

associated with this course. Were the laboratory exercises integrated with the classroom material?	Well integrated	>	1	1	0	0	0	<	Not at all	17	1.50	0.71	1.50	1.79	1.34	0.00	5.00	
17 Overall, how would you rate this course?	Poor	>	1	0	1	5	12	<	Excellent	0	4.42	1.02	3.87	3.84	3.86	<	1.54	5.00

STUDENT COMMENTS:

Please type any comments that you wish to add in the space below.

Excellent teacher. I always had previous problems understanding past math teachers, but Bryden was extremely effective and genuinely wanted us to learn the material as best as possible. I wish to take more of his classes if available in the future.

This is a college math course that, due to the books, is made to seem like Quantum Physics. It's a HORRID book and I wouldn't give it to a Einstein because I'm worried his brain might fry. I believe the course could be explained in a way over 10-fold easier.

He was the best teacher that I have ever had in Mathematics and I hope his efforts are well appreciated.

The teacher's zeale and passion for numbers rubbed off on me and has brought my commitment level extremely high!

Why use an American textbook instead of encouraging Canadian expertise? The teacher is very helpful and talented !

Teacher was very comprehensive of people's misunderstandings of the material and was trying at his best to break the gap between the uncomprehensions and the goal to be achieved by providing more than one explanation/method to arrive at the answers. It is very appreciated, good job!

Well organized, communicates well and has high standards - well done!

Dr. Cais was one of the best math teachers I have ever had. He is excellent.

So much fun and motivating to learn with a teacher so enthusiastic about the subject! A course that could be very boring, but it's a breeze with this teacher! Very helpful teaching methods, especially when trying to demonstrate other ways of doing a problem instead of moving on to the next problem too quickly. Historical facts about the subject were very interesting and different. Very helpful in telling his students what to expect on the exams and prepares them very well. Overall, amazing teacher with a great voice that isn't monotonous who has an immense passion for the subject and who is capable of motivating an entire class! Will recommend to everyone!

I really enjoyed the teachers enthusiasm, it made the class much more enjoyable than what was expected. I actually looked forward to class each week. I also enjoyed the fact that he incorporated storries/random facts into the lectures, it made it seem less robotic than what would be expected of a math class. As for his teaching method, I found it very effective. He was always willing to explain any questions that people had in great detail until we all understood and he was very approachable. I would definately not hesitate to recomend his class to a friend and I would enjoy taking another one of his classes!

well, if it is possible we would like to have more hours on Math classes because in 2 hours it passes only for teaching the course materials but we don't really get enough time to practice what we learn on that day with the teacher on the specific day. I appreciate what u guys do.

LEGEND:

The term 'N/A' stands for 'Not Applicable'

The term 'MD' stands for 'Missing Data'

STATISTICS:

The total number students participating in the evaluations and the total number of classes used in the comparisons for this particular report are listed in the following table:

TOTALS	DEPARTMENT		FACULTY	
	Current Semester	All	Current Semester	All
# of Classes	69	866	213	2674
# of Participants	1353	19811	4501	69033

NOTES:

1. Departmental means and percentages have been calculated as the average of all the individual course means and percentages (rather than from the individual responses for the department which would result in large classes unduly influencing the results).
2. The numbers quoted are actual numbers of respondents.
3. Standard Deviation is a measure of the degree to which the responses varied for each question. A smaller value suggests a higher level of agreement among the respondents.
4. The graphical symbols represented as Centiles are decoded as: << (0-10) < (10-30) > (70-90) >> (90-100) in which the number designates the percentile of the class mean in relation to the sector.
5. The lowest and highest mean for a course in this department is for the current semester.
6. The value for sector mean columns have been calculated as the average of all the individual course means.

- For more detailed information please click on this link: [Centre for Teaching & Learning Services \(CTLs\)](#).

- Scanned version of the [Questionnaire Forms](#) are also available at the CTLs website.

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