

Formative Mid-Term Instructional Evaluation

Individual Feedback

Directions: Please answer the following questions clearly and honestly. All responses are anonymous and confidential. A summary of individual and group responses will be shared with the instructor; however, individual and group feedback sheets will not be shared.

1. What aspects of this class **are working well** for you? What do you believe **are the strengths** of this class? What aspects of this class **are having a positive impact** on your learning?

- The conversational format is good in the classroom.
- Terry is extremely enthusiastic.
- Tests are fair.
- The lab videos are good demonstrations and save lab instruction time.
- Lecture videos are great explanations of the text and figures, and are easily accessible for review.
- Terry's availability to answer questions and lecture enthusiasm.
- Daily quizzes encourage us to keep up with the material.
- We like the feedback from the exam reviews.
- Labs interesting.
- Group work engaging.
- Field trips cool and enlightening.
- Textbook helpful.
- Videos helpful (but boring).
- He's very approachable.
- Class videos
- Conversational format
- Helps to understand content and reduce studying time
- The hands on and involved atmosphere of this class are really amazing to me.
- The group work involved in in-class tasks has helped me to understand material from a different point of view than my own.
- Terry has been very good about responding to questions/concerns via email outside of class
- Lab videos I think work really well in getting across the process.
- Lecture videos I believe are nice to have at your fingertips when ever [I] need to look a topic over again.
- The lecture videos work extremely well. It helps that they highlight the relevant material and make in-class discussions much more palatable and less stressful. I've noticed that because of this I'm able to absorb more during class time and my study times for this class are a fraction of that in others.
- The videos Terry makes are informative and helpful.
- Most of the strengths in this course come from the fact that terry wants to make this course competitive with other propagation courses at other schools.
- The labs are interactive and pretty fun, which I think has a positive impact.
- I really enjoy the videos. I think it makes the information easier to learn. I can take notes at my own pace, and go back and re-watch "lectures" whenever I need to.
- As much as I dislike them, the quizzes are also helpful with keeping me on top of the material, and give me a good idea of what the exam will be like.
- The labs provide actual experience practicing what we learn in class.
- Having the videos to highlight important textbook information.
- The capstone project has forced me to reach out to experts in the field and learn from people outside of this classroom.
- The labs are very interesting and engaging.
- I have also enjoyed our field trip and look forward to another.
- This class has also got me thinking about life after college more (which sometimes is utterly depressing).

- It is a very uniquely presented class.
- His willingness to review unfamiliar material with us, and being very approachable for questions.
- The labs are very hands on and applicable to the course.
- Course content is interesting to learn.
- Textbook and other materials are relevant and applicable.
- Grading our own exams is incredibly informative.
- Field trips and labs are very helpful, both in a fun and a practical sense, and I think they should stay the same.
- I like the hands-on (labs) aspects of the class, as well as the group work.
- I find it helpful to talk through the topics.
- I do like having the videos as a reference, although they can be time consuming.
- I like the test review/feedback.
- I like that Terry focuses on communication and actually applicable knowledge rather than exam cramming style that a lot of other classes have.
- The field trips as well as lab exercises are a good way to acquire this real world knowledge and skills in a way that promotes learning.
- The videos are accessible and informative and a good way to give class information.
- Terry is almost always available and happy to answer questions.
- Terry's enthusiasm makes the class fun and interesting.
- The lab videos are great demonstrations of what we're doing.
- I think the video lectures are helpful.
- Seeing diagrams explained and the like helps to clarify the information.
- I think the labs are great. Not only are they fun, but I've learned a lot from actually propagating plants and preparing for the labs.
- The daily quizzes definitely encourage me to keep up on readings.

2. What aspects of this class **are not working well** for you? What do you believe **are the weaknesses** of this class? What aspects of this class **are having a negative impact** on your learning?

- Expectations often unclear.
- Last minute changes pretty often/disorganization.
- It is unpleasant to stumble through an exercise not having seen changes/videos posted that morning.
- Class organization/time management – there seems to be a lot of dead time in lectures.
- Hard to work on capstone during class without equipment.
- Timing of Updates/notices.
- We are relearning how to learn which, as seniors, isn't the most effective.
- We often walk into class having no idea what will happen.
- Last minute changes are unpredictable.
- Unclear expectations
- Course outline could be a little more clear, explicitly saying what chapters are due for what day would be nice.
- More organization would help me plan ahead with my learning.
- The videos are great for relooking something over but for some topics it feels maybe need more in class collaboration or thinking over topics as a group my benefit.
- I sometimes feel lost when it comes to the labs, but I think that just comes down to patience.
- The freedom Terry gives us could be viewed negatively, but for me, it makes learning easier.
- Because Terry always wants to find new ways to innovate things and change how everyday classroom activities go, the class meetings are often unpredictable. So if I already plan out my work carefully and allocate time for each assignment I need to get done, but then Terry assigns a mini-project on Monday, my whole schedule (school and work) is thrown out of wack – very stressful.
- I like the detail the schedule has, but I think having a condensed syllabus - like one that I could print out - would be useful too. I find the online one difficult to navigate and slightly confusing.
- It would also be easier if notices were emailed as well, because sometimes I forget the website

- One thing that is confusing is which chapters we are supposed to read and when, because the numbers with the videos and in different editions do not always correspond.
- Also, I do not feel like we learn much during the actual lecture and we have only actually worked in groups to talk about the material a few times.
- The schedule being inaccurate is frustrating. We come in prepared for a quiz or other activities and they are cancelled.
- We are supposed to have 20 quiz grades for the semester and we have probably done 5 – that’s stressful.
- The lecture when we watched the videos in class felt like a waste of time.
- The quizzes still give me anxiety because I never know what he is going to ask. Sometimes they are broad questions, sometimes they are really specific.
- The video lectures are hard to learn from.
- I wish he would go over material that shows up on exams.
- He should speak in one direction facing forward, or use a microphone, so that the whole class can hear him at once. Turning to either side and talking is really distracting and hard to hear, especially over the greenhouse.
- Give us a chart about what topics we are going to cover each class, and videos and textbook pages to focus on to prepare for class.
- The notices get confusing.
- I am perpetually confused . . . Notifications on the website are posted last minute. The alternative learning approach is great, but now I spend more time relearning how to learn than absorbing content (especially being a senior with many other responsibilities. I value challenging my learning but the way it is in this class is very unbalanced and hard to manage), and juggling so many projects that are all due at the end of the semester is a disorganized way to assign projects. I also am less confident coming into an exam because the questions are mostly open-ended and something we never talked about.
- Although the website is a good resource, I think it would be better or at least helpful if we received an email instead of needing to constantly check the notices. Sometimes they are posted late, after I’ve checked, saw nothing, and moved on to something else, or they are posted before class, when I am in another class. We can’t be expected to stop paying attention to our other classes just to check this class’s website.
- Some parts of the class are a bit scattered.
- The direction or goal of assignments is sometimes cloudy our shifting in focus.
- Some parts of lecture are too long and it seems we don’t get much done.
- Class organization.
- Timing of updates/notices.
- I like that we don’t typically have a sit-down lecture class, but sometimes I feel like in-class time could be used better. The quizzes are fine and take up to about 15 minutes.

3. What parts of this class **should be changed**? How do you suggest these parts should be changed **to make the class work better for you** (*please be as specific as possible*)?

- Clarify expectations (due dates, some kind of expected format).
- Post Changes on the website at least 24 hours before class/lab.
- Better utilize time after quizzes – daily discussion topic/questions (might be cool to see real world greenhouse issues/scenarios).
- Notices should be available 24 hours in advance and emailed when less than 24 hours in advance.
- Lab videos should definitely be available 24 hours in advance.
- Please email us to check notices when something is posted.
- Time to clarify material, as well as the topic of the quiz, before doing the quizzes.
- We have no idea what will be on exams.
- Spread out due dates (they are all at the end of the semester).
- Have a study guide to the exam.
- Please update the schedule.
- 24 hour notice for changes to lab/lecture
- Add due dates tab on website!
- Make the course outline more clear: add when each chapter is due and the chapters that will be covered on the exams.
- Reduce the amount of content that is posted the night before class (sometimes easier said than done).

- I'm not saying the videos should stop, but maybe a little more time working the material.
- I personally thought that the exercise we did when we all got grouped into a topic then came up with questions then as a group answered someone else's questions was a great way to go over and answer questions on material.
- Compared to my other classes, my retention rate in plant prop. Is much higher and I think that the videos combined with the freedom Terry provides us have really helped make that happen. I honestly have no suggestions
- I wish every new way that Terry chooses to innovate this course was better planned out.
- Clarify the expectations for projects and coursework.
- Maybe the class schedule could follow what is outlined on the website more closely.
- Email last minute notices rather than post them.
- Minimize the unpredictability of assigned projects and coursework.
- I like how the website has everything together, but condensed versions would be helpful too.
- It would be helpful to do more group work on the material during class.
- Update the schedule.
- Don't show lecture videos during class time.
- I wish he spent the beginning of class doing a brief review of videos and textbook materials we were supposed to do to clarify, then have a quiz, rather than the beginning.
- Clear and concise expectations for projects that are otherwise left unclear.
- The notices thing from above.
- The capstone manuscript should be officially due halfway through the semester, and maybe one lab report as well.
- More consistency in everything you do for this class . . . discussions, videos, articles, all need to be in line with content, quizzes, and exams.
- Website needs to be more consistent/updated, especially if that's the platform you want to stick with.
- Whenever possible, notices and videos for the next lab/class should be available 24 hours in advance. Any less than that and many people don't see/don't have time to watch them. Notices less than 24 hours in advance should also be emailed.
- Possibly after quiz class time.
- I like not having a sit-down lecture per-say because I don't think I would learn much or would stop watching the videos but the class time after quizzes could be better used.

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Group Discussion

Things in Class Going Well

- Videos are good (two groups noting this)
- Like the conversational format
- Appreciate Terry's availability
- Appreciate Terry's enthusiasm
- Like the points back option on exams
- Having the labs setup by the videos makes for good use of time in labs

Things to Improve (#'s represent total votes for most important by students)

- Send email notices when content added to web or changes made to class notices (7)
- Be consistent in assignments/quizzes (don't change things around last minute, e.g. don't change quiz to an assignment)(5)
- Post videos and other content further in advance of when they are due or needed (4)
- Use class time more efficiently, with less down/idle time (especially after quizzes on M/W classes) (3)
- Avoid grouping due dates so close together, especially at the end of the semester (3)
- Don't change assignments mid-stream (don't change the expectations or plans for the work) (2)
- Exams are unpredictable, so provide a review or outline prior to the exam to help them prepare (2)
- Add due dates section to website (2)
- Keep videos more focused, with less tangents (0)
- Do not need to rehash content from an earlier video in each video (therefore omit this and save a bit of time) (0)
- Get a real classroom for the M/W classes (don't use the lab) (0)
- Give quiz after a brief in-class review (0)