

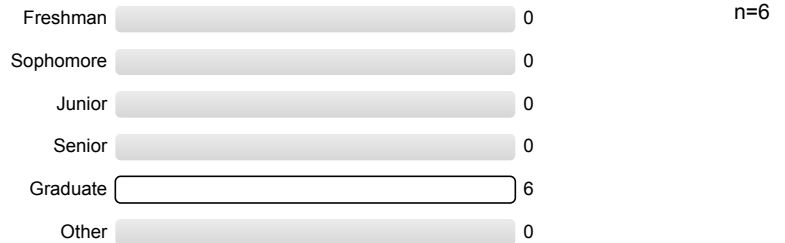


D.C. JEWITT
Evaluation of Instruction Program Report
 18W: EPS SCI 264 SEM 1: ORDER OF MAGNITUDE
 No. of responses = 6
 Enrollment = 8
 Response Rate = 75%

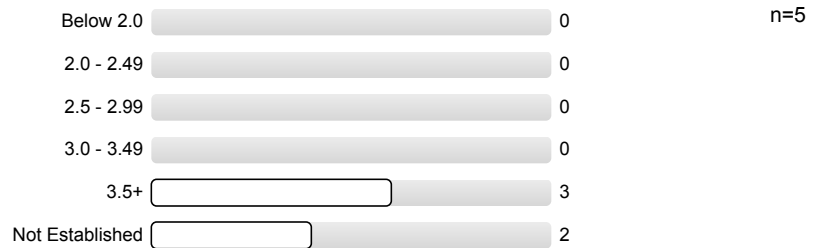
Survey Results

1. Background Information:

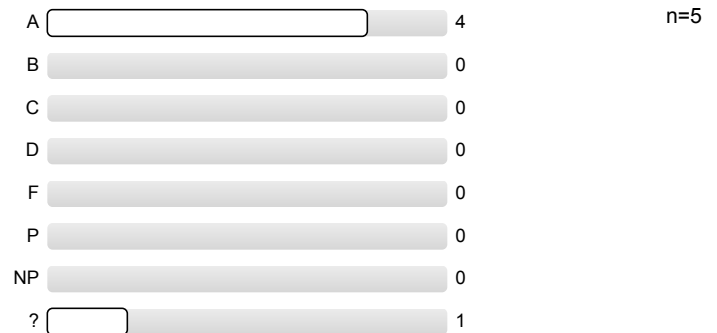
1.1) Year in School:



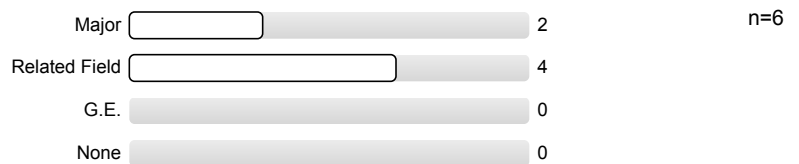
1.2) UCLA GPA:



1.3) Expected Grade:



1.4) What requirements does this course fulfill?



2. To What Extent Do You Feel That:

2.1)	Instructor Concern – The instructor was concerned about student learning.	Very Low or Never		Very High or Always	n=6 av.=8.67 md=9 dev.=0.52
2.2)	Organization – Class presentations were well prepared and organized.	Very Low or Never		Very High or Always	n=4 av.=8 md=8 dev.=1.15 ab.=2
2.3)	Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never		Very High or Always	n=6 av.=8.5 md=9 dev.=0.84
2.4)	Communication Skills – The instructor had good communication skills.	Very Low or Never		Very High or Always	n=6 av.=8.67 md=9 dev.=0.82
2.5)	Value – You have learned something you consider valuable.	Very Low or Never		Very High or Always	n=6 av.=8.83 md=9 dev.=0.41
2.6)	Overall – Your overall rating of the instructor.	Very Low or Never		Very High or Always	n=6 av.=8.83 md=9 dev.=0.41
2.7)	Overall – Your overall rating of the course.	Very Low or Never		Very High or Always	n=6 av.=8.67 md=9 dev.=0.52

3. Your View of Course Characteristics:

3.1)	Subject interest before course	Low		High	n=6 av.=2.5 md=2.5 dev.=0.55
3.2)	Subject interest after course	Low		High	n=6 av.=2.83 md=3 dev.=0.41
3.3)	Mastery of course material	Low		High	n=4 av.=2.5 md=2.5 dev.=0.58 ab.=1
3.4)	Difficulty (relative to other courses)	Low		High	n=6 av.=1.67 md=2 dev.=0.52
3.5)	Workload/pace was	Too Slow		Too Much	n=6 av.=2 md=2 dev.=0
3.6)	Texts, required readings	Poor		Excellent	n=5 av.=2.6 md=3 dev.=0.55 ab.=1

3.7)	Homework assignments		n=6 av.=2.83 md=3 dev.=0.41
3.8)	Graded materials, examinations		n=4 av.=2.75 md=3 dev.=0.5 ab.=2
3.9)	Lecture presentations		n=5 av.=2.8 md=3 dev.=0.45 ab.=1
3.10)	Class discussions		n=6 av.=3 md=3 dev.=0

Comments Report

4. Comments:

4.1) Please identify what you perceive to be the real strengths and weaknesses of this instructor and course.

- A student can experiment and get raw feedback for self. Helps in self improvement. Fun course!
- Excellent course, by far the best I've taken at UCLA. Every discussion was thought-provoking. I'm a shy person by nature, but the environment was casual enough and I felt comfortable enough to take part in these discussions every class. The problems themselves were diverse, and it was fun coming up with our own problems for our classmates to do. The speaking and writing portions were effective and useful. Speaking in front of a general audience and trying to explain science in 5 minutes was nerve-wracking, but everyone was supportive and this experience was very valuable to me in helping me grow in public speaking. I think it'd be interesting if we did the same thing with writing, like giving writing samples to a general audience and asking them to rank them. Getting feedback from everyone was super useful. 10/10 would take this class again, would recommend to everyone.
- I really liked the talks in class that lead to tangents because they end up being very interesting. The talks about how academia really is and a glimpse into the culture was helpful and insightful. Professor Jewitt is a really fun/funny instructor and has a lot of anecdotes about anything it seems.
- I think this is a great course. It forces you to use your brain for critical thinking as opposed to memorization and regurgitation of course material. Throughout the course you are taught how to think on your feet, recall personal experiences, and collaborate with others to solve problems where you have little to no prior knowledge of on the subject.

In other words, this course teaches you how to think independently, which is an uncommon ability in current students where worlds of information is available at a person's fingertips.

There are also aspects of the course that directly address both written and oral communication skills for sharing science with the public (or even just people not in your scientific field). These aspects were helpful because the set up was so that there was no consequence: you try, you (probably) fail, you get honest critiques from the rest of the group, and then you try again.

I believe this course can help to make any student a better scientist through developing both critical thinking and communication skills.

- very useful class. Enjoyable, engaging, and useful for understanding orders of magnitude.