

Cornell University
 Course Evaluation Response Summary
 Semester: Fall 2020 Course Owner: PHYS
 Course: PHYS 2213 DIS 220 CID: 5386
 Title: Physics II: Electromagnetism
 Instructor: Kiely
 12 Responses, 17 Enrolled, 70.59% Response

Please evaluate HOW THIS COURSE WAS TAUGHT. Evaluate each component of the course (lectures, discussion classes, labs, assignments, and exams) separately. In particular, try to separate your feelings about the subject matter and exams/grading from your evaluations of lectures, discussion classes, labs, and assignments.

Question	Mean	StDevP	Count	1	2	3	4	5
1. OVERALL rating of discussion class instructor: 1= poor; 3= satisfactory; 5= excellent	4.50	0.86	12	0	1	0	3	8
2. OVERALL rating of the DISCUSSION CLASS: 1= poor; 3= satisfactory; 5= excellent	4.08	0.86	12	0	1	1	6	4
3. Did discussion classes help you learn the course material? 1= helped very little; 3= helped somewhat; 5= helped greatly	4.08	0.86	12	0	1	1	6	4
4. Was the discussion class instructor (TA) knowledgeable about the subject matter? 1= not at all; 3= somewhat knowledgeable; 5= very knowledgeable	4.73	0.86	11	0	1	0	0	10
5. Did the discussion class instructor (TA) arrive on time and prepared for class? 1= rarely; 3= about half of the time; 5= always	4.75	0.82	12	0	1	0	0	11
6. Was the discussion class instructor willing and available to help students who had difficulty? 1= not willing and available; 3= somewhat willing and available; 5= very willing and available	4.75	0.82	12	0	1	0	0	11
7. How effectively was the discussion class instructor (TA) able to communicate? 1= not effectively at all; 3= somewhat effectively; 5= very effectively	4.67	0.84	12	0	1	0	1	10
8. Teaching skill of the discussion class instructor: 1= poor; 3= satisfactory; 5= excellent	4.50	0.86	12	0	1	0	3	8
9. Did the discussion class instructor (TA) grade and return work promptly? 1= rarely; 3= about half of the time; 5= always	4.64	0.88	11	0	1	0	1	9
10. How often did you attend discussion class? 1= never; 3= half the time; 5= every time	4.75	0.82	12	0	1	0	0	11
11. What fraction of the time did you feel engaged during discussion section? 1= Almost never; 3= 50%; 5= Almost always	4.42	0.86	12	0	1	0	4	7
12. How do you view the balance of time spent in Discussion Section between explanations/clarification of general concepts by the TA at the beginning of section versus time spent on COOP activities? 1=Need much more time on explanations/clarifications; 2=Need some more time on explanations/clarifications; 3=Balance is about right; 4=Need some more time on COOPs; 5=Need much more time on COOPs	3.17	0.68	12	0	1	9	1	1
13. In helping you to learn course material and methods, how useful did you find the Learning Catalytics COOP Problems in Discussion section? 1= not at all useful; 3= moderately useful; 5= very useful	4.17	0.79	12	0	1	0	7	4
14. Putting aside any issues with Learning Catalytics itself, how useful did you find the immediate feedback from Learning Catalytics in helping you progress through the COOP problems? 1= Immediate feedback not useful; 3= moderately useful; 5= very useful	4.25	0.92	12	0	1	1	4	6
15. Given that the lowest 25% of your COOP scores don't count toward your course grade, how stressful did you find the Learning Catalytics COOP problems? 1= Very stressful, 3= Somewhat stressful, 5= Not stressful at all	3.42	0.95	12	0	2	5	3	2
16. Which do you think would be more effective, the present COOP system using Learning Catalytics OR a printed worksheet to work through with your teammates? The worksheet would not be graded (participation grade only). 1= strongly prefer worksheets; 3= No preference; 5= strongly prefer current system	3.75	1.29	12	0	4	0	3	5

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17. In our class, we tried to make the complexity of problems and concepts gradually progress starting from fairly straightforward Pre-Class Exercises, then to Lecture, then to more difficult problems in COOP, and finally to the most sophisticated problems on the weekly problem sets. Did you find this progression helpful for better understanding the material? 1= not at all helpful; 3= moderately helpful; 5= very helpful	3.42	0.95	12	0	2	5	3	2
18. On average, how did you find the amount of time allotted during section to complete the COOP problems? 1= Not enough time; felt a great deal of time pressure; 3= Just the right amount of time for COOP problems; 5 = too much time allotted; did not need that much time	3.00	1	12	0	4	6	0	2
19. Would you prefer our TA's office hours to be held individually at fixed times (with NO "study hall"), or in the "study hall" / drop-in format that we used? 1= Prefer individual TA office hours at fixed times (with no "study hall" available); 3= No preference; 5 = Prefer the existing "study hall" / drop-in format.	3.09	1.16	11	1	2	5	1	2
20. If you worked with an undergraduate teaching assistant (UTA) during office hours, please rate his or her overall teaching skill. 1=not applicable; 2=fair; 3=good; 4=very good; 5=excellent	2.80	1.66	10	4	1	0	3	2
21. Problem sets were graded in a consistent and fair manner. 1= strongly disagree; 3= neutral; 5= strongly agree	3.83	1.28	12	1	1	2	3	5

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1. Please write any comments about your discussion class or your TA here.

14986. Thomas was a wonderful TA. I always felt that I could reach out for help and receive an insightful answer. As well, he was patient

8976. N/A

14930. Very knowledgeable and helpful

27029. Tom was always helpful whenever people had questions and he explained answers well.

6449. I think physics discussion was one of my favorite classes this year. I think my TA (Keily) is incredibly smart, patient, and very helpful, and I got along well with all the students I worked with over the semester. The problems were very helpful for me to understand E&M concepts. Discussion was probably the best part of PHYS 2213.

8945. I felt like Thomas could always answer any question we came up with, and he'd always walk us through the reasoning to make sure we understood. Because of that, this discussion section was probably the most meaningful way I learned the material.

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2. Please write any comments about the use of Learning Catalytics in Discussion Section.

14986. It is helpful since the TA is there and can help support students.

8976. Learning Catalytics was very useful, as we are told right when we submit if we are right or wrong, and we are allowed 3 attempts.

27029. I liked the instant feedback and especially how it explains answers even if you get them wrong. It helped a lot in understanding the questions I may have struggled with.

6449. I think Learning Catalytics actually worked quite well in discussion. It allows fairly complex math expressions as input, along with a fairly easy way of inputting those formulas, so it never felt like the technology was an inconvenience.

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3. Please write any comments about any other activities you would like to see in Discussion section

8976. N/A