

**FIGURE 3****Student evaluation of instruction.****Response Table**

Raters	Students
Number of Evaluations	9
Number of Enrollment	15
Response Ratio	60%

**General Form****THE INSTRUCTOR**

5 - Excellent, 4 - Above Average, 3 - Average, 2 - Below Average, 1 - Unsatisfactory, N/A - Not Applicable

	5	4	3	2	1	N/A	Mean	SD	Median
Covers course content as stated in the syllabus	6	2	0	0	1	0	4.33	1.32	5.00
Inspires students interest in the course content	7	2	0	0	0	0	4.78	0.44	5.00
Organized and prepared for classes	5	4	0	0	0	0	4.56	0.53	5.00
Explains concepts clearly	6	2	1	0	0	0	4.56	0.73	5.00
Emphasizes conceptual understanding and critical thinking	8	0	1	0	0	0	4.78	0.67	5.00
Shows interest in students and their learning	6	3	0	0	0	0	4.67	0.50	5.00
Available for consultation outside the classroom	7	1	1	0	0	0	4.67	0.71	5.00
Provides helpful feedback on papers, exams and other assignments	5	3	1	0	0	0	4.44	0.73	5.00
Sets clear and fair grading policies and procedures	7	1	1	0	0	0	4.67	0.71	5.00
Overall teaching effectiveness	6	2	1	0	0	0	4.56	0.73	5.00

**THE COURSE**

5 - Excellent, 4 - Above Average, 3 - Average, 2 - Below Average, 1 - Unsatisfactory, N/A - Not Applicable

	5	4	3	2	1	N/A	Mean	SD	Median
Reading materials and textbook(s) are challenging and stimulate my thinking	8	1	0	0	0	0	4.89	0.33	5.00
Tests and assignments reflect the purpose and content of the course	8	1	0	0	0	0	4.89	0.33	5.00
Tests and assignments challenge me to do more than memorize	8	1	0	0	0	0	4.89	0.33	5.00
The number and frequency of tests and assignments are reasonable	6	3	0	0	0	0	4.67	0.50	5.00
The work load is appropriate for the number of credits	7	2	0	0	0	0	4.78	0.44	5.00
The teaching assistant is effective	3	0	1	0	0	4	4.50	1.00	5.00
Overall, this is a useful course	8	1	0	0	0	0	4.89	0.33	5.00

**REMARKS AND COMMENTS: COMMENTS:** Write additional comments and/or remarks that you feel would be helpful. You may include reference to whether the instructor conducts the class entirely in English.

**Comments**

Dr. Andreas is actually the best. His teaching methods are my favorite and he is not boring at all. Very excellent material and excellent professor.

Dr. Andreas has chosen to use MIT online materials for this course. It was an excellent choice to show the state of the art biotechnology offered from a prestigious university and give us a sense of the online platform learning experiences (motivating me to continue learning online on my own). The online materials give us the ability to revisit the content whenever needed (every student can study based on his own pace). I never felt intimidated to attend the class if I didn't see the videos because Dr. Andreas is very welcoming & understandable and explain the materials again clearly in class. He adopts open door policy and invites students to meet him in person and encourage discussions & critical thinking.

The grades are not posted until late. The content required for watching before class was more than once posted on very short notice, with busy schedules, it's hard to watch the videos, and so when going to class, it's hard to understand the content being explained

The overall teaching method is very good although, the frequency of the quizzes should have been more at the begging of the semester when the load was quite low and decreased at the end of the semester, but we did the opposite. The availability of online material is very good as it enhances our understanding and its availability anytime for studying and future recapping is exceptional.

**RECOMMENDATIONS:****Comments**

teaching the content in brief before posting the videos stimulates my thinking more, and gives me an idea of what im about to watch. i feel like we are all equals in class with this method, and it inspires me to pay more attention in class, in comparison to having watched the videos before hand.

The flipped learning approach that Dr. Andreas has been testing this semester is very beneficial, although some students who are used to more conventional lectures disagree, their argument being that watching videos before every class is too time-consuming. However, the assigned videos for each class take less than an hour to finish, and that is less than the amount of time students generally spend doing readings or assignments for other courses. Moreover, outside watching the videos in preparation for upcoming lectures, there is absolutely no workload. This new approach, besides being more interesting and interactive, is a better way of delivering the course material, especially in a major as challenging as Biology. In conventional lectures, students tend to memorize the concepts explained to them, even if they fail to understand the material, just for the sake of getting good grades. As a university that puts high emphasis on critical thinking, I believe flipped learning in courses should be more encouraged. This initiative taken by Dr. Andreas should be considered in other courses as well.

I would recommend the Professor attempt to explain the content more rather than solely or for the most part rely on the videos.