# Evaluations Results Viewer

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**Evaluation Template: BIOL.COURSE_AND_TEACHING_EVAL**

**Evaluation Section Number 1: Student Information**

Question Number 1: Please indicate your reason(s) for taking this course (check all that apply).

| Course Section | Pre-requisite for other course(s) | Requirement for concentration | Elective within a concentration | Elective outside concentration | Reputation of instructor | Interest in topic |
|---|---|---|---|---|---|---|
| BIOL1470-S01 | 0( .0%) | 16( 48.0%) | 22( 67.0%) | 0( .0%) | 11( 33.0%) | 16( 48.0%) |
| Group Total | 0( .0%) | 16( 48.0%) | 22( 67.0%) | 0( .0%) | 11( 33.0%) | 16( 48.0%) |

Question Number 2: Please indicate how often you attended class.

| Course Section | Always(1) | Frequently(2) | Less than half of the time(3) | Average |
|---|---|---|---|---|
| BIOL1470-S01 | 28( 85.0%) | 5( 15.0%) | 0( .0%) | 1.15 |
| Group Total | 28( 85.0%) | 5( 15.0%) | 0( .0%) | 1.15 |

Question Number 3: Please indicate the number of hours per week you spent on this course outside of class.

| Course Section | 0-2 hours(1) | 3-4 hours(2) | 5-6 hours(3) | 7-8 hours(4) | 9+ hours(5) | Average |
|---|---|---|---|---|---|---|
| BIOL1470-S01 | 2( 6.0%) | 14( 42.0%) | 15( 45.0%) | 2( 6.0%) | 0( .0%) | 2.52 |
| Group Total | 2( 6.0%) | 14( 42.0%) | 15( 45.0%) | 2( 6.0%) | 0( .0%) | 2.52 |

**Evaluation Section Number 2: Effectiveness of Course**

Question Number 1: Please comment on your own learning in this course. What knowledge or skills did the course help you develop?

| Responses<br>Show\Hide Answers |
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| BIOL1470-S01: This course encouraged applying what we learned in class to real life cases and then considering short-term and long-term consequences and the fact that a decision can sometimes not be 100% beneficial. |
| BIOL1470-S01: Strategies to conserve nature and biodiversity, basic environmental law and policy, and how to prioritize different conservation goals. |
| BIOL1470-S01: I learned a lot about conservation, climate change, outlook for future, etc |
| BIOL1470-S01: I learned a lot about the field of conservation biology and what is involved with that, both the science and the policy. Also learned about case studies and how experiments are run in the field. |
| BIOL1470-S01: I learned a lot about the policy and science of conservation biology. I learned a lot about climate change and uncertainty about what is going to occur in the next 100 years because of climate change and human effects. I also developed a lot of critical thinking skills as understanding the current issues in conservation science involves evaluating circumstances that are not very straight forward. |
| BIOL1470-S01: I learned a quite a lot during the course, but it was more expanding on my previous knowledge rather than learning completely new topics. I also feel as though the majority of the information was mere memorized and not taught in a long term fashion |
| BIOL1470-S01: This course taught me how to critically look at conservation issues and a deeper understanding of the paradigms and controversies within conservation. It also taught me to critically think and read scientific papers and form my own opinions. |
| BIOL1470-S01: memorizing skills; some critical thinking; a bit of scientific debating |
| BIOL1470-S01: I learned about what to expect for species with climate change and what humans do to help |
| BIOL1470-S01: I learned about current ecological issues and possible solutions. |
| BIOL1470-S01: I learnt a lot in this class. I learnt about how climate change is going to affect biodiversity, and how we can potentially mitigate the effects. Having had some prior experience to conservation, I found this course very useful in showing me the science behind many of the conservation practices I had observed. |
| BIOL1470-S01: This course covered a wide range of material in great depth. We read many primary scientific papers for discussion sections, giving us great practice at how to efficiently read a scientific research paper. Also many of the topics covered in this course are connected to a variety of different science disciplines such as geology, environmental science and genetics. This course allows you to tie many different fields together in order to look at science in a holistic fashion. |
| BIOL1470-S01: I learned a lot during this course. I didn't know much about conservation, and I learned a lot of broad concepts, specific details, and about debates/controversies in the field (through discussions). |
| BIOL1470-S01: I learned to articulate the rationale behind conservation issues and to defend my own position. I didn't learn very much scientific content that I didn't already know, but I hadn't applied most of that science to conservation issues before. |
| BIOL1470-S01: This course revealed the inner workings of science as well as outlined lots of potential work for the future. Besides standard empirical facts we learned practical world lessons. |

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| BIOL1470-S01: I learned about different issues within the field of conservation, the science behind them, and the ways in which they are being addressed. The course nicely combines the fields of evolutionary biology, ecology, and environmental science to depict what is happening to species around the world, why it matters, and what can be done about it. |
| BIOL1470-S01: I learned a lot about different ecosystems and species groups, as well as the skills required in order to make ethical and practical determinations about the future of ecosystem science. |
| BIOL1470-S01: The information was interesting and taught pretty clearly |
| BIOL1470-S01: Broad understanding of balances within conservation science, tradeoffs, application of evolutionary biology and ecology principles to management of biodiversity, ecosystem services |
| BIOL1470-S01: Helped me think about ecological concepts in a novel and clear way. Helped me think critically about information in a scientific paper, and especially how to relate concepts from various papers to one another |
| BIOL1470-S01: a survey of the field of conservation biology and important facts therein |
| BIOL1470-S01: This course helped me think critically about the interactions between humans and nature and the challenges of establishing conservation practices that benefit both humans and nature. |
| BIOL1470-S01: The course developed a consideration of the various methods, complications, and factors affecting decisions about conservation. It was a very thoughtful and reflective course and it definitely developed how I think about the topic. It's a lot more complicated than it would appear at first. |
| BIOL1470-S01: This course was very comprehensive in its coverage of conservation biology. Although I'm sure it did not cover everything, I feel like I now know a great deal about this subject. |
| BIOL1470-S01: I learned a lot about conservation, and deepened my understanding of ecosystem structures and mechanisms. |
| BIOL1470-S01: I loved how this course analyzed solutions for our future rather than just pointing out the problems. We learned about numerous case studies and solutions that were either successful or unsuccessful. I liked how environmental/conservation policy was a big part of this class. This course helped me understand the need for a balance between science and effective policy when considering solutions to conservation. |

Question Number 2: Please indicate your evaluation of the effectiveness of the course overall.

| Course Section | Very effective(1) | Effective(2) | Somewhat effective(3) | Ineffective(4) | Very ineffective(5) | Average |
|---|---|---|---|---|---|---|
| BIOL1470-S01 | 14( 44.0%) | 15( 47.0%) | 3( 9.0%) | 0( .0%) | 0( .0%) | 1.66 |
| Group Total | 14( 44.0%) | 15( 47.0%) | 3( 9.0%) | 0( .0%) | 0( .0%) | 1.66 |

Question Number 3: Please elaborate on your responses above, or on anything else you wish to discuss about the course design and content.

| Responses<br>Show\Hide Answers |
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| BIOL1470-S01: This course is heavy on memorization but the tests are fair and I appreciate that I now know a great deal of specifics about ecology/conservation that I would not have known if the course wasn't designed this way. |

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| BIOL1470-S01: I learned a lot and would feel confident in discussing the information I learned with others. I think this knowledge will also help me with biology in the future. |
| BIOL1470-S01: Like I said, I feel as though the structure and teaching methods in this class promoted memorization rather than internalization of knowledge. |
| BIOL1470-S01: The course design was good but could have been better had some of the book readings lined up with what we had learned about in lecture. Sometimes, we read chapters in the book that had nothing to do with the lecture it was assigned to and would be confusing. |
| BIOL1470-S01: I did not believe the tests were designed to accurately test the knowledge gained from the course. I also found some of the lectures dull as the professor would read to us straight from the slides. |
| BIOL1470-S01: The only issue I had with this course is that the exams could have tested knowledge of the content better, as opposed to asking for tiny details. Furthermore, the course is very USA focused, which I struggled with a little coming from Kenya. |
| BIOL1470-S01: The topics of the course seemed to flow very well together. You got to look into many different aspects of conservation science. |
| BIOL1470-S01: I really liked that for discussion section we read debates/controversies instead of discussing one article to death. This kept things more interesting and also helped inform me on both sides of issues. I've never had a class that used this approach for discussion sections, and I found it very effective. I do think there is a little too much reading on the exams. Assigning that much and testing on big concepts would be fine, but having to actually know dates, bold words, and figures from memory for hundreds of pages of text, in addition to all the slides, is a lot of detailed material. An alternative could be to give us 7 minutes for a quiz at the start of class that is on the details of the reading. This way we are still held accountable for details + reading, but not so much for an exam. I also really liked learning about Professor Sax's own research. |
| BIOL1470-S01: Topics were well grouped and paced. Wonderful emphasis on specific topics. |
| BIOL1470-S01: The lectures were effective and the readings/discussion sections often paired well with them. However, I do not believe the tests accurately reflected my learning in the class and were more about memorization and luck than understanding of concepts. |
| BIOL1470-S01: I absolutely loved the course, but am afraid that the structure of the exams will cause my grade to not reflect what I have learned in the course. |
| BIOL1470-S01: I wish there was a little more emphasis on how people undertake approaches in the field, creating a real management plan, but it is Brown after all |
| BIOL1470-S01: Could have tested on experimental design and management strategies more and concentrated on very specific facts a little less |
| BIOL1470-S01: The readings for some of the discussion sections were overly long and dense, but on the whole the content of the lectures and readings was appropriate and useful. It might not have been a bad addition to have a short paper on one of the topics the course covers as a means of further developing individual thoughts. The final question on the exam--designing a conservation plan--could have been much better as an essay assignment rather than an exam question. |
| BIOL1470-S01: I learned a whole lot in the course, and I just hope that my final grade will reflect that. I don't test super well, and the exam based grading was hard for me, especially since the exams were so detail oriented, so that was frustrating. |
| BIOL1470-S01: Perhaps go slower with the power point slides. I enjoyed the class discussions and overall the way this course was run. |

**Evaluation Section Number 3: Effectiveness of Instruction**

Question Number 1: Please indicate your evaluation of the instructor's overall effectiveness.

| Course Section | Very effective(1) | Effective(2) | Somewhat | Ineffective(4) | Very ineffective(5) | Average |
|---|---|---|---|---|---|---|

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|---|---|---|---|---|---|---|
| | | | effective(3) | | | |
| BIOL1470-S01: Sax, Dov(P) | 17( 53.0%) | 13( 41.0%) | 2( 6.0%) | 0( .0%) | 0( .0%) | 1.53 |
| Group Total | 17( 53.0%) | 13( 41.0%) | 2( 6.0%) | 0( .0%) | 0( .0%) | 1.53 |

Question Number 2: Please elaborate on your responses above, or anything else you wish to discuss about the teaching in this course.

Responses

Show\Hide Answers

BIOL1470-S01: Sax, Dov(P):
Reading from the powerpoints can get dry- leave out all unnecessary words in powerpoint slides and if cues are needed put them in the notes section.

BIOL1470-S01: Sax, Dov(P):
I appreciated his incorporation of his research and a discussion of the writing/research process. It was a nice addition to the course material.

BIOL1470-S01: Sax, Dov(P):
Really interesting lecture. Sometimes he could have paced things better so that he didn't have enough time at the end of lecture.

BIOL1470-S01: Sax, Dov(P):
I liked how he taught not only about conservation issues, but also how science "works." How to do studies, how to get your research published, and the general processes that go on within the scientific community.

BIOL1470-S01: Sax, Dov(P):
I think that Professor Sax is a very intelligent scientist, though not a very effective teacher. His lectures can be misleading and take long unnecessary tangents. The readings assigned were at times effective while others very random. The tests were very poorly designed. They did not reflect the information taught, instead requiring an extensive amount of memorization of unnecessary information like photos and graphs in the text books. i believe that this format set the majority of the class up for failure no matter how much effort they put into studying and participating in class. I think the Professor needs to seriously restructure his teaching techniques.

BIOL1470-S01: Sax, Dov(P):
Great lecturer who really tried to make sure we understood the basics of conservation. He would also engage us through class discussions which I thought were an effective way of waking us up, to get to talk to other people in the class, and share our opinions. The discussion sections were also great because we got to go in depth on certain topics and debate about the issue at hand.

BIOL1470-S01: Sax, Dov(P):
He was able to convey the science very well and easily in laymen's terms so that anyone could understand.

BIOL1470-S01: Sax, Dov(P):
Very helpful that he puts the slides on canvas, because there's lots of words and graphs and it goes too fast to write it all down

BIOL1470-S01: Sax, Dov(P):
His passion for the material makes it a pleasure to hear him talk.

BIOL1470-S01: Sax, Dov(P):
Great teacher

BIOL1470-S01: Sax, Dov(P):
Professor Sax was an incredibly engaging lecturer. He knows a great deal about conservation biology and his knowledge and interest carried through in his

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| lectures. Since the field of conservation biology is newly emerging and has a lot of personal preference, he did a very good job at not inflicting his opinions on us. This allowed us to each make our own decisions about the best options for the future of conservation. This idea was also prominent in the discussion sections where we discussed many of the current topics of conservation biology. |
| BIOL1470-S01: Sax, Dov(P):<br>Professor Sax did a great job teaching this class. He explained concepts well, was open to questions, and was approachable. |
| BIOL1470-S01: Sax, Dov(P):<br>Charismatic and passionate about the topics. Great fit for the course. |
| BIOL1470-S01: Sax, Dov(P):<br>Professor Sax is a great instructor and incorporates a lot more than strictly science into his lectures (he really tries to include the human aspect in the concepts he teaches, which I appreciate). However sometimes he can be unclear about his expectations for exams. Other than that he does a wonderful job. |
| BIOL1470-S01: Sax, Dov(P):<br>Sometimes the slideshows were hard to follow, but his availability and the presentation of course material was very accessible and easy to review. |
| BIOL1470-S01: Sax, Dov(P):<br>His exams were not a fair test of knowledge, but rather a test of memory in a lot of ways; however, he presented the material clearly and I learned a lot. |
| BIOL1470-S01: Sax, Dov(P):<br>Witty, funny, incorporated a lot of primary scientific literature |
| BIOL1470-S01: Sax, Dov(P):<br>While his slides are a bit dull, the material is always interesting, and the section readings are great. |
| BIOL1470-S01: Sax, Dov(P):<br>Good and enthusiastic lecturer |
| BIOL1470-S01: Sax, Dov(P):<br>Although I was frustrated by the emphasis on memorization for the exams, which I feel is only a temporary achievement, I respect the reasoning behind it. I really appreciated the scope and thoughtfulness of the professor's lectures and the effort he made to relate this course to the bigger picture. |
| BIOL1470-S01: Sax, Dov(P):<br>More detailed feedback could be helpful to the students. |
| BIOL1470-S01: Sax, Dov(P):<br>The lectures were always interesting, assigned reading was relevant, and the way lecture was done was always very organized and straightforward. |

**Evaluation Section Number 4: Effectiveness of Teaching Assistants**

Question Number 1: Please indicate your evaluation of the teaching assistant's overall effectiveness.

| Course Section | Very effective(1) | Effective(2) | Somewhat effective(3) | Ineffective(4) | Very ineffective(5) | Average |
|---|---|---|---|---|---|---|
| There were no responses for this question | | | | | | |

Question Number 2: Please elaborate on your responses above, or on anything else you wish to discuss about the TA's teaching.

Responses

Show\Hide Answers

**RELEASE: 1.0.7**