

Project Title: **2020W1 UBCO Instructor Evaluations**

Course Audience: **293**

Responses Received: **162**

Response Ratio: **55.29%**

Report Comments

This course took place during a period of significant disruption to normal university operations, due to the COVID-19 pandemic.

Recommended Minimum Response Rates

Class Size	Recommended Minimum Response Rates based on 80% confidence & $\pm 10\%$ margin
< 10	75%
11 - 19	65%
20 - 34	55%
35 - 49	40%
50 - 74	35%
75 - 99	25%
100 - 149	20%
150 - 299	15%
300 - 499	10%
> 500	5%

Legend

N: Expected

n: Responded

Frequency Distribution

SD: Strongly Disagree

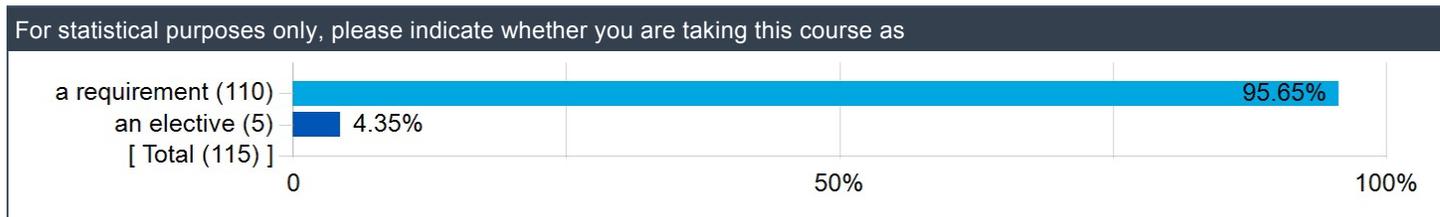
D: Disagree

N: Neutral

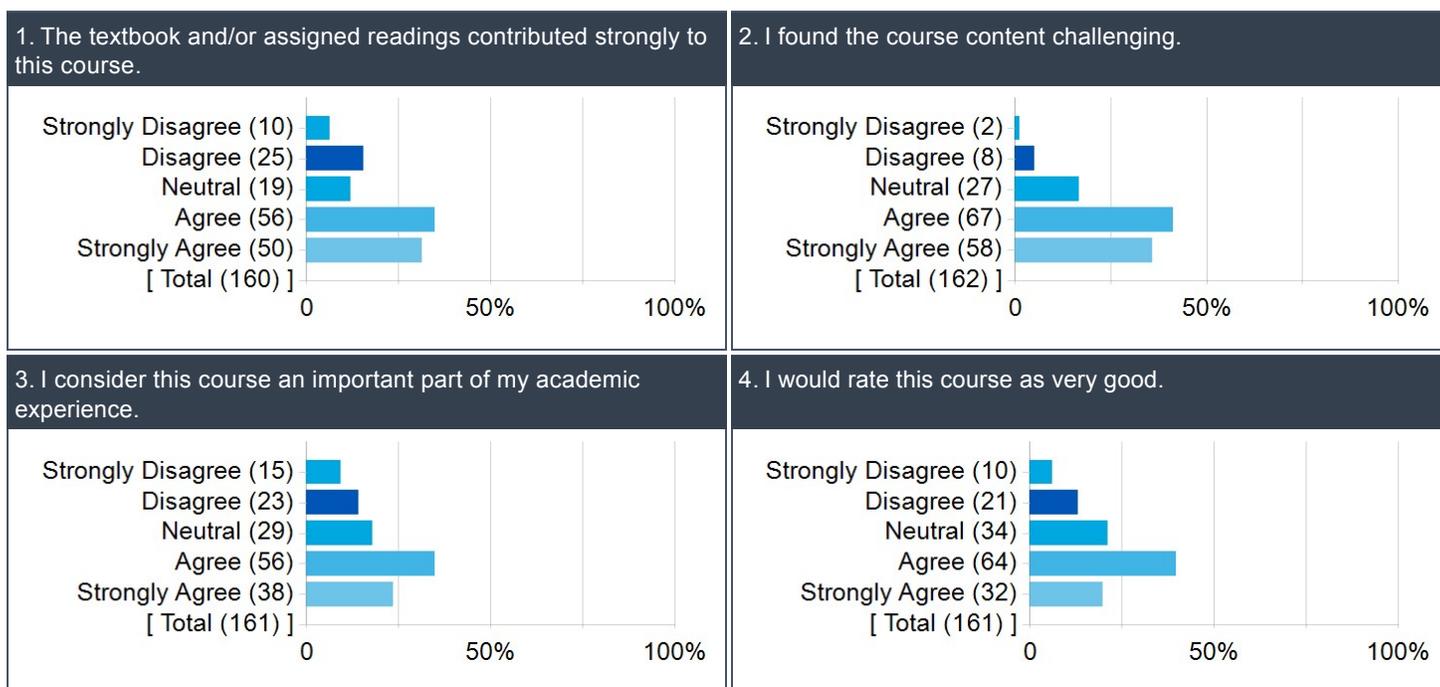
Creation Date: **Tuesday, February 2, 2021**

Detailed Results

For statistical purposes only, please indicate whether you are taking this course as



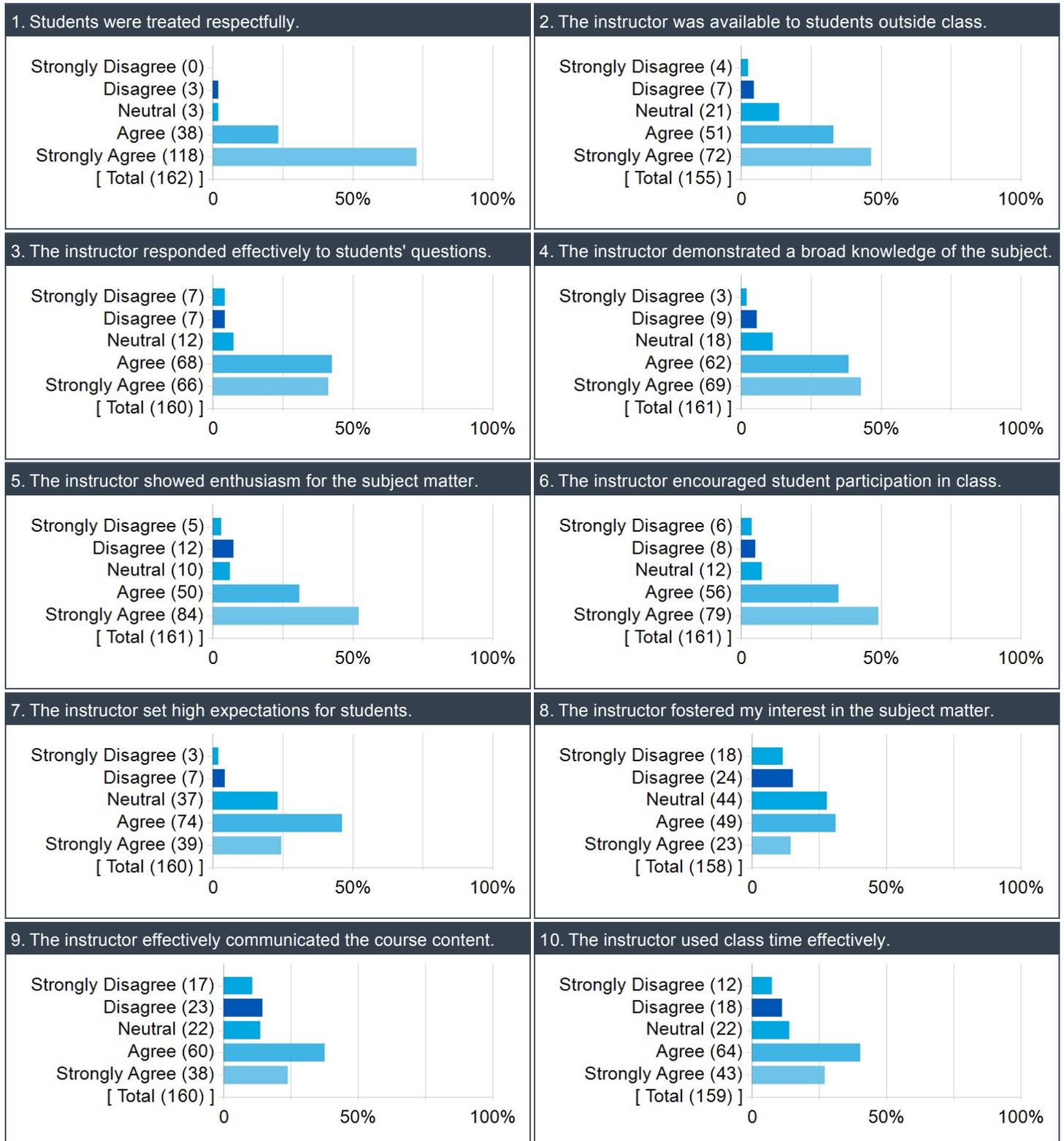
Course Questions



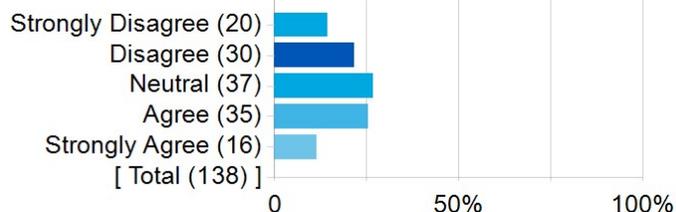
Question	N	n	SD	D	N	A	SA	N/A	IM	DI
The textbook and/or assigned readings contributed strongly to this course.	293	161	10	25	19	56	50	1	3.96	0.67
I found the course content challenging.	293	162	2	8	27	67	58	0	4.16	0.48
I consider this course an important part of my academic experience.	293	161	15	23	29	56	38	0	3.74	0.69
I would rate this course as very good.	293	161	10	21	34	64	32	0	3.74	0.61

Question	%Favourable
The textbook and/or assigned readings contributed strongly to this course.	66.25%
I found the course content challenging.	77.16%
I consider this course an important part of my academic experience.	58.39%
I would rate this course as very good.	59.63%

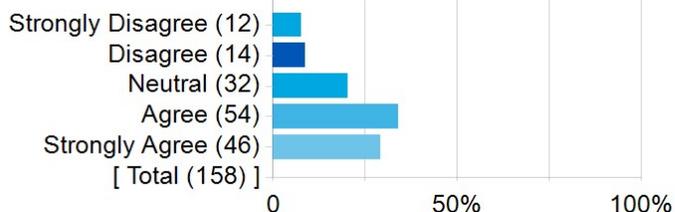
Instructor Questions



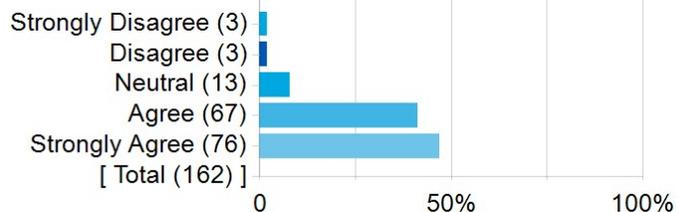
11. Where appropriate, the instructor integrated research into the course material.



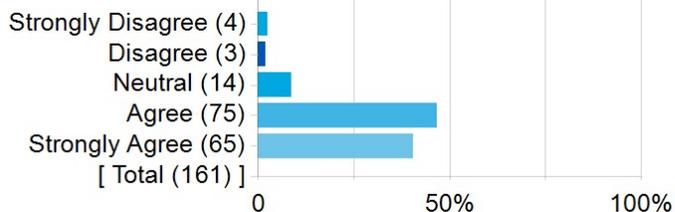
12. The instructor provided effective feedback.



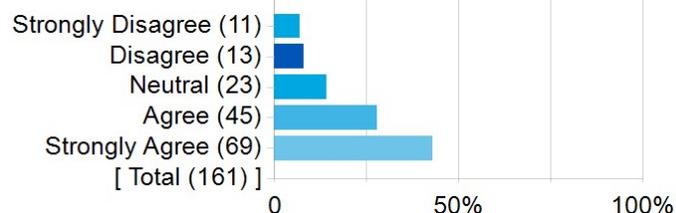
13. Given the size of the class, assignments and tests were returned within a reasonable time.



14. The evaluation procedures were fair.



15. I would rate this instructor as very good.



Question	N	n	SD	D	N	A	SA	N/A	IM	DI
Students were treated respectfully.	293	162	0	3	3	38	118	0	4.81	0.25
The instructor was available to students outside class.	293	159	4	7	21	51	72	4	4.39	0.50
The instructor responded effectively to students' questions.	293	162	7	7	12	68	66	2	4.29	0.50
The instructor demonstrated a broad knowledge of the subject.	293	161	3	9	18	62	69	0	4.31	0.48
The instructor showed enthusiasm for the subject matter.	293	161	5	12	10	50	84	0	4.54	0.51
The instructor encouraged student participation in class.	293	161	6	8	12	56	79	0	4.47	0.50
The instructor set high expectations for students.	293	161	3	7	37	74	39	1	3.95	0.47
The instructor fostered my interest in the subject matter.	293	160	18	24	44	49	23	2	3.34	0.67
The instructor effectively communicated the course content.	293	160	17	23	22	60	38	0	3.80	0.70
The instructor used class time effectively.	293	160	12	18	22	64	43	1	3.93	0.64
Where appropriate, the instructor integrated research into the course material.	293	162	20	30	37	35	16	24	3.01	0.69
The instructor provided effective feedback.	293	160	12	14	32	54	46	2	3.89	0.65
Given the size of the class, assignments and tests were returned within a reasonable time.	293	162	3	3	13	67	76	0	4.43	0.41
The evaluation procedures were fair.	293	161	4	3	14	75	65	0	4.29	0.42
I would rate this instructor as very good.	293	161	11	13	23	45	69	0	4.24	0.64

Question	%Favourable
Students were treated respectfully.	96.30%
The instructor was available to students outside class.	79.35%
The instructor responded effectively to students' questions.	83.75%
The instructor demonstrated a broad knowledge of the subject.	81.37%
The instructor showed enthusiasm for the subject matter.	83.23%
The instructor encouraged student participation in class.	83.85%
The instructor set high expectations for students.	70.63%
The instructor fostered my interest in the subject matter.	45.57%
The instructor effectively communicated the course content.	61.25%
The instructor used class time effectively.	67.30%
Where appropriate, the instructor integrated research into the course material.	36.96%
The instructor provided effective feedback.	63.29%
Given the size of the class, assignments and tests were returned within a reasonable time.	88.27%
The evaluation procedures were fair.	86.96%
I would rate this instructor as very good.	70.81%

Open ended feedback

What were the strengths of the course?

Comments
Tests were after units as opposed to 2 in the Sem, which allowed for more effective and direct studying.
none
a lot of small evaluations rather than multiple huge ones
The way our gradign was layed out. We had tests and bonus tests instead of pressured midterms.
flexible course time that can go over the course after by looking the recorded lecture or can learn ahead of lecture by reading the etext book
Mastering physics and the textbook were helpful
The biggest strength of this course was the flexible testing schedule that allowed students to take the tests during a testing window of 24h.
homework software provides instant feedback
The prof. Dr. Moosvi was an excellent professor who really wanted all of his students to succeed. He tried very hard to modify the course on the fly to help students with their stress and anxiety levels which I believe really showed that he truly cares about the students and whether or not they succeed.
I liked going through examples in class. I wasn't sure about the Harvard learning style at first, but it worked for me. I really enjoyed the Mr. p videos.
it gives us lots of time to work on things
The grading was student friendly.
Instructor provided great explanations on material.
Definitely the fact that it was run by an awesome prof
Assignments were marked fast and the workload was not overwhelming.
Good professor
Learning the similar topics about 3 years ago, has its perks.
The method of delivery of this course was well suited for international students, and I believe that academic integrity was very good.
There were many ways to get feedback in this course. Either directly from the course, the homework platform, or the learning logs. It was a very interactive course and there were always ways to practice and improve. The bonus tests were helpful and it gave you the opportunity to improve and practice the material further.
The grade distribution makes me less stressed.
He let us do bonus tests to improve our mark on the first test and sent us an email whenever we hadn't done them.
The frequent low stakes tests really benefited the course in that it allowed you to spend more time on the material instead of going through at a high pace and placing all the pressure on a midterm. The video presented were well made, conveyed information effectively, and often comedic.
Good test system that allowed for improvement of grades.
The strengths of this course was the way that the instructor structured it as well as his mid-semester check in with a grade personalized email to every student about where they currently were regarding their overall grade in the course.
Dr. Moosvi was very passionate about the course.
The general basis of this course was actually quite enjoyable, with there being a lot of information without it being too much
Prof. Moosvi is an excellent instructor
It enabled me to learn by myself without any instructors' contribution.
Trust of Mr. Moosvi on the students is the strength of this course. He values the students and do not let them to be stressed.
-Final Exam only worth 20%
-Many tests each with a bonus test and whichever one is better is kept
-The lectures are very engaging with their conceptual questions in which we get to discuss them afterwards with our peers
-Utilizes 3rd party videos that explain concepts incredibly well
-Professor kept the content interesting
-Given learning logs each week to track our mental wellbeing
-Professor openly welcomed criticism of the course
-Gave us many different ways of contacting him (like with discord or piazza)

Comments
The tests and the bonus tests each week were a strength of this course as it helped to grasp our concepts
The basic information of the physics learning.
The strength of this course is that it give a lot of chance to me as student to show what they really know by taking the tests and bonus tests. Therefore, I think this point is really good!
The assignments and course work. Learning Modules align with textbook contents, homework and tests are the strengths of the course.
The professor was helpful and the online questions were beneficial to my learning.
Dr. Moosvi was a very nice and respectful prof. He seemed to really care about his students mental well being and the weekly check-ins were very appreciated. There were lots of opportunities to get marks in this class which took the pressure off major assignments.
I think it was taught a structured pretty well. I really liked that it had a consistent weekly schedule with labs, homework, test, ect. always on the same day each week.
The professor was a very helpful person, he always made himself available and even set up a section for us on piazza so we could help each other.
The strengths of the course are how systematic the professor has designed the course. Everything followed a set system. Also, the professor taught in a very effective way.
The professor genuinely cared about his students well being throughout the course, taking time to ensure that student weren't overly anxious or stressed. The course content itself was difficult yet manageable. The due dates for assignments were fair and the 2 day grace period allowed me to give the best quality of work I can create rather than sending a rushed and poorly done assignment.
No strengths. Totally dissatisfied
Open book made it reasonable given the lack of instruction by the professor.
The lecture videos were really helpful. They weren't even made by the prof though.
The instructor Dr. Moosvi was a really good instructor.
The number of resources available to strengthen already existing skills leading to stronger base work.
You learn how to study on your own
His weekly surveys, cared about students and listened when we thought their was too much work.
The work was relatively easy.
The biggest strength I found in this course was the piazza app, Dr Moosvi was always responsive, did it really fast and was always helpful
The way that tests was set up
This course was really interesting and I found it really easy.
The structure of the tests and bonus tests were great, It really helped me with information retention. Pearson's homework system had some faults, but overall it was nice to get feedback if I wrote the wrong answer in, so it was a positive experience.
Awesome deadline. I love the fact that he gave us deadline grace which gave me more time to focus on other things that need more attention. Had he not done this, I would have missed multiple homework.
The bonus tests and hand in times were quite well done as it allowed for me to have more time to learn, but also more time to demonstrate that learning.
I liked the weekly live lectures where we did clicker questions and found those to be helpful. Also I really appreciated it being open book so that I could have a formula sheet and refer back to my notes. Also the instructor was very understanding of the whole pandemic situation and with deadlines for assignments and tests.
Working with formulas and problem solving.
Students have a lot of chances to make up if they are not satisfied with grades.
It taught the basics of physics really well and if I did not take physics in high school I think it would provide the experience needed to understand the content.
Course content
In light of online school, using MasteringPhysics proved to be very useful. It was genuinely enjoyable to complete homework on Mastering.
Very good and enthusiastic professor. Very understanding of pressures and especially our time. Piazza and breakout rooms worked pretty well. Homework was very well done and I appreciate it.
The flexibility and understanding of Dr. Moosvi is unlike anything I've experienced in another classes. He's truly looking out for the success of his students and is always willing to help and make accommodations if needed.

Comments
I think that the strengths were the videos posted, the way the tests were laid out (5 tests with bonus tests) and the homework problems.
Professor was effective in making the content understandable.
The accessibility of the content as it was all online. If there was something to review it was easy to get it.
Build a strong foundation for the up-coming upper-level class. Very important and necessary class.
I am unable to think of any at the moment.
everything
Firas is a great professor, not much to say
Terrific professor and he's willing to help. Knowledgeable too.
There was a good routine, enough time was given for assignments. I like having a test almost every week- kept me engaged and "fresh" on the content.
The instructor was very helpful and tried his best to give us everything we need to succeed
I learned a lot of information and I had more abilities in the future study.
Well organized.
Emphasizing that early on concepts are more important than the derivations and the complex equations that the textbook showed.
Stressing out a vast majority of students
Multiple smaller tests instead of two midterms were very helpful as there is less weight on each test which definitely helped get through the week. The bonus-tests were also a very welcomed thing because with the first test we'll get to learn what we need to work on them improve that for the next week.
The professor was accommodating and the two-day grace period was very useful
Very strong organization, material was covered well and in enough detail, and lectures were well structured to help understand confusing topics more.
The teaching content is rich and the difficulty is moderate.
It was really good to have the tutorials and a lot of office hours that really helped. As well as having the bonus test and the test there was less pressure.
The structure of grading us is quite reasonable and give us to improve our grades by working hard
-Given the size of the class, assignments and tests were returned within a reasonable time.
There were many resources to learn how to improve at the course material and to connect your learning with others.
Dr. Moosvi did nothing in our class. I would consider his as the worst teacher ever.
The professor was very reasonable with his expectations for evaluations and teaching in this remote learning environment. The evaluations were spread out throughout the term as tests, which were less stressful than midterms would have been. The bonus-tests were very reassuring as well.
Being able to see when assignments are due in Pearson is very helpful
The Flipping Physics videos that were provided were very helpful in my understanding.
The instruction was good
The instructor fostered an excellent learning environment.
I found that the learning the material on our own time then using class time to cover any misunderstandings to be a very effective way to learn.
The communication between Dr. Moosvi and the students in regards to wellbeing, difficulty, and workflow.
Newtons Law's were one of the topics I found interesting, as I had studied them in high school also.
There was a lot of student and teacher communication that allowed for questions to be answered very easily. Concepts were very well explained and easily understood.
The strengths of the course was that it offers a general understanding of physics
Continuous assessment every week through test and bonus test really helped me keep in touch with course and understand material.
I would say the structure of the course. I liked how each week we had a set due date for the homework and we had a 48 hour period to complete the tests and learning logs.
The quick replies and availability to the instructor
Bi-Weekly tests were helpful to keep on track with the course content.

Comments
the course was very organized
The flipped learning style worked quite well for an online course
Dr. Moosvi is arguably the best physics professor I've ever had! His way of teaching is very unique and he is the only professor I have who actually cares about the students' physical and mental health rather than just their grades. He shows fun videos during lectures and makes them super interactive. I really hope that there are more professors like Dr. Moosvi at UBC because it's professors like him that make students interested in learning.
The instructor was very welcoming to students.
The instructor was very good. He was very accommodating of his students in making sure the structure of the course was working for everyone. He made the lectures very engaging by giving us for-practice quizzes (polls). The method of teaching, while controversial, was good. He got us to do a reading from the textbook, then we watched the relevant videos from the YouTube channel "Flipping Physics" to solidify our understanding of the reading, then we had an assignment where we could test our learning. It was expected that we would have all of that done by the lecture on Thursday (with a grace period) where the instructor could figure out what part of the material we need help on. He could then shape his lecture based on what we needed help with. To end the week we had a test on the week's material. I say it was controversial because some people felt that the instructor was being lazy by getting us to watch someone else's videos, but his reasoning was that he could never deliver that quality of content, and I completely agree. 10/10 for effectiveness.
TL;DR The instructor's teaching style was very effective at targeting the specific areas we needed help with, despite being controversial.
It was fairly straightforward, and the professor explained any uncertainties.
considering physics is a tough subject, I felt this class approached the subject more relaxed to balance the fear first year students would have going into physics.
The contents are good.
The prof put a lot of time and effort into fostering different communities for students to converse and help each other he was active on all platforms.
great communication to students on all the course content, very fair at the way assignments are marked
The professor The material
I feel as though this course was very good at having us test and apply our knowledge through labs, homework, test, and learning logs.
The course was well given, specially because of the world's current situation. The content was clear and the explanations were on point.
This course gave many opportunities for students to test their knowledge and understanding of the course material by releasing many questions from the homework every week. This was around the same difficulty as the tests and thus provided a good reference on how well a student is understanding the concepts.
Diversity in explanations, no boring lectures.
I like the way that the work was evenly distributed throughout the semester, instead of all piling up at midterms and the final. I was also able to quickly realize when and how I was falling behind, so that I could make adjustments.
There were a lot of ways to keep marks up and there were enough hw questions to help with the understanding of the material.
The course was as expected, as I had taken Physics 12 in high school. The strengths were: material was very well organized into distinct chapters, concepts were clearly linked.
While the content may have been difficult, the information was built up in a coherent matter such that every lesson/chapter felt strongly connected to the previous chapter.
Test each week and bonus tests
the course was able to teach all of this content in reasonable time. Dr. Moosvi made sure to check in on his students' mental health which is appreciated. The results speak for themselves. I don't know a single person who is now doing better mentally since the beginning of the school year. the bonus tests were much appreciated since I often did poorly on the tests the first time around because of lack of time.
Student discussion was encouraged, class time was used effectively with flipped classes
The instructor's ability to accommodate student's needs and deal fairly with everyone. He helped make sure that we were not left alone to suffer but actually succeeded
The professor and TA respond to student's questions on Piazza quite fast.
The content was challenging and the assignments were organized in an effective manner so that I knew what I had to do and when each assignment was due.

Comments
The course informs students on basic as well as some complex concepts of physics in that order which in turn allows students to effectively understand physics and form a good physics base
It's challenging
There was plenty of practice opportunities for the taught material
Pearson was a good medium for the homework because it had multiple attempts at getting the correct answer and you could try it out to see what methods worked and if you couldn't get it you could ask for help without consequence.
–There are many opportunities to earn marks and learn the material.
A lot of the material is conceptual which I found to be a lot more difficult but necessary because physics is more than just using formulae.
The instructor gave us Youtube videos from Youtubers who make physics videos as a profession. The videos were very high quality and communicated the material very well.
The teacher's method for teaching .
the format, having assigned readings and hw then on test on it helped to reinforce the information learned for each unit
It strengthened my knowledge of physics laws and how they apply to the real world
The course was excellent for students who were just starting out physics or were losing their grip in some of the basics (like myself). The concepts were thoroughly explained through the non–conventional method of the flip–class, which I felt was much better given the fact that we only had 1 class per week for this course. The instructor ensured that students globally were able to submit their work comfortably thanks to a 48 hour window on all homeworks and tests.
How the instructor make sure to update the course content page every weekend, and how he selected the videos carefully, Thank you Dr. Moosvi for that(:
The adaptation to an online format for the first time is much more difficult then many people might believe. I couldn't imagine the stress and difficulty in setting up an online course and everything to deliberate. However I still feel that this course was taught very well. Dr. Moosvi adapted when students asked for homework to be pushed back and when homework's was asked to be released earlier so that students could utilize the weekends. He had times open for drop in sessions, and he was often relatable to students with his knowledge of current trends or awareness of internet culture.
The instructor was very understanding of difficulties, and quite helpful.
<ul style="list-style-type: none"> – Good assignment and test format – Lecture videos were sometimes helpful – Overall very nice professor
Nothing
N/A
An amazing course, helped with the contents for many topics.
N/A
Dr. Moosvi provided us with supplementary youtube videos that were quite helpful
The teaching style for this course was different, it was mostly self–learned. This worked for me, it was a tricky transition, but I was able to settle into it. I do understand that this was not the case for many people. The grading system was a definite strength of the course.
Dr. Moosvi was a very positive teacher, and in terms of setting flexible online deadlines was very accommodating.
Material for the course was made easily accessible.
The course was interesting and the content wasn't too challenging. The layout of the course was orgnaized starting from basics which helped me to build a good start to the course.
The homework website gives you multiple attempts, so it's not a one and done you fail deal.
The course curriculum gives good basis in physics when delivered correctly

What were the weaknesses?

Comments
The instructor opted to select videos on youtube (FREE CONTENT) and had us learn from those and take tests and do assignments based on this. In the live lectures, the instructor supposedly addressed student questions, but only showed extremely simple examples which did not cover the entire scope of the possible problems related to that physics concept. I found that I learned nothing that I could not have on my own, and the only new or unique thing I got from paying for and taking this course is 3 credits. I was not provided with any meaningful or rare insight, and I don't believe I should pay as much as I did to watch a bunch of videos that are free on youtube.

Comments
The amount of work and lack of teaching to understand. I felt as though we were being taught to see the work, not to actually understand it.
The lecture videos assigned, were YouTube videos. Those videos did not relate to any of the homework assigned and the fact that I was paying for YouTube videos instead of legitimate videos done by the professor.
having to read the textbook and watch videos to learn the theory rather than having the instructor explain everything in his own, clearer words.
Wish we had live or pre recorded lectures that the proffeser used to teach us rather then youtube vid.
lab needs us to record videoes ourselves while it needs to try many times to have a good record that best fit the experiment requirement
The youtube videos we learned from, we didn't actually get taught. Just given links to youtube videos. Some course material was just recycled from past profs who taught the course instead of creating new things based on what we learned. the tests were never really about stuff we learned in the videos, they were much more complex and didn't ask any theoretical questions.
It did not feel as though Dr. Moosvi put enough effort into teaching us. He followed a flipped classroom approach that required us to watch a list of YouTube videos every week instead of making his own pre-recorded lectures. In the one lecture we had every week he demonstrated that he was very knowledgable about his subject, and able to teach well, which makes it all the more baffling why he put that responsibility onto YouTube videos for most of the week instead. The course content itself was not all that challenging, but basically having to teach yourself with minimal support was. Homework would often take upwards of 5h due to the fact that we were not adequately taught the material.
The worst thing about this course though were the labs. Making students conduct experiments at home themselves was a terrible idea, because it severely disadvantaged students who didn't have enough space, the necessary materials, or someone to help them film. Also, there was a stark disconnect between the material taught during lecture and what was expected of us during labs. Labs would often cover topics that we had never heard of before in lecture, and were again expected to teach ourselves (e.g. viscous drag, elastic & inelastic collisions). The lab alone was more work than some of my other courses, with the weekly lab reports regularly taking me over seven hours.
Being online. With the course being online it was much harder to learn.
Although I enjoyed the Harvard style, I wish we went over the concepts a little more in class.
the prof does not record his own lecture, so we don't know how to approach some questions
Very poor structure, needed actual classes and not just YouTube videos. The professor did not seem to care that much about the course and put in very little effort. Overall very disappointing experience.
Some content included calculus which we have not covered in the math course yet.
I think the fact that it was online, y'know?
The lack of teaching was not good. Instead of teaching, I was told to go watch youtube videos made by a random teacher. This was not what I paid for. If I wanted to watch youtube videos I would do it by myself and not pay a substantial amount of money for it. The live sessions were helpful but the pre-recorded sessions were a joke and I had to teach myself the course as the professor did not create any content.
Annoying course
KINEMATICS! Labs
Maybe the difficulty of problems? I would have wanted an equivalent of PHYS 106 at UBC Vancouver at UBC Okanagan, however for me, the course was easy
The material was taught by assigned youtube videos, textbook readings, and extra material during the live lecture. Although there were many ways to learn the material, sometimes it was hard to know exactly what I was supposed to know. I wish there was something like a list of specific topics for each chapter or a slideshow that presented the topics briefly so that we could watch the videos with a clear idea of what we should learn.
The youtube videos do not cover all the course materials. After watching those videos, I am still not able to finish homework/quizzes. I need extra help outside the class.
Moosvi gave us challenging bi weekly tests yet when we asked him to teach us how to answer one of the hardest questions, he didn't know how to answer it. Moosvi made us watch ridiculously long and useless videos to prepare us for the "lecture" and biweekly quizzes *eye roll*. The class was barely passing any tests and he didn't think to change the way he was doing things. IMAGINE!! The labs were also ridiculously difficult, whenever we had an issue we would tell him and he would tell us to email the physics department, as if anyone in ubc answers emails!!! Moosvi once told us to watch 35 long videos for one week, AS IF WE HAVE NO OTHER CLASSES IN OUR SCHEDULE!! Moosvi would also RANDOMLY CHANGE THE DUE DATES FOR ASSIGNMENTS ALL THE TIME!! He would extend it then, on the day it was extended to, would push the deadline one day earlier. At times he would lie and tell us he had to give us an extension because of a Pearson malfunction only to push it back to the original deadline WITHOUT LETTING US KNOW. Moosvi giving us 3 assignments due nearly every Saturday was also ridiculous, I spent every

Comments

Saturday this year only studying physics and I deeply regret it. Moosvi had to be called out several times for having mismatched deadline on canvas and mastering. I noticed 3 mismatched deadlines towards the end of semester!! Moosvi believed in this stupid Harvard method of independent learning... just cause it's from Harvard, does not mean it is always the right decision for a class!! The method clearly failed in our class!! Moosvi (not the smartest of people) gave us a free week only to push all the deadlines in the last two weeks, several days earlier than they were supposed to be, LIKE EVERY OTHER PROF SO I DID NOT SLEEP ONE WINK THOSE 2 WEEKS. Moosvi needs to learn some time management. Moosvi is one of the worst, inflexible and laziest profs I have ever had, and I hope I never have to encounter him again.

The textbook readings were difficult to comprehend and added little understanding to the concepts for me. Although the videos chosen were good I feel that it would have been better if the professor did weekly lectures himself and went through all the course content with students. The lectures he did have were short and often very surface level reviews of the concepts. The benefit in doing live lectures is the ability to ask questions during lectures and more hours of content to go through. Because very few videos were provided you only had the one video on the concept and if you didn't understand it there was nothing else to fall back on.

Little learning with the instructor, and the lectures seemed to be recycled material from the textbook that I had already read. I found the "Harvard Method" to be extremely ineffective. The lectures were meant to make confusing course material clear, however they really were just the same material from the book which I had read earlier. I learned the material entirely from the book and videos that we were assigned to watch. However, I rarely could watch all the videos because I could not dedicate all my time to physics and watch 3 to 4 hours of videos. None of the material was learned from the instructor.

This instructor set up an online forum (Piazza) where students can post questions and get answers from other students or the ta's and prof. With that being said this was the only way that we could contact the professor outside of class time or office hours, he discouraged the use of emails due to him receiving a high percentage of emails on a day to day basis already. I personally prefer emails and find that it is much easier as a student trying to ask a question or get help through an email rather than another external site/forum.

I feel like having only one class per week made the course very hard.

Integrals were confusing as we barely cover them in the first half of first year Calculus

The instructor gave youtube videos to watch and textbook reading tasks. To whoever this is reading, Do you this is QUALITY EDUCATION (as promised by UBC)? I learning nothing from this course. I had some experience with the topics in this course because they were taught in high school. What if I had no knowledge? It would be difficult for me to even pass this course.

Labs were awful. The effort we put on was huge, but grade we get was tiny.

–High workload course overall

–Has many concepts that can be difficult to wrap your head around

–The labs required an astronomical amount of time and effort in order to complete (over 6 hours each week)

–The labs were sometimes poorly worded, requiring you to not only understand the content of the lab but also the lab itself (like what are they asking and why)

–The labs were sometimes either out-of-sync with the main course (like having a lab about collisions and impulse the week before we learn it in the course) or taught concepts that we never are taught in the course (like angular momentum and viscosity). This seems odd as this makes the labs almost their own course. Also, this would've been fine if the concepts weren't poorly explained to us on a single piece of paper and then expecting us to figure the rest out in the lab (this is the main contributor to the substantive workload)

The weaknesses were that class only happened once a week for a difficult subject such as physics and we were supposed to learn it by ourselves by watching videos which were assigned to us from Youtube. Instead, we should have been taught live as physics is a difficult subject in my opinion and requires practice.

The teacher didn't teach the knowledge. The only way for us to learn is watching the video.

The weakness might be still a bit much question to do and some challenging question really take some time.

As online class is going on we cannot get the response immediately.

Most of this class was self taught but can be understood under circumstances of being online and only having a one hour class a week.

the course was taught through youtube videos? I can understand the time and energy that preparing an online course takes but the examples in the videos selected were inadequate to prep for assessments and I don't think I learned anything from the videos, the whole class was self-taught through my textbook and additional youtube videos!

Online tests are difficult when they are marked only right or wrong v.s. being able to show your work and get part marks. The lab content also didn't line up very well with the course content especially later in the course

I didn't really enjoy learning through youtube videos as much as I thought I would in the beginning, however, the videos provided were done very well, and it was obvious that there was a lot of time spent putting picking which ones would be best.

The weaknesses that I felt in the course is time management. There were a lot of things to do in the course content. Also, the difference in time zones was a little problematic for me. But nothing could be done for that.

The laboratory assignments were very poorly instructed and overall a stressful mess. The professors lack of jurisdiction over the

Comments

lab assignments also made things harder since there was no efficient way of communicating these concerns. The 1 lecture a week was very difficult for the professor to fit all the course content he wanted to teach into. Many times I found myself turning to the textbook and YouTube to teach myself the concepts that were not discussed in the lectures yet were expected of us to know.

the course demands a workload of 3 courses. First I started very enthusiastically but after a lot of pressure and time consuming I started to give up and decrease my grading percentage from above 80% in October to below 55% on November 15th. and now I'm hopeless about passing it, and getting a grade of C is my wish for this particular course while my expectation for the other courses is in the range of A- to A+. lots of reading, lots of homework, lots of tests with highly effective on the main grade, no organized pre-recorded lectures. I'm guessing that I lost my interest in any Science courses like this from now on. There is not Any pre-recorded lecture and summarized material. The only source for learning is just a book. Each lab gets 4 to 6 hours to complete but the amount of energy that it takes is like you worked for 12 hours. At first of the term, he showed us a video about a physic professor talking about how teaching is not important in physic and students already know everything, and then we got prepared not to have any expectation for any pre-recorded lecture. If this course was offered in winter term 2 or even in summer with another instructor and method, I absolutely would drop or withdraw it.

50 mins once a week for being taught by the instructor is not good. I'd recommend 2 lecture a week at 1.5 hrs. The prof posted another persons physics videos which basically taught me the course. To be honest, this professor did nothing to educate me, but he did send a few really nice check up kind of emails. Also to be blunt, I appreciate the free 10% but learning logs are a waste of time. I wish the professor taught actual lectures and posted his own videos not someone else's. it made the course feel cheap.

No communication with the professor. Weeks without a reply from an email. There are 2 opportunities to give feedback each week, yet nothing changed or no communication was given. LABS. I spent more time on labs than I did in like 3 of my other courses combined. Unbelievably time consuming, difficult, vague instructions, and it barely related to course content. This course made me miserable constantly.

The lab of this course was challenging and struggled a lot with it.

The assignment submissions through MasteringPhysics were cumbersome, and the answers were restricted even if the process and correct answers was correct, but was ignored in favour of proper computer formatting.

Too many things to do! Having to read, watch videos, go to lecture, record the lab, do a graph of your video, report sheet, pre lab, tests every week and learning logs. Also, having to buy things for the lab and making family members stop what they were doing to film the lab was not very nice...

Course was too confusing for me.

The workload was awful. 10 times more work than any other class. The labs need to be changed, had to buy materials which is ridiculous. Assigned youtube videos which often had nothing to do with the homework, and the homework was due before we even had a lecture for the material. Halfway through the course I completely stopped watching the youtube videos and just attempted the homework, and if I was confused i'd watch youtube videos on the certain question. Worked like a charm. Wish I didn't waste hours reading the textbook and watching the assigned youtube videos when they had nothing to do with the homework or tests.

The homework provided through out the course was very hard and the labs were a mess to do compared to Chemistry and other courses

The lab was too time consuming

The lab work was too confusing for most students and it required a lot of time to do it.

The labs were a nightmare to do, way too tedious and we did the labs before we studied the materials in class, some times the lab material wasn't even in this course's material.

The flippin physics videos didn't work for me personally. I found them way too slow, redundant, he over explained everything, it felt like he was explaining to secondary school students and not university level students. I only used the textbook for learning the material in most of the course.

I think it would have been better to have a lecture introducing the week's course material, and harden that knowledge afterwards with the homework and the textbook, that structure for me personally works a lot better, than having to teach myself and later going over the materials in the lecture.

The textbook has so much information and a lot of it are useless.

The main weaknesses were the lack of teaching. he assigned 15ish youtube videos that barely related to the homework and then brushed on a few areas after we self learned everything.

I'm not a huge fan of textbook reading, and this course was textbook heavy. Also I'm not sure how I feel about the delivery of new material. I feel like lectures from the instructor may have been more beneficial than watching the assigned YouTube videos, which were at times pretty generic and or very simplified compared to the types of questions that we had to solve. Finally, I really did not enjoy the lab component of the course. At all.

Tackling ill-explained material.

Individual questions are hard to be concerned because class time is limited.

I think the labs and homework to an abundant amount of time and even set me behind in classes due to a lack of time from the labs. I do not think it would be that bad if it was not online but until it goes back the amount of time labs take needs to decrease.

Comments
Due dates and work allotted to it.
With only one lecture per week, with only one hour at that, it was difficult to actually be "taught" by the instructor. We had to essentially teach ourselves by watching YouTube videos, albeit good ones.
The Lab section was overall a failure, albeit understandable due to the online nature.
Not very much class collaboration except for the breakout rooms. Labs were very long and usually didn't line up with the material we were learning at the time.
Labs were brutal, especially the first few. But I guess those are a separate component of the course.
I would have liked worked examples for the test questions that I got wrong so I could figure out what went wrong. However, we were able to go to office hours to ask about the questions as well. I also thought that the content was very difficult and we went through it very fast.
Only having one class time per week.
The instructor could have tried to explain the theory of the topics we are learning a bit better rather than just asking us to read and come with prior knowledge to the class.
The homeworks were not representative of the actual skill level of the content.
Nothing more but online and the time zone made me don't take any synchronal class.
I am unable to think of any at the moment.
no weakness
The labs were extremely arduous. No joke, the labs were like a sixth course, some taking over 12 hours with breaks!
The course content usually felt heavy, there were so many things that'd have to be done within the span of a week that it's overbearing.
We never learned anything in lecture. Prof. Moosvi put up youtube videos that we watched to learn and we read the textbook. We barely received any of his knowledge. When we did have lectures I found he didn't cover a lot on that subject.
The homework was a bit much
I think the weakness is we can have more explanation about those information.
Lectures didn't cover as many examples as I'd have liked.
The labs most definitely. Other than that this course was very well taught the circumstances that we had.
The course had a terrible layout. The professor did not come up with his own lecture material and outsourced his job/obligation to teach his students. Class time was rarely useful. He was horrible about keeping students involved and answering questions. Overall should be ashamed of how the class, workload, and labs were conducted.
The lessons itself were tedious as the videos given did not always cover all the material. Yes, you should be reading the textbook as well but the chapters are sometimes so large and broad it's hard to pinpoint which information is essential. That resulted in inefficient studying.
No personalized feedback on homework.
Lack of communication and discussion among students in class.
The videos that we had to watch for this class, I found it too easy for the work we were doing especially for the homework.
The course is too big. And it seems the knowledge are mostly learned in highschool.
–doesn't have a lot practicing questions explain in the live lecture
Not all the material was covered in the same place, and some of it was hard to understand how to connect to the homework
Too many, I don't even know where to start. He never teaching something, we are struggling all the time.
I had a difficult time this term due to this course's lab assignments. I had to design my own labs on weekends, which gave me almost no time to rest.
Much of the course was self-taught through the videos and readings assigned. The tests did not allow for partial marks from showing work due to the online quiz format. There was a very heavy workload in this course with the assigned readings, videos, and especially the homework. The lab component was also very time-consuming but it was separate from the lecture.
Labs are exceedingly difficult to do from home. I understand this is no one's fault and just the way it is for now, but it was still difficult.
The labs were excessively long and I spent way more time in a week working on labs than working on actual course material which caused me to not have a good understanding of lots of test material.
The videos did not always go along with the content so well
Some of the scheduling was strange, especially when compared to other courses. Most other courses followed a traditional model of a week, starting on Sunday/Monday and ending on Friday/Saturday, but this course did not.

Comments
The multiple choice format of the weekly tests lead to a numbers reliance. It would be better if the tests incorporated written questions.
Lab sections are much more difficult to do online.
Rotational motion and angular velocities were few of the topics I found a bit hard.
The labs for this course were very difficult and didn't clearly state how they were to be performed.
The weakness was that it was too challenging , and stressed a lot the student especially the lab.
I would say not having colleagues for discussion on the material
We only had one class a week for an hour, which I thought was not enough time. We rarely went over challenging questions as a class. I felt like I was being taught by the textbook and videos that were assigned. I would have preferred having more than one class a week so the content would be taught by Mr. Moosvi.
For myself, the flipped classroom experience did not work for me and was harder to focus on.
The course consisted only of assigned readings and a few videos with on live lecture class. There was no actual teaching happening and we were expected to teach ourselves. This did not help with the weekly assignments and tests and made the content harder to understand even if the topic was easy. I personally have done these topics earlier 3 years ago however the method made me dislike the topics and the subject as a whole. I was relying on a few videos and textbook language that I did not fully logically understand to pass this course.
even though the course was very organized it was not effective, I would rather have videos made by the instructor rather than a youtube videos as the instructor usually knows what the exams will be about and how hard its gonna be.
another weekness that this course has would be the huge difference in level between the youtube videos shared and the questions that are assigned on mastering physics.
Because this is a challenging course I feel that it would benefit from another class time to cover and practice more content, instead of just one hour a week.
The labs were super complex, long and confusing. They were also very time consuming which was counterproductive most of the time.
About 50% of the time, the videos we were required to watch were not all related to the homework, and there were holes in my understanding as a result.
Being that this course had a pre-requisite of Physics 11 and recommended Physics 12, I would have expected that I would've learned more new content. I felt that 80%-90% of the material was a review of Physics 11. This is not a fault of the instructor, but rather of the curriculum.
Sometimes the videos I watched had little to nothing to do with the homework. I was surprised at how many questions I didn't understand after doing the readings and mandatory videos.
I think the weakness of this course was that there was only one lecture a week. Having notes that students could fill out/go through each class would be helpful.
It is hard to balance the time to finish homework, test, and labs.
The materials and HW questions felt like they where on two different levels. The material would cover a concept and then a HW question would be outside of the scope of the material. This made learning frustrating as I know I learn best when I can work through problems with relevant material at hand as I can make an error and find where I went wrong but a lot of the material didn't cover some concepts the questions wanted answered.
more than one live lecture would've been nice, but online school overall sucks
The mandatory lab section
I fell behind sometimes because of the amount of assignments due at different times. I also occasionally forgot to work on the material because we only had one in-time lecture, though I'm not sure how to remedy that without inconveniencing more international students.
Clearly on a normal world situation, it would have been better; however, the major weakness (for me) was the subject itself, since some people have difficulties with learning and applying calculations while online.
This online environment sparked the use of a flipped classroom this year. Although this seemed like a good idea at first, I quickly found this method worse than just hosting normal lectures during lecture periods for the week. This was because, when I could not understand the concepts, it was much more difficult for me to get my questions answered as it wasn't a live session. Also, the tutorials this term were at times, useless as they would review material after the test period had already passed.
Some weeks are a bit too heavy regarding the materials while others are more manageable.
The workload was quite heavy in my opinion. If it was just the weekly content, homework and tests it would have been more manageable, but then adding in the labs which usually took up a whole day of working time from me every weekend made it really heavy. I got so much stress, frustration and anxiety from the labs, and very few learning takeaways compared with the homework.

Comments
The lab portion was always harder than the course itself. It didn't help how the labs were going over the new material before we did it in class, almost as if we already knew it.
The lab portion. This class's lab was a huge disappointment and not at all what I would expect from a high-quality university. The expectations of filming our own videos was way too high, and I had to go out of my way to buy materials for numerous labs. The results were inconsistent and highly inaccurate, and I spent more time on this semester's physics lab than I did on the actual physics course, and than ALL THREE of my other classes COMBINED (English, math, chemistry, all 100 level). This is completely unacceptable. The prelabs, and setting up and filming the videos took so much time, and were worth almost nothing when calculating my overall physics grade. I am very very disappointed in how this department conducted labs, which was without any regard for the insane amount of effort it took for students to achieve a decent mark, and without any regard to students' mental health. That being said, Dr. Moosvi was very accommodating and caring, and I am not disappointed in him personally. Only the department/university as a whole for letting this happen. Please consider changing this for the sake of your students' wellbeing and your reputation.
I believe the videos provided to help explain the content were not enough. As in, I believe that in an online environment more videos (be it from other instructors or the current course instructor) should be provided to cover more of the information in the book. In that regard, I believe structuring videos around the parts of the book that they explain could aid in improving the coherence of the instruction.
Lecture was very late on the week
definitely the lectures. unfortunately the information found in each lecture was insufficient. often times we are taught to crawl in the lectures and immediately expected to be sprinting in the homework and tests. I feel bad because I genuinely believe professor Moosvi cared about his students but leaving a majority of the concepts for videos outside of class time instead of in lectures ultimately made me question why I was attending the lectures if I could learn the same concepts on youtube.
Some labs and homework questions went beyond are curriculum or were very difficult to do alone at home
The late marks on the labs were too much. I understand the need for late marks but taking a quarter off each day is too much especially because of the whole covid situation. I would rather 10% off a day than 25%
Due to the pandemic, the professor is slacking off and he is my only professor that does not post his pre-recorded lectures. However, he does post youtube videos for us to learn. In my opinion, if we can watch youtube videos, why do we even have to pay for tuitions? This is not fair.
In the beginning, the reports were toughs I did not know what the expectations were and how they were graded. As time went on I understood what was expected but in the end, I wish the expectations were more clear in the beginning.
The course relies a lot on the textbook readings. While there is a summary lecture, but it towards the end of the week and therefore is a little too late to be helpful with the weekly homework.
we didn't have a lot of interaction with the teacher in terms of then teaching content
There was way too much work for the labs, I averaged 9 hours for each weekly labs
He could have worked through more questions and helped more with questions we were struggling on.
-The lab sections did not work well with the online format.
The amount of material covered each week is overwhelming because of the conceptual aspect of the course. The material covered in the lectures and introductory video's of each module is just that; its introductory. This means that in order to answer the more difficult questions on the weekly homework assignments, we have to do our own research from material that isn't provided to us. This takes up a ton of time.
The class time was short. contacting the professor was a bit challenging.
The fact that it was online
i think the textbook is not needed because of the format of the course the assigned videos were enough that i never opened the textbook this could be seen as a strength in ways as the course format was strong enough the textbook was not needed for me
The workload when including labs every week was far too much. I often found myself working on physics for 12+ hours a week. I understand that this whole online thing is new, but with everyone isolated in their homes, mental health is a more important issue than ever before, and it's hard to make a case that you care about the students' mental health when they are given 12+ hours of work a week per class.
One significant disadvantage would be the lack of classes that were offered per week. I feel that many students with lack of a background knowledge on the subject and understandably felt confused and frustrated had some questions left unanswered throughout the duration of the course.
I'm not sure if it's a weakness of the course or if it's from me, but I couldn't find questions to practice on.
While Dr. Moosvi was often relatable, the presence of ~300 students means that it is difficult to see him as more than just a professor. The requirement to read the textbook while understandable, still pushes the narrative of "Why attend university when you could simply read the textbook?" The creation of videos to substitute the textbook would be greatly appreciated. While there are often videos from organizations such as "flipping physics," if a subject is not covered by one of these videos, a video created by Dr. Moosvi

Comments
should make one of his own.
I personally wasn't a fan of the flipping physics videos, they didn't really click with my way of learning.
<ul style="list-style-type: none"> – Assignments were long and due dates were at 6 instead of midnight – Instructor only had videos to teach from another source, lectures were mostly review
Hardly any lectures, only YouTube videos given made by someone else. The labs were asking too much for an at home lab
the professor would use online resources and rely on them as the number one way to teach so the calls became heavy reliance on YouTube videos and other online resources. the video's and the testing program were of very different levels as the video's were of a grade 12 level of material as where the testing and homework materials were of completely different level as the homework seemed to educate more the the designed resources given to educate. the professor never really taught the course as it relied on the program person education to teach us and then he would do a slight review of the materials.
The overall testing structure.
N/A
Dr. Moosvi did not provide any pre recorded lectures and seemed to brush off students questions during lectures No pre recorded lectures made this class quite infuriating because we usually only went over conceptual questions during class and not actual examples that may appear on tests and such Tests were very difficult to study for due to lack of structure
The labs. Doing the labs from home was a very difficult experience. For one of the labs specifically, we had to record videos of ourselves requiring a large amount of open space. This was difficult to arrange in my house. For another lab, we had to put tinned cans, which are not available in my area, on a scarf and see how mass affects the motion of objects. The lab reports were useful, if sometimes vague, but the data collection was definitely not constructive to my learning. It was a huge source of stress every week to make sure I had the materials and the space to conduct the experiments.
I also wish we discussed more problems in class.
I feel as though the approach of Dr. Moosvi, while possibly effective in person, did not translate well to the online domain. Consistently there were large discrepancies between the study material and homework/lab work; often felt as though had to self teach many concepts and even still was left not understanding concepts. Class time was largely ineffective, possibly due to the large class in zoom.
I did not enjoy the flipped classroom model in an online format with such a large class size.
The homework assigned was overloading even though the prof said he was mindful that students have a lot, I felt like this course was so much and I spent most of the week with this course compared to other classes.
The amount of time demanded by this course is borderline absurd; On top of spending hours to teach yourself the material via youtube videos, there are hours of homework (which is expected and fine) on top of labs that take a ridiculous amount of time and teach next to nothing. It is simply so time-consuming that this class alone takes up as much time as 4 of my other courses combined. The homework is difficult to do alone, since if you're on the wrong path it's hard to get it right and you have no idea where you went wrong most of the time. However, I do not think these are at fault of the professor mostly. I do believe he is doing the best he can given the circumstances and it kind and tries to be understanding and lenient within reason given that it is still a university course.
The instructor was horrible. He did not give lectures, but only youtube videos from different professor which didn't cover nearly as much content as it was needed. Class time was spent mostly on breakout rooms where people would have no idea what to do because nobody taught them lecture on that topic. Homeworks were also due before lecture, so we were expected to know the content before going to the lectures, which completely defeats the point of having a professor in the first place. When students complained about this, he just acknowledged our hardships and continued doing all of the same things that troubled students. Overall, it felt like there was not a professor at all, just homeworks and tests

What did you most enjoy about it?

Comments
nothing
breakouts rooms were fun from time to time
Satisfied with the outcomes of my tests. I would struggle alot and have to spend alot of time tryign to understand the units and eventually being rewardedd with a good grade.
Labs I suppose
The flexible testing schedule.
Labs
I liked actual class time. Dr. Moosvi is a great prof.

Comments
I liked this last unit about energy, which I thought was very engaging and enjoyable.
the lecture was entertaining
Nothing, the course was not enjoyable in the slightest.
Live lectures.
I made a couple of friends :)
I was pleased with the speed of the marking of the tests.
Nothing
Honestly, nothing. Labs were hectic, and it felt like a constant cycle of never-ending work.
Firas Moosvi
I enjoyed the learning logs, it was a good weekly check in and it made me feel like Dr. Moosvi actually was concerned with how his students were doing.
Learning logs.
Nothing
The fun videos.
I thought Dr. Moosvi seemed like a great and fair professor, however I do not think his online method worked as well as he thought it would. I did enjoy his efforts to accommodate students and be approachable.
I enjoyed that this professor was consistently checking in with the students through a learning log each week were we could give feedback and rate our stress/anxiety levels so he would know where his students were at throughout the semester.
The labs.
I quite enjoy physics in general, so gaining a better understanding into the basics was a good time for me
Nothing substantial! I just enjoyed getting good grades because I had previous knowledge. I learned nothing from this course.
I enjoyed the homework assignments.
I very much enjoyed the content and the professor who taught it as he really seemed to care about us.
I enjoyed the weekly classes.
I like this subject, so I like everything.
Online meeting is quite fun and video, which show the learning material of class of each week, is also really enjoyable and efficient to know the concept.
What I enjoy in this course is video lectures.
Web assignments.
I don't think I enjoyed any aspect of this class but that is mainly because it is a phys class and I dislike the subject.
The homework questions
I really enjoyed the weekly learning logs, I felt it was a good way to communicate with the professor, it's hard to communicate with professors in such a big class and I thought this worked really well.
The content was really good. The live lectures were really enjoyable.
I mostly enjoyed the professors use of different resources and real world examples to teach us certain topics. Instead of reading from a textbook and regurgitating the information, he took time to find different engaging videos for us to learn from.
Nothing
Well I am a physics major so physics is just enjoyable.
Lecture videos made by someone on youtube that we had to watch every week.
The teaching style of the instructor.
Enjoyed just the general application of concepts to the natural world. Nice to imagine how the world works from a physicist perspective.
48 hours grace period and the bonus test really helped!
Nothing.
Probably going to be one of my best grades, but that's about it.
When i actually understand a physics problem, which is rare, is the moment i enjoy the most
The flipped videos
I enjoyed being in this professors class because he was really good and made me enjoy the class.

Comments
Learning logs were great, loved to see the instructor responding to each of my learning logs personally. The grade weights with lots of tests, homeworks, learning logs, and the final having less weight relieved me of lots of stress, great system!
Not much. I was planning on becoming a physics major but after taking this course im genuinely considering switching.
The live lecture every week.
To be honest I did not enjoy this course.
Get feedback of homework.
It was just an interesting class.
live lectures
I enjoyed completing the homework on MasteringPhysics.
The online lectures, they felt the most like a real class with other people in it participating.
The professor.
I enjoyed how much feedback was given and I liked how the professor responded to posts on piazza.
I enjoyed watching the content videos every week.
The videos and weekly feedback on learning logs were great to keep my stress levels low.
Easy and interesting. Very useful.
I enjoyed the sportsmanship among everyone.
everything
I really enjoyed the lectures and the prof. is a very informative person
The homework which was manageable and made me learn everything.
Watching the videos about the different topics
I enjoyed the classes most because it is interesting.
Knowing full semester schedule for homework/tests at the very beginning to plan my schedule. Not having surprise assignments given with very little notice to get them done like other classes.
The most enjoyable thing about this course was the clearing of concepts during lecture so we could get a solid understanding of how to do problems. The clicker question were amazing also.
not a thing
Doing the homework was fun.
An all round great class in one of my favorite subjects. The professor was very good at teaching and make me enjoy the class much more.
I enjoyed digging into some hard questions. The questions can be made more difficult.
I enjoyed learning the new material.
The professor is kind but it would be better if he could taught us the content in live sections or record his own video. It doesn't feel that great to watch Youtube videos to learn stuff on class.
–there are bonus tests for students
I enjoyed how Dr Moosvi made an effort to transpose his course online by using online videos, using an online homework system and making a discord server.
Nothing, worst course ever.
The course built on my understanding from high school concepts and the instructor was very understanding.
Struggling on a question, trying various ways to succeed, and finally having that "ah–ha" moment.
I enjoyed what the material taught was about.
I liked that we were able to have a second shot on tests by doing the bonus–test
THE instructor.
I enjoyed the lectures with Dr. Moosvi the best he is very engaging and his passion for the subject really shows.
The relaxed energy of the course. Open book tests, lots of opportunities for make–ups and extra credit, and Dr. Moosvi being so concerned with how we were doing considering the pandemic.
It was a great course! I enjoyed learning about the laws of newton and other topics such as collisions. It was a good learning experience.
Seeing how a lot of math was involved in something meaningful and applicable.
The live lecture lessons on Wednesday and learning cool things of work.

Comments
I enjoyed the structure of the course regarding homework, tests, and learning logs. It kept me on track in the course by having a set due date for each assignment each week. Overall, I enjoyed the course, even though physics is not one of my strengths.
I did enjoy the labs even though it was hard to create the videos at home.
THE FLIPPING PHYSICS VIDEOS!!! Dr. Moosvi makes sure that we get the best education possible!
Learning; I find physics pretty interesting.
I really appreciated the effectiveness of the course. The instructor was also a very likeable guy.
The student to student interactions.
I enjoyed my profs communication the most. He is very nice and pretty funny, so lectures were never something I dreaded.
I do not know.
the Profs attention to all the students well being during the semester.
The overall content
At the start of the term I did not expect to like this course very much but the Professor's enthusiasm and earnest and helpful attitude made it one of my favorite courses I took this term.
I felt like the Piazza forum and the lecture chat really helped build an open discussion with my peers.
The course itself was amazing, the instructors and TA's were really good as well.
I enjoyed the enthusiasm of the instructor to be the thing I enjoyed the most about this course and its contents.
Professor Moosvi uses a lot of tools to help during the lectures such as youtube videos or in class discussions.
I am interested in working on autonomous vehicles, and this course seems very applicable to that, so it was engaging.
The amount of freedom we had when it came to working on the material and the bonus tests were clutch.
What I liked about this course was the content in general, I'm a big physics fan. But logistics-wise, I loved how the tests, piazza board, and homework were conducted. This method of having a test/bonus test system was amazing and by far the best way to conduct a course that I've experienced. The schedule was clear from the beginning of the semester and everything was organized perfectly. The unproctorioed, 48 hour test window was a huge relief and cause no anxiety compared to other courses. The Piazza board was also a huge help, this course (excluding the lab) felt the closest to an in person experience as we could've had this year because I was encouraged to communicate with my peers, and did. The learning logs were a great easy way to boost my mark, and I felt like I was actually being listened to. The thing that really made this course my favourite was how it was conducted, huge props to Dr. Moosvi for actually caring, you could tell that he wanted to give us the best experience possible, and that he wanted to keep improving the course.
I enjoyed the fact that the content was presented in a way that made sense (compared to IB HL Physics).
Practice homework
I don't really any particular way about this class. I guess it was cool to interact with the professor outside of class time on discord was fun. If this feedback gets back to professor Moosvi, I would tell him this: I appreciate the care you have for your students but I feel that you should make more of the lectures. thank you for teaching me
The break out room discussions were helpful
Lecture time was nice
We have 5 term tests rather than 2 midterms which gives us more opportunities to do well.
The lectures were very interesting. Although the timing of the lecture is a little inconvenient, the structure of the lecture was brilliant and effectively delivered the information about the concepts for the week as well as how I should be applying it.
Nothing, this course was the most grinding course I have and everyday I sleep later due to it
I don't really like physics it's more of a forced course but Moosvi made the class more enjoyable.
-The lectures.
Just learning about physics is fun when it's making sense. When something does not make sense, its frustrating because of the time constraint.
The videos that the instructor recommended us to watch
The content itself
solving problems
Math is my favourite subject, so I enjoyed the mathematical explanations of physics laws and formulae.
The homework software was particularly enjoyable (like the interactive graphs and vectors).
I enjoyed the subject itself. Physics has always been an interesting subject and this continues to make me curious about the potentials of physics!

Comments
The zoom sessions were pretty fun a lot of the time.
The content was enjoyable
Nothing
N/A
The videos, and the live classes.
the videos the instructors gave students are really interesting and effective for learning
I did not enjoy any aspect of this course
The grading system was a lifesaver. Having a final only worth 20%, and having weekly tests with a bonus–test system really worked for me. I get nervous before tests, but knowing that I had a second chance reduced my nervousness a lot. It also motivated me to study for the next test. The part of the learning logs that asked us to rate our stress levels made me feel like the prof actually cared about how we were feeling and doing. He also provided a lot of statistics about tests and how we were doing, also for the stress levels, which I liked because I could put my stress levels and grades in perspective. It helped in understanding I wasn't alone.
Watching the required videos.
I enjoyed watching the videos set for this course and the challenges the prof created even though some were quite hard.
Nothing
It was nice that tests were open book, i really appreciated that.

Explanatory Note

Percent Favourable Rating

This is the percentage of respondents who rated the instructor a 4 or 5 (Agree or Strongly Agree).

Interpolated Median

The data collected for Student Evaluations of Teaching (SEoT) are ordinal in nature, with a natural order (from 1 to 5). While the mean may be used as a measure of central tendency for such data, it is not an appropriate or accurate representation of SEoT data (cf. Stark & Freishtat, 2014). The usual measure of central tendency for ordinal data is the median. As a result, we have been reporting the mean and the median for the last several years. After considerable thought and data modeling, we now believe that the interpolated median is the best representation of the data, since it takes the frequency distribution into account.

Consider the following example from 2015W, the two classes have identical mean (3.8). However, the instructor in class 2 received 77% favourable (4-5) ratings, compared to 53% for the instructor in class 1. The Interpolated median values of (3.7 and 4.2), much better reflects the distribution of the scores above and below their respective median. Furthermore, the interpolated median is better correlated with percent favourable rating; such that an interpolated median of 3.5 on a Likert scale of 1 to 5, corresponds to 50% favourable rating.

Frequency Distribution

Response for UMI	Class 1	Class 2
5 = Strongly agree	5	5
4 = Agree	3	5
3 = Neither agree nor disagree	6	0
2 = Disagree	1	2
1 = Strongly disagree	0	1
Mean	3.8	3.8
Median	4.0	4.0
Interpolated Median	3.7	4.2
Percent favourable rating	53%	77%

Dispersion Index

The dispersion Index is a measure of variability suitable for ordinal data (Rampichini, Grilli & Petrucci 2004). This dispersion index has values between zero and 1. A zero dispersion index indicates that all students in the section gave the same rating to the instructor. An index value of 1.0 is obtained when the class splits evenly between the two extreme values (Strongly Disagree & Strongly Agree), a very rare occurrence. In SEoT data at UBC, the index rarely exceeds 0.85, and mostly for evaluations not meeting the minimum recommended response rate.

