

Course Evaluation Summaries

Spring 1997 (* = same or similar comment by different student)

BIOL A394-Population Genetics

1. What did you like most about the course? Why?

Conservation genetics articles – interesting*
Conservation genetics video
“real data” examples in class*
few outside projects
Learned about inbreeding and gene flow in-depth
Course topics were interrelated and applied to assigned articles

2. What did you like least about the course? Why?

Exams could have been spaced out better
Access to an answer key for homework assignments
The first exam was not reflective of the lecture notes
Assignments too long and too much mathematical calculations*
Importance of Nei's Identity not clarified

3. What did you learn in this course that will be most valuable to you in the future?

Learned to comprehend abstract material and put it on a more familiar level
How to relate real data to what we learn on lecture
Effects of inbreeding and genetic drift; dealing with genetic data
Genetic structure of populations
How to apply statistics and mathematical equations to my understanding of population genetics

4. Comments on book and assigned readings?

Book hard to understand; readings good
Book hard to follow
Book needs more homework problems; needs to be updated
Book and readings fine
Book was fine and assigned readings were enjoyable

5. Were the equipment and facilities adequate? Suggestions?

Yes****
Instructor needs to be better prepared using the computer programs

6. Comments or suggestions to improve the course?

Shorter assignments**
Keep oral presentations
More modern text
Keep note card cribsheets for exams
Recommended assigned reading: “Why Big Fierce Animals Are Rare”
Tests need to be more evenly spaced and evenly weighted

Spring 1999

BIOL A322-Population Genetics

1. What did you like most about the course? Why?

1. I liked applying the material to homework assignments. A lot of this I haven't

- heard before and to get hands on experience with it helped a lot.
2. Learning about interbreeding + other specific population statistics + how they correlate to heterozygosity + homozygosity.
 3. Like the homework assignments because they help improve my grade in the class after the 1st test.
 4. I like the course topics, specifically evolutionary mechanisms. I also like the application of studied models to real world situations as exemplified by the questions done in class.
 5. Note cards in test. The fact that we have a lot of homework assignment that help us understanding what we are studying. Article presentations actually see how the info we are learning in class is being used in research studies.
 6. The course was very logical and made sense. We did not have to just memorize it, but rather understand it.
 8. Oral presentations – to see what we've learned as it is used by researchers. Index cards helped a lot. The genetic drift heterozygosity section.
 9. The individual attention that was offered. You did a great job with answering my questions when I had problems
 10. I like the homework assignments because it gave me a chance to learn the material and see what I need to improve on before the test.
 11. Being able to bring notecards to the tests – I could focus more time on concepts rather than trying to memorize the equations.
 12. The class presentation – gave up a chance to see what we have learned, applied to real stuff.
 13. The concepts covered were interesting.
 14. Learned a lot, presentations helped understanding so did prob tests.
 15. Overall the course was ok. I liked the use of problem sets the most because it enabled me to better understand the information being taught.
 16. The subject matter of the course was very interesting. The subject is not examined in any other class.
- 2. What did you like least about the course? Why?**
1. I really did like the book. It was very confusing and non-specific.
 2. I wish there would have been more humorous examples used + more application on how pop. Geneticists use these data
 3. I don't like the book because it's a little hard to understand some of the concepts we were learning in class.
 4. The tests were a little more difficult than the problems done in class, and it took a little adjusting to understand what was expected of the test.
 5. The book.
 6. Some problems on the test and homework I felt we were not prepared for.
 7. The presentations: I feel that they were not relative to the course.
 8. The assignment on mutation + migration. Too complicated.
 9. I was not fond of the textbook. It was difficult to follow, especially its examples.
 10. The textbook. It didn't seem adequate in explanations on some topic.
 11. The problem sets – they were hard.
 12. Some of the homework assignments were too long + involved. I did not like the way test scores were calculated (i.e. out of 50 points)

13. I didn't feel that the information in this course was taught completely. Much of the concepts I learned I taught myself.
14. In class maybe we've give easy ex's to talk about in class, but then on prob sets + tests the ?'s are hard + it's hard to make the jump.
15. Sometimes it was confusing to learn the material when it was taught one way and later it was found that mistakes were made in the way it was explained.
16. The organization was confusing at times. While the instructor did fairly well, a more comprehensive instructive method would have been helpful.

3. What did you learn in this course that will be most valuable to you in the future?

1. I learned a lot, but I'm not sure at this time what will apply to the future.
2. A better understanding in reading genetic papers.
4. Appreciation for ecological systems
5. How to analyze data i.e. heterozygosity. Migration, gene flow, bottlenecks, Founder effect, Fst, etc.
6. The patterns of genetic behavior under different conditions.
7. As a senior, I finally understood that you cannot cram for a test the night before and expect to do well.
8. HW equilibrium
10. Statistical Computations – How to analyze the statistics.
11. The different forces that affect population growth and viability.
12. The knowledge gained about Sickle Cell Anemia, Ph^+/Ph^- , etc.
13. I learned how to take pertinent data obtained from articles read or studies done + interpret the data. I learned the relevance of statistical analysis.
14. I don't think I'll be researching myself but I know I'll have to read loads of research articles + I think I have a much broader understanding of populations + how they work, about statistics, etc.
15. How to interpret data from research. How to calculate values from research.
16. Very little. The stats learned I have had before, and the subject material, while interesting, will most likely not be part of my future career.

4. Were the textbook and classroom facilities adequate?

1. The textbook was very confusing. There were not many books written on population genetics. Thus one is appropriately the best but definitely inadequate. It did not go into great detail about important concepts that equations were given for.
2. It would have been nice to look at some genetic articles in some magazines + apply our test + statistics to them.
3. The textbook wasn't adequate – some concepts were hard to understand. The classroom oh adequate.
4. Yes.
5. The textbook was not too helpful. It was confusing.
6. Textbook was a little hard to understand and relate to lecture. Teach more directly from textbook.
7. Yes and No; the classroom is fine. I think the book that is used is outdated. This class needs to use a newer addition.
8. Yes.

9. Everything was fine, except the book, however, out of everything available, maybe that is the best.
10. The classroom was fine; I suggest a new textbook for next semester.
11. The textbook was very helpful, especially as far as explaining sample problems.
12. The textbook was not too helpful. I suggest a new edition or just do a binder of handouts.
13. The textbook was very helpful in understanding the concepts taught in this class.
14. Yes, though presentations were a good idea even though I hate getting up in front of people. Textbook adequate + supplemental items make up any lacking.
15. The textbook was not very useful more info was learned from the problem sets + handouts. Change textbook maybe one that comes w/ a workbook would be more useful.
16. Textbook was dated, but I understand that no more recent editions have been created.

5. Comments or suggestions to improve the course?

1. Better Book.
2. The entire class I was more concentrated + worried about my grade than anything else especially b/c of the first test, I think there should have been some type of curve since the high was 86%.
3. On the 1st test, there was a problem got wrong because we didn't completely work out the problem in class, but we did discuss it in class. I think that more problems in class discussion would be very beneficial.
4. Possibly a little more continuity between tests and class examples would be helpful, but overall I thought the class was well presented and interesting.
6. In the problems done in class, sometimes they were done and were drawn-out. Overall I would recommend the class.
7. Have the problems on the tests relate more to the problems that we study in the book.
8. Harder problems in lecture. I understand the lecture problems but they were much easier than the problem set ones.
10. Great job.
11. Maybe go over tests + problem sets after you give them back. It's easier to understand what you did wrong than by just looking at the key.
14. More difficult ex's. In class maybe we've give easy ex's to talk about in class, but then on prob sets + tests the ?'s are hard + it's hard to make the jump.
16. Presentation of material can easily be improved.