COURSE QUESTIONNAIRE

Your answers to these questions will help me to improve the course in the future. I value your honest feedback. You will receive extra credit for turning in the questionnaire at the final exam.

Instructions

a) Either circle the number (not the words) on each scale or fill in the blank.
b) To remain anonymous, do not add your name, but check off your name on the envelope.
c) Be sure to turn in the questionnaire at the final exam.

I. GENERAL

Relative to other 300-level biology courses …

1) …how interesting was the material?
   not very interesting 1   2   3   4   5  very interesting

2) …how much time did you invest?
   less than typical 1   2   3   4   5  more than typical

3) …how much did you learn?
   less than typical 1   2   3   4   5  more than typical

II. LECTURES

4) The amount of material per lecture was…
   too little 1   2   3   4   5  too much

5) The level at which lecture material was covered was…
   too simple 1   2   3   4   5  too complex

6) How useful did you find the lecture guides for learning and studying material?
   not useful 1   2   3   4   5  very useful

7) Approximately how many of the 28 lecture periods did you miss? _____

8) Did you regularly take notes during the lecture? _____ yes  _____ no
   If you answered “no,” how did you mainly study for exams?

9) What was your favorite or most memorable lecture from each 1/3 of the course?

   Part 1:
   
   Part 2:
   
   Part 3:
III. SUPPLEMENTARY READINGS

10) Check one box for each article:
    (a) I read the article and found it interesting.
    (b) I read the article but do not remember anything interesting about it.
    (c) I can’t remember if I read the article.
    (d) I did not read the article.

(a) (b) (c) (d)

- **Porifera**
  - Tactics of acclimation: morphological changes of sponges in an unpredictable environment (Palumbi)
- **Parasites**
  - Parasites that change the behavior of their host (Moore)
  - Controlling the schistosome at a snail’s pace (Desowitz)
- **Arthropods**
  - Switching skeletons: hydrostatic support in molting crabs (Taylor and Kier)
- **Echinoderms**
  - Catch connective tissue: the connective tissue with adjustable mechanical properties (Motokawa)
- **History**
  - When we were worms (Holmes)
  - The breath of life--did increased oxygen levels trigger the Cambrian Explosion? (Thomas)
- **Mechanisms**
  - Computer as aid in describing form in gastropod shells (Raup)
  - The Origin of Animal Body Plans (Erwin et al.)
- **Modular growth**
  - What are dandelions and aphids? (Janzen)
  - Do corals lie about their age? (Jackson and Hughes)
- **Physical biology**
  - Organisms that capture currents (Vogel)
  - Temperature and water viscosity (Podolsky)
- **Plankton and meiofauna**
  - Predator evasion as an explanation for vertical migration (Stich & Lampert)

11) What were one or two of your favorite or most memorable readings?

IV. TEXTBOOK

12) What percentage of the assigned textbook material did you actually read? ________ %

13) How easy and informative did you find the textbook reading?

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<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Difficult</td>
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<td>Easy</td>
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<tr>
<td>Uninformative</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Informative</td>
</tr>
</tbody>
</table>

Comments:
14) Did reading the text help to explain material covered in lecture?

<table>
<thead>
<tr>
<th>Didn't help</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Helped a lot</th>
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15) If you could pick a different text, would you want it to be more or less detailed?

<table>
<thead>
<tr>
<th>Less detailed</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>More detailed</th>
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</thead>
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V. EXAMS

16) Which kinds of exam questions do you feel are good for testing understanding of the lecture/reading material?

- Quick IDs: not as good | 1 | 2 | 3 | 4 | 5 | good
- Jeopardy!: not as good | 1 | 2 | 3 | 4 | 5 | good
- Short answers: not as good | 1 | 2 | 3 | 4 | 5 | good
- True/False: not as good | 1 | 2 | 3 | 4 | 5 | good
- Single choice: not as good | 1 | 2 | 3 | 4 | 5 | good
- Multiple choice: not as good | 1 | 2 | 3 | 4 | 5 | good
- False statements: not as good | 1 | 2 | 3 | 4 | 5 | good
- Reconstructing a phylogeny: not as good | 1 | 2 | 3 | 4 | 5 | good
- Mapping traits on phylogeny: not as good | 1 | 2 | 3 | 4 | 5 | good

17) If you could give advice to someone studying for lecture/reading exams in future classes, what would it be?

18) If you could give advice to someone studying for the lab practical exams in future classes, what would it be?

VI. LABORATORIES

19) Please rate the importance and usefulness (low to high) of each of the following for learning material in the laboratory:

- Taxonomic information on worksheet: low | 1 | 2 | 3 | 4 | 5 | high
- Other information on worksheet: low | 1 | 2 | 3 | 4 | 5 | high
- Instructor help during lab: low | 1 | 2 | 3 | 4 | 5 | high
- Thought questions: low | 1 | 2 | 3 | 4 | 5 | high
- Dissections: low | 1 | 2 | 3 | 4 | 5 | high
- Working with assigned partners: low | 1 | 2 | 3 | 4 | 5 | high
VII. WRITING ASSIGNMENT

20) How worthwhile? How much did you learn from the assignments given your effort?
   not worthwhile  1  2  3  4  5  very worthwhile
   Comments:

21) Do you feel that feedback comments could help to improve your writing?
   no, even if I made the effort  1  2  3  4  5  yes, with effort
   Comments:

22) For the two report assignments, how did you first become interested in the topic?
   A. Information mentioned in lecture
   B. Readings from the textbook
   C. TBA readings
   D. Info from a different course
   E. Newspaper or other popular source
   F. I did not do this assignment
   G. Other (please specify)
   Assignment #1:  
   Assignment #2:

23) For the two report assignments, how did you find the particular article(s)?
   A. I searched on an online database using keywords
   B. I found the article at the back of a textbook chapter
   C. I found the article cited in another paper I read
   D. I learned about the article in another class
   E. I did not do this assignment
   F. Other (please specify)
   Assignment #1:  
   Assignment #2:

VIII. INVERTEBRATE CONCEPT MAP (optional for extra credit)

24) Which of the following describes your completion of the ICM (circle one):
   a. I did not attempt to do the ICM
   b. I did some work on an ICM but did not get through the semester
   c. I contributed to an ICM for a substantial part of the semester

25) If you answered b or c to Q24, which program(s) did you use? ________________

26) If you answered c, please comment on whether you found it useful for learning material.
   Comments:
27) If you did not complete the ICM, what were the main reasons? (circle all that apply)
   a. I was not interested in putting time into the exercise
   b. I did not think it would help me to learn material
   c. I was not interested in the extra credit
   d. I was uncomfortable with the technology
   e. I did not understand the assignment well enough to attempt it
   f. Other:

   VIII. FINAL COMMENTS

28) Would you recommend this course to a friend? Why or why not?

29) What was your favorite thing about the course?

30) What was your least favorite thing about the course?

31) If you were teaching this course, what would you do differently?

32) What final grade do you expect to receive? _____
33) What final grade do you feel you deserve? _____

Please bring the completed questionnaire to the final exam. If you wish to remain anonymous, do not write your name below, but be sure to check off your name on the envelope when you turn in the questionnaire. Name: ______________________________ (optional)