

Student Evaluation of Teaching - Form SRT Form - Official End-of-Semester Evaluation of Teaching

1. 1. What did the instructor do that most helped your learning?

-Detailed powerpoints-Clarify confusing subjects

All the slides were made available to us.

Awesome professor!!! Teaches at the perfect pace

Briefly reviewed previous/background material for coming lecture at the beginning of the lecture. Was very helpful as a refresher.

Elaborated very well on material, giving a detailed background of everything. Knew his material and was able to relay the information well.

Explained concepts clearly

Explained the content clearly and uploaded the Power Points online to study for.

Extremely approachable, friendly and quite clearly dedicated to and informed in this field of study.

Had a lot of interesting lectures on a variety of different topics. also had guest lecturers who were interesting.

He clearly went over the material.

He did an excellent job at answering questions in class as well as at his office hours.

He had the slideshows but added a lot of information during his lecture that supplemented the materials.

He noticed when (and which group of) students were performing poorly, and made suggestions on HOW to study. These suggestions were very helpful.

He posted all presentations, which allowed me to go back over them after lectures and before exams.

He showed us different ways to study and memorize the material.

He took the time to make sure we understood the material.

He was a very good lecturer. While I learned a lot throughout the course, he seemed to keep it stress free. He was funny but professional. His extra office hours in Java City were helpful to get one on one time. I feel like he always made himself available to students after class or other hours of the day. I am way more educated on Neuroscience because of the course!

He was really excited about teaching the material to us and he loved the subject that he was teaching. This got me excited to learn about it as well.

He went very deep into the material.

His powerpoint presentations were very thorough and easy to follow, allowing easy understanding of the subject material

His willingness to interact with the class and providing study sessions before each exam. The most helpful thing was when he used the overhead and the white board to go through the big picture for connecting the systems.

Hold review sessions before exams

I really appreciate the encouragement of how well he thought we were doing in the class. The subject material is difficult at times but it is helpful to hear your professor say that you are learning a lot and it shows.

I thought the material presented was very concise. The slides presented were not overly cluttered or too busy. I enjoyed Prof. McLoon's lecture style.

Instructor had very good knowledge and was very clear with powerpoint slides. In addition, the usage of guest speakers changed the environment and brought fresh perspectives to class.

Interesting lectures Open to feedback

Made complete powerpoints for all lectures.

Passionate about subject matter.

Pictures of the circuits

Powerpoints were very helpful and he was really open to our opinions.

Professor McLoon tried highlighted the most important sections in some particularly dense sections of the course.

Professor McLoon was an excellent lecturer. He managed to make content that was very complicated much less so and was obviously extremely knowledgeable in the subject matter.

Professor McLoon was an excellent teacher for this course. The only word to describe the course and his teaching was fantastic. He was always more than prepared and worked hard to anticipate the needs of the students in the class.

Provided videos, used some humor when appropriate, and taught in the cadaver lab as well.

Relating the course material to current research and explaining the why common neuronal diseases/disorders have certain symptoms.

Review sessions

The instructor was very helpful in providing study tips and answering any questions we might have had.

The material was presented very clearly. Topics were also presented in a very good order that allowed some topics to build off of previous ones.

The professor clearly was an expert in the field and presented the information in a challenging way that made you stay attentive and challenged you

The review sessions we created systems was most helpful.

The use of diagrams and images in lecture notes was very helpful.

Treated me with respect and showed his passion for his subject.

Very good slides and notes. Review sessions were helpful

Very useful powerpoints presentations with in depth explanations.

Was very effective in teaching

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1. 1. What did the instructor do that most helped your learning? (cont.)
 - made class engaging and fun. interacted with students. very approachable
 - review lectures before tests
 - the power points were good
 - the reviews before the test were helpful

2. 2. What could you have done to be a better learner?
 - Re-read lecture notes more often.
 - Ask more questions and take better notes
 - Asked questions during lecture. It is intimidating to do in such a large lecture hall.
 - From the beginning, I could have studied more often.
 - I could have had more contact with the professor through office hours and email.
 - I could have read more
 - I could have read through the chapters more thoroughly.
 - I could have studied lab material more to understand how the information taught in class applies to life.
 - I could have studied more often and paid better attention in lectures.
 - I definitely could have attended more lectures and been a more active learner.
 - I made a fairly good grade but, as always, I could have studied more and, probably most importantly, I need to take better notes. Professor McLoon put the slides from which he lectured on the website so that was a real help.
 - I should have read all the assigned text before each lecture. I didn't always do this, so I didn't always understand the material.
 - I would have really appreciated it if he would have done more of an overview instead of having us figure that out on our own.
 - Pay closer attention in class, study harder for tests
 - Printed off slides ahead of time to take better notes.
 - Printed out notes earlier in the course. It helps a lot.
 - Printed the slides before class, he moved rather quickly and it was difficult to keep up with notes if you didn't have the slides printed
 - Read before class
 - Read the book more.
 - Read the text book more often.
 - Review the material more after classes.
 - Reviewed more after each lecture
 - STUDIED MORE.
 - Spend a certain amount of time everyday studying the material.
 - Spend more time studying
 - Studied a lot more.
 - Studied daily
 - Studied more often.
 - Studied more regularly. Unfortunately other classes got in the way of this.
 - Studied more than the day before the tests (study every day)
 - Studied more, done readings before class.
 - Studied more. Read the textbook. Visited office hours.
 - Studied the notes more, before and after each lecture.
 - Study periodically rather than starting a few days before the test.
 - Take this as my only class, and studied at least 50 hours a week.
 - asked more questions
 - i studied a lot for this class, i attended nearly every lecture, and i kept diligent notes
 - nothing
 - printing out the notes before hand to do my note taking on those.
 - spend more time on the course readings.
 - studied more often
 - study and focus more
 - study throughout the semester rather than right before the exam
 - took better notes. been a more diligent reader.

3. 3. Additional Comments
 - class was poorly structures- study guides, practice tests, or practice questions should be provided because our grade is heavily weighted on tests- too much material is covered in each lecture and lecturers often ran out of time- vocab lists should be provided for each lecture (students can be in charge of filing them out)- youtube videos should be integrated pre lecture so students have been exposed to the material- professor needs to realize that many students have never seen any of this material before

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3. 3. Additional Comments (cont.)

As a junior with a strong biological science background (Biomedical Engineering major) this class was manageable. That being said, if I was a freshman expecting a 1000 level course I would feel slightly overwhelmed with the complexity and volume of material in this course. Overall, very good, very informative course.

As we had talked before, it's not possible to make this a 3xxx level course, but how about a 2xxx level course given the vast vocabulary and systems covered in this course. To future students, I recommend the following: Review everyday, actively test yourself (do not rely on rote memorization), and above all have fun. This course will teach you a lot of terminology, and you will all be better students in general after this course, but if you only think negatively about the subject material, it'll be harder for you.

Class is more difficult than a 1000 level class should be. Lab was very interesting and organized well. Book was not helpful.

Class should have a prerec, should be worth more credits, and should not be a level 1000 class

Even though my overall evaluation of this course is very high I had a hard time ascertaining the main points some of the other lecturers, particularly Dr. Reddish. I don't want to be too critical of him but I had a hard time figuring out what I needed to learn from his lectures. It is entirely possible that this was a problem limited to me as I am definitely better at learning the nuts and bolts of a machine than I am learning how it works. I did, however, find the subject matter of his lectures quite interesting.

Great professor, really knows his material, genuinely nice person who cares about the students, wants kids to succeed

Had a great sense of humor, passionate about the material and his enthusiasm was evident and contagious

He is a great instructor and keeps it interesting!

I felt the course was extremely difficult as a 1xxx level undergraduate course. As a junior who has taken neuroscience, psychology, and biology courses before, I even struggled with the amount and detail of the material given and expected to remember. I enjoyed the professors, but I feel as they expected of us what they expect of their medical students.

I loved this class!!

I loved this class. It really solidified my choice to continue with a neuro emphasis in Biomedical Engineering. The only thing I would change is the lab schedule. I was in the Thursday lab, and for two of the midterms, the test was before I had lab that week. Upon going into lab, I realized that that lab would have been helpful in clearing up some questions for the test taken the previous day. Nothing too major of a concern, just helpful criticism if you wish to do anything with it.

I think this is a great idea for a course, and I learned a lot as a neuroscience minor, but it was VERY detailed and VERY in depth for non-science students and I think it reached well beyond its 1000 level course load.

I thought the class was rather intense for having been a 1000 level class. However, I don't know that I would have wished to have less material covered. I felt I learned quite a lot from this course, and overall, I enjoyed it.

I was very impressed with his approachable-ness and his friendly overall kind demeanor.

It would be helpful to slow down on the material covered, or else I really liked when guest speakers used that tablet and made notes interactive, it helped to get the right pace going.

Lecture moves a bit fast. Can be hard to write down everything that's said/presented. Would be helpful to make the slides online more detailed and/or slow down a bit in class

Might want to use simpler vocabulary, I kinda felt like I needed a dictionary every session, either that or give vocabulary that would be useful.

The content of this course (amount and detail and complexity) is far, far, far beyond a 1000-level course. This class needs more communication between lab and lecture. The exams were a lot more difficult than the lectures seemed.

The labs were not as helpful as I feel they could have been! Drawing pictures did nothing for my learning! The professor was phenomenal and the guest lectures were great too!

The professor went over material way too fast in lecture. As a intro course that required no prerequisites this was probably one of the hardest classes I've taken in my college career. Also the text book was way too advanced for easy interpretation and left the reader uninterested and confused. With lectures given too fast and a textbook that didn't make sense my test scores were awful and my grade wont be high in the class. The maximum time I could study for this class was about 25 hours a week because I'm a full time student, and almost all of my test were C's. Given that I'm going to graduate soon this class will be the first C in my college career. I wouldn't recommend this class to anyone else, unless it is their only class. This class should be a 3000 level plus class, not a 1100. I don't think the professor was a bad professor, he knows everything about neuroanatomy, but the content was just too hard, and I had issues with what to study on every lecture.

The textbook was terrible. Yes, the chapters were shorter, but I would have preferred longer chapters that were clearer and aimed at beginners, not more advanced students reviewing concepts.

There was a lot of course material presented in a very short amount of time. The lectures were very fast and sometimes difficult to follow.

This class did not feel like it was just created. I thought that you were very organized, a lot more than a lot of my other classes, and you did a good job helping us understand this material.

This class is very difficult for a 1000x level course. Unless this is changed, I would recommend to students who are majoring in some sort of science and have the time to study for the exams.

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3. 3. Additional Comments (cont.)

This class is very rigorous and is a lot of paperwork- I have 3 binder-fulls right now.

This class skyrocketed my interest in neuroscience! It was a heavy course load, but because I was interested in the topics, it was a pleasure to learn what Professor McLoon taught in lectures. The many guest lectures were also extremely pleasant, because we were introduced to many other faculty at the University who we will possibly someday take classes from or work with in labs. Because of this class, I am choosing to major in Neuroscience.

This class was a lot harder than I expected it to be for a 1000 level course and I wish topics had been addressed more slowly. But for the first year teaching this class I think it went extremely well.

This class was incredibly informative and enjoyable. Professor McLoon made class very interesting. Easily one of my favorite classes that I have taken at the U.

This course is extremely challenging, given the fact that it is only a 1000-level course. We are expected to know a LOT of information for the test, and it is difficult to know what to study for the tests. In the future, perhaps giving students a study guide for the test would be helpful. I really enjoyed the lab component of this class.

This did not feel like a 1000 level class. To be honest, it felt like a 3000 or 4000 level. There was a great deal more work necessary and the material was extremely dense as well. It was interesting, but did not seem to be the level I expected.

This is an extremely difficult 1xxx course compared to the other courses I have taken at this level. There was a lot of work associated with this course and the textbook was not very helpful in clarifying the subject matter. However, I enjoyed the lectures and I found them to be very interesting and fun. Despite the immense amount of work, I overall really enjoyed this course. I wished the labs had more hands-on stuff (dissections, etc.) instead of looking at slides. Also, the human cadaver lab was amazing. Thank you for a great semester.

This was the first time Professor McLoon taught this class and it showed very strongly. I felt like I was in a graduate level course based upon how quickly he went over the information and the sheer amount of information that needed to be retained. It is very misleading that this course has no prerequisites.

Too much material for a 1000 level class. I felt like i spent more time cramming definitions than appreciating the mechanisms of the anatomy or feeling interested.

Very helpful professor, adds just enough humor to the lectures to keep them from getting dull, without compromising the delivery of information. Guest lecturers were not always great teachers, but the subject matter was always very interesting.

a study guide would be really nice

n/a

the test matter was really difficult i would spend hours studying and i feel not all the answers were even in our power points/lab packets, (and not just comprehension questions)i also felt there was a lack of questions that illustrated big picture knowledge, or questions about different processes