

Teacher Report

Zoltan Racz



Teacher evaluation



Teacher comments (respondent's evaluation for Learning in parenthesis)

Zoltan Racz

He prepares his classes well, and provides very useful comments to the assignments by going through them carefully. He does not limit is TA session to a mere occasion where to solve exercises but he explains the theory behind each of them and tries to provide useful intuitions on how to approach them. (7)

Zoltan was super available and very patient when explaining and re-explaining the exercises. The math crash course in the beginning of the semester was very useful and fun. Zoltan's feedback on the problem set was detailed and very useful. Some of the seminars could have benefited from being more focused on exam preparation instead of going over the hardest problems. (7)

'- good structure - good time management - helped me to better understand the problem sets. also, Zoltan helped me to understand and to learn from my mistakes - good feedback for assignments - thank you! (7)

One of the best TAs I have had. Very dedicated to helping out all students, very concerned about explaining solutions and additional concepts which might help understanding. (7)

He was very good but the seminars could have been more structured I think. At times it could be quite hard to follow the steps of the suggested solutions during the seminar. (6)

Provide solutions as they would be expected in exam in class. Solutions from colleagues don't help much in that regard (6)

Zoltan was quick and helpful with feedback regarding the problem sets and you could see that he has a good knowledge in the field. However, the introductory math course was almost useless as too few theories were introduced and Zoltan did not seem to be prepared. The introductury math exam could have been covered more quickly if Zoltan provided us with structured solutions. During the seminars, we managed to talk about 2 problems (out of 6) and more could have been discussed if Zoltan prepared the seminar better and works on his presentation skills. One can see that he understands the theorems and concepts very well and wants you to understand them as well, but he fails in explaining them in a structured way. (3)

unstructured and unprepared seminars, unable to explain why (1)

EXPLANATION

All ratings, except one, are on a scale from 1 to 7, where 1 is "disagree strongly" and 7 is "agree strongly".

The bold numbers are the average of each rating, on a scale from 1.0 to 7.0.

The numbers in parenthesis indicate the number of students who responded to each question respectively.

Satisfaction: "Overall, I am satisfied with the quality of this course."

Talk: "How would you talk to other students about this course?" This question is rated from "very negatively" (1) to "very positively" (7).

Material: "The course material (literature, lecture notes, videos, cases, etc.) effectively contributed to my learning."

Administration: "The course was well administrated."

Time and effort: "I spent enough time and effort on this course to learn effectively."

Gender and diversity: "In this course, everyone was treated equally and the aspects of equality and diversity were taken into account by the teacher in, for example, the selection of course materials and guest speakers as well as during lectures and classroom discussions."

Learning: "[Teacher name] effectively advanced and facilitated my learning."

Contact: "It was easy for me to get in touch with [Teacher name] whenever I needed to."

Interest: "[Teacher name] generated interest in the course."

Teacher averages: These are the averages of all teacher evaluations in this course. Each response carries the same weight, so that a teacher with 100 evaluations for Learning carries twice the weight of the Learning average as a teacher with only 50 evaluations for Learning. The numbers in parenthesis after Teacher averages indicates the number of teacher evaluations with at least one of the ratings Learning, Interest and Contact. Since each respondent may have rated more than one teacher, the number of teacher evaluations can be greater than the total number of respondents.