

Cornell University  
 Course Evaluation Response Summary  
 Semester: Spring 2022 Course Owner: PHYS  
 Course: PHYS 2213 DIS 207 CID: 4541  
 Title: Physics II: Electromagnetism  
 Instructor: Kiely  
 11 Responses, 19 Enrolled, 57.89% 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	4.45	0.65	11	0	0	1	4	6
2. OVERALL rating of the DISCUSSION CLASS: 1= poor; 3= satisfactory; 5= excellent	4.18	0.93	11	0	0	4	1	6
3. Did discussion classes help you learn the course material? 1= helped very little; 3= helped somewhat; 5= helped greatly	4.00	1.27	11	1	0	3	1	6
4. Was the discussion class instructor (TA) knowledgeable about the subject matter? 1= not at all; 3= somewhat knowledgeable; 5= very knowledgeable	4.73	0.61	11	0	0	1	1	9
5. Did the discussion class instructor (TA) arrive on time and prepared for class? 1= rarely; 3= about half of the time; 5= always	5.00	0	11	0	0	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	4.73	0.44	11	0	0	0	3	8
7. How effectively was the discussion class instructor (TA) able to communicate? 1= not effectively at all; 3= somewhat effectively; 5= very effectively	4.64	0.48	11	0	0	0	4	7
8. Teaching skill of the discussion class instructor: 1= poor; 3= satisfactory; 5= excellent	4.55	0.65	11	0	0	1	3	7
9. Did the discussion class instructor (TA) grade and return work promptly? 1= rarely; 3= about half of the time; 5= always	4.70	0.45	10	0	0	0	3	7
10. How often did you attend discussion class? 1= never; 3= half the time; 5= every time	4.18	0.93	11	0	1	1	4	5
11. What fraction of the time did you feel engaged during discussion section? 1= Almost never; 3= 50%; 5= Almost always	4.18	0.71	11	0	0	2	5	4
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	3.09	0.99	11	1	1	6	2	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	3.64	1.14	11	1	0	4	3	3
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	3.91	0.89	11	0	0	5	2	4
15. Given that the lowest 30% 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	3.82	0.71	11	0	0	4	5	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	3.55	1.37	11	1	2	2	2	4

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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	3.45	0.65	11	0	1	4	6	0
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	2.55	0.89	11	1	5	3	2	0
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.	4.55	0.78	11	0	0	2	1	8
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	3.00	1.63	6	2	0	2	0	2
21. Problem sets were graded in a consistent and fair manner. 1= strongly disagree; 3= neutral; 5= strongly agree	3.27	0.96	11	0	3	3	4	1

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

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20560. My discussion class was a highly collaborative environment and the TA was always available to answer any questions. I felt like I learned a lot through the discussion class. It always took me longer than the discussion time to finish the COOP and I very much appreciated that my TA always stayed to assist in any way. My only complaint is that the TA's grade slightly differently. Some TA's will take points off on certain details ( $z/|z|$  notation) that others won't and I would've liked if all TA's graded the exact same way to be fair to all students.

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26719. TA was very helpful and always tried to explain confusing concepts when asked.

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20589. Thomas was a great TA and he was always open to help. I think the most helpful and challenging part of the course was the discussion sessions and this is mostly attributed to the TA. Thomas answered all my questions and his explanations were extremely helpful and also thought-provoking.

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

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20614. Co-op exercises often test concepts which are very deviated from the application and instead focused on the derivation. I believe more involved and applicable materials would be beneficial.

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20560. The Learning Catalytics assignments were too long and I always stayed overtime to finish it. If we are expected to finish the COOP in class, I think there should be a few less questions for each one. If all the questions are necessary, we should be allowed time outside of class to work on it. There are also some nuances in specific questions about how to enter an answer that I would not have gotten unless my TA pointed it out.

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20548. I like how we get the answers right away. I feel like I couldn't study off of worksheets because I didn't know if my work was correct or not

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26719. Learning catalytics is great since it ensures students are motivated to finish the problems, and it provides immediate feedback.

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20604. I personally preferred the format of Physics 1112 with the worksheets rather than learning catalytics.

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

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20560. I think the discussion section is fine as is. Because of the length of the COOP, I wished the review was shorter to give more time for the questions. However, the review was also helpful in order to do the COOP.

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26719. Actual magnets or circuits or other demos related to the material we were learning would've been helpful in seeing how the things we were learning manifest in real life.