

Individual Instructor Midterm Report Spring 2020 for Example

Project Title: **University of Florida GatorEvals – Spring Mid-Term Evaluation 2020**

Courses Audience: **59**
 Responses Received: **24**
 Response Ratio: **40.7%**

INTRODUCTION

Teaching is a fundamental purpose of the University of Florida and the dissemination of new knowledge in our classrooms, studios, and clinics enables our students and trainees to fully explore their intellectual boundaries. Assessment and evaluation of our courses are designed to enhance instruction and maximize learning to meet the mission of the university. This report contains the results gathered through the new GatorEvals midterm evaluation. Students were invited to share their feedback on the teaching and course material. We invite every faculty member to examine the analysis in the report and utilize the resources provided in the report. Thank you for your continued great work!

Chris Hass, Ph.D.
 Associate Provost for Academic and Faculty Affairs



Likert Scale Items

	Resp	Mean	Median	SD
The assignments (e.g. readings, papers, discussions, problem sets) are central to my learning in this course.	24	4.13	4.25	0.99
I receive prompt and instructive feedback on graded work.	24	3.50	3.77	1.18
The comments on assessments or other written work help me understand the course content.	24	3.54	3.75	1.06

What is the most important/valuable thing you have learned in this course so far?

Comments
Be sure to practice basic concepts early on!
Electric field concepts
that everything is related to physics, even if you can't see it or understand it
I have learned quite a bit about electricity.
electrical currents

What improvements to the course would you recommend?

Comments
Spend a little more time on topics, if possible – lectures move quickly, which makes sense because of the large amount of material that needs to be covered, but slowing down a little could be quite beneficial to aid in learning
The group work assignment requires 4–5 students to collaborate on a single problem in about 20 minutes, completely work it out, and be sure all students understand every aspect. asks fair questions. However, I don't feel that all students in the group should receive the same grade, nor should their grade be determined by another student's understanding of the concepts. For instance, in my group I completely blanked on the question asked me. I understood it beforehand and made that clear to my peers. However, under pressure I overthought and missed it. The entire group grade was deducted 1 point. The other students should not have been punished for my mess up.
More practice problems to be available to students Group work sessions are fine, but having students present in front of us is not helpful
if possible, to go at a slower pace (for more intense chapters like magnetism) or host outside review hours to review the material and do extra problems outside of class
I would maybe go a little slower in the magnetics.
I would go through the material a little slower or do more examples in-class. This is after all, which is not intended for students who are actually going into a field where a knowledge of physics is truly necessary (I am going into wildlife management and will never use physics after this course—I'd like to be able to understand the little I know rather than having a bunch of information crammed into my brain, then forget the majority of it after the semester).

Which class activity (e.g. lecture, discussion, reading, lab demonstration) helps you learn best?

Comments
Group work, it provides a chance to work out problems and receive feedback.
lecture/homework
Discussion and lab demos
The lectures and example questions in class are most helpful, as well as homework assignments.

Which topic have you found the most difficult so far? What do you think made it difficult?

Comments
magnetism with the right hand rule. I understand the basics but its hard to get it right every time when your hand is put in awkward positions and you are unsure what to do. Watching videos in class on how to position your hand in the right place would help.
I have had the most difficulty with series and parallel.
Electric force vectors, because physics one basis is not great
I've found chapter 19 to be the most difficult. The concept is hard to grasp and the instructor rushed through it.