

Biology Department/York Federation of Students
Course Evaluation Questionnaire

Course: BIOL 4151 3.0 (Membrane Transport) (2010) Instructor: Roger Lew

Please answer all questions as accurately and honestly as you can. Write your additional comments in the space(s) provided. Do not sign this form. The instructor will ask a student representative to collect the forms. Circle only one response per statement. A rating of 1 represents the *least* positive response and a rating of 5 represents the *most* positive response.

Motivation:

1. I took this course because it was: **Required (6)** **Elective (15)**

Rating of the Course:

	<i>least</i>					<i>most positive</i>					
2. The course fulfilled the description given in the syllabus	1()	2()	3(2)	4(10)	5(11)						4.39
3. The required course note(s) were useful	1()	2(1)	3(3)	4(10)	5(9)						4.17
4. The required readings were useful	1(2)	2(3)	3(5)	4(11)	5(1)						3.27
5. The grading system was fair	1(1)	2()	3(1)	4(7)	5(14)						4.44
6. I feel I learned a great deal taking this course	1()	2()	3(4)	4(8)	5(11)						4.30
7. The course content was interesting	1()	2()	3(1)	4(5)	5(17)						4.70
8. Rate this course overall	1()	2()	3(1)	4(15)	5(7)						4.26

Comments: What did you like *most/least* about the course? (*The student comments are edited slightly for clarity*)

- Most:* The teacher, the stories, the notes on the website, the sample questions/assignments. *Least:* I don't think there is something I didn't like. Maybe I would have liked more sample assignments to practice the different mathematical equations.
- Most:* TOXINS. *Least:* math and equations — Do more sample calculations in lecture!
- Most:* Content. *Least:* Sources available (books, notes).
- Most:* Interesting information was learned. Notes are clear and organized *Least:*
- Most:* Excellent presentation of the material. *Least:* Content is difficult at times.
- Most:* case-study. *Least:* Derivation of formulas
- Most:* Mechanosensitive channels. *Least:* Arsenic case study
- Most:* Professor's way of teaching; interesting assignments. *Least:* textbooks (no chance to read them).
- Most:* Prof is great. *Least:* Math sucks.
- Most:* The professor knows how to make the course very interesting, which really helps the student. *Least:* A lot of calculations.
- Most:* It was challenging and very engaging, learned a lot. *Least:* Material gets difficult at times.
- Most:* Grading scheme. *Least:* Too much emphasis on math equations.
- Most:* The interesting case studies, the professor's way of teaching. *Least:* The calculations. The fact that we have no idea how the tests are going to be like when we enter.
- Most:* Case studies. *Least:*
- Most:* The math/physics intrinsic to the nature of membrane transport. *Least:*
- Most:* I like the math portion of it — This course wasn't about memorizing but understanding the material which was something different in **Biology!** *Least:*
- Most:* Instructor was enthusiastic about material and made the course interesting with videos, stories and explaining applications of material. *Least:* There was no opportunity to practice equations presented in class before the tests.
- Most:* Prof's humour and lectures. *Least:* Too much math — Got a little hard to follow at times.
- Most:* The assignments were surprisingly fun to do. The tests were stimulating, though challenging. *Least:*
- Most:* The professor, his enthusiasm and knowledge about the course. *Least:* The fact that no notes were posted online.
- Most:* Good pace. Notes were posted online so I could see what I missed from my own unreadable notes. *Least:* Bought two books thinking they were going to be highly used, only used occasionally for reference or help in assignments.
- Most:* Up to date material, interesting topics and well explained. *Least:* Not enough mathematical questions to be done for better preparation for the tests.
- Most:* Lecture content. *Least:* More organization of lecture content.

Rating of the Instructor:

9. The instructor's command of the course material was extensive	1()	2()	3(1)	4(7)	5(14)	4.59
10. The instructor's presentations were well organized	1()	2()	3(1)	4(7)	5(15)	4.61
11. The instructor explained difficult or abstract concepts well	1()	2()	3()	4(11)	5(12)	4.52
12. Graded material was returned promptly	1()	2()	3()	4(1)	5(22)	4.96
13. The instructor was available and willing to answer questions	1()	2(1)	3()	4(1)	5(21)	4.83
14. The instructor was able to stimulate interest in the course	1()	2()	3()	4(2)	5(21)	4.91
15. Considering all factors, rate the instructor	1()	2()	3(1)	4(1)	5(21)	4.87

Comment on the abilities of the instructor:

- The instructor was very interesting and available to answer questions outside and during classes. He was very concerned with us understanding.
- Well spoken, good lecturer, not dominant over the material.
- Extremely funny and engaging. esp. because its an 8:30 class. Good articles and notes provided.
- Instructor made a concerted effort to present the material in such a way so we can understand it, and his effort pays off!
- Makes the course very interesting.
- Very stimulating & interesting, which helps when it's an 8:30 am class!
- Very Good instructor.
- Enthusiastic towards the course.
- Charismatic personality, well informed & knowledgeable of the material. Extremely helpful & willing to go that "extra mile". Makes you want to listen to what he has to say.
- The professors way of teaching is good. He is very helpful when you go to him. He knows his material very well and tries to make the class easy. He always tries to make the whole class fair for everybody.
- Highly stimulating and interesting. An excellent broad knowledge of necessary course content. Held students' attention throughout whole lecture.
- He is one of the best profs I ever had at York University. He answered all of our questions nicely. Patiently when we went to his office. He doesn't make eye contact in class, that's important to me because I feel the Prof. knows me by looking at me...
- One of the best profs I've had and it was an honor to be in your class. Happy face symbol.
- Able to make course interactive & fun.
- Very entertaining. Presentation flow is awesome.
- Very knowledgeable and enthusiastic. Succeeded at making the material very interesting. The Instructor's availability was great, and his marking fairness was superb. Tests and assignments were returned next class.
- Able to keep student's interests at all times with fascinating stories and material. Interesting assignments.
- Should give more math question examples in class.
- Always interesting to stay awake even for 8:30 am start.

Retake:

18. Ignoring any degree or professional requirements, would you have enrolled in this course knowing what you now know? **YES (21)** **NO (2)**

Advice to Prospective Students Thinking About Taking the Course

- Take this course, even if you are mathematically challenged.
- Please ask for sample questions. Very informative course, definitely take but find good resources for yourself.
- Fun course, fair grading, and engaging prof.
- Use the materials provided to you – past tests/assignments, papers, lectures, notes, consultations with the prof.
- Solve all assignments and previous year's test questions; it helps to understand how to use the formulas.
- Pick your grading system wisely. I regret having so much weight on tests/exams.
- This course is different from other courses. Professor makes it interesting, but it also makes you think. If you like a course that makes you think it is a good choice. However, if you like courses where you have to memorize everything, it will be a bad choice. And also, regarding textbooks – Never used them.
- Practice a couple of times at the very beginning just to get a grip on how things get related in the course (things as in math equations).
- Conceptual thinking is very important in this course. The ability to be able to apply this to whatever is in the course notes really makes the difference between a pass and a fail in this course.
- Come to all lectures, take notes, ask questions.
- Practice questions using the formulas discussed in class.
- Explanations of the mathematical equations and physics are transparent enough to be intuitive for non-physics / non-math majors, thus the math/physics should not be a hindrance to such a student.
- If you like math → Take it. Don't look at the website because most of my friends didn't take the course because they looked at the website and they were afraid of the math. Take the course for the sake of learning and enjoying Biology.

- You will probably not enjoy / do well in this course unless you have strong math skills or at least a good understanding of math. A reasonable amount of chemistry knowledge is also required – this is not a simple biology course!
- Attend all lectures and understand the mathematical equations —quite a few of them— and the course is tackle-able.
- 1) Don't be afraid! 2) The math isn't as hard as the course description makes it out to be. Actually, it's not bad at all.
- Come to class, pay attention and keep up because you cannot rely on or catch up based on the posted notes, course kit or the book.
- Although it may seem like a physics or mathematical based course, there's not too much calculation, and those calculations are very easily explained by the Prof. The course is quite fun and you learn a lot of interesting material. After all, how many courses actively teach the students how toxins work? As well, if you are trying to get into a medical field or health-related field, this course material will be incredibly useful for your career.
- Take the course. Very interesting!