

1.053 Dynamics and Control I
2.003 Dynamics and Control I
 Survey Window: Spring 2011 End of Term | [View Current Catalog Entry](#) | [Print Report](#)

Report Includes Data for:
 Students: For credit
 Subjects: 1.053 Dynamics and Control I - Lecture L01, Recitation R01, Recitation R02, Recitation R03, Recitation R04
 2.003 Dynamics and Control I - Lecture L01, Recitation R01, Recitation R02, Recitation R03, Recitation R04
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Eligible to Respond: 65 ⓘ Total # of Respondents: 43 ⓘ Response rate: 66% ⓘ Overall rating of subject: 3.9 out of 7

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INSTRUCTORS

QUALITY OF TEACHING										Overall rating
<i>1=Strongly Disagree, 4=Neutral, 7=Strongly Agree, N/A=Not Applicable (7 is best)</i>										
NAME	Stimulated interest	Defined goals	Well-organized presentations	Encouraged role in learning	Encouraged participation	Used good examples	Used media well	Available	Overall rating	
Patrikalakis, Nicholas M. , Lecturer (LEC)	2.4 (39)	3.4 (38)	3.1 (39)	3.3 (39)	3.2 (39)	3.3 (39)	3.5 (39)	4.0 (27)	2.8 (39)	
Cloitre, Audren Damien Prigent , Teaching Assistant (LEC)	5.7 (22)	6.1 (20)	6.1 (23)	5.8 (22)	6.2 (23)	6.2 (23)	6.0 (23)	6.5 (22)	6.0 (23)	
Ku, Jason S. , Teaching Assistant (LEC)	6.1 (31)	6.5 (28)	6.5 (30)	6.3 (30)	6.5 (30)	6.5 (31)	6.6 (29)	6.7 (31)	6.5 (31)	
Fernandez, Vicente Ignacio , Recitation Instructor (REC)	5.1 (15)	5.2 (13)	5.3 (15)	5.5 (15)	5.5 (15)	5.5 (15)	5.3 (15)	5.6 (15)	5.5 (15)	
Turitsyn, Konstantin , Recitation Instructor (REC)	5.4 (20)	5.7 (19)	5.6 (19)	5.8 (20)	5.9 (20)	5.9 (20)	5.5 (19)	5.8 (20)	5.6 (20)	

1=Very Poor, 7=Excellent, N/A=Not Applicable (7 is best)

Ku, Jason S., Teaching Assistant in Lecture L01 - Overall rating: 6.5

QUALITY OF TEACHING		<i>Rating Scale: 1=Strongly Disagree, 4=Neutral, 7=Strongly Agree, N/A=Not Applicable (7 is best)</i>									
	AVG	1	2	3	4	5	6	7	RESPONSES	MEDIAN	STDEV
Stimulated interest	6.1	■	■	■	■	■	■	■	31	6.0	0.99
Defined goals	6.5	■	■	■	■	■	■	■	28	7.0	0.74
Well-organized presentations	6.5	■	■	■	■	■	■	■	30	7.0	0.97
Encouraged role in learning	6.3	■	■	■	■	■	■	■	30	7.0	0.99
Encouraged participation	6.5	■	■	■	■	■	■	■	30	7.0	0.78
Used good examples	6.5	■	■	■	■	■	■	■	31	7.0	0.77
Used media well	6.6	■	■	■	■	■	■	■	29	7.0	0.74
Available	6.7	■	■	■	■	■	■	■	31	7.0	0.64

		<i>Rating Scale: 1=Very Poor, 7=Excellent, N/A=Not Applicable (7 is best)</i>									
	AVG	1	2	3	4	5	6	7	RESPONSES	MEDIAN	STDEV
Overall rating	6.5	■	■	■	■	■	■	■	31	7.0	0.68

Comments on Teaching:

[Student 7374](#) - Best TA I've ever had. I know I'm not alone in saying that he's the reason I'm passing 2.003. He's extremely good at giving the big picture of what we're learning, and very good at explaining examples. He always went above and beyond to help us out.

[Student 9183](#) - My experience with Jason is limited to his office hours. I felt he was very direct and I particularly enjoyed his teaching style because he taught the material from the perspective of what we as students were expected to know.

[Student 12030](#) - Very helpful in learning the material. The notes posted on-line were excellent.

[Student 20058](#) - Without the help of Audren and Jason, this class would have been completely nonsensical. They are indefinitely more qualified to teach this class than the man who does, and I cannot stress how trivial their teaching made the classwork. Superb teaching abilities.

[Student 20563](#) - very dedicated to TAing and always extended office hours as long as needed (very much appreciated). appreciably enjoyed the subject material and TAing, treated students with respect. yay latek. thanks for sticking with us

[Student 23800](#) - The only reason people are not failing this class.

[Student 26020](#) - Not only was Jason really good at explaining concepts and laying out what we need to know and how to go about doing it. He also worked through problems and would explain every step and stay much longer than required. An awesome TA in my book!

[Student 47673](#) - Jason was very helpful and explained the material well

SUBJECT

Rating Scale: 1=Strongly Disagree, 4=Neutral, 7=Strongly Agree, N/A=Not Applicable (7 is best)

	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Lectures contributed to my learning	2.6		42	2.0	1.75
Recitations contributed to my learning	4.5		41	5.0	1.79
Electronic materials accessible	5.3		38	6.0	1.38
Textbooks and other readings accessible	5.0		42	5.5	1.85
Electronic materials effective	5.2		39	6.0	1.55
Textbooks and other readings effective	4.3		41	4.0	2.03

Rating Scale: 1=Strongly Disagree, 4=Neutral, 7=Strongly Agree, N/A=Not Applicable (7 is best)

	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Exams measured what I learned	5.3		43	5.0	1.45
Problem sets helped me learn	5.6		43	6.0	1.38
Feedback on assignments was helpful	3.6		33	4.0	2.0
I have a good understanding of the concepts	5.0		43	5.0	1.27
I can apply the concepts	5.2		43	5.0	1.19
I learned a great deal	4.8		43	5.0	1.51

Rating Scale: 1=Too Slow, 7=Too Fast (4 is best)

	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Pace slow... fast	3.9		43	4.0	0.89
	AVG		RESPONSES	MEDIAN	STDEV
Avg hrs spent per week in class	3.5		42	4.0	1.77
Avg hrs spent per week in lab	0.2		36	0.0	0.45
Avg hrs spent per week on homework	6.2		42	6.0	2.0

Rating Scale: 1=Strongly Disagree, 7=Strongly Agree (7 is best)

	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Graded fairly	5.0		43	5.0	1.23

Rating Scale: 1=Too Light, 7=Too Heavy (4 is best)

	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Workload light... heavy	4.2		43	4.0	0.48

Rating Scale: 1=Very Poor, 7=Excellent (7 is best)

AVG 1 2 3 4 5 6 7 RESPONSES MEDIAN STDEV

Overall rating of the subject 3.9 ■■■■■■ 43 4.0 1.64

Comments on Subject Content:

[Student 5572](#) - The subject content was interesting, and difficult to grasp towards the end.

[Student 6724](#) - The material isn't hard... if you keep up and can learn through the book.

[Student 12016](#) - The lectures were often impossible to follow and the textbook is unreadable. Thank god for partial credit.

[Student 18400](#) - Great content, but could be a little more advanced considering the prereqs. compared to 6.003 which I took concurrently, 2.003 was painfully slow during the second half of the course. the first half of the course was done very well though.

[Student 20058](#) - Content could be made easier if material we were expected to know from previous classes was reviewed. But maybe that was just the personal preference of the lecturer to have unreal expectations from us.

[Student 20563](#) - interesting applications

[Student 23800](#) - The first three lectures, especially, made the very simple content very difficult to understand. That is the way the class went the whole year.

[Student 26020](#) - while i did not do too good on exams, I definitely learned quite a bit from this class and found the material very interesting.

What additional constructive feedback can you offer the instructors which might help improve the class?

[Student 2454](#) - Mandatory lecture (i.e. pop quizzes) and recitation attendance deflated my grade considerably in this class. I learned much better from the textbook than either of these and if they weren't mandatory I would have watched OCW lectures instead. I did very well on the tests but may only get a B in the class because I missed pop quizzes. Mandatory attendance makes sense in a discussion based class but when it is a lecture based class with very little participation, mandatory attendance prevents me from learning the subject as well as I can and negatively affects my grades, leading them to not reflect my actual knowledge of the subject.

[Student 5572](#) - I found that the TAs carried this course. I found the professor to be very difficult to understand and that attending class got me almost nowhere towards learning the subject material. Pop quizzes were immensely annoying and to be honest, led me to dislike this courses. Office hours and recitations were the key, and the TAs were outstanding and should be commended. Particularly, Jason Ku and Audren Cloitre.

[Student 6724](#) - Making it better known what we needed to glean from lecture (not just doing example after example and droning) will greatly enhance the amount of material individuals can learn from the class.

[Student 10839](#) - Teach in a more consistent manner. A lot of you have different approaches for each concept/problem. It's hard to go from the Professor, to Turitsyn, to Audren, and then to Jason when you all teach differently.

[Student 12016](#) - A little livelier lecture, shorter examples/examples that begin simply and get more complicated (throwing a complicated example at us as the first and sometimes only example does NOT help us see the concepts).

[Student 12030](#) - I was wholly unimpressed by the textbook. I found it didn't explain concepts very well before jumping into the math behind them.

[Student 13953](#) - Keep the pop quizzes. I found they were a good way to keep me personally focused and prevented me from getting behind. Helped me stay on pace and the pop quizzes were generally very easy and were gone over in the same lecture usually. So they weren't hard if you just paid attention.

[Student 15093](#) - We didn't have a good professor this semester. Never before had I wanted to fall asleep in any class until I took this class. And I feel as if I have not learned as much because of this. Thankfully, the two TAs for this class are wonderfully amazing and very helpful. I think that 80% of what I've learned in this class happened because of them.

[Student 17708](#) - Poor instruction. Pop quizzes required attendance at lectures which were not useful. Teaching staff needs to make problems more corroborative process. Recitation problems were too hard to do even with help. Should be easier problems to do with help from teaching staff.

[Student 18364](#) - I like how the psets were to be turned in at 5 on Fridays.

[Student 18400](#) - GET A REAL PROFESSOR. You can't give pop quizzes if the lectures legitimately aren't worth going to. introduce laplace, fourier transforms?

[Student 19475](#) - Have lectures go over problems with more explanation and taking more time to go through them so that students can understand and let the concepts sink in. The p-sets were graded too harshly, as compared to previous 2.003 classes.

[Student 20058](#) - I never felt adequately prepared for any of the pop quizzes, with the material almost always being on subjects we had learned in different classes. Despite attentively attending every lecture, I never once had a clue on how to answer any of the quiz questions.

[Student 20563](#) - the extra notes, recitation notes, quiz study notes, lecture 20 notes, etc. were extremely helpful. having consistent surveys from the start would have been helpful in remembering them. pop quizzes made me reluctant to come to class once I knew I'd be late (rather silly, but I didn't want to be perceived as just coming for the quizzes)





[Student 47673](#) - Please get a better professor. Patrikalakis should not teach undergrads.

Rating Scale: 1=Strongly Disagree, 4=Neutral, 7=Strongly Agree, N/A=Not Applicable (7 is best)

AVG 1 2 3 4 5 6 7 RESPONSES MEDIAN STDEV

quick grading & immediate solution posting helps learning 5.1 ■■■■■■ 43 5.0 1.67

SUBJECT SPECIFIC QUESTIONS - 2.003

PDF grading leads to less effort and weaker understanding	3.7		43	4.0	1.88
pop quizzes aid learning	3.0		42	2.5	1.85
online material on stellar helped learning	5.5		41	6.0	1.55
notation difference between textbook and lectures/recitations was a problem	4.1		41	4.0	1.9

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