College of CMPS, Faculty & Course Evaluation   Spring 2004

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DEPARTMENT      : PHYS                                              A = Excellent   = 4.0
EVALUATION TYPE : INSTRUCTOR                                        B = Good        = 3.0
COURSE          : 104                                               C = Satisfactory = 2.0
SECTION         : 0101                                              D = Fair        = 1.0
INSTRUCTOR      : Theodore Einstein          Number of enrollment:  50    E = Poor    = 0
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	QUESTION:	A(%)	B(%)	C(%)	D(%)	E(%)	#	mean	std	cv*	#	mean	std	cv*	#	mean	std	cv*
		A=Excellent to E=Poor					This Section				Group Summary**				Department Summary			
1	The overall quality of the course was	19	38	38	6	0	16	2.69	0.87	32	155	2.78	0.61	22	1206	2.89	0.68	24
2	In general, this instructor's teaching was	25	50	13	13	0	16	2.88	0.96	33	161	2.80	0.68	24	1247	2.96	0.76	26
3	In general, fairness of the grading was	21	50	21	7	0	14	2.86	0.86	30	159	2.99	0.59	20	1228	3.02	0.61	20
4	The instructor's written communication of ...	60	27	13	0	0	15	3.47	0.74	21	159	3.39	0.16	5	1231	3.18	0.45	14
5	The instructor's organization of each class ...	13	60	27	0	0	15	2.87	0.64	22	159	2.85	0.52	18	1236	3.08	0.55	18
6	The clarity of explanations was	13	60	13	13	0	15	2.73	0.88	32	159	2.52	0.60	24	1240	2.82	0.77	27
7	The instructor's knowledge of the course ...	60	33	0	7	0	15	3.47	0.83	24	159	3.67	0.20	5	1242	3.65	0.40	11
8	The instructor's interest in teaching this ...	53	40	7	0	0	15	3.47	0.64	18	159	3.58	0.31	9	1242	3.47	0.48	14
9	The class sessions, as far as being ...	13	47	20	13	7	15	2.47	1.13	46	159	2.36	0.58	25	1236	2.49	0.80	32
10	The instructor's clarity and completeness in ...	20	53	13	13	0	15	2.80	0.94	34	156	2.75	0.48	17	1226	2.95	0.74	25
11	The respect the instructor showed toward ...	21	64	7	7	0	14	3.00	0.78	26	156	3.26	0.41	13	1231	3.47	0.38	11
12	The ability of the exams to measure ...	20	40	20	13	7	15	2.53	1.19	47	155	2.69	0.80	30	1201	2.80	0.73	26
13	Constructiveness of the instructor's ...	7	40	27	7	20	15	2.07	1.28	62	145	2.55	0.57	22	1104	2.62	0.72	27
14	The instructor's use of the board was	20	40	40	0	0	15	2.80	0.77	28	153	3.04	0.38	12	1200	3.21	0.47	15
15	The instructor's writing legibility was	7	73	20	0	0	15	2.87	0.52	18	148	3.03	0.70	23	1206	3.13	0.57	18
16	The instructor's out of class help was	43	43	14	0	0	7	3.29	0.76	23	103	2.89	0.38	13	844	3.03	0.73	24
17	The textbook was	13	60	20	7	0	15	2.80	0.77	28	141	2.34	0.34	14	1130	2.34	0.75	32

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18  The grade I expect in this class is
        # of respondents: 13      A  31%      B  46%      C  15%      D   8%
19  Your class status is
        # of respondents: 15      Junior  13%      Senior  27%      Sophomore  60%
20  Your grade point average is
        # of respondents: 15      2.1-2.6  13%      2.7-3.3  60%      3.4-4.0  27%
21  For your degree program, was this course a
        # of respondents: 13      core requirement?  85%      general elective?  15%
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      * CV=standard deviation over mean(in percent)
          CV of 75% or more indicates high variability relative to the mean and therefore the summaries are insufficiently accurate
          and should not be given a great deal of weight.
      ** Group: PHYS 101, 102, 104, 106, 111, 115, 117
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QUESTION: Expand upon any items which you rated your instructor as excellent and/or comment on other valuable ...

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answer

Very enthusiasic and concerned for each student's progress.

passionate about the course

no comment

No comments

Demos are cool.

His enthusiasm and knowledge of the class made attending fun and very informative. Having everything posted on a website was very useful since I am a graduate student and not always available to attend class (conferences, etc.). It also kept the class organized and on track.

There was very good communication about upcoming assignments, announcements, and course material because of the course website.

The instructor was very knowlegable ablout the subjects of the class which we discussed. Sometimes, he seemed like the only person truly enjoying the demonstrations because he was very clear on the function and purpose of the demo. SOmetimes, the purpose was hard to identify for those of us non-science majors. But he helped us understand the fundamental principles even though we weren't all science inclined. He truly loves physics of the world.

Thanks!

He did attempt to make the class interesting by using many experiments and models.

the hw problems didnt reflect work from the clas and we were graded on correctness for things we never learned

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answer

the class was so boring, it was pointless to go

Sometimes demos were hard to understand what exactly was going on. Sometimes, the technical terminology used was hard to follow. THere were many new terms and ideas to me and sometimes I was not sure which concepts were most important to understand. Also, sometimes we had technical problems with the computer that made the class boring and hard to concentrate.

The class at times was very boring, even though some of the demonstrations were interesting. The explanations given before, between, and after the demonstrations were rather boring. This can be improved by not making them so textbook-like.

Although he tried, he was not very clear in expressing certain concepts. Also, his heavy reliance on Bloomfield's text and powerpoint slides did not show much effort on his part as a teacher. I think that some points could be taught in a clearer manner, but he just stuck with how Bloomfield explained it.

the hw problems didnt reflect work from the clas and we were graded on correctness for things we never learned

NA

no comment

The homeworks were graded way too hard for the class. The homework questions were not very related to the material presented in class, and the TA went on to grade the homeworks extremely difficult and did not give any insight into why we received points off. Homework should be a supplement to the material we learn so that we can take what we learned in class and answer questions with that information. If we weren't taught it well enough, we should not be penalized, and especially not penalized without any knowledge of why.

On the homework problems, instead of just having a "6" written next to a partially correct problem, tell us what we did wrong.   Practice the demos before class. Too many of them didn't work.

Can be a bit condescending at times but I don't think he realizes it. Overall a very good professor and sincere about teaching.

I thought he needed to know how to use the demonstrations more before class to prevent less mishaps. As to the grading the homework's it would have been nice to have more personal comments on the homework's to help us identify where we went wrong in our answers. Sometimes I would be marked off and when I looked at the key could not determine why I was deducted points.

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answer

Having taken a higher level physics class in college and physics AP in high school, I expected to feel semi-confident in this class. Although I seemed to understand the concepts in class and in the homework, the tests did not seem to measure my knowledge accurately. This might just be a personal flaw at test-taking, but I felt that a lot of the test questions were not geared to measure understanding of concepts but to remember one detail hardly mentioned once.

no comment

Prof. Einstein is a good teacher. He really wants us to enjoy the nature of physical science and it is very evident in the way he holds his class. SOmetimes I think he should be aware that not everyone is following the class lectures in the same way and sometimes (speaking for myself) I fall behind easily.

None

Overall I enjoyed the class and learned a lot of new information as well as a new point on everyday life.

NA

overall good, but i heard the other professor who taught this class was a lot easier...! the homeworks were graded WAY too hard...they should be grade boosters, not downers. tell the TA/homework grader to lighten up on grading so hard...it's a 100 level class, for pete's sake!!!!!!!!

Comments in randomly sorted order