

Jared Wolfe

WLDf 565 - Advanced Topics in Ornithology (23740 - SPR 2017)
 No. enrolled = 16 / No. of surveys returned = 14
 2172 Spring 2017



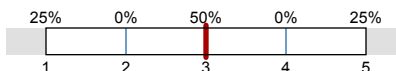
Survey Results

Legend

Question text

Left pole

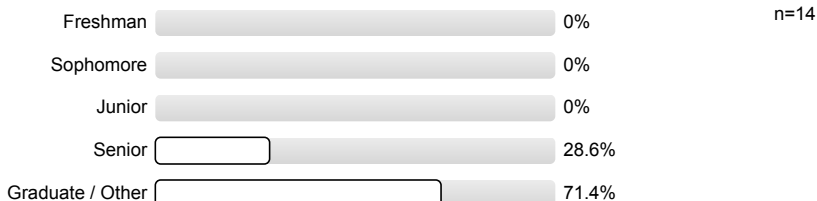
Right pole



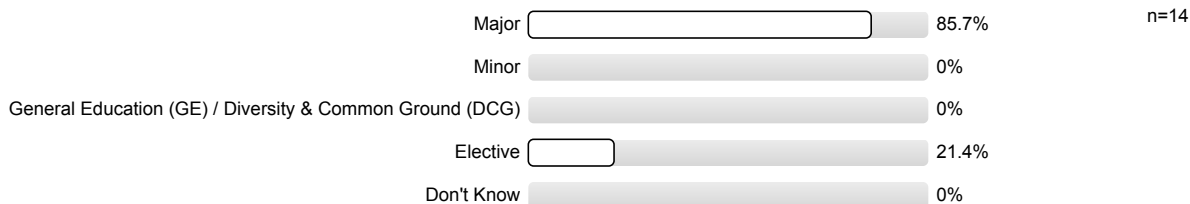
n=No. of responses
 av.=Mean
 dev.=Std. Dev.
 ab.=Abstention

1. Background Information

1.1) My class standing is:

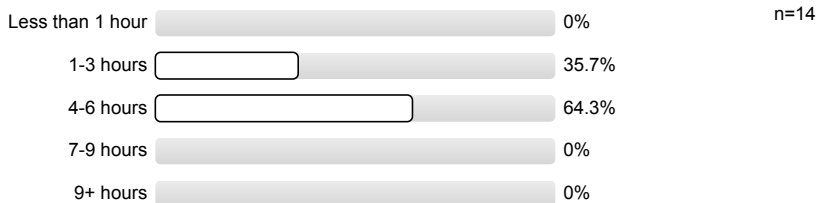


1.2) This course applies to (check all that apply):

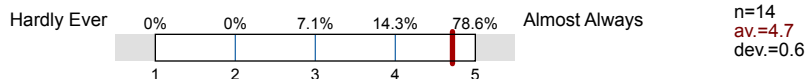


2. Instructor Rating

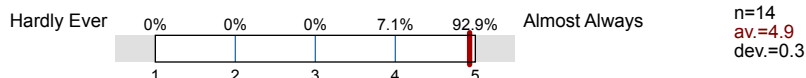
2.1) The amount of time per week I spent preparing for this course was:



2.2) The activities used in class (like group work, discussions, presentations) helped me better understand the course content.



2.3) The materials used in class (like readings, articles, textbooks, videos) helped me better understand the course content.



2.4)	The instructor clearly demonstrated how each topic fit into the course.	Hardly Ever	0% 0% 0% 7.1% 92.9%	Almost Always	n=14 av.=4.9 dev.=0.3
2.5)	I received feedback on things like tests, assignments, and projects that helped me improve.	Hardly Ever	53.8% 7.7% 7.7% 15.4% 15.4%	Almost Always	n=13 av.=2.3 dev.=1.7 ab.=1
2.6)	The instructor was available to help me when they said they would be.	Hardly Ever	0% 0% 0% 40% 60%	Almost Always	n=10 av.=4.6 dev.=0.5 ab.=4
2.7)	I felt encouraged to explore materials outside of class to improve on what I was learning.	Hardly Ever	0% 0% 7.1% 14.3% 78.6%	Almost Always	n=14 av.=4.7 dev.=0.6
2.8)	The instructor was able to create an atmosphere that was respectful of diversity (for example, diversity based on ethnic, racial, or gender identity).	Hardly Ever	0% 0% 0% 7.1% 92.9%	Almost Always	n=14 av.=4.9 dev.=0.3
2.9)	The instructor set goals that challenged me to do my best work.	Hardly Ever	0% 0% 7.1% 21.4% 71.4%	Almost Always	n=14 av.=4.6 dev.=0.6
2.10)	The course syllabus clearly outlined class objectives, policies, and expectations.	Strongly Disagree	0% 0% 15.4% 30.8% 53.8%	Strongly Agree	n=13 av.=4.4 dev.=0.8
2.11)	After taking this course, I am able to apply what I learned to improve on my thinking, problem solving, or decision making.	Strongly Disagree	0% 0% 0% 21.4% 78.6%	Strongly Agree	n=14 av.=4.8 dev.=0.4
2.12)	The final two questions of the survey allow you to provide a written response regarding your experience in this course. Your responses provide valuable information to the instructor about their course design and teaching methods and may be used as part of evaluation of teaching in the retention, tenure, and promotion process. Civil language and constructive comments are expected. The Student Code of Conduct prohibits use of language in written comments that constitutes "disorderly, lewd, indecent, or obscene behavior" or "threatens or endangers the health or safety of any person within or related to the University community." [See http://www2.humboldt.edu/studentrights/home].				

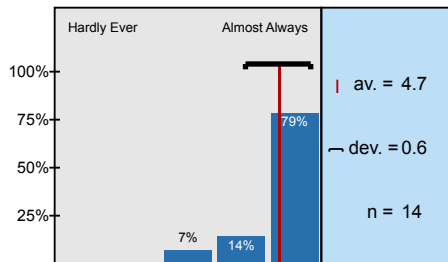
I acknowledge these provisions of the Student Code of Conduct. 100%

n=14

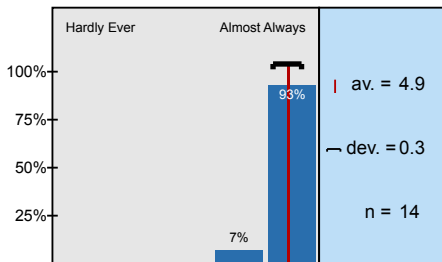
I do not acknowledge these provisions of the Student Code of Conduct (ends survey). 0%

Histogram for scaled questions

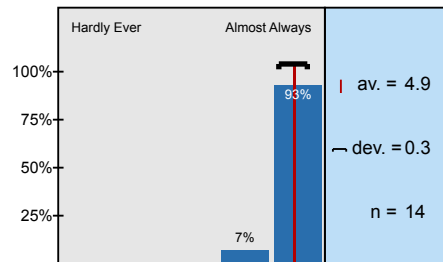
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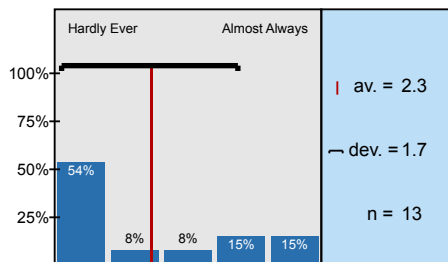
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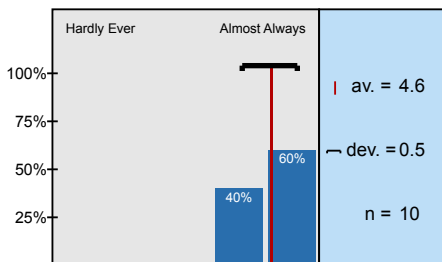
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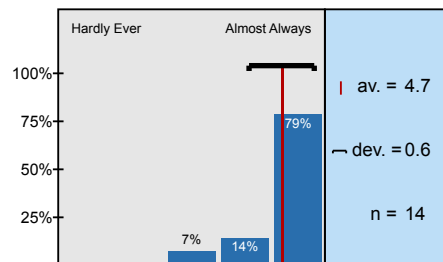
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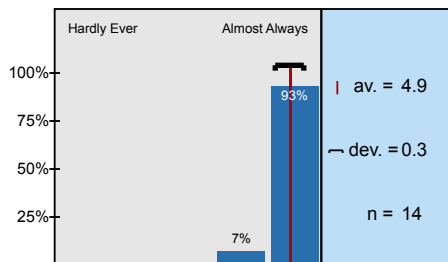
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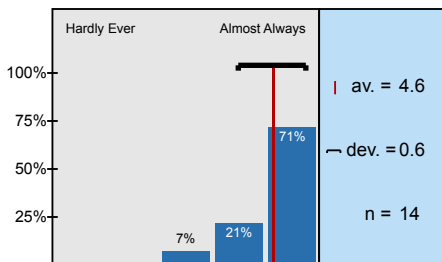
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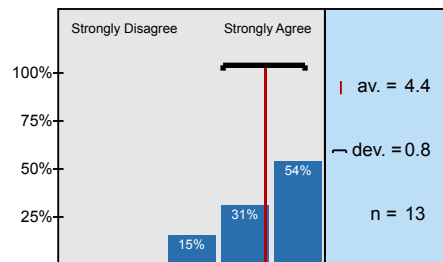
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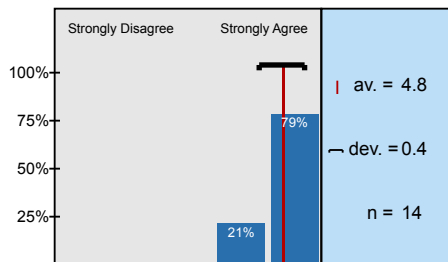
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After taking this course, I am able to apply what I learned to improve on my thinking, problem solving, or

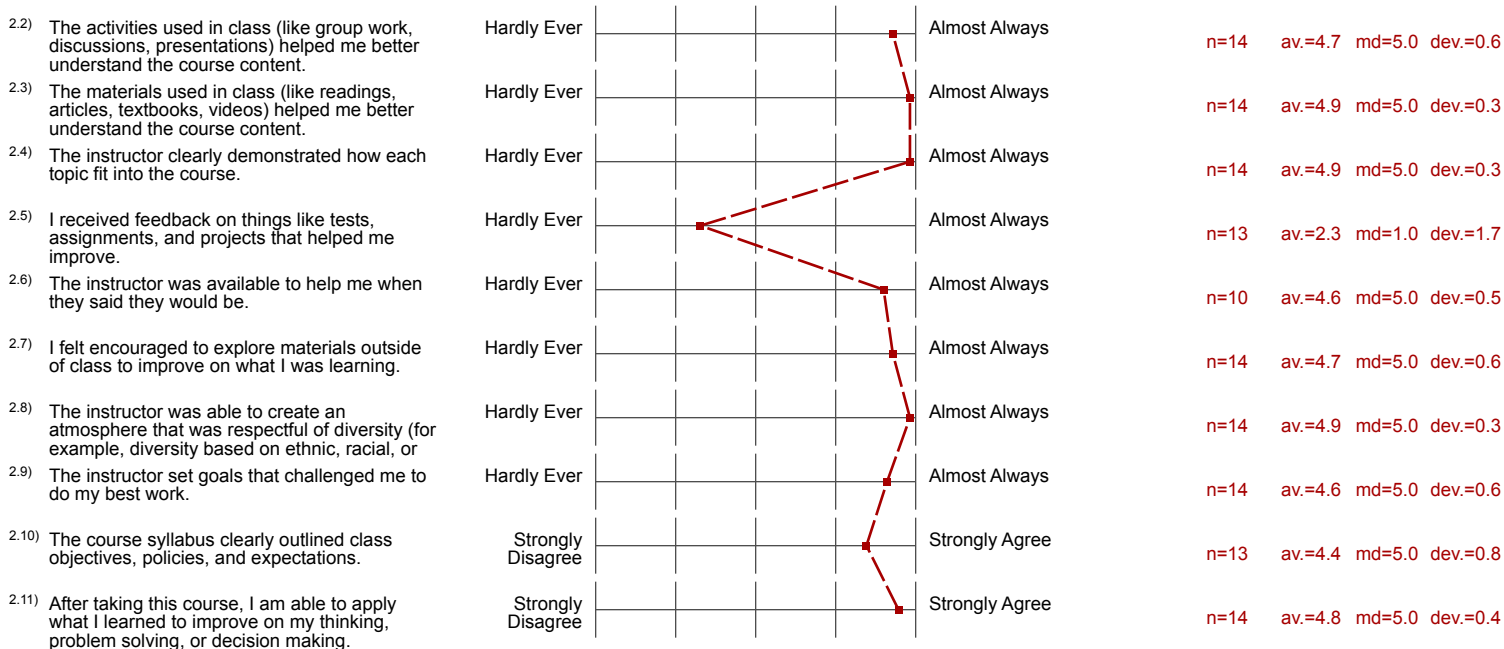


Profile

Subunit: College of Natural Resources & Sciences
 Name of the instructor: Jared Wolfe
 Name of the course: WLDF 565 - Advanced Topics in Ornithology
 (Name of the survey)

Values used in the profile line: Mean

2. Instructor Rating



Profile

Subunit: College of Natural Resources & Sciences
Name of the instructor: Jared Wolfe
Name of the course: WLDF 565 - Advanced Topics in Ornithology
(Name of the survey)

2. Instructor Rating



av.=4.5

dev.=0.6

Comments Report

2. Instructor Rating

2.13) Overall, the moments in this course when I was the most engaged, excited, and involved as a learner were when . . .

- Class discussions on engaging topics. I enjoyed the debates that started.
- I gained a lot from the April trip to HBBO. Class discussions were engaging and exciting.
- I was most engaged during our field trips to HBBO and during some of the discussions.
- I was thoroughly excited throughout the entirety of this course. This is a topic that is not introduced in any Wildlife classes and yet, it is crucial to what I want to do life the rest of my life. Molt and plumage concepts are a tad difficult or at least timing consuming to employ the self taught approach with, so I am so very grateful this was offered. The flipping the classroom approach forced me to be more engaged and allowed me to practice presenting scientific concepts and research, which I enjoyed. The discussions were semi-lively and it was interesting to understand how others understood the papers and the concepts they presented, as well as whether or not they agreed with them. All in all, this was definitely one of my favorite courses at HSU.
- Researching and preparing for giving presentations was a great way to really dive into the subject matter
- We discussed papers during class.
- [W]e discussed the papers of the day. The discussions in this class, while sometimes very tangential, were very engaging. I learned more from discussing the papers with everyone, than I did from just the paper or just the lecture.
- we visited HBBO

2.14) Reflecting on your experience in this class, what changes would you recommend to the instructor?

- At times the expectations for presentations/ assignments were unclear, but this was likely because I came into the class knowing very little about molt. The presentation guidelines you sent us were very helpful. Thank you!
- Better reinforcement for ageing/sexing birds based off of plumage. We certainly covered this, but for a non-bird-banding savvy person, I could have used a little more instruction.
- I wish we had been able to go on the longer, planned field trip and been able to go to HBBO more often. I was disappointed by the way we were treated at HBBO and how few birds we actually got to see. In the future, I hope that the class is given more attention while there and the learning of molt is better facilitated. I also recommend that specimens be used, for instances just bird wings, to help students practice aging molt.
I would've liked if the professor led a couple more lectures and it wasn't primarily student run, because I felt that we weren't always the best to be explaining certain topics since we weren't the experts (nonetheless I understand how important have to prep and lead a lecture were for strengthening our presentation skills). Overall, great course!
- I would like to know my grade in the class during the semester, I also would like to have the literature analysis page match some of the papers.
- I would say not to take the irresponsibility and the lack of enthusiasm from the students personally but realize it does exist. Sadly, we go to school in a time and place where the majority of students are not self-driven and like to place a large sum of the blame on the professors. With that being said, professors have to find some way to get those people engaged and excited. I'm honestly not too sure what that would look like because I feel as though I do not fall within this spectrum, but being aware of it and adjusting is necessary.
- It seemed like some students were not prepared for a graduate level class, especially on this topic. They didn't contribute in a meaningful way to discussion, and generally were not enthusiastic about the material.
- Overall, I enjoyed the course, but I would have preferred to have the class be more field based (observation of molt in hand and from a distance). It was also difficult to judge my performance in the course, as no assignments were graded on Canvas. I liked that we had a chance to dive deeper into a specific topic by presenting a lecture; however, I felt that I didn't learn that much from other student's lectures simply because we are obviously not professional lecturers or experts on the topic so the quality of the content, "flow," and tempo of the student lectures varied considerably. I would suggest perhaps "mini" lectures from students throughout the semester to supplement the professional lectures or at least a recap of the material by the professor after the student lecture to highlight important points.
- Realizing weather is variable, trying to schedule more opportunities for molt discussions in the field (at HBBO, etc.) would be

awesome.

It would be nice to receive feedback throughout the course or be able to view grades on things like the molt/family review and the lecture presentation, to try to improve upon oral presentation skills; receive feedback on the literature review forms, to make sure we are diving deep enough or what sections/aspects can be improved upon.

- The flow of the class was good, and I don't think the topics need to change, or even be reordered. However, I would have like a little less teaching from other grad students on the topic and a little more expert knowledge from the professor. Perhaps if the student lecture on the topic were 25-30 mins of material, with the instructor providing key highlights and extra information that should have been discussed for another 10 to 15 minutes.