Mid-Semester Feedback: BRO Examples from Lecture Courses at Brown

The examples from the Life Sciences ask students to provide extensive quantitative and qualitative feedback on the course, while the example from the Physical Sciences asks students to provide qualitative feedback in response to only two questions.

Cognitive, Linguistic & Psychological Sciences

pp. 2-4 of this pdf

Geological Sciences

p. 5 of this pdf

Neuroscience

pp. 6-9 of this pdf

Mid-course evaluation

1 2 3 4 5

c

We would like to get your honest reactions to a number of aspects of the course,	while there is	still
time to change and improve it for the rest of the semester.		
* Required		

What aspects of the course have been especially	y good in torrito or your fourthing.
	⊿
Vhat aspects of the course could use improvem	ent?*
e., changes WE could make which would improve	
make that would improve your learning effectivenes	
	<u>·</u>
	عا
he goal of the first module entitled 'Foundation nodeling is important in understanding brains a	s' was for you to develop a sense of why
and how different modeling approaches relate to	
each our teaching objective?	·
1=very successful, 5=very unsuccessful	
1 2 3 4 5	
C	
he goal of the second module entitled 'Mental s	spaces' was to learn how the brain may extract
a manageably small number of perceptually rele	vant features from high-dimensional sensory
nputs? We have seen that linear algebra is the i	
concept. How well did we reach our teaching ob !=very successful, 5=very unsuccessful	jeduve ?
e rony objection, or a one willowooded for	

How difficult did you find the first assignment?*	
1=very easy, 5=very difficult	
1 2 3 4 5	
c	
How many hours did you spend on the first assignment?* 1=very easy, 5=very difficult	
Less than 5 hours	
How can the course staff be a better help for the next assignment?*	
	<u> </u>
	-1
ļ	*
Which tutorials did you attend?*	
Γ MATLAB	
☐ Linear Algebra	
⊏ Probability	
If you didn't attend any tutorials (or certain types of tutorials), please	e let us know whv?*
If you didn't attend any tatorials (or sortain types or tatorials), process	
What worked well for the tutorial(s) you attended?*	
	<u>*</u>
	-1

erre's office hours, classmates, etc.*	<u>A</u>
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Geological Sciences

Mid-Course Suggestions

(course number, date)

We would like to get your honest reactions to a number of aspects of the course, while there is still time to change and improve it for the rest of the semester.

Aspects that you might comment on include correlation between course activities and course objectives; how classes are run; professors' clarity and enthusiasm; fairness of first exam; usefulness of homeworks, labs, and field trips; fairness of grading; availability and effectiveness of professors and TAs; and usefulness of assigned readings.

What aspects of the course have been especially <u>good</u> in terms of your learning? (please be specific about how/why that aspect is good)

What aspects of the course could use improvement? (Make specific suggestions)

"changes WE could make which would improve the learning environment

"changes YOU could make that would improve your learning effectiveness

Name (optional)

NEUR 1540 - Post Exam 1 Survey

Please take a few moments to provide me with some feedback about the class. I get to assess your performance with the exam, so it's only fair if you get to assess my performance too! Your feedback is important to me - especially as I continue to modify and develop this new course!

The survey is anonymous.

Please rank each of the following statements on a scale of 1-7 (1 = strongly disagree, 4 = neutral, 7 = strongly agree)

Dr. Linden stimulates my interest in learning and memory.

1	2	3	4	5	6	7

Dr. Linden defines goals for my learning.

1	2	3	4	5	6	7

Dr. Linden gives well organized presentations.

1	2	3	4	5	6	7

Dr. Linden encorages my role in the learning process.

1	2	3	4	5	6	7	

Dr. Linden uses good examples.

1	2	3	4	5	6	7

Dr. Linden uses media well.

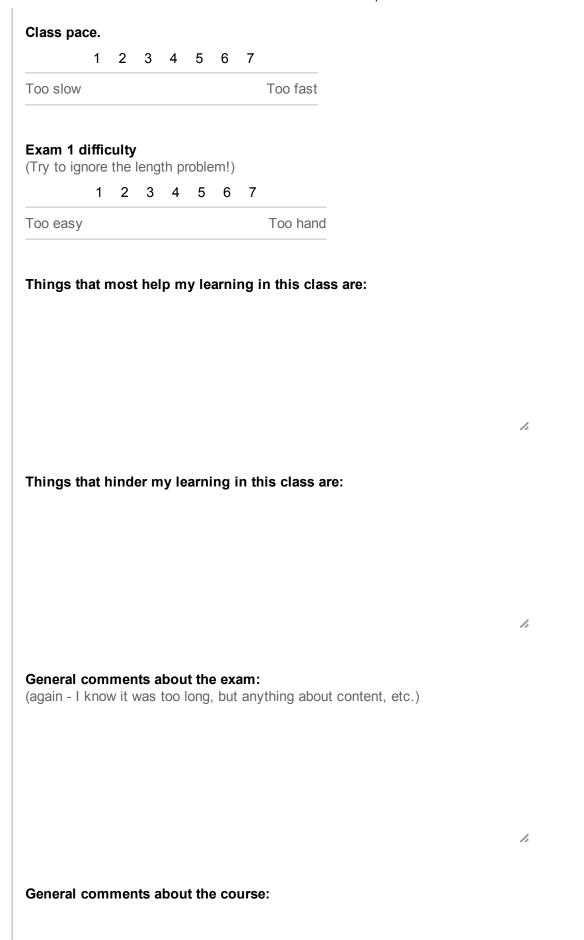
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1 2 3 4 5 6 7
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Dr. Linden is available.

1 2 3 4 5 6 7

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1	2	3	4	5	6	/			
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1 2 3 4 5 6 7



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