Course and Teacher Evaluation Summary for Instructors

Subject: BIOL_SCI Biological Sciences
Academic Term: Winter 2014
Class Number: 26357

Enrollment: 26
Responses: 9
% Responses 34.62

Class: 378-0-20 Functional Genomics
Instructor: Norman Wickett

Demographic Questions

	Education & SP	Communication	Graduate School	KGSM	McCormick	Medill	Music	Summer	SCS	WCAS
Your School	0	0	1	0	0	0	0	0	0	8

	a. Freshman	b. Sophomore	c. Junior	d. Senior	e. Graduate	f. Other
Your Class	0	0	4	4	1	0

	a. Distribution requirement	b. Major requirement	c. Minor requirement	d. Elective requirement	e. Other requirement	f. No requirement
Your reason for taking course (mark all that apply).	0	5	0	3	1	0

	1	2	3	4	5	6	Total Response	Average Response
Interest in subject before taking course.	1	0	0	3	2	3	9	4.56

Core Questions

	Total Response	1 Very Low	2	3	4	5	6 Very High	Average Response
1. Provide an overall rating of the instruction	8	0	0	0	1	5	2	5.13
2. Provide an overall rating of the course.	8	0	0	1	0	5	2	5.00
3. Estimate how much you learned in the course.	9	0	0	1	2	4	2	4.78
4. Rate the effectiveness of the course in challenging you intellectually.	9	0	0	2	2	2	3	4.67
5. Rate the effectiveness of the instructor(s) in stimulating your interest in the subject.	9	0	0	0	2	5	2	5.00

Time-Survey Question

	Total Response	a. 3 or fewer	b. 4 - 7	c. 8 - 11	d. 12 - 15	e. 16 - 19	f. 20 or more
6. Estimate the average number of hours per week you spent on this course outside of class and lab time.	9	1	7	1	0	0	0

School and Department Questions

	Total Response	1 Very Low	2	3	4	5	6 Very High	Average Response
7. Rate how well prepared the instructor was for the class.	9	0	0	0	1	4	4	5.33
8. Rate the effectiveness with which the instructor communicated course content and ideas.	9	0	0	1	0	4	4	5.22
9. Rate the instructional materials (texts, audiovisual materials, etc.) used in this course.	8	0	0	2	3	1	2	4.38
10. Rate the instructor's enthusiasm in teaching this class.	9	0	0	1	0	5	3	5.11
11. Rate how well the instructor answered students' questions.	9	0	0	0	1	6	2	5.11
12. Rate the clarity with which the grading criteria were defined.	9	0	1	0	3	3	2	4.56
13. Rate how consistently the instructor returned assignments and tests promptly.	9	1	0	1	3	2	2	4.22

Essay Questions

1. What are the primary teaching strengths of the instructor(s)?

Professor Wickett tried his best to be engaging during lectures./Clear teaching; able to utilize hour and a half without losing students;/Keeping the class interested, knowledge of subject, ability to explain complex concepts

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

It was firstly unfortunate that we lost so many days of class, even if they were for legitimate reasons. Also things never seemed to be posted on time, such as lectures and group assignments. But mainly I was disappointed in the way Professor Wickett handled some of the extra credit and test make-ups. To me, if a student has a legitimately tough situation such as having four exams in the span of two days, it is perfectly fine for a professor to grant an exception. A person with authority in times should make tough judgment calls, and no one is going to fault him for saying yes to some and no to others. That's just how all situations work. Instead, by telling everyone that he'll make no exceptions, that is just simply worse. Being equal is not the same as being fair. The ironic thing is that at the same time students were offered extra credit. Students coming into exams with random pieces of irrelevant knowledge were granted extra credit and a class vote for one day's in class assignment can get 4 lucky people 5 extra credit points on an exam. To me, that does not reward anybody for merit-based/class-related reasons. None of the group grant proposals were good. The winners were selected for almost no good reason and based on biases unrelated to the class itself. That, unlike granting exceptions for test make-ups, actually is both unfair and unequal./Hour and a half on one type of methodology was tedious at times -- example: phylogenies

3. Can you offer suggestions for improvement?

Other than some of the things I've already mentioned, I think the class needs to go into more details rather than staying on the really general side. I think there are ways to do this without making the class unnecessarily challenging. It just requires more of a narrow focus./Somehow incorporate analysis of an actual genome -- the class was too methods based and I think I expected more of a quantitative approach/Since we read articles for each class, it might be worthwhile to have a discussion component at the end. A more interactive approach to scientific articles usually helps solidify the message and methods of the authors.

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

I don't really think I learned very much at all to be honest, and I have never written this on a CTECs for any class before. I feel like the class is too general in many areas and needs to go into more details. It started off strong with the basics...then when we were expecting to get more specific...it really didn't./Yes, exposed me to new techniques utilized in genomics research/Yes - the class was well organized and covered a range of topics. The lectures were thorough and the exams were challenging, and studying helped gain a good understanding of the field of genomics. It also opened my eyes to the fact that there is so much I don't know and that it is important to keep abreast of current literature or everything learned will be largely irrelevant soon.

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

Professor Wickett is a wonderful (and funny) professor! I enjoyed going to class and learned a lot/Great class! Wickett is the man. Pretty focused on experimental techniques and less on theory. Two non cumulative exams that were very fair, and one group presentation that wasn't too much work. Good bio elective./Unfortunately I don't feel that I learned very much in this class. All the exams and assignments were fair, and surely genomics is one of the hottest topics

right now in biology. It is a shame because I feel the concepts of genomics are some of the most important for biologists to learn these days, but this class didn't really get to the level I wanted I feel./Great bio elective! I took this in conjunction with Molecular Genetics and it was a great pair of courses. Genomics gives a great overall view of genetics and what you can do once you sequence a genome. Very manageable workload, readings were interesting, and exams weren't too bad!/Class was chill. This Wickets chill. Genomics is the future. LEARN it BYOTCH/Loved this class! Professor Wickett is incredibly knowledgeable and helpful - I took this class because the CTECs were good, and I had no idea what functional genomics really was. But I learned SO much about genomics and bioinformatics and how these have changed the way we look at and define genes, and how all of this has huge implications in the field of biology. Professor Wickett is funny and always willing to answer questions. The readings are really challenging and caused some anxiety at first, but he goes through and explains the parts you need to know, and I got much better at reading this type of scientific literature as the course progressed. DEFINITELY recommend!/More of a genome sequencing and analysis methods course. Very memorize-y; wish there was more thinking involved/A ten-week course isn't really sufficient to gain an in-depth understanding of genomics, but this course does a nice overview of the important topics. It's important to realize that everything learned in this class will probably be different in a few years, because this is such a rapidly advancing field - although that does make it more interesting. The material is challenging but the course is well-structured, and Dr. Wickett was a very knowledgeable and understanding resource.