Northwestern

Individual Report for Mech Of Materials I,Intro to Biomechanics(CIV_ENV_216-0_01: Mech Of Materials I,BMD_ENG_271-0_20: Intro to Biomechanics) (Hao Yin)

Project Title: **Course and Teacher Evaluations CTEC Spring 2020**

Courses Audience: **98**
Responses Received: **66**
Response Ratio: **67.3%**

Report Comments

Course and Teacher Evaluations are intended solely for the use of faculty, staff and students of Northwestern University. Any reproduction, republication or redistribution of this site's content is prohibited without the express permission of Northwestern University.

A quick transition to remote teaching for Spring Quarter 2020 required Northwestern to re-evaluate how CTEC responses would be shared and used. The student feedback contained in these reports is intended to inform instructors and school administrators as they explore ways to improve learning and teaching.

For more information about CTEC Guidelines, please visit our website: https://www.northwestern.edu/ctec/guidelines

Creation Date: **Thursday, June 25, 2020**

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Northwestern University
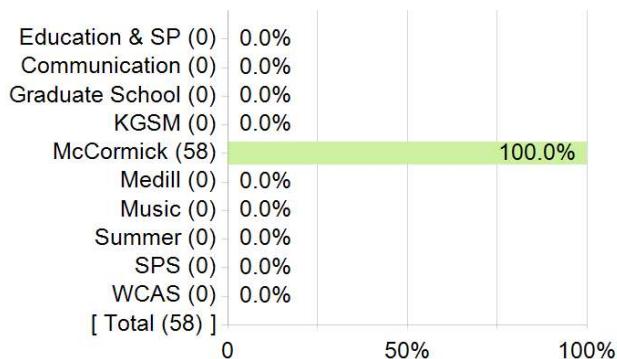
Course Evaluations

Teaching Assistant	Course
Hao Yin	**Mech Of Materials I,Intro to Biomechanics**

DEMOGRAPHICS

Your School
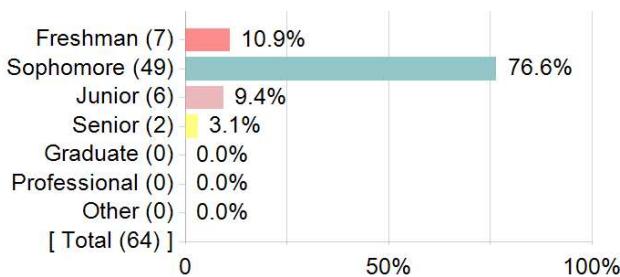
1. Your School

Options	Count	Percentage
Education & SP	0	0.0%
Communication	0	0.0%
Graduate School	0	0.0%
KGSM	0	0.0%
McCormick	58	100.0%
Medill	0	0.0%
Music	0	0.0%
Summer	0	0.0%
SPS	0	0.0%
WCAS	0	0.0%
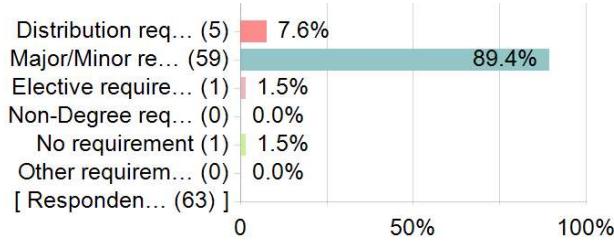
Your Class

1. Your Class

Options	Count	Percentage
Freshman	7	10.9%
Sophomore	49	76.6%
Junior	6	9.4%
Senior	2	3.1%
Graduate	0	0.0%
Professional	0	0.0%
Other	0	0.0%
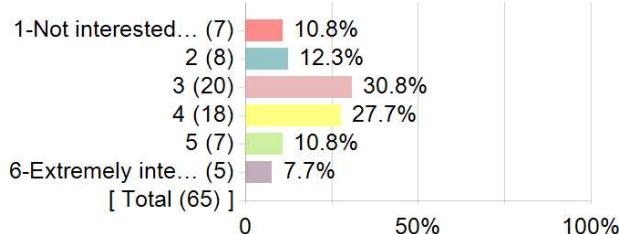
What is your reason for taking the course? (mark all that apply)

Options	Count	Percentage
Distribution requirement	5	7.6%
Major/Minor requirement	59	89.4%
Elective requirement	1	1.5%
Non-Degree requirement	0	0.0%
No requirement	1	1.5%
Other requirement	0	0.0%
Respondent(s)	63	

What was your interest in this subject before taking the course?

1. What was your interest in this subject before taking the course?
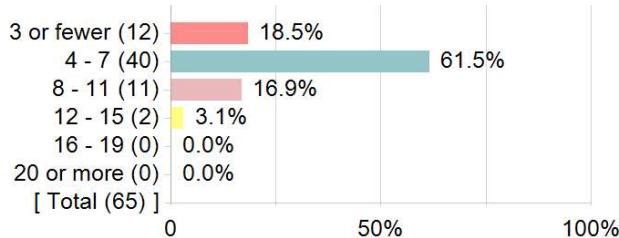
Options	Count	Percentage
1-Not interested at all	7	10.8%
2	8	12.3%
3	20	30.8%
4	18	27.7%
5	7	10.8%
6-Extremely interested	5	7.7%

TIME-SURVEY QUESTION

Estimate the average number of hours per week you spent on this course outside of class and lab time.

1. Estimate the average number of hours per week you spent on this course outside of class and lab time.
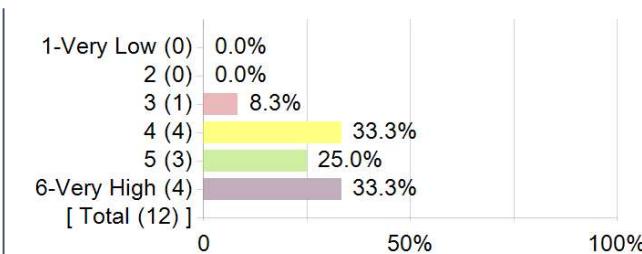

Options	Count	Percentage
3 or fewer	12	18.5%
4 - 7	40	61.5%
8 - 11	11	16.9%
12 - 15	2	3.1%
16 - 19	0	0.0%
20 or more	0	0.0%
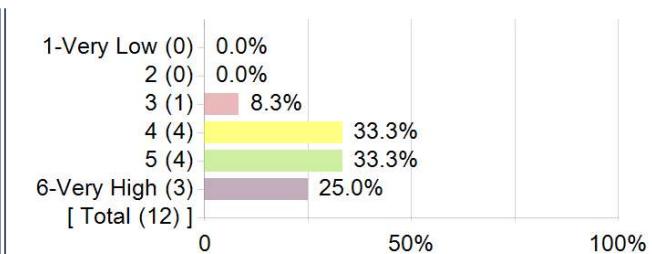
TA QUESTIONS

Please rate the TA on the following criteria:

#### 1. The TA was able to answer the students' questions adequately.

```
1-Very Low (0)    0.0%
2 (0)             0.0%
3 (1)             8.3%
4 (4)             33.3%
5 (3)             25.0%
6-Very High (4)   33.3%
[ Total (12) ]
              0        50%      100%
```

Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	1	8.3%
4	4	4	33.3%
5	5	3	25.0%
6-Very High	6	4	33.3%
Statistics			Value
Response Count			12
Mean			4.83
Median			5.00
Standard Deviation			1.03

2. The TA was well prepared for each session.

```
1-Very Low (0)    0.0%
2 (0)             0.0%
3 (1)             8.3%
4 (4)             33.3%
5 (4)             33.3%
6-Very High (3)   25.0%
[ Total (12) ]
              0        50%      100%
```

Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	1	8.3%
4	4	4	33.3%
5	5	4	33.3%
6-Very High	6	3	25.0%
Statistics			Value
Response Count			12
Mean			4.75
Median			5.00
Standard Deviation			0.97
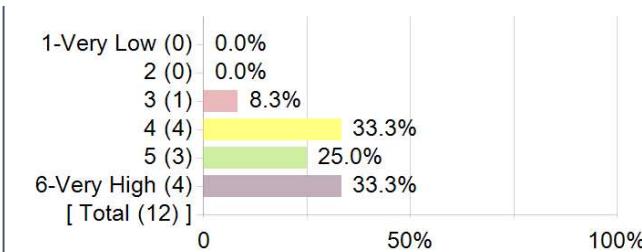
3. The TA communicated ideas in a clear manner.

```
1-Very Low (0)    0.0%
2 (0)             0.0%
3 (1)             8.3%
4 (4)             33.3%
5 (3)             25.0%
6-Very High (4)   33.3%
[ Total (12) ]
              0        50%      100%
```

Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	1	8.3%
4	4	4	33.3%
5	5	3	25.0%
6-Very High	6	4	33.3%
Statistics			Value
Response Count			12
Mean			4.83
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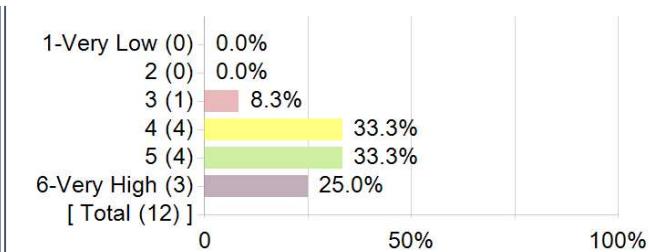
4. The TA showed strong interest in teaching the course.

```
1-Very Low (0)    0.0%
2 (0)             0.0%
3 (1)             8.3%
4 (4)             33.3%
5 (4)             33.3%
6-Very High (3)   25.0%
[ Total (12) ]
              0        50%      100%
```

| Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	1	8.3%
4	4	4	33.3%
5	5	4	33.3%
6-Very High	6	3	25.0%
Statistics			Value
Response Count			12
Mean			4.75
Median			5.00
Standard Deviation			0.97

OPEN-ENDED QUESTIONS

What are the primary strengths and weaknesses of the teaching assistant?
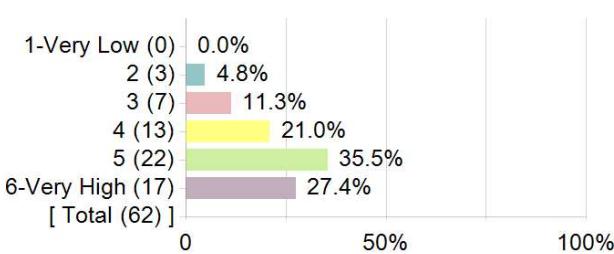
Comments
The homeworks do not seem to be critically analyzed and checked for errors
helpful and thorough
Nothing I can think of
Dunno, I never interacted with him.

REMOTE LEARNING

Rate how well the approaches used in this course for remote instruction during Spring 2020 contributed to your learning.

1. Rate how well the approaches used in this course for remote instruction during Spring 2020 contributed to your learning.

```
1-Very Low (0)   0.0%
        2 (3)    4.8%
        3 (7)    11.3%
       4 (13)    21.0%
       5 (22)    35.5%
6-Very High (17) 27.4%
   [ Total (62) ]
                 0        50%        100%
```

Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	3	4.8%
3	3	7	11.3%
4	4	13	21.0%
5	5	22	35.5%
6-Very High	6	17	27.4%
Statistics			Value
Response Count			62
Mean			4.69
Median			5.00
Standard Deviation			1.14

Which aspects of the remote instruction helped contribute to your success in this course? Please explain.

Comments
The course was great, structured well, and gave students enough time to learn and complete work. Prof Alarcon's consistency and adaptation to circumstances made the course doable.
The combination of synchronous and asynchronous lectures worked well. I had no technological difficulties taking the exams or quizzes for this class. Professor Alarcon also used Canvas really well to organize the class week by week and post extra practice problems.
Deadlines announced early allowed me to set aside time in advance and build a schedule to allow me to complete work quickly.
Sometimes the recorded lectures were nice because I could take my time learning the material..
Having videos that I could re–watch when studying or doing homework was helpful.
Less emphasis on timed exams (which are much harder to perform well on when you're at home)
I'm glad the live lectures were recorded because it was often difficult to keep up with the notes during the live lectures.
Civ lectures were very well done in the online format. Homework and practice problems were helpful.
Very easy to access online lecture material.
I don't know, it was just kind of hard having it online.
The classes were live, which I really appreciated. The classes that used recorded lectures were often not even taught in a continuous style like lectures in person.
Having recorded lectures, lecture notes, and HW problems all accessible at all times via canvas
When our professor gave us recorded lectures early and then held office hours during class time that gave me more exposure to the material and helped me to understand what kind of questions that I needed to ask.
The prerecorded lectures and homework were great supplements to lecture!
Having discussion really helped answer lots of questions. There were also great online resources posted on canvas
Synchronous class sessions kept me on track and focused
YouTube videos and in class examples
I liked having live lecture, it kept me up to date with the material. Especially something like fun fact friday, where I wanted to be in class to participate.
Her videos were extremely helpful, and the live classes were excellent as well.
CEE216 was a blessing to take amid COVID–19 due to the comprehensive modules posted on Canvas
Lower percent of grade contributed to tests took stress off.
The online lectures
playlist videos
She was very good at teaching in the online formate.
Professor Alarcon was very understanding and uploaded/organized lectures in a way that made a lot of sense.
Having a layout of each week with access to the recorded lectures and notes for each topic was helpful to be able to go back and review or supplement material.
I have a hard time paying attention in virtual classes but it helped having everything be recorded, with class recordings, notes, extra practice problems, and extra videos all on Canvas. The Canvas quizzes were a good way to stay on track, and the homeworks were a good way to test my learning
Professor Alacron provides A LOT of resources, which is extremely helpful.
For this class, I could watch the lectures both live and recorded. I could listen to them more than once if needed. I could stop the lecture and go back if necessary. I also loved the office hours on Zoom because I was able to easily access them at any point without having to go to a specific location. Most importantly, it really helped me listen to other students as they asked questions. Often we had the same questions. It helped me learn a lot.
Recorded video lecture
The discussion boards were nice, and the fact that everything was arranged into modules made it very easy to navigate all the content.
I liked having both synchronous class and also asynchronous classes. Having the lectures recorded was very helpful to go back and study the material in an effective way. I also liked having all of the supplemental material and practice problems
Virtual office hours helped keep me engaged and my questions answered. Other than that it felt like an in person class
Her Canvas was extremely organized, so finding information or extra problems were really easy. Her asynchronous lessons were also key in understanding the live lessons. She had a lot of unfortunate events happen to her this quarter, and she continued to teach like nothing happened.
The asynchronous lectures allowed me to rarely attend class, for better or worse.
The professor was very accessible for office hours and to answer questions during lecture via Zoom. Open–note quizzes/exams helped ease some of the pressure of studying for exams at a time when it is really difficult to do so, as well as allowing us to focus on learning and understanding the remote material for ourselves rather than on memorization.
I liked the Youtube videos she had for asynchronous lectures. They helped a lot. I liked that she uploaded PDFs of the material before class.

Comments
Assignments being more lenient as far as deadlines and accommodations goes definitely helped. I was able to go at my own pace and ask questions when necessary.
I believe the weekly quizzes and the way the class was structured contributed heavily to my success in the course.

Which aspects of the remote instruction could be improved? Please explain.

Comments
I would have preferred to have class asynchronously so that I could review lectures at my own pace.
The exams were at very inconvenient times. It was hard for me to perform my best at those times.
The recorded lectures were also sometimes not a good thing because it almost made for twice as much class time because the synchronous time would then be a discussion, but maybe this helped to learn more.
Some lectures were difficult to connect with one another and it was difficult to separate topics and concepts from one another.
I felt that it was difficult to find notes and resources because we used both live lectures and recorded lectures from you tube.
The BME lectures would've been better if they had been synchronous and recorded because it could be hard to remember and/or have the discipline to watch them every week.
Organization for this class and all classes seemed to be an issue for me.
I just didn't like the way it was organized into modules. It made it difficult to find things.
N/a
The BME lectures were very long sometimes and a bit hard to engage with. The material was good, but relating it to our lives or the field as it is today would have been much better. That is likely something that would have happened in live lectures, but in a recording, we only got the history behind it all.
I cannot think of any.
Sometimes there were technical difficulties
N/A
The discussion sections weren't always the most helpful
I don't think there was much to improve on honestly. Maybe more in class interaction to encourage attendance?
Nothing! She did an EXCELLENT job, should get an award or something.
There must be other ways of engaging with the student body other than mandatory Discussions and an accursed Kahoot
I think pre–recorded lectures is not the best option
being more clear which days are sync lectures and which are not
None
Connection issues and following along with note pdfs were sometimes problematic.
Professor Alarcon's internet connection :p it broke up a lot and she had to re–record lectures, but the issue with prerecorded lectures is that students can't ask questions during them
Nothing
The incentive to work hard at the end or different finals policy
None
Technology issues. The first few weeks before we used the iPad were difficult to follow in hindsight and I liked the class a lot more and understood more once we were writing down notes
N/A
N/A
Not having it be remote.
It was really hard to get to know/collaborate with other members of the class, so maybe encouraging/requiring group work on homework or other assignments would help allow for more peer collaboration throughout the course.
There were technical issues at first which were pretty much all solved by the end. Sometimes she wouldn't zoom in enough on her screen and we were straining to see what she was writing.
Of course this may be a common complaint and difficult to remedy, but I believe the purpose of lab work is to gain the hands–on experience of doing the experiment, not necessarily the report at the end which could easily just be an extended homework assignment. I found it unnecessary and time–wasting.
Allowing the lecture recordings to be downloadable would have been helpful, especially since internet access can be a little sketchy for me.