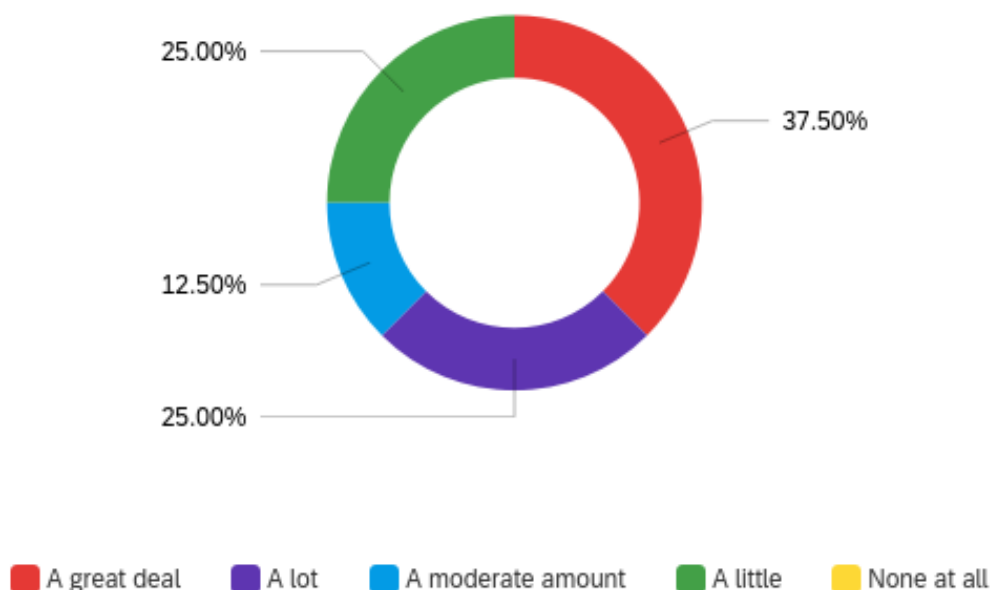


Q1 Spring 2024 Graduate Training Seminar

Please take a few minutes to complete this post-course survey. The purpose of this survey is to collect information about your experiences in the course at the University of Iowa that took place in the spring of 2024. The results of the survey will be used to inform the University's Math Department about the strengths of the course and areas of improvement in the future. Your responses are confidential, so please answer honestly.

This survey is being conducted by the Center for Evaluation and Assessment (CEA). If you have any questions about this survey, please contact Dr. Liz Hollingworth at liz-hollingworth@uiowa.edu.

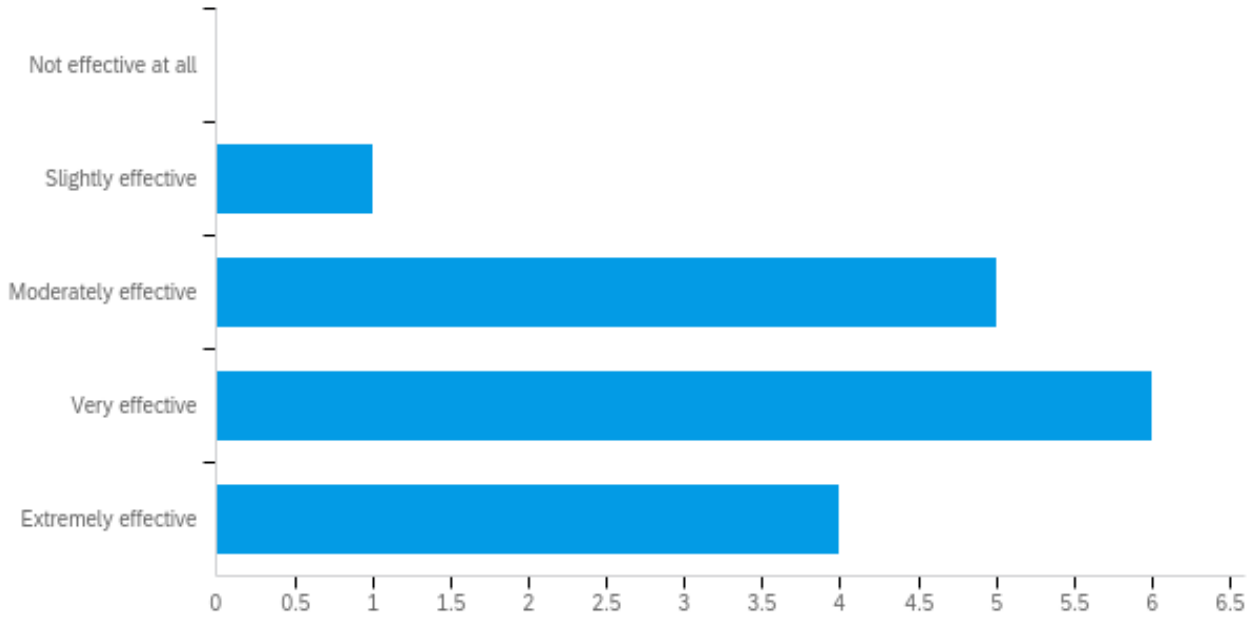
Q2 - To what extent did the seminar familiarize you with current hot topics in 4-dimensional topology?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To what extent did the seminar familiarize you with current hot topics in 4-dimensional topology?	46.00	49.00	47.25	1.20	1.44	16

#	Answer	%	Count
46	A great deal	37.50%	6
47	A lot	25.00%	4
48	A moderate amount	12.50%	2
49	A little	25.00%	4
50	None at all	0.00%	0
	Total	100%	16

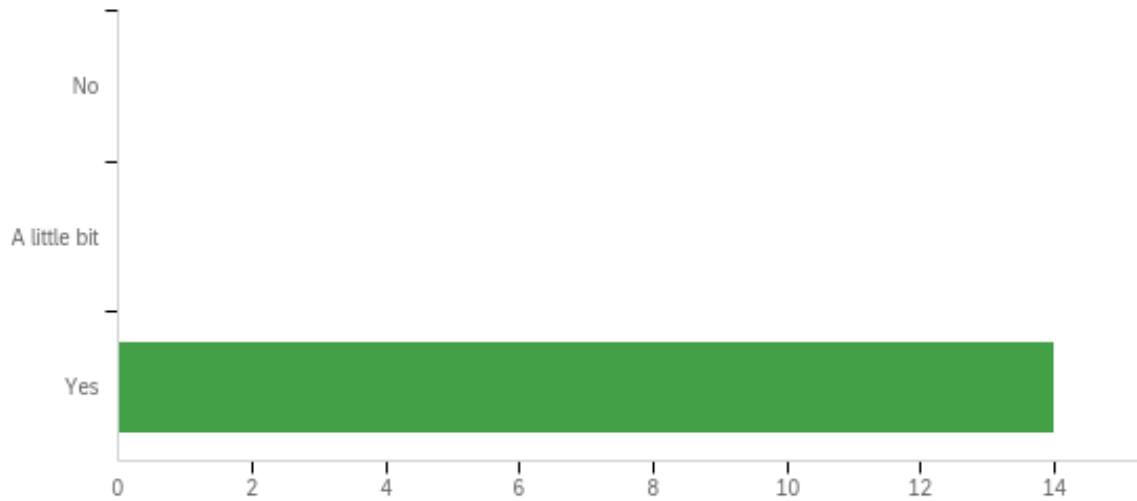
Q3 - How effective was the seminar overall?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How effective was the seminar overall?	12.00	15.00	13.81	0.88	0.78	16

#	Answer	%	Count
11	Not effective at all	0.00%	0
12	Slightly effective	6.25%	1
13	Moderately effective	31.25%	5
14	Very effective	37.50%	6
15	Extremely effective	25.00%	4
	Total	100%	16

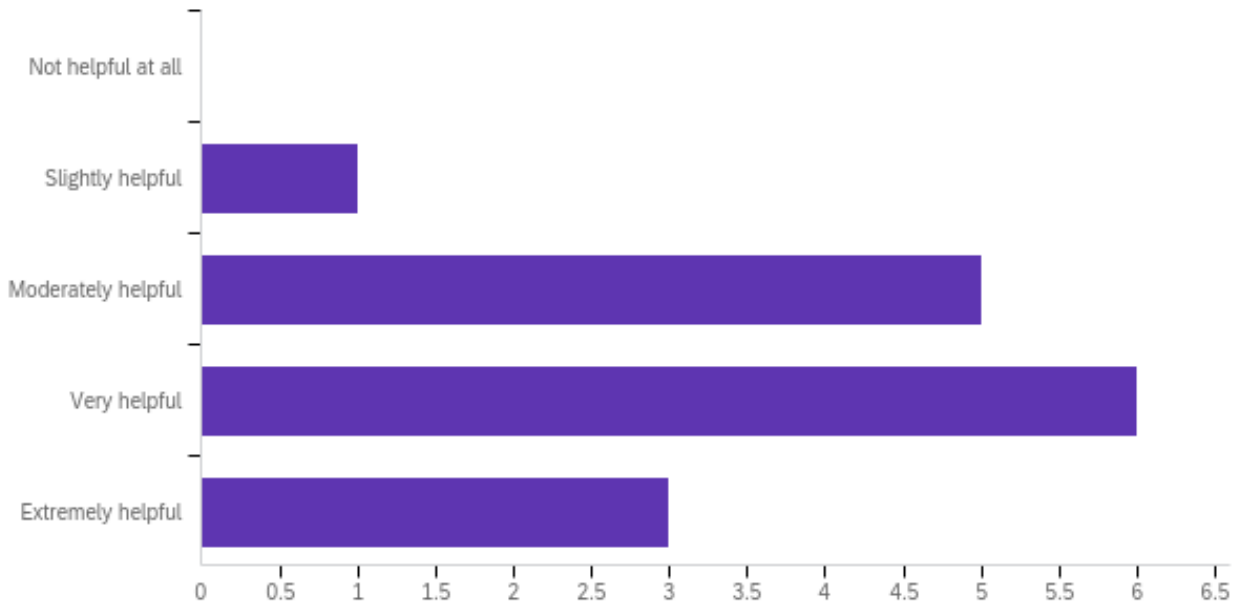
Q4 - Did you get support when you preparing for your presentation?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you get support when you preparing for your presentation?	20.00	20.00	20.00	0.00	0.00	14

#	Answer	%	Count
18	No	0.00%	0
19	A little bit	0.00%	0
20	Yes	100.00%	14
	Total	100%	14

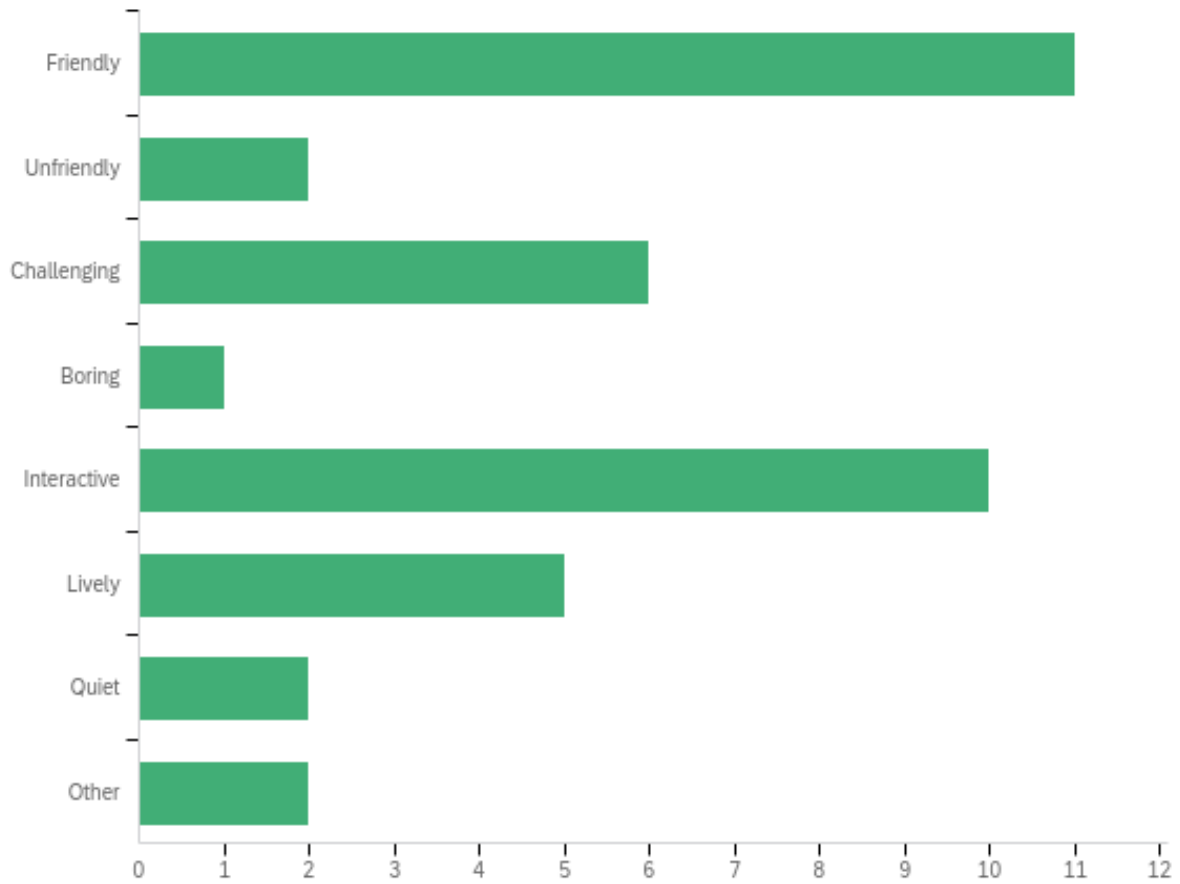
Q5 - How helpful were the readings for the class (textbook, suggested papers, etc.) ?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How helpful were the readings for the class (textbook, suggested papers, etc.) ?	12.00	15.00	13.73	0.85	0.73	15

#	Answer	%	Count
11	Not helpful at all	0.00%	0
12	Slightly helpful	6.67%	1
13	Moderately helpful	33.33%	5
14	Very helpful	40.00%	6
15	Extremely helpful	20.00%	3
	Total	100%	15

Q6 - How satisfied were you with the atmosphere of the seminar? (Select all that apply)



#	Answer	%	Count
14	Friendly	28.21%	11
15	Unfriendly	5.13%	2
16	Challenging	15.38%	6
17	Boring	2.56%	1
18	Interactive	25.64%	10
19	Lively	12.82%	5
20	Quiet	5.13%	2
21	Other	5.13%	2
	Total	100%	39

Q6_21_TEXT - Other

Sometimes the professors are a little too harsh with the graduate student presenters. If it is somewhat of an exam setting, then being a little harsh makes sense. If it is a private presentation, then being a little harsh makes sense (helps with training). But publicly being a little harsh with student presenters, in front of their peers, when it is not an exam or graded presentation, I don't think is necessary. (This did not happen a lot, but happened to maybe 4-ish presenters)

Joe Breen was a fantastic leader!

Q7 - Please suggest other topics for future semesters.

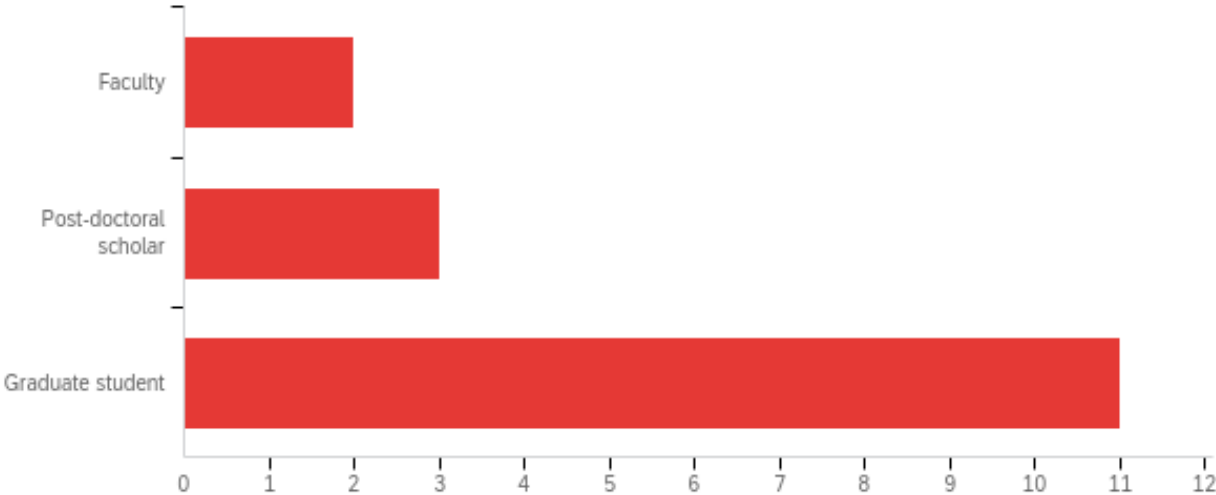
I would prefer two 7 week, three 5 week, or five three week mini sessions each on a separate topic. This would let the first year's get the end slot and still have "easy" topics.

A deeper dive into some of the tools, like Hermitian-Yang-Mills, but with a focus on the analytic aspects.

I'd like to do a more homotopy flavored topic. We get see a little of that in 5000/6000 level classes, but not very much. Strom's Modern Classical Homotopy Theory might be a good source to follow. Or maybe we could do something with a more simplicial flavor, e.g. Goerss and Jardine's Simplicial Homotopy Theory.

Moduli spaces and J-phc theory Category theoretic perspective on any topic we know decently well

Q8 - Which best describes you?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which best describes you?	1.00	3.00	2.56	0.70	0.50	16

#	Answer	%	Count
1	Faculty	12.50%	2
2	Post-doctoral scholar	18.75%	3
3	Graduate student	68.75%	11
	Total	100%	16