

Summary of Teaching Evaluations
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1 Rankings

The Mathematics Department at the University of Wisconsin utilizes an evaluation process that asks students to fill in sixteen Scantron questions that rank specific aspects of the instruction on a scale from one to five, to write out responses to three more open-ended questions, and to record any miscellaneous thoughts the student might have. A committee then combines all of these facets into a single ranking on the following scale: Unsatisfactory, Needs Improvement, Less than Satisfactory, Satisfactory, Better than Satisfactory, and Superior. I have received Superior once, Better than Satisfactory three times, and the remainder have been Satisfactory. One should add to this my experiences in Math Tutorial, as described in my CV and Teaching Statement. While there is an evaluation process set in place for Tutorial, I do not have access to those results. I have been informally assured, however, that my evaluations were very positive. Finally, it should be noted that some of my recent courses, namely a session of college algebra and a graduate course for current high school teachers, were also the courses for which I had the most responsibility and influence. Unfortunately, these were summer courses, and so were not evaluated by the students.

2 Quotations

Some students' quotes from my evaluations follow. With one exception, I have, of course, chosen those that highlight my strong points. As noted in the exception, I do tend to talk a little fast when I am nervous or, more likely, excited. I end with some light-hearted examples.

- “He is an excellent teacher, I wouldn’t change anything.”
- “He makes you think about the material. They’re not just equations. He really wants you to understand it.”
- “Definitely knows his stuff. Well-prepared, effective at one-on-one teaching as well as in front of group”
- “He’s friendly and approachable.”
- “He always finds a “moral” in the work.”
- “He explains everything extremely well and is very willing to help.”
- “He goes into good detail in order to make sure we understand the total concept, not just how to do individual problems”
- “He encourages us to think about why certain properties and rules come about.”
- “I feel that I’ve learned to think on my own and have learned better from him than any other TA”
- “Maybe talk a little bit slower. Otherwise very effective teaching.”
- “Definitely my favorite teacher.”
- “I like how he gave me advice and encouragement after I did really, really bad on my first midterm.”
- “Tell more math jokes.”
- “Great job, give Ben a raise”
- “Awesome. Makes 222 seem like addition lol”