

## 1. Please comment on the section leader's knowledge and presentation of the material and how well he/she coordinated the sections with lectures.

### Strengths

- He made reviews that were really helpful.
- Thorough knowledge of material. Excellent co-ordination with lecture.
- John teaches very well. The box diagram for change of basis helped me understand the formulas very well. Also, the extra handouts are useful.
- went over problems and lecture material when appropriate
- Fun and entertaining section leader, showed a clear understanding of topic
- Jon really attempts to focus on what is relevant; that is, on what the students need the most immediate assistance with.
- Genius
- Clearly knew the material, presented approaches to problems clearly, patiently answered questions, was enthusiastic about teaching.
- Jonathan clearly had a good grasp of the material and coordinated the sections well with the lectures.
- It seemed that he knew the material well enough and was able to answer questions directed to him.
- Jon had a well-rounded background concerning the material covered in this class. He was well-prepared for every section, sometimes even distributing printed handouts made by himself.
- He tried to help the students as much as possible, which was a plus. I liked how he explained the problems thoroughly.
- Jonathan is good at going the same pace as the lectures.
- Jonathan Lee knew the material well and expanded upon the lectures from the previous days
- Jon Lee was very well-prepared for sections. He knew his stuff and provided helpful materials (like hand-outs or the magic change of basis diagram to help us with homework and exams).
- Very knowledgeable about the course material.

### Suggestions for Improvement

- He could have had a more organized plan.
- Sometimes Jon presents very difficult applications of ideas and probably goes over some people's heads. Sometimes it works best to solve problems the longer way, if it is more intuitive to more people.
- None
- He didn't really know what was going on in lecture (assumed we had gone over things when we hadn't) and relied on student input to direct the course of the sections. I felt that this was ineffective because ultimately it meant that a certain group of students got to learn what they wanted to learn and the rest of the class was ignored. There was little true organization so I felt more confused by section than helped, and in the end felt like I was better off not even attending.
- None.
- Try not to spend so much time on a single problem going into great depth but try and cover as many problems as possible so the class still has adequate understanding
- Sometimes we felt rushed getting through all the material, like his practice questions for the exam.
- Come into sections with a purpose, don't make us vote on what we want to learn, you should coordinate with Brian White better. If you are going to make us vote, let us vote in advance through email so we do not show up to section with the wrong mindset and so we can prepare for certain topics.

## 2. Please comment on the section leader's effectiveness as a discussion leader, his/her ability to answer questions and keep the discussion on track.

### Strengths

- He could always answer question, and discussion was always on track.
- Question-answering particularly good.
- He creates an environment where students do not feel intimidated at all to ask questions.
- very effective at all of these
- Jon never had any troubles doing any problems we threw at him. He kept the class on track for the most part.
- Genius

- Answered questions well, asked about students' concerns
- Jonathan rarely got side-tracked during sections but continued to answer students' individual questions and confusions.
- Jon answered all types of questions posed by students in a quick and clear manner. He directed the class well so that we would not waste time and as many people as possible would benefit.
- Jon did a good job going into great detail in the subject material, and making sure that we grasped the concept well
- Answered questions thoroughly. Took the time to help people with individual questions they had on homework and exams even after section. Used the board well.
- Draws visual representations very well and makes useful handouts.

### **Suggestions for Improvement**

- None.
- explanations of problems a bit quick and sometimes it is easy to get lost in the middle of his explanation
- Sometimes he ended up doing problems after section because there existed a demand for them. In any respect, not all students could stay late every time, which would have definitely helped those students.
- None
- Sometimes spent too much time on one problem because one person didn't understand it and thus didn't have enough time to get through the rest of the material
- He didn't really lead the section, but instead asked what the class wanted to learn and based the section on what the loudest students wanted to learn. He answered questions, but in a very intricate, inefficient, difficult to understand way, so that I didn't feel like I was being helped very much.
- None.
- Jonathan Lee was not entirely at fault for this but the section was plagued by a student that hindered the understanding of everyone else in the section. I feel like Jon should have told her to ask him the questions after class so as to keep the discussion on track
- Make handout answers/procedures available online. Don't go off on tangents when you answer questions, it just makes the discussion more convoluted and confusing (which is very unnecessary). Stop making so many jokes, they suck up class time and confuse some people.

### **3. Please comment on the attitude of the section leader towards the students and his/her availability outside of class.**

#### **Strengths**

- He was always a positive section leader and answered any questions.
- Available
- John Lee is funny. Very funny. Also, he helped me understand concepts outside section as well.
- very nice guy. approachable
- He sent out many, many emails giving students more times for office hours and help, was very accessible, I don't understand how homework and midterms were graded, but it was done quickly and effectively, no errors in grade assignments.
- Jon is a great guy, really positive towards students, and encouraging. His attitude is great.
- Positive
- Very helpful outside of class and approachable.
- He was always available outside of class to provide extra help. Jonathan's explanations were clear and straightforward.
- Available outside of class and responsive to most questions.
- Jon was very helpful in and out of class. He was always open to students.
- good
- Jonathan was very available outside of class and very happy to help.
- Jon Lee made his office hours clear for his students and was friendly toward all of his students.
- Often available for office hours.

#### **Suggestions for Improvement**

- He had office hours but I never attended.
- Jon's office hours are available; I just found them way too early. Fair enough I suppose, I just wish he had one set of office hours at a more convenient time.
- None
- He complained about the lecturers a significant amount, and I felt that that was detrimental to us as students. Instead of making an effort to coordinate with the professor's lecture and reinforce what had been taught, he

often took it upon himself to teach us new concepts before the professor did and in the end I thought this was very unhelpful and ineffective.

- None.
- Don't move offices so much for office hours, stick to the designated area or notify everyone via email that office hours will ALWAYS be held somewhere different than the place listed. Sometimes he was more than an hour late to office hours, which is very rude to the people who woke up early enough to attend office hours. The section leader seemed arrogant at times, and could come off as condescending.

#### **4. Please comment on the overall performance of the section leader.**

##### **Strengths**

- He was a good leader, but it could have been more organized.
- Extremely good section leader.
- I liked this section.
- Jon is a very good TA. He was helpful and really wanted us to succeed. He must have been doing a good job because our class was consistently above the math51 mean and median.
- Incredible
- Great TA! Section was really helpful to accompany what I learned in lecture.
- Overall Jonathan was an effective section leader. He helped students prepare for exams and really understand the course concepts.
- Jon was a great teacher. I really appreciate all the help he provided for us, and his sincere understanding for each student as well.
- great leader. he helped clarify many concepts (aka rank-nullity theorem)
- Jonathan Lee is awesome.
- Good section. Really helped solidify materials from class.
- Handouts were helpful.
- Amazing job leading section and trying to get certian students to stop complaining about learning!
- A very good section leader, Jon went over material that was relevant to our lectures and assignments. His explanations were clear and helped me to understand the material better. He basically made the bridge between what we'd learned in class and what was on our homework, which helped make the class a good one.

##### **Suggestions for Improvement**

- Having a set plan would help.
- Jon could be a little more consistent with the format of his sections. Sometimes he'll give us papers of info that are helpful, and sometimes he'll just ask us what we want to do. I wish he did more formal midterm review and final review, and less wandering.
- None
- None.
- I am in the morning section but there was no choice on Axess
- The section leader needs to be more helpful when deciding whether or not to continue with the course. After the first midterm, he should avoid generalities about lack of work ethic and what not because that is not the case for everyone who is struggling in this course. I attended every lecture, went to more than 95% of sections, even went to the 2 sections in one day (so I could absorb the material twice), went to office hours multiple times with different professors and TAs. SOME guidance would have been helpful (I did not need a definitive 'yes' or 'no') to help me decide whether I should continue with Math 51 or not. I was left in the dark until after the second midterms and towards the end of the course. He was condescending and a tad arrogant--very unhelpful when a student is contemplating whether or not to take the course. He needs to realize that students can often get lost and confused in the technicalities of proofs and theories so he needs to emphasize the big picture of concepts and then superimpose the technical aspects on those concepts afterward. He needs to avoid giving convoluted answers.