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## Evaluation Results

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Brian Nguyen

CHEM H2B Winter 2022: Midterm feedback form to Brian Nguyen

Responses: 19

Window: 1/28/22 11:00am - 2/1/22 12:00pm

Assigned to: CHEM H2B LEC A: HON GENRL CHEMISTRY (40270)

# Evaluation Results

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Dear Student:

Your instructor cares about your learning in this class and would therefore appreciate your feedback.

The information you provide is confidential; NONE of the information you provide will be associated with your name or student ID number.

In order for your instructor to consider what might need to be changed about the way the class is conducted, please be as specific in your responses as possible. For example, if you indicate that you didn't like the course textbook, please tell the instructor why so that s/he can make an informed decision about whether it should be required for the next class.

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Question #1 • Text Response • 17 responses (89%)

Please provide any comments that you'd like to make about this instructor's effectiveness as a teacher.

Results:

- This instructor asks his students to explain concepts during discussion, which helps create conversations about the alternative ways to do the problems and other ways to think about them. However, he expects at least some of his students to know calculus (which is not a prerequisite) before entering the class, which made understanding the chemistry concepts more difficult. Also, he is very strict in grading free-response because he looks for key words. If the concept shows full understanding but is missing a couple of his predetermined key concepts, he will not give the free response full credit, which makes it difficult sometimes to know what he is looking for in an answer.
- He is prepared and passionate when it comes teaching and he does his best to guide us toward an answer. However, it would be nice to be given solutions for homework, midterms, and/or practice exams. I understand that the professor doesn't want to give out answers so that these resources can be reused for next year, but when I'm solving problems, I would like to make sure that I'm doing it the right way and I told always have time to attend office hours.
- Hi Brian, I really appreciate your humility. In discussion when you said that our midterm scores were not just a reflection of us as students, they are also a reflection of you as a teacher, I really admired that. Thank you for wanting to help us learn and improve. I like that you take the time to answer our questions in discussion. Thank you for patiently re-explaining things when someone doesn't understand.

- Reviewing the homework and confusing concepts during discussion section is helpful. It would be appreciated if a second submission is allowed for regrading especially difficult homework assignments. I think it would help students that got the problems wrong to go back to the problems and correct their mistakes.
- He is very helpful in explaining concepts, especially during the midterm review. However, I find the discussion sections unhelpful because mostly, we are just going over the homework. He already gives feedback on the homework, and I find that enough.
- Brian is a great TA!! He's very approachable and is able to guide students through problems rather than explicitly giving out answers. His drawings and diagrams are quite helpful in understanding the setups of problems.
- Brian is a really kind TA! He goes out of his way to socialize with everyone despite it being on zoom and tries to get everyone included. He is very patient with us and always asks us if we have any questions.
- Effective: answers any questions a student has and will go over problems in detail; kind (never treats questions like stupid questions, makes an effort to get to know us)
- Brian is very good at explaining the material and he effectively answers questions. I appreciate how he gives us midterm review sessions and a practice midterm.
- Brian is a pretty effective instructor overall as he gives good discussions and provides valid feedback for questions we do not understand.
- For the effectiveness, I would think if we can go slower for the lecture. I kinda feel that we are rushing through the lecture.
- As a teacher, perhaps going a little slower in concepts that are more complex or hard to understand might be helpful.
- I feel really comfortable in class knowing Brian is always available, and very easy to reach out to.
- Brian does a good job explaining things during office hours but can go a bit too quick sometimes.
- He is helpful in terms of explaining the questions surrounding the chemical topics.

- Great teacher but does not elaborate as much as necessary for understanding
- n/a

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Question #2 • Text Response • 17 responses (89%)

Is there anything specific the instructor might do between now and the end of the course that might help you?

Results:

- Um, this might sound weird or unreasonable, but I figured I should mention it since this is an anonymous survey. I know that participation during discussion is part of our grade for this class, and I completely understand why. However, I have social anxiety and it's inexplicably (and honestly ridiculously) difficult for me to volunteer to do homework problems. Like, I literally just sit there and think about volunteering and my hands get cold and sweaty and my heart starts beating really fast/loudly and I completely freeze up. Then eventually, the window of time for volunteers to step up closes and I just sit there regretting the fact that I didn't/couldn't volunteer. I really want to contribute and also make sure that I get my participation grade, but I don't know how to do that on my own terms. The social anxiety is regarding the act of volunteering, not the act of solving a problem in front of the entire discussion (I know that that's a very irrational line of thinking and that those two things are practically the same, but that's just how it feels). Therefore, I think it would really help me out if you (Brian) called on students more often. There are a couple of students who consistently volunteer every class period, and that's totally great and I think they should be allowed to solve the problems they volunteer for, but is it possible for you to limit them to working on one problem per discussion, even if they got that problem wrong and want to redeem themselves? Or maybe you could split up the problems so that one person only has to solve one or two parts, thereby allowing everyone else to have more opportunities to participate? I know that this request must sound excessive and that I should just suck it up and raise my hand or unmute my mic or even type something in the chat, but I'm still working through my social anxiety and I think those accommodations would be really helpful.
- He could hold a separate office hours session in addition to his current one .I can't make it to his current office hours because I have another class during that time, but sometimes I want to ask him questions in-person. He also expects most of his students to attend his office hours, so it would help if he made them more accessible in this way.
- I think the homework problems are pretty challenging sometimes but fair; I just find myself stressing over finishing the homework and getting it correctly rather than fully understanding the problem sometimes. I would like more problems that mirror what we cover during lecture or what will be on the midterm.

- We would really like to have practice exams with answer keys. I don't want to practice solving problems the wrong way, so I need to be able to check my work with an answer key. In this midterm, I felt that there were way too many questions for 50 minutes. We would like either more time or fewer questions.
- If there are important questions answered in office hours that I cannot attend, it would be nice if a follow-up email is sent (referring specifically to questions answered that clarifies an ambiguity in a worksheet problem --> ex: what the thermometer in worksheet 3 was measuring)
- A key for the practice midterm or going over the solutions before the midterm would be very helpful to succeeding on the midterm.
- Maybe adding more practice problems so that we can be more familiar with the types of problems that might come up on exams.
- I would rather be given new problems to practice rather than going over the homework during discussion.
- Going over key example problems that apply key concepts during midterm exam reviews would be helpful.
- Increase the explanations without need for questions
- Give more addition problems with answer keys.
- I don't think there is anything specific.
- Grade the homework with more leniency
- Give us more clear correct answers.
- No not really; keep it up!
- I do not think so.
- No

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Question #3 • Multiple Select • 19 responses (100%)

What teaching methods has this instructor used that you feel are helping you to learn the course material? (Check all that apply.)

RESPONSE	COUNT	%
Small group work	5	26%
Discussion	15	79%
Visual aids	7	37%
Worksheets	15	79%
Homework assignments	16	84%
In-class practice	7	37%
Field trips	0	0%
Guest speakers	0	0%
Practice quizzes	2	11%
Role plays	0	0%
Close readings	1	5%
Lab work	1	5%
Problem-based learning	7	37%
Projects	0	0%
Research papers	0	0%
Demonstrations	0	0%
Community service or internship	0	0%

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Question #4 • Text Response • 10 responses (53%)

What other methods has this instructor used (other than those listed above) that have helped you to learn?

Results:

- No, there is no other methods that this instructor has used outside those are listed.
- The visuals/drawings done in discussion and review sessions on zoom are very helpful.
- Reaching out to students with lower scores and checking to see what is happening.
- Making us present our work and show how we attempted the homework in class.
- Office hours have been really helpful, along with discussions.
- Brian invites students to ask questions in discussion.

- The review session before the midterm was helpful.
- Simplify the slides, and add summary slides.
- Going through the worksheets fully.
- N/A?

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Question #5 • Text Response • 11 responses (58%)

Which methods do you feel have NOT been effective in helping you to learn? Why do you feel they have not been effective?

Results:

- Some of the homework problems have not been effective in helping me learn. Most of them are fine and push me to review the material we reviewed in class, but a couple specific ones draw on skills outside of what we learned like equilibrium tables, force diagrams, and differential equations (calculus). While these force us to look to outside sources, this limits how much we actually learn from that specific problem. At times, it promotes just copying the method without fully understanding it, which also takes away from the chemistry knowledge we were supposed to learn from these problems. This also extends to tests, which have the same problem of giving more advanced problems that we encountered during lecture. I think it would be better to keep homework assignments and exams more closed-note so that the instructor can't expect us to search up & learn physics and math concepts we never encountered just to solve a chemistry problem.
- The homework is graded based on accuracy which makes it seem more like a test than a chance to learn from our mistakes and boost our grade a bit. I think that as long as the student demonstrates effort on their homework it should be graded loosely with only a little bit taken off for incorrect answers if anything at all. However, I think if homework is to be graded based on accuracy, it should be graded by corrections. Example: an assignment is due and submitted, then the answers are released with explanations and students can correct their work with a different color pen to get full credit. That way we have to correct our mistakes to earn full credit and learn in the process of doing so.
- Sometimes the problems on the homework are not completely explained even after students complete them. I the midterm had more questions about the homework than the additional problems, which was not clear to me before taking the midterm. If the next midterm could have less problems on it I would have time to go back and fix my mistakes.

- The discussion sections are somewhat boring, in the sense that we just go over the homework problems. I believe it would be more engaging if we were able to practice new problems.
- I think that those methods are effective in helping me to learn because I can get practice and apply the lecture to the actual problems
- Practice problems without answer keys are not helpful because we cannot know if we are solving problems the right way.
- Doesn't ask a lot of questions, maybe have polls to increase engagement during class.
- I feel like his slides are over complicating some topics which is kind of confusing.
- All the methods were helpful.
- N/A
- N/A

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Question #6 • Multiple Choice • 19 responses (100%)

I feel that this instructor comes to class well-prepared to teach.

RESPONSE	COUNT	%
Strongly Agree	8	42%
Agree	11	58%
Disagree	0	0%
Strongly Disagree	0	0%
Not Applicable	0	0%

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Question #7 • Multiple Choice • 19 responses (100%)

I feel that this instructor's presentations are well-organized.

RESPONSE	COUNT	%
Strongly Agree	5	26%
Agree	13	68%
Disagree	0	0%
Strongly Disagree	0	0%
Not Applicable	1	5%



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Question #8 • Multiple Choice • 18 responses (95%)  
I feel that this instructor's explanations are clear.

RESPONSE	COUNT	%
Strongly Agree	2	11%
Agree	12	67%
Disagree	4	22%
Strongly Disagree	0	0%
Not Applicable	0	0%

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Question #9 • Multiple Choice • 18 responses (95%)  
I feel that this instructor provides helpful examples to illustrate points/concepts.

RESPONSE	COUNT	%
Strongly Agree	5	28%
Agree	9	50%
Disagree	4	22%
Strongly Disagree	0	0%
Not Applicable	0	0%

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Question #10 • Multiple Choice • 19 responses (100%)  
I feel that this instructor allows enough opportunities for students to ask questions.

RESPONSE	COUNT	%
Strongly Agree	11	58%
Agree	8	42%
Disagree	0	0%
Strongly Disagree	0	0%
Not Applicable	0	0%

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Question #11 • Multiple Choice • 19 responses (100%)  
This instructor's handwriting (i.e., on the board or overhead) is legible.

RESPONSE	COUNT	%
Strongly Agree	5	26%
Agree	14	74%
Disagree	0	0%
Strongly Disagree	0	0%
Not Applicable	0	0%

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Question #12 • Multiple Choice • 19 responses (100%)

This instructor speaks clearly.

RESPONSE	COUNT	%
Strongly Agree	5	26%
Agree	14	74%
Disagree	0	0%
Strongly Disagree	0	0%
Not Applicable	0	0%

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Question #13 • Multiple Choice • 19 responses (100%)

This instructor speaks loudly enough for me to hear.

RESPONSE	COUNT	%
Strongly Agree	9	47%
Agree	10	53%
Disagree	0	0%
Strongly Disagree	0	0%
Not Applicable	0	0%

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Question #14 • Multiple Choice • 19 responses (100%)

I feel that the pace at which this instructor presents information is appropriate.

RESPONSE	COUNT	%
Strongly Agree	7	37%
Agree	10	53%
Disagree	2	11%
Strongly Disagree	0	0%
Not Applicable	0	0%

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Question #15 • Multiple Choice • 19 responses (100%)

How many times have you contacted this instructor outside of class for assistance (i.e., gone to office hours; sent an e-mail; called on the telephone, etc.)?

RESPONSE	COUNT	%
Never	4	21%
1-2 times	11	58%
3-4 times	3	16%
5-6 times	1	5%
7+ times	0	0%

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Question #16 • Multiple Choice • 18 responses (95%)

I feel that this instructor is helpful during office hours.

RESPONSE	COUNT	%
Strongly Agree	3	17%
Agree	6	33%
Disagree	1	6%
Strongly Disagree	0	0%
Not Applicable	8	44%

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Question #17 • Multiple Choice • 17 responses (89%)

Estimate how often you participate in class each week (i.e., ask or answer a question, participate in group activities, work problems at the board, etc.).

RESPONSE	COUNT	%
Never	4	24%
Once a week	7	41%
2-3 times a week	5	29%
4-5 times a week	0	0%
6-7 times a week	0	0%
8+ times a week	1	6%

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Question #18 • Multiple Select • 19 responses (100%)

What might you do personally to improve your learning in this course? (Check all that apply.)

RESPONSE	COUNT	%
Come prepared for class (i.e., complete the homework before class)	11	58%
Participate more in class	10	53%
Go to the instructor's office hours	15	79%
Seek additional assistance, such as tutoring and the Writing Center	6	32%
E-mail the instructor with questions	5	26%
Study with my classmates outside of class	9	47%
Other (enter below)	0	0%

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Question #19 • Text Response • 0 responses (0%)

(If you chose "Other: ", above):

Results:

No responses to this question

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Question #20 • Multiple Choice • 19 responses (100%)

Overall, what grade would you give this instructor?

RESPONSE	COUNT	%
A	7	37%
A-	6	32%
B+	3	16%
B	1	5%
B-	2	11%
C+	0	0%
C	0	0%
C-	0	0%
D	0	0%
F	0	0%
Not Applicable	0	0%

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Question #21 • Multiple Choice • 18 responses (95%)

With school going back to in-person instruction, will you prefer online or in-person discussion sections?

RESPONSE	COUNT	%
Yes	11	61%
No	2	11%
Doesn't matter	5	28%

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Question #22 • Multiple Choice • 19 responses (100%)

If we are to have at least one in-person discussion, which discussion section works for you?

RESPONSE	COUNT	%
Tues 2pm	2	11%
Thurs 11am	6	32%
Fri 9am	11	58%