someone to come up with a question. If somebody has a question, the classroom environment is not hostile at all, so he or she will most likely feel comfortable asking you in class or after class.
• explain it once or twice in class and make people who dont understand attend office hours for more help
• None. Ben did an excellent job. Highly recommend anyone take him.
• I'd keep on keepin' on if i were you! I'm only a freshman but you're definitely one of my favorite teachers!
• it was great!
• Not as hard of grading on homework. It our first time trying what you taught and is sometimes confusing
• Keep working at it. trying to find your teaching niche is key. you d connect with your students which is a big plus.

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Mathematics 113	Sec # 43435	Benjamin A Levy	
Mathematical Reasoning (CLAS)	Fall 2012	Form A	# of Students: 29

Questions	Excellent	Very Good	Good	Fair	Poor	Very Poor	Item Mean
1. Course as a whole	14 (48%)	9 (31%)	3 (10%)	3 (10%)	0 (0%)	0 (0%)	4.17
2. Course content	11 (38%)	10 (34%)	6 (21%)	2 (7%)	0 (0%)	0 (0%)	4.03
3. Instructor's contribution to the course	22 (76%)	5 (17%)	1 (3%)	1 (3%)	0 (0%)	0 (0%)	4.66
4. Instructor's effectiveness in teaching material	20 (69%)	8 (28%)	0 (0%)	0 (0%)	1 (3%)	0 (0%)	4.59
5. Course organization	18 (62%)	8 (28%)	2 (7%)	1 (3%)	0 (0%)	0 (0%)	4.48
6. Clarity of instructor's voice	19 (68%)	7 (25%)	1 (4%)	1 (4%)	0 (0%)	0 (0%)	4.57
7. Explanations by instructor	18 (62%)	8 (28%)	2 (7%)	1 (3%)	0 (0%)	0 (0%)	4.48
8. Ability to present alternative explanations	18 (62%)	7 (24%)	3 (10%)	1 (3%)	0 (0%)	0 (0%)	4.45
9. Use of examples and illustrations	18 (62%)	9 (31%)	1 (3%)	1 (3%)	0 (0%)	0 (0%)	4.52
10. Quality of questions/problems raised by instructor	16 (55%)	8 (28%)	4 (14%)	1 (3%)	0 (0%)	0 (0%)	4.34
11. Students' confidence in instructor's knowledge	18 (62%)	7 (24%)	3 (10%)	1 (3%)	0 (0%)	0 (0%)	4.45
12. Instructor's enthusiasm	17 (61%)	7 (25%)	3 (11%)	1 (4%)	0 (0%)	0 (0%)	4.43
13. Encouragement given to students' self expression	17 (59%)	8 (28%)	2 (7%)	2 (7%)	0 (0%)	0 (0%)	4.38
14. Answers to students' questions	17 (59%)	9 (31%)	2 (7%)	1 (3%)	0 (0%)	0 (0%)	4.45
15. Availability of extra help when needed	17 (61%)	8 (29%)	1 (4%)	2 (7%)	0 (0%)	0 (0%)	4.43
16. Use of class time	19 (66%)	6 (21%)	3 (10%)	1 (3%)	0 (0%)	0 (0%)	4.48
17. Interest in whether students learned	18 (64%)	7 (25%)	1 (4%)	2 (7%)	0 (0%)	0 (0%)	4.46
18. Amount you learned in the course	14 (48%)	6 (21%)	6 (21%)	3 (10%)	0 (0%)	0 (0%)	4.07
19. Relevance and usefulness of course content	11 (38%)	7 (24%)	6 (21%)	4 (14%)	0 (0%)	1 (3%)	3.76
20. Evaluative and grading techniques	18 (62%)	8 (28%)	2 (7%)	1 (3%)	0 (0%)	0 (0%)	4.48
21. Reasonableness of assigned work	19 (66%)	7 (24%)	3 (10%)	0 (0%)	0 (0%)	0 (0%)	4.55
22. Clarity of students' responsibilities/requirements	18 (64%)	6 (21%)	2 (7%)	1 (4%)	1 (4%)	0 (0%)	4.39

Relative to other colleges courses you have taken	Much Higher			Average		Much Lower
23. Do you expect your grade in this course to be:	9 (30%)	7 (20%)	6 (20%)	6 (20%)	1 (0%)	0 (0%)	0 (0%)
24. The intellectual challenge presented was:	5 (20%)	5 (20%)	10 (30%)	6 (20%)	0 (0%)	1 (0%)	2 (10%)
25. The amount of effort you put into this course was:	6 (20%)	9 (30%)	9 (30%)	2 (10%)	1 (0%)	0 (0%)	2 (10%)
26. The amount of effort to succeed in the course was:	6 (20%)	5 (20%)	13 (40%)	1 (0%)	2 (10%)	0 (0%)	2 (10%)
27. Your involvement in this course (asgn, atnd, etc) was:	11 (40%)	7 (20%)	6 (20%)	3 (10%)	2 (10%)	0 (0%)	0 (0%)

28. On average, how many hours per week have you spent on this course, including attending classes, readings, reviewing notes, writing papers, and any other course related work?	
Under 2	2 (7%)
3-4	7 (24%)
5-6	9 (31%)
7-8	7 (24%)
9-10	3 (10%)
11-12	0 (0%)
13-14	0 (0%)
15-16	1 (3%)
17-18	0 (0%)
19-20	0 (0%)
21-22	0 (0%)
22 or >	0 (0%)

29. From the total average hours above, how many do you consider were valuable in advancing your education?	
Under 2	3 (10%)
3-4	7 (24%)
5-6	6 (21%)
7-8	11 (38%)
9-10	2 (7%)
11-12	0 (0%)
13-14	0 (0%)
15-16	0 (0%)
17-18	0 (0%)
19-20	0 (0%)
21-22	0 (0%)
22 or >	0 (0%)

30. Expected Grade	
A	12 (41%)
B+	6 (21%)
B	8 (28%)
C+	1 (3%)
C	2 (7%)
D	0 (0%)
F	0 (0%)
S	0 (0%)
NC	0 (0%)
Other	0 (0%)

31.Course Was	
In major	3 (10%)
In minor	1 (3%)
Dist. Req.	16 (55%)
Elective	6 (21%)
Other	3 (10%)

32.Class Composition	
Fresh	7 (25%)
Soph	6 (21%)
Junior	7 (25%)
Senior	8 (29%)
Grad	0 (0%)
Other	0 (0%)

33. Wanted to take course	
Yes	15 (54%)
No	9 (32%)
Neutral	4 (14%)

Student Responses to Open Ended Questions
Question #1: Was this class intellectually stimulating? Did it stretch your thinking?
• Yes-Because you had to think outside the box to answer the questions.
• Yes-The type of thinking was different than I was used to.
• Yes-This course is very interesting. It teaches people to look at some of the fascinating ways that math influences every aspect of life.
• Yes-Yes, math is all around us.
• Yes-Yes.
• No-I literally did this math in middle school. I went from taking calculus one semester to this the next and it was extremely boring. Ben was a very good instructor though. The material itself was boring though.
• Yes-Parts of this course, especially regarding the Golden Ratio and Fractals, were mind blowing.
• Yes-Some of the subject matter of this class was interesting.
• Yes-It was, forced me to think outside my regular thinking box.
• Yes-To some degree however it is not a class I wanted or would have chosen to register for if it wasn't required. Math is not really relevant to my major
• Yes-I have never taken a math class with so much emphasis on abstract thinking.
• No-It was pretty simple stuff. This was in no way related to the instructor, its just basic math and I did a lot of this in high school and its not really relevant to my major even though its required.
• Yes-The broad concepts more theory related were the most challenging.
• Yes-You are able to learn a lot of different areas of the math field
• Yes-It presented some concepts and ideas I'd not been exposed to, and the instructor presented solutions in ways I'd not been exposed to.
• Yes-it was interesting that there is more to math than just numbers and equations.
• Yes-Some interesting topics and theories
• Yes-Yes this class made me think more than usual. It is an outside of the box math class, it made you think about math in a different way.
• Yes-Most of my previous math has been calculation-based. This was a very different thinking pattern. Learned much about how to explain topics in different ways if I were to ever teach.
• Yes-Good mixture of lecture and projects.
• Yes-I am great with numbers, but the content of Math Reasoning was often critical of ideas instead of numbers.
• Yes-Yes, It was challanging but Ben is a great teacher so it wasn't too bad.

Question #2: What aspects of this class contributed most to your learning?
• The fact that the Proffessor actually had an interest in our actually learning the course materials
• Going to class and taking notes.
• A clear understanding of what was required from lectures and hw. The teachers enthusiasm, willingness to help and providing practical examples and applications of the subject matter.
• The amount of homework was not stressful and he graded us based on the correctness of our answer and how much work we did. It really helped boost my confidence and grade.
• all of it.
• It was basically a review of things I had already learned.
• Class size and the usefulness of the book.
• i really enjoyed doing the projects in class, and the amount of work was sufficient but not stressful
• The instructor spent a lot of time explaining all answers in notes, homework, and exams. The effort presented was very helpful. Also, he had realistic expectations of and understood his students.
• The teacher.
• The instructor's clear explanations of the mathematical concepts. He made it easy to enjoy the class despite the fact that I do not care for math and find it very difficult.
• Homework
• The daily homeworks were bad ass. It forced me to not be lazy and kept everything fresh in my mind, absolutely improved my test scores. By far the most useful aspect of this class.
• Attending class, taking notes, doing homework assignments. Levy explains the material well and takes into consideration that students are not on the same level of intelligence.
• Doing homework helped my learning
• The instructor's organization and faithfulness to load materials onto Blackboard if I wasn't able to be in class.
• learning about the golden ratio and how it is seen everywhere including nature and was unintentionally set that way. I thought that was really interesting
• Learning outside the box thinking
• The instructor and his presentation of the material.
• Lectures and Homework. Hands-on activities were nice and refreshing. Really do appreciate the ability to turn in homework a class period late. I bit off way more than I could chew courseload-wise this semester and knowing I could get most credit for 1-day late turn-in encouraged me to go ahead and do the work if I got behind rather than just skip and do solely the day-at-hand.
• Good examples, and projects and lectures and that EVERY NOTE TAKEN WOULD BE POSTED ONLINE!!!!!!! It helps incase you missed something in class.
• The book and online notes/help was very helpful.

Question #3: What aspects of this class detracted from your learning?
• There were not any
• powerpoints make us not listen.
• Nothing
• nothing.
• none of it
• it was too easy therefore I zoned out
• I had trouble reading the instructor's handwriting.
• Some of the content seemed irrelevant, and therefore made it hard to pay attention sometimes. Also, the book did not seem very helpful. It was very wordy, and the authors spent so much time making jokes within the text that it was sometimes difficult to find simple or clear explanations outside of class.
• The fact that it was math I was learning.
• The fact that I have difficulty understanding algebra.
• None
• Not really anything. It was pretty thoroughly taught and explained.
• Sometimes the content from one chapter to another had nothing to do with the other and it could be confusing
• N/A
• Having to go over very simple instructions multiple times
• None.
• Some of the material I didnt comprehend.
• I felt that the class moved a little too slowly for me - I had to make myself pay attention most of the time.

Question #4: What suggestions do you have for improving the class?
• None
• None, it was a great class!
• Nothing
• nothing. I enjoyed it.
• nothing, it was very interesting learning different ways about math.
• Ben Levy was a very nice guy, but honestly just not the best teacher. I wish that I had had a different professor.
• Ben was great, just a boring class over all.
• I would suggest assigning more problems for homework, so then each individual problem counts less. A couple of times I had a homework grade that was destroyed by one wrong problem.
• be careful with some of your words, sometimes you would use wrong tenses and it was confusing. ex the word vertex versus the word vertices
• I suggest possibly finding a new, more straightforward text book.
• I was very pleased with this class and professor as a whole. I am not good at math nor do I enjoy it, but my professor made the class helpful and interesting to learn. As an aspiring teacher, I have actually take note of his attitude and ways of going about teaching so that I can remember the effectiveness of how well I learned the material and apply the same techniques when I teach. I am thankful for having a teacher that truly cares.
• None I enjoyed it the way it was.
• Maybe increase the HW amount by a few questions. Towards the end of the class I was just doing it 15 minutes before class easily. Adding more questions would prevent that. Also weight the HW a little more to force people to at least try it. It was incredibly helpful, but it didn't really help or hurt the grade so it was slightly ambiguous. Good work though.
• I think the class is well organized and doesn't need improvement.
• More in-class projects
• I really can't think of any. The instructor was helpful and understanding of exigent circumstances. I appreciated the class and his commitment to it.
• I have no suggestions, this was an overall cool class and I am appreciated of how the teacher was very persistent with blackboard and having notes or homework solutions up that day after class, not many teachers engage in blackboard and I really appreciated Mr. levy for doing that.
• Less powerpoints
• None.
• None was great. And just wanted to mention I loved the touch of having music going as we walked in the door. Didn't realize how much that set the mood of being ready and open to learn until I got there early one day and found myself waiting for the music to get me kno that frame of mind. Nice touch.
• None, I recommended this course to my friends.
• Focusing on statistical formulas, rather than theories.
• Just saying, the singular form of vertices is always vertex. There's no such thing as a vertice... Other than that, I felt you could move a little faster through material. I felt that you taught to the very lowest level students, which meant that the rest of us were extremely bored. Perhaps you could try a more middle ground and offer extra help outside of class to the ones struggling with the material?