

# FEEDBACK BOX HIGHLIGHTS

## BOOSTING RETENTION

"Please, please slow down. I understand it may be part of your personality to be so quick, but we're trying to learn. Some of us are learning calculus for the first time. We've never seen this before..."

[From the same course, eight days later]:

"Thank you so much for slowing down. This is perfect and I feel safer not dropping this class now."

## SENSITIVE TOPICS

"Hello! I first just want to say I really enjoy your class. I wanted to make a comment about class on Thursday. While I know you weren't meaning to be offensive, I would encourage you to say "jewish person" vs "jew" or "a jew". I wasn't offended, but I think it is important to say something considering it stuck with me. Interesting discussion though!"

## HEARTWARMING COMPLIMENTS

"The only thing missing this spring break was your class. Just saying. Think you."

"This is feedback I will provide given only that this box is anonymous, and I do not want to come off as a teachers pet or suck-up. I wanted to thank you and express my gratitude this semester for teaching a class that not only has purpose but gives students (like myself) sufficient opportunity to learn and develop. I truly feel that I have grown in my capabilities and skills, as well as gaining a surpassing grasp of this information. Understanding how hard it is to teach a class on a topic such as the Holocaust to a group of tired college students, many of whom are in the class because it is required, I wanted to let you know I appreciate what you have done for us this semester, and tell you that as a teacher, you stand out as one of the best I have had yet. Please consider this as friendly encouragement from an impressed student. If this is not anonymous, I will be very embarrassed. This was not a ploy for points. I would have written this even after the fact. Thank you so much."

## **ALERTING TO TECH PROBLEMS**

"On the math test (Consolidated Calculus), I was unable to answer 15 of the 35 questions due to the questions loading irregularly. These questions were #s 3, 4, 6, 8, 13, 18, 20, 24, 26, 28, 29, 30, 33, 34 & 35. I took screenshots of these questions as they appeared on my test if this is needed."

## **LEARNING OUTCOMES**

"I personally really loved the way this class was designed. Because it was a small class and it was a flipped classroom, I felt that I learned more information than I would have had it been a large classroom. I felt that the discussion part of the class really helped solidify the knowledge in my brain and I'm walking away from the class knowing a lot more about the brain and cognition than if I had just memorized some facts for a test. Dr. Hornstein always provided a comfortable environment for us to learn in which made voicing our opinions and asking questions much easier. Overall I loved the class and I would definitely recommend it to anyone!"

## **MIDTERM FEEDBACK**

"Mid Semester Feedback: 1. I like the sports aspect of the class with the different coaching techniques and looking into real examples of coaches and their universities. 2. The instructor presents things well and is always enthusiastic about the material which makes it easier to focus on. 3. I think the notes given are pretty sufficient for this course and can't really think of anything to change 4. More consistently review the materials that are talked about and make sure I can reference the details with the correct people."

## **DIFFICULT QUESTIONS**

"Hello My grade now (spring 1 and spring 2) is 60. Do you advise me to drop the class or there is a way to pass with Grade?"