Question # 18: YOUR CONSTRUCTIVE COMMENTS ON YOUR GRADUATE STUDENT INSTRUCTOR'S TEACHING SKILLS ARE EXTREMELY IMPORTANT. PLEASE WRITE YOUR COMMENTS IN THE TEXTBOX BELOW. PLEASE LIMIT YOUR COMMENTS TO 2000 CHARACTERS.

- Mike is extremely helpful and really wants his student to understand and pass the course. He is available outside of class and explains topics differently than the prof, which is really useful. I don't really have anything negative to say.

- I really enjoyed the way he ran his discussions and office hours; however I do wish he spent more time in class going over the midterm/final material rather than just homework problems.

- Well Mike is clearly an unconventional guy which keeps things interesting, but he seems to have some disconnect with David and his way of teaching. Mike also expects way too much from us, its as though he has no idea how much we DIDNT learn in lecture and why we cant exactly do all homework problems with 100% accuracy. I also feel as though the homework final drafts are graded a little too harshly- like a zero which sucks because we at least tried.

- Michael Pierce is highly intuitive and thoroughly understands the subject matter BUT he must work on the way he treats students. I always understood Pierce when he explained a math problem but the grades I would receive on homework or worksheets did not match up with what I thought I had understood clearly. I hope Pierce learns to not grade so harshly on nervous students that are just seeking approval and redemption. Many of us in his discussion section were sometimes scared to go into class because we were having a hard time on the homework and if we didnt know how to do it, we would receive ZERO credit. I did not find this fair because Pierce is aware of everyone struggling with Weisbart's teaching. Nonetheless, Michael Pierce deserves more teaching opportunities, under the condition that he is the slightest bit more compassionate towards students' struggle with this subject.

- Great T.A. Despite being a little harsh at times, he really helped me when I was confused about the content. I honestly would have taken his math class if he was teaching one.

- Should read the syllabus. Needs better and useful feedback on homework. For example, he would write and draw lines, circles, faces, and little word phrases. I would like to have a sentence or two explaining what I did wrong or right. He is also very tough on homework.

- He made this class harder than needed to be. Compared to my friends' TA's, Mike made this class very difficult which made me question my knowledge in math which made me not want to show up to discussion. An example of this is when he cared more about my grammar than my understanding of the concept and marked me off. I would not recommend him to anyone. I think he wanted to make this class harder so we would study harder, but, it just made me hate math more and scared me to turn in homework because he was so picky about it.

- Needs to read the syllabus, completely disobeys professor trying to do his own thing. Gives no feedback on work that is done wrong, but writes insulting comments by only putting things such as "wut" or "?". Expects a lot of writing and definition to explain problems on math rather than checking the work of the math. Really hard to approach as he always tends to use his infamous phrase "Can you form it into a question?" to students when they do not understand a problem. Expects students to understand what he says when writing it on the board.

- The instructor overall had great teaching skills but I hope that he could explain and go over other questions we have from the homework and practice materials. He was also very helpful and encourages the students to think before giving them help. In addition, he helps us write better write-ups by giving us feedback.

- I really appreciated Mike's personality because it made the class more enjoyable. The feedback he would give on the homework would help me comprehend what I have done wrong and where I can proceed. During office hours, Mike was always very helpful and was able to present a clear understanding. Overall, I enjoyed Mike's class.

- This TA does not like to follow the syllabus created by the professor and decides to do his own thing. In the beginning of the course, he claimed that all homework is controlled by him and that the professor has no charge on homework. We were told to answer minimum 2-3 questions on the board or else we were not given the points for homework part 1 because he assumes we did not do it since we cant do the problem. Some students who are having difficulty understanding the topic is falling behind in class due to his action and not following the professor's syllabus. He decides to take his own actions and also input grades onto ilearn where the professor couldnt even access. The feedback and commentary on our homework assignments are not helpful at all as he circles, crosses out work, and smiley faces. No general wording for his feedback besides "see me." Helpful in some ways, but not even close to being helpful for the professor's lectures. On worksheet days, he would just give

the worksheet out for the students to do, walk around asking if we needed help. By the time class is over, some of us are still confused with this worksheet. I have seen other TA go over the whole worksheet in class and the students were satisfied and able to teach me the worksheet after.

UC RIVERSIDE - Student Evaluation of Instructor, Discussion Courses - Fall 2018

Course: MATH 005 Section: 018 - PRECALCULUS
Instructor: Michael Pierce

	Enrollment: 26	Enrollment: 5216	Enrollment: 47691
	Respondents: 13	Respondents: 2423	Respondents: 22905
	Response Rate: 50%	Response Rate: 46%	Response Rate: 48%

Questions	7 High	6	5	4	3	2	1 Low	N/A	Mean	SD	% tile	Mean	SD	% tile	Mean	SD
			Course									Department			Campus	
1 Provides goals and objectives in presentations.	4	2	1	2	1	1	2	-	4.62	2.3	6.94	5.93	1.4	10.21	6.13	1.3
2 Is well prepared and clearly organized.	5	1	3	1	1	-	2	-	5.00	2.2	12.18	5.94	1.4	16.38	6.17	1.3
3 Thoroughly understands the subject matter.	7	3	-	1	1	-	1	-	5.77	1.9	23.79	6.27	1.2	31.02	6.33	1.1
4 Explains the relevancy of the material.	6	1	3	-	1	2	-	-	5.38	1.9	26.34	5.98	1.4	27.50	6.16	1.3
5 Clarifies lecture and readings	4	1	1	1	2	2	2	-	4.23	2.4	5.42	5.96	1.5	7.26	6.11	1.4
6 Encourages me to participate and/or ask questions.	4	1	1	1	4	1	1	-	4.46	2.1	6.76	5.89	1.5	9.46	6.10	1.4
7 Uses language appropriate to the level of the course.	4	3	2	1	1	-	2	-	5.00	2.2	5.67	6.24	1.2	9.29	6.34	1.1
8 Gives useful feedback on assignments and exams.	4	2	-	1	2	1	3	-	4.23	2.5	1.39	6.02	1.4	7.92	6.07	1.4
9 Effectively manages the classroom environment	5	2	1	1	1	1	1	1	5.17	2.2	15.49	6.04	1.4	20.20	6.17	1.3
10 Motivates me to do my best.	4	1	-	3	1	1	3	-	4.15	2.4	3.37	5.82	1.5	6.11	5.99	1.5
11 Is accessible and helpful during office hours.	8	1	2	1	-	1	-	-	6.00	1.6	38.50	6.20	1.3	46.06	6.28	1.2
12 Is approachable - has a demeanor that encourages interaction.	4	2	2	2	1	-	2	-	4.85	2.2	8.72	6.15	1.3	13.72	6.23	1.3
13 Encourages and respects diverse perspectives.	6	2	2	-	1	-	1	1	5.67	1.9	26.06	6.25	1.2	24.49	6.37	1.1
14 Appropriately handles sensitive situations and/or inappropriate student comments.	5	2	-	1	1	-	1	3	5.50	2.1	19.23	6.23	1.2	21.61	6.35	1.1
15 Creates and maintains a tolerant learning environment.	4	2	2	-	1	1	1	2	5.09	2.2	6.50	6.24	1.2	10.17	6.36	1.1
16 Command of English language does not impede my learning the material. (This question is not applicable in foreign language sections.)	8	1	1	1	1	-	-	1	6.17	1.4	34.24	6.39	1.2	52.17	6.42	1.1
17 Overall, is an effective teacher.	5	1	2	2	1	-	2	-	4.92	2.2	11.47	6.09	1.3	16.95	6.19	1.3

* The number of N/A is not included in the Mean and S.D. calculation.

Question # 18: YOUR CONSTRUCTIVE COMMENTS ON YOUR GRADUATE STUDENT INSTRUCTOR'S TEACHING SKILLS ARE EXTREMELY IMPORTANT. PLEASE WRITE YOUR COMMENTS IN THE TEXTBOX BELOW. PLEASE LIMIT YOUR COMMENTS TO 2000 CHARACTERS.

- I believe that the TA had a good understanding of the content but was very stubborn in helping the students understand the material. The way he grades the homework was way too harsh and very nit-picky. Only if students were to ask him questions personally, they would be able to understand the material clearly. I believe that the way he runs the class is a bit inefficient.

- Discussion class was very hard and complicated. I struggled a lot but the TA did help when I didn't understand some of the material. He made us think a lot and didn't give us the answer right away but something even with his help I still didn't understand the material.

- Makes students think more critically in discussions, which helps with understanding and memorization of how to do the material, but sometimes when we run out of time, just leaves us confused. Overall, provides a good learning experience, but can be unnecessarily mean to students at times.

- Mr. Pierce's class was very enjoyable and helpful towards my understanding of the subject. Even though it was frustrating at times, I really like how he structured his class because he didn't spoon-feed us the answers to the math problems presented to us. He demanded a high (but attainable) expectation from all of his students. I really hope that I get another TA next quarter who is as tough as Mr. Pierce because I truly have a strong understanding of the subject thanks to him. His constructive criticism was really helpful and effective because he didn't just give up and give us the answer to the problems. I also liked how he asked/encouraged students to go up to the board and teach the rest of the class how to solve a problem from the homework because it's really helpful for the students who are being taught and for the student who is teaching. Overall, this class was really enjoyable and it helped me understand different ways of approaching a problem and using the tools provided to find the solution.

- Overall, helped me to understand the different ways to approach math.

- He tends to answer questions with more questions which may turn students off. However it is great for a person like me who is slow at learning and wants to master the material. He is very patient and approachable.

- Michael did a good job in helping his students in summarizing both lecture and discussion through worksheet assignments. He is funny and approachable. His teaching methods are similar to the professor; however, I hope that he would be less strict about homework boxed assignments. They are assignments that require students to write explanation for their answers. Overall, he is good TA.

- The worksheets that we were required to do were not reflective of the exam at all and if anything only confused me more. I know this was not the TAs choice and overall he was very helpful when asked questions.

- I think Mike was a good TA this quarter, discussion was informative and helpful. Sometimes Mike's sarcasm but come off as a little too much for some of the more sensitive students. But, Mike did a good job of pushing students and challenging them.

- Does not give feedback on homework which makes it hard to learn from mistakes since it is not clear what the mistake is. Does not go straight to the point when explaining the subject.

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UC RIVERSIDE - Student Evaluation of Instructor, Discussion Courses - Fall 2018

Course: MATH 005 Section: 022 - PRECALCULUS
Instructor: Michael Pierce

	Enrollment	Respondents	Response Rate
Course	24	12	50%
Department	5216	2423	46%
Campus	47691	22905	48%

Questions	7 High	6	5	4	3	2	1 Low	N/A	Mean	SD	Dept % tile	Dept Mean	Dept SD	Campus % tile	Campus Mean	Campus SD
1 Provides goals and objectives in presentations.	5	-	2	-	3	1	-	1	5.09	2.0	18.06	5.93	1.4	20.27	6.13	1.3
2 Is well prepared and clearly organized.	6	3	-	1	1	1	-	-	5.75	1.8	37.39	5.94	1.4	39.28	6.17	1.3
3 Thoroughly understands the subject matter.	9	-	1	1	-	1	-	-	6.17	1.6	41.26	6.27	1.2	49.32	6.33	1.1
4 Explains the relevancy of the material.	6	2	-	-	3	1	-	-	5.42	2.0	28.13	5.98	1.4	28.68	6.16	1.3
5 Clarifies lecture and readings	4	1	-	2	2	1	2	-	4.33	2.4	7.08	5.96	1.5	8.36	6.11	1.4
6 Encourages me to participate and/or ask questions.	6	2	-	-	2	2	-	-	5.33	2.1	28.38	5.89	1.5	30.37	6.10	1.4
7 Uses language appropriate to the level of the course.	5	3	1	1	1	1	-	-	5.58	1.7	14.95	6.24	1.2	23.48	6.34	1.1
8 Gives useful feedback on assignments and exams.	5	1	1	2	-	1	2	-	4.83	2.4	8.80	6.02	1.4	16.53	6.07	1.4
9 Effectively manages the classroom environment	5	1	2	1	1	1	1	-	5.08	2.2	12.83	6.04	1.4	18.48	6.17	1.3
10 Motivates me to do my best.	5	1	1	1	-	3	1	-	4.75	2.4	14.90	5.82	1.5	17.53	5.99	1.5
11 Is accessible and helpful during office hours.	7	-	1	2	-	2	-	-	5.50	2.0	17.50	6.20	1.3	25.86	6.28	1.2
12 Is approachable - has a demeanor that encourages interaction.	4	2	1	2	1	1	1	-	4.92	2.1	10.55	6.15	1.3	15.19	6.23	1.3
13 Encourages and respects diverse perspectives.	5	2	1	1	1	1	1	-	5.17	2.2	5.85	6.25	1.2	11.32	6.37	1.1
14 Appropriately handles sensitive situations and/or inappropriate student comments.	6	1	-	2	1	1	-	1	5.55	1.9	20.33	6.23	1.2	22.32	6.35	1.1
15 Creates and maintains a tolerant learning environment.	7	1	-	2	-	1	1	-	5.50	2.2	14.50	6.24	1.2	19.17	6.36	1.1
16 Command of English language does not impede my learning the material. (This question is not applicable in foreign language sections.)	8	2	-	-	-	1	-	1	6.36	1.5	44.02	6.39	1.2	60.83	6.42	1.1
17 Overall, is an effective teacher.	7	1	1	1	1	1	-	-	5.75	1.8	32.57	6.09	1.3	39.36	6.19	1.3

* The number of N/A is not included in the Mean and S.D. calculation.