Student Evaluation of Teaching, Summer I 2025
Andrew Paul, MATH 231-002 CALC FUNC ONE VAR I
Mode: IP (In Person)

Raters	Students
Responded	5
Invited	11
Response Ratio	45.5%

	Mean	Median	SD	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Overall, I learned a great deal from this course.	3.80	4.00	0.45	5	0.0%	0.0%	20.0%	80.0%	0.0%
2. The instructor treated all students with respect.	4.40	4.00	0.55	5	0.0%	0.0%	0.0%	60.0%	40.0%
3. The instructor encouraged students to participate in this class.	3.60	4.00	1.14	5	0.0%	20.0%	20.0%	40.0%	20.0%
4. The instructor saw cultural and personal differences as assets.	3.60	3.00	0.89	5	0.0%	0.0%	60.0%	20.0%	20.0%
5. I could really be myself in this course.	3.80	4.00	0.45	5	0.0%	0.0%	20.0%	80.0%	0.0%
6. In this course I had multiple opportunities to express my viewpoints and questions.	4.20	4.00	0.45	5	0.0%	0.0%	0.0%	80.0%	20.0%
7. The course challenged me to think deeply about the subject matter.	4.20	4.00	0.84	5	0.0%	0.0%	20.0%	40.0%	40.0%
8. The design of this course (e.g., its format, selected materials, assignments, exercises, quizzes, etc.) helped me better understand the subject matter.	2.60	3.00	1.14	5	20.0%	20.0%	40.0%	20.0%	0.0%
9. Overall, this course was excellent.	2.40	2.00	0.55	5	0.0%	60.0%	40.0%	0.0%	0.0%

11. The instructor held class meetings consistent with the official schedule published for this course.		
N	Yes	No
5	100.0%	0.0%

Open-Ended Responses

1. In what ways did your instructor make learning possible for you during the Summer I 2025 semester?

Comments
Andrew explained proofs of concepts very well.
Andrew is a good instructor and explains concepts well for most topics. However, failing to provide challenging problems in class and a lack of practice in class overall hurt performance on exams. As this is my second time taking Calculus at UNC, using Edfinity and the free OpenStax textbook, I think both are hurting students' learning during this course. Edfinity is time–consuming and rarely aligns with the questions on exams. The textbook overcomplicates concepts, and the packed structure makes it hard to take what you need from it. The math department at UNC is one of the few that don't provide practice exams or questions to help students prepare for the exam. Most instructors, including Andrew, teach Calculus, thinking most students have seen the material before. Even after receiving feedback from students that the exams were extremely difficult, and also seeing the averages from the exams, Andrew refused to acknowledge the difficulty. Classes like Calculus that are designed to comb through students for top performers, only end up setting back students' success, especially students whose majors only require Calculus 1, and don't plan on continuing a career in mathematics. Andrew also frequently talked over the class time, disrespecting students' schedules.
office hours
Andrew was always prepared for lectures, and it's clear how much effort and time he puts into the class – a very dedicated and intelligent individual.

2. Which aspects of this course should be kept for future times this course is taught?

Comments
Emphasizing the importance of doing more practice problems in the textbook beyond Edfinity to prepare for exams.
In many lectures, I feel that Andrew spent too much time going over the proofs of basic concepts that we were learning and would often go on long tangents of topics or concepts we did not necessarily need to understand for the course. I think that in moderation, simple explanations of these proofs could be useful, but I think that more examples and practice problems would be extremely beneficial.
I'm not a mathematics major, so I don't need most of these concepts; it's just required for my major, and honestly, in my opinion, a waste of time and money.

Department Specific

If you would recommend this Instructor for a teaching award, please briefly explain why.

Comments
I would not.