



## Classes included in this report:

## Subject Catalog Number Class Number

MATH	1151	18443
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Raters	Students
Responded	54
Invited	174
Response Ratio	31%

## Frequency Analysis

	Response#	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
The instructor was available to answer questions and provide help if/when needed (in class, in person, by email, office hours, etc.)	54	0%	0%	4%	28%	69%	0%
The instructor provided constructive feedback (during class meetings, in person, on my work, etc.) that helped me to learn.	54	0%	0%	7%	35%	56%	2%
The instructor used teaching methods (such as class activities, discussions, group work, projects, lecture) in ways that encouraged my learning.	54	0%	2%	13%	33%	52%	0%
This course design and instruction helped me actively engage in my own learning.	54	0%	2%	15%	31%	52%	0%
The instructor demonstrated genuine interest in teaching.	54	0%	0%	4%	28%	69%	0%
I felt welcomed in this course (for example, instructor expressed interest in students' well-being, welcomed students' perspectives).	54	0%	0%	7%	35%	57%	0%
The instructor created an environment that valued diverse perspectives and experiences.	54	0%	0%	11%	28%	56%	6%

## Score Analysis

Your scores for this course are summarized below.

Question	Instructor		
	Mean	Standard Deviation	Median
The instructor was available to answer questions and provide help if/when needed (in class, in person, by email, office hours, etc.)	4.65	0.55	5.00
The instructor provided constructive feedback (during class meetings, in person, on my work, etc.) that helped me to learn.	4.49	0.64	5.00
The instructor used teaching methods (such as class activities, discussions, group work, projects, lecture) in ways that encouraged my learning.	4.35	0.78	5.00
This course design and instruction helped me actively engage in my own learning.	4.33	0.80	5.00
The instructor demonstrated genuine interest in teaching.	4.65	0.55	5.00
I felt welcomed in this course (for example, instructor expressed interest in students' well-being, welcomed students' perspectives).	4.50	0.64	5.00
The instructor created an environment that valued diverse perspectives and experiences.	4.47	0.70	5.00

## MLY Analysis of Student Comments

A MLY analysis of student comments identified the following topics and recommendations. The three most common topics or recommendations from each question are listed, along with the percent and total number of comments that were relevant.

Instructors can access their [MLY dashboard](#) for more details and to view all comments.

If this section appears empty, no comments were submitted or comments did not have enough information for MLY to identify insights.

### What specific aspects of this course were effective in promoting your learning (for example, teaching practices, assignments, class material, class structure)?

This table reflects discussed topics along with their associated sentiment (positive, negative, neutral, mixed or not explicit). The percentage indicates how often each topic was mentioned.

Sentiments [Polarity]	Categorized topics [No. of comments]	Overall [35]
Positive	Persons > Helpfulness	11% (4)
Positive	Persons > Professor > Agreeableness/Approachability	9% (3)
Positive	Persons > Professor > Quality	9% (3)

**What specific aspects of this course were effective in promoting your learning (for example, teaching practices, assignments, class material, class structure)?**

Comment
Mr. Genao provided valuable feedback on my assignments and offers excellent Office Hours, with thorough explanations of the course material.
I liked that Tyler Genao explained the lessons clearly during the lectures.
The lectures were very thorough and detailed. It was fairly easy to follow along and get everything written down, and I liked the "process" focus of examples. The recorded lectures and pdf textbook were helpful resources. Also, the recitation activity solutions were detailed and a good way to check my work when reviewing for a test.
He provided many exercises and was able to answer every question.
Going through examples in lecture and breaking them down for us so we understand what's being taught.
He did everything correctly. This man is too high-quality to pass up on. He did everything with passion, every example, every question, he was engaging, he never shamed others, he showed the easiest way to do situations, he did the easiest way to show us how to do work, he was nice, he was kind, friendly, spectacular, everything you would ever want in a professor. He made calculus almost FUN to learn, he has high energy, and he knows how to answer every problem. This man knows his calling; he knows he was made to be a math major, and he is quite literally the GOAT of calculus here at OSU.
I think before the exam, some materials are provided to let us quickly review all knowledge and do the practice.
i really liked how he made everyone feel included and valued everyones ideas, even if their answers were wrong
He would teach the concepts properly and post the lectures online for students to reference in the future if they face any problem. that was helpful in crucial times before midterms and even if the student didnt really practice much, the student could score decent enough to keep up with the class.
he went into detail for each topic and explained them well. when people had questions he answered them thoroughly and made sure we all understood.
The practice midterms helped a lot
The lecture notes were a great introduction to the topics and provided strong examples.
I liked his teaching style and was an overall great instructor. He knew his material and made sure we understood it and asked if we had questions.
The lectures, assignments, readings, review materials, and recitation materials were all useful in promoting my learning in Math 1151. This class was the best structured of all my classes and set its students up for success the best.
<ul style="list-style-type: none"> <li>- Amazing office hrs in which he would often stay over the allotted hr</li> <li>- Good teaching methods in class that are very thorough and explain the 'why' behind calculus</li> </ul>
Tyler always provided examples to help us learn, and he also was always open to questions.
I found the recitation most helpful in understanding material.
Professor Genao is always willing to give feedback in person, during frequent office hours, and via email. I also always appreciate how he starts every lecture with key reminders and pending questions. The structure makes it so that those who attend in person remain very engaged, and it is also easy for those watching the lecture recorded to learn.
The written homework and practice midterms worked wonders for helping me on my major exams.
The class materials are helpful because they explain the material well, and the class structure is helpful for developing knowledge in the class step by step.
I really liked how office hours helped me get more individualized help in answering any questions I had.
The professor made this class amazing and fun to attend lecture and learn!
The assignment such as the midterm practices were pretty helpful in learning. The written homework also helped me a lot too.
I liked how we could ask for feedback, and how Tyler would write out steps to solve problems, explaining each step and why.
Example problems were absolutely the most useful.
Tyler is an incredibly effective lecturer and very kind and genuine person. He is clearly deeply passionate about the subject material and any student is fortunate to be able to have him as an instructor.
Doing practice problems
He was always willing to help
NA

**What changes, if any, could be made to improve the learning experience for future students (for example teaching practices, assignments, class material, class structure)?**

This table reflects discussed topics along with their corresponding recommendation action type (do more, do less, start, stop, continue, or change). The percentage indicates how frequently each topic was mentioned.

Categorized recommendations [Type]	Categorized topics [No. of comments]	Overall [31]
Do more	Teaching Effectiveness > Teaching Delivery > Classwork > Quantity	6% (2)
Do more	Teaching Effectiveness > Teaching Delivery > Examples > Quantity	6% (2)
Do more	Course Component > Practical Learning > Group Work > Quantity	3% (1)

**What changes, if any, could be made to improve the learning experience for future students (for example teaching practices, assignments, class material, class structure)?**

Comment
None.
I do not think that any changes should be made.
Sometimes, the lecture was slowed down significantly when a question was asked of the students. I think some engagement is definitely good, but sometimes it seemed like it might be better and more productive to just keep moving forward with the explanation rather than wait several minutes for a student to have the right answer first.
I sometimes would get lost and I think he should go in depth with some subjects and explain the logic behind it. Apart from that, amazing teacher.
I don't have anyway to improve this course.
Nothing, he is AMAZING, but maybe he can be less theoretical, but I understand that the math department wants him to cover every aspect of the sections.
I think all is okay.
n/a
In my opinion, the lectures can go a bit fast paced sometimes making it sometimes difficult to keep up in person. but since the lectures were posted online, that issue was resolved. So i think it is fine as to how it already is.
I wish we had more practice midterms and a practice final.
The homework sometimes feels long and the questions are much harder than anything else we do.
I think he sometimes goes to in-depth into a topic and makes it sound more complex then it actually is when solving a problem on your own.
Sometimes the Ximera readings and assignments confuse me by giving somewhat redundant and irrelevant information, but it does show how certain concepts were created.
Nothing :)
I feel that more examples could be provided in lecture to better my understanding of the material.
More group work could be helpful.
I do think the teacher has this odd quirk. He often asks a question in the lecture room, but he may mumble the question, or it is worded poorly. The class sits in these awkward silences, where it feels rude to ask him to repeat the question, and it results in a sheepish audience answer or the professor answering his own questions. Furthermore, more practice problems would be great! Especially in relation to earlier midterms and the final exam.
I think practice quizzes after every section do help a lot.
The assignments could be more concise sometimes so that the students can capture the information more quickly.
I feel as if class could be a little more problem-solving based, but that is really just the way I learn things personally.
Maybe during lectures, you can be a bit more loud. Also sometimes you can go a little too fast when doing notes, and I can't catch up.
I wouldn't change anything
He could use a microphone or something to amplify his volume.
Spend less time explaining the processes of how to solve equations and more time doing practice problems.
N/a
NA

**Required Questions for Public Institutions in the State of Ohio**

Are students encouraged to discuss varying opinions and viewpoints in class?		
Options	Count	Percentage
Yes	35	67%
No	0	0%
Not Applicable	17	33%

Does the faculty member create a classroom atmosphere free of political, racial, gender, and religious bias?

Options	Count	Percentage
Yes	50	94%
No	3	6%

On a scale of 1-10, how effective are the teaching methods of this faculty member? The scale of 1-10 in the question above measures the effectiveness of the faculty member with 1 being not effective at all and 10 being extremely effective.

Options	Count	Percentage
1 - Not effective at all	0	0%
2	0	0%
3	0	0%
4	0	0%
5	1	2%
6	1	2%
7	8	15%
8	12	23%
9	12	23%
10 - Extremely effective	19	36%