Summary Report

Camerron Crowder
Term: Fall Term 2018

Quantitative Report

Course Sections	Key		Report Status	Enrolled Students	Responded Students	Response Rates
GGSC 490 (1D): Model Systems - Gen Disorders / GGSC 690 (1D): Genetic Models / STH 299 (1D): Interdisciplinary Seminar	**A**		Released	9	6	66.67%
Overall				9	6	66.67%

Thirteen possible learning objectives are listed, not all of which will be relevant in this class.
Describe the amount of progress you made on each (even those not emphasized in this class) by using the following scale:

- No apparent progress
- Slight progress; I made small gains on this objective
- Moderate progress; I made some gains on this objective
- Substantial progress; I made large gains on this objective
- Exceptional progress; I made outstanding gains on this objective

	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	Mean	Standard Deviation	Did Not Answer	Total Responses

		No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	Mean	Standard Deviation	Did Not Answer	Total Responses
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	A	0% (0)	0% (0)	0% (0)	50% (3)	50% (3)	4.5	0.5	0	6
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	A	33.33% (2)	0% (0)	16.67% (1)	16.67% (1)	33.33% (2)	3.17	1.67	0	6
Learning to apply course material (to improve thinking, problem solving, and decisions)	A	0% (0)	0% (0)	0% (0)	50% (3)	50% (3)	4.5	0.5	0	6
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	A	0% (0)	16.67% (1)	0% (0)	33.33% (2)	50% (3)	4.17	1.07	0	6
Acquiring skills in working with others as a member of a team	A	0% (0)	0% (0)	16.67% (1)	16.67% (1)	66.67% (4)	4.5	0.76	0	6
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	A	16.67% (1)	0% (0)	16.67% (1)	33.33% (2)	33.33% (2)	3.67	1.37	0	6

		No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	Mean	Standard Deviation	Did Not Answer	Total Responses
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	A	0% (0)	33.33% (2)	0% (0)	16.67% (1)	50% (3)	3.83	1.34	0	6
Developing skill in expressing myself orally or in writing	A	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	4.67	0.47	0	6
Learning how to find, evaluate, and use resources to explore a topic in depth	A	0% (0)	0% (0)	0% (0)	50% (3)	50% (3)	4.5	0.5	0	6
Developing ethical reasoning and/or ethical decision making	A	16.67% (1)	33.33% (2)	16.67% (1)	16.67% (1)	16.67% (1)	2.83	1.34	0	6
Learning to analyze and critically evaluate ideas, arguments, and points of view	A	16.67% (1)	0% (0)	33.33% (2)	0% (0)	50% (3)	3.67	1.49	0	6
Learning to apply knowledge and skills to benefit others or serve the public good	A	16.67% (1)	0% (0)	16.67% (1)	16.67% (1)	50% (3)	3.83	1.46	0	6
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	A	0% (0)	16.67% (1)	0% (0)	33.33% (2)	50% (3)	4.17	1.07	0	6

For the following items, choose the option that best corresponds to your judgment.

		Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
As a rule, I put forth more effort than other students on academic work.	A	0% (0)	0% (0)	0% (0)	50% (3)	50% (3)	4.5	0.5	0	6
I really wanted to take this course regardless of who taught it.	A	0% (0)	0% (0)	0% (0)	50% (3)	50% (3)	4.5	0.5	0	6
My background prepared me well for this course's requirements.	A	0% (0)	0% (0)	16.67% (1)	16.67% (1)	66.67% (4)	4.5	0.76	0	6
Overall, I rate this instructor an excellent teacher.	A	0% (0)	0% (0)	33.33% (2)	16.67% (1)	50% (3)	4.17	0.9	0	6
Overall, I rate this course as excellent.	A	0% (0)	0% (0)	16.67% (1)	33.33% (2)	50% (3)	4.33	0.75	0	6

Qualitative Report

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Overall				9	6	66.67%

Comments -

A

- Thoroughly enjoyed the instructor and the information covered in class.

- I feel like this course did not spend as much time as I expected covering model systems. We just briefly touched each model and then learned more about other things like cancer and other diseases. I think it would have been more interesting to have each model organism be a module of the course and then spend time talking about maintenance, research techniques, and disease models in more detail. I really enjoyed the journal club aspect and all of the assignments. They were not too difficult and provided a lot of opportunities for points. I think that the midterm was pretty difficult and asked certain questions about things that were not emphasized as important during class. Overall, I enjoyed this course and I think Dr. Crowder did a good job teaching it.

- Good but difficult class and was different than my original expectation. Helped me greatly at my presentation and writing skills.

- I really enjoyed this class. Dr.Crowder was extremely helpful and always available to students who needed help. I would recommend this class to friends.

- Dr. Crowder was a wonderful and passionate instructor. I had very little interest in model organisms prior to this class, but boy did it jumpstart my interest! I adored this class and everything that we learned. The tours were great, and I cannot think of anyone who could have taught this class better. I hope I don't sound too harsh. I truly thought that this was a wonderful class and that Dr. Crowder was an amazing professor, but out of all the classes I've taken at UAB, this was without a doubt the most time-consuming and difficult. This is not necessarily a bad thing, but having a quiz that strenuous every week was dreadful, as well as having a paper and presentation due every other week. I am taking 18 credit hours this semester, as well as working full time. When homework was assigned just the week before it was due, I could not keep pace. It was also difficult for me when quizzes where in the middle of the week, and new material was introduced just two days prior. Because the quizzes were so difficult and specific, I had to study for them like exams. I lost so many points simply because I could not recall details, but I also felt as though I wasn't granted enough time to learn those details. I felt that it was easy to come up with those exam questions while looking at the powerpoint slides and having a good grasp of the material, but hard to answer those questions without a photographic memory / a good recollection of small details. Also, Dr. Crowder often takes off a point or half a point on homework and quizzes for small reasons. If she does this on every assignment, that makes the ceiling grade for that student a 90%. I am a student with a fairly high GPA that dedicates myself to every class, but I could

see no way of making an A in this class. I hope that Dr. Crowder will adjust the difficulty for future students.

- Dr. Crowder is an incredible instructor, and this course has probably been one of my favorite of all time. She has done a really good job and has put forth a lot of effort into this course, and it really has been a enjoyable class. Some of my opinions on the course specifics: Journal club - I really enjoyed these and I think they complemented the lectures very well. I wish I had at least a week to read and spend time with all of the articles; there were times I only had a few days and so I felt a bit rushed. Lectures - Lectures were great! I did notice at times you kinda rushed through, trying to make it in time, and sometimes that made it hard to really understand the material and be able to ask questions about it. Guest speakers - I really enjoyed this as well. I think maybe having the students do an assignment where they have to write like 2-3 questions for the speaker (based on the research article or lab website, etc.) so that it's a little less daunting asking a question. Presentations and Papers - I liked them, but maybe cut down on the number of the presentations/papers. From what I remember, there were four presentations and three papers, so maybe just keeping it 3 presentations and 3 papers would be okay. Also, I found it much easier doing presentations alone but I also understand learning how to do group work is important. Tests/Quizzes - Quizzes were life-savers, I'm so glad you did that because it helped me keep up with the material. The midterm was very fair and I liked the formatting. Other - You can say no to us :) You started being more assertive the second half of the semester, which is good, but laying down expectations, especially with attendance, tardiness, late assignments, etc., is important at the very beginning. Maybe even offer 5 bonus points if someone has 100% attendance. I sensed your frustration when many people were late/absent to class, but there were few of us that really tried to make it to each and every class. Thank you Dr. Crowder! :)