

Some of the questions I've asked the preceptors in their Weekly Feedback Report at different points during the semester:

For me, the best things about the course this past week were _____

For me, the worst things about the course this past week were: _____

A concept that we've covered that is still a bit unclear or fuzzy to me is _____

A concept that we've covered that is now quite clear to me is _____

Check as many as apply to complete this phrase: Thus far in this class I feel _____

_____ as if I have learned a LOT

_____ as if it has been mostly review of stuff I already knew

_____ as if I haven't learned anything

_____ as if there has been TOO MUCH work

_____ as if the work amount has been about standard for a GenEd course

_____ as if there hasn't been enough work

_____ as if I have been challenged to think deeply and see things in a new way

_____ as if I am being challenged "just enough"

_____ as if I'm not being challenged at all

_____ Other (please elaborate)

One thing new and exciting that I learned in class this week is _____.

If you HADN'T gone through the Reading → Self test → Readiness Quiz sequence, in advance, how easy or hard would it be to understand Dr H's lectures -- in other words, how central is "the sequence" to your success in understanding and learning the material.

Based on your experience what are the ADVANTAGES and/or DISADVANTAGES of the clicker questions in the lecture?

Are the clicker questions too hard, too easy, or about right?

Is the frequency of clicker questions too much, too little, or about right? Are they spaced appropriately within the lecture time?

Other than make them shorter (I know, I know!) -- the one thing that would REALLY help improve Dr H's lectures is _____.

In what ways (if any) did the I-3 & I-4 Online Tutorials on "Observable Changes" and "Climate Modeling" help to prepare you for understanding the material in the two Global Warming classes we had this past week?

What was the main "take away" point that you picked up from Topic #13 Part A: Carbon Reservoirs and Fluxes in Tuesday's class on Global Warming ?

Do you understand how to read the Radiative Forcing graph on p 87 and why it is important? Does Dr H need to spend more class time explaining it before it reappears on the Final Exam?

Do you see how the 4 parts of Topic #13 (A- D) fit together and each illuminate a different aspect of the Global Warming issue? If not – what could help to understand these connections better?

Please read through the Test #4 Top Ten Study Guide. Are there any surprises on it? Are there any items listed that you feel we did NOT cover in enough depth to be tested on?