THE UNIVERSITY OF BRITISH COLUMBIA

Project Title: **2022W1 UBCO Instructor SEI Surveys**

Course Audience: **287**
Responses Received: **132**
Response Ratio: **46%**

**Report Comments**

Recommended Minimum Response Rates

Class Size	Recommended Minimum Response Rates based on 80% confidence & ± 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
A: Agree
SA: Strongly Agree
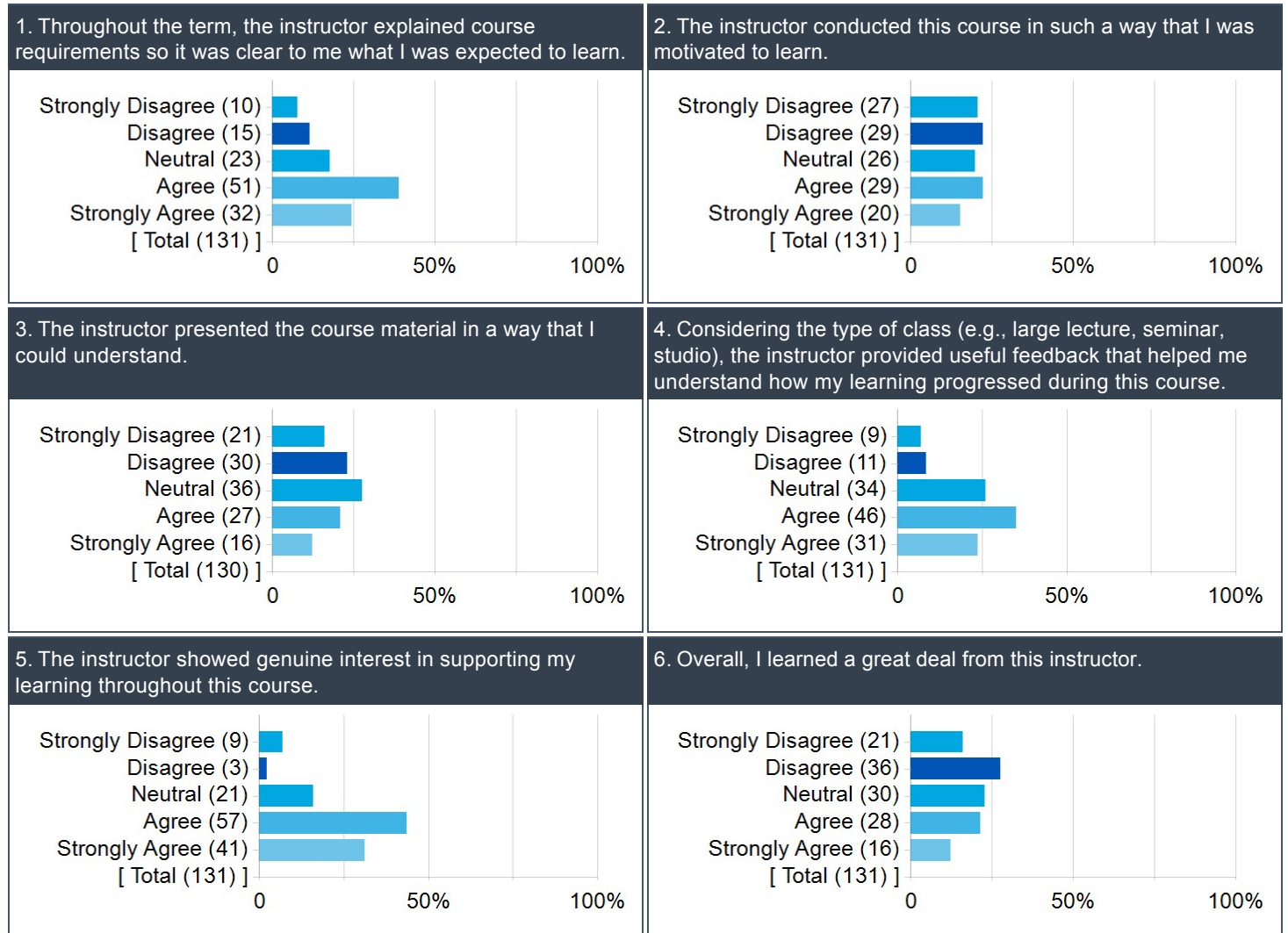N/A: Not applicable

Statistics

Creation Date: **Tuesday, January 10, 2023**

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Detailed Results

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

For statistical purposes only, please indicate whether you are taking this course as
a requirement (125) — 97%
an elective (4) — 3%
[Total (129)]
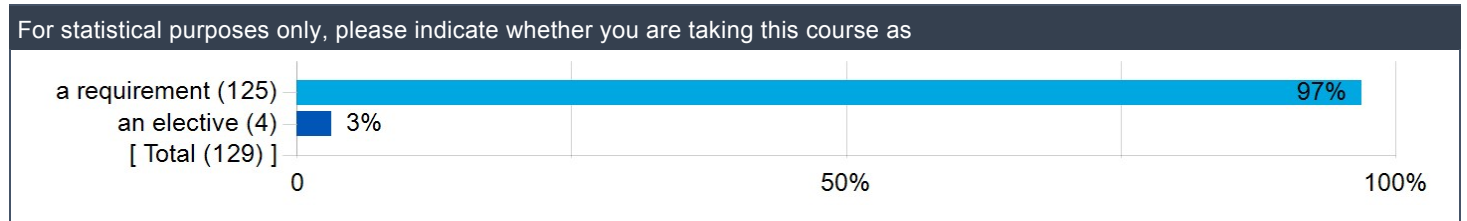
University Module Questions

1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.

Strongly Disagree (10)
Disagree (15)
Neutral (23)
Agree (51)
Strongly Agree (32)
[Total (131)]

2. The instructor conducted this course in such a way that I was motivated to learn.

Strongly Disagree (27)
Disagree (29)
Neutral (26)
Agree (29)
Strongly Agree (20)
[Total (131)]

3. The instructor presented the course material in a way that I could understand.

Strongly Disagree (21)
Disagree (30)
Neutral (36)
Agree (27)
Strongly Agree (16)
[Total (130)]

4. Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.

Strongly Disagree (9)
Disagree (11)
Neutral (34)
Agree (46)
Strongly Agree (31)
[Total (131)]

5. The instructor showed genuine interest in supporting my learning throughout this course.

Strongly Disagree (9)
Disagree (3)
Neutral (21)
Agree (57)
Strongly Agree (41)
[Total (131)]

6. Overall, I learned a great deal from this instructor.

Strongly Disagree (21)
Disagree (36)
Neutral (30)
Agree (28)
Strongly Agree (16)
[Total (131)]

UBCO Student Experience of Instruction

	N	n	SD	D	N	A	SA	IM	DI
Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	287	131	10	15	23	51	32	3.8	0.6
The instructor conducted this course in such a way that I was motivated to learn.	287	131	27	29	26	29	20	2.9	0.8
The instructor presented the course material in a way that I could understand.	287	130	21	30	36	27	16	2.9	0.7
Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.	287	131	9	11	34	46	31	3.8	0.6
The instructor showed genuine interest in supporting my learning throughout this course.	287	131	9	3	21	57	41	4.1	0.6
Overall, I learned a great deal from this instructor.	287	131	21	36	30	28	16	2.8	0.7

Question	%Favourable
Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	63%
The instructor conducted this course in such a way that I was motivated to learn.	37%
The instructor presented the course material in a way that I could understand.	33%
Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.	59%
The instructor showed genuine interest in supporting my learning throughout this course.	75%
Overall, I learned a great deal from this instructor.	34%

Open ended feedback

Do you have any suggestions for what the instructor could have done differently to further support your learning?

Comments
Dr Moosvi is so focused on making the learning experience good, getting feedback from students, and explaining the rationale behind his grading methods that he forgets to actually teach. His lectures were fluent enough, but the overall learning experience of the course ended up being worse because of how much emphasis he put on it. Between learning logs, mid–course feedback, diagnostics, and wellness sections of lectures, we lost the physics. So instead we do 'flipped learning', where we watch hours of videos. So sometime between 6pm Thursday (when the homework is due) and 5pm Monday (first lecture of the week), we need to have watched hours of videos only to come to the lecture and not learn much new. While intended to be a space for collaborative tackling of questions, lectures ended up being a bad, rough overview of topics we should have covered, and a live demonstration of a question which Dr Moosvi would often make a mistake in solving. A part of Dr Moosvi's rationale behind flipped learning is that he can't teach as well as Mr P. Here's the thing – why are we paying you $500+ in tuition then? I learned almost everything in this course almost completely on my own, using my previous physics experience and the textbook. That was a good learning experience, yes, but it had little to do with my instructor. I stopped going to lectures altogether. Ultimately I think a large part of Dr Moosvi's failings in teaching this course is the problems with the course itself. How can one man possibly teach physics to 200+ people at once? The way to do this, really, is that we need physics lectures a fourth of the size, so that people feel more comfortable asking questions and interacting with the instructor. Dr Moosvi has good intentions, and I see where he is coming from – there IS a problem with traditional physics education – but his execution was just a problem. The tests were also kind of annoying. While its nice not to have a midterm, and though I like the open–book nature of the tests, it IS frustrating not to be able to show any of your work. If you miscalculate only a little, you might lose 5 marks on a question you understand how to solve.
Making the lectures not juts from the textbook.
– Implemented the flipped classroom technique better – Several concepts which could not be self–taught should have been demonstrated and explained better in the lectures – Examples and questions should have solved fully and with more clarity – Could have been accommodating in terms of giving exemptions to students who arrived late due to visa issues.
I understand the benefits of active learning, but there is no difference between me listening to him lecture in class or a video lecture off of YouTube. I know he won't change the class structure, but it is the only suggestion that I truly believe would improve the course experience.
More examples related towards homework so we can prepare ourselves. Sometimes the homework is quite difficult so during lectures when he goes over examples it would be helpful if it was related to the upcoming homework
I personally felt the course was structured in a fashion which had its plusses but also its minuses. I feel that having more emphasis on lectures and less on videos would have been a massive benefit to this course. However that is not to take away from all the positives of this course
I really did not like his idea of a flipped classroom. I feel like I learned nothing this entire semester, and if I did want to learn something I had to spend insane amounts of time on it. I feel very unprepared for the final and think the expectations are very unrealistic.
teach more in class.
Nada.
Basically everything. The Class is boring and it is very easy to daydream because you know you're not missing anything
Instead of assigning numerous videos on the concepts for us to watch outside of class. Maybe he could've gone over them. Especially since a lot of people have a full course load and don't have time to watch all those videos once a week.
He could have taught the class instead of telling us to teach ourselves and just giving us YouTube videos.
more taught in class than through videos
Literally teach us anything instead of only giving us links to a video where someone else who dosen't get paid for it teaches us all the content.

Comments

It was obvious that most students were unhappy with how the instructor administrated the course and took a back seat in our learning. I have been in many peer–based classes before but the instructors in those classes were still participating in teaching and the administration of the class. I also find it weird how the instructor of this class never taught a single lecture but did use another teacher's youtube videos for the entire class. It was a very disappointing class.

The study you are basing your teaching style on is inefficient. We're not "learning on our own," we're just using the videos you post to learn what you should be teaching in class. There is no reason you should not be teaching the information in the flipping physics videos during class instead of asking us to essentially watch lectures on our own time. I want to learn from my university prof, not a YouTube high school teacher.

N/A

Need more explanation on test question. Especially before the bones exam.

I found it very difficult to understand a lot of topics because I almost felt like I was teaching them to myself because we had to watch youtube videos prior to the lectures. I would have appreciated if the prof did a little bit more teaching rather than just expecting us to learn the material through the videos. I understand what he was trying to accomplish through the use of the flipped classroom, but I found it very challenging personally.

Please don't make separate Ed discussion and use other platforms piece learn and staff, just use canvas easier for students to navigate and keep track of work,
Stop assigning too many youtube videos per chapter that's a lot for us to learn about concepts, explain the material in class first and then assign the videos
For homework, along with correct answer please show us how to solve the problem too!

I don't enjoy his active learning mode because I feel like learning nothing in the class.

I think there may have been too many different software tool/programs being used for the course.

Lectures felt extremely ineffective and useless. I would have loved more explanations into the actual theories we were learning so I could develop a deeper understanding instead of just showing us how to use formulas which were already laid out in the slides. I know how to use the formulas but feel like I'm leaving with a large lack of an actual understanding of what I've learnt.

I think the current way he is teaching fits me.

I really think the testing system should just be midterms. The praire learn testing system is good, but having it only check the final answer seems a little bit unfair when it comes to testing. I'm aware the bonus tests are supposed to counteract this, but all it does is just give you another attempt. I think if there was a way to have work shown for the praire learn question, it would be better.

I think Dr. Moosvi could have spent more time in class going through less problems/examples instead of starting them and not finishing them because there were too many to go through in class.

I have mixed feelings however about the lecture since they became basically optional (I never watched the videos nor did I show up to lectures after the midterm). This I did not like, however I don't think it is a bad thing

In my own experience, going to class was a waste of time, I have attended every single class since the beginning of the semester but as the semester progressed., I slowly used the class to catch up on class materials such as required videos and/or homeworks because I did not feel like I was learning anything being in class. The "Teach yourself" kind of teaching method is great and has been proved to maintain greater learning retention over time but I found this method lacking for this class at least in my own experience.

There could be more time to solve some of the problems in class. I felt like I barely, if at all, had enough time to solve some of the more difficult and longer problems, and I feel it would have been more beneficial to go through 1 problem with more time instead of cramming multiple problems where I don't get a chance to solve them, and thus I feel I don't learn anything as I am just given the answer.

Save more time to do some exercise in class.

While I appreciate the attempt to utilize the ideas of the "flipped classroom", it does not fully agree with the way I tend to learn best and my learning suffered as a result of this. However, a blend of different teaching styles would possibly help as then it could help more students than just the ones who learn best in the "flipped classroom" environment.

He could have provided more examples in class and went more in depth with step–by–step explanations to help me understand concepts better.

Professor Moosvi could have possibly spaced out the course so that it is less cramped at the end of the semester.

Offered more digestible material to work on rather then previous exam questions right off the bat for the homework, rely less on the students self learning, more structure for the students (material wise) and less mental health work

Have more office hours in addition of the ones you have now because your office hours are always crowded.

When solving problems in class, please explain clearly and all the way. Sometimes he jumped/skipped some steps that I couldn't follow.

Comments
Provide supplemental videos from last year so we can watch it back on our own time.
Explain concepts first instead of just doing practice problems.
To improve this course Dr. Mossive needs to make many changes to his way of conducting the class. He needs to spend more time teaching the concepts.
Moosvi takes a interesting approach to teaching, its what he calls is a flipped classroom. We were expected to learn the course content outside of class then come to lectures for practice. I found this entirely contradicting. Its really challenging to teach yourself a challenging course with so much content outside of class. We were expected to watch up to 20 videos during the weekend and learn from the textbook. The videos provided were very simple compared to the textbook, so it was very unclear of what we had to know. A lot of students did not find this approach useful and probably half the class skipped lectures as they weren't useful. Halfway through the term we did a feedback survey and lots of students voiced their concerns, but Moosvi ignored this feedback and said his approach was uncomfortable, but we were learning more. In the end I feel like I taught myself the entire course and struggled the entire time. I dont think I learned anything. When it came to tests and bonus tests, most students would fail the first test and then do well on the bonus only because of repeat questions. To account for very low test scores, Moosvi structures the course so a lot of your score depends on homework and labs, which make up the majority of your grade. This disguises the fact that a lot of students are really struggling with tests on content we were expected to know. It was very unstructured and put on a lot of stress this semester.
no
Set up the course structure like a normal class
Not the biggest fan of flipped classes, I know it can be helpful in the long run but it did not motivate me to come to class
Post more answer keys and solutions, please they help me learn
teach in class more rather than "flipped classroom"
Slow down the course flow it felt very fast and there was a lot of key information that wasn't told during lectures and were forced to spend most of our time looking it up ourselves.
Teach in person rather than rely on videos as not all content is applicable.
The flipped classroom for me just doesn't work, although it may work for other people. My advice would be to take a poll before the semester begins to determine whether the class is delivered as flipped or not.
I found the self teaching very hard. When I am stuck I tend to struggle for a very ling time if there is nothing I can use to relate to the problem and there were quite a few circumstances where I felt this occured. I wanted more full solutions posted so that I was able to use those solutions to better learn.
We can do more exercise in class.
It would be much better if the corse was taught traditionally instead of using other people's YouTube videos to briefly cover concepts. Many of the grades were inflated or strangely weighted or marked.
The professor has taken advices throughly in the course and all my recommendations has been evaluated and applied during the course so overal the course is supportive and well–constructed enough
He could have spent more time doing problems to help us understand.
Do problem examples live step by step so it's easier to follow, rather than showing a prepared written example on the slides
The overall structure of the class I found unhelpful. The posted youtube videos on canvas meant to teach us the material always seemed way too basic for the questions we were being tested with and the gap from the lecture problems to the homework problems to some of the test problems was massive. I think it would've been helpful to have a more outlined "study this" guide or a provided formula sheet since it was never clear cut on what topics we would be tested on based on the homework.
– Spend more time preparing for weekly tests and revise the ways to solve the complicated questions from the test
n/a
–Cover content thoroughly. Doing questions halfway in the lecture doesn't help if you don't show us how to do the other half –Stop using new notation or concepts without properly introducing them
I didn't really like the style of teaching. I found that I was never really able to understand the concepts because we were expected to teach ourselves.
First off I don't think the way that the course is set out was set up to the for the student success I understand that having quizzes and bonus test makes so that the midterms aren't worth a big chunk of your grade. But the retests has the exact same questions as the original test and so a lot of students would share their exam questions with other students before the bonus test. This is unfair as students can have every single question on the bonus test already completed in front of them. These tests we also online and multiple choice, so no partial marks were ever given. On multiple occasions I would make a silly mistake that on a written exam I would get partial marks. Every single other math class i have taken, you get to show your work and so you get partial marks. The way his tests are set up you either get the questions right or wrong.

Comments

The lectures were an absolute waste of time. He would screenshot pages from the textbook and say this is an equation without giving any examples questions. When he would give example questions he would simple take another screenshot and say here is how you do it. He would never walk through any questions from start to finish. This was super frustrating as I personally learn from examples. The weeekly homework assignments were often extremely difficult as no one knew how to solve the problems as we never got any examples.

idk

I wish he would allow us more time to work through problems in class. That way I can see more specifically where I need to improve.

dhown answers to problems in class

No.

Covered more of the assignment topics during lectures instead of broad topics.

Maybe can teach us more. I understand that we learn by our own can have more benefit, but sometimes it is too hard to learn. there are too many sources online that can cause confusion.

I wasn't a big fan of how the content was presented, seeing as it was from a high school physics teacher, I would've prolly had a much more enjoyable time in the class if it was taught in lectures, making the worth not only attending but pay attention in them, as not as lot of ppl go because they don't learn anything.

The way this course was taught was beyond disappointing. Learning was done completely unrelated to the course and it ended up feeling as though it was a waste of tuition money and time as I do not feel confident moving forward as we haven't actually done any formal instruction and learning in class.

More on paper working together problems with the class

I think a lot more in depth lectures would be helpful. I found that I didn't even know how to begin many of the homework questions

i think there should be more question covered in class and slower pace of classes, because the classes goes to quickly for me to catch up with everything.

I would have preferred to have had more instruction during lecture periods, as opposed to have been assigned optional learning during my free time, and review in class. The assigned videos were of poor production quality and exceptionally juvenile in nature, and I didn't feel engaged in class, as class time wasn't dedicated to learning new concepts.

I wouldn't say there was anything more the instructor could have done as they communicated well with students and provided many tools to help my learning such as Ed Discussion and a lot of feedback was given on prairie learn when going through problems. The instructor also provided a textbook for more practice and suggested videos to enhance my understanding on topics.

N/A

Teach us rather than showing us irrelevant YouTube videos, mark our tests instead of using an online software that doesn't mark to your understanding

' I

He could have taught more in class. He relied on other peoples youtube videos to teach his students, and taught almost nothing during class time that furthered my understanding. He could have provided more feedback, nearly everything was auto–graded. He often cancelled classes or showed up through zoom, and I didn't feel as though the money I spent on this course has being respected. Overall, despite achieving a high grade, I don't feel as though I actually learned anything, which encouraged my to drop out of Physics 121 as I didn't feel prepared.

more practice questions in class

explain better, it is evident he knows what he is talking about but he doesn't know how to explain the topics, everything is pretty much self–taught for a course this expensive (as an international student).

Please try and choose fewer examples and go into more detail with the ones chosen. It would've been better if I did not have to rely on videos as much.

He could've definitely spent more time talking about topics instead of teaching on the assumption that his students understood most of the material from the videos and pre–readings. Some students do not learn by watching/learning and instead learn visually/interactively/verbally, which can be accomplished by a professor.

Keep that mode . Everyone like that. Five –star reviews!

Teach the course material instead of linking 10 YouTube videos

Traditionally teaching methods.

I would've appreciated being given a beginner version of notes at the start of the term as a base and foundation for concepts. I found it very difficult to learn from different educators' videos because I had a difficult time distinguishing between their class expectations and the expectations of Dr. Moosvi. Overall, I think there need to be more resources given by Dr. Moosvi and there should be more direct expectations.

Comments
I would have liked to take notes in–class, but the flipped class method didn't really allow for that, as I've always learned best from taking notes and examples it was hard to study in this course since I didn't have much in–class material to reference to.
More focused lectures. While the style of the course is to have more laid back lectures that focus on specifics, for me I would have found it nice to go through the material in lectures in a more fundamental building block manner.
no
Rather than videos that don't really reflect the difficulty of the homework/test maybe we could have most of the learning in lectures
Possibly get more questions done in the lectures.
One thing that flipped–classes needs to have is explanations for problems. ED–discussion helped with some of that, but often you could reasonably guess the correct answer, and have no ideas what exactly you should do in that scenario. This partially has to do with prairie learn, but at perhaps have a hard deadline, around a week or two after it was assigned, then release the answers and explanations on how to get there.
2. He needs to change his teaching method because in this class, we spend more time on videos rather than in his class. Also, during class, he didn't explain the definitions and just focus on the examples. Sometimes, I might don't understand why we use this formula without any explanation.
I did not like Professor Moosvi's version of a flipped classroom. He posted youtube videos on canvas for us to watch before the class and then in class we sort of half did problems. It felt like he was not motivated to teach us and just wanted to get a youtuber to teach us the class instead. It made me frustrated with this course. And then when we "worked" though problems in class he didn't work through them with us, he just told us to talk to our classmates to figure it out. I don't mean to come off as rude, but it felt as though Professor Moosvi was just being lazy and didn't know the material. This class would be improved if we were taught course content in class.
Nothing
He could teach concepts in his own words rather than relying on other physicists' YouTube videos to teach his students. Additionally, he could solve problems in the lectures to provide students with examples of how to work through the questions they are expected to solve. Often, Dr. Moosvi ran out of time because he waited too long for students to work through problems, and then he rushed the answer. And finally, he could make his tests based off of the material that is taught in the course, so that students know what to study and can feel confident in their knowledge going into tests. Many students felt incapable of preparing for tests because the required videos are high school level, and the textbook covers slightly elevated material, but the difficulty level of the tests are far beyond that.
What I disliked about this course was the teaching method. While I appreciate the value of teaching yourself content, the format of the course with the sole utilization of flipping physics videos and an openstax textbook for learning felt dysfunctional. My suggestion is to either find much better, more relevant resources with perhaps skeleton notes to go along with them, or to teach more content from the classroom. While I know the intention was for students to be more engaged, I can say for myself and what I gathered of my classmates was that we were less engaged. Classes themselves were very unhelpful for learning, with partially worked problems and short summaries of the textbook which we were already supposed to have read. I have experienced flipped classes in other courses, such as Chem 1X1, and it was highly successful. I would suggest adopting a teaching method similar to this course, where we would watch one 15–minute official ubc–created chemistry video followed by a post–video quiz. In class, we had a worksheet that went more into depth and we would do it with peers and every few questions go over the answers as clicker questions. This was followed by a post–class quiz. I found this method to be much more effective for feeling engaged, organized, and knowledgable about the content.
The power presentations are really confusing, and are sometimes really frustrating. The weekly lectures were really confusing, and made me feel frustrated at the end of the week. Sometimes concepts were explained really simply, but then we were given really difficult problems. As an introduction to physics I would have liked to have better explanations from the professor instead of just watching a lot of videos, and reading the book which was also really confusing.

Please identify what you consider to be the strengths of this course.

Comments
The strength of this course might be the fact that the professor gives us many chances to make up for our labs and tests. This really encourages me to learn more passionately.
the weekly homework questions combined with a test+bonus test allowed for structured learning and regular evaluation making it easy to know what to study,
Covers all bases of general physics.
we can understand some of the daily scenes in a more scientific way.
Good introuctory course
I consider having more tests as well as bonus tests as the biggest strength of this course allowing students to learn from their mistakes. Providing an incentive to continue learning throughout the course and not cramming before the examinations like

Comments
midterms in other courses.
Followed textbook (by extension expectations were very clear for each unit)
Strengths: great support with a lot of resources. Caring professor who always puts mental health first and seems genuinely nice and eager to teach(also passionate about what he teaches). Lot of opportunities for self–reflection.
A great introductory course for new college students who are feeling stressed about college, and it works well to ease new students into what college is like while being forgiving and encouraging them to learn. The multiple smaller tests and bonus tests take away from the stress of one or two giant midterms, and allow for those who already know the content to spend less time taking the tests if they score well the first time. The homework assignments are also structured well, and the ability to reach out to TA's and other students for help via Ed Discuss is also welcome.
Providing more exercises in class.
The obvious enthusiasm for physics that comes across through teaching, as it inspires us to look beyond the typical curriculum and to learn more in–depth.
Taught basic physical concepts.
My strength in this course involve the knowledge of vectors and how Newtons laws work. Furthermore, I am able to identify which energy is applied where.
sometimes interesting course material
Giving students chance & hope to pass the class by doing bonus tests! Those bonus tests are saving my grades!
The labs are the only strength of this course
The labs were very interesting.
dont know
That it is easy to fix mistakes only because it's taught in a way that is ment for you to make mistakes because the way its taught is unclear
The layout, the format, the grading scale, the frequency, the lecture length, the testing
online assignments and tests
This course gives a really strong basis in mechanical physics. I was nervous going into the course because I completed physics in high school 3 years ago, however the content was structure so I received every opportunity to learn the material and felt I was not expected to already know the content.
interseting concepts told in class
Retests and homework , and eddiscussion were very useful to learn.
The course overall is very well taught. The outcomes that are taught are quite easy if you pay attention.
This course is very useful to have a basis for other science courses,
help me to learn more about physics.
The labs were the only enjoyable part of this course the TAs were great.
This course has a very interesting way of teaching and suprisingly helpful, effective. The professor cares a lot about students mental and I think this is a strong point of the course since it serves leaners in their own ways
I am good at doing the kinetic energy problems.
The grades breakdown and grading system, it helps me get a good grade
The strengths of this course were definitely that there was less of an emphasis on exam scores and more of an emphasis on learning the course material, as shown by the grade breakdown.
– I understand some concepts from the first few chapters such as forces, kinematics, and, energy – Energy and momentum were my favourite topics
Teaching methods
Extends past knowledge from Physics 12 comfortably.
The content was interesting.
I think having bonus tests is a good way for students to improve their grades
idk
The option to control my learning.
good gap from high school

Comments
Moderate assignment, no midterm .
The interesting content
problem solving.
Caring professor, assignments are easy to do, weekly tests
Ed–discussion, 48–hour grace period on homework, unlimited attempts for practicing problems.
The overall Test and Bonus Test structure!
The Strengths of this course were the balance, and how available the professor was for balance.
The testing structure with the tests each week and the bonus tests instead of a midterm was amazing and such a stress reliever
Bonus tests Prairie learn questions
the technology usedm like edstem giving students the ability to ask questions and be answered.
The different learning style encourages students to learn the material outside of lectures, and have a deeper understanding of the course content.
I would say practice is one of the biggest strengths that this course has. There is so much practice one can do to enhance their understanding of the topics learned in class as opposed to other courses. The instant feedback in PrairieLearn was very effective to learning.
learning basic physics using active learning many resources to support learning
My TA was good for my lab
The labs were fun and informative. Moosvi allows for many opportunities to raise your grade. Overall, grades are very inflated from my perspective.
the flexibility
Honestly just a cool and fun course to take. Whilst frustrating, it feels like everyone shares in your frustration and you are not alone.
The course is exceptionally organized, and the guidelines/expectations are easy to follow.
I like the course and also the prof. It makes me get a great mark.
The ed discussion is very useful to get support.
effectively teaches a large amount of people challenging concepts
Lab Component and Weekly tests instead of a midterm.
The support, the Ta's, and the overall aid of there being re–tests and such.
Learning first–year introductory physics concepts.
Flexibility, ease of access
nice homework form
The homework questions were useful revision questions
Ed discussion.
Well I love manipulating variables, and using equations
1. Easy to get high grades because in this course, we have two chances in our test. 2. This class allows us to use notes and online sources to answer the questions.
This course provides students with a basic understanding of physics.
Learning physics
I liked the bonus tests because they took off some of the test anxiety from the first tests. I also liked the homework assignments, and the discussion webpage as most of my learning came from working through those problems.
The testing method, the homework, the flow of content.
The tests, and the prairie learn.
It provides a good general overview of classical mechanics.
Homework and labs.
– New style of teaching which is an important skill to be learnt for future – High amount of group discussions, lot of learning through tests and bonus tests, free forum such as ED to talk with other students about doubts and any other issues – No memorising content – real learning encouraged rather than rote learning

Comments
– Easily approachable Prof who puts in a great deal of effort to help us in our journey in the course – Brilliant use of Technology through PrarieLearn
Retesting was helpful in tracking my progress over the unit. A lot of recourses were available to help students that were struggling, which is good because there were a lot of us.
The strengths of this course would be the amount of information we have access too. EdDiscussion helps a lot when it comes to completing homework and I think it was a good implementation.
Please see above
Critical thinking.
homework.
The active learning method was very effective, in my opinion.
Homework and test format
Pretty much a small step up from grade 12 physics eg. kinematics, forces, etc. Uses some calculus.
The teaching assistants/ labs
same topics as HL phh
I like the format of the tests. the weekly tests help keep me accountable for my learning an more frequent check ins on how well I actually understand the content.
flexibility of due dates was a major strength
–Many resources –consistant weekly work, that is not too hard.
The course is a good introduction to basic Newtonian physics. It was well structured and easy to study. I enjoyed the lab section of this course as well, perhaps as a result of having a good TA.
Quickly understand the new things.
Solving problems logically.
Lots of practice opportunities!

Please provide suggestions on how this course might be improved.

Comments
I think he should spend more time on teaching in class instead of only showing us example questions.
less different programs/software
No flipped course–less examples in class more teaching
whish it could be more challengin. I feel unchalenged
Class time should be spent better. Instead of going over simple questions go over harder more conceptual questions that could be translated to other questions.
This course may be improved by using 1 lecture a week to dive deeper into the reasons behind why something is, or the history and series of experiments leading to the discovery of the laws being discussed.
Offer "clear" solutions after the homeworks are done. More lecturing on top of the videos would help for the hard concepts. Overall review how the in person classes are being administered.
The Slido Q&A feature was shut down early in the term due to some students . . . not having the most appropriate contributions to them. However, this hindered students like me who were trying to legitimately use the Q&A. Perhaps there could be some form of moderation so students who would want to use the Q&A feature could?
It's good enough
taking suggestions from students on the way they learn best and taking in that feedback to better optimize the class for all students, rather than just the few who learn best with the current experimental class setup.
I have no suggestions.
The course can be improved by providing each week with a reading material from the textbook, which will be discussed more thoroughly in the tutorials. Half involving conceptual and numerical questions most probable for testing.
NA
The learning curve in this class is hard to adapt to. It's a lot of teaching yourself. In addition to the flipping physics videos, I think he should explain thoroughly in class.

Comments

I am very disappointed on how this course was conducted; it was supposed to be an active learning–based class where we take notes on the content before class and come to class and work on problems using the concepts, we leaned, with our peers during class time. We were given a series of YouTube videos to watch made by a professor off of youtube and then expected to go over the textbook and then do homework and textbook problems. I went into this class with hopes that the active leaning style of class would go well and that I would learn lots. Unfortunately, by the end of this course I feel like I have not learned to apply concepts and the only reason I am not failing the course is because of the bonus tests, which are essentially a makeup test one week after with mostly the same questions. If you figure out how to do the questions from the test you are pretty much guaranteed to pass the bonus test. I have spent countless hours trying to figure out how to do the homework and test questions in this class and I feel like this time could have been very reduced if Dr Moosvie could have just spent time on teaching us the concepts instead of referring us to YouTube videos made by someone else. To me this comes off as lazy and for a class I paid a fair amount of money for completely unacceptable. The only thing I felt like I leaned from this class was the concepts we went over in the lab. I found the lab instructor, who was a student way more helpful and knowledgeable about physics than Dr. Moosvie, which I found baffling since Dr. Moosvie was the one hired by UBC to teach Physics 111 and is getting paid way more than the Lab instructor. I am so grateful that I took this course in my third year of my chemistry degree because if I had taken it in my first year it would have completely turned me away from university. Overall, I cannot express my disappointment of this course enough and really hope UBC can step up to the plate and improve this horribly conducted course.
– lecture
– go over concepts in more detail
–make his own YouTube videos instead of using someone else's.

1. Moosvi should actually listen to student feedback
2. Moosvi should try different approaches, not just the one he thinks will work best
3. Be clear on content that we are expected to know
4. Teach well–structured lectured
5. provide comprehensive notes.
6. Do not expect students to teach the entire course to themselves

extend the content

Normal lectures and examples that are fully explained

non cumulative final exam, open book

teaching how to solve the questions given, go through questions, explain theory

give more time during lectures to learn content or practice problems or slow down the course

In person teaching.

A flipped classroom is not the way to teach this course.

Overall I unserstand why the course is set up the way it is, however I found that the textbook was not as useful as I was hoping for.

It's good for me.

Not to use YouTube videos from other people to teach for you

The professor has taken advices throughly in the course and all my recommendations has been evaluated and applied during the course so overal the course is supportive and well–constructed enough

He could spend more time going through problems.

I think the biggest way this course could be improved is by not having it in a flipped classroom structure. With the specific content being taught in the course that setup for learning was unhelpful and left me with a severe lack of study material. It would also be very helpful if the tests were written making part marks available for more complicated questions instead of black and white, right or wrong marking because that doesn't feel reflective of my understanding of the course material.

– Learning more of the conceptual questions that don't have a number as an answer
– Conceptual word problems that require thinking and understanding of why certain numbers apply to different equations in Physics

Providing solutions to questions

Be sure to cover all topics that will be used in the questions. Sometimes there were questions that used ideas that had never been covered in the lecture before (Ex, incline as a percentage vs a degree, Zero momentum frame before we ever covered it in class)

Have written exams so students can earn partial marks
Actually go through example problems instead of just screenshotting the textbook

idk

More lecture time and less preparation outside of class as I am a busy goose.

all good

All good.

A few less really hard questions on homework

Comments
Maybe can teach us more. I understand that we learn by our own can have more benefit, but sometimes it is too hard to learn. there are too many sources online that can cause confusion.
teach physics during lectures instead of leaving it to out of class structure.
A suggestion would be reducing the amount of videos for each class. It felt overwhelming to have to watch all of the videos to prepare for the topics that will be discussed in the lectures.
The class could be divvied into multiple sections so that the prof can focus a bit more on the students.
This course would benefit from being taught in a formal, classic manner, seeing as all other courses are taught that way. This learning style does not work if I am assumed to actually have this knowledge moving forward.
More working together problems with the class
More in depth lectures
This course just go to fast and i think a lot of people can not catch up with it.
One thing that could improve is if the instructor alongside the suggested videos on topics in the course, would give a more in depth explanation of their way of understanding a topic. I think instead of getting one perspective, it would be effective to hear what the professor has to say in depth about a topic. The professor might have done this subtly.
N/A
Different teacher
Teach more in class, more examples, more feedback. Be less afraid of pushing your students to the point that they have to actually study and show up. Class attendance steadily decreased throughout the whole year.
use a different software instead of prairie learn
get more involved with the topics and instead of relying on youtube videos, actually explain
Longer class times to be able to go into more detail.
The course itself is great, it's just some topics need to be explained more in–depth.
Everything is great!
This course can be improved by the instructor teaching the course material
Teaching Structure
More base notes that cover general topics that the videos could support, rather than videos with questions to support. I found it very difficult to understand from the videos and would've rather had some beginning understanding before being thrown into questions.
More traditional course style would be appreciated, maybe just taking notes for the first half, then have the flipped section in the second half.
Lectures with more focus on fundamentals, i.e. not requiring to watch things before hand. Though this might be difficult as they are only 50 minutes long as opposed to every other course which have 80 minute lectures.
actually teach in class
Less different platforms for assignments, they were confusing the figure out. Having the due dates at 23:59 rather than 18:00 because this took way longer to remember than necessary.
Going through more questions during lectures.
As said above, more detailed solutions.
1. The professor didn't teach definitions and just talked about examples. 2. Labs are difficult and abstract.
I don't feel I can answer this question because I'm sure it would be much different with a different professor.
Its already perfect
This course could be improved if the professor would demonstrate problems during lectures so that students could learn how to solve them correctly. Additionally, if the test questions were made based off of material that was taught and covered in class, in the textbook, or in the linked YouTube videos, students would be more successful. Instead, the test questions go beyond the scope of the covered concepts, which made it almost impossible to do well.
I don't have any suggestions for how this course could be improved UBC–wide.
Teach in the lectures. Maybe make classes mandatory, as long as you are putting in the time to improve or change teaching structures if it isn't working for the class. Maybe record videos outside of lectures of you working through a hard question for a specific topic instead of briefly doing it in class.
Go through problems about the weekly topics in class, in detail, and not half explained.
It NEEDS smaller lecture sections. For many first years, this is one of their hardest courses. Saying one man should teach 200+ people makes no sense for a course in which students are frequently confused. You just can't ask questions in this kind of lecture

Comments
in the same way that you can a in a smaller one. Ok, sure – that's what tutorials are for... but then what is the point of lecture at all if people aren't gaining anything from it.
Have better lesson plans.
– Given us marks for showing written work in the tests, bonus tests and section B of finals – because despite doing the entire question correctly we can lose marks if we get even a slight mistake in the final answer – Implemented the idea of flipped classroom better. It is a good concept but certain topics need to be taught during lectures also. We cannot solely rely on the videos and self learning as first years – Been more logical and adjusting with queries and doubts in certain cases (non–physics related ones) – Reduced the difficulty of questions especially on the more difficult chapters like Momentum, Impulse, Work & Energy given that we have to learn all this content in a rather limited time frame (<3 weeks).
Actually lecture about what we are supposed to learn.
N/A
Please see above
Actually teaching the content rather than letting students teach themselves everything.
videos were basic homeowrk was hard, maybe show us more complex videos or teach us a bit more in class.
Nada.
Everything needs improving. Tutorials were useless and confusing, and how he teaches. I just teach myself at this point, and I'm not paying thousands of dollars to teach myself.
Teach concepts, don't assign videos and call it active learning, either make the tests a bit shorter or explain the concepts in more detail.
If the teacher actually teaches the class instead of ignoring our requests to be taught and not teaching the whole semester
no improvement needed
By firing Moosvi and getting someone who would actually teach us. I understand that his teaching style is based off of a Harvard study, but the students who go to ivy league schools like Harvard and students who just go to their local university are two very different groups of students. Being first years, some of who may not have done physics before, and most of which is just a mandatory class, and might not even want to be there in the first place, it's not an effective style.
– redesign the class structure to reflect the value of teaching students – the instructor should take more initiative to participate in the learning of their students – no longer using unengaging video lectures from another teacher (who is not ours, or remotely related to UBC) that don't relate exactly to the course's learning outcomes.
No tests on Fridays. Youre losing 1/3 of what could be teacher time testing us.
Personally I'm not a fan of the flipped lecture style. I felt like it put too much pressure on students outside of class to teach themselves the material and made the lectures rather unhelpful.
Provide the explanation for the homework.
None
More in class lectures, less online learning.

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 Experience of Instruction (SEI) 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 SEI 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 course sections have identical mean (3.8). However, the instructor in section 2 received 77% favourable (4-5) ratings, compared to 53% for the instructor in section 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 University Module Item	Section 1	Section 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 respondents in the section rated their experience of instruction the same. An index value of 1.0 is obtained when respondents are split evenly between the two extreme values (Strongly Disagree & Strongly Agree), a very rare occurrence. In SEI data at UBC, the index rarely exceeds 0.85, and mostly for surveys not meeting the minimum recommended response rate.