Individual Report for Norman Wickett (BIOL_SCI_378-0_20: Functional Genomics)

Course and Teacher Evaluations CTEC Winter 2018

Project Audience 29
Responses Received 17
Response Ratio 58.6%

Report Comments

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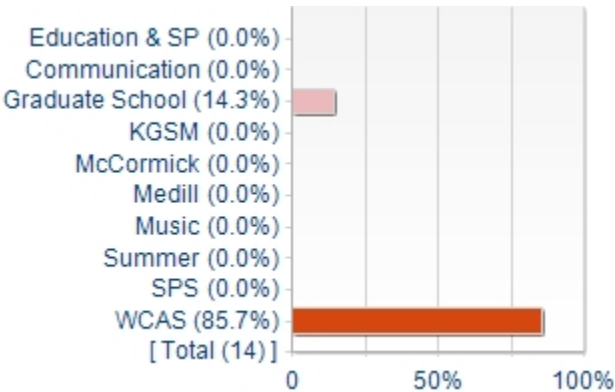
Creation Date   Thu, May 03, 2018

Northwestern University

Course Evaluations

Instructor	Course
Norman Wickett	**BIOL_SCI_378-0_20: Functional Genomics**

DEMOGRAPHICS

Your School

Options	Count	Percentage
Education & SP	0	0.0%
Communication	0	0.0%
Graduate School	2	14.3%
KGSM	0	0.0%
McCormick	0	0.0%
Medill	0	0.0%
Music	0	0.0%
Summer	0	0.0%
SPS	0	0.0%
WCAS	12	85.7%

Your Class
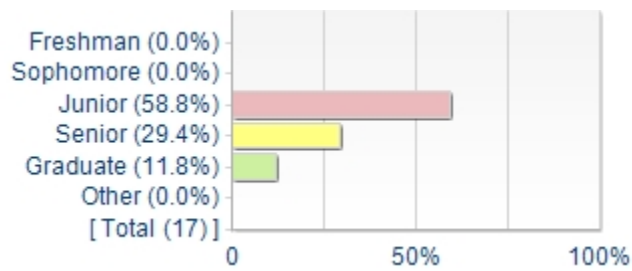
Options	Count	Percentage
Freshman	0	0.0%
Sophomore	0	0.0%
Junior	10	58.8%
Senior	5	29.4%
Graduate	2	11.8%
Other	0	0.0%

What is your reason for taking the course? (mark all that apply)
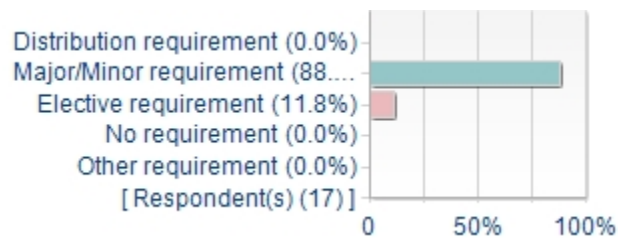
Options	Count	Percentage
Distribution requirement	0	0.0%
Major/Minor requirement	15	88.2%
Elective requirement	2	11.8%
No requirement	0	0.0%
Other requirement	0	0.0%
Respondent(s)	**17**	

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

```
1-Not interested at all (0.0%)
               2 (0.0%)
               3 (0.0%)
               4 (29.4%)
               5 (41.2%)
6-Extremely interested (29.4%)
          [ Total (17) ]
                          0        50%      100%
```
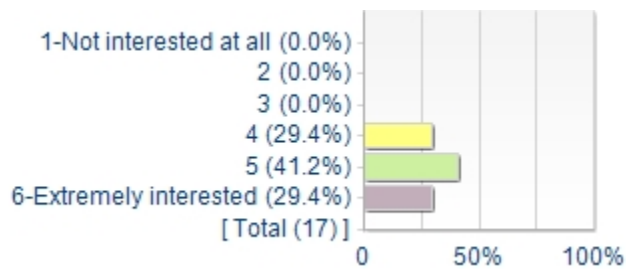
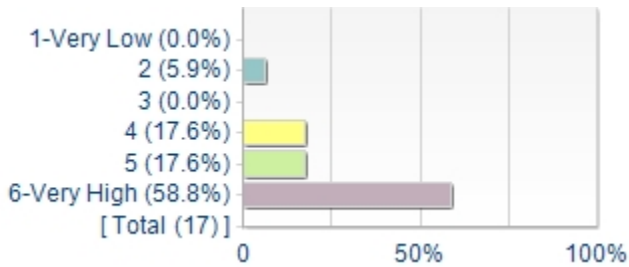| Options	Count	Percentage
1-Not interested at all	0	0.0%
2	0	0.0%
3	0	0.0%
4	5	29.4%
5	7	41.2%
6-Extremely interested	5	29.4%

TIME-SURVEY QUESTION

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

```
  3 or fewer (0.0%)
     4 - 7  (58.8%)
     8 - 11 (35.3%)
    12 - 15 (0.0%)
    16 - 19 (0.0%)
 20 or more (5.9%)
   [ Total (17) ]
                   0        50%      100%
```
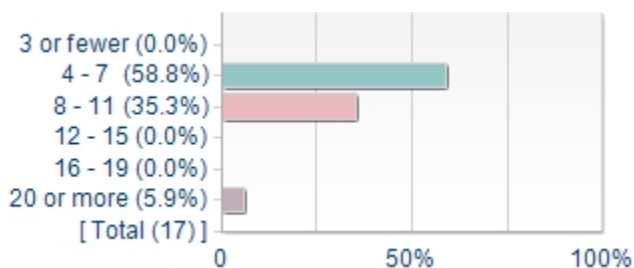
Options	Count	Percentage
3 or fewer	0	0.0%
4 - 7	10	58.8%
8 - 11	6	35.3%
12 - 15	0	0.0%
16 - 19	0	0.0%
20 or more	1	5.9%

COURSE QUESTIONS

Provide an overall rating of the course.

Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	1	5.9%
3	3	0	0.0%
4	4	3	17.6%
5	5	3	17.6%
6-Very High	6	10	58.8%

Statistics	Value
Response Count	17
Mean	5.24
Median	6.00
Standard Deviation	1.15

Estimate how much you learned in the course.

```
1-Very Low (0.0%)
         2 (0.0%)
         3 (5.9%)
         4 (0.0%)
        5 (29.4%)
6-Very High (64.7%)
     [ Total (17) ]
                    0        50%       100%
```
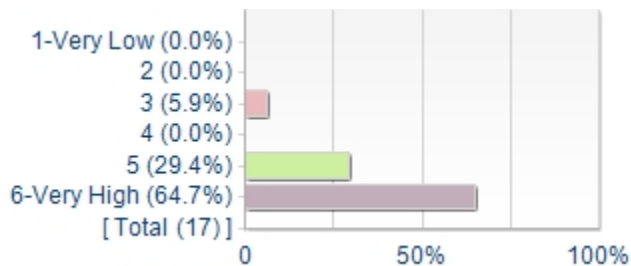
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	1	5.9%
4	4	0	0.0%
5	5	5	29.4%
6-Very High	6	11	64.7%

Statistics	Value
Response Count	17
Mean	5.53
Median	6.00
Standard Deviation	0.80

Rate the effectiveness of the course in challenging you intellectually.

```
1-Very Low (0.0%)
         2 (0.0%)
         3 (0.0%)
         4 (5.9%)
        5 (29.4%)
6-Very High (64.7%)
     [ Total (17) ]
                    0        50%       100%
```
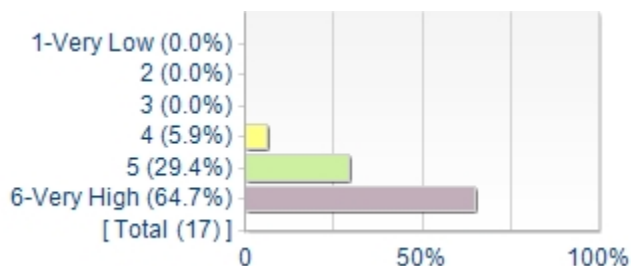
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	1	5.9%
5	5	5	29.4%
6-Very High	6	11	64.7%

Statistics	Value
Response Count	17
Mean	5.59
Median	6.00
Standard Deviation	0.62

Rate the instructional materials (texts, audiovisual materials, etc.) used in this course.
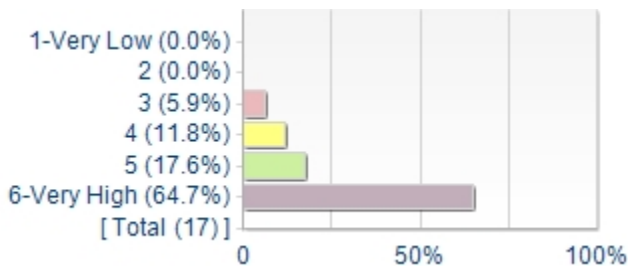

Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	1	5.9%
3	3	1	5.9%
4	4	3	17.6%
5	5	5	29.4%
6-Very High	6	7	41.2%

Statistics	Value
Response Count	17
Mean	4.94
Median	5.00
Standard Deviation	1.20
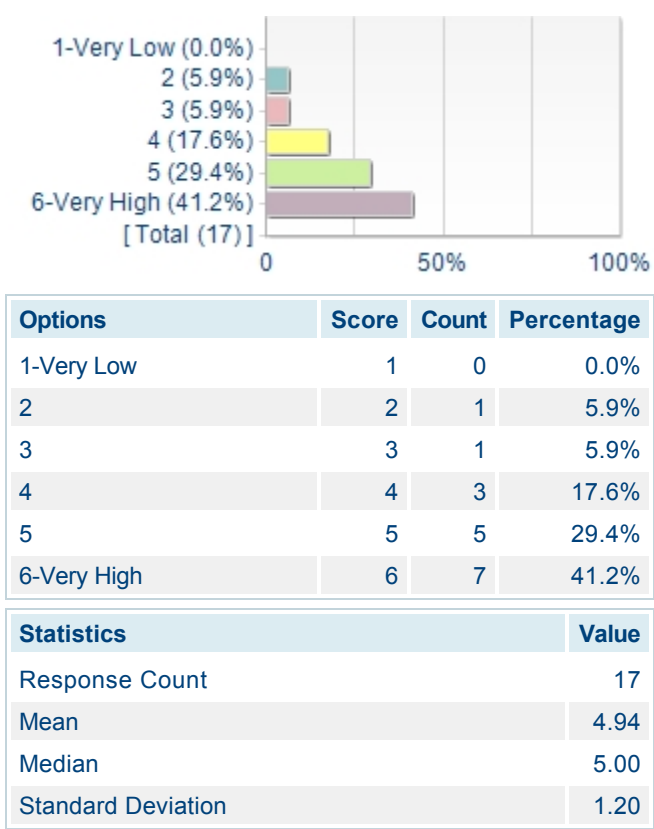
INSTRUCTOR QUESTIONS

Provide an overall rating of the instruction.
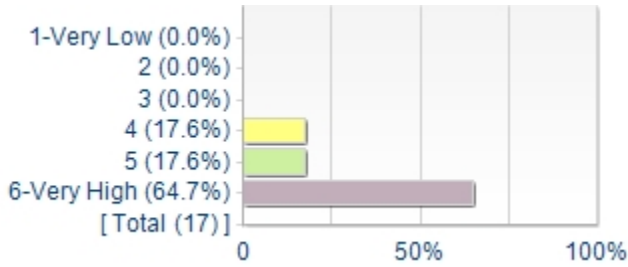
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	3	17.6%
5	5	3	17.6%
6-Very High	6	11	64.7%

Statistics	Value
Response Count	17
Mean	5.47
Median	6.00
Standard Deviation	0.80

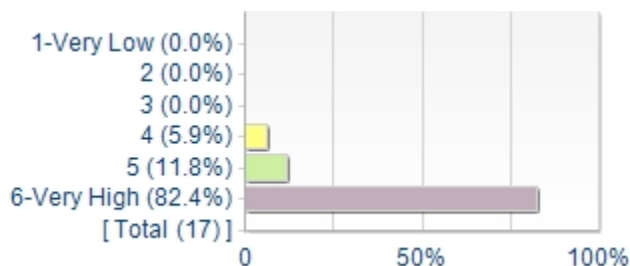## Rate the effectiveness of the instructor in stimulating your interest in the subject.

Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	1	5.9%
4	4	2	11.8%
5	5	3	17.6%
6-Very High	6	11	64.7%

Statistics	Value
Response Count	17
Mean	5.41
Median	6.00
Standard Deviation	0.94

Rate how well prepared the instructor was for the class.

Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	1	5.9%
5	5	2	11.8%
6-Very High	6	14	82.4%

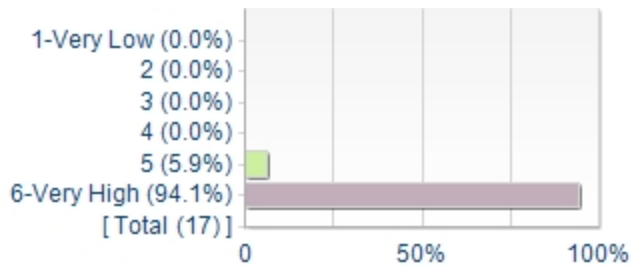| Statistics	Value
Response Count	17
Mean	5.76
Median	6.00
Standard Deviation	0.56

Rate the effectiveness with which the instructor communicated course content and ideas.
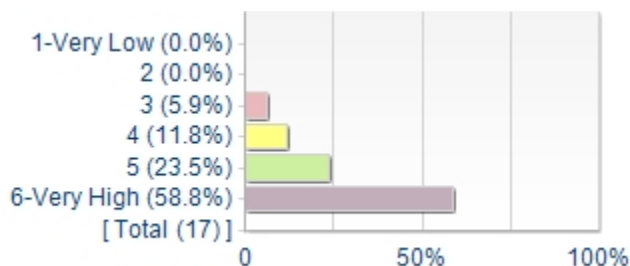
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	1	5.9%
4	4	2	11.8%
5	5	4	23.5%
6-Very High	6	10	58.8%

Statistics	Value
Response Count	17
Mean	5.35
Median	6.00
Standard Deviation	0.93

Rate the instructor's enthusiasm in teaching this class.

```
1-Very Low (0.0%)
         2 (0.0%)
         3 (0.0%)
         4 (0.0%)
         5 (5.9%)
6-Very High (94.1%)
      [Total (17)]
                    0        50%       100%
```

Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	0	0.0%
5	5	1	5.9%
6-Very High	6	16	94.1%

Statistics	Value
Response Count	17
Mean	5.94
Median	6.00
Standard Deviation	0.24

Rate how consistently the instructor returned assignments and tests promptly.

```
1-Very Low (0.0%)
         2 (0.0%)
         3 (0.0%)
         4 (17.6%)
         5 (23.5%)
6-Very High (58.8%)
      [Total (17)]
                    0        50%       100%
```
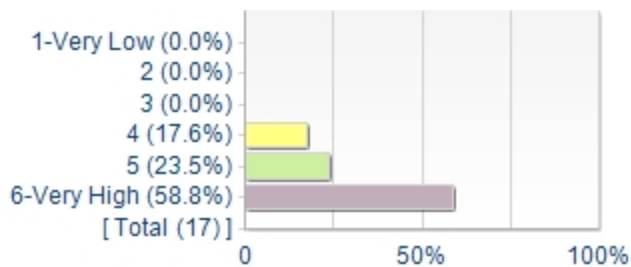
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	3	17.6%
5	5	4	23.5%
6-Very High	6	10	58.8%

Statistics	Value
Response Count	17
Mean	5.41
Median	6.00
Standard Deviation	0.80

Rate the clarity with which the grading criteria were defined.
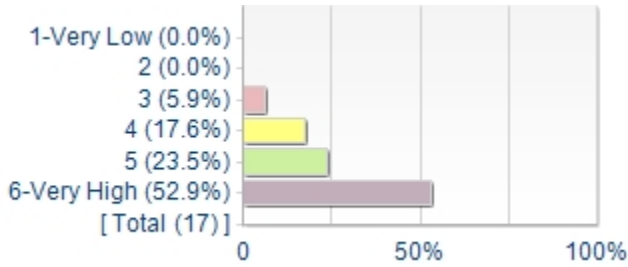
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	1	5.9%
4	4	3	17.6%
5	5	4	23.5%
6-Very High	6	9	52.9%

Statistics	Value
Response Count	17
Mean	5.24
Median	6.00
Standard Deviation	0.97

Rate how well the instructor answered students' questions.
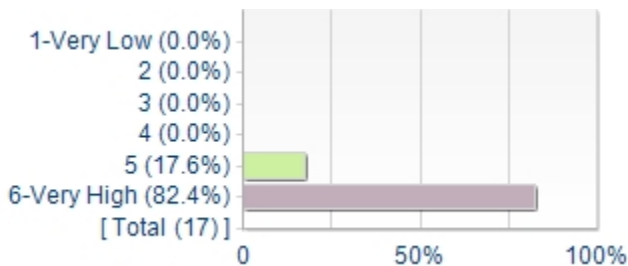
Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	0	0.0%
5	5	3	17.6%
6-Very High	6	14	82.4%

Statistics	Value
Response Count	17
Mean	5.82
Median	6.00
Standard Deviation	0.39

OPEN-ENDED QUESTIONS

Did the course help you learn? Why or why not?

Comments
Yes, because Norm was very willing to answer questions and to go in-depth on subjects that were confusing to people. Also, applying the learning to actual scientific literature was helpful.
I learned a lot in this course! I do not have a strong background in microbiology and genetics, but the lecture slides and readings were well organized and easy to follow and I think that definitely helped me learn.
Yes, I think the first half of the class was especially interesting.
lectures great and enjoyed reading papers
Yes. Professor Wickett was very funny and cared a lot about us actually learning the material.
Yes, I learned a lot about DNA sequencing and genomes. Norm made the content that I wasn't super interested in very exciting.
I learned a lot, but the tests can be incredibly hard and will destroy your confidence.
I thought the subject was too large to get a real understanding of in one quarter.

Please summarize your reaction to this course focusing on the aspects that were most important to you.

Comments
Norm is definitely one of the best of NU bio profs at teaching, and his lectures are engaging. It was fun to be able to actually apply what we learned to real scientific papers on a wide variety of genomes. The content was really interesting from a biodiversity_volution perspective
Norm is a very engaging professor, he is both extremely knowledgeable about genomics and genuinely funny. He is great about answering questions and making sure the class understood a concept before an exam.
Awesome class. Contents are really useful. Norm keeps the class entertained.
Good class that has a lot of information and requires a lot of scientific paper reading. Personally found it hard to grasp how to study for the quizzes_xams on the papers but otherwise and interesting class.
Good news was that this class only had 2 midterms (non-cumulative), and finished before reading week. First half focused on methods of sequencing genomes and was very technical and methodologically oriented. Second half was all about reading scientific papers about genomes. Bad news about this was that the midterms each count for a LOT (like 40% each) of your grade. The rest of your grade is quizzes (4 quizzes, drop lowest one) and a group presentation. That said, Norm is a really great guy!! He's really good at explaining info in office hours, but I felt like his teaching style in class didn't really work with me. He went off on random tangents at times, which was funny but also I felt like was kinda a waste of time. He would also sometimes use his hands to kind of gesture what he was trying to talk about, which was difficult for me since I'm a visual learner and couldn't really follow what he was talking about. This class was aight but I wouldn't take it unless you had to.
This is an awesome course. Even though it can be challenging at times if the topics and terminology are unfamiliar to you, you will come out with a strong understanding of the budding field of genomics, and will feel capable of reading and discussing topics in genomics. It's especially fun to learn about the genomes of different plant and animal species. Norm is a fun professor and is always accessible and willing to help students.
It's important to keep up with the readings.
This course is incredibly interesting and engaging (especially compared to 390). He is a great lecturer who never takes himself too seriously. The structure of the course worked well for me with the two midterms and four quizzes.
Norm is great! Cool to have a class that is challenging material but not super difficult since it is well-taught.
Good class -- the subject matter is really interesting and Professor Wickett really focuses on making sure his students understand concepts. However, the class is uncurved and Professor Wickett can be a nitpicky grader on exams. It's not too hard to be in the B range for this class, but a bit unnecessarily difficult to get a higher grade.
It's a really good class. Prof Wickett makes the content very interesting and breaks hard stuff down into manageable pieces so that you're never trying to figure something out on your own. Kind of a niche subject- if you're not interested in genome sequencing then this may not be super interesting to you. However, you do come out of the class learning how to read science papers which is a great skill.
Oddly, I wish there were more chances to be evanuated. I think frequent quizzes would have helped prepare everyone for the tests better. Lectures were good and papers were challenging.
TONS of reading! This class is a lot of work! You'll spend most of your time on it. Unless genetics is you bio major focus, I would take a different bio major course to fill the extra bio course requirement.

What are the primary teaching strengths of the instructor?

Comments
Really responsive to class questions, funny and engaging, good explanations, makes genomes interesting, makes us apply our knowledge to scientific literature which is rare and an important skill
answered questions in office hours really well and was super helpful outside of class
Norm is super enthusiastic about genomics, plants (moss), and teaching. Every class usually has a fun tangent.
Engaging lectures
He is a great lecturer who has a great sense for whether his students are understanding what he is teaching. And when he senses that they are not, he takes the time to make sure he explains it better.
great lecturer - kept interest and... made sense!
Professor Wickett was very funny and cared a lot about us actually learning the material.
Very enthusiastic and accessible. Never tested us on content he thought we were unprepared for. Tests were very fair and he has a lot of confidence in his students.
Always entertaining and willing to answer questions
Very enthusiastic. Clearly really loves the material and teaching.

What are the primary weaknesses, if any, of the instruction?

Comments
Not really being clear about what was on the quizzes or tests, sometimes lecture felt a little disorganized
Can't really think of any.
none
none
Lectures do not always prepare you for the content of the tests
Had too much material to teach in 10 weeks, with needing to waste some class time on quizzes, tests, and presentations. Would be nice to have extra review discussion sections, even if taught by TAs.

Can you offer suggestions for improvement?

Comments
more visuals in the powerpoints would be helpful
Moving quiz dates around should probably just be left up to the instructor, and not the students. Even though it worked out to everyone's advantage, I don't think it's a decision that should be left up to a student vote per se.
Not really.
none
no
More quizzes and a mixture of question styles on the test. All long answer type questions were difficult to finish in the time allotted.
Maybe condense the material and have case studies that helped you understand the material better. Have practice problems and practice quizzes on Canvas.