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April 15, 2016

To the TEC Committee:

I am writing this letter as a teaching evaluation for Björn Mützel. On Friday, April 15, I visited Björn's Math 22 class *Linear Algebra with Applications*, a basic introductory undergraduate course in linear algebra.

When I arrived at the start of class, the students were already busy working on a quiz that Björn had prepared on the previous material, with a number of true/false questions and some short answer questions. They worked for a little over 10 minutes on the quiz, and afterwards Björn went through these one at a time, rewarding correct answers with treats. The students responded very well to this feedback system, many were eager to answer (some overly so!); he also rewarded the team with the best score with further treats. The students were relaxed, engaged, and most of them seemed to use the quiz as intended: to assess and reinforce their understanding.

Björn then presented a packet of material for the class, including basic information about deadlines, and an overview of the day's material (on matrix inverses). This material was also projected onto a screen. He started the lecture portion by saying, "Ask not what lecture can do for you, but what you can do for lecture!" The students get it: by and large, they were engaged and in the flow of the class, and they responded to his queries when he asked for the next step in the proof or in a calculation. Björn left spaces in the packet for the students to copy the proofs he presented at the board, and I thought this allowed for a nice combination of dissemination of material with participation on their end. The instructor's proofs were always clear, with details thoroughly explained; the pace was slow enough to let each step sink in, and the material dense enough that they were making visible progress through the topic. There was a bit of time toward the end to practice with an example involving elementary matrices; Björn promised to pick up there, with more examples and work together.

Björn has a great rapport with the students. He is enthusiastic and stimulating. He draws in intuition from geometry and motivates definitions with the simplest, illustrative examples.

The amount of time and effort that he is spending with his teaching is visibly quite high, and it is clear that this experience is further refining his teaching. There is no doubt that he is a successful lecturer here at Dartmouth—we are lucky to have him—and he will be a valued member of any university he teaches at.

If you have any questions or need more information, please e-mail me at the address below.

Sincerely,

A handwritten signature in black ink, appearing to read "John Voight". The signature is fluid and cursive, with the first name "John" being more prominent than the last name "Voight".

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