

Student comments, Math 215, Fall, 1972

I have never met such a cheerful man. He was able to understand questions asked of him.

I thank you for giving yourself to the class. I could really sense that you cared about us! Thanks for being around when we needed help.

The teacher was able to generate interest in a generally dry subject area. Very good. Knows his stuff.

O.K.

Excellent! Think I would still be trying to toss two dice 100 times if it hadn't been for his help and understanding.

Humorous. Enjoyable. Fair. Clear. One of the better teachers I have had.

I Appreciate greatly his patience, understanding, and sense of humor. Taking this course with a crabby, impatient teacher would have made the experience much more traumatic than it already was.

Excellent. Knows when to joke in class. Never a dull moment.

Very good, helpful and interested in students. Good illustrator -- sometimes a little inflexible with points.

He did a good job. I enjoyed coming to class -- seemed fair. He shouldn't be so nice when people come in to see him. One wants to find more problems to come back with.

'cool'

He makes class enjoyable instead of drudgery -- I found him concerned, willing to help, and dedicated to teaching us some stat and computer whether we liked it or not!

Not only a very good prof, but a great fun-loving guy.

Always available for outside help.

Was an excellent teacher and very helpful. I would take more courses with ~~him~~ him.

Nice guy, fair, etc.

The simple fact that he knew the material and had an interest in each individual student makes him rate as a really good instructor. His sense of humor was also greatly appreciated by the entire class.

Great! Always seemed to be around to help and seemed really interested in doing so. Kept class alive and still got concepts across. I appreciated the fact very much that you did not teach as if we were math majors.

He was well informed on the subject, but liked to play games sometimes by avoiding questions. Not all that bad, but sometimes we would have to create a solution to a problem then never really knew if we were just lucky.

I really felt I could go to him and he would be glad to help, no qualms about that -- good.

Comments from Math 180 students, Fall, 1972

Really enjoyed him. He obviously knew his material and was able to convey it to students. Would answer questions and was very helpful. Good sense of humor, too.

He explained material and with enough detail and examples to bring about a good understanding of it.

Fine teacher -- could usually be found when I needed help. It was an interesting and enjoyable course.

Helpful in straightening out my programs and quite understanding about the things we were going through.

Nice guy!

The teacher seemed to get across his lesson at each class period and did it very well.

An excellent teacher to work for and get help from. He understands what the student is doing and feeling about his programs.

Good.

Much friendlier than the computer! Seemingly always willing to help with endless patience for dumb mistakes.

Good. He was very helpful and creative. Didn't make a possibly boring class very boring.

Knows the material well and is always willing to help out.

Excellent. You were very helpful, easy to understand, and usually easy to find.

I really appreciated the way you made yourself available to us for help. Even though I know my mistakes were dumb, you didn't make me feel dumb.

Great! Always had plenty of time any time for my problems.

An asset. Always willing to help me outside of class -- explains things in class clearly and well. Is willing to find out exactly what a student wants to know and then answers him, which very few teachers do.

The teacher was very helpful and very fair.

Nice, helpful, funny, obviously knowledgeable of his subject.

Willing to give help and fair.

Very sure of himself. He was always willing to help students with difficulties. Any dullness was probably due to material.

Good.

Likes to give difficult exams and programs, but is a great guy in spite of it all.

Pretty fair.

I've enjoyed this class and feel I have definitely learned a lot -- not because of the course itself, but how it was taught. I had tried it once before and had been made to feel pretty dumb.

Adequate.

3 Years - 319 Students

1969-1972

The Wilson Teacher-Appraisal Scale

HOWARD WILSON

Encircle the letter before the statement which in your estimation best completes the idea according to your appraisal of your teacher. Please do not sign your name nor make any mark that can identify your paper.

PERSONAL APPRAISAL

1. KNOWLEDGE OF SUBJECT

With regard to knowledge of the subject, I would say the teacher:

- 91 a. Knows it very well. 9 b. Knows it well. 0 c. Does not know it very well. 0 d. Knows it poorly.

2. SENSE OF HUMOR

I believe the teacher:

- 4 a. Tries too hard to be humorous. 48 b. Has a keen sense of humor. 43 c. Is sometimes humorous. 4 d. Is far too serious.

3. PRESENTATION

I would say in relation to my other courses, this course was:

- 37 a. Very well presented. 46 b. Well presented. 16 c. About average. 1 d. Poorly presented. 0 e. Very poorly presented.

4. STUDENT TEACHER RELATIONSHIP

I believe that during the class period:

- 85 a. A cordial and co-operative feeling prevails. 14 b. Neither good-will nor antagonism prevails. 1 c. The teacher tends to antagonize the students.

5. SELF CONFIDENCE

I believe the teacher is:

- 94 a. Usually sure of himself. 6 b. Fairly self-confident. 0 c. Usually uncertain.

6. ATTITUDE TOWARD STUDENTS

I believe the teacher in dealing with students is:

- 85 a. Always considerate and courteous. 14 b. Usually considerate and courteous. 1 c. Sometimes inconsiderate and discourteous. 0 d. Always inconsiderate and discourteous.

7. INTEREST IN STUDENTS

I believe the teacher in dealing with students shows:

- 62 a. Great interest in student's problems. 37 b. Average interest in student's problems. 1 c. Little interest in student's problems.

8. ANSWERING QUESTIONS

I believe when questions are asked in class the teacher:

- 96 a. Answers them fully and directly. 4 b. Answers them partially. 0 c. Evades the question. 0 d. Does not answer them.

9. EXPLANATIONS

I find the teacher in explanation of difficult material is:

- 42 a. Very clear. 53 b. Clear. 5 c. Not very clear.

10. ATTITUDE TOWARD DIFFERENCES

I believe the teacher:

- 90 a. Recognizes and allows differences of opinion. 7 b. Is usually tolerant, but is biased. 3 c. Does not recognize nor allow differences of opinion.

ASSIGNMENTS AND EXAMINATIONS

1. ASSIGNMENTS

I would say the teacher in making assignments is:

- 68 a. Always definite. 32 b. Definite. 0 c. Indefinite. 0 d. Very indefinite.

2. EXAMINATIONS

I believe that examinations in this class should be given:

- 14 a. More often. 83 b. As frequently as they were. 3 c. Less often.

3. EXAMINATION QUESTIONS

I think the questions on the examinations were:

- 26 a. Very clear. 68 b. Clear. 6 c. Ambiguous.

4. FAIRNESS OF EXAMINATIONS

I think the examinations were:

- 28 a. Very fair. 67 b. Fair. 4 c. Not very fair. 1 d. Very unfair.

5. FAIRNESS IN GRADING

I think the teacher:

- 93 a. Is very fair and impartial to all. 7 b. Occasionally shows favoritism. 0 c. Constantly shows favoritism.

COURSE APPRAISAL

1. COURSE

I would say in relation to my other courses this was:

- 16 a. Very difficult. 52 b. Difficult. 24 c. Average. 6 d. Easy. 1 e. Very easy.

2. HOME WORK

I would say in relation to my other courses this course required:

- 54 a. More preparation. 38 b. About the same preparation. 8 c. Less preparation.

3. ENJOYMENT

I would say that this course in relation to my other courses was:

- 28 a. Very enjoyable. 43 b. Enjoyable. 25 c. Average. 4 d. Dull. 1 e. Very dull.

TEACHER RANK

With relation to other teachers I have had, I would rate this teacher in the:

- 53 a. Top ten per cent. 33 b. Upper quarter. 12 c. Upper half. 2 d. Lower half. 0 e. Lower quarter.



HOPE COLLEGE

HOLLAND, MICHIGAN

Inter-Office MEMORANDUM

Date: January 30, 1973
To: Math Staff
From: Elliot A. Tanis
Subject: Enclosed Sheet

The enclosed statement is an account of your evaluation form to the Dean. It will be turned in on Wednesday, January 31, If you have any questions about it, see me before then.

January 30, 1973

Herbert Dershem is a key man in our department. He has been instrumental in the development of our program in computer science.

Herb is one of those rare individuals who is extremely successful as a teacher in the classroom and also as a researcher. A couple of quotes by students speak to his teaching effectiveness:

"I thank you for giving of yourself to the class. I could really sense that you cared about us! Thanks for being around when we needed help."

"I appreciate greatly his patience, understanding, and sense of humor."

A listing of some of Herb's research and scholarly activities is attached.

This year Herb is serving on the Academic Affairs Board, Teacher Education Committee, Computer Committee, and is faculty advisor for Pi Mu Epsilon, an honorary mathematics fraternity.

During the past year Herb has conducted tours of the computer center and explained its operation to more than 20 groups of secondary students. He also gave two classes for a high school group from West Ottawa.

Herb is an active member of Zion Lutheran Church. He is serving as church treasurer, a member of the church council, a teacher of the adult Bible class on Sunday mornings, a convener of a young couples study group, and a member of the planning committee.

Herb is keenly interested in the development of the "mathematics with computing emphasis" program. Not only is he interested in our majors program. He is also interested in the development of a course in computing to be taken by students who wish to satisfy the college mathematics requirement. Herb hopes to learn more about the computer applications to education in other disciplines so that he might be of assistance to colleagues in other departments in introducing classroom use of our expanding computer facilities.

Although there appears to be an oversupply of mathematicians in some areas, this is not true in computer science. It would be near to impossible to replace Herb with a man of equal quality and character.

Herbert L. Dershem

Publications:

"Bessel difference systems of fractional order," J. Math. Anal. and Appl., 39, 3 (Sept., 1972), pp. 558-563.

"A course on computing and statistics for social science students," Proceedings of the 1972 Conference on Computers in the Undergraduate Curricula, Atlanta, Georgia, 1972.

"A relationship between approximation theory and statistical measurements," submitted to Amer. Math. Monthly.

Mimeographed Exercise Manual for Mathematics 215, 216.

Fortran notes for Mathematics 215, 216.

Papers Presented:

"Report on a project to introduce the computer into the statistics curriculum," with E. Tanis, GLCA Conference on Computing, Wabash College, March 7-8, 1972.

"A course on computing and statistics for social science students," 1972 Conference on Computers in the Undergraduate Curricula, Atlanta, Georgia, June 13, 1972.

Five formal presentations at the Summer Conference for College Teachers of Mathematics on the Use of the Computer in the Undergraduate Statistics Curriculum, August 14-18, 1972.

Meetings Attended:

GLCA Symposium on Computing in the Undergraduate Curriculum, Wabash College, Crawfordsville, Indiana, March 7-8, 1972.

ACM SIGCSE Second Symposium on Education in Computer Science, Washington University, St. Louis, Missouri, March 23-25, 1972.

Michigan Section of the Mathematical Association of America, Oakland University, Rochester, Michigan, May 6, 1972.

1972 Conference on Computers in the Undergraduate Curricula, Atlanta, Georgia, June 12-14, 1972.

Midwest Workshop on Computing Science Curriculum for Four-Year Liberal Arts Colleges, Wheaton College, Wheaton, Illinois, July 12-14, 1972.

Conference on the Use of the computer in the Undergraduate Statistics Curriculum, Hope College, Holland, Michigan, Aug. 14-18, 1972.

Reviews:

9 articles and 2 books in the past year in Computing Reviews.