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Reid, McMahon T. ▾

18.330 Introduction to Numerical Analysis

Survey Window: Spring 2015 End of Term | [View Current Catalog Entry](#) | [Print Report](#)

Report Includes Data for:

Students: For credit

Subjects: 18.330 Introduction to Numerical Analysis - Lecture L01

[\(filter data\)](#) ⓘ

| | | | |
|----------------------------------|-------------------------------------|-----------------------------|--|
| Eligible to Respond: 34 ⓘ | Total # of Respondents: 20 ⓘ | Response rate: 59% ⓘ | Overall rating of subject: 6.4 out of 7 |
|----------------------------------|-------------------------------------|-----------------------------|--|

Download Set of Individual Student Responses: [PDF](#) [raw data](#)

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INSTRUCTORS

| Quality of Teaching | <i>1=Strongly Disagree, 4=Neutral, 7=Strongly Agree, N/A=Not Applicable (7 is best)</i> | | | <i>1=Very Poor, 7=Excellent, N/A=Not Applicable (7 is best)</i> |
|---|---|--|-----------------|---|
| NAME | Stimulated interest | Displayed thorough knowledge of subject material | Helped me learn | Overall rating |
| Reid, McMahon T. , Lecturer (LEC) | 6.4 (20) | 6.7 (20) | 6.3 (20) | 6.5 (20) |

| Custom Math Questions S2015 | <i>1=Strongly Disagree, 7=Strongly Agree (7 is best)</i> | | |
|---|--|-------------------------------------|-------------------------------|
| NAME | Presentations were well organized | Instructor encouraged participation | Instructor used good examples |
| Reid, McMahon T. , Lecturer (LEC) | 6.6 (20) | 5.9 (20) | 6.5 (20) |

Reid, McMahon T., Lecturer 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 |

| | | | | |
|--|------------|----|-----|------|
| Stimulated interest | 6.4 | 20 | 7.0 | 1.43 |
| Displayed thorough knowledge of subject material | 6.7 | 20 | 7.0 | 0.92 |
| Helped me learn | 6.3 | 20 | 7.0 | 1.41 |

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

| | AVG | 1 2 3 4 5 6 7 | RESPONSES | MEDIAN | STDEV |
|--------------------------------|------------|----------------------|------------------|---------------|--------------|
| Overall rating | 6.5 | | 20 | 7.0 | 1.24 |

Comments on teaching (strengths, areas for improvement)

[Student 1522](#) - One of the most knowledgeable and enthusiastic teachers I've had at MIT. Thanks for caring about what you're teaching. The fact that you get excited about it, makes us get exciting as well. Also I really appreciated your online lecture notes and how available you made yourself outside of lecture.

[Student 5390](#) - This was my favorite MIT class :)

[Student 11884](#) - Homer was a really engaging lecturer, and obviously cared very much about the students. He was sometimes a little lax on the details of Fourier analysis, but otherwise obviously knew the material and enjoyed teaching it.

[Student 18442](#) - Homer was a fantastic lecturer, and his lectures were entertaining and extremely informative - he imparted a lot of information very efficiently in a short amount of time.

[Student 19122](#) - Great job with being reasonable with workload---not assigning problems until they were covered in lecture. It would have been nice to have covered some numerical PDE's. I also would have liked to see more about least squares fitting algorithms, which is important for data analysis. It also would have been interesting to learn how the FFT algorithm works.

[Student 24410](#) - Professor Reid is by far the best teacher I have ever had at MIT, and I'm a senior so I've had a lot of teachers. The one word I would use to describe his teaching style is inspiration - he engaged me in the subject from day one, and even when the math became challenging he still persisted to inspire us by presenting the intuition behind all concepts first and foremost, followed by an "inspirational" display of the math which we were encouraged to reproduce at home. The amount of time he spent with me individually was absolutely astounded, and I know by asking my friends that he spent equal amounts of time helping them one-on-one - in office hours and during private meetings. I am tremendously grateful to Professor Reid for providing me with a math experience that was both challenging but rewarding - I've always been scared of math courses at MIT, but this course was different because I found it very accessible and I felt comfortable asking Professor Reid questions if I didn't quite understand something.

[Student 27525](#) - Professor Reid was excellent. He had a very clear and personal lecturing style and excellent course notes. He always had plenty of office hours and was always open to scheduling one-on-one meetings.

[Student 29997](#) - Super clear and organized, nothing but good things to say.

[Student 30916](#) - Very organized during class. Writes great notes on the board and posts very helpful lecture notes online. Makes math fun! Also very available to meet with the students outside of class - even comes in on weekends. Thank you!

[Student 33191](#) - I really liked how Homer would periodically step back to give us the "big picture" of what we were doing -- that really helped tie everything together. Another comment: Homer is a pathological explainer -- and I mean that in the best way possible. This is mostly a very valuable quality, and it meant that we thoroughly understood every topic he presented in class. However, sometimes I felt that it made the class move a little

more slowly than I would have preferred. Finally, Homer is extremely generous with his time, and I think everyone really appreciated how he devoted at least 4 hours per week to office hours to help with homework/other questions, and additionally made a lot of time available to meet with students about their final projects at the end of the semester. He also must have spent a lot of time creating his (extremely clear and helpful) lecture notes, which were invaluable for the class.

[Student 34070](#) - Easily the best teacher I have had for math since freshman year. Arguably the best teacher I have had in all of MIT. His lectures were very well structured, the tests extremely fair, and the pssets really got you thinking about the material. The pssets were fairly long, but extremely enlightening with just enough guidance to get you started, but enough freedom for you to make meaningful discoveries. Homer also personally met with any student who needed help/to flesh out final projects. The four hours of engaging office hours were week were very helpful and greatly aided in the learning process. Overall, it was a pleasure being enrolled in this class. His one weakness was time management. Class regularly went over time by 5-10 minutes, and several times we didn't cover all the material he set out to in a week. Usually it was because he spent too much time re-deriving basic things that most people already knew. To his defense, I think it was all in good faith, and intended for us to learn the material. TO THE MATH/PHYSICS DEPARTMENT: At the end of the day, I hope someone in the math/physics department reads this last bit. I would say that Homer exemplifies the MIT Professor. He is enthralled in his research, as well as a phenomenal and dedicated teacher. I sincerely hope you consider him in any upcoming assistant professorships that may present themselves as everything points to Homer deserving the honor of being an MIT professor.

[Student 38016](#) - Homer is a truly unique lecturer. He always strives to improve his lecturing style and knows how to communicate intuition, which is something that not every lecturer knows how to do.

[Student 48357](#) - The first half of the course was great, but the second half could be more organized.

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

| Custom Math Questions S2015 | AVG | 1 2 3 4 5 6 7 | RESPONSES | MEDIAN | STDEV |
|---|------------|----------------------|------------------|---------------|--------------|
| Presentations were well organized | 6.6 | | 20 | 7.0 | 1.0 |
| Instructor encouraged participation | 5.9 | | 20 | 6.0 | 1.39 |
| Instructor used good examples | 6.5 | | 20 | 7.0 | 1.19 |

SUBJECT

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

| SUBJECT | AVG | 1 2 3 4 5 6 7 | RESPONSES | MEDIAN | STDEV |
|---|------------|----------------------|------------------|---------------|--------------|
| Subject expectations were clearly defined | 6.7 | | 20 | 7.0 | 0.81 |
| Subject's learning objectives were met | 6.5 | | 20 | 7.0 | 0.89 |
| Assignments contributed to my learning | 6.6 | | 20 | 7.0 | 1.14 |
| Grading thus far has been fair | 6.5 | | 20 | 7.0 | 1.19 |

Rating Scale: 1=Too Slow, 4=Just Right, 7=Too Fast, N/A=Not Applicable (4 is best)

| | AVG | 1 2 3 4 5 6 7 | RESPONSES | MEDIAN | STDEV |
|--|------------|----------------------|------------------|---------------|--------------|
| The pace of the class (content and assignments) was: | 4.4 | | 20 | 4.0 | 1.47 |

| | AVG | | RESPONSES | MEDIAN | STDEV |
|---|------------|--|------------------|---------------|--------------|
| Average hours you spent per week on this subject in the classroom | 2.9 | | 20 | 3.0 | 0.67 |
| Average hours you spent per week on this subject outside of the classroom | 8.0 | | 20 | 8.0 | 2.49 |

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 | 6.4 | | 19 | 7.0 | 1.01 |

Comments on the subject (strengths, areas for improvement)

[Student 1522](#) - Beyond what I said earlier, sometimes the problem sets were a little bit time consuming. I think that students without previous coding experience might have an especially difficult time.

[Student 11884](#) - Homer is a really great teacher. The class's material is certainly interesting, but not necessarily hugely difficult or earth-shattering. Problem sets were generally interesting, but sometimes a little long and time-consuming.

[Student 19122](#) - There are so many things to offer in numerical analysis. Maybe consider a second semester, going into more Monte carlo methods, and PDE's for example? Numerical analysis applied to more data analysis methods would be helpful as well.

[Student 24410](#) - I absolutely loved the material in the first half of the subject. The exam reflected well the material we had learned, and I felt it was a good representation of what I had learned. I felt the second half of the subject was a little less well organized, resulting in material that was hard to grasp and eventually an exam that didn't seem particularly reflective of what we had learned. The material of the second half is really great stuff - it's super interesting and absolutely necessary to numerical analysis - but I feel there's too much there for us to really understand what's going on. I feel at least one topic should be removed to allow time for the rest. We also ran into a timing issue due to the snow days at the beginning of the year, so perhaps without those the timing would have been better.

[Student 27525](#) - I had not heard much of 18.330 when I signed up for it, but it turned out to be a diamond in the rough. I will recommend the class to all my friends. Thanks Professor Reid!

[Student 29997](#) - The second half of the semester was much less clear than the first half. It was annoying that coding experience was assumed when I had none.

[Student 30916](#) - I'm a math major, and this was my favorite math class taken at MIT! Thanks for making it an enjoyable experience. I appreciated all of the extra credit opportunities, which were fun, educational, and made the class less stressful. Grading was very fair and you were always considerate of our needs. I found the pace of the class to be a little on the slower side during the first half of the course and then a little on the faster side during the second half of the course. Thanks for a great semester!

[Student 34070](#) - The psets are great, but take a lot of time. I think making them shorter would detract from their

value, so one free dropped pset would be amazing and greatly reduce the workload during one hell week.

[Student 37378](#) - Lectures were fantastic at the beginning of the year, but in the second section they got more and more difficult with the Fourier stuff and the lectures seemed rushed. I also think that the PSETS were a bit too long. In general great class.

[Student 41420](#) - The second half of the class feels less cohesive than the first half, but I didn't necessarily mind that. Just thought you'd like to know.

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