

Northwestern

Individual Report for CIV_ENV_216-0_01: Mech Of Materials I (Hao Yin)

Project Title: Course and Teacher Evaluations CTEC Spring 2021

Courses Audience: 47

Responses Received: 47

Response Ratio: 100%

Report Comments

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Creation Date: **Tuesday, June 15, 2021**



Northwestern University

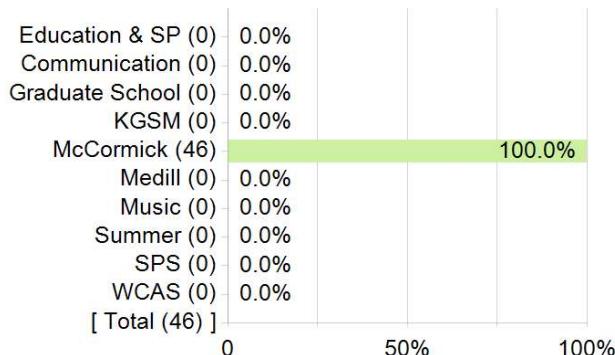
Course Evaluations

Teaching Assistant	Course
Hao Yin	CIV_ENV_216-0_01: Mech Of Materials I

DEMOGRAPHICS

Your School

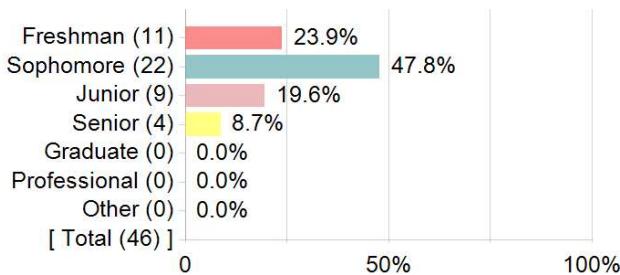
1. Your School



Options	Count	Percentage
Education & SP	0	0.0%
Communication	0	0.0%
Graduate School	0	0.0%
KGSM	0	0.0%
McCormick	46	100.0%
Medill	0	0.0%
Music	0	0.0%
Summer	0	0.0%
SPS	0	0.0%
WCAS	0	0.0%

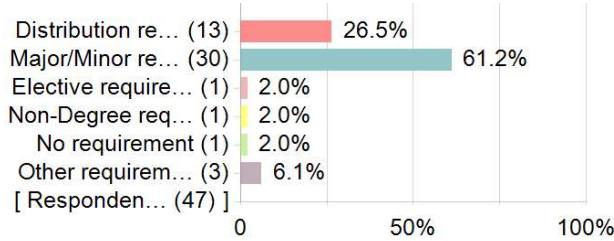
Your Class

1. Your Class



Options	Count	Percentage
Freshman	11	23.9%
Sophomore	22	47.8%
Junior	9	19.6%
Senior	4	8.7%
Graduate	0	0.0%
Professional	0	0.0%
Other	0	0.0%

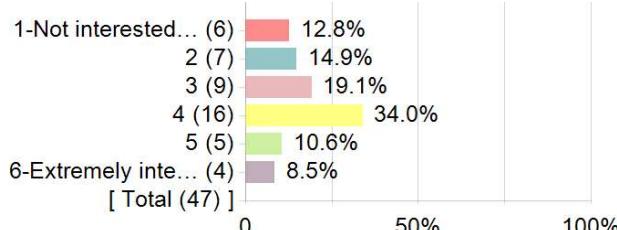
What is your reason for taking the course? (mark all that apply)



Options	Count	Percentage
Distribution requirement	13	26.5%
Major/Minor requirement	30	61.2%
Elective requirement	1	2.0%
Non-Degree requirement	1	2.0%
No requirement	1	2.0%
Other requirement	3	6.1%
Respondent(s)	47	

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

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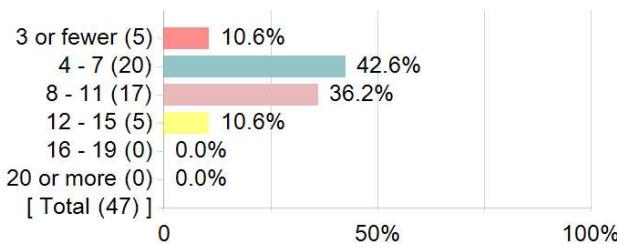


Options	Count	Percentage
1-Not interested at all	6	12.8%
2	7	14.9%
3	9	19.1%
4	16	34.0%
5	5	10.6%
6-Extremely interested	4	8.5%

TIME-SURVEY QUESTION

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

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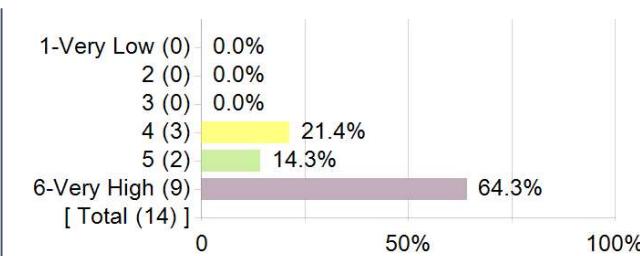


Options	Count	Percentage
3 or fewer	5	10.6%
4 - 7	20	42.6%
8 - 11	17	36.2%
12 - 15	5	10.6%
16 - 19	0	0.0%
20 or more	0	0.0%

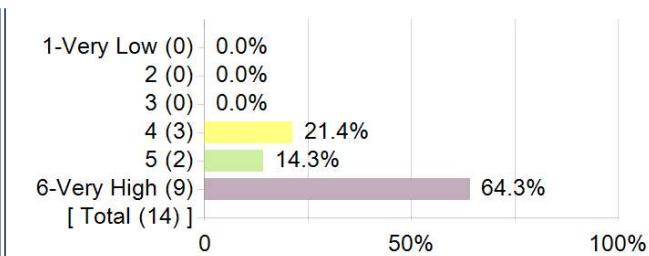
TA QUESTIONS

Please rate the TA on the following criteria:

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



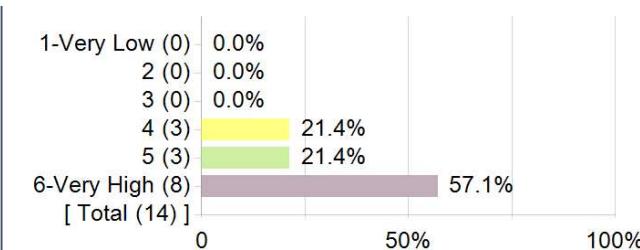
2. The TA was well prepared for each session.



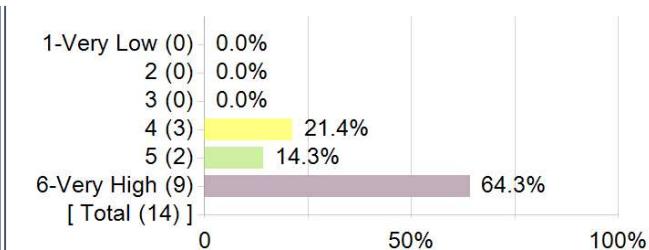
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	3	21.4%
5	5	2	14.3%
6-Very High	6	9	64.3%
Statistics			
Response Count		14	
Mean		5.43	
Median		6.00	
Standard Deviation		0.85	

Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
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Statistics			
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3. The TA communicated ideas in a clear manner.



4. The TA showed strong interest in teaching the course.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	3	21.4%
5	5	3	21.4%
6-Very High	6	8	57.1%
Statistics			
Response Count		14	
Mean		5.36	
Median		6.00	
Standard Deviation		0.84	

Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	3	21.4%
5	5	2	14.3%
6-Very High	6	9	64.3%
Statistics			
Response Count		14	
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OPEN-ENDED QUESTIONS

What are the primary strengths and weaknesses of the teaching assistant?

Comments

Hao Yin was helpful as a TA.

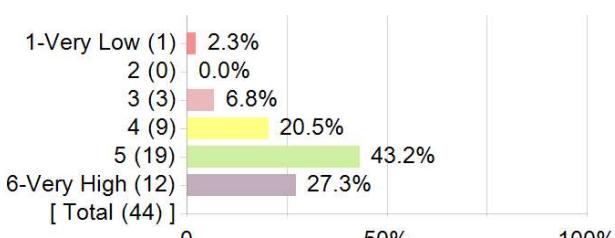
Very helpful!

n/a

REMOTE LEARNING

Rate how well the approaches used in this course for remote instruction during Spring 2021 contributed to your learning.

1. Rate how well the approaches used in this course for remote instruction during Spring 2021 contributed to your learning.



Options	Score	Count	Percentage
1-Very Low	1	1	2.3%
2	2	0	0.0%
3	3	3	6.8%
4	4	9	20.5%
5	5	19	43.2%
6-Very High	6	12	27.3%
Statistics		Value	
Response Count		44	
Mean		4.84	
Median		5.00	
Standard Deviation		1.06	

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

Comments

The non remote classes she held in conjunction with some in person classes.

The organized notes and extra posted example problems.

Recorded Lectures and pre-posted YouTube videos

The ability to access recorded zoom lectures

Using the iPad and writing out problems as we solve them was VERY HELPFUL. Lecture slides are very difficult to learn from in remote settings, so I appreciate the effort with the whiteboard. The discussion board was also very helpful.

– Discussion Board

– Rapid response to emails

– Chat function, allowing for easy asking of questions

– Pre-lecture videos

Having live lectures really helped me be successful in this class. I liked that there was minimal asynchronous class time.

Rewatching lectures.

The professor was very engaging even over zoom.

The ample offerings and availability to answer questions and help clear up confusion was greatly helpful is being able to thrive in the class. The discussion boards, study groups, and office hours were all hugely helpful. The videos that were available were also great at providing extra teaching and were very well made.

Remote instruction honestly did pretty little to contribute to success, though I found the organization of the course Canvas page and the inclusion of additional instructional videos and notes to be quite useful, considering how difficult it is to retain things when they're presented in a remote format.

I appreciated being able to rewatch lectures to review material.

Alarcon was a very great professor and even offered a few in person classes to those who wanted them.

Alarcon writing as she teaches so we can keep the same pace with her.

Professor and TAs being very helpful in answering questions

The see through whiteboard practice problem videos were very useful because they reminded me of being in a real classroom

Alarcon's huge database of resources online.

Digital book was useful

Using the digital whiteboard and not just using slides

The videos posted to YouTube were very helpful as were the notes posted to Canvas.

All the resources being very accessible on canvas, including class recordings. Super helpful overall.

Captioning, uploading all helpful resources, reasonable mode of exams

Having the synchronous classes 4 times a week as well as playlists of youtube videos to watch also helped contribute to my success in the course. The discussion board on canvas and office hours were also helpful.

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

Comments
hopefully there is no remote classes next quarter
I would prefer if the prelectures were made into their own lectures because it felt like all of the videos added up quickly.
Not much
all good!
– My Crowdmark failed during the exam 2. It would've been great to have an alternative (maybe posting the questions on Canvas at the exam start time as well) for situations like these.
I can't really think of any, because I really enjoyed having this class in person the times that we did.
Class engagement.
Honestly, I don't know of much else that can be done, this course was probably one of the best, if not the best, I've taken at making learning accessible online.
Honestly, I don't know if I have a good answer to this question. I'm so tired of remote learning, I don't think there's anything that would actually help make it better. I wish I could be more helpful with this, but I think a lot of people probably understand exactly what I'm talking about ;-;
The material was taught using a compilation of resources (some stuff was in the written notes, other concepts were covered exclusively in pre-recorded lectures, etc.), so it was difficult to navigate at times and find the equations or material you needed.
N/A
No more remote please!
Making the course more interactive and taken a bit more slowly at the beginning of the quarter.
I like my classes where in class we go into breakout rooms at the end and work on a short practice problem, so maybe something like that could be implemented
Prof. Alarcon has got this down. 10/10
Make practice exams accessible for test 3
The discussion section of Canvas was not very useful this quarter.
Asynchronous lectures weren't really my favorite. I prefer live lectures, but I guess both work.
I can't really think of anything that needed to be improved.