

See the Last Page for a Key to the List of Questions

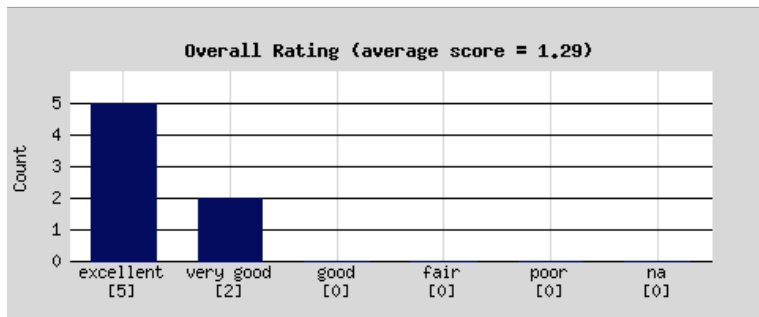
BIOL0190Q - Spring - 2009

EEB - Climate Change and Species Extinction

Total # of responses: 7

Sax, Dov

Question #	excellent	very good	good	fair	poor	na
1	4 - 57%	3 - 43%	0 - 0%	0 - 0%	0 - 0%	0 - 0%
2	3 - 43%	4 - 57%	0 - 0%	0 - 0%	0 - 0%	0 - 0%
3	6 - 86%	1 - 14%	0 - 0%	0 - 0%	0 - 0%	0 - 0%
4	5 - 71%	2 - 29%	0 - 0%	0 - 0%	0 - 0%	0 - 0%



Q1

Q2

Q3

Q4

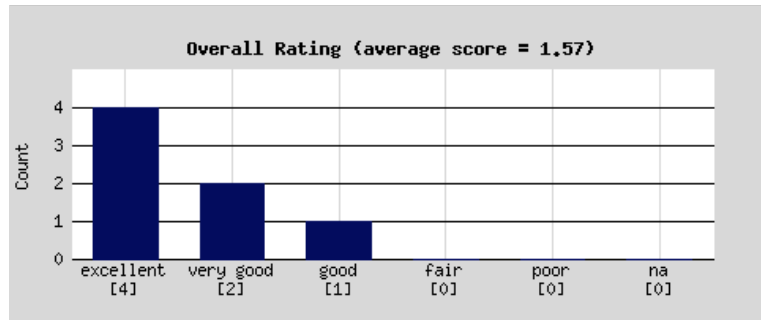
				hide Q5: yes Q6: About five hours a week for the first half of the class, and then it was maybe two hours a week. Very relevant and of an appropriate level. Q7: Quizzes and class discussion, along with completion of assignments. Not harshly evaluated but consistent enough to keep me on top of my readings. Q8: none Q9: Very in depth discussions at every class, mostly about readings. Q10: none Q11: The in-depth discussions, especially since the class had only 8 students. We also learned about doing science first-hand, since we did research and began writing a corresponding paper. Q12: Spend less time on menial research tasks and more time talking about writing the paper.
very_good	very_good	exellent	very_good	
				hide Q5: yes Q6: The readings were dense but interesting and relevant, although by the end of the class the articles felt slightly repetitive and there was not as much progression as I would have liked. The textbook provided a great foundation to the class at the beginning of the year and perhaps should have been used throughout the semester, with the articles interspersed. Q7: The quizzes were an effective way of motivating the students to do the reading. Q8: Q9: I enjoyed the discussion format of the class over the typical lecture format of other science courses, but I sometimes wanted more structure to each class. Q10: Q11: The small size of the class and the hands-on aspect of writing the paper as a group were great. I learned a great deal about a fascinating topic relevant to today's world. Q12: Perhaps stagger the textbook readings, articles, and data processing instead of having each in large blocks.
exellent	exellent	exellent	exellent	
				hide Q5: yes Q6: 12-15 hours per week of reading, always relevant to what we were learning as it was the basis of the course. Mostly Primary sources and readings from Biogeography book. Q7: Quizes every two classes throughout the first half of the course. Q8: n/a Q9: Very useful to understanding course materials. Q10: Q11: The professor! Getting first hand experience about how scientific research and writing works, while at the same time learning about species invasions. Field trip was amazing, got to see real world application of course information.
exellent	exellent	exellent	exellent	

				<p>Q12: Possibly less work, but it was also a good challenge to students.</p> <p>hide</p> <p>Q5: yes</p> <p>Q6: There was a lot of reading at times. Sometimes it was repetitive. But the majority of the time it was interesting and relevant.</p> <p>Q7: The quizzes were a good way of testing whether we did the reading, especially during the textbook portion of the reading. Other than that we had very few assignments.</p> <p>Q8:</p> <p>Q9: Very good. Professor Sax was really cognizant about whether we understood the material and pushed us to think deeper and form our own opinions about the topics.</p> <p>Q10: I had to miss a lot of classes early on in the semester and he was always available and willing to meet with me and go over missed material. It was very helpful.</p> <p>Q11: Professor Sax's enthusiasm. Real world perspective on writing professional scientific papers.</p> <p>Q12: Lighten the reading a little bit and spend more time on the research paper. (and perhaps instead of giving an expensive textbook that we only used for 3 weeks write your own notes and post them online?). NOT 9 am!</p>
excellent	excellent	excellent	excellent	
				<p>hide</p> <p>Q5: yes</p> <p>Q6: Reading at the beginning of course was often heavy and sometimes difficult. 40 pages a night at times.</p> <p>Q7: We had weekly quizzes at the beginning of the course after readings and there is a final paper.</p> <p>Q8: Field trip to Cape Cod was very enjoyable and educational.</p> <p>Q9: Daily discussions comprise most of the grade and because the class size was so small it was easy to participate and the instructor encouraged participation and facilitated discussion.</p> <p>Q10: Always available and made an effort to get to know the students.</p> <p>Q11: Small class size, not a lot of grades, learn a great deal about the scientific world and how to write a scientific paper.</p> <p>Q12: A little more structure and scheduling.</p>
very_good	very_good	excellent	excellent	
				<p>hide</p> <p>Q5: yes</p> <p>Q6: It was quite a bit but was relevant and wasn't too much. It was pretty concentrated at the beginning though.</p> <p>Q7: Quizzes on reading, discussions.</p> <p>Q8:</p> <p>Q9: They were awesome! It was a much better method of learning to read and then discuss instead of cramming for tests.</p> <p>Q10:</p> <p>Q11: The concept of learning about research and how to write a paper. Also the small class size.</p> <p>Q12: Start the research project earlier in the year and simultaneously with the reading.</p>
excellent	very_good	excellent	excellent	
				<p>hide</p> <p>Q5: null</p> <p>Q6: Lots of reading that could have been spread out more and had its' ideas discussed on a deeper level.</p> <p>Q7:</p> <p>Q8:</p> <p>Q9: Good discussion, although perhaps it could have done more to tie all the concepts of the class together.</p> <p>Q10:</p> <p>Q11:</p> <p>Q12: Spread out the work</p>
very_good	very_good	very_good	very_good	

Dov Sax - BIOL0190Q - Spring - 2009

Total # of responses: 7

Question #	excellent	very good	good	fair	poor	na
1	5 - 71%	1 - 14%	1 - 14%	0 - 0%	0 - 0%	0 - 0%
2	5 - 71%	2 - 29%	0 - 0%	0 - 0%	0 - 0%	0 - 0%
3	6 - 86%	1 - 14%	0 - 0%	0 - 0%	0 - 0%	0 - 0%
4	7 - 100%	0 - 0%	0 - 0%	0 - 0%	0 - 0%	0 - 0%
5	2 - 29%	5 - 71%	0 - 0%	0 - 0%	0 - 0%	0 - 0%
6	4 - 57%	2 - 29%	1 - 14%	0 - 0%	0 - 0%	0 - 0%



Q1	Q2	Q3	Q4	Q5	Q6	Q7	
							hide
good	very_good	exellent	exellent	very_good	good	yes	Q8: He was very helpful and made me understand the subject better through discussion. Q9: enthusiasm, openness, commitment to teaching Q10: Make discussions flow better from class to class so there is consistency without repetition throughout the course
							hide
exellent	exellent	exellent	exellent	very_good	exellent	no	Q8: I didn't feel the need to seek help from the instructor. Q9: The instructor was very approachable and knowledgeable about the topics. He encouraged everyone to offer their input on the topics and was able to teach a great deal of material without making it overwhelming. Q10: The organization of the course might be improved. We did not have enough time to discuss the material for some classes, and for others there was still much time left after the discussion ended.
							hide
exellent	exellent	exellent	exellent	exellent	exellent	yes	Q8: Always available and encouraged asking questions outside of class when necessary. Q9: Extremely personable and engaging. Vast knowledge about his specific field in evolutionary bio and other aspects of biology. Committed to such an impressive extent to the classroom and students as well. Always excited about what subject matter he was teaching or learning about. Understanding of students differing ideas and convictions. Never moved to fast or too slow with the material. Supportive when students felt overwhelmed. Q10: Can't think of any ways to improve. Awesome professor!

excellent	very_good	excellent	excellent	very_good	very_good	yes	hide Q8: Very helpful. Always available. Responded to e-mails very quickly. Q9: Personal concern for how well we were getting the material. Q10:
excellent	excellent	excellent	excellent	very_good	excellent	yes	hide Q8: Extremely available and often stayed after class to speak to students regarding the subject matter among other things. Q9: Enthusiastic, lenient, very knowledgeable. Q10:
excellent	excellent	excellent	excellent	excellent	excellent	yes	hide Q8: Very available. Q9: Friendly, enthusiastic, knowledgeable, amazing. Q10:
very_good	excellent	very_good	excellent	very_good	very_good	yes	hide Q8: Very available and understanding Q9: It's great to have an instructor this personable, although his emails could be a little terse (probably unintentional?) Q10: More information being delivered in lecture, rather than relying on students to absorb everything from their reading, might have made the class more informative overall. This would hold true even if all discussion did was restate and reinforce ideas from the readings.

Sample Course

Please evaluate the above course by selecting the appropriate option

The objectives of the course were made clear:

The objectives of the course were met by the course:

The various aspects of the course

(e.g. reading, labs, discussion were well integrated)

Overall Course Rating:

Were the prerequisites appropriate?

☐ Yes ☐ No

Please, comment on the following:

The assigned reading

(volume, relevance, level)

Means of evaluation

(e.g. exams, papers, student presentations, etc)

Labs

(relevance, frequency, quality)

Discussions

(relevance, frequency, quality)

Teaching Assistance

(effectiveness, availability)

What were the best aspects of the course?

What are your recommendations for improving the course?

Please evaluate the instructor

???, ???

Ability to present ideas clearly:

Command of the subject matter:

Willingness to present or entertain different opinions:

Enthusiasm for the subject matter:

Organization:

Overall effectiveness:

Did you seek help from this instructor?

☐ Yes ☐ No

If "yes" how available was he/she? How useful it was? If "no", why?

What do you feel are the instructor's positive attributes as a teacher?

What are your recommendations to this instructor for improving his/her presentation and teaching effectiveness?