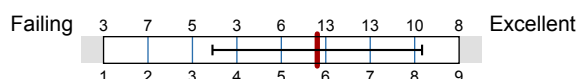




C. DING
Evaluation of Instruction Program Report
 24W: MATH 31B LEC 4: INTEGRTN&INF SERIES
 No. of responses = 68
 Enrollment = 214
 Response Rate = 31.78%

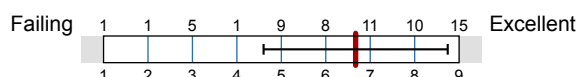
1. UCLA Department of Mathematics:

1.1) How would you rate your instructor as an effective teacher?



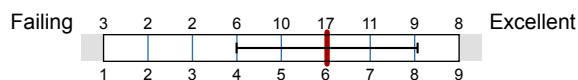
n=68
 av.=5.81
 md=6
 dev.=2.36

1.2) How would you rate the availability and helpfulness of your instructor outside of the classroom?



n=61
 av.=6.67
 md=7
 dev.=2.07
 ab.=7

1.3) What is your rating of this course independent of the effectiveness of the instructor?



n=68
 av.=6.03
 md=6
 dev.=2.04

2. Comments:

- 2.1) Please use the space provided for any comments you wish to make which are pertinent to the educational process. These may include all aspects of the course: teaching, examinations, grading, textbook, etc.
- - it was good to know how many questions we will be asked on during midterms and finals, and what each question will be focusing on testing
 - it was good to see examples being used to demonstrate the theorems
 - A solid professor. I was worried going into the course since I saw he was new to teaching; however, he explains the concepts well and makes them understandable. I've also noticed improvement as the course has gone on. He also picks good homework problems to help you grasp the concepts and prepare you for the exams. His first midterm had a lot of questions (in my opinion too many) for the given time, but I appreciate how he was open to feedback and the second midterm was more reasonable. His office ours are helpful and he doesn't make you feel dumb for asking simple questions. He is not big on small talk, but will answer any of the question about the course/material you have. Overall, I would recommend his course to a friend and see him continuing to get better as he teaches more courses.
 - At the beginning of the quarter, the way the professor taught the class made it harder to apply to the homework assignments, as the material was mainly taught in the form of proofs. However, as the quarter went on, he listened to the feedback from the class and began to teach more examples and better explain the concepts in lecture, leading to a drastic improvement in the quality of the lectures. He is very easy to reach whether it be by email or office hours, and when asked with questions via email he promptly responds and gives often times better and more in-depth explanations than are given during the time constraint of lecture. Overall, Professor Ding's exams were also very fair, as most of the concepts that were tested could be found in the homework very easily, allowing for studying for those exams to be fairly easy as well. There were complaints about one of the midterms, but I think they were

pretty unfounded as questions of that format were seen in our homework and were also available in discussion notes that were published by one TA to the entirety of the class, not just their section. Professor Ding is a good professor and I have enjoyed being in his class this quarter.

- Considering the aspect of teaching, I think that there were many times that students, including myself, felt a little lost during lectures about concepts, and the way the information was presented wasn't exactly very clear. Although we were able to ask questions, sometimes I didn't know where to begin. After the first midterm we did end up doing more practice problems compared to theory, but it was sometimes difficult to apply what we learned in class to homework. Since midterms are curved, I believe that grading can be considered pretty fair.
- Ding gets the job done. Wish he used digital notes instead of the whiteboard. Otherwise, midterms were fair and material is somewhat straightforward.
- Disclaimer: this was his first time teaching a lower-division math class. I do not blame him for certain things (explaining, creating midterms, and overall style). He allows us adequate time to do homework, which is not too much. His midterms are heavily based on the homework but initially were too long to finish in 50 minutes. He did change this with the next midterm. His overall teaching style is lacking. He fails to dumb down theorems to an introductory level. When he is asked questions, he sounds condescending with his responses. Again, this is his first time ever teaching, so I can understand. Overall Professor Ding has some growing to do as a teacher. His grading is fair and reasonable.
- Dr. Ding makes an effort to respond to all feedback and improve. He takes into consideration all the students' opinions from the comments on the midterms to his teaching. Also, the classroom was small and it made it hard to see the board even if you sat semi close. Even during midterms, we were all crammed in the room to the point where there were no empty seats.
- Even though Ding is a new professor, I feel he is already really great. The lectures are pretty standard but I do like that Ding tries to get us to understand the conceptual parts of topics rather than just feeding us formulas. He also responds well to student concerns. After we had a mid quarter review prompted by Ding himself, he went over the common concerns and immediately applied solutions such as speaking louder and adding more focus ideas such as a brief review of the previous lecture and differentiating reasoning, theorems, and examples. The homework given each week ranged in difficulty but it was overall doable and I was not left feeling I could understand the topic, the homework overall strengthened my understanding and the load was a good amount. Ding had a lot of concerns about being a new professor and wanted to do well for our learning and it was especially helpful that he was open to feedback and took time to go over examples and even reteaching topics students felt lost in. His exams were also VERY FAIR. There was an incident where a student was upset over questions and threatened Ding with contacting the dean, however, he was professional and was able to show us where he based his exam question. There were genuinely no surprises on exams and the only difference between the homework and exams was the algebra of the problem which is not his fault if we don't know algebra and even then the problems themselves were not difficult to solve algebraically. Overall, Ding was really great this quarter. Even though he lacks experience he was learning to teach the class better and through lectures I saw improvements (i.e. better structure and highlighting important parts of the topic), was very approachable, and was very fair in grading. Even though this is only my second college math course, Ding easily matched my other math professor who is widely regarded as a great math professor by students.
- Even though it is his first year teaching a low division course, he has all the right intentions concerning grades, midterms, and finals. Especially on the exams that are exactly how he states they are going to be, with the preparation being the homework and he kept his word. It was like the homework but with slight alterations, and the homework can be hard at times, but overall with the lectures and the discussion sections it makes total sense. I know a lot of people are frustrated by his teaching, but I find it helpful and have been understanding all of the reasoning that has been done for each question, so he helps understand the logic behind the math. He is a great professor and I had a great time in his class this quarter.
- Examinations were fair, but very computation heavy and did not have enough time to finish exams most

times

Homework was fair and reasonable

Lectures were often confusing, and did not explain in depth on how everything works, much of the content was learned outside of class through the internet, pacing was too quick sometimes for me to understand

However, Professor was open to changes and acknowledged concerns brought by students, fair

- Given it's his first time teaching, he did well. The second midterm's difficulty however was way too high for how he prepared us, especially compared to the expectations set by the first midterm. We'll see how the final is
- He rushed through the proofs of concepts without demonstrating how to go about solving a problem and often tested on subjects we had not gone over in class
- He should give us more practice. I know homework's are important but sometimes he should give a practice quiz online or something. I literally know this math but the tests are just difficult and so long for no reason. Hoping for an A but a long shot after the second midterm :(
- Honestly, I wished the curve would've been more gracious. I came to UCLA not having taken AP Calc BC, but so many of my classmates had, making this simply a review for them. They wouldn't go to lectures or even watch the online lectures that were posted as they already knew the material and the one time they ever entered the classroom was to take the examinations. On the contrary, I would come to class 30-45 minutes early to get a front-row seat so I could fully grasp the material. I put in a lot of work (certainly more than what is worth 4 units) to be able to keep up and succeed. I think UCLA needs to give credit to people who took BC in high school to make it more fair. It was frustrating to see and hear about people who couldn't care less about the class doing equally as good or better than people who put in the work to succeed as they had an entire year to slowly learn this material. Additionally, this class needs to be longer than 50 minutes long. When people would ask questions during class, it would leave Professor Ding forced to rush through the material, and I would not be able to obtain a full grasp on the new content and have to do thorough outside research.

As for Professor Ding, I thought he was pretty good considering it was his first time teaching this notoriously difficult class. He was constantly asking for feedback so he could improve and was attentive and empathized with students. I think having this desire to improve will ultimately lead him to become a great professor in the long run. While I wish lectures were less proof-based and more example-based, it was interesting to learn the proofs, but it did not apply to our exams or homework. Instead, I would've loved to learn more tricks for simplifying these complex problems. However, Ding was very open to extending his help within his office hours which were 3 times a week, each after a lecture, which I thought was very compassionate and selfless to do. He was a very nice person overall and had some funny dry humor when people asked redundant/repeat questions.

- I enjoyed having Professor Ding as my teacher. Although sometimes his lessons left me a bit confused, I thought his grading scale was very generous and difficulty of the exams were moderate at best, so not too bad. He received a complaint from a student in class one day regarding on of our exam questions, however, I believe this question was more than fair considering our TA went over that exact type of problem in discussion and it just seemed a bit more algebraically difficult than our standard homework examples. He was always a quick responder to emails and was always available at Office Hours.
- I felt like the lectures were little help with the homework and tests. Sure they gave perspective and insight to the rough ideas, but we spent all lecture deriving and understanding how we get to the equations when it was made clear that it was not a proof based class. I would rather see more examples and how to use the equations. I often spent hours watching review videos on how to use them before and during doing homework because I felt like I understood nothing.
- I know the professor is new, but he was terrible at teaching the material, went too fast, could not understand half of what he says because he was too quiet or just unintelligible, and it seemed like the math department gave him no instruction in terms of grading, or instructing the course besides the material itself. Very bad experience in this class outside of the actual material. He barely curved the

grades when he knew they were much below average. He seemed like he didn't care if we learned anything at all.

- I think professor Ding is a newer professor and I could tell during the lectures (but not in a bad way). It seemed like he really listened to our suggestions and took into account what feedback he was given during the course. I loved how organized the canva was. It was very easy to find the necessary materials. The class notes being posted every week was extremely helpful, especially when it came time to review for exams. The only small tweak I would make is that I felt since he mostly goes off the textbook in his lectures that buying it wasn't necessary. If the homework questions themselves were posted instead of where to find them it would eliminate the need for the textbook. But I do understand how it can be helpful to give extra material to those who wish to get a deeper understanding. (I am just a broke college student trying to avoid buying textbooks). For future classes I would HIGHLY recommend making PIAZZA a feature available on bruinlearn. I have found that in other classes it was helpful to see what questions other students had and to get quick clarifications. I think this feature is especially helpful in math classes and think it could enhance the quality of the class. Overall I felt homework was fair and not too heavy of a load. I have always enjoyed math and professor Ding only helped to further my enjoyment. I thoroughly appreciated leaving out topics that aren't as useful on exams, like cosh and sinh. There are times in math classes where a topic just seems useless and it was nice to know that professors feel the same way to an extent. On the topic of exams I know someone reported him to the dean due to a midterm problem. I just would like to comment that I think the question was more than fair. It was a difficult question, but we are taking exams in a college course. Those who showed that they really understand the concepts deserve to get a better grade. The exams are graded very generously and a curve is applied to make sure that it was fair. I think the grade policy sets up students to succeed and that if someone complained every time a difficult question was given then no one would learn. But overall I really enjoyed this class. I felt professor Ding was always there to clarify problems and that his class really helps students learn.
- I thought that his teaching was for someone who had good attention. I wish we did more examples.
- I understand it's Professor Ding's first time teaching this course. To be honest, I didn't find the lectures helpful despite going to all of them. I think it might have been a personal problem because I just don't understand proofs. I did take AP Calculus BC so I think it might just be a personal issue by comparing this class with a high school course but I wish more examples were taught instead of just going over proofs. I do appreciate that the exams were similar to the homework. I thought homework was reasonable and it was helpful in preparing for the exam. However, I thought the first question on the second midterm was a little hard. Overall, I actually quite enjoyed the class. Professor Ding was a pretty good professor considering it's his first time but I think he should consider some improvements like writing theorems, briefly explaining the proofs, and going more in depth about examples that aren't from the textbook (so we can compare the examples with the ones that are in the textbook and understand different aspects of the topic).
- I understand that it is Professor Ding's first quarter as a lower division professor, and he's still learning how to teach more basic concepts to younger students, but I must say that I did not feel well taught this quarter. Professor Ding doesn't spend enough time teaching certain concepts, and it feels as if he often skips or glosses over steps on example problems in class, expecting us to follow with what happened. His explanation of concepts are often confusing and do not help me understand the concepts being taught. I often found that I had to go back and learn the concepts by myself afterwards, which should never be an issue in my opinion. The two midterms we've had so far have had much more difficult problems than those on the homework, even though Professor Ding tells us to study using the homework. I understand that he grabs inspiration for his test problems from certain problems that are in the textbook, but his test problems are never actually based off of the problems that appear in our weekly homework, they are based off of harder problems elsewhere in the textbook. With that being said, I wish the best for Professor Ding going forward; he seems like a nice guy, and I think with a little work he can improve a lot and better himself as a lower div teacher.
- I've grown up really liking math as a subject and finding it easier for me to comprehend compared to others. However, Ding's way of explaining can oftentimes be a little confusing because he skips steps and uses notation that is difficult to understand. I found that watching youtube videos helped me

understand the concepts better. I felt that his midterms and homeworks were fair, though sometimes the homework can be time consuming. Also, this is unrelated to the course itself but I absolutely hate the classroom. It's really difficult to see the board since there's always a person blocking the view and because I only have 10 minutes to walk across campus to get to this class, the seats near the front are usually taken so I can't see. It's also just really cramped so I'm more inclined to just watch lectures online rather than attend in person. Overall, I really enjoy math so I find this class to be fun most of the time

- It would've been nice if the professor made his lectures more organized and did more practice problems because the homework problems would be very difficult to solve without outside sources. Moreover, as a math class, cheat sheets for exams should be allowed (which wasn't the case for this class).
- Like any professor, he made his lectures based off the textbook but didn't really expand beyond that during class. I think his classroom management could be better because while there were questions asked during lecture by students, the sheer amount of questions he permitted made each one feel like a disruption to the content. He's genuinely a nice person but he could have derailed student interruptions (many often just spoke out) by just redirecting students to email or his office hours - this should have happened during the week 8 lecture when a girl took up twenty minutes of class arguing about a midterm question. However, his exams were honestly straightforward and fair, but I learnt the content through external resources and not through his teaching.
- More issues with classroom location. The room size was not compatible with class size, could not hear the professor despite him wearing a microphone, and the bruincast was just as bad. Overall, the assignments were helpful and he was a fair with the amount. Helpful textbook, and good at answering questions. Good communication.
- Mr. Ding isn't a bad teacher, but he is sometimes unable to articulate the more complex concepts in calculus 2, and relate it to make concepts more easier to digest for students. This makes it hard for students to translate abstract concepts and examples into harder problems that we see on midterms and tests. Also, his refusal to offer a study guide, practice midterm, or flashcards for both midterms meant students were going in blind. Finally, his mistakes that he makes occasionally with lecture material/theorems can cost us. However, he makes himself available to students during office hours, and is receptive to feedback. One pet peeve I do have is that he wrote in cursive for essentially the entire first half of the quarter, making information very hard to take down for notes.
- My professor was a very nice person, but it was sometimes hard to understand what he was saying, and I felt he was explaining topics very clearly.
- Prof. Ding needs to explain concepts in a more engaging way. He introduces something and follows it up with complex examples with little elaboration. Please reconsider your decision in hiring this guy.
- Professor Ding could be seen as slightly inexperienced, not in terms of his knowledge of the content, but in terms of managing a (especially lower div) class. I think the most obvious example of this is how he handles exams. While I don't necessarily disagree with not allowing a cheat sheet and practice midterms, I don't think it is something that is significant enough to skew the results of the class, however the absence of it is something that definitely frustrates quite a few students. This isn't a big thing, but I think the cost to the professor's popularity versus the effect it actually has on grades makes it worth it enough to be considered. That being said, I do appreciate the tenacity of Professor Ding's personality to not simply do whatever the students request. There were moments during lectures that I believe some other students agreed over very bad takes but the fact that Professor Ding didn't simply give in to them was something I respect. I believe that Professor Ding overall was actually quite a good lecturer despite what others have complained about (if you can't hear sit closer to the front) and, considering this is his first time teaching the class, I didn't find any major faults with him. One small recommendation I might mention is using the Piazza functionality of BruinLearn to allow students to directly view other students' questions and also provide their own feedback (this might help with answering repeat questions in emails and also gives students a place to ask questions with greater ease).
- Professor Ding is a super nice person; however, he is very unclear when teaching and the way this

course is structured makes it very hard to learn anything. The lectures are often unhelpful as they talk more about the proofs behind the concepts rather than the concept itself. There are no practice problems provided except the homeworks, making the midterms incredibly hard, because the midterm questions are 10x harder than the homework. I believe Professor Ding overestimates his student's ability to understand the course content since he's never taught a lower division math class, because the concepts are not clearly explained at all and I am always confused on what is going on in the class. It is hard to know what to expect on tests and the tests are designed to be incredibly hard, making it so difficult to learn anything or even get a good grade. Math 31b is already a hard class based on content, but it is nearly impossible with Professor Ding's teaching.

- Professor Ding is a very understanding and fair teacher. His teaching is organized and easy to follow and his tests are fair and representative of course material.
- Professor Ding is an excellent teacher. In teaching, he is always clear and detailed. The logical flow of his explanations is superb. The examinations are very fair. I have learned a great deal from the course. In addition, you can tell that Professor Ding cares very much about the learning and success of his students.
- Professor Ding is great! He takes feedback seriously and you can see him improving with his teachings.
- Professor Ding is one of the fairest and most caring math professors I've had in a long time. Though the tests are hard, this is more of a reflection of the difficulty of the course material rather than "unfairness" that was reported by a single student in this class. Professor Ding is very attentive to feedback given by his students, and adjusted the course to be more user friendly after receiving feedback from our first midterm. I don't consider myself super strong in math, yet still was able to learn something valuable from this class.
- Professor Ding is the best professor that I have had the pleasure to have at UCLA. He is fair with tests, although hard he gives us enough knowledge of what to study, he is an amazing lecturer, and is easy to approach. I have never done this well in a math class before and it is purely do to how well Prof. Ding teaches. His grading is fair, more than fair in some respects. He is a GREAT professor, and I would love to have him teach me the rest of the math courses I have left for my major. A girl complained to him about us not being taught a question on a midterm, even though it was similar to example one in our textbook, Ding took the time to go over the question as a class, explained how it was similar, but yet STILL graded that question extremely generously. He is an amazing person and professor.
- Professor Ding was a very understanding person who was prompt at replying to emails, so I am very grateful for his efforts to support the class in any way he can. Although the content was difficult, office hours were helpful.
- Professor Ding was very caring of his students' learning and willing to respond to any emails or concerns quickly and reasonably. I often felt other students would take advantage of his empathy, reporting exam problems to be "too challenging" or insisting they need more relief for their grade, instead of really taking up all they may be able to learn from Professor Ding's course that can just help the grade itself. Yes, some problems were challenging, but they were reasonably so, and the professor did his best to help us learn from these rather than try to trick us. When students expressed concerns, however, he felt bad and tried to help us how he could, making students more prone to expressing concerns and doing so for the wrong reasons.
- Professor Ding would be a great graduate professor, however as undergrad, he provides little to no leniency to students and often dismisses us. His lectures are just his uploaded notes with little to no extra explanation. Tests are extremely hard with no study guides. However, partial credit is given when due and he has said that he wants us to succeed.
- Professor Ding's instruction was mostly effective, but I think he should avoid incorporating proofs into this course in the future despite having experience teaching 131A. Sometimes his explanations were confusing, but I believe his examinations were a fair evaluation of our learning. I wish we had cheat sheets, especially for the final, as I believe it is fair considering the vast amount of convergence tests we need to remember.

- Professor Ding's lectures were sort of confusing at time. So most of the time, I learned lots of the material either from the textbook directly, through discussions, or through youtube videos. Professor Ding's midterms were also pretty lengthy and I feel like the 50 minutes given was not sufficient enough. The problems were necessarily hard just took a lot of time and calculations.
- Professor lectures were hard to follow, hard to hear, recording also hard to follow. Tests were unfair given the amount of time.
- Sometimes the microphone is placed a bit low and student's can't hear very well. The pace is sometimes a bit fast and it would be helpful to demonstrate practice examples others than those in the book already provided. The exams and grading are well, but could it be possible to add just a bit of extra credit? Examples include filling out the instructor evaluation form or doing extra practice assignments while completely showing the steps taken to get a result.
- Sometimes, the proofs and explanations during lecture were a bit confusing and I wish there were more practice problems provided. I appreciated that all of the notes and lectures were posted. My instructor was very approachable and welcoming to everyone.
- Teacher is trying his best but lectures do not provide any learning value. Test are fair but hard to learn when you have to learn everything on your own. Teacher is helpful in office hours.
- The class goes at a good pace. Ding is a good professor although sometimes he does not explain difficult concepts clearly, specifically with Taylor polynomials.
- The course itself was pretty straightforward in content (at least in my opinion), I personally found math 31A to be more challenging (I got an A in the class, but conceptually more difficult). However, he tested us on complex computations he had never taught us before (in midterm 2). Many of my peers felt the same way. When I reached out to him he did not even attempt to understand my perspective.

As for the teaching: He seemed to be making more of an effort in the beginning part of the quarter. As the quarter went on, this effort seemed to dwindle. He taught content, but he didn't really seem as interested in helping us learn it. Some of his lectures were solely based on proofs, but it would have been a much better use of time to focus on the main concepts and then do practice problems.

I think that in terms of teaching, it would be better to imagine what it would be like learning these concepts for the first time. A big complex proof isn't always the best use of time, especially when it would be better to do practice problems together.

- The exams are far too long and the problem difficulty is much more than what we go over in class and the homework. There haven't been any practice problems posted before midterms either so expectations are very unclear. We were just told to look at homework questions to practice. Also, after the first midterm, we were asked to give feedback and everyone stated that it was too long to complete in 50 minutes and slightly too hard. The second midterm was only one question shorter, and each question was more difficult. Additionally, I've heard that other classes are allowed a notecard during exams but we were not. Also, the way concepts were explained in class felt vague and unclear and just barely touched the surface of topics. I had to teach myself everything using the textbook to understand what was going on.
- The exams are good. They do use the lessons we learn, but sometimes it is a bit hard to follow with the lectures. Sometimes the writing is hard to read, but it is the same thing you get from the book. I believe the grading is reasonable.
- The explanation of math topics was hard to understand. There was too much to be covered.
- The professor cannot explain concepts clearly and is often confusing throughout the lecture. His handwriting can also be unreadable at times and he did not answer students questions on the material that well during lecture. The first midterm was fair and followed his comment that it would be based off the homework questions. However for the second midterm, although he said it would be based off the homework like the previous exam, it was not which caused confusion and confrontation that he did not

handle. Overall I feel the professor was unprepared to teach this class which forced us to mainly use outside resources to learn and actually understand the material.

- The professor did a great job to organize the classwork and lectures. His exam was fair. He addresses the concerns of students in very well.
- The professor was very knowledgeable about the topic, however sometimes that did get in the way of the process of learning. In this course, proofs weren't very necessary but part of his lectures integrated this into it. It made it sometimes very confusing and over-complex for a course that does not require this. Apart from that, the professor was excellent and was helpful in many ways, both in communicating on how to get support and providing support himself.
- This professor is not a good lecturer and overall is very ineffective at teaching this material. The pace of his lectures are too fast covering too much content without being clear about exactly what is being covered as it relates to the textbook and exams.
- This professor is quite new and it can show sometimes. The lecture, though helpful at explaining material, are scare with example problems, especially ones from the homework that can be tedious or tricky. Another thing to note was the quite cramp lecture hall, that I honestly I might not even call a lecture hall, which showed when taking the midterms or the first weeks of class. Outside those things, this professor will acquaint himself well in the math department. Oh, another things to note when watching recorded lectures, the camera's FOV can make it hard to see the board sometimes or the camera operator will swing the camera to the right board after the explanation or the work is done.
- Tried his best to make the class and coursework easier for students, uploaded extra notes and was flexible with the teaching, absolutely great professor.
- Very helpful. Exams are just the right level of hardness.
- While Prof. Ding seems very knowledgeable in the world of mathematics, he goes way too in depth for a lower division calculus class. For example, he would explain a concept like L'Hopital's Rule, and then give us a 20 minute proof as to why it's true. All this did was confuse students who have never taken calculus before, and made a VERY simple concept seem extremely complex. If I did not have previous calculus experience, and thought I needed to know these proofs as he teaches them, I would feel extremely overwhelmed. His lectures spend far too much time explaining reasoning of concepts that students in 31b do not need to know. Secondly, he provided no form of Practice Questions or Examinations before midterms, and no form of a "cheat sheet" for exams as well. All he did was tell students to "do homework problems" to prepare for exams. The textbook provided has 100+ questions per section, with exams consisting of up to 10 sections worth of content. Exams questions were much harder and complex than homework problems and examples given in lecture. I wouldn't complain so much if it was made clear the degree of difficulty of problems on the exams, but without any kind of practice exams and the only guidance being the statement quoted above, I was majorly underprepared for exams, even with rigorous studying. I had to pull some of my AP Calc BC notes just to be able to understand concepts that he explained so poorly. Even with previous calculus experience, I am worried about my grade in this class.

Profile

Subunit:

MATH

Name of the instructor:

C. DING

Name of the course:

24W: MATH 31B LEC 4: INTEGRTN&INF SERIES

(Name of the survey)

Values used in the profile line: Mean

1. UCLA Department of Mathematics:

