Feedback form: COT 4400

Due at Exam 1

August 25, 2015

Note: this feedback form is intended to be a nonymous. You  $do\ not$  need to sign your name to this form.

## 1 Pedagogy assessment

Please rate the following in terms of how important or effective they were in learning the material in this section, with 5 representing something that was critical for learning the material and 1 representing something that was not relevant.

How important or effective were the following pedagogical techniques in helping you learning the material in this section?

| Lectures                             | 1 | 2 | 3 | 4 | 5 |
|--------------------------------------|---|---|---|---|---|
| Examples                             | 1 | 2 | 3 | 4 | 5 |
| Homework assignments                 | 1 | 2 | 3 | 4 | 5 |
| In-class exercises                   | 1 | 2 | 3 | 4 | 5 |
| Interactive examples with instructor | 1 | 2 | 3 | 4 | 5 |
| Individual exercises                 | 1 | 2 | 3 | 4 | 5 |
| Small group exercises                | 1 | 2 | 3 | 4 | 5 |
| Exam review session                  | 1 | 2 | 3 | 4 | 5 |

## 2 Critical thinking

Please answer the following questions.

| What a            | spects of t               | the course          | e nave y | ou louliu |           | iicipiui. |           |
|-------------------|---------------------------|---------------------|----------|-----------|-----------|-----------|-----------|
|                   |                           |                     |          |           |           |           |           |
|                   |                           |                     |          |           |           |           |           |
|                   |                           |                     |          |           |           |           |           |
|                   |                           |                     |          |           |           |           |           |
|                   |                           |                     |          |           |           |           |           |
|                   |                           |                     |          |           |           |           |           |
|                   |                           |                     |          |           |           |           |           |
|                   |                           |                     |          |           |           |           |           |
|                   |                           |                     |          |           |           |           |           |
|                   |                           |                     |          |           |           |           |           |
|                   |                           |                     |          |           |           |           |           |
|                   |                           |                     |          |           |           |           |           |
| Is there          | e any aspe                | ect of the          | course   | you woul  | d change, | or what   | aspects l |
| Is there          | e any aspe                | ect of the          | course   | you woul  | d change, | or what   | aspects l |
| Is there          | e any aspe<br>the least l | ect of the helpful? | course   | you woul  | d change, | or what   | aspects l |
| Is there          | e any aspe<br>the least l | ect of the helpful? | course   | you woul  | d change, | or what   | aspects l |
| Is there          | e any aspe<br>the least l | ect of the helpful? | course   | you woul  | d change, | or what   | aspects l |
| Is there          | e any aspe<br>the least l | ect of the helpful? | course   | you woul  | d change, | or what   | aspects l |
| Is there          | e any aspe<br>the least l | ect of the helpful? | course   | you woul  | d change, | or what   | aspects l |
| Is there          | e any aspe<br>the least l | ect of the helpful? | course   | you woul  | d change, | or what   | aspects l |
| Is there is found | e any aspe<br>the least   | ect of the helpful? | course   | you woul  | d change, | or what   | aspects l |
| Is there is found | e any aspe<br>the least l | ect of the helpful? | course   | you woul  | d change, | or what   | aspects l |
| Is there          | e any aspethe least       | ect of the helpful? | course   | you woul  | d change, | or what   | aspects l |
| Is there          | e any aspethe least       | ect of the helpful? | course   | you woul  | d change, | or what   | aspects l |
| Is there          | e any aspethe least       | ect of the helpful? | course   | you woul  | d change, | or what   | aspects l |

| Have yo | ou found th | ne Skiena te | extbook to | be helpful | this seme | ster? |  |
|---------|-------------|--------------|------------|------------|-----------|-------|--|
| Have yo | ou found th | ne Skiena to | extbook to | be helpful | this seme | ster? |  |
| Have yo | ou found th | ne Skiena te | extbook to | be helpful | this seme | ster? |  |
| Have yo | ou found th | ne Skiena te | extbook to | be helpful | this seme | ster? |  |
| Have yo | ou found th | ne Skiena to | extbook to | be helpful | this seme | ster? |  |
| Have yo | ou found th | ne Skiena to | extbook to | be helpful | this seme | ster? |  |
| Have yo | ou found th | ne Skiena te | extbook to | be helpful | this seme | ster? |  |
| Have yo | ou found th | ne Skiena to | extbook to | be helpful | this seme | ster? |  |
| Have yo | ou found th | ne Skiena to | extbook to | be helpful | this seme | ster? |  |
| Have yo | ou found th | ne Skiena te | extbook to | be helpful | this seme | ster? |  |
| Have yo | ou found th | ne Skiena to | extbook to | be helpful | this seme | ster? |  |
| Have yo | ou found th | ne Skiena to | extbook to | be helpful | this seme | ster? |  |

| 5. (Optional the course: | l) Any other | comments     | or suggestions | s about t | the teaching | style for |
|--------------------------|--------------|--------------|----------------|-----------|--------------|-----------|
|                          |              |              |                |           |              |           |
|                          |              |              |                |           |              |           |
|                          |              |              |                |           |              |           |
|                          |              |              |                |           |              |           |
|                          |              |              |                |           |              |           |
|                          |              |              |                |           |              |           |
|                          |              |              |                |           |              |           |
|                          |              |              |                |           |              |           |
|                          |              |              |                |           |              |           |
| Optional) I              | Further comm | nents or sug | gestions:      |           |              |           |
|                          |              |              |                |           |              |           |
|                          |              |              |                |           |              |           |
|                          |              |              |                |           |              |           |
|                          |              |              |                |           |              |           |
|                          |              |              |                |           |              |           |
|                          |              |              |                |           |              |           |
|                          |              |              |                |           |              |           |
|                          |              |              |                |           |              |           |
|                          |              |              |                |           |              |           |