

Math 30
Supplemental Course Evaluation

I. Describe the ways in which you think you grew mathematically. In particular, state any content knowledge that you learned this quarter that you had not been acquainted with before. Also, discuss strategies and tactics you learned and give examples of where you used them.

II. Do you think you learned anything useful about monitoring your thinking when working on a problem? If so, describe what you have learned.

III. Have your beliefs about mathematics and what it means to do mathematics changed at all? If so, please describe the changes.

IV. List up to three aspects of the teaching of this course that you think contributed to your learning and mathematical development.

V. List up to three aspects of the teaching of this course that were not effective in terms of your own learning.

VI. Choose one of the items listed in question two and elaborate in detail. In particular, describe the contribution of the instructor in the success of your learning in this course.

VII. Choose one of the items listed in question three and elaborate in detail. In particular, describe what the instructor did that inhibited learning this subject to your full capacity.

VIII. What suggestions would you make to improve the teaching of this course from the perspective of your own learning needs and style of learning?

IX. In the following list place a C next to each term or phrase that you are **CERTAIN** that you understand, place a T next to those that you **THINK** you understand and a N next to those that you are **NOT** certain that you understand.

- a) the natural numbers — b) the integers — c) the rational numbers
- d) the real numbers — e) the complex numbers — f) set
- g) union of two sets — h) intersection of two sets — i) relation on a set
- j) equivalence relation on a set — k) a permutation of a set — l) partition of a set
- m) combination of m objects chosen from a set of n objects
- n) function o) mathematical induction
- p) mathematical proof — q) pigeon-hole principle — r) invariance principle
- s) Cartesian product — t) coordinate plane — u) an ordered pair
- v) onto function — w) countable set — x) one-to-one function
- y) for a natural number m congruence modulo m — z) generating set
- aa) recurrence relation — bb) prime number — cc) unique factorization of integers
- dd) Fibonacci sequence — ee) difference equation — ff) Pascal's triangle
- gg) relatively prime integers — hh) division algorithm for integers
- ii) Euclidean algorithm for integers — jj) graph — kk) arithmetic progression
- ll) geometric progression — mm) remainder of an integer modulo m

In the coming quarter I will be analyzing your answers to the questionnaires as well as solution that you submitted or presented in class. I will additionally study the notes that Maria has taken about students working in groups, your solution protocols, interactions, etc. At some point I might like to write about this class and what I may have learned about your mathematical learning and my teaching. I may wish to include in this writing excerpts of entire problems that you may have submitted (for example, to compare the sophistication of solutions at the beginning and end of class). No descriptors will be given which might allow a reader to identify an individual student and so you will all remain anonymous. Could you please sign the consent form below indicating that you give me permission to use this material in the way I have described.

I, _____, give my permission to Professor Bruce Cooperstein to write about my work in this class, including the right to copy and discuss solutions I have submitted to the assigned problems. I understand that this will be done in such a way that my identity is protected.

_____ (Please sign)