

Note: The following are transcriptions of hand-written student evaluations. The students' responses to each of the survey questions are aggregated below that question. Some student responses have been corrected for spelling, capitalization, and punctuation. Explanations included in bold and brackets.

1. List briefly the criteria you consider in judging the effectiveness of a faculty member at Carleton. What qualities are most helpful to your learning?

#1: Passion for their subject, ability to understand what their students don't know, approachability, clarity in explanation.

#2: Clarity of explanation, receptivity to alternative views, excitement about the materials, empathy.

#3: Knowledge of material, ability to coherently explain material to students, ability to facilitate discussions effectively.

#4: A sort of flexibility, able to at least consider any question aloud, not necessarily always know the answer, a quality of leadership of a class, able to keep things on track.

#5: Engaging lecturer, but more so discussion leader, provides detailed, feedback, focuses on developing a nuanced intuition of the subject.

#6: Clarity - Responsibility - Punctuality – everything is helpful in the case that I can hardly concentrate and self-control.

#7: Being available to help outside class, communicates the material, gives feedback that effectively improves student responses.

#8: Thorough knowledge of the subject and ability to explain a concept in multiple ways. Also availability and willingness to talk to students.

#9: Helpfulness at office hours, readable and effective feedback on assignments, broad knowledge of subject

#10: I see passion and interest, in the subject, ability to **[kindle?]** an effective learning environment, accessibility out of class, empathize with students and help them learn.

#11: Ability to understand students' difficulties w/ learning e.g. understand & appropriately respond to questions, ability to deliver engaging lectures, organization, transparency.

#12: Good personality and good w/ the blackboard.

#13: Is an engaging lecturer and gets ideas across to students. Grades fairly and give constructive feedback.

#14: Lectures, openness to questions, quality of problem sets.

#15: How good they are at explaining concepts, willingness to help get things across, interest in the topic, insight.

#16: Knowledge, willingness to help, understanding, patience, ability to help in several ways. These qualities are also the most helpful to me.

#17: Eloquence, patience, depth of knowledge

#18: Good lecturer, good at giving assignments. I feel like they want me to succeed

2. Measured by these criteria, what are my strengths? How and how well did I help you to learn?

#1: You're very passionate about Philosophy of math, and it's awesome! I also think you're an approachable person, which I appreciate.

#2: **[Refers to a prior answer: see above, response #2 to question 1.]**

#3: You did very well in all these criteria **[see response #3 to question 1]**, and clearly have a very good system in place both in and out of class.

#4: I think you check both perfectly **[see response #4 to question 1]**.

#5: You make it easy to jump into a variety of texts and push our ideas deeper through feedback.

#6: I believe that the professor has every quality I listed **[see response # 6 to question 1]**. I really appreciate him dragging me back into the course.

#7: Very helpful outside class, and often explains dense reading in a helpful way.

#8: You clearly know and can explain the tricky subject matter.

#9: Effective feedback, broad knowledge of subject – lots of articles and books you could point to. That was awesome!

#10: I think very well! I saw noticeable changes in the way the class was run after midterm evals which helped in [**kindling?**] a better environment in class.

#11: We met all these criteria to certain degree to, but especially 1, 3, & 4 [**see response #11 to question 1**]. You were very organized and responded to questions well.

#12: You were very friendly but more importantly you are quite knowledgeable.

#13: You are an engaging lecturer. You could control the discussions better. You gave good feedback on papers.

#14: The lectures are great, but your biggest strength is your openness to discuss any [**word unclear**] questions, very helpful!

#15: You were clearly interested in the topic, with plenty of willingness to help people learn and give plenty of recommendations for further study.

#16: You clearly know loads about the material, and you're always willing to help/talk and suggest several helpful ideas. You helped me a lot.

#17: Eloquence – fantastic, able to explain even [**Dutch mathematician L.E.J Brouwer**] in an attainable way and able to adjust depending on audience. Patience – obviously excellent. Depth of knowledge – superb, and when not at your standard, able to prescribe a source for it.

#18: I felt you wanted me to succeed. Your lectures were pretty good. Going to office hours was extremely valuable to me.

3. Do I have any weaknesses that affected your learning? If so, how?

#1: Class was very routine. Tues = lecture; Thurs. = ½ lecture, ½ whole class discussion.

#2: Occasionally your explanations and terminology became obscure, but that is likely a function of the obscurity of the texts themselves rather than a reflection of your expository abilities. Overall, I didn't have much critical feedback to give regarding your teaching styles. Thank you for everything!

#3: None that come to mind.

#4: [No response]

#5: Not yours, so much as the size of the class made discussions a bit unwieldy.

#6: Not really. I'd regard those problems as my own inability.

#7: There was not much feedback the entire class.

#8: [No response]

#9: No.

#10: I think at times I didn't feel like so much of a reflection on what we learned and relation back to old material.

#11: No.

#12: No.

#13: Sometimes the long class periods got dry by the end.

#14: No problem sets.

#15: The information presented was extremely boring and the class format did not help make any of this interesting.

#16: No.

#17: Lack of energy was related to being easily distracted during lectures.

#18: Maybe have more small papers rather than 2 massive papers.

4. Keeping in mind all the faculty you have had at Carleton, please circle the phrase below that most closely reflects your rating of me:

[Note: The survey included seven possible ratings. Student responses are grouped together based on the rating given.]

1. among the least effective: no responses
2. considerably less effective than average: no responses
3. less effective than average: #7, #15,
4. of average effectiveness among Carleton faculty: #8, #14, #18
5. more effective than average: #5, #9, #13
6. considerably more effective than average: #3, #4, #6, #10, #11, #12
7. among the most effective: #1, #2, #16, #17,

5. What would you change about this course, if anything?

#1: I didn't totally understand why the first few weeks were necessary (at the time) and I feel like it could be restructured so they feel a little more purposeful.

#2: I might have placed Lakatos in the second half of the course because he seems to presuppose an understanding of schools of philosophy including Kant in rationalism, intuitionism, formalism and [unclear].

#3: Toward the beginning of the term, classes tended to jump right into the material without any summary of the main points or definitions from the reading. This would have been more helpful to keep everyone on the same page. Over the course of the term this got better.

#4: I think I'd have introduced those small group activities earlier. They were actually pretty helpful.

#5: I'd love seeing more of an overhead view of the topic. How are different philosophers responding to each other, in what context were they writing, etc.

#6: Everything is going very well. Maybe homework can be increased by a little bit.

#7: More small group discussion, less Lakatos, possibly make a certain level of math a pre-req so everyone has a similar understanding.

#8: More small group discussions I found them very helpful and a lot easier to speak up during.

#9: I'd have loved more examples from math and history of mathematics incorporated in our topics covered, perhaps.

#10: I think sending out videos of mathematical concepts we will talk about before would work better. I think at times writing on the board didn't seem to increase understanding.

#11: I am still curious about maybe purpose in math like what is/should math aim to do. I would also maybe reserve lectures for only particularly cryptic readings & include more discussions though I did think the system of lectures [unclear] discussion worked well.

#12: I would introduce some more mathematical concepts in depth, less scattered.

#13: Move faster, spend less time on depth and explanation (that's also cause I'm not that interested in depth or explanation.)

#14: I'd like it to be more [unclear] of math [unclear].

#15: I wouldn't take it, or I'd make it a MWF [Monday, Wednesday, Friday] course so we weren't stuck with the material for so long, or I'd somehow just make it more interesting, although I admit that's not very useful.

#16: No

#17: Hilbert, Benacerraf, and Tarski all have writings I found much more interesting than some of that we read.

#18: Shorter and more numerous papers.

6. How was my feedback? Were the comments on your papers and weekly responses helpful? If not, why not? How could they be improved?

#1: Paper feedback: Great! Weekly responses: Could have had more feedback.

#2: Your feedback was very helpful. I appreciate how you took the time to highlight the strengths of my midterm paper in conjunction with the weaknesses.

#3: Your feedback was very specific, personalized, and in-depth, and very useful for me in refining my ideas.

#4: I was actually really impressed with the volume of feedback in this class. I really appreciated the 1+ pages of feedback for the midterm paper and the quick further recommendations and considerations for the weekly responses as well.

#5: The feedback on the midterm paper was tremendously useful, but I felt that sometimes on the weekly responses we were talking past each other.

#6: Feedbacks are all helpful. I was able to recognize my weakness and self-promote.

#7: Not helpful, they mostly summarized what I did, with few suggestions for improving.

#8: Pretty good.

#9: They were very detailed and helpful. Thank you.

#10: I think very helpful and good. At times I feel like I was maybe given too much benefit of the doubt, but it nevertheless increased confidence and will to learn.

#11: Yes, they were very helpful.

#12: The feedback was very good and they were helpful (the comments). Only more would be an improvement.

#13: Very good on the midterm paper and final paper proposal. Feedback on weekly responses was mostly just summarizing what I had said.

#14: Extremely helpful! Your midterm paper feedback was truly in **[unclear]**.

#15: Feedback was good, no compliments, critiques, suggestions there.

#16: They were helpful, along w/ the rest of your feedback. Very helpful.

#17: Excellent feedback on the midterm, weekly response feedback came at what felt like random intervals.

#18: Great feedback. Loving it.

7. **Do you have any other feedback about the course or about the way I taught it? Here's a chance to tell me.**

#1: Try switching up class structure (think like writing activities, paired discussions during an explanation to generate questions/see where the holes in understanding are, the thing where you have discussion questions up on sticky notes around the room and then students go up with their own sticky notes and answer the questions.

#2: In the future, you could pair philosophical concepts with simpler arithmetical **[concepts?]** especially since the course doesn't have prerequisites. Doing so would make the concepts more intuitive and long-lasting within the memory.

#3: Your considerate policies regarding one free pass on a Moodle post and one extra day free extension were very helpful in keeping stress down.

#4: **[Blank]**

#5: **[Blank]**

#6: Thank you for everything.

#7: **[Blank]**

#8: [Blank]

#9: Some of the readings were quite hard to follow or unrewarding in terms of learning something/getting a more nuanced picture of something. Particularly perhaps the Brower and Resnick (?) papers for difficulty and unmotivatedness/boringness, respectively.

#10: [Blank]

#11: [Blank]

#12: It would be good to discuss the philosophical implications of math as well.

#13: Good job. Have a great summer!

#14: [Blank]

#15: Not really, my biggest takeaway is just how dull everything was and how little this managed to spark any kind of interest compared to other [unclear] I've had into new disciplines at Carleton.

#16: I really enjoyed your class. I learned so much every day & the material always made me think about the readings, and consequently my ideas about the material. Discussions & lectures were mixed well & almost always helpful.

#17: Great class.

#18: I don't think looking at the "explanatory value" of proofs is interesting or useful. Spend less time on that. Imo [**"In my opinion"**].