

Summary of Beginning of Semester Questionnaires/Quizzes

Debra Nolan, Statistics

I typically hand out 3X5 cards, asking students to give me the following information:

Name

Nickname (or what they want to be called in class)

Past math and stat courses

Standing (junior/senior/grad, etc)

Major/intended major

A stat/probability question that they would like to know the answer to.

Anything else that they would like to tell me

In my stat classes, I also often hand out questionnaires to the students which they answer anonymously. I ask them things like height, length of hand span, sex, time they spent watching TV last night, how much soda they drank yesterday. We use this information in the examples in the class.

Carol Redmount, Near Eastern Studies-Egyptian Archeology

In my freshman seminar I make everyone who shows up the first day (which often includes people on the wait list) introduce themselves and then say five (or sometimes three or four, depends on how many people and how much time there is) things about themselves. In my large lecture course (Introduction to Ancient Egypt, generally 90 or so), I ask for a show of hands regarding what year in school individuals are in (freshman, sophomore, etc.), who has been to Egypt, and who believes they know a fair amount about ancient Egypt.

Della Peretti, Graduate School of Education

We have them fill in a bunch of graphs of various types (Venn diagram, bar graph, maps with post-its, etc.) which are posted on the walls of the room.

Some of the prompts:

Which state(s) have you lived in for more than a month (map)

Which movies have you seen this summer? (venn)

Which of the recommended books did you read this summer? (bar)

What grade were you in when you had your first teacher of color? etc. (bar)

What questions do you have about the program? (list)

Second year students come in and respond to these questions.

Then we also have a human bingo game designed to get them to mingle. They must get signatures from classmates who fit the descriptors in each square. Instructors participate as well. Items such as:

I am a parent.

I moved this summer.

I speak more than one language.

The primary goal is to get acquainted, rather than to win BINGO.

We also go around the class and have everyone list one non-"academic" hobby/talent they possess and another they would like to learn. We provide recording sheets with all of the names so that students can keep notes.

We also take digital photos of each (willing) student and print out a labeled (with first names) sheet of thumbnails for everyone.

All of this is appropriate for an elementary teaching credential program because they will also have to create a sense of classroom community in their own future classes but I think it could work more broadly as well. There is a great feeling in the room at the end of the day as many commonalities are discovered. Without this, who knows how long it would have taken for the 2 banjo players to discover one another?

Martha Olney, Economics

Letter of Introduction

For your second section meeting, please write a one-page letter of introduction of yourself to your teaching assistant. Include your name and anything about yourself that you would like to share. This may be typed or handwritten. If you can, please attach or paste in a photo of yourself, as this will help your TA learn your name. The paper will not be graded nor returned.

Marian Diamond, Integrative Biology

Just to set the scene, as I faced my Human Anatomy class of 630 students in Wheeler Auditorium at 11:00 AM (purposely chosen because they are awake and hungry) on Monday August 25th, I wondered how many of these superb students already knew much of the basic material I was about to introduce to them this semester. I began with the following:

1. How many of you know the function of your spleen? (Only the hands of the GSIs in the back and one or two UGs.) Same response to: How many of you know where your spleen is?
2. How many know why you have a thymus gland? Again the same response.
3. Trying an organ a little less esoteric, How many know the digestive functions of your liver? Again the same response.

This rather inert, total reaction let me know I had a real purpose for teaching Human Anatomy to these bright but uniformed students. I DO want them to become acquainted with the "House" in which they will spend their 100 years.

George Chang, Nutritional Science

Usually a crude handwritten note asking for their name, nickname, and hometown or high school. Then there are a few specific questions, depending on the course I am teaching at the

time. For example:

For a freshman seminar on "the freshman experience": What was the high point of your freshman experience so far? What was the low point?

For a freshman seminar on "the global environment": What environmental issue did you notice TODAY on campus or in Berkeley? What environmental issue could you give a 5 minute talk on right NOW? At this moment, what environmental issue leaves you fascinated, but clueless about?

For an elective senior course in food microbiology: What courses have you taken or are you taking in: Organic chemistry? Biochemistry? Microbiology? (I usually don't ask for anything more because I want them to pay attention to the first lecture. That's when I make it very clear that I want them to prepare a lecture outline and exam style questions for each lecture BEFORE they hear it. Once they know this, the casual students leave!)

For an 800-student general interest course in nutrition: I don't give out a questionnaire, but the GSIs sometimes do. However I do have an assignment for each student who tries to "add" or "crash" the course after school begins.... I have them turn in five (5) handwritten exam-style questions for EACH lecture that they've missed. This helps them to understand that we are serious about the course, even though we meet in Wheeler Auditorium.

Caroline Kane , MCB-Biochemistry and Molecular Biology

MCB 110L: BIOCHEMISTRY AND MOLECULAR BIOLOGY LABORATORY MOLECULAR GENETICS DIAGNOSTIC QUIZ

NO NAMES; NO GRADES
11-04-02

1. What is an allele?
2. Distinguish among the following:
 - Haploid and diploid cells
 - Mitosis and meiosis
 - Transcription and translation
 - Eukaryote and prokaryote
 - Dominant and recessive alleles
 - Heterozygotes and homozygotes
3. What does it mean if two genes have a synthetic interaction?
4. If a molecule has a molecular weight of 50,000, how many picomoles are in 50,000 nanograms?

Robert Beatty, MCB-Immunology

Immunity and Disease MCB50 Spring 2003
Enrollment Form

Last Name _____ First Name _____
SID# _____
Phone: _____ e-mail: _____
1st year _____ 2nd year _____ 3rd year _____ 4th year _____ 5th year _____
Major _____ Declared _____ Intended _____

Previous Science Courses	Taken during High School	College

Why are you taking this class? What do you hope to get out of this class?

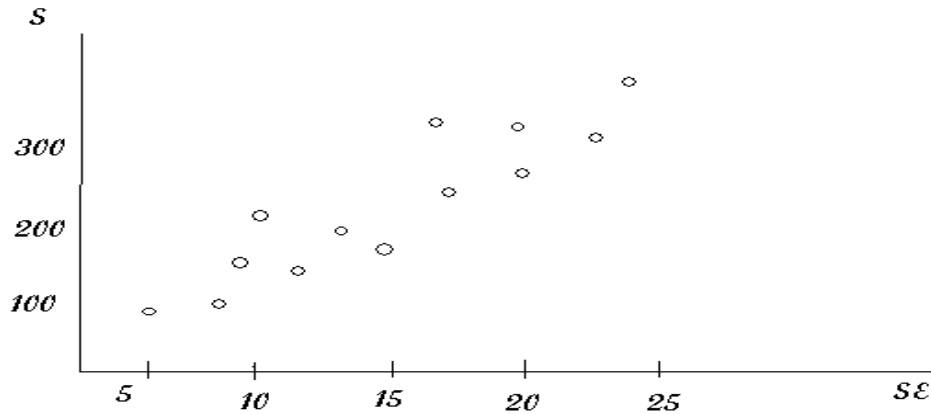
Comments:

Michael O'Hare, Goldman School of Public Policy

To: Risk module Date: October 10, 2003
From: M. O'Hare
Re: Informational quiz

This quiz is intended to calibrate the approach of the course and will not count in your grade. Do the best you can in ninety minutes, and try to divide your time across all the questions. Due in class Mon., August 25,

1. What is the correct admission price for a museum not likely to be overcrowded at any price? Explain your reasoning in plain English, and with a picture.
2. You are tested for a very rare disease and the result is positive. The indicated treatment is costly and painful; the disease is much worse. Why might you pass up the treatment; what do you want to know in order to make a good decision?
3. Explain in plain English why a contestant on the old Monte Hall TV show* should always switch his choice after Monte opens a door.
4. Consider the data in the figure below for individuals sampled from a population. The ordinate shows values for $S = \text{Something}$; the abscissa $SE = \text{Something Else}$. A new person turns up, not in the sample, whose value for "SE" is 15. What do you think about his value for "something", and why? Answer in plain English and perhaps a picture.



5. You randomly choose ten individuals (ages > 25) living in the highest-income census tract in Berkeley and observe that six of them are college graduates (or higher-educated). What do you believe about the fraction of adults in this tract who are college graduates? Why?

*In this show, a contestant is shown three doors: behind one is a nice prize. She chooses one door, which remains closed. The host (Hall) then opens one of the remaining doors, which of course has no prize. The contestant may then switch her choice to the third door, receiving whatever is behind it, or stick with her first choice and receive whatever is there.

Srebrenka Robic, MCB

Welcome to PMB/MCB 112:
General Microbiology

Please answer the questions below to help me get to know you better.
Thanks.

Your NAME	
Email address	
Major and year in school	
Are you registered for this class?	
Relevant background courses	
Research experience (if any)	
Why are you taking this class?	
What should this class NOT be like?	
What else should I know about you?	
What would you like to know about me?	

Asha Weinstein, Urban and Regional Planning, San José State University

Personal Information

Name used by university (Last, First):

Name you would like be called in class (with pronunciation tips, if you like):

Phone number (home and / or work):

Email address (*you must have an email account*):

I will distribute a list of the students in the class so that you can contact each other. Do you mind if I include your:

Email address: ___yes, you may distribute this ___no, don't distribute this

Phone number: ___yes, you may distribute this ___no, don't distribute this

City in which you are currently living:

Department you are enrolled in:

Are you a masters or an undergraduate student?

Year in school you finished last spring (if an SJSU student):

Why are you taking this class (required vs. elective)? What do you hope to learn from it?

Do you have any past experience relevant to environmental planning?

(Course work, jobs, volunteering, etc.)

Do you have any special needs or disabilities that you would like me to know about?

What are some of your extracurricular interests?

I will be assigning students to teams for the assignment on creek-side trails. If there is anyone in the class whom you particularly wish to work with, or with whom you prefer not to work, please let me know. I can't promise to follow your wishes, but will try.

Louise Fortmann, ESPM-Society and Environment

WHO ARE YOU? ESPM 155 Fall 2003

Name _____

What do you want to be called in class? _____

Major _____

Phone Number _____

Email _____

May I put your email on an email list for the whole class? _____

Hometown _____

Major interests?

Why are you taking this class?

(For ESPM 255, an added question: Any food allergies?)

Alan Weinstein, Mathematics

QUESTIONNAIRE, MATH H113 SPRING 2000

Please Write your name and email address below.

What is your major (declared or undeclared)?

What math courses have you taken up to now?

What math courses are you taking this semester (besides this one)?

What do you hope to learn in this course?

Any further comments?

Alan Weinstein, Mathematics

QUESTIONNAIRE, MATH 214 FALL 2002

Name:

Email address (legibly, please):

Are you planning to take this course for credit?

Department:

Year:

List the previous upper division and graduate mathematics courses which you have taken (by number if at Berkeley, by name if elsewhere).

How is this course related to your mathematical (or other scientific) interests?

Any further comments?
