BPRO 28800 1, ASTR 18700 1, PSYC 28810 1, BIOS 13142 1 - From Fossils to Fermi's Paradox: Origin and Evolution of Intelligent Life - Instructor(s): Leslie Rogers, Paul C Sereno, Sarah London

Project Title: **College Course Feedback - Winter 2024**

Number Enrolled: **133**
Number of Responses: **49**

Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Creation Date: **Thursday, March 28, 2024**

What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

Comments
Life, evolution, Fermi's paradox, bio and technosignatures.
Examined Fermi’s paradox from a variety of perspectives, including insights from astrophysics, evolutionary biology, and philosophy.
Learned how to open my. mind to explore exoplanets.
All of the subjects that can relate to the question of Fermi's Paradox — exoplanets, bio– and technosignatures, evolution and speculative biology, and much more!
learned about evolution of life
Intelligence, its different forms and how it can solve fermi's paradox.
I've had the opportunity to learn so many things across various fields. I've learned about everything from exoplanet atmospheres to technosignatures to how humans conquered the world.
broad topic range
Fermi
Learning about evolutionary biology through an interesting lens of looking at life beyond our earth.
All about astronomy, artificial intelligence, evolution, and more.
I learned about many different aspects of Fermi's paradox, drawing on perspectives in biology, astronomy, psychology, and evolutionary science.
I learned about the evolution of intelligent life as well as how planets formed which was very interesting to me. I also learned about the dangers and weaknesses of AI which was interesting as well.
Learned about Fermi's paradox from a bio and astro perspective (among other disciplines).
We learned about the evolution of life and the ideas of intelligence through a variety of biological and astrophysical contexts.
Extraterrestrial life, evolution of life, intelligence.
Evolution, intelligence, searching for technosignature and biosignatures
I learned basically every component involved in/regarding Fermi's Paradox, from evolutionary neuroscience, astrophysics, biological, and general viewpoints.
Understanding of potentially habitable exoplanets and how we detect them, processes of evolution, and the chemical processes of how life might have formed
The origins and development of intelligent life
Contingent evolution. Everything else felt unorganized and not always relating back to the objective of the class, which was Fermi's paradox.
I learned the basics of relevant ideas in astrophysics and biology to the search for extraterrestrial life.
How to think about the possibility of intelligent life
I learned about evolutionary biology, observing exoplanets, Intelligence, and other factors relevant to the likelihood of life outside Earth.
evolution
The definition of intelligence and how that fits under the broader context of astrophysics, biology, and many other discipline of study
Space Aliens cool things
Fermi's paradox and starting from Earth and expanding out toward exoplanets using Earth as a model to determine their habitability and potential alien life
How we assess intelligence, how we are currently searching for intelligent life and where we are most likely to find it, implications of AI
Fundamentals of Astrobiology, Exoplanet Discovery, and what it might mean for there to be other intelligent life in the universe.
I learned about how both biology, astronomy, physics and other subjects can be applied to both our understanding of intelligence as well as how potential alien life may work..
There was so much information (SO MUCH!), and all of it was fascinating! My favorite lectures tended to be on intelligence/bio focused, but it was all great! If we are talking about the most important piece of information, I would say it is how little we have seen of the universe; that fact answers Fermi's paradox indirectly (we have not seen enough of the universe to pose the question).
Discussion of Fermi's paradox and whether extraterrestrial life exists. Examined this from multiple perspectives with an emphasis on biology and astronomy. Tried to answer the question of what intelligence is and how intelligence has developed.
The potential for alien life, evolution on earth

Comments
I learned about the formation of intelligent life
You learn a little bit about what makes the fermi paradox hard to solve. It's mostly a "thinking" course than a "learning" course — with the guest lecturers just giving you some additional info to help your thinking.
General understanding of concepts in biology and astronomy which relate to extraterrestrial life, different theories on how extraterrestrial life might exist. I think the best part of this class was feeling inspired to think about/ask questions I hadn't considered before, as someone without any bio or astro background.

Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.

Comments
Discussions were cool and useful. I missed a lot of lectures but that ended up being fine since none of the material was really tested which I think should change in future courses.
Lecture slides posted to Canvas were helpful for reviewing material. We were assigned weekly blog posts, where we could engage with other students on questions loosely related to the lecture material. Lots of creative freedom with this posts and the final project.
I really thought the discussions were very interesting.
Lectures were the most helpful in understanding key concepts. Relevant assigned readings were good add–ons that explored certain concepts in greater depth. Discussion sections served as review for the week's content, and often had us participating in fun activities surrounding said content.
lectures were good
Lectures and online zoom options were really helpful.
I appreciated the fact that lectures are recorded for instances where we might not be able to attend. I also enjoyed discussions, as I think they helped in ensuring students understand the material from that week.
lectures were always great, discussion sessions are fun some times.
Lectures and discussions
The lectures helped in driving discussion posts every week. A helpful way of guiding discussion groups and engaging students with the material.
The lectures were so interesting and I loved the structure of the class! Different lecturer every week and I liked being able to learn more using outside research for my blog post.
Lectures were wonderful—we had different, very interesting speakers come for each lecture, and they really illuminated different angles on Fermi's paradox. Discussions were not helpful at all: we would not learn anything new in them, but rather were treated like high school students with the activities we had to do. One time, we had a debate about whether "mammals or reptiles were better"—what were we supposed to learn from this? Or we devoted an entire 50 minute session to ranking which animals were more intelligent than ChatGPT—why did we do this? The assignments were mixed. The blogpost prompts were actually very interesting and provided great ways to explore the course material. But the instructors' grading of them was completely pedantic—they cared more about the formatting of blog posts, such as whether the caption was done correctly or whether the image was in the middle of the post or the end of the post (why are we even required to attach images in the first place). The rubrics for the blog posts were roughly 40% about content and 60% about meaningless formatting. Even though it was easy to do well, this aspect did not contribute to my learning whatsoever.
The course was based on lectures and discussion sections and the lectures were very informative. Each lecturer was very passionate about their class. The discussion sections were fun too, as they were engaging and helped me to review what we learned that week.
The lectures and weekly blog posts contributed most to my learning.
I really enjoyed the lectures, as this class brought in lecturers from various departments across the university, such as computer science, biology, astrophysics, and psychology. I found the discussion sections to be pointless and a waste of time. They did not further my learning or understanding of the course.
Lectures were really interesting. Discussions were fun and engaging.
Course was very interesting! Lectures were useful and insightful– I liked how there was a different lecturer for each person's area of expertise. Discussions were extraneous and too long. The activities that we did during discussions felt like they were for much younger students.
The lecturer rotation was really interesting, kept me engaged and coming to class.

Comments
The lectures were absolutely fantastic and I learned a lot. The discussion sections and assignments often felt unnecessary and unhelpful. I'm not exactly sure how this could be changed, but it felt like the grading scheme encouraged superficial discussions with topics which were much less interesting than they could have been.
Lectures were generally interesting. Discussion section was fun too.
Lectures were super interesting, discussion sections not really necessary
Lectures were nice when the lecturers were experienced professors. Everything else felt like busy work.
Lectures feature an overview of interesting areas in bio and astrophysics, blogs allow you to write more deeply about one idea each week, and the final project combines 5 lectures into an essay or other relevant assignment.
The lectures were connected to different aspects of the larger topic and the blog posts allowed me to synthesise my thoughts from the various lecture topics. The discussion section didn't feel very useful to my learning.
The lectures were great! I really enjoyed and looked forward to all of the different guests giving lectures.
discussion sections were very helpful
Lectures are very insightful
The lectures were amazing; they brought in a variety of speakers on different, fascinating topics.
Recorded lectures helped
Lectures were interesting, but not the most cohesive. Since every lecture is by a new person, it often feels like a bunch of individual lectures. Regardless, they introduced lots of interesting ideas. Discussion sections felt like a waste of time. Reading the blog posts everyone wrote was very interesting.
I really love the varied perspectives brought by the fact that each week was taught by a different lecture and was able to cover the multi disciplinary aspect of the search for alien life.
Lectures were informative, discussion sections let students bring in their own knowledge into the class, and the use of online blogs helped increase my own engagement with the course
Lectures were really interesting – we had a different faculty member across a range of departments come in each week. The discussion sections just talked about what we learned in lecture that week. We also had weekly blog posts that we had a lot of freedom to explore what we wanted. There was also a final project which was similarly freeform, and just had to include material summarizing 5 lectures.
Discussions helped summarize lectures. Lectures were great
Lectures were somewhat interesting, discussion sections were not helpful.
Blogs were fun!
The lectures are each given by different faculty members, so they can be hit or miss depending on who is presenting. The discussion sections were fun because they usually involved interactive activities.

Please respond to the following:

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course challenged me intellectually.	3.69	4.00	4.44%	13.33%	15.56%	42.22%	24.44%
I understood the purpose of this course and what I was expected to gain from it.	4.27	4.00	0.00%	2.27%	11.36%	43.18%	43.18%
I understood the standards for success on assignments.	4.02	4.00	0.00%	8.89%	15.56%	40.00%	35.56%
Class time enhanced my ability to succeed in graded assignments.	3.93	4.00	0.00%	18.18%	11.36%	29.55%	40.91%
I received feedback on my performance that helped me improve my subsequent work.	4.02	4.00	2.22%	8.89%	11.11%	40.00%	37.78%
My work was evaluated fairly.	4.09	4.00	0.00%	4.44%	22.22%	33.33%	40.00%
I felt respected in this class.	4.56	5.00	0.00%	0.00%	6.67%	31.11%	62.22%
Overall, this was an excellent course.	4.48	5.00	0.00%	0.00%	18.18%	15.91%	65.91%

Additional comments about the course:

Comments
Super fun class would recommend
I read past course evals that said this course was disorganized at times, so I went into it with caution, but I think they have really improved in blending all the content and topics, even if they were a lot different from each other! Each lecturer was passionate about their topic and gave great talks, slides and concepts were very interesting, and I learned a lot of cool stuff.
Curriculum was a bit messy but in general a very interesting and fun class.
This is an easy class to do well in.
I absolutely loved this course! It made me realize I have a passion for astronomy and I am now considering an astrophysics major. TAKE IT! I seriously wish I could retake it.
While Sereno, London, and Rogers "ran" the class, they didn't actually do that much or further my learning. They left all the grading to the TAs, who graded arbitrarily and based grades not on the context or our understanding of the material but on irrelevant things, like footnote and picture formatting. I liked this class, but I think the TA's grading could be better systemized.
GREAT bio topics requirement for those who aren't super interested in bio. Not too time consuming or complex.
I liked the class, but to be honest, the discussion sections were a waste of time. I didn't learn anything from them. I wish discussion section attendance had been replaced on our grade with lecture attendance, since the lectures were phenomenal but sadly poorly attended (probably due to there not being a strong incentive to attend). Also, the grading on blog posts occasionally was pretty nonsensical; I was marked down for grammar on a few posts where my grammar was actually correct, and I generally did feel that some of the things we were required to put effort into (finding pictures, labeling the post correctly, etc.) were sort of nonsensical. I honestly would have rather just used discussion posts on Canvas than the course website.
Too disorganized. Better to have a rotating set of 3–4 professors than 20.
The course is very easy, but the lectures are quite interesting and you get to hear from important professors on fresh topics.
This is an amazing class and one you should take
very neat combining multiple topics and bringing in multiple lecturers who specialize in the topics
I loved the way this class was taught, bringing in a new professor each day to lecture on their own area of expertise.
Some of the grading was a bit ambiguous because each of the different TAs graded a bit differently. Additionally, for the final project, some of the grading rubric was unclear. But overall this class is pretty easy and relaxed.
Professor Sereno is fantastic and organized a great course

I would recommend this course to:

	No	Yes
Highly-motivated and well-prepared students	4.44%	95.56%
Anyone interested in the topic	2.22%	97.78%

Thinking about your time in the class, what aspect of the instructor's teaching contributed most to your learning?

Comments
I loved the lectures from a variety of different professors from different fields
Responsivity on Ed was good. Lectures were very interesting. In my opinion, I liked Paul Sereno's lectures the most; he was quite charismatic which can help
Lectures covering the material from readings.
The lectures were all taught by different professors which was very interesting and made me think from many different lenses and perspectives.
Lectures and slide notes
the slides
All of the lecturers were engaging.
Slide presentations
We had changing lecturers so it changed class by class.
The lectures!
The varied lecturers were great – many different perspectives.
The lectures were very well–prepared and the classes contained a lot of information about a whole range of topics which were very interesting.
We had a different professor for every lecture.
While Sereno, London, and Rogers "ran" the class, they didn't actually do that much or further my learning. They asked convoluted questions to the different lecturers that did not help further my understanding. The best thing they did for the class was choose the lecturers, who came to speak. The lecturers were great.
N/A
Well there were several instructors – all of them had good lectures. Nothing that really stood out, just the rotating door of topics was engaging.
The lecturers were all really cool; I enjoyed hearing from them!
Lectures
The lectures contributed to my understanding of the material, and blogs helped me to deepen my knowledge.
Discussions were helpful
The lecture by wonderful professors
The variety of topics is crucial
recorded lectures were a big help but also demonstrations of topics at times
All of the lectures in themselves were very interesting. I do really like the idea of designing a course around guest lectures.
I thought all of the lecturers were highly engaging and was clear that each lecture had taken the time to specifically prepare their own lectures very well.
Each lecturer was very engaging and always tried to tie their lecture to the broader questions of the class. They also always tried to leave time for questions.
Lectures
There were so many different lectures. Some were helpful others were not
Take home points!

What could the instructor modify to help you learn more?

Comments
There was a different lecturer each class. While it was interesting to hear from a variety of professors, this setup made the course less cohesive than it would have been otherwise.
nothing
I think labs could have been fun, although I'm not entirely sure what those would consist of.
Nothing
Nothing
80–minute lectures were difficult to continuously focus through, as the lectures were not very engaging. I feel like if there were more class participation during the lectures it would make it much better.
Get better TAs and either get rid of the discussion sections or make them better structured and informative.
I feel like we've learned a vast range of different concepts and theories, but sometimes they are a bit disconnected from each other. Maybe have a consistent thread of themes. For example, 2–3 lectures are for the same unit/big topic so that it's easier to follow the contents.
N/A
Maybe add in some sort of lecture attendance portion. Lots of people ended up just watching the lectures over Zoom given the chance.
Nothing
The class could be a little more advanced (ie include some math or potentially a coding assignment for the astro section), but I understand that could make it less accessible
More discussion sections
Nothing really
nothing
nothing it was great
The order of the lectures didn't always make sense as a logical progression, but I did appreciate the wide variety of topics and speakers we heard from
The lectures could be more cohesive. It felt like missing any lecture wasn't a big deal since a lot of them didnt connect to one another. Often people went to lectures they found personally interesting and that is it.
The flow between some of the guest lectures, especially the ones that did not fit as well into the normal biology and astronomy categories, was jarring at times and at times there was also a degree of overlap between lectures.
I think discussion sections should be run a little differently. Sitting in class and listening to a TA do a simple lecture is not helpful for learning course material: the best discussion sections were when the students just talked about how each of them interpreted the material and then debated amongst themselves informly. The TAs tried to push discussion activities that just weren't necessary: all they needed to do was ask "What did you think about this week's class?" and watch students take it from there, mabye have some prompts connecting life elsewhere to the material of the week.
Nothing
More continuity
Recorded lectures made more accessible. (they existed, but tough to find on the Canvas page)

The Instructor . . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Organized the course clearly.	4.50	5.00	0.00%	2.38%	4.76%	33.33%	59.52%	0.00%
Presented lectures that enhanced your understanding.	4.52	5.00	0.00%	2.38%	9.52%	21.43%	66.67%	0.00%
Facilitated discussions that were engaging and useful.	4.20	5.00	2.38%	7.14%	9.52%	26.19%	50.00%	4.76%
Stimulated your interest in the core ideas of the course.	4.48	5.00	0.00%	0.00%	11.90%	28.57%	59.52%	0.00%
Challenged you to learn.	4.31	5.00	0.00%	4.76%	14.29%	26.19%	54.76%	0.00%
Helped you gain significant learning from the course content.	4.33	5.00	0.00%	2.38%	14.29%	30.95%	52.38%	0.00%
Was available and helpful outside of class.	4.11	4.00	0.00%	0.00%	23.81%	30.95%	33.33%	11.90%
Motivated you to think independently.	4.31	4.50	0.00%	4.76%	9.52%	35.71%	50.00%	0.00%
Worked to create an inclusive and welcoming learning environment.	4.52	5.00	0.00%	0.00%	9.52%	28.57%	61.90%	0.00%
Overall, this instructor made a significant contribution to your learning.	4.38	4.50	0.00%	0.00%	11.90%	38.10%	50.00%	0.00%

Please include the name of the TA/CA/Intern you are evaluating. What aspects of the TA's teaching contributed most to your learning? What could the TA modify to help you learn more? Please include any additional feedback for the TA/CA/Intern.

Comments
Jus
Nena
Nena. Nena was really good! Very kind and responsive, and I liked her discussions
Jui Desai led my weekly Friday discussion session. These weren't particularly helpful; she basically just read from preprepared lecture notes. Nevertheless, she was always very friendly and approachable.
Nena Connelly
Nena Connelly–Smoleniec. Nena is awesome! She was very helpful both in and out of class and would send 1–on–1 emails to students offering suggestions and help with assignments. She made discussion sections very engaging and fun as well.
Nena
All of the TAs were helpful when we had questions and in elaborating during discussions.
Evan
harper, she was very nice and engaging
Evan, great TA had an interactive discussion section
Nena Connelly–Smoleniec
Nena Connelly–Smoleniec. She was alright
Jui was very, very nice and supportive. She would always respond promptly to emails, being ready to explain the expectations for assignments and concepts from lectures in the course. I do not have any feedback which counts against Jui, but the actual discussions that she was asked to run (presumably by the course instructors) did not contribute whatsoever to my learning. We always did unusual and rudimentary activities during our discussion sections (ranking mammals vs. reptiles or ranking animals in terms of their intelligence or creating our own planets) that honestly were painful to sit through. To clarify, this was no fault of Jui's—– if anything, she made these unusual activities more rigorous and thought–provoking. However, the discussion sections in this course are the least favorite I've ever attended in my time as a university student.
Nena Connelly–Smoleniec
Jui Desai led weekly discussions. She is super sweet. My issue was moreso with the discussion sections themselves – in all honesty, they were a complete waste of time. We would essentially play games for an entire hour on a Friday morning.

Comments
The discussion sections and grading were left to the TAs. The discussion sections were pointless, and all the TAs did was simply read off the slides that summarized the lectures from the past week – they did nothing to further my learning. In terms of grading, all the grading was done by TAs, who graded arbitrarily and based grades not on context or our understanding of the material but on irrelevant things, like footnote and picture formatting. I liked this class, but I think the TA's grading could be better systemized and less anal on formatting, especially because the assignments were blog posts with ambiguous instructions regarding formatting.
Jui Desai
Jui was great! She was very helpful in reviewing material and answering questions during discussion.
Fernanda Correa Horta – she made discussion section a good environment where we could share our thoughts openly. I'm honestly not sure what more could be done to improve.
Harper Learmonth
Jui and Fernanda. Discussions overall were so–so and tedious.
Fernanda Correa Horta – discussion sections felt slow and were quite boring + didn't add much on to the lecture material. This isn't the TAs fault (I thought she was great!), I just think it's difficult to have an interesting discussion section for a science class. On another note, the blog grading felt quite arbitrary (it seemed like only one or two TAs would take off points and the others would largely give 100s).
Jui was great – she explained all the given slides well and the discussion section was organised. However, I think the discussion section itself was not a very productive use of time. This is not the fault of the TA, but rather the course structure itself. Perhaps discussing the readings/ideas like we do in a sosc or hum course would have been more interesting.
My main TA was Jui and she was great! Discussions were clear and she was responsive.
Harper was great at leading the discussion sections to facilitate in conversations and questions.
Harper —- very enthusiastic
Harper. Lots of discussion and made it fun. nothing more to do.
Fernanda was a great discussion section leader! She was super enthusiastic and always willing to help.
Fernanda
My discussion leader was Fernanda. She was very nice, but only really had a background and understanding of the astro lectures. We also had Jui sit in who had a neuro background to help more with the bio aspects of the course. The discussions weren't super helpful but we did different group activities.
Nena C–S
Fernanda! She was great —- very kind and helpful!

The TA/CA or Intern. . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Facilitated discussions that supported your learning.	4.27	5.00	2.70%	5.41%	18.92%	8.11%	64.86%	0.00%
Gave you useful feedback on your work.	4.19	5.00	2.70%	2.70%	18.92%	24.32%	51.35%	0.00%
Stimulated your interest in the core ideas of the class.	4.22	5.00	2.70%	5.41%	16.22%	18.92%	56.76%	0.00%
Challenged you to learn.	4.22	5.00	2.70%	2.70%	18.92%	21.62%	54.05%	0.00%
Helped you succeed in the class.	4.22	5.00	2.70%	5.41%	21.62%	8.11%	62.16%	0.00%
Was available and helpful outside of class.	4.36	5.00	2.70%	2.70%	13.51%	16.22%	62.16%	2.70%
Overall, this individual made a significant contribution to your learning.	4.14	5.00	2.70%	5.41%	21.62%	16.22%	54.05%	0.00%

How much did the following elements of the course contribute to your learning gains?

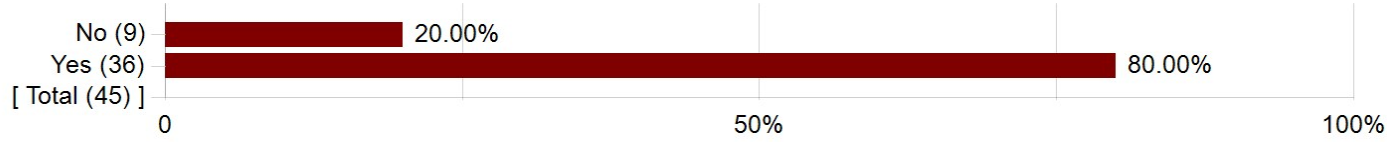
	Mean	Median	No Gain	A Little Gain	Moderate Gain	Good Gain	Great Gain	N/A
Laboratory Experience	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Field Trips	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Library Sessions	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Review Sessions	4.00	4.00	0.00%	0.00%	33.33%	0.00%	33.33%	33.33%
Writing Seminars	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%

Other course elements not mentioned above:

Comments
discussion sections

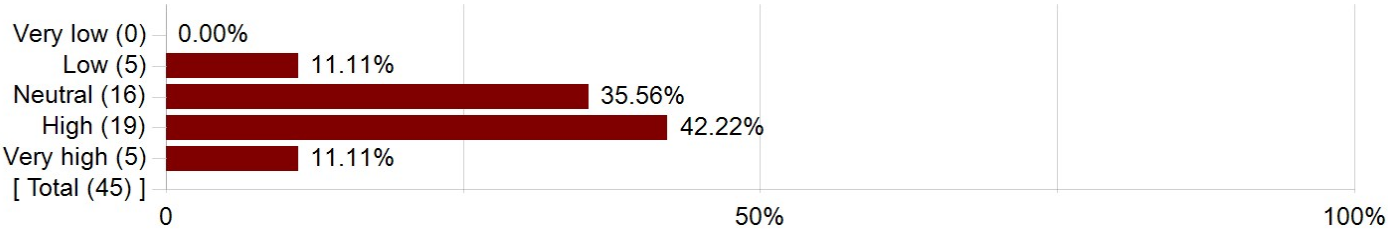
Is this class a requirement of some sort?

Is this class a requirement of some sort?



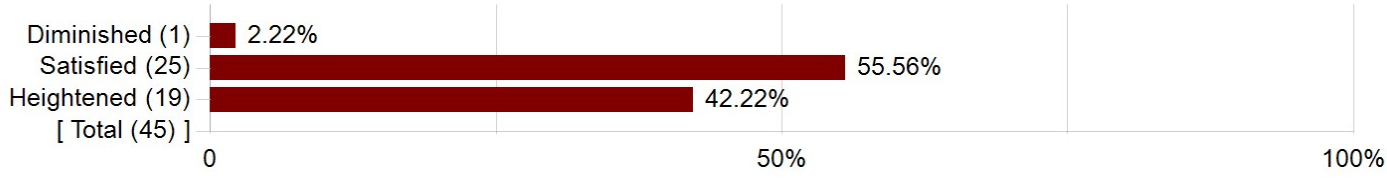
Prior to starting this class, your interest level was?

Prior to starting this class, your interest level was?

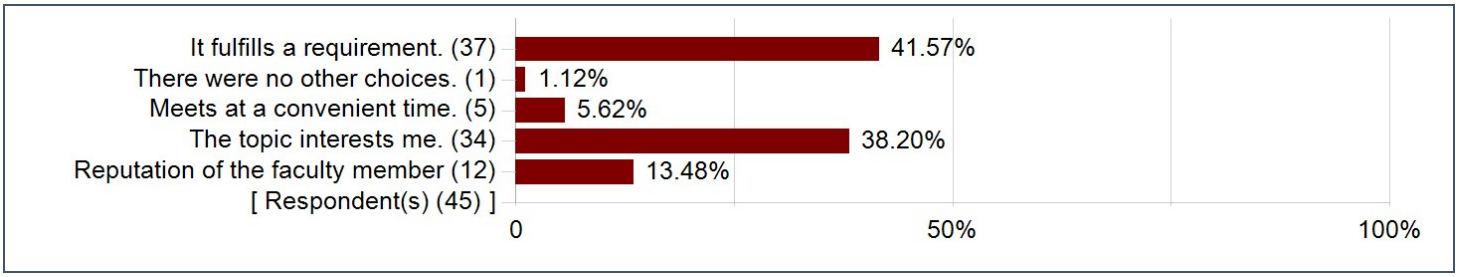


Now that this class is over, your interest is?

Now that this class is over, your interest is?

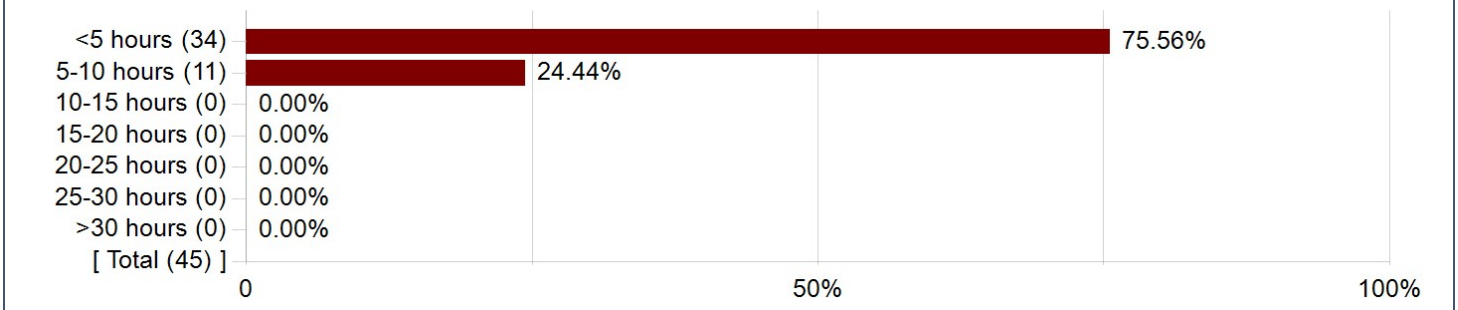


Why did you choose to take this course? (Select all that apply)



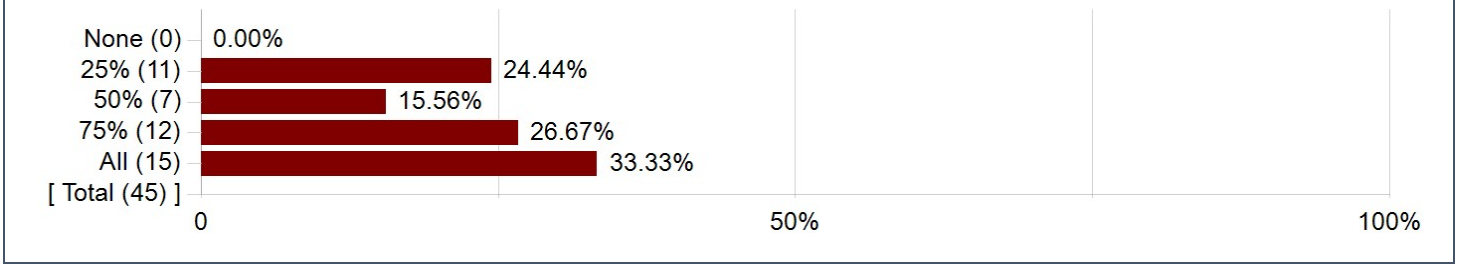
How many hours per week outside of attending required sessions did you spend on this course?

How many hours per week outside of attending required sessions did you spend on this course?



What proportion of classes did you attend?

What proportion of classes did you attend?



Please comment on the level of difficulty of the course relative to your background and experience.

Comments
Not difficult, highly recommend for the BIOS core requirement
Very easy for anyone interested it is totally doable
Not difficult at all! One of the easiest courses I've taken (Not overly easy, tho! The workload felt just right, and it wasn't unnecessarily complicated like most [STEM] courses at this darn school)
not hard
Not very difficult, but very tedious and a lot of participation work. Overall very interesting and intriguing content.
I think that anyone can succeed in this course, regardless of prior knowledge.
Not difficult, most of the work except for a final project were weekly blogs, 500 word, they just have some specific formatting requirements to follow but they were pretty fun sometimes.
Very easy and interesting course
Really easy way to get an A, just one discussion post a week and show up to discussion sections which are mandatory, but lectures could be skipped.
It was very interesting but very engaging.
Very accessible
The course was not very difficult. I have very little background in biology, but I did not feel overwhelmed at all by the content of the course.
Relatively fair, although too much emphasis was placed on how we cited our work as opposed to the actual content
Manageable even with no background.
I'd say it's not a pretty neutrally difficult course. Nothing outlandishly hard to understand, with a decent amount of work that had to be done.
Not difficult
I really appreciated how excellent this class was at reaching non–STEM majors. I don't have a background in STEM and have struggled a lot in other core classes which seem basically designed for kids who had good high–school STEM education to coast through. This class was genuinely super interesting and helped us to incorporate our humanities interests into the STEM topics. My only qualms with the course were fairly minor—–that the grading on the blog posts sometimes didn't make sense and that the discussion sections were a bit pointless. But it was honestly by far the best STEM class I've taken here, and I felt that I learned a lot.
Very easy
Not difficult
Not difficult
Very easy as long as you keep up with the weekly blog post
Not hard at all!
Not too difficult! Blog posts and online engagement took a while and might not have been my favorite assignment type but overall it was appropriate difficulty and I enjoyed!
if you do the work and listen to lectures, this class is slight
not difficult at all
This course is not difficult. However, it is graded on a bunch of busy work with some arbitrary requirements.
This is genuinely the easiest A possible
Very accessible. I did not have much background knowledge and did not really need any.
Pretty easy course where they don't expect you to come in with any prior knowledge, but it can definitely help
Chill course and fun
Not too hard in terms of content because you don’t actually have to understand the lectures to do the class
Very easy. You do not need to go to a single class.
This class is fun and not that difficult for someone without background in the material. You will learn more about asking questions and thinking deeply about the topic, than actual biology concepts. I recommend this class to anyone who is curious about concepts rather than learning details.