



Rutgers University Student Instructional Rating

Spring 2021

Dougherty-Bliss, Robert - RWD49

Introduction To Real Analysis I - 01:640:311:04

Survey Form: *Standard SIRS

Enrollment: 19

Responses Received: 11

The Student Instructional Ratings Surveys should be considered within the context of the global health emergency. Rutgers University has decided that some instructors have flexibility in choosing whether to include the Spring 2021 SIRS results in promotion and rehiring materials. Details may vary by campus, rank, or position; please confer with your department chair for more information.

Special University-wide Questions for Spring 2021

Due to the challenges created by the Covid-19 pandemic, three additional questions were added to the Spring 2021 survey.

Weight of responses: 1=SD (Strongly Disagree), 2=D (Disagree), 3=N (Neutral), 4=A (Agree), 5=SA (Strongly Agree), Resp=Number of Student Responses

Weighted Means: Section, Course, Level, Department

	SD	D	N	A	SA	Resp	Section	Course	Level	Dept
Given the content and level of the course, the course workload was manageable.	1	3	3	4	0	11	2.91	3.78	4.26	3.96
The course site used for this course, whether in Canvas, Sakai, or Blackboard, was well organized.	0	0	0	6	5	11	4.45	4.30	4.33	4.21
The instructions given for assignments, exams, quizzes, and other course activities were clear and easy to understand.	0	0	0	7	4	11	4.36	4.43	4.32	4.03

University-wide Instructor Questions

Weight of responses: 1=SD (Strongly Disagree), 2=D (Disagree), 3=N (Neutral), 4=A (Agree), 5=SA (Strongly Agree), Resp=Number of Student Responses

Weighted Means: Section, Course, Level, Department

	SD	D	N	A	SA	Resp	Section	Course	Level	Dept
The instructor Robert Dougherty-Bliss was prepared for class and presented the material in an organized manner.	0	0	1	4	5	10	4.40	4.37	4.43	4.28
The instructor Robert Dougherty-Bliss responded effectively to student comments and questions.	0	0	0	1	9	10	4.90	4.41	4.44	4.26
The instructor Robert Dougherty-Bliss generated interest in the course material.	0	0	0	4	6	10	4.60	4.04	4.18	4.07
The instructor Robert Dougherty-Bliss had a positive attitude toward assisting all students in understanding course material.	0	0	0	2	8	10	4.80	4.35	4.47	4.33
The instructor Robert Dougherty-Bliss assigned grades fairly.	0	0	1	3	5	10	4.44	4.21	4.32	4.17
The instructional methods of Robert Dougherty-Bliss encouraged student learning.	0	0	0	5	5	10	4.50	4.10	4.21	4.09

Teaching Effectiveness

Weight of responses: 1=P (Poor), 2=F (Fair), 3=A (Average), 4=G (Good), 5=E (Excellent), Resp=Number of Student Responses

Weighted Means: Section, Course, Level, Department

	P	F	A	G	E	Resp	Section	Course	Level	Dept
I rate the teaching effectiveness of the instructor Robert Dougherty-Bliss as:	0	0	0	4	6	10	4.60	4.14	4.26	4.11

University-wide Course Questions

Weight of responses: 1=SD (Strongly Disagree), 2=D (Disagree), 3=N (Neutral), 4=A (Agree), 5=SA (Strongly Agree), Resp=Number of Student Responses

Weighted Means: Section, Course, Level, Department

	SD	D	N	A	SA	Resp	Section	Course	Level	Dept
I learned a great deal in this course.	0	2	1	5	2	10	3.70	4.24	4.23	4.01
I had a strong prior interest in the subject matter and wanted to take this course.	2	3	1	1	3	10	3.00	3.79	3.94	3.45

Course Quality

Weight of responses: 1=P (Poor), 2=F (Fair), 3=A (Average), 4=G (Good), 5=E (Excellent), Resp=Number of Student Responses

Weighted Means: Section, Course, Level, Department

	P	F	A	G	E	Resp	Section	Course	Level	Dept
I rate the overall quality of the course as:	2	0	0	6	2	10	3.60	4.03	4.15	3.82

What do you like best about this course?

These comments are intended for all instructors.

Comments
The puzzle-solving aspect that went with each problem we were assigned to complete.
none
I like the workshops. They helped me review material taught in lecture.
not much, but thats because i really dont like the subject.
Overall I enjoyed the course material (including the textbook chosen for this section), lectures, and workshops.
Instead of timed exams, we were given week long projects/assignments. I feel that was much more fitting for this course.

If you were teaching this course, what would you do differently?

These comments are intended for all instructors.

Comments
Possibly give less homework.
I will set a difficulty level more reasonable. like dividing the whole assignment into 3 parts, easy, neutral, and challenging
I think the midterm projects sometimes got too difficult. Moreso, even though what we were learning in the class was helpful in doing the midterm projects, they were still quite different from what we were learning.
The topics taught in this class are pretty new to many people. So I would try to bridge the gap between math 300 and this course. I would have students take a survey before class to find out where students stand in terms of the material they're going to learn in this class. Basically, explain the material in a way that students understand what is going on. I found myself lost in this class multiple times because I never knew what epsilon etc meant in the formal sense before coming to this class and this knowledge was assumed. The professor did not show how the different parts of the material were related. He did not teach us how to come up with proofs like these ourselves or how to even write such proofs. This class made me contemplate my math major. Attending class seems a waste of time because I am always lost and the material taught in class doesn't help with either home works or midterms.
nothing different
In general I would prefer to see point-based grades de-emphasized, or possibility of revisions offered on problem sets and/or exams. I realize this would potentially encounter difficulty in time committed to grading on behalf of the instructor, TA, and/or grader, but I think the current structure does not often allow all students time to develop a full understanding of material, nor do points-based assessments always accurately reflect our understanding. Additionally, since many students rely on grades to maintain scholarship or similar status, allowing for a more flexible policy would give students more agency and less stress over what can already be a very stressful situation.
I probably would have interacted with students more.

In what ways, if any, has this course or the instructor Robert Dougherty-Bliss encouraged your intellectual growth and progress?

These comments are unique to the instructor Robert Dougherty-Bliss.

Comments
He was always open to discussing all topics of mathematics with the class.
I love Robert's enthusiasm and the effort he puts in to help everyone! I like how he tries to engage the class and get people talking!
He is a nice guy
Overall, Robert led productive workshops that strongly contributed to my understanding of lecture material. In particular I appreciated that he structured workshops around how to problem solve and find details. Although participation over Zoom was sometimes difficult and awkward, he managed to keep discussions engaging, and made himself available frequently on other, less pressure platforms for questions. He strongly encouraged open exploration of questions with enthusiasm and without judgement, which helped maintain my own enthusiasm and interest for the subject.

Other comments or suggestions:

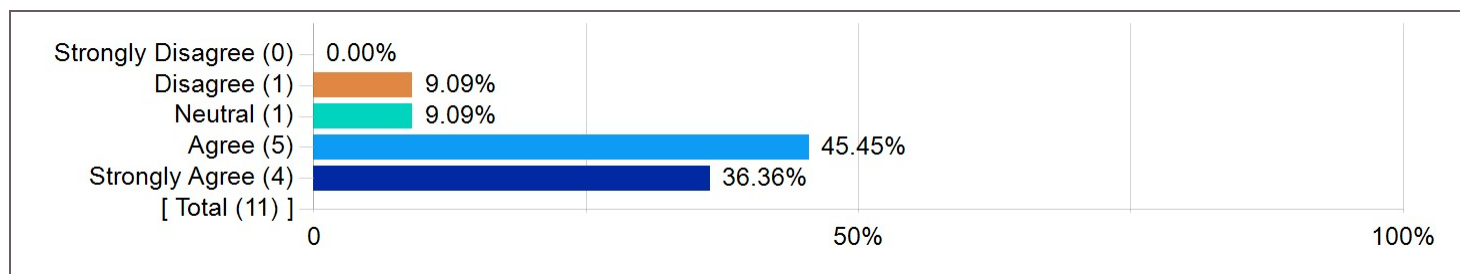
These comments are intended for all instructors.

Comments
Love the attitude from you guys. Also, the textbook was great.
none
I did not learn anything in this class except the triangle inequality and $\epsilon > 0$. The midterms were so hard and completely unrelated to what we learn in class. Most concepts learnt in class were inapplicable to the midterm. It was like throwing us into a deep swimming pool after teaching us how the hand and leg movements but without teaching us how to actually swim.
i dont like the subject but the professor and the TA are both good teachers
I ended up with copies of both 311 textbooks and vastly preferred Abbott.

Questions added for: *Standard SIRS

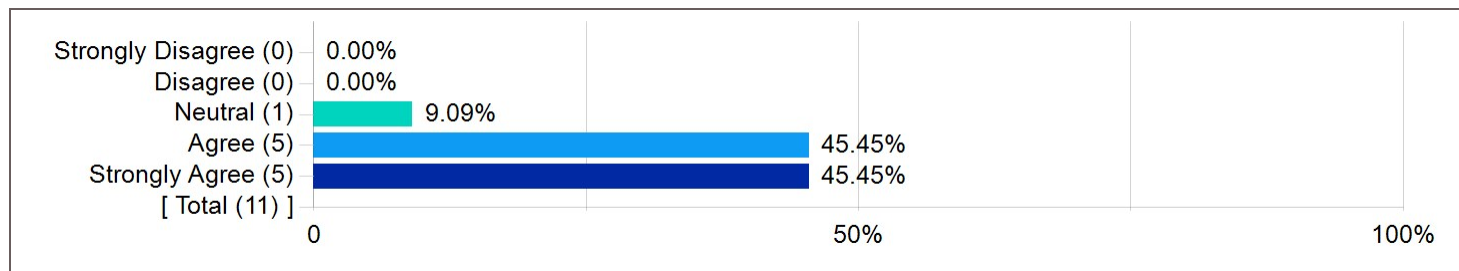
Weighted Means: Section, Course, Level, Department

The lecturer posted content that helped me understand the topics covered in the online lectures.



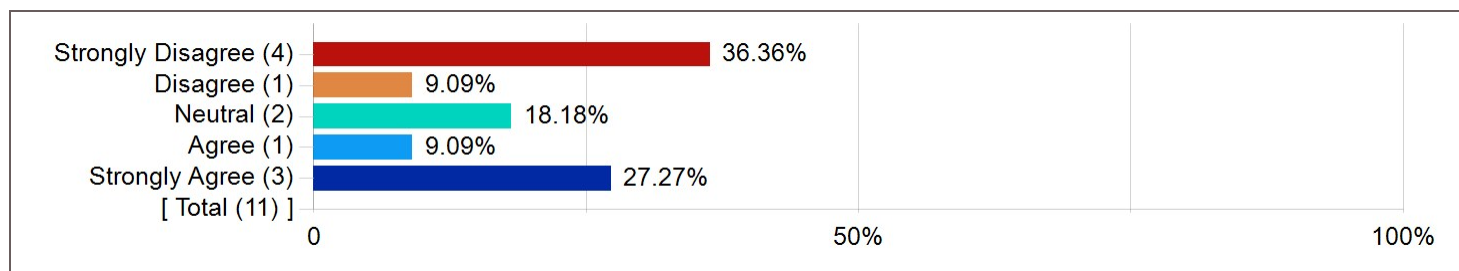
Section	Course	Level	Dept
4.09	4.23	4.14	4.05

The recitation/workshop instructor posted content that helped me understand the topics covered in the online recitations/workshops.



Section	Course	Level	Dept
4.36	4.03	4.04	3.89

I was glad to take this course in an online format; for me it is the preferred format for this course.



Section	Course	Level	Dept
2.82	3.23	3.19	3.10