

Course Evaluations

 Print

Full Report

Evaluation for 2014 - Term 2 and 3 (Winter)

Course Code	Instructor	Response Rate (Respondants/Enrolled)
CHEM_ENG 4C03 (C01)	DUNN,_K	33.33 % (29/87)

1. Overall for this course, what is your opinion of the effectiveness of the instructor? (Scale: 1 Very Poor to 10 Excellent)

1 student (3.45%) said: 5
3 students (10.34%) said: 7
3 students (10.34%) said: 8
5 students (17.24%) said: 9
17 students (58.62%) said: 10

Median: 10 Mean: 9.14 StDev: 1.2791 Variance: 1.64 Not Responded: 0

2. The timing and appropriateness of feedback on your progress:

Receiving assignments back in a reasonable time frame, clear explanation of grade
(Scale: 1 Very Poor to 5 Excellent)

1 student (3.45%) said: 1
5 students (17.24%) said: 3
8 students (27.59%) said: 4
15 students (51.72%) said: 5

Median: 5 Mean: 4.24 StDev: 0.9704 Variance: 0.94 Not Responded: 0

3. Independent critical judgement was encouraged: (Scale: 1 Very Poor to 5 Excellent)

2 students (6.9%) said: 3
4 students (13.79%) said: 4
23 students (79.31%) said: 5

Median: 5 Mean: 4.72 StDev: 0.5811 Variance: 0.34 Not Responded: 0

4. OVERALL, how do you rate the value of this course compared with others you have taken at McMaster?

(Scale: 1 Very Poor to 5 Excellent)

3 students (10.34%) said: 3
5 students (17.24%) said: 4
21 students (72.41%) said: 5

Median: 5 Mean: 4.62 StDev: 0.6651 Variance: 0.44 Not Responded: 0

5. The organization of this course:

Progression of learning material, resource availability, professor was timely and prepared

(Scale: 1 Very Poor to 5 Excellent)

1 student (3.45%) said: 0
1 student (3.45%) said: 2
6 students (20.69%) said: 3
7 students (24.14%) said: 4
14 students (48.28%) said: 5

Median: 4 Mean: 4.21 StDev: 0.9007 Variance: 0.81 Not Responded: Array

6. The instructor's response to students:

Approachability, attitude, availability, well-explained answers

(Scale: 1 Very Poor to 5 Excellent)

1 student (3.45%) said: 1
1 student (3.45%) said: 3
5 students (17.24%) said: 4
22 students (75.86%) said: 5

Median: 5 Mean: 4.62 StDev: 0.8475 Variance: 0.72 Not Responded: 0

7. The coverage and fairness of tests:

Material coverage, mark distribution, difficulty level

(Scale: 1 Very Poor to 5 Excellent)

1 student (3.45%) said: 0
4 students (13.79%) said: 3
9 students (31.03%) said: 4
15 students (51.72%) said: 5

Median: 5 Mean: 4.39 StDev: 0.7240 Variance: 0.52 Not Responded: Array

8. Please comment on the quality of the TA's in this course:





Removed

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9. Please list aspects of this course that you found valuable and should be continued:

In class tutorials were really useful, and it was fun to have the competitions at the end of the year. Quizzes were useful and helpful to make sure we kept up with the material. The double attempt of the quizzes is also helpful. I liked having videos and the textbook to refer to throughout the year.

- initially I really did not like the way this course was taught but I have come to appreciate the style of learning and think it would be beneficial for other courses to follow - completing work during lecture was something I found useful and provided me with good work to review for the midterm - the project should definitely be carried forward

- The course project; it compiles key aspects of the course to optimize and study a real-world problem

Content was great, the video format was actually very good

Design of experiments was very interesting and relatable to many things outside of the classroom.

Design of experiments.

I enjoyed the video lectures, and the tutorial style classes, it was very engaging and kept me on top of things. I also liked learning how to use Rstudio, the online tutorials were very helpful. I liked the short lectures we had at the beginning of the semester, they were short, to the point and it was easy to go through them to find content

I enjoyed working in the reversed classroom model. Working in groups to better understand the course concepts was beneficial.

I like the idea of changing the course into an online one, allowing students to learn at their own pace and at their leisure.

I very much enjoyed learning the material as an online course. The in-class activities were

also extremely beneficial to my learning.

Quizzes and in-class activities were a lot of work, but were helpful as they gave students lots of practice on the material.

Quizzes with every set of videos and in class assignments every class were a great way of forcing you to stay on top of course material, there was no way to be able to fall behind which was great. Forums were a useful way of communicating with the class to ask questions.

The in class activities

The in class activities seemed intimidating at first but ended up being really helpful. They ensured that we had exposure to questions based on each week's material. As well, they helped me to find which concepts I was struggling with so that I could go back and watch the course videos for those topics.

The in class activities were actually very useful in gaining a better understanding of the course material. The same can be said for the mini project.

The in class tutorials is an EXCELLENT idea! Which forces us to learn material from the video the night before. The videos were done perfectly and should be used to teach this class until someone else takes over.

The reverse class method was not particularly my cup of tea but I personally liked having tried it and I also enjoyed the 'variety' of learning methods I was exposed to during this semester. I almost had no course where I was being taught in the same way. Every class was different and that kept me somewhat engaged (more than normal).

This course had tons of little quizzes and assignments, which helped me keep really on top of the material. Come the test, I barely had any studying to do. The in class tutorial assignments were great to work in groups, stay updated on the material and ask questions to Kevin. Though I didn't personally use it too often, I know others found the discussion boards very useful for sharing and getting questions answered.

10. Please list aspects of this course that might be improved:

- Allow more time for completion of quizzes - Introduce more examples in the video lectures
- some of the in-class worksheets were overwhelming and I was not able to learn some of the important concepts as well as I would have liked to - finding a balance between the in-class worksheets and assignments would have allowed me to feel more comfortable with the concepts in this course, especially in regards to the DOE section - it was sometimes difficult to manage watching the videos (especially the longer DOE videos) and completing the quizzes the night before lecture every Monday and Thursday despite being posted relatively early, I think this is the most significant part of the course that could be improved

Having the material (lectures, quizzes, notes etc.) available sooner. The lectures in the second half of the course were much longer. I think it would have been better to do more, shorter lectures (max 10mins) instead of the longer ones. I also would have liked to spend more time on process troubleshooting.

Having the script from each video that we have to watch. I found what you say in the videos is easier to comprehend than the notes.

I did not like the fact that quizzes were posted the night before they're due. I hope that in the future students should be given at least 24 hours to complete these quizzes.

I feel like having a quiz due before every class is a little bit of an overkill. They did not really improve my understanding of the material and took more time to complete than they were worth. Maybe having one quiz per week or every other week or even before starting a new topic would be more useful. While I appreciate the convenience of the videos, I would much rather have three lectures a week and have more in-class teaching. It would be much easier to get feedback and get a better understanding of the material - it can be more interactive. Kevin is such a great teacher and should have the opportunity to show that in this course.

I found that completing quizzes before every class fairly time-consuming. I think more time should be granted to watch the lecture videos, especially when towards the end of the course when the videos were 17 to 19 minutes in duration. I found that often it would take several hours to watch the videos and take effective notes before completing the quiz.

I think it was a great class. I just personally don't excel in the online classes. I don't think I would change anything... but I know I would be disappointed and do poorly if more of university was online.

I understand that it was the first time running this course, but the videos will hopefully be improved for next time. The first half of the course had videos released very late, often after 4pm the day before a quiz was due. Due to many students' commitments this led to having to do the quizzes late at night. In the second half videos were released earlier, but there were many more videos to watch. Quizzes were also released very late, which made things difficult.

It would have been great if the videos and quizzes had been posted a bit earlier, it was tough sometimes when the quiz wasn't up until night class had started and the only option was to do the quiz at 10pm.

Keep experimenting with the reverse class method, could use a little work. Also don't make the tests be due in the morning. This should be a general rule of thumb for all courses and profs; Don't ever make anything due in the morning. Midnight due date is the best. If you make it in the morning, then lazy students like myself (and I know I'm not alone) will only keep putting it off. Sometimes I would be doing the quiz in the bus on the way to class the minute before it was due. Don't give us the opportunity to procrastinate!!!

Maybe more assignments to help keep material in our head

More assignments for this class would be a good thing in addition to the in-class tutorials. This way the concepts are drilled into our heads.

More instant explanation of questions in the in-class activities would be better

N/A

Posting quizzes and video lectures earlier in advance. Covering quiz material or questions in lecture that instructor can see students had difficulty with. Maybe having longer lectures, as it

was always a rush to complete the class-activities, and I think students would be able to absorb more information if they had more time to work on it. The instructor could also give more mini lectures or guest lecturers then too.

Release quizzes for the following week all on friday evening of the previous week. This may allow students to prepare by getting ahead rather than being behind and skipping the quizzes. The course layout was different but adaptable.

The time available to complete quizzes was a little tight.

The videos were useful, although I miss having in class interaction with the prof. When you watch a video and don't understand a concept it is up to you to figure out why not, while if you don't understand a concept in class the professor can usually tell with the look of confused faces in the class, or questions. I found that I didn't respond to questions that students might have because I never thought to look at the Forums unless I had a question I wanted to ask someone else. Maybe there is a good way to integrate class time with answering forum questions? or encouraging the class to respond to questions. Not sure. The last half of the course had videos that were from the summer course. It was kind of frustrating to be watching a 16 minute video that outlined concepts in a very basic way because you knew the videos were geared towards a different audience. Finding a way to update the videos in terms of forum comments and events of the current course will be useful. Also it was great to have short videos each week instead of lecture, although near the end of the term there were weeks with way longer commitments to videos than we had been expecting, therefore could have been planned more efficiently to have the longer videos spread out over two weeks and other videos pushed forward. There were a couple weeks where this course was busier than it should have been because of these time management problems. Although it's a good incentive to get more than 80% on the quizzes to drop a mark, it also meant that people were only striving to get 80% on the quizzes instead of higher, which might not be what was anticipated. I think the course will run a lot smoother next year when the videos and quizzes can be released on time and students can have the entire week to watch the lectures and do their work before class starts.

11. Additional comments:

Continue with Coursera, it has lots of potential

Don't make the exam be a minimum 50% to pass the course. I know it's not hard to get and you are trying to ensure that we learned something. But it honestly puts so much stress on you especially being in your final semester and looking forward to graduating. I know im not a star student but I think everyone will agree that the 50% minimum is nerve wrecking. (yes i copy pasted this from the 4G course eval)

Excellent course. It has been the most applicable course so far for the work I do in research. Thank you for a wonderful undergraduate experience Kevin.

I personally think it was difficult to keep up with the videos since this method of material delivery is not what we are accustomed to. I prefer if the instructor delivered the material in the form of lectures.

I think it's a great transition into new age teaching and that once the bugs are fixed it will be a

great course. Thanks for putting so much effort in, Kevin. We know you work hard and it really translates well into our learning.

Kevin is doing an outstanding job with this class. You can tell he is enthusiastic and has a great knowledge in this area as it pertains to his area of research!

Kevin's courses are always the best. I would tell anyone going into their upper year chemical engineering to take this course. It was very well structured and it provided information and learning that can extend far beyond the reaches of chemical engineering alone. I LOVED the tutorial style classes over traditional lectures. It really gave me a reason to come to class and I feel like I knew the material much better. Thanks for a great semester!

Kevin, thanks for all of the effort that went into making the new videos that weren't part of the summer course, making up the quizzes on a weekly basis, and putting together the handouts. The amount of effort that you put into this class to make it successful for us the students was huge and its greatly appreciated.

None

With an online course most people didn't take notes the same way, or at all. With an open note exam this makes it difficult because people will be recreating their notes from scratch, while the would normally have had them all ready to go already. I am not sure if there are tips for taking notes with online courses, but providing a reference may be useful because I found that it was harder to make effective notes.

Course Evaluation

CHEM ENG 6C03 STATISTICS FOR ENGINEERS

Instructor: DUNN,_K

Start Date: 2014-09-00 Term: 2

Response Rate (Respondents/Enrolled): 63.33% (10/12)

1. Overall for this course, what is your opinion of the effectiveness of the instructor?

Scale: lowest 1 - highest 10

1 student (10%) said: 7
1 student (10%) said: 8
1 student (10%) said: 9
7 students (70%) said: 10

Median: 10 Mean: 9.4 StDev: 1.0198 Variance: 1.04 Not Responded: 0

2. The timing and appropriateness of feedback on your progress:

Receiving assignments back in a reasonable time frame, clear explanation of grade.

Scale: lowest 1 - highest 5

1 student (11.11%) said: 0
1 student (11.11%) said: 2
1 student (11.11%) said: 3
4 students (44.44%) said: 4
3 students (33.33%) said: 5

Median: 4 Mean: 4 StDev: 0.9428 Variance: 0.89 Not Responded: 1

3. Independent critical judgement was encouraged:

Scale: lowest 1 - highest 5

2 students (20%) said: 4
8 students (80%) said: 5

Median: 5 Mean: 4.8 StDev: 0.4 Variance: 0.16 Not Responded: 0

4. Overall, how do you rate the value of this course compared with others you have taken at McMaster?

Scale: lowest 1 - highest 5

3 students (30%) said: 4
7 students (70%) said: 5

Median: 5 Mean: 4.7 StDev: 0.4583 Variance: 0.21 Not Responded: 0

5. The organization of this course:

Progression of learning material, resource availability, professor was timely and prepared.

Scale: lowest 1 - highest 5

5 students (50%) said: 4
5 students (50%) said: 5

Median: 4.5 Mean: 4.5 StDev: 0.5 Variance: 0.25 Not Responded: 0

6. The instructor's response to students:

Approachability, attitude, availability, well-explained answers.

Scale: lowest 1 - highest 5

1 student (10%) said: 3
4 students (40%) said: 4
5 students (50%) said: 5

Median: 4.5 Mean: 4.4 StDev: 0.6633 Variance: 0.44 Not Responded: 0

7. The coverage and fairness of tests:

Material coverage, mark distribution, difficulty level.

Scale: lowest 1 - highest 5

1 student (10%) said: 3
3 students (30%) said: 4
6 students (60%) said: 5

Median: 5 Mean: 4.5 StDev: 0.6708 Variance: 0.45 Not Responded: 0

8. Please comment on the quality of TA's in this course:



Removed
Chemical
Engineering



9. Please list aspects of this course that you found valuable and should be continued:

Learned many statistical skills during this course. Videos helped me to understand the concepts which would have been difficult to understand otherwise.

Online videos Online quizzes

The on-line material was very professional

Class tutorials consisted the use of programming language R which is beneficial.

I'd like to do some quizzes on the class. It really works and help me to learn better by sharing our knowledge in the group. Also, I feel less stressful when I have 2 attempts to answer quizzes so I have better performance on them.

The use of online resources. The idea of flipped classes.

The online lectures were very useful

The course material covered really interesting topics. The design of experiments projects was the most helpful aspect of the course.

10. Please list aspects of this course that might be improved:

The quizzes should be released earlier in the day

Just a bit more lecture in class by the instructor.

The professor should actually 'teach', some questions are not meant to be answered via e-mail, so a face-to-face clarification of the content before an exam is always helpful, since we're drained from many evaluations during the exam season. The on-line material is good, but I admit it was challenging to keep up with it by myself while accumulating doubts that were difficult to clarify. Also, exams twice a week with videos posted only 12 hours before the exam isn't the right way to evaluate, it was more of a resistance challenge than a knowledge one.

Number of assignments should be increased instead of tutorial sessions for each class.

Timing of videos: It is better to be available sooner. Number of pre-quizzes were too much. It is better to have break in having pre-quizzes. In fact, when videos are longer and many of them should be watched, it is really hard to have pre-quiz after them and it is hard to concentrate on the quiz. Also, 2 attempt pre-quizzes works better than 1 attempt ones.

Less use of quizzes and more assignments. The time to answer pre-class quizzes.

In class lectures can be more efficient. As the in-class activities had credit, our first priority was to get the full grade rather than digging into questions. The midterm and final exam have not enough time for graduate student. I guess being a graduate student means to face more challenging problems or questions. However, During the final exam or midterm we (graduate students) have to answer more questions (the questions are almost at a same level of those for undergraduate students) but in a same time. Therefore, the difference between graduate students exam and undergraduate exams (I guess) is to write faster.

The time frame in which we get feedbacks for the assignments and the in class activities can be improved. I personally think that online videos and quizzes could have been posted before at least a day so we would have more time to prepare the material.

11. Additional comments:

It was one of the greatest courses I have ever taken.

Remarkable effort by the instructor in preparing material for classes, involvement with the course, discussion forum and relation with students.