

Project Title: **2021W1 UBCO Instructor Evaluations**Course Audience: **287**
Responses Received: **160**
Response Ratio: **56%**

Report Comments**Recommended Minimum Response Rates**

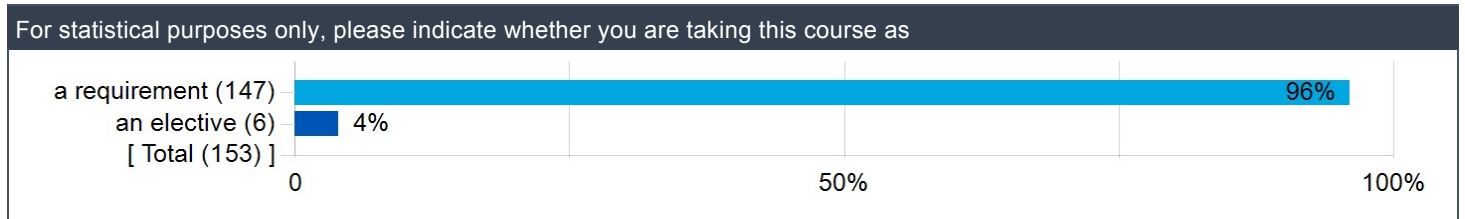
Class Size	Recommended Minimum Response Rates based on 80% confidence & $\pm 10\%$ margin
< 10	75%
11 - 19	65%
20 - 34	55%
35 - 49	40%
50 - 74	35%
75 - 99	25%
100 - 149	20%
150 - 299	15%
300 - 499	10%
> 500	5%

LegendN: Expected
n: Responded**Frequency Distribution**SD: Strongly Disagree
D: Disagree
N: Neutral
A: Agree
SA: Strongly Agree
N/A: Not applicable**Statistics**

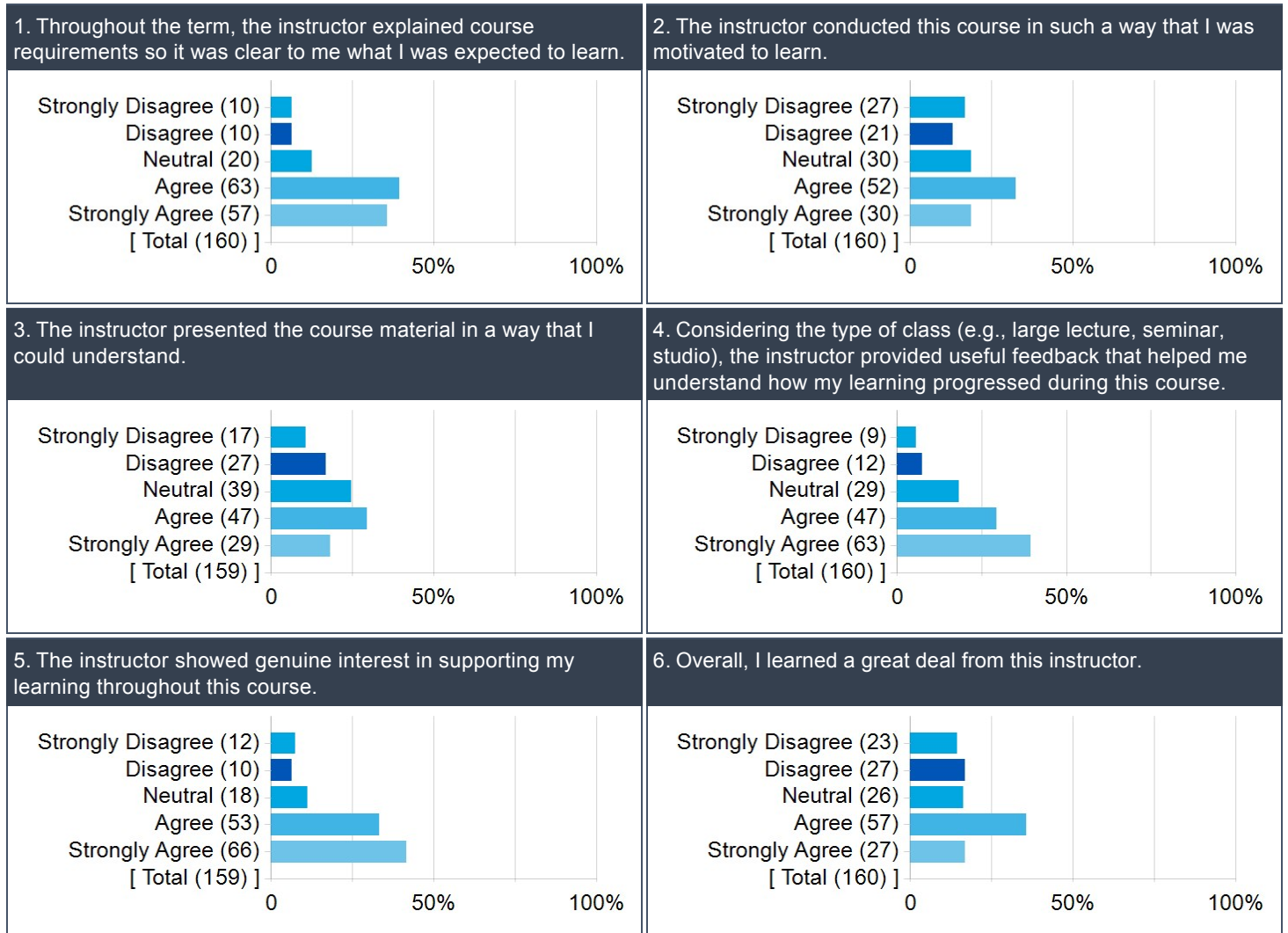
Creation Date: **Tuesday, January 4, 2022**

Detailed Results

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



University Module Questions



	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	160	10	10	20	63	57	4.1	0.6
The instructor conducted this course in such a way that I was motivated to learn.	287	160	27	21	30	52	30	3.5	0.8
The instructor presented the course material in a way that I could understand.	287	159	17	27	39	47	29	3.4	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	160	9	12	29	47	63	4.1	0.6
The instructor showed genuine interest in supporting my learning throughout this course.	287	159	12	10	18	53	66	4.2	0.6
Overall, I learned a great deal from this instructor.	287	160	23	27	26	57	27	3.6	0.7

Question	%Favourable
Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	75%
The instructor conducted this course in such a way that I was motivated to learn.	51%
The instructor presented the course material in a way that I could understand.	48%
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.	69%
The instructor showed genuine interest in supporting my learning throughout this course.	75%
Overall, I learned a great deal from this instructor.	53%

Open ended feedback

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

Comments
More actual instruction, less just telling us to watch flipping physics videos.
I love the teaching style for this course. The tests and bonus tests were super helpful for my understanding of the course material. The bonus tests being the week after the test helped me understand what the material is that I don't fully comprehend and motivated me to learn it for the bonus. The homework were sometimes annoying due to the glitches that would occur due to the new platform we used because it would make me second guess if I actually understood certain topics, however, I understand it is a new platform and that can be fixed. Overall, great teaching style and Dr.Moosvi was definitely attentive and cared about his students understanding.
Explain more please
no.
He could have focused his lectures on the harder material of the course, instead of just the basics.
The course with the lab component makes students do a lot of work every week outside of being in the classes itself. In the initial few weeks it gets really har to manage all of this so it could be better to reduce the workload in the initial few weeks
Go over more advanced problems in class so it would help us in our homeworks and tests.
Provide more solutions to hard questions on the homework.
/
Could have graded more harshly
Solutions for test questions, less textbook reading. Option to submit written work for every test not just the final, allowing for part marks for work shown.
Make extra HW questions repetitive to enforce problem solving methods
Not really. He explained the content thoroughly and I felt prepared for anything that might come. He also provided ample practice.
I honestly have no suggestions for anything he could have done differently to support the learning of myself and my peers, Dr.Moosvi actively adapted to what was asked of him and gave us many opportunities to improve our grades.
As I am aware that Dr Moosvi prefers pre-studying before the lecture, therefore he could have gone over harder, and in-depth questions in the lecture so that we are not just repeating the general knowledge of the concept.
Simply put I think online learning is not as effective of a way to learn for a math and concept heavy course like physics so I feel that the course could have been better in person while also making it more engaging especially with the labs but, I know COVID made thing difficult and the university, professors and TA's were doing there best in this difficult time.
I would say to solve the problems that are in the slides entirely and not just get a glimpse so that at least once we know what the entire solution for a question would look like so that it is easier for us to practice questions on the same topic.
No, he was perfect.
Part of the struggle with online learning is the lack of time that can be used to communicate information which renders it difficult to cover everything that could be beneficial for students. Perhaps some summary of what students should have learned outside of class would be helpful before expanding on the topic as it hard to expand on a topic when you don't completely understand it.
Not having online classes would be a big bonus, but overall the professor did quite well. Going over tougher homework and test questions in class would be much more helpful if time permitted.
Firas Moosvi is an excellent teacher in all aspects except teaching. His explanations are typically counter-intuitive and calculation heavy which result in confusion. If he taught physics with more simplified calculations, not doing more steps but reducing the complexity of the notation then his teaching would vastly improve.
N/A
intervention learning
No, he is going great.
Had every aspect of a great teacher except communication of knowledge in a way that was understandable for students.
Conduct classes in person
Sometimes it felt hard to relate the new material we were learning to build upon the material that we already know.
We learned a lot of conceptual stuff from the videos the professor provided, but the homework often required us to do calculations that we didn't really learn anywhere. So I often wouldn't be able to figure them out.
At first I was throw off by the course content that was available for our learning. Watching multiple YouTube videos from someone

Comments
else every week was not what I expected out of this university. I did appreciate being able to rewatch and pause these videos but it might have been better if my actual professor was the one making these videos.
I think the way instructor have chosen to form this course is fairly good than we immature students can understand.
<ul style="list-style-type: none"> – more practice questions in class – I didn't find the textbook helpful, the textbook's solutions weren't detailed enough – post solutions or hints to homework and tests (before final exam)
I think there could've been a bit more
Perhaps teach the course content in his own manner rather than show youtube videos. It might be more beneficial to hear his explanation and then if needed I can go watch the youtube videos on my own time. This way maybe more questions can be answered and more lecture examples can be provided
State everything more clearly. Everone isn't a physics major
–perhaps included a list of strategies on how to approach different problems in different topics whether they're conceptual or longer worked problems
Nothing the learning on your own was definitely interesting but I enjoyed it.
in person
I believe that these classes need to be an hour and a half so he can explain more and go into greater depth.
Yeah Dr. Moosvi is such a kind and caring man but needs to spend more time going over the core of what he's teaching before jumping into a difficult problem. Say "this is what our objective is with the questions in this unit" and "when you see this do this." But instead his teaching relies heavily on student reading the textbook.
spend more time trying to properly answer students' questions rather than responding with another question that adds to their confusion.
I know that the course is supposed to be advanced, but to an extent it felt self guided. I think within class focusing more on worked problems would have helped further my learning more, as many times I could understand the theory but lacked confidence on worked problems.
The instructor did his best for the large scale of the course. Lectures could be reworked slightly as they didn't offer much more in terms of learning.
I think the professor could have covered more problems in class ad actually worked all the way through them as sometimes He would try to explain a problem but assume that students know more than they do.
<p>More consistent test difficulty. Some of them were really easy and some were really hard, so it was always hard to know exactly how much I understood the concepts, and hard to know what to expect for any test, or for the final exam.</p> <p>It would be more helpful if the homework and test questions on PrairieLearn were consistently correct, as often I struggled because of the wording of the question, not with the physics calculations themselves. Also, because the questions were often "broken", when I got something wrong, I didn't know whether that was my mistake or an error in the question, so on occasion I would spend a lot of time trying to find what my mistake was and find out later that my work was completely correct but it was the question that had an error.</p> <p>Also, this class tried to use a "flipped classroom" model, which is a cool concept, except that in practice is is very hard for me as a student because I do not have time. First year science is extremely busy, so there is not enough time to add more learning outside of the lecture on top of the required assignments and tests. I barely had time to get the requirements done, let alone teach myself all of the material, so using lecture time to teach the material would be more helpful.</p>
The course can be improved by dropping the "teach yourself" policy. His ideology is to present work problems in lectures and get us to do everything else on our own. This was my hardest course of the year unnecessarily. Maybe his style of teaching would be beneficial if all teaching changed to this way, but when one teacher adapts a teaching policy and only one teacher does that, it has zero benefits because you are confusing first-year students and making their first semester of their first year terrible. Moosvi has been hypnotized into thinking that this way of learning will change our lives, it will, by making us hate this course and never want to take physics again.
Do more examples and work problems
Some more walk throughs on questions we will see would be helpful, maybe instead of theory for 3 lectures, do 2 lectures of theory and concept and 1 lecture of walking through possible questions.
This instructor does things that seem nice and unnecessary for him to do such as making textbooks free, but he fails to do his actual job well, which is teaching.
More example questions. (If time permits)
no
GOne through hard mathematical questions in class, other than that all was great!
In person learning is always a preference

Comments

Explain the "hard" questions in class instead of going into details with the more simple questions

Using another platform from ed–discussion or responding to questions in a timely manner? Use a more robust testing platform than prairie learn.

First of all, watching youtube videos is something that I can do on my own time. I am paying for my education and think it's important that my professors actually teach me rather than show me free youtube videos. Also, the instructor was often late to start the zoom call and wasted at least ten minutes every class talking about announcements and logistics which I found irrelevant. While Dr. Moosvi is a nice guy, I think he needs to put more time into his lectures. At the beginning of the term, he would reply to everyone on discord and ed discussion but over time, he started answering less and less questions. It is also discouraging when your prof can't even do the work he assigned.

I have no suggestions on how Dr. Moosvi could have done things differently. Keep up the good work! Also, I think that Ed Discussion is a great tool for allowing students to interact with you and with each other, so great choice on using this platform.

I found the layout and structure of this course very challenging.

Having homework due before the lectures had been completed for that topic seemed counter intuitive. I wouldn't start the homework till after it was due, once you had gone over the material for that week.

I found I did not get much out of the lectures, if I prepared for class that week by reading the text book I would get nothing out of the lectures because it was going over simple concepts or problems from the text book I had already worked through on my own as I was reading. As well we would often watch videos in class that were already on the assigned videos for the week which meant I had already seen them. On the other side if I didn't prepare for the lectures you would go through the material too quickly and not fully complete problems so I again wouldn't get much out of it. I was never able to find a happy medium during the semester where I got any use out of the lectures. I agree with your concept of students learning on their own and then going over challenging concepts in class. but I think you have to stick to one side or the other, have lectures for teaching basic concepts so students have a baseline to go out and learn the more difficult concepts on their own or assume students are coming prepared to class and already have a good idea of the basic concepts and only do challenging problems/concepts in class. I feel like you were trying to find a happy medium to support all students and it ended up not working for anyone. I think a clear layout of exactly what material/videos should be completed in preparation for class should be given and then if students find concepts during class to confusing or difficult that is on them for not doing the preparation.

I also didn't agree with the narrow window for the homework on the weekend, I would have other course work I would also want to complete on the weekend which wouldn't leave much time to study and caused a lot of stress and gave me little to no free time on the weekend. I don't see why the test window couldn't be open for more time, or at the very least due at midnight to give more time to study on Sunday, trying to "save students from themselves" limits our ability to do our own time management as we all have different school and life schedules. and if you wanted the test to be done by the Monday class why not open it Thursday at midnight when the homework is done, presumably you have expected us to already have completed all the learning for that week since the homework is due (even though we haven't had one of the lectures).

lastly, I found the timeline of the course very challenging because it wasn't very linear. By linear i mean for one subject: Learn, Apply, Test. then move onto the next subject.

Instead i found myself trying to apply before I had learned (because homework was due before lectures) then i found myself trying to learn just enough to get through the homework because what I actually wanted to spend time on that week was studying the last weeks material since that was what the test was on. I could push learning this weeks material to a later date when the test would be as long as I could get through the home–work. Some of that is definitely on me and my study habits, but I just found the course jumped all over the place, and a subject was never really solidified before moving on. It was like apply, learn, test on previous material and didn't really work for me.

This is the same feedback I heard from everyone in the course I talked to. the key points being homework due before lectures and lectures not being of any benefit, which I think was made apparent when only 50–70 students show up from a class of 300. I understand university has more to do with learning on your own than a lot of students are used to coming from high school. but all my other classes managed to encourage learning on your own while still providing valuable lecture material.

I would prefer going into details more in the lecture and I would like to go over harder and specific questions rather than basic ones.

I know the instructor was trying out different learning platforms so there are going to be hiccups along the way. But it did create additional inconveniences since there would be bugs, errors, etc.

For the answers of the assignments to be shown after they are due to increase the understanding of what your supposed to do, and if you are using the correct method of doing it.

Labs were a terrible experience,

I believe lab exemptions should be given to everyone who finished physics 12 for the following reasons:

The labs were unnecessarily demanding – the amount of physics word I did was essentially double my other classes purely due to the lab component, it felt like I was taking an additional course for none of the credits.

Comments
The labs felt unrelated to the content of the class and just felt like a chore taking time from real physics.
The lab hurt my grade for the lecture component since it caused me to get burnt out from physics more quickly and pushed me to avoid physics throughout the semester.
The lab made it difficult to take the class seriously when I was doing 2 tasks for only 3 credits, and I found it difficult to go to the lab TA for lecture help because he'd just tell me to go to the prof and the prof didnt give me much help on the lab and referred me back to the TA, it just felt like 2 different classes.
Regardless of what was being taught, the labs felt like I was leaving the course knowing less about physics, not more.
n/a
Professor Moosvi has amazing intentions and he truly wants his students to learn, but I believe his methods must be changed when teaching an online course or it will make many students struggle.
I didn't feel like anything was really taught and no real direction in what I was meant to do. the actual lecture times were useless and most didn't show up. make them interesting and summarize the chapter and the material from the assigned. make sure we actually know what things are and not just going over questions expecting we know them
I knew a lot of content of this course from high school Physics, so I wasn't as invested as someone who has no exposure
I think that he should have given us a better overview of the homework and test question sets.
Professor Moosvi claims he is not a teacher and that it is not his job to teach, so I'm not sure why he's the one hosting the lacklustre lectures for this physics course. The assignments asked questions on units not yet covered while the professor taught like we had already been through two or three physics courses, refusing to start from the top or teach the foundations of any of the units. Feedback was shown in class and then dismissed as apparently we "do not understand his role or the purpose of the course". The content of the course is fine, and the assignments simply need to be readjusted to fit what's being covered, but as Professor Moosvi proclaims he is not a teacher, he needs to be replaced with someone who is.
During this course, I was extremely shocked at the lack of effort that Dr. Mosvi put into teaching. It was made perfectly clear from the beginning of the course that we were going to be expected to do the majority of the teaching to our peers and ourselves, which made me question repeatedly why I would pay for a course that I had to teach to myself. After a few weeks of regular attendance to classes, it became obvious that going to classes was a waste of time whereas watching and finding guidance on Youtube was a more suitable and productive use of time. I was certainly not the only student to realize this as I've talked to many of my peers who learned the same lessons and no longer went to Dr. Mosvi's classes. I was then even more disturbed to find both second and third-year students who shared these experiences. During the course, I felt lost, I felt demotivated, but mostly I felt abandoned by my teacher. This was extremely disheartening as physics has been a long-time passion of mine and is what I want to do as my major. Dr. Mosvi is the reason why most students dislike physics. His lack of creativity and enthusiasm is a testament to his inadequacy as a physics professor and in my opinion, is a nail in the good reputation of UBC.
Explain theories. Teach concepts rather than independent learning.
No, He was a great prof
Professor Moosvi did not lecture during the course. He told us to learn on our own, and he treated our classes as "review". This made it very difficult to know if we were focussing on the correct concepts while teaching ourselves, and made the synchronous classes quite dull. For most classes, fewer than 80 students would attend the zoom. He did not make asynchronous videos for us to learn from, all we had access to was the textbook which often went more in-depth than the course (often the textbook used integrals, but we haven't learned that yet in math). I want to emphasize that I am not just complaining because I am doing poorly, as I am very happy with my success. I am frustrated purely due to the lack of clarity and apparent effort put into the course. The assignments and tests are often error-ridden and lead to serious confusion while doing the assessment and many corrections and recalculations after the fact. Professor Moosvi did try to encourage learning, but the methods he used were ineffective. I am very disappointed in this course. One could just as easily have learned all the material from the textbook, and it would cost much less.
The instructor could have given out more relevant material to study from. Also, the teaching style was very quick and was as if he assumed we had some background in physics.
Spend more time on going over the concepts we learned rather than waisting the first 20 minutes of every class talking about how he's changed the grades of the last test in a way so that the mean grade was above 50%.
He made us learn the entire subject by ourselves. Nice guy, but his teaching method was awful.
Perhaps not rely so much on self learning.
Its not really on the instructor, but I wish the tests were a little less harder we had averages of two tests well below 48% and that shows something out of a class of 280 students.
Explain concepts
I don't think so. Dr. Moosvi was very supportive and open to questions, it was I who let myself fall behind and didn't ask questions.
Uploading assignments in advance for people that want to work ahead.

Comments
– More "teaching" style lectures instead of just examples which expect us to know what is happening already
Having the class offered in-person would make it much better as well as covering more complex questions in class that closer resembles the homework and tests
No suggestions.
Overall, the instructor did a great job.
No
spend less time on the simpler (earlier) topics to allow more time for the more difficult topics with more examples near the end of the course.
The instructor talks little about courses contents during the lectures and spends way too much time talking about the same arrangement of the weeks' plan etc. I hope he actually teaches in classes instead of letting us learn the contents by ourselves. Also, I hope he can play fewer youtube videos during class since we can watch them after class.
I think it would have been better and more useful for me if he had discussed a little more about concepts each week rather than straightaway going to questions.
It would be great if we could get the answers of every problem on the tests and homework (after we have completed them of course), just so we know what we did wrong and what answer we should get. This would serve us as practice and personally I think this would enhance our understanding of the topics.
Please follow the scheme provided at the start of year. The videos were supposed to be a pre-lecture activity. However, as the course progresses, time spent on videos during lectures increased. There were some fun/interesting videos but I expected more rigorous explanations of difficult concepts/tricky problems.
Maybe some more time spent on working through problems, the textbook used only had numerical solutions but no explanation as to how these answers were found. If you go the problem wrong there was very little you could do to find the error you made.
I would suggest moving at a faster pace during the lectures so that in class we can practice more problems and less theory
actually respond to emails addressing what was talked about , use a better homework/test platform
None
I felt that the instructor was great at supporting learning.
Dr. Moosvi seems like a nice person, caring and respectful and willing to take feedback which was nice!
Although he was often unorganized with the lecture slides that he was presenting for class and was oftentimes late to start. Which during an hour-long class is annoying considering I have to wake up at 6 to get to campus on time and the prof would usually be late. Just a little unfair and annoying.
The platform that he uses for the homework, PrairieLearn, is infuriating to use since half the time the correct answers are marked as incorrect. It would be better if he would go over the questions' answers before posting them.
His method of teaching is not suitable for an online environment and most of the material was not his own. It was all mostly youtube videos from large channels such as crash course and flipping physics that only provided a surface level of learning. It would be better if he took the time to actually teach some concepts in greater detail.
the due dates were at 6pm for everything. I did most of my homework in the evening and I constantly missed tests or handed work in late because of the early due dates.
I would say make the lectures more interactive or have information presented in a way that is easier to understand. Also a provided formula sheet would be nice.
None

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

Comments
Physics is an interesting and useful subject.
Online
nothing.
The forgiving homework gave me lots of practice with no risk of losing marks.
Could do a lot of work without attending all lectures because of the array of methods provided to gather information
I am good at physics.
The homework assignments were challenging but were a good tool to prepare for the exam.

Comments
Making the class fun and lively, good quality, good homework questions for practicing, fast feed back.
Too easy
Course was well paced
Homework, testing, and Learning Log policies
Very clear and straight-forward course
It helps students grasp the basics of physical sciences. It acts as the perfect introduction for higher level physics courses.
The active updating of the course structure, the use of ed discussion was a great way to implement a judgement free learning experience, getting help from peers, TA's and Dr. Moosvi himself
weekly tests are something I found to be great rather than having midterms.
the professor gives a grace period for the assignments, which makes my schedule less tight it can be seen that Dr Moosvi really takes care of the student well being and their learning progress through the weekly learning logs
I would say conceptual understanding as it gave me the basics of understanding for multiple physics concepts.
Strength is that he is focusing on giving a broad look into the material so we will understand all the different concepts.
The amount of testing and homework in the course may be a bit overwhelming at times but they are useful for preparing for the final exam.
The strengths of this course is the material and the way of teaching Dr..Moosvi has. He gets involved with each student by providing them with quality feedbacks throughout the term that's what i like about the course.
It covers a wide variety of physics concepts which are good building blocks for all future mathematics related courses, not only physics.
The homework problems were quite difficult and really helped me understand physics as well as preparing me for the tests.
The course provides many opportunities to make up marks on homework, and the grace periods are especially appreciated.
Nice visuals
weekly assignments to strengthen learning gain.
The structure (homework, learning logs, and weekly tests) all give us a huge chance to up our marks as well as get more practice.
Early learning, fast understanding
The 48 hour grace period for homework is a very nice stress reliever.
Organization
Sufficient learning material
The uniqueness of the course in terms of how grades are determined, the weight of the final, and being open book actually take lots of the pressure and stress off. I am not big on math-heavy subjects but I was able to still learn new concepts. The instructor is flexible and took feedback from student responses through learning logs and actually addressed them in class. One thing I appreciated the most was the weekly questions regarding mental health, as that seems to be a big issue for uni students. With it being open book, I also really appreciated that he flat out said cheating is only detrimental to our learning and won't sustain us as we progress through university. That is something I agree with, and while I don't cheat, I still get frustrated at how much time and effort some classes will put into preventing it, since some students will always find a way. Overall I would say this has easily been the most positive class atmosphere I've enrolled in so far since the emphasis really is on learning instead of grades.
Professor is very lenient and encourages learning the base concepts and teaches to make students understand the material extremely well
Professor nice, and responsive.
The format of the homework assignments was very helpful for the tests
All the feedbacks given were looked thoroughly and were amended.
I was able to teach myself the concepts
<ul style="list-style-type: none"> - lots of practice material - Everything was clear and organized - Instructor was helpful and had a positive attitude
He has various platforms that become my weekly assignments (and stress too) but actually those platforms are helpful as they become my bank questions so that I have a good preparation for the final exam.
A good intro to physics
-understanding mathematical relationships in physics
The content is kinda enjoyable at parts

Comments
good base knowledge if you are able to learn through the style he teaches
The support he gives to his students and his flexibility
The strengths are definitely the caring nature of Dr. Moosvi and that he is always open to try and explain concepts over ed discussion.
lots of practice work, but that can sometimes be overwhelming when you have 4 other classes that you also have to find the time for.
I like how the professor encouraged discussion and found a way to motivate students with the use of learning logs and a kind of report that keeps students up to date.
Covers a broad range of topics that deal with many different ideas in the physics realm.
The flexibility allowed in terms of homework and tests. Being given many problems and opportunities to fix test grades enhanced learning and reduced stress.
The course had great homework materials although the program was buggy sometimes. I appreciated that you could redo the homework to review and enhance understanding.
Using the Ed Discussion platform was great because it was an effective way to get help on the homework questions and test questions. It also helped to build a sense of camaraderie with other classmates, which was really nice since it is hard to do that with an online class.
The weekly homework assignments were helpful to prepare for tests. Having weekly tests and bonus-tests was helpful because it allowed us to learn from our mistakes and gain a better understanding of the material.
The strengths of this course are Dr. Moosvi's great personality and his love for the course.
<ul style="list-style-type: none"> - I enjoyed very much non-traditional learning process and variability of different sources to learn from - no midterm policy and lots of tests, I believe, were effective in motivating me to study. I would especially highlight the effectiveness of having a test and bonus test: say, if I do not do well in the test, I know I can study for the bonus test and do much better - because of this, I have much less prone to get frustrated because of the bad mark and have more incentive to keep studying - so, I am constantly in the process of learning the subject- no other I learned so consistently than PHYS111.
- Separate thank you for the free textbook! I did really appreciate it!
It was pretty fun and interesting
Dr. Moosvi is an excellent professor and made a huge impact on me. His detailed feedbacks always gave me drive to work harder and achieve more than I had the week before. His genuine interest in his students really goes a long way and was a big part of my learning success.
The layout and the Prof
The amount of extra practice (homework, learning logs) that was given in order to help students succeed
The way I am taught to learn through this course is a new significant way to learn.
Please keep this course as a flipped classroom. Don't succumb to the pressure
Quantity of practice material; tests, homework, videos and textbook.
Bonus tests and grace period for the homework.
weekly tests made it easy to stay up to date on material, and PrairieLearn in theory should be an excellent learning program; however, it was bugged and had many problems. I really hope it continues to improve because it seems like a great idea.
The bonus marks given to us throughout the course helped motivate me to solve physics questions
The Problem- Solving aspect
The bonus-tests were nice and the learning logs were easy marks.
It teaches you the basics very well and allows you to learn a broad understanding of many topics.
This course covers a broad spectrum of Physics concepts rather than focusing solely on a few concepts. This allows for a better general understanding of Physics that can be improved upon in future courses. In other words, this course is a good "backbone" for the field of Physics.
Having bonus tests definitely took some of the stress away from the tests and encourage more learning. I thought the learning logs were a good idea, and the check in about mental health important. the feedback throughout the course was nice especially with canvas grade not being posted. Ed discussion was a great resource and responses were timely. The homework was a pretty fair balance of questions to help understand and challenge questions, the unlimited attempts was also nice so students would keep trying/learning till they got it. The tests were fair and any necessary curving of grades was fair. You were very responsive to feedback/questions/complaints and actually listened/took action. and having the anonymous feedback was a good idea. You clearly care about your student's success and well being, and want to be the best instructor you can.
There are many online materials and homework which led me to understand the topic better.
Tests

Comments
There were numerous points throughout the course where you were given feedback which was helpful.
none
I really liked how this class had lots of practice so I had many opportunities in the semester to practice what I have learnt.
I enjoyed having 5 tests instead of a midterm or two
prairie learn
Professor Moosvi is very responsive to questions and always checks up with the students to see how they are doing. You can tell he really cares about the students.
The learning logs and weekly tests instead of midterms made it a lot easier to make sure I knew that I understood the material.
With the course being online, the set up of the course was very organized, and easy to find everything you needed. We were giving lots of studying material, and we were giving assignments that made us reflect upon our learning which I think helped overall. All of the assignments and tests were very fair, and really helped me to know what I needed to improve on. He also gave us feedback throughout the term letting us know where we were at, and how we could improve.
absolutely nothing
Provided the students with practice problems, YouTube videos, and an online textbook. Had bonus tests available and curved the scores when class average was too low.
The slightly too high amount of work forced me to be engaged and re affirm what I know about Physics
none
The TA is a fantastic guy and is the only reason I didn't abandon the course entirely.
multiple attempts for homework and tests allow for improvement
Fair testing questions.
workflow is very consistent
When error-free, the homework sets are very useful to check our learning. Also, the class of TAs and students are very helpful with confusions and questions on Ed Discussion.
great structure and many extracurricular resources provided.
The grading is generous.
The strengths were 1 certainly the software he used and allowing us to do tests then bonus tests so we could see what concepts we didn't get fully and fix them.
Was considerate.
It was structured in a way where one thing wouldn't make you fail. Grades were more about consistent efforts rather than in one day, you can make or break your mark. I believe that is how all courses should be, because I never felt hopeless in this course. In general I am so glad I am in this class and not the others.
The course helped me review some of the high school physics I learnt and keep it fresh in my mind.
Very well laid out. Dr. Moosvi, truly seems to care about you and that's a good feeling. I love how he sends us "report cards" feels like I'm back in middle school and such when they used to send them. Just an all-around special teacher really hope he teaches more physics classes and with take the course with him again. I loved the 10% bonus on homework if you finish early. I truly wish every course was run like this and if it was I'd be an A+ student everytime.
Basic University Physics
It's a very lenient and forgiving course this term. I think that because of that, it allows students to fully display their capabilities over the span of the course, rather than being based on one test for each topic.
The different topics were clear with interesting examples.
Accessible, easy to understand, direct line of communication with the instructor through Ed discussion.
– Very organized
The layout of how exams were given and the homework assignments were very helpful.
This course really prepares you for what learning in university is like. The way Dr. Moosvi sets up his tests and marking scheme is also one of the best I have ever had. Having a bonus test just encourages learning, and it definitely encouraged me to learn outside of doing the main homework
The grading scheme was a very strong point of the course.
The Course was well taught, I just wish for more clarity on the things we were expected to read as well as posted content
The scope, it covered a wide variety of topics, and was nicely laid out so they all built upon each other for understanding.
The instructor cares about the students' mental health.

Comments
low stress environment when it comes to testing. I can get help easily with Ed Discussion
The homeworks and tests were very useful and helpful. They were really a big help.
Theory-based questions
The fact that we could repeat the homework and that there were multiple variants was great. Bonus tests and learning logs were also useful. I felt there was room for improvement.
The best part of this course is accessibility to the supports enabled by the easiest-to-use websites such as Ed and prairielearn. I would like to take a course like this where I can easily post questions/answers on good websites.
The homework and tests were great ways to push learning and made the course more difficult, but I learned a lot from making mistakes on these assignments. The best part of the course was the bonus tests because it gave students a chance to learn from previous mistakes. Crowdsourcing answers on ed discussion was also helpful because we were able to hear from other students, and see how they approached problems.
–The care of the instructor for his students. –The personalized feedback on learning logs are very nice
It is clear Dr Moosvi cares a great deal about the quality of learning his students receive. He definitely goes to extra lengths compared to most profs to support his students. I greatly appreciate the level of care and attention he gives. It was also great to have a prof recognize the flawed nature of the education system, and try to incorporate alternative methods of testing and teaching. The opportunity for lots of second chances in this course was very beneficial and definitely improved overall learning.
weekly tests instead of midterms
I like the Instructor's method of teaching and studying with peer
This course develops a strong basis for more basic physics concepts.
The weekly tests were nice although they were marked as 100% or 0% for the problems. Although, this reduced stress which was appreciated.
lots of opportunity to better your grade. It feels like a very healthy, welcoming learning environment.
The course was very well taught. I found it easy to understand what was expected of me throughout the course.
The ed discussion was amazing to have in this course it was super helpful.
The feedback was super nice. I really liked knowing where I was in the course.
Expectations were very clear in this course
Self study

Please provide suggestions on how this course might be improved.

Comments
Give us ways to see the correct answers to problems on prarielearn after we submit them. If I get something wrong, I am unable to work backwards because I have no idea what the correct answer is. This made me unable to understand several topics.
This man did not teach anything in the class, he was just the one who followed the concept of self learning. I wish he could teach students in. next semester
Be easier
change the professor.
The course was focused too heavily on understanding the conceptual side of all the physics, and left us with very little help on actually solving the problems that were found on the homework and tests.
Longer class hours and 2 times a week instead of 3. More options for class timings especially later throughout the day.
There should be no bonus tests. That defeats the purpose of the original tests.
Not much just more solutions to problems after they have tried the question so they can feel confident on the exam knowing they have a proper way of doing the question.
Time management during class
Gave out so much free marks
Personally I think it would be helpful to have this course back in person. As a student it is very difficult for me to learn and be engaged in an online format.
More HW questions
More theoretical physics would be nice, but I think 121 focuses a lot more on that.
N/A

Comments
Go over more specific questions in class maybe go over the logistics one time every week, not going over the schedules every day.
An issue I had was applying some of these concepts to certain problems when I didn't specifically know what type of problem I was and analyzing graphs I found difficult but that also is just a weakness of mine.
I think it perfect the way it is.
More problems with their full solutions should be uploaded.
I think Dr. Moosvi has already made a big part of physics survivable and fun. I like what he is doing and hope that he continues to do that.
Correlation between the lab material and the course material, for the physics 111 students, the labs referred to material that haven't been learnt yet but that had been covered in the physics 112 course. Personally, I feel as though angular momentum was not immensely valuable to learn in this course, it is pushed to the end and caused unnecessary stress (because it's a new topic) to learn when it will barely be tested. However, if a more prominent use for it (example, having a homework related to it) is put in place, perhaps that view would change.
This course could be improved by being in person and doing more activities that demonstrated the physics to gain a better understanding.
The removal of tutorials and being able to see the right answer for tests after submission.
Focus more on teaching and less on other stuff.
add depth. Derivatives should be more. More physics. lack of proofs.
No, I think it is fine
It would be nice to go over more examples in the class.
Teaching
Be in person
Online classes are not always able to provide the same learning experience for me. I wish there was a better solution than parielearn where I just have to punch in a number into a text box
Learn how to do the calculations on the homework and tests.
More content from professor rather than youtube
I feel since this was a learning journey not just the grades journey which now I feel is so incredible.
use more of class time explaining how to do the problems not just reading from the text book or videos
<ul style="list-style-type: none"> - Start of course was slow and the rest of the course was going too fast for me - Replace tutorials with SL
-I think it would have been beneficial to only do worked problems or conceptual questions in the lecture because I think it was easy to understand the concept ideas by reading the textbook or watching videos but applying those concepts in longer problems was harder and I think a little more instruction on how to approach those would have been beneficial. Also maybe a review of proportional reasoning at the beginning of the course would help just because I had forgotten how to do those types of questions and only by the end of the course did I figure out how to do them.
None
for future reference it might be better to see whether students actually understand vs student who can get buy through bonus tests and ed discussion alone.
I believe that these classes need to be an hour and a half so he can explain more and go into greater depth.
explaining the actual problem solving methods rather than just the concepts and also explaining the concepts in a variety of ways so that every student is able to find an explanation that makes sense for them so that they are not always struggling to keep up with what is going on in the class.
Maybe by emphasizing the most important topics more clearly. There were times where many ideas seemed important however very few truly mattered.
The 1st lecture of the week when starting a new topic should go over exactly what the expectations of learning are for that topic. I felt the lectures to be repetitive and not add anything on top of the flipped-style physics videos we watched.
Please never make the test window more a class from Friday at 6pm to Sunday at 6pm for the whole semester ever again. I feel that this definitely impacts grades for many students in a negative way and it just seems kind of inconsiderate. Not saying that work shouldn't be given on the weekend but having a physics test every weekend rather than a day where we actually have class seemed unnecessary.
Use the lecture time to teach the basics of the material first before doing example problems. Instead of jumping right away into example problems before the students have absorbed the material, explain it simply first and then do example problems.

Comments
The instructor could rearrange his teaching style to teach us during class lectures, instead of getting us to watch someone else's videos explaining the content to us.
– I enjoyed everything
Change tests to make them a bit easier
I honestly cannot think of much that could be done different, maybe some extra support for labs, but that is about it.
Please make this professor teach things or do not let him teach a class again.
More example questions
I would have enjoyed it if the class was 1.5 hours long twice a week rather than only 1 hour, I feel like we would have had more time to do practice questions in class.
No need.
This course could have been improved by having the same structure, but being conducted in person. I think having this course online as a flipped classroom was it's biggest weakness, in that the instructor had to just trust his students to engage with the problems.
The only answer input tests were a complete neglect to a proper assessment for our learning and should be changed to be problems that was get assessed on how we worked out the problem by showing work.
Concepts taught more in detail in class.
Ditch the reverse teaching style. It has been proven not to work, and I personal did not enjoy it one bit. The reverse teaching style made it very difficult to learn.
Explain the "hard" questions in class instead of going into details with the more simple questions
— using a structure similar to grade scope where the final answer is not the only criteria for the mark so that we can show our work on how we obtained the answer. The course was structured in a way that was intermittent and encouraged my learning path so overall I did find it very useful :)
I found that I self-taught myself this entire course. I feel as though Dr. Moosvi was trying to reinvent the wheel, but the wheel already works! The weekly readings were awful, the textbook is literal gibberish. Thank goodness I took physics 11 and 12 or else I would have failed this course. I am disappointed that a course is taught this way at a "top 40" institution. All the other science classes I took were engaging and fun. I understand that physics is supposed to be challenging, but not impossible. This class should be taught like all the other science courses. Overall, I am disappointed that this was my experience in my first year.
The homework sometimes was not released the day it was supposed to causing there to be much more of a time crunch than necessary.
One thing I would suggest is to remind your students more often to ask any questions they may have. I know that some students won't ask a question they may have because they are too afraid of being judged by others. I myself am an example of this; so I believe that if you prodded your students a little bit more, (maybe encouraged is a better word), then you would begin to see more questions being asked by numerous other students instead of just the same few students every class. This would ultimately lead to a better understanding for students which could aide them in improving their test scores and whatnot. Overall, I would say that you have done a great job this term, so good on you for that! This is just one thing I would suggest to hopefully see more of your future students participating in class discussions and asking questions related to Physics concepts.
The tutorials weren't very helpful, the TA's barely had enough time to work through the questions so there was not a lot of time for questions or to give the students time to attempt the questions before going over them. The tutorials could have been posted prior to the session to allow students to attempt them on their own before being shown how. and should have been posted after so students could look back at them for practice. There also should be supplemental learning for this course.
With going over harder and specific questions rather than basic ones.
More practice questions
I understand the professor's intent was that we did the bulk of our learning outside of class and then reviewed/practiced in class. I understand university is different from high school but I don't think a first-year course is most beneficial when taught this way, better assignments and the answers to be shown once they are done.
I will be quite honest, with this course I felt like I had to do the majority of the learning by myself. Dr. Firas went over a couple very easy problems during class and I felt confident with the work but as soon as I opened the homework, I would face a totally different reality. The homework would be incredibly difficult and without the help of other peers, I wouldn't be able to do it by myself. Not to mention the workload of this course. I was spending on average 6 hours a week on the work because the very hard homework would take about 4–5 hours to finish. This wouldn't be bad if the physics lab also didn't take about 6 hours to finish a week. I felt like all I really had time for some days was just Physics. Not to mention sometimes it felt like Dr. Firas didn't even look through his own homework questions. A couple friends and I stayed after class to understand how to do a physics question that even after 30 minutes he was unable to solve... And we are expected to solve problems like this every week. I think improving what is being taught in class, decreasing work load and the instructor should look over what they are assigning in the future. I really have not liked physics this semester.

Comments
Labs were a terrible experience,
I believe lab exemptions should be given to everyone who finished physics 12 for the following reasons:
The labs were unnecessarily demanding – the amount of physics work I did was essentially double my other classes purely due to the lab component, it felt like I was taking an additional course for none of the credits.
The labs felt unrelated to the content of the class and just felt like a chore taking time from real physics.
The lab hurt my grade for the lecture component since it caused me to get burnt out from physics more quickly and pushed me to avoid physics throughout the semester.
The lab made it difficult to take the class seriously when I was doing 2 tasks for only 3 credits, and I found it difficult to go to the lab TA for lecture help because he'd just tell me to go to the prof and the prof didn't give me much help on the lab and referred me back to the TA, it just felt like 2 different classes.
Regardless of what was being taught, the labs felt like I was leaving the course knowing less about physics, not more.
be able to show work for tests
Though he cares greatly about his students, I believe his style of teaching does not fit the online structure well. Many students have voiced their opinions about how learning through youtube videos and reading a textbook alone is not effective for them, but we see no changes in his lectures where instead of teaching us the new content he only goes over example questions. A large majority of the students including myself did fine this semester because we have been introduced to the concepts in this class during high school. However, I believe if you have never encountered this type of material before taking this class, you would struggle greatly.
This course had a flipped learning concept, where most of our learning was done on our own, and then some explanations and lots of practise were done during the lecture. I did enjoy this learning style but the course could have improved if we had a bit more explanations done in the classroom, just to help us grasp the concepts more.
more direction and real teaching
During the lectures, explain the concepts and provide notes.
provide an example of a question problem that is asked during the test and homework specifically calculations.
The professor either needs to be informed that a professor teaches, or needs to be replaced.
more instruction and difficult examples in class
Learn in class, less independent teaching.
Labs do not apply to lecture content too well, perhaps this could be looked at
I would seriously discourage the same course structure in the future. I learn much better when the professor teaches the material, rather than assign us to teach ourselves from the textbook. From my interactions with other students, most feel the same way. At the minimum, the professor could record asynchronous videos for us to teach ourselves from, which would provide much more guidance than just the textbook.
There could have been more material to study off of with correct answers. Also, it felt like it was very difficult to find content I needed to know in the textbook, like it wasn't relevant to the question being asked.
As I said before spend more time on concepts rather than going over other things.
Get the professor to actually teach during class, not put on Youtube videos during class.
The specific textbook questions to be done should be specified so that it reduces time spent searching for potential questions to do as test or exam prep.
Not much honestly, tests slightly less hard, labs a little more structured and more help. That's not on Dr. Moosvi that's on the TA and Lab managers.
Reduce lab workload please.
I wish it were a little more focused on learning in class rather than out of class. It's very difficult to keep up with 5 lectures, 3 labs, assignments, tests, and learning logs, while having to learn most of the material on your own.
More worked problems in class.
The lab component of the course is very hard, especially when they are online makes it even confusing and hard.
– More class discussions/group work
Change the instructor
I found that the labs this year were lacking. They ended up taking almost the entirety of days with the pre lab and lab. The lab section of this class could use some work but overall a solid class.

Comments
By making the classes a little more content oriented the course might have improved a little.
Better resources
more examples with solutions, most questions didn't have solutions to check from.
I hope he actually teaches in classes instead of letting us learn the contents by ourselves. Also, I hope he can play fewer youtube videos during class since we can watch them after class. I payed tuition to get education, and if the instructor merely plays youtube videos, I think my money is wasted.
PrairieLearn can sometimes be bugged and/or have the wrong answer. Better proofreading of tests and homework's are needed prior to release.
It would have been better if the course would have been in the offline format.
I really felt like the lecture time was limiting what could be done. My course had 3 x 1-hour classes a week. I believe that 2 x 1.5 hour or the one 3 hour lecture would work a lot better. I think that a lot of the time was wasted at the beginning and end. This is in no way the fault of the instructor.
more interesting way if teaching
Maybe more worked long examples in the lectures
Although prairielearn is a good learning website, there were many bugs in the problems that confused me a lot. If this problem is fixed, this course will be one of the best courses I have taken.
Full solutions would be helpful for textbook problems, if you get the question wrong you have no way of knowing the mistake you made. Numerical answers are useful but I have found that learning from mistakes in these types of questions by seeing the full solution has helped me a lot in other courses I struggled with earlier in the term.
-Use less YouTube videos in class in favor of going further in depth in worked problems
As much as I appreciated Dr Moosvi's attitude and approach to teaching, I didn't find his actual teaching of concepts to be particularly effective. I think perhaps he could reevaluate his approach for explaining certain concepts, and try to get back in the mindset of a first year student. I considered myself quite adept in most of these concepts prior to even starting this course, but actually found it hard to follow some of his explanations. I think there was quite a bit of going in circles, and the explanations didnt line up well with how a students brain would be working when solving a problem. As well, as much as I respect and appreciate the decision for us to do self teaching and then just solidifying concepts during class hours, I did not find it to be effective for this course. Perhaps if I had time to read every textbook chapter, watch every video, fully attempt the homework, and do supplemental research on my own *before* every monday class of new material, it would work, but on top of doing the physics tests each weekend as well as my other, more pressing courses, I did not find that possible in the slightest. Other students I spoke with found the same. All it did was rush me and have me end up prioritizing just *getting the work done* and getting the marks, versus fully diving into the concepts, which is not ideal at all. Again, I still support to attempt to switch to self teaching/peer learning, I think its a great idea, but considering my experience in Phys 111 this semester, *how* exactly you are going about that definitely needs some work.
use different homework/test platform and better communication
none
Making sure that the labs are relevant to the material being covered that week.
Starting with my initial impressions, I originally thought this course would just be a repeat of what was already learned in grades 11 & 12 which was true. I also had expectations that Phys 111 would go more into depth about the calculus of physics, however, it was primarily algebra-based.
This course could be dramatically improved if the instructor, Dr. Moosvi, did not simply rip 40+ "Flipping Physics" videos and call them "assigned videos". The instructor did not end up teaching anything in detail. Aside from the instructor occasionally reading sections of the textbook this course would be DRASTICALLY improved if the instructor did not do the "Harvard method" or "flipped class" method of learning.
Although the flipped class method may work better in certain circumstances, I found Dr. Moosvi's way of doing it lazy. I honestly cannot believe that this is an introductory course offered by UBC. None of the material was taught or brought up in class and the lectures themselves were only a time to gather to do problems which was alright, although class time could have been used much more effectively by learning the material.
Perhaps Dr. Moosvi is testing out a method of teaching and seeing how effective it is and here is my answer to how PHYS 111 is taught. I am fully aware that university is a time where many students struggle to adapt from high school since university puts most of the learning on yourself, keywords: most of. This is an introductory course, and it should not be taught like an experiment. Having already passed Physics 12 and 11 from high school I managed to adapt somewhat to the 100% self-learning environment.
This is an introductory course, and it should be taught as such. Although the majority of the instruction should be done by the students there should not be the expectation that this should be alright during the first semester of university. All my other science

Comments

courses are taught in a manner that works and this course should be taught similarly.

The basics were not explained very well so it was very challenging to solve harder questions and pass tests.

Make the information easier to understand because I found the lectures very confusing.

More instruction on how to approach questions

My prof did not exactly teach a whole lot in the course. There would be a practice problem every lecture, but that would be three a week out of ~10 different question types we were expected to know

None

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.

