1. I believe the most effective part of this course was:

--The presentation requirement
--The professor was knowledgeable and always available to talk. Unlike my other math professor, he came to class everyday and I’m pretty sure he lives in his office.
--Go to the board and present what he is logically thinking of a very unknown matter
--The outside class help by Ted
--That we went to the board and learned on our own instead of relying on a set of notes and do the work in real life. Also, that it “aided in the part of the pace cause writing can sometimes be a pain.”
--Doing the work ourselves rather than just copying notes that the teacher writes and expects us to follow the process.
--Presentations at the board and being “forced” to think independently to solve problems.
--Limit point
--Letting other students correct you while doing board work
--The teaching style the Moore Method
--The homework…it really forced me to study the definitions and axioms which led to presentations.
--Learned the professional mathematics proof process; extends logic of problem solving skill
--Making us figure out everything on our own
--giving me the chance to prove the problems on our own

2. To improve this course in future semesters, the professor should:

--Assign specific problems to students every other week
--Course lacked any need for improvement in my opinion.
--Show some perfect proofs at the beginning of the semesters. When a baby says ‘mommy’ it is not because it says it accidentally but it heard the word maybe a thousand times from its surroundings, most likely from its mother.
--Make the problems easier
--Should help aid the pace of the class a little better, so that we can all see up to speed a little faster...but not much else.
--Set up an optional “study” time where students can meet to work freely together or ask the professor questions.
--Use a slightly faster pace in terms of covering course material (personal opinion)
--be more flexible in giving hints to the solution of problems
--Do what he’s been doing for years. It’s up to the student if they want to pass the class
--Don’t have any curveballs/wildcards on the test
--Only count complete and correct proofs for presentation grades
--should have more lecture; the class material is going too fast.
--Explain the topic before we get thrown into the fire pit
--not much to improve

3. Talking to another student thinking about taking Ted’s class, I would say:

--There is not a better method to train future mathematicians
--If you want to take analysis, Dr. Mahavier’s class is the one I would take if I were you.
--Fake it and challenge Dr. Ted.
--If you are not willing to put forth an incredible amount of effort in this class you aren’t going to do good.
--Of course, he or she will learn and have fun at the same time.
--If you actually want to learn something, not just pass a class, take him.
--take this course if you are willing to learn skills necessary to prove theorems
--He should be more attentive in understanding the initial problems and put emphasis on presentation
--It’s a hard class but putting in some effort will help you pass the course.
--Work on things early
--If Ted is offering a class you should take it because you will get a nice opportunity to learn more than you could imagine.
--Yes, but only for Calculus; not for Analysis. Analysis needs more lectures. Calculus can depend on self-study.
--They should take it; it is difficult but a great way to teach/learn
--He’s an awesome teacher; take his class

4. I would like the professor to know that:

--He has devised a course structure that requires students to work, and prevents them from using the typical methods of beating the system.
--He is more than a math prof. He is a real world prof whose classes happen to cover math, and that’s a quality I wish prof’s in other fields possessed.
--Good job! Go ahead with little modifications because all the students are not with the same mind and attitude, Some students do pretty well, but many others barely do so.
--This class made me think and was a challenge He looks like “seananners” father, but look him up, it’s uncanny. Also he is a wonderful faculty.
--I greatly enjoy his class. It feels his end goal is truly to TEACH us the material and technique, not just get out and get paid.
--I thoroughly enjoyed this course. Thanks for all your help.
--I’s very difficult to prove the theorems without any hint to the solution
--He’s a pretty good professor.
--I enjoyed the class
--I enjoyed every class that I took under him and that I will miss the jokes he tells in class as most teachers have a low sense of humor.
--Analysis really needs more lecture; need to give specific homework and explain the solution; self study only sufficient for calculus level.
--I appreciate the little push to make me think and work on my own
--He’s an awesome teacher