**Course Feedback (Summer 2011)**

**[Surveys: 21]**

**Did this course help develop or strengthen the following skills?**

 **Yes No Not sure % Yes**

**Reading 15 4 2 71.42**

**Writing 16 3 2 76.19**

**Note-taking 21 0 0 100.0**

**Time management 18 2 1 85.71**

**Interpretation 15 0 6 71.42**

**Historical thinking 18 1 2 85.71**

**Critical analysis 14 1 6 66.67**

**Total Yes =** **79.6%**

**Ancient Mediterranean World**

**What would you KEEP about this course & why?**

The challenge of actually learning material and not simply binging/purging info through extensive “out-of-textbook” media: i.e. video, literature excerpts, handouts.

I would keep pretty much everything. Because it took place in the summer, there was probably a lot of things left out already. Everything on Greeks & Romans should obviously be kept, whereas some earlier civilizations (a selection of only a few like Ur II or Minoans) could be kept. It’s all important really.

I would keep everything, it gets you prepared compared to every other class at Kirkwood and other colleges.

The essay exams. They allow you to show your understanding of the big picture, rather than facts and details.

Open note was definitely useful inside the class, though sometime unnecessary. Combination of online handouts, main textbook and sourcebook was good as well, it changed up the feel when reading.

I am keeping the book/source book because they are valuable to me—our history as a human race lies within. ☺ I think everything in the content should be kept in the curriculum.

Keep the open-notes—too much info not to have them. Keep doing practice writings in class—it helps see what you’re doing wrong or right. Practice always helps.

The book

Daily quizzes to make sure the material is understood.

Reading🡪discussion🡪writing. There’s a better chance of retention when material is cemented through writing & independent learning/thought is required. I enjoyed the ties to American History @ the end.

Everything, keeping us on task by giving us many readings and the quizzes helped me learn efficiently.

**What is the MOST IMPORTANT thing you learned in this course?**

How to see the big picture and demonstrate knowledge through college-level writing

I learned that in order to pass a Dr. Robinson Yost class you better be ready to take some extreme notes [??] and writing skills must be on point.

Not only have I learned so much about ancient history, I’ve seen how those people & cultural ideas have influenced each other and affected our modern society. Every time I drive or observe things on television, I’m reminded of how similar our culture is to Rome & Greece. We are no better or smarter than people before us; only our technology has changed.

How the various civilizations developed over time.

The importance of good but not overly detailed notes. Writing too much makes it hard to re-read, yet alone to find a piece of information in a timely fashion.

To manage time wisely and take very, very detailed notes over the readings & not just big picture! How to cut out fillers in writings.

Improved note-taking skills

The history of Western Civilization and how it all came about! Also, time management, discipline, writing for clarity.

People are bad & power makes them worse. Separation of powers is wise.

Taking notes and being more interpretive to things help. Procrastinating makes things worse.

I’m too old to be messing around, this course woke me up.

**What would you CHANGE about this course & why?**

nada

nothing

I wouldn’t really change anything, this class is definitely a class that could get you ready for the real world, no shortcuts.

There isn’t much I would change, as it’s all interrelated. To save time for other subjects, less about the Hebrews could be mentioned for more time on Rome. More internet readings would be cool (when not a summer course) to go more detailed on the material.

I would like to have taken it during fall/spring to enjoy more time with the content, but I don’t think anything needs to be changed about the course itself.

More of a balance between quizzes and assignments. [??]

More online video to tie together information or get into more detail on specific people.

Probably the use of the exam book.  For some reason the use of the tiny, wide ruled booklet tripped me up psychologically.  The questions weren’t the cause for a near panic feeling, but the concept of what a page was and space. [?!? Writing an exam in an exam book should not be so disorienting]

Some of the quiz questions—too specific sometimes for the amount covered. [40% bonus on each quiz means several more difficult questions] Have more practice writings in class.

Maybe it’s because it’s a compressed summer class, but keeping up with the level of reading & note-taking necessary to succeed has been all-consuming. I’d like more detail, but probably not possible.

Guest lectures.

**History of Science**

**What would you KEEP about this course & why?**

Everything. I enjoyed this course. I wish I would have had more time to spend on assignments, readings, and studying. I may take the class again if I have more time to spend towards this course.

I would keep the videos. It was a good break from readings and they were very helpful.

The knowledge of the different theories. Because people need to know what’s going on and how stuff came to be when it comes to history of science.

I think I would keep everything about this course. But if I had to choose, I would definitely keep the quizzes. I did prefer having the bonus points and not having the ability to do make-ups. This allowed me to do better in the class despite a poor test grade that had not properly reflected what I had learned. [nonetheless, the test grade does reflect how well students demonstrate their understanding of the material]

Reading because there is a lot of history to learn in a short amount of time. Essays because it actually shows the students learn something.

Reading is appropriate for understanding the course.

Keep *Evolution* & *E=mc2* books. The *Revolutionizing the Sciences* there must be several other texts that a dictionary is not necessary to read every other word. [?? May be difficult for some, but appropriate vocabulary for college-level textbook]

Daily quizzes, it promotes doing the homework and notes.

I would definitely keep the amount of reading because without it, much of the important information wouldn’t be learned. I would also keep the open note open handout because it is extremely helpful to information needed to be learned.

Keep daily quizzes because we have to take detailed notes to do well on all of them (and the exams).

**What is the MOST IMPORTANT thing you learned in this course?**

Different theories and views of the universe.

Time management, note taking, and study skills. This class helped me a lot.

Try to get a better understanding of materials by doing the readings and studying. Read it more than once.

Time management. It allowed me to really process the information I was learning, and appreciate the course.

That not all the stories you hear in history are correct.

Not only the knowledge about history of science in 1400-1900, but also I have improvement in note-taking and writing fast.

I have always enjoyed the Middle Ages & the Renaissance, but from the artistic side of these periods it was a nice change.

A better way to take notes and retaining knowledge.

I learned the importance of using a contextual approach to history, and the importance of using both externalist and internalist approaches to truly understanding why people did what they did, and why influences they had.

I learned how to take good notes and how to pace myself during timed essays.

**What would you CHANGE about this course & why?**

Nothing, can’t think of anything I would change.

Maybe the 3 books. Many have only 2 but overall nothing needs to change. Enjoyed class.

I would like to extend the amount of time for the exams. Questions are broad and wish I more time to explain more in detail in my answers.

Specifically for the summer course, I think that certain parts of the first unit could be taken out so you could go more in depth on the second or last unit. Because there is such a short amount of time in the class, I don’t think the last unit should get so cut down mainly because I found it more interesting than the first.

I sometimes have trouble organizing my writing in a short amount of time. However, the study guides helped me to organize ahead of time & improved my grade for the second exam. So, although I would like the exam structure to be changed, I think you give us the tools to do well on the essays.

I would read a whole essay before I grade it so I’m not wasting inn [??] wondering where a date is when it was just on the next page. [?? unsure what this means]

Take it as 16-week course would be my best advice.

More group work, may presentations.

The time of in-class writing might be longer a bit.

I would spend equal amount on all topics throughout the course.

**Additional Comments:**

I plan on taking history of science with you. Hopefully it will be similar to this class as in assignments, quizzes, and exams. I enjoyed this class.

Missing classes obviously effected my grade, but I still enjoyed how the class was structured and the material that was covered.

I think colleges (especially Kirkwood) need more instructors that believe in students “seeing the forest for the trees” like you do. Anyone who thinks your course is too hard, or that you give too much homework does not have a grasp on reality; if they can’t see how the habits you’re trying to re-enforce are going to set them up for success in life, not just this class.

It has been a very enjoyable two semesters learning under you (History of Science, & Ancient Mediterranean World). I apologize for not speaking up in class more, as I’ve had throat problems. This was a great way to end my time at Kirkwood.

**GRAND TOTALS (2004- 2011)**

**[Surveys: 838]**

**Did this course help develop or strengthen the following skills?**

 **Yes No Not sure % (Yes)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading** | 645 | 111 | 82 | **76.97** |
| **Writing** | 612 | 121 | 105 | **73.03** |
| **Note-taking** | 766 | 45 | 27 | **91.41** |
| **Interpretation** | 713 | 45 | 80 | **85.08** |
| **Historical thinking** | 784 | 19 | 35 | **93.56** |
| **Critical analysis** | 688 | 35 | 115 | **82.10** |
| **Time management** | 502 | 93 | 92 | **73.07** |
| **Totals** | **4710** | **469** | **536** | 82.17 |