

2011 – Spring Term – ENS200: Strategies for Environmental Inquiry

Quantitative rankings

Rating Scale:

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

23 Students, 1 section	Number of responses in each category					
Question	1	2	3	4	5	Avg
1. Clear student learning objectives	0	1	4	7	9	4.14
2. Class well prepared & organized	0	1	3	8	9	4.19
3. Communicates material clearly	0	1	3	13	4	3.95
4. Displays interest in subject	0	0	0	7	14	4.67
5. Summarizes/emphasizes important points	0	0	1	9	10	4.45
6. Stimulates thinking about subject	0	1	3	8	9	4.19
7. Provides opportunities for outside contact	0	0	1	6	14	4.62
8. Expresses concern about student progress	0	0	1	12	8	4.33
9. Provides useful feedback	0	0	2	0	18	4.80
10. Clearly indicates how evaluated	0	1	0	6	14	4.57
Total of 10 questions	0	5	18	76	109	4.39
15. I have put a lot of effort into this course compared to other courses.	0	0	4	10	7	4.14

Student comments

Comment on aspects of the instructor's teaching style that helped the learning process	Comment on aspects of the instructor's teaching style that could be improved upon to help the learning process
1) Organized, handouts had all the info on them. Consistent with assignments. Clear objectives. Meaningful interesting assignments	1) More in-class application and examples. Lots of work, lessen the length of assignments. 3) More instruction.
2) not answered	2) Literature review outlines/expectations were unclear. Exercises done were complex and difficult. Some review in class would be helpful.
3) He gives great feedback on exercises and papers.	3) He could have been more clear in his teaching of statistics. Maybe give more exercises to make sure the stats were understood.
4) Had very clear ideas on what was going to be taught. This class did touch on my overall weaknesses w/ lit reviews and stats, and general experimental design.	4) not answered
5) Gives GREAT feedback on papers/assignments/ exams. Relaxed teaching style. Exercises are helpful.	5) Organization of the course. Objectives of the course.
6) Dr. Kirk is very passionate about teaching and relaying the material to us in a useful manner.	6) Because the class is new, Dr. Kirk didn't have a perfect idea of how to teach the class. It would have been very beneficial if we had more examples relevant to the assignments in class.

Ryan Kirk, Assistant Professor of Geography and Environmental Studies, Elon University.

ENS200: Strategies for Environmental Inquiry -- End-of-Semester student evaluations.

All comments are reproduced verbatim; nothing is left out.

<p>7) When Dr. Kirk writes up the testable terms that is very useful. Also how he is always available to talk about the tests or papers is great!</p>	<p>7) After exercises are turned in we should go over them to get more of an understanding on the content.</p>
<p>8) Dr. Kirk is a really fun professor who is not afraid to stop and discuss an important point. I feel like I have learned a lot more in this class than I ever thought I would.</p>	<p>8) More/better definition of topics and goals at the start of the year.</p>
<p>9) Listed terms on board, made sure to go back to things that are confusing.</p>	<p>9) The topic sucks. There's nothing to do about that, but perhaps having more in-class practice problems would be helpful like a worksheet to work on individually and then review as a class.</p>
<p>10) Kirk's teaching style was excellent; friendly, with some humor, but had a clear understanding of most of the subject material. Joked around with students; genial atmosphere. Really cannot identify faults of "teaching style", all faults were to be found in course construction, which is not solely Kirk's doing.</p>	<p>10) Nothing to note, besides once in a while Kirk would mess up a term, which confuses some students.</p>
<p>11) Very thorough feedback. Willingness to go over the material again. Admits faults and move through it together.</p>	<p>11) More concrete understanding of all the information. Fewer and more separate literature review process. 2-3 papers w/rough drafts, more thorough and clear instructions. Go over examples in class showing key aspects of a literature review. Less "Discussion groups" and more examples.</p>
<p>12) Dr. Kirk is very enthusiastic and very clear on what will be included in tests, on papers, in assignments, etc. He schedule was constantly updated and he grades things in a timely manner.</p>	<p>12) Have a better grasp of statistics so less flustered in class/better able to answer questions.</p>
<p>13) Make some fairly boring material seem a little more interesting because he is very energetic/optimistic/funny. He is very willing to work with students individually and very flexible when they need help or have suggestions. Good class dynamic.</p>	<p>13) For me, there seemed to be a large gap between the things that we learned and the things that we did on our own. Sometimes I would find it difficult to complete the assignments just based off of the lecture. Some kind of workshoping could be useful to practice putting all of this theory and information into practice.</p>
<p>14) Dr. Kirk always gave good, constructive feedback on all of our assignments. He took time to grade them thoroughly. He also stuck with his course outline and kept on schedule. He was understanding with assignments and responded to e-mails promptly.</p>	<p>14) Clarify concepts better. Try not to glaze over some of the more complex issues but go further in depth. Also, improve expectations for group discussions.</p>
<p>15) The testable terms list was useful. Always accessible through e-mail. Always approachable. Layed out rubrics. Great perspective from other students.</p>	<p>15) New format of tests → maybe multiple choice/short answer with one case study.</p>
<p>16) Even though writing them was a pain, doing the literature reviews and exercises helped me out a lot. I felt like I improved on every one of them.</p>	<p>16) Do more examples for the exercises. Some of the excel workshops were a little rushed. Maybe require students to bring computers to class to follow along.</p>
<p>17) Dr. Kirk is very dedicated to truly educating his students. In this class he spent extra time making sure everyone understood topics. On submitted assignments, I have received more feedback than in any other class. This has been very insightful, and it has pushed me as a student. Kirk is also explicit about what goals are established for each class. Thus, there is a structure and organization to what we're learning. With the exception of the 4 classes day used for Green Design candidates, the class was organized in a way that flowed well. My favorite aspect of the class was having guest lecturers discuss how</p>	<p>17) I think this had to do with the content of the class more than the professor, but it seemed that there were too many topics to try and adequately cover. At times the lectures seemed like a mere summary of different analysis techniques rather than a more thorough examination. Overall, these were minor things.</p>

Ryan Kirk, Assistant Professor of Geography and Environmental Studies, Elon University.

ENS200: Strategies for Environmental Inquiry -- End-of-Semester student evaluations.

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research is done – good insight into the real world.	
18) Not answered	18) You rock!
19) Not answered	19) not answered
20) Not answered	20) not answered