

**Final Evaluation (CTEF) for Pantano, Alessandra MATH 13 LEC A (44620),  
Fall Qtr 2012**

Responses: 36/45 (80%)

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

1. What are the instructor's teaching strengths?

- Clear, enthusiastic, responsive, helpful
- Clear and concise examples and counter examples. She showed us what she expects on our tests, quizzes and homework. As soon as class started she kicked off teaching all the way until class ended, there was never a dull moment. She kept all her students engaged. I like how she was always engaged with students even outside class and tried to put venues together to get math students interested.
- Clear explanations, shows a lot of effort, goes out of her way for the students, offers extra help outside of class and office hours
- Dr. Pantano knows how to explain all aspects of how to do a proof. It was nice that she did examples to best illustrate how to do a proof.
- Enthusiasm and care for students, as well as the quality of teaching
- Enthusiasm for the subject and puts a lot of focus into having the class actively participate to help students better learn the material.
- Enthusiastic, knowledgeable, clear, and consistent.
- Everything ranging from office hours to posting materials on her website in case we are having trouble from a particular concept.
- explains very well, homework assignments and quizzes are very helpful
- Explains very well and is very enthusiastic about the subject.
- Gave clear explanations of the concepts and gave a lot of helpful examples.
- gives alot of examples and really tries to help out as much as possible
- goes over lots of examples, really cares about the students understanding the concepts, always accessible for help when needed, provided lots of resources to study from
- helpful
- Her care and dedication to her students.
- I'm a forth year and I think Pantano is the best professor I've had the pleasureof taking a class with at UCI.
- N/A
- Professor Pantano is one of the best teachers that I have ever had. She is very organized during lecture and she is also willing to give up any amount of time in order to help her students. There's not many professors who's willing to give up that much time for her students, so it makes her really special.
- Provides great examples which complement the subject being taught.She was able to thoroughly answer all questions that were presented to her
- She is able to explain things very thoroughly, and by giving the class involvement, she's able to identify their problems.
- She is a very enthusiastic teacher who is always willing to help her students. You can tell she wants us to learn and improve as students.
- She is very approachable and very friendly. I really like that she takes the time to explain how to solve a problem step-by-step and is always meeting to meet in case that students cannot go to office hours
- She is very good at engaging students and explaining the course content.

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- She is very good at explaining concepts, even the more difficult ones of this proofs class. She does a lot to make sure we understand the material. She genuinely cares about how well we do, not only in her class, but in our other math classes.
- She teaches the class with great enthusiasm which is nice to see. Her examples are easy to understand once I know how to work out the problems.
- Very clear and concise. Teaches very well.
- Very involved in the material and answers all questions
- very organized and clear
- Very polite and will explain multiple times.
- When she presents a topic/concept to the class she always shows all of her steps and gives many examples for the students to understand what is going on.
- Where do I even start? She is by far, the best math professor I had. Very nice and considerate when it comes to the student's education. Never hesitates to answer questions and always encourages class participation. Very inviting to office hours as well. Great professor overall. I hope I have her again in the future.
- 5 blank answer(s).

### 2. How can this instructor improve as a teacher?

- ...
- exams were difficult to finish on time
- I do not know.
- If anything, I feel like I should improve as a learner.
- I feel like credit is necessary for the participation, but I feel like it could be a smaller part of the the grade. Sometimes the participation time cuts into the class time. Homework was also a tad bit too long.
- I feel there is too much emphasis on graded homework in this class. while the problems assigned are good for practice, the assigned workload ends up being too much to handle and ends up doing more harm than help for me. at least until the very end when I have time to sit down and do all the practice problems I want.
- It was great that she would show us the steps on how to write out the proof but it would have been helpful to see how exactly, in words or formally, a proof would be written.
- I was thinking maybe she could lag the quizzes a little. She currently gives a quiz once a weel on the material that was just learned. I feel it would be more beneficial if the quizzes were on the material that was learned the week prior. In doing this students are given a chance to do the homework and become more familiar with the material making the quizzes almost a review of what was learned. I just feel like most of the time I don't understand the material very well until after I have already taken and failed the quiz. I think this would also be a good way to help students review already learned material. So teach the lesson and assign the homework, and then the next week is when you should give the quiz on that material. The class will already be learning a new concept, but they will already have the homework done for the materail on the quiz and should be able to use the quiz as a review while still keeping up with what is going on in the class.
- Less quantity of work in a sense that student should have a grip on what they are doing before moving onto a more difficult problem
- Might be a good idea to scale back the amount of content we have to learn in a set amount of time- was overwhelming at times.
- N/A
- N/A

- nothing
- nothing.
- Nothing she's already a goddess..even her accent is beautiful
- Not much to improve upon, taught all the information thoroughly and in depth.
- Professor Pantano has already done so much for her students that I'm not even sure how she can improve as a professor.
- She's great as she is
- She can improve as a teacher by going over the material in chronological order (i.e. starting from chapter 1 and ending at 13). I would have appreciated it if she stated what part of the book we were looking at at that particular lecture for reference.
- She is already a good professor.
- She is great the way she is.
- Sometimes she goes a little to fast, not allowing much time for questions in class.
- There is nothing she needs to improve on...she is great!
- To me the best math professor. She allowed me to attend her office hours of another class to get more help.
- 12 blank answer(s).

3. Any other comments about this course?

- Course is difficult, but she definitely helps us understand as much as possible.
- Even though it is an abstract mathematics course, I wish there was more concrete examples in the textbook on how to solve harder questions
- Harder than I thought. Looks so simple when doing it with an instructor.
- I felt that the course went really fast and covered way too much material. Pretty much everyday during lecture and discussion we were covering new material except for one discussion.
- I just would like a little more consideration of what other things we have going on in our lives. Yes, I understand it's a competitive school and we are expected to be fairly intellectually capable, but the amount of time required of this class is too much. I have a job, volunteer work, and three other classes, one of which require 25 hours of fieldwork. I don't have the time and energy to be writing out twenty 5-part proofs plus a portfolio project every week. Yes I did do all of it for this class, but it really exhausted me and made my performance in other classes/activities degrade. I feel that if we use our class time efficiently, there is no need to assign so much time-consuming homework. I also don't like that we are being judged on participation. This is a math class, not a theater class or writing class where there are 30 students and we all know each other's names. In a math class, it's just not efficient to have all 60 people raising their hands with questions and going up to the board all the time. It's also not very realistic. Additionally, why should a shy person be penalized for not speaking up in a math class? Making participation be part of our grade is just unfair to me.
- I never knew what chapter section we were on and I felt like she would always teach from different sections at the same time. This class could have gone much smoother for me personally if we went through the book in order.
- I really enjoyed taking the course. The professor is a great teacher, and I was able to reinforce learning about proving, as well as developing a better mathematical communicative skill.
- I really wish my grade in that class could reflect how good the professor is.
- It is very difficult and it only takes missing one concept to get lost for the rest of the class.
- It was a very tough course but I am glad I took it.
- I wish she taught all math courses at UCI.

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- Just because there aren't a lot of math majors or number of people taking the course mean we should be given lousy classroom. A room with no elevation gives short people a disadvantage! Lord knows how many times I have to stand up just to see the board.
- Midterm and quizzes are not fair.
- N/A
- N/A
- No.
- See above
- This was the best math class I at UCI. The subject matter was very interesting and the instruction was also very clear
- Tough course
- Very pleasant time
- 16 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.

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>
30	2	3	0	0
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7
<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D</b>	<b>F</b>
0	0	0	0	0
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0
<b>Mean</b>	<b>Median</b>	<b>Std Dev</b>		
3.92	4.00	0.20		

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

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>
17	6	8	1	1
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7
<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D</b>	<b>F</b>
1	0	0	0	0
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0
<b>Mean</b>	<b>Median</b>	<b>Std Dev</b>		
3.66	3.85	0.43		

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

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>
26	5	3	0	1
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7
<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D</b>	<b>F</b>
0	0	0	0	0
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0
<b>Mean</b>	<b>Median</b>	<b>Std Dev</b>		
3.86	4.00	0.29		

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7. The course instructor is accessible and responsive.

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	
30	2	2	0	0	
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7	
<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D</b>	<b>F</b>	<b>NA</b>
0	1	0	0	0	0
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0	No Value
<b>Mean</b>	<b>Median</b>	<b>Std Dev</b>			
3.89	4.00	0.37			

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

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	
25	7	3	0	0	
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7	
<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D</b>	<b>F</b>	<b>NA</b>
0	0	0	0	0	0
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0	No Value
<b>Mean</b>	<b>Median</b>	<b>Std Dev</b>			
3.88	4.00	0.21			

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

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	
30	5	0	0	0	
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7	
<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D</b>	<b>F</b>	<b>NA</b>
0	0	0	0	0	0
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0	No Value
<b>Mean</b>	<b>Median</b>	<b>Std Dev</b>			
3.96	4.00	0.10			

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

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	
26	4	3	1	1	
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7	
<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D</b>	<b>F</b>	<b>NA</b>
0	0	0	0	0	0
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0	No Value
<b>Mean</b>	<b>Median</b>	<b>Std Dev</b>			
3.84	4.00	0.32			

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

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	
20	8	2	1	0	
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7	
<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D</b>	<b>F</b>	<b>NA</b>
0	1	0	0	0	0
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0	No Value
<b>Mean</b>	<b>Median</b>	<b>Std Dev</b>			
3.79	4.00	0.41			

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12. What overall grade would you give this instructor?

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	
26	4	5	1	0	
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7	
<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D</b>	<b>F</b>	<b>NA</b>
0	0	0	0	0	0
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0	No Value
<b>Mean</b>	<b>Median</b>	<b>Std Dev</b>			
3.84	4.00	0.28			

13. What overall grade would you give this course?

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	
13	7	8	4	0	
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7	
<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D</b>	<b>F</b>	<b>NA</b>
0	2	0	0	0	1
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0	No Value
<b>Mean</b>	<b>Median</b>	<b>Std Dev</b>			
3.54	3.70	0.52			

### C. Please answer:

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

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>NA</b>
5	13	4	9	1	3
Value: 4	Value: 3	Value: 2	Value: 1	Value: 0	No Value
<b>Mean</b>	<b>Median</b>	<b>Std Dev</b>			
2.38	3.00	1.14			

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.

<b>A lot</b>	<b>Some</b>	<b>A little</b>	<b>None I could discern</b>
1	0	1	33

2. Examples:

- N/A
- 35 blank answer(s).

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

<b>Very</b>	<b>Adequately</b>	<b>Somewhat</b>	<b>Not at all</b>
17	12	6	0

17. How challenging was this course?

<b>Very</b>	<b>Adequately</b>	<b>Somewhat</b>	<b>Not at all</b>
22	13	0	0