Introduction

The Cell and Systems Biology Student Union (CSBSU) aims to better student life for all undergraduates enrolled in biology related courses. The CSBSU organizes fun events, from academic seminars and greenhouse tours to socials and movie nights, which are open to all students, staff, and faculty. Please visit the CSBSU in RW 123 or check out their website: http://www.csbsu.csb.utoronto.ca

CSBSU Executive

BIO 250Y1Y Cell and Molecular Biology

Instructor(s): B. Chang; M. Campbell

Enr: 996   Resp: 535   Retake: 56%

	1	2	3	4	5	6	7	Mean
Chang:								
Presents	1	1	5	18	27	31	13	5.2
Explains	2	1	7	21	32	24	10	4.9
Communicates	1	2	6	21	33	22	11	5.0
Teaching	2	0	4	19	33	28	10	5.1
Campbell:								
Presents	0	0	1	9	22	38	27	5.8
Explains	0	0	1	11	25	39	21	5.7
Communicates	0	0	1	7	15	32	42	6.1
Teaching	0	0	1	10	25	38	23	5.7
Course:								
Workload	0	0	0	28	32	25	12	5.2
Difficulty	0	0	0	30	34	23	10	5.1
Learn Exp	2	1	4	36	30	19	6	4.8

Students found that the course had a very heavy workload with an enormous amount of content, although the course was well-designed and organized. Students complained about the size and usefulness of the textbook and the heavy amount of required readings. Students felt that 4 midterms or regular evaluations online or in tutorials would have been more effective for studying than just 2 exams.

Students felt that Chang relied too heavily on her lecture notes and sometimes gave irrelevant details. Many students commented that she would have benefitted by slowing down and explaining concepts in a more concise and coherent manner. Some felt that more enthusiasm about the material from the instructor would have helped engage the class.

Campbell was an enthusiastic and humourous instructor with a genuine interest for the material he taught. Students enjoyed his powerpoint slides and effective analogies.

Instructor(s): D. Desveaux; T. Harris

Enr: 920   Resp: 577   Retake: 48%

	1	2	3	4	5	6	7	Mean
Desveaux:								
Presents	0	0	4	16	32	33	12	5.3
Explains	0	0	2	18	34	29	12	5.3
Communicates	0	1	4	22	32	25	12	5.1
Teaching	0	0	2	19	36	28	11	5.2
Harris:								
Presents	0	1	2	13	34	33	14	5.4
Explains	0	0	1	14	31	35	15	5.4
Communicates	0	1	3	19	31	30	13	5.3
Teaching	1	0	1	17	32	34	12	5.3
Course:								
Workload	0	0	3	34	33	20	7	4.9
Difficulty	0	0	1	33	36	19	8	5.0
Learn Exp	1	1	6	49	23	12	4	4.5

Desveaux was found to be an organized instructor who explained concepts thoroughly and clearly. However, he sometimes spoke too softly.

Harris was found to be passionate and knowledgeable about the subject. His lectures were delivered in a clear and concise manner with good use of examples. However, he would have benefitted from better organization of his slides and a larger laser pointer.

Students were overwhelmed by the amount of required readings and content for this course. They felt that the 2 exams should have been divided into 4 tests, 1 for each section, to make the material more manageable. Many students would have liked more feedback and a better marking system for the writing projects. As well, more engaging and applicable labs would improve the course.

Instructor(s): M. French

Enr: 283   Resp: 193   Retake: 43%

	1	2	3	4	5	6	7	Mean
Presents	0	1	2	9	33	35	18	5.6
Explains	0	0	2	15	25	35	20	5.5
Communicates	0	0	2	5	20	39	32	5.9
Teaching	0	0	2	8	27	37	23	5.7
Workload	1	0	1	34	31	21	9	5.0
Difficulty	0	0	2	32	36	17	9	5.0
Learn Exp	2	2	9	41	24	15	4	4.4

Students described French as an engaging lecturer who explained concepts clearly and brought dry material to life. She was enthusiastic, approachable and answered questions with thought and respect.

The course load was intense with a large amount of required readings. Many students felt that there was too much material and the two exams should have been split into four smaller tests. Some students found the labs to be uninspiring.

BIO 252Y1Y Animal Physiology: Cells to Systems

Instructor(s): R. Stephenson; M. French

Enr: 497   Resp: 276   Retake: 71%

	1	2	3	4	5	6	7	Mean
Stephenson:								
Presents	2	3	12	18	31	22	9	4.8
Explains	1	3	6	12	33	25	16	5.2
Communicates	3	5	5	16	26	28	15	5.0
Teaching	1	3	5	15	31	26	15	5.2
French:								
Presents	1	0	3	5	26	42	21	5.7
Explains	1	0	2	7	24	39	22	5.6
Communicates	1	0	1	4	21	38	32	5.9
Teaching	1	0	2	6	26	38	23	5.7
Course:								
Workload	0	0	5	54	27	7	4	4.5
Difficulty	0	1	1	58	27	8	2	4.5
Learn Exp	1	1	3	42	28	16	6	4.7

Stephenson was said to have been very thorough in his teachings. He used many examples to explain concepts and communicated topics well. Some students found him monotonous at times and would have liked to have seen more detail on the slides. Other students found the instructor digressing away from the topic at times and would have liked to see supplementary readings complementing the lecture material.

Some students felt concerned about having too much material tested on one midterm. Students would have preferred to have had 1 test per instructor so as to reduce the amount of material being tested per test.

Overall, students found the course interesting even though at times the lecture topics were a bit dry and at other times, challenging.

French was very enthusiastic about the material and communicated topics very clearly. She responded to questions quickly and in a clear, concise manner. Students appreciated her usage of many learning

strategies to help students get a better grasp of the material. The review charts used by the instructor were deemed extremely beneficial to understand the important topics. Some students felt overwhelmed by the assigned readings at times, and also felt that French could have lectured more slowly at times.

Students found the labs to be too long and tedious. Often times, the instructions for completing the lab reports were unclear. The TAs were said to be unhelpful and strict markers. However, the labs themselves were enjoyable learning experiences.

Instructor(s): J. Peever; M. Woodin

Enr: 461   Resp: 189   Retake: 79%

	1	2	3	4	5	6	7	Mean
Peever:								
Presents	0	0	1	12	18	41	25	5.8
Explains	0	0	0	6	24	47	21	5.8
Communicates	0	0	0	7	26	41	24	5.8
Teaching	0	0	0	6	26	43	23	5.8
Woodin:								
Presents	1	3	3	18	32	25	14	5.1
Explains	2	2	5	15	30	30	12	5.1
Communicates	2	1	2	12	36	28	15	5.2
Teaching	3	0	3	17	26	37	10	5.2
Course:								
Workload	1	0	8	64	21	3	0	4.2
Difficulty	0	0	9	61	23	3	0	4.2
Learn Exp	0	0	2	42	25	22	6	4.9

Students felt that Peever's enthusiastic, straightforward and "cool" method of teaching was very effective. They found him to be knowledgeable, easy to approach regarding questions and much appreciated his sense of humour while explaining the material. Students found his classes engaging and were eager to attend. He chose relevant figures and expanded well on the key details during lectures. He communicated the important concepts clearly and though few found him to be repetitive at times, the vast majority found that repeating the concepts helped to solidify the material. Many felt that Peever went above and beyond as an instructor and much appreciated the extra notes that he posted online, which were very helpful.

Woodin was enthusiastic, knowledgeable and passionate about teaching and the material. She chose useful examples to explain concepts and students found her to be very approachable and helpful when answering questions. Many students felt that the figures required a more thorough explanation, better organization and a clearer connection and summary of the main points. While some students enjoyed getting leave class early, the majority felt that the lectures were rushed. Specifically the more important and difficult material was not thoroughly explained while the basic concepts were overemphasized. Many students felt that the level of difficulty and detail expected for the test did not mirror the focus in class nor were the specific learning requirements made clear. The educational films that Woodin went out of her way to present were a great learning tool that truly added to the experience of the course. They conveyed informative content and applied the material taught in class in an interesting and enjoyable manner.

Overall, most students enjoyed the class. The material was engaging, however, many students wanted the material to have more emphasis on animals. Many were pleased that the number of labs was decreased as it gave more time to focus on lecture material. Although the pre-labs were very useful, the questions and expectations of the lab reports were vague whereas the marking scheme was very specific. Students would have liked the labs to directly reflect the lecture material and level of difficulty in class and to be performed only after the material was taught in class. Most students found little use of the textbook.

BIO 260H1S Concepts in Genetics

Instructor(s): D. Guttman; W. Moeder

Enr: 161   Resp: 67   Retake: 69%

	1	2	3	4	5	6	7	Mean
Guttman:								
Presents	0	0	6	6	21	41	24	5.7
Explains	0	0	3	9	21	40	25	5.8
Communicates	0	0	1	12	10	49	26	5.9
Teaching	0	0	1	6	20	47	24	5.9
Moeder:								
Presents	0	1	13	10	43	24	6	4.9
Explains	0	4	16	16	35	13	12	4.7
Communicates	3	1	16	17	33	12	14	4.7
Teaching	1	1	14	12	38	20	11	4.9
Course:								
Workload	0	1	1	55	31	6	3	4.5
Difficulty	0	0	0	39	42	11	6	4.9
Learn Exp	2	6	0	26	24	30	10	5.0

Guttman was a humourous and good lecturer. He explained concepts well and spoke very clearly. Some students felt that he explained material beyond the scope of a second year course, but appreciated his interest in the material.

Moeder was a nice instructor but was quiet and had difficulty in clarifying examples. Students felt his lectures were a bit disorganized and would have appreciated more enthusiasm.

Overall, students found the material and course interesting. Evaluations were also fair, but some felt that lectures were too long, and would have appreciated more tutorial sessions on different days.

CSB 200Y1Y Current Topics in Molecular Biology

Instructor(s): A. Bruce

Enr: 70   Resp: 36   Retake: 72%

	1	2	3	4	5	6	7	Mean
Presents	0	2	0	5	33	44	13	5.6
Explains	0	0	0	17	42	28	11	5.3
Communicates	0	0	0	11	28	37	22	5.7
Teaching	0	0	0	8	29	50	11	5.6
Workload	0	2	25	65	5	0	0	3.7
Difficulty	0	2	20	60	17	0	0	3.9
Learn Exp	0	3	3	41	27	20	3	4.7

Many students found this to be an interesting course with a wide variety of useful topics. Bruce was patient in addressing questions and explaining concepts clearly. She showed great enthusiasm and effort in her teaching, but many students felt that she went through the lectures too quickly. Some students felt that both lectures and tutorials would have benefitted from more structure and coherence.

Instructor(s): E. Larsen; K. Yoshioka

Enr: 63   Resp: 47   Retake: 58%

	1	2	3	4	5	6	7	Mean
Larsen:								
Presents	0	4	23	23	34	8	6	4.4
Explains	0	0	2	21	36	29	10	5.3
Communicates	0	0	0	12	29	40	17	5.6
Teaching	0	0	8	27	27	27	8	5.0
Yoshioka:								
Presents	0	2	2	20	29	36	9	5.2
Explains	0	2	8	6	40	31	11	5.2
Communicates	0	0	2	11	25	47	13	5.6
Teaching	0	2	2	20	40	33	2	5.1
Course:								
Workload	14	4	31	46	0	2	0	3.2
Difficulty	10	10	21	46	8	2	0	3.4
Learn Exp	2	2	16	44	13	16	2	4.2

Larsen was a very effective instructor who utilized many examples to clearly explain course content. However, her lack of utilizing visual aids, such as powerpoint slides left students feeling confused and sometimes made lectures disorganized.

Students were pleased that Yoshioka was a very organized instructor who effectively used visual aids and appropriate amounts of examples to explain the material. However, many felt that she was difficult to understand at times during class discussions.

Overall, students felt the course was too heavily geared towards sci-

entific content which made students completing their science distribution credit uneasy. Non-science students felt discussions could have integrated social issues with regards to scientific technologies a lot better. Tutorials were not organized effectively such that students felt discussions to supplement lecture material would have been more appropriate to enhance the learning experience rather than the approach currently used, which was to show videos. Many felt the use of videos did not help their understanding of the material.

CSB 325H1F Endocrine Physiology

Instructor(s): D. Barsyte

Enr: 205   Resp: 65   Retake: 45%

	1	2	3	4	5	6	7	Mean
Presents	4	6	18	31	26	9	3	4.1
Explains	6	10	23	31	18	9	0	3.7
Communicates	3	3	13	36	33	9	0	4.2
Teaching	1	6	23	40	20	7	1	4.0
Workload	0	0	4	56	23	12	3	4.5
Difficulty	0	0	3	46	31	15	3	4.7
Learn Exp	0	9	23	47	11	4	2	3.9

The instructor expressed a keen interest in the subject matter. While she was concerned about her students and asked for feedback in class, the material taught was slightly challenging and there was too much of it. She also had a little difficulty explaining concepts clearly and sometimes contradicted herself, but overall performed effectively as an instructor.

CSB 327H1F Extracellular Matrix Macromolecules

Instructor(s): M. Ringuette

Enr: 115   Resp: 86   Retake: 82%

	1	2	3	4	5	6	7	Mean
Presents	1	0	2	12	28	27	28	5.6
Explains	1	0	3	7	28	29	30	5.7
Communicates	0	0	1	5	12	41	38	6.1
Teaching	1	0	0	8	18	35	36	6.0
Workload	0	2	10	59	18	7	2	4.2
Difficulty	0	0	7	51	29	9	2	4.5
Learn Exp	1	1	2	19	27	27	20	5.3

Overall, students found the instructor very knowledgeable, engaging and approachable. Students found the midterms to be very fair, as the instructor was clear about his expectations. Students also found the material interesting with relevant examples in life.

CSB 328H1F Developmental Biology

Instructor(s): U. Tepass; D. Godt

Enr: 67   Resp: 47   Retake: 86%

	1	2	3	4	5	6	7	Mean
Tepass:								
Presents	0	0	2	10	21	40	25	5.8
Explains	0	0	0	10	14	31	42	6.1
Communicates	0	0	4	8	26	36	23	5.7
Teaching	0	0	0	4	21	42	31	6.0
Godt:								
Presents	0	0	0	2	21	42	34	6.1
Explains	0	0	0	4	6	38	51	6.4
Communicates	0	0	0	0	23	27	48	6.3
Teaching	0	0	0	0	17	42	40	6.2
Course:								
Workload	0	0	2	55	34	6	2	4.5
Difficulty	0	0	6	46	34	12	0	4.5
Learn Exp	0	3	0	21	28	31	15	5.3

Tepass was said to have been very knowledgeable. He took time to answer questions posed by students in a clear manner. Some students felt that he was soft spoken and at times hard to understand.

Godt was enthusiastic about the material taught. She had a good teaching style and seemed to care about the students. She also answered the questions in a clear manner and spoke very slowly and clearly during lectures.

Overall, students found the course to be an enjoyable experience. The tests were fair and required critical thinking. The tutorials and seminars were not only helpful, but also enjoyable.

CSB 329H1S Evolution of Development

Instructor(s): T. Berleth; E. Larsen

Enr: 25   Resp: 17   Retake: 42%

	1	2	3	4	5	6	7	Mean
Berleth:								
Presents	6	18	25	37	6	6	0	3.4
Explains	11	5	17	23	23	17	0	3.9
Communicates	5	5	11	23	23	23	5	4.5
Teaching	12	6	25	25	18	12	0	3.7
Larsen:								
Presents	0	11	11	23	29	23	0	4.4
Explains	0	0	5	29	23	35	5	5.1
Communicates	0	0	0	18	12	50	18	5.7
Teaching	0	5	11	17	17	41	5	4.9
Course:								
Workload	0	0	6	62	25	6	0	4.3
Difficulty	0	0	6	75	12	6	0	4.2
Learn Exp	0	0	25	37	25	12	0	4.2

Students felt that Berleth's lectures and slides were disorganized and that some of the material was unrelated to the course. Students were also dissatisfied with the lack of updates on the course website. The midterm for this section was unfair, as students did not feel that it reflected his teaching in plant evolution, but rather there was too much emphasis on plant anatomy.

Students felt that not enough background information (i.e. evolutionary terms) was taught and that Larsen assumed previous knowledge of the material. Students also would have appreciated more direction and organization during her tutorials.

While students liked the idea of a design your own experiment project, most would have appreciated a clearer guideline of expectations, in addition to more well-organized tutorials. Students also would have appreciated it if their marks/midterm was given back to them before the drop date. The overall organization of the course needs improvement.

CSB 330H1S Techniques in Molecular, Cellular and Developmental Biology

Instructor(s): A. Bruce; T. Harris

Enr: 32   Resp: 31   Retake: 77%

	1	2	3	4	5	6	7	Mean
Bruce:								
Presents	0	0	0	6	19	54	19	5.9
Explains	0	0	0	6	19	54	19	5.9
Communicates	0	0	0	0	12	48	38	6.3
Teaching	0	0	0	3	12	61	22	6.0
Harris:								
Presents	0	0	3	6	19	58	12	5.7
Explains	0	0	0	10	23	46	20	5.8
Communicates	0	0	0	3	19	41	35	6.1
Teaching	0	0	0	6	19	54	19	5.9
Course:								
Workload	0	3	3	48	32	9	3	4.5
Difficulty	0	0	6	41	35	12	3	4.6
Learn Exp	0	0	0	15	50	30	3	5.2

Bruce was a wonderful instructor who was approachable, friendly and willing to take questions. She explained concepts thoroughly, and related material found in the papers to her lectures in a complementary fashion.

Harris was a nice and approachable instructor who was patient and willing to answer questions which was appreciated. Although students felt he explained concepts clearly with the use of good examples, some of his lectures were too focussed on one technique or theory, and they would have liked an equal distribution of time and focus among all the topics covered.

Students felt that evaluations were fair, but thought that labs were a

little disorganized at times. It also would have helped if lab guidelines and expectations were explained early on in the course.

Overall, students enjoyed the course, and would recommend if as it was interactive and applicable, and felt that the instructors cared about the material and the students.

CSB 331H1S Adhesion Cell Biology I: Cell Adhesion and Migration

Instructor(s): M. Ringuette

Enr: 102   Resp: 56   Retake: 79%

	1	2	3	4	5	6	7	Mean
Presents	0	0	7	3	25	37	26	5.7
Explains	1	0	3	14	19	33	26	5.6
Communicates	0	0	0	9	14	23	52	6.2
Teaching	0	1	0	8	14	33	41	6.0
Workload	0	1	12	62	19	3	0	4.1
Difficulty	0	0	3	51	28	12	3	4.6
Learn Exp	0	2	0	22	35	15	24	5.4

Overall, students really enjoyed the instructor's enthusiasm for the course material and found him to be very nice and very helpful. Most students found Ringuette "outstanding", energetic and enjoyable.

The course was very interesting, and notes that summarized the reading was provided. Overall, tests were fair but with a few tricky questions.

CSB 332H1S Neurobiology of the Synapse

Instructor(s): M. Woodin

Enr: 349   Resp: 139   Retake: 85%

	1	2	3	4	5	6	7	Mean
Presents	0	0	6	13	29	37	13	5.4
Explains	0	3	2	12	27	35	19	5.5
Communicates	0	0	0	8	27	38	24	5.7
Teaching	0	0	3	12	31	33	18	5.5
Workload	0	3	8	71	11	3	0	4.1
Difficulty	0	0	7	68	17	3	1	4.2
Learn Exp	0	0	1	39	29	22	6	4.9

Students felt that Woodin was enthusiastic and communicated effectively. Many felt that she contradicted the textbook at times and should have explained concepts more clearly. Many felt that having an exam worth 50% was too much and would have appreciated a better breakdown. She sometimes spoke too fast during lectures, but many felt that she was approachable and helpful during the tutorial sessions.

Overall, an enjoyable course!

CSB 340H1F Plant Development

Instructor(s): P. McCourt; T. Berleth

Enr: 49   Resp: 32   Retake: 29%

	1	2	3	4	5	6	7	Mean
McCourt:								
Presents	6	6	6	21	34	21	3	4.5
Explains	3	6	0	25	28	21	15	5.0
Communicates	3	0	6	15	28	34	12	5.2
Teaching	3	0	9	28	21	31	6	4.8
Berleth:								
Presents	12	0	229	25	25	6	0	3.7
Explains	0	6	12	31	28	18	3	4.5
Communicates	3	3	15	18	34	25	6	4.8
Teaching	0	3	12	37	31	15	0	4.4
Course:								
Workload	0	0	12	43	31	9	3	4.5
Difficulty	0	0	0	37	31	18	12	5.1
Learn Exp	3	7	11	40	22	14	0	4.1

McCourt's lectures provided an opportunity to develop critical thinking at a higher level and exposed students to an atmosphere where they could discuss and analyze primary research papers. Many students appreciated this style of lecturing in preparation for future studies. Students felt that McCourt's methods of evaluation were unfair and would have liked to have exams with many questions reflecting range of course

material, instead of the two question examination.

Many felt the course was highly disorganized and felt unprepared since no botany prerequisite was listed. Berleth's lectures were too broad and the lack of focus on course material left many students confused as to what they should be taking away from the lectures. Students felt that specific examples with an in-depth discussion of the readings would have been helpful. Lecture slides were not made available online which added to the confusion. Berleth's exams were too long and many students felt rushed due to inadequate time allowed for the exam.

CSB 344H1S Comparative Endocrinology of Invertebrates

Instructor(s): K. Yagi

Enr: 45   Resp: 28   Retake: 64%

	1	2	3	4	5	6	7	Mean
Presents	0	0	7	21	50	10	10	5.0
Explains	0	0	3	32	46	7	10	4.9
Communicates	0	3	10	42	35	3	3	4.4
Teaching	0	0	0	35	16	14	3	4.9
Workload	0	0	3	70	22	3	0	4.3
Difficulty	0	3	3	74	11	7	0	4.1
Learn Exp	4	0	9	71	0	14	0	4.0

Students felt that Yagi was a nice instructor but that the material presented was dry and lacked real-life application/examples. Students felt that the material put online was organized and informative.

Students strongly felt that the requirements/instructions for course projects and papers should have been more clearly outlined. Some students also would have liked technical support for the website project in particular.

CSB 345H1F Biology of Sleep

Instructor(s): R. Stephenson

Enr: 400   Resp: 225   Retake: 69%

	1	2	3	4	5	6	7	Mean
Presents	5	3	7	27	27	20	7	4.6
Explains	3	3	4	21	31	26	8	4.9
Communicates	5	2	6	19	29	23	13	4.9
Teaching	6	2	5	22	29	27	7	4.8
Workload	1	1	9	66	16	3	0	4.1
Difficulty	0	0	7	58	22	8	1	4.3
Learn Exp	4	4	7	36	25	14	6	4.4

A majority of students found the lecture material interesting and engaging. Stephenson was enthusiastic about the material and did a good job explaining concepts through the use of examples. Many however, felt that the term tests marks were not a true reflection of knowledge as main concepts weren't tested, rather the questions asked were vague and too detailed oriented. While the instructor was approachable and friendly, he was hard to reach by email and for individual consultation.

Overall, the course was an interesting one.

CSB 346H1S Neurobiology of Respiration

Instructor(s): J. Peever

Enr: 227   Resp: 114   Retake: 87%

	1	2	3	4	5	6	7	Mean
Presents	0	0	0	11	27	30	30	5.8
Explains	0	0	1	7	24	37	28	5.8
Communicates	0	0	1	1	18	38	39	6.1
Teaching	0	0	0	5	21	37	34	6.0
Workload	0	0	4	65	24	2	1	4.3
Difficulty	0	0	0	64	25	8	1	4.5
Learn Exp	0	0	3	32	34	20	9	5.0

Peever was an engaging and a very good lecturer. His enthusiasm and knowledge of the material was admired, and students appreciated his clear explanations and use of examples during lectures.

A few students felt that he spoke too fast and rushed his lectures towards the end of the year due to the amount of information presented. Thus they would have preferred if he had summarized what material was

important for the midterms. Also, while students appreciated the use of case studies, more focus should have been spent on the theory as opposed to names, dates and other overly specific details.

Students felt he was a fair marker, but some would have preferred a different weight distribution. Students also did not like the timing of lectures and would have preferred fewer tutorials and more lectures. Overall, the course was good and enjoyable, and students would recommend it.

CSB 347H1S Comparative Cellular Physiology

Instructor(s): L. Buck

Enr: 181   Resp: 71   Retake: 71%

	1	2	3	4	5	6	7	Mean
Presents	0	0	4	12	41	32	8	5.3
Explains	0	0	2	21	41	21	12	5.2
Communicates	0	0	0	2	31	48	17	5.8
Teaching	0	0	0	7	35	45	11	5.6
Workload	0	0	10	74	12	2	0	4.1
Difficulty	0	0	7	67	15	10	0	4.3
Learn Exp	0	3	0	57	24	5	9	4.6

Overall, students felt that the instructor was enthusiastic and passionate about the material. He also explained concepts clearly and communicated the goals of the course effectively.

Students would have appreciated more detailed notes on his slides. Most felt that the tests were too detailed and did not like having a cumulative second test.

CSB 349H1S Eukaryotic Gene Expression

Instructor(s): V. Tropepe

Enr: 325   Resp: 172   Retake: 35%

	1	2	3	4	5	6	7	Mean
Presents	0	0	1	7	24	43	22	5.7
Explains	0	0	0	7	26	37	26	5.8
Communicates	0	0	0	8	23	35	31	5.9
Teaching	0	0	0	7	23	46	21	5.8
Workload	0	0	1	14	26	35	22	5.6
Difficulty	0	0	1	23	31	28	14	5.3
Learn Exp	3	2	8	37	24	18	5	4.6

Students collectively agreed that Tropepe was a good lecturer who showed enthusiasm and was caring and approachable. Students liked the in-class examples used by Tropepe which made some very dry material more interesting and relevant.

Though some students enjoyed the problem solving aspect of the course, many cautioned that the workload was high. Tutorials should have been standardized somehow as there was great disparity between the standards of the TAs, and students felt that some definitely marked harder than others. The tutorial paper assignments were worth too much. Some students felt that the instructions for the PBL and mini-review were poor. Students thought that the two tests were ambiguous, where more than one answer should have been accepted for questions regarding experimental design. The tests were also marked to strictly. Overall, tutorials were thought to be of the greatest concern, and definitely needed to be reconsidered.

CSB 350H1S Laboratory in Molecular Plant Biology

Instructor(s): W. Moeder; D. Christendat

Enr: 37   Resp: 30   Retake: 100%

	1	2	3	4	5	6	7	Mean
Moeder:								
Presents	0	0	6	6	33	46	6	5.4
Explains	0	3	0	10	30	50	6	5.4
Communicates	0	3	3	10	16	43	23	5.6
Teaching	0	0	0	6	30	43	20	5.8
Christendat:								
Presents	0	0	0	13	40	40	6	5.4
Explains	0	3	0	10	23	50	13	5.6
Communicates	0	3	0	10	10	40	36	5.9
Teaching	0	0	0	6	26	43	23	5.8

Course:

	1	2	3	4	5	6	7	Mean
Workload	0	3	3	33	30	20	10	4.9
Difficulty	3	0	3	50	33	10	0	4.4
Learn Exp	0	0	0	4	9	22	63	6.5

Students highly valued the hands-on learning experience of the course and felt that after taking the course, their lab skills improved significantly. This course gave students invaluable experience to which they could apply professionally or during their graduate careers. Labs were very enjoyable and well-organized.

CSB 352H1S Bioinformatic Methods

Instructor(s): N. Provart

Enr: 35   Resp: 26   Retake: 92%

	1	2	3	4	5	6	7	Mean
Presents	0	0	7	11	15	38	26	5.7
Explains	0	0	15	3	30	30	19	5.3
Communicates	0	0	0	7	15	38	38	6.1
Teaching	0	0	0	3	19	50	26	6.0
Workload	0	0	15	57	19	7	0	4.2
Difficulty	0	0	7	76	7	7	0	4.2
Learn Exp	0	0	5	23	35	35	0	5.0

Some students felt there was an unfair assumption that they should have had previous experience or knowledge about the methods and materials presented. For better understanding of the lab material, students would have appreciated more emphasis on the lecture components to fully understand concepts rather than working through labs simply by following instructions. Time had to be taken out from completing the labs to discuss themes with the TAs or instructors which meant labs had to be rushed to complete them. More time should have been allotted for understanding key concepts and programs and some felt too much was crammed into this half course. Assignment expectations were too vague and were not handed back with adequate justifiable comments for students to improve upon later.

Despite the disorganization of the course, students enjoyed the hands on approach Provart had used. He was very approachable and easy to talk to about course material, and was effective at demonstrating the practical applications.

CSB 429H1S Germ Cell Biology

Instructor(s): D. Godt

Enr: 23   Resp: 18   Retake: 83%

	1	2	3	4	5	6	7	Mean
Presents	0	0	0	11	11	47	29	5.9
Explains	0	0	0	5	11	44	38	6.2
Communicates	0	0	0	11	5	64	17	5.9
Teaching	0	0	0	0	23	29	47	6.2
Workload	0	0	11	72	16	0	0	4.1
Difficulty	0	0	0	88	5	5	0	4.2
Learn Exp	0	0	6	12	50	18	12	5.2

Godt was described as a wonderful instructor who was knowledgeable and enthusiastic. Students truly appreciated that she was approachable and always available to answer questions. Students appreciated the use of different examples (in the form of videos, slides and drawings) to clarify concepts.

In general, students enjoyed the course very much.

CSB 430H1F Developmental Neurobiology

Instructor(s): V. Tropepe

Enr: 27   Resp: 23   Retake: 82%

	1	2	3	4	5	6	7	Mean
Presents	0	0	0	0	30	52	17	5.9
Explains	0	0	0	4	21	39	34	6.0
Communicates	0	0	0	4	8	47	39	6.2
Teaching	0	0	0	0	21	39	39	6.2
Workload	0	0	17	47	26	8	0	4.3
Difficulty	0	0	8	21	39	30	0	4.9

	1	2	3	4	5	6	7	Mean
Learn Exp	0	0	0	13	40	36	9	5.4

Students enjoyed the small class setting and interesting course material. Tropepe was an excellent instructor with an effective teaching style. Students found that he was understanding and approachable and always available for extra help both inside and outside of class. Many appreciated the feedback that was given for evaluations; however, some students felt that the tests were too lengthy. As well, a few students commented that recommended readings would have helped with a better understanding of the material.

CSB 450H1S Plant Proteomics in Systems Biology

Instructor(s): D. Christendat

Enr: 30 Resp: 34 Retake: 40%

	1	2	3	4	5	6	7	Mean
Presents	0	4	16	37	25	16	0	4.3
Explains	0	8	4	39	26	17	4	4.5
Communicates	0	0	0	25	8	41	25	5.7
Teaching	0	4	4	25	33	29	4	4.9
Workload	0	0	0	30	47	13	8	5.0
Difficulty	0	0	0	34	47	0	17	5.0
Learn Exp	5	0	10	42	36	5	0	4.2

Students found the course and the assignments difficult. Expectations for the presentations were not made clear, and lectures were confusing and not well-explained. Students would have appreciated the use of more examples in lectures and a guideline for the presentations.

CSB 452H1F Plant-Microorganism Interaction

Instructor(s): K. Yoshioka; D. Desveaux

Enr: 28 Resp: 26 Retake: 69%

	1	2	3	4	5	6	7	Mean
Yoshioka:								
Presents	0	0	0	0	19	73	7	5.9
Explains	0	0	0	7	26	50	15	5.7
Communicates	0	0	0	3	23	57	15	5.8
Teaching	0	0	0	3	34	57	3	5.6
Desveaux:								
Presents	0	0	4	4	24	56	12	5.7
Explains	0	0	0	19	26	46	7	5.4
Communicates	0	0	0	11	30	46	11	5.6
Teaching	0	0	0	11	30	50	7	5.5
Course:								
Workload	0	0	11	65	15	3	3	4.2
Difficulty	0	0	11	42	38	3	3	4.5
Learn Exp	0	0	8	39	21	26	4	4.8

Yoshioka was a good lecturer who showed great enthusiasm and made lectures entertaining, although some students had difficulty understanding her at times. She was very approachable and very helpful, often times staying after lectures to explain concepts.

Desveaux's lectures were very dense and many felt that the lack of specific readings and references made certain concepts difficult to understand. He showed great enthusiasm for the course and it was obvious that he enjoyed teaching the material, leading to very clear and concise notes. However, many felt that his lectures were difficult to understand since he spoke to fast at times.

CSB 459H1S Plant Molecular Biology and Biotechnology

Instructor(s): D. Goring; K. Yoshioka

Enr: 36 Resp: 21 Retake: 82%

	1	2	3	4	5	6	7	Mean
Goring:								
Presents	0	0	0	4	23	52	19	5.9
Explains	0	0	0	4	19	47	28	6.0
Communicates	0	0	0	0	38	52	9	5.7
Teaching	0	0	0	4	33	42	19	5.8
Yoshioka:								
Presents	0	0	4	28	33	23	9	5.0
Explains	0	0	5	31	21	26	15	5.2
Communicates	0	0	0	14	23	57	4	5.5
Teaching	0	0	4	23	38	23	9	5.1
Course:								
Workload	0	0	0	57	26	10	5	4.6
Difficulty	0	0	5	63	10	21	0	4.5
Learn Exp	0	0	7	35	28	28	0	4.8

Goring was a good and organized lecturer who explained concepts clearly. She was caring towards her students, attending to their concerns and was helpful when answering questions.

Yoshioka was caring, but was a bit disorganized in her lectures. Students felt that more explanation of the material and the use of application examples would have been helpful.

Overall, the learning experience was good as students found the material interesting.

CSB 460H1S Plant Molecular Genetics

Instructor(s): T. Berleth; P. McCourt

Enr: 18 Resp: 15 Retake: 73%

	1	2	3	4	5	6	7	Mean
Berleth:								
Presents	0	0	6	6	60	13	13	5.2
Explains	0	0	6	13	26	40	13	5.4
Communicates	0	0	0	13	20	33	33	5.9
Teaching	0	0	0	6	33	33	26	5.8
McCourt:								
Presents	0	0	0	6	40	40	13	5.6
Explains	0	0	0	13	26	40	20	5.7
Communicates	0	0	0	0	20	46	33	6.1
Teaching	0	0	0	6	26	40	26	5.9
Course:								
Workload	0	0	6	46	26	20	0	4.6
Difficulty	0	0	0	80	6	6	6	4.4
Learn Exp	0	0	0	35	14	28	21	5.4

Students thought Berleth was a good lecturer who focussed on both critical and creative thinking. The paper assignments were very relevant to the expected level of difficulty for exams.

Most students thought that McCourt was very engaging and a had a very good teaching style, which emphasized creative thinking.

Most students agreed that this course was an excellent learning experience, but cautioned that it had a high workload. More methods of evaluation would have been appreciated.

CSB 472H1S Computational Genomics and Bioinformatics

Instructor(s): D. Guttman; N. Provart

Enr: 35 Resp: 30 Retake: 55%

	1	2	3	4	5	6	7	Mean
Guttman:								
Presents	0	0	0	10	24	51	13	5.7
Explains	0	0	0	7	28	42	21	5.8
Communicates	0	0	6	10	27	41	13	5.4
Teaching	0	0	0	6	34	55	3	5.6
Provart:								
Presents	0	0	0	10	44	31	13	5.5
Explains	0	0	0	17	37	31	13	5.4
Communicates	0	0	6	10	24	37	20	5.6
Teaching	0	0	0	6	41	44	6	5.5
Course:								
Workload	0	0	3	58	31	6	0	4.4
Difficulty	0	0	0	58	31	6	3	4.6
Learn Exp	0	3	3	48	37	3	3	4.4

Students thought that Guttman showed a lot of interest and enthusiasm and explained the material well. Overall, the course was good but the programming aspect was very difficult for students with no programming background and very disconnected from the rest of the course material. Also, TAs should have been more knowledgeable about programming.

Students thought Provart was interesting and explained the material

well and enjoyably. In terms of pace, he was a bit fast and gave too many examples.

Students would have liked it if assignments and midterms were returned and with feedback and solutions. Individual assignments would have been preferred over group ones which were quite difficult. The tutorials/labs were not very interesting and did not help students' understanding of the material.

CSB 482Y1Y Developmental Biology Seminar
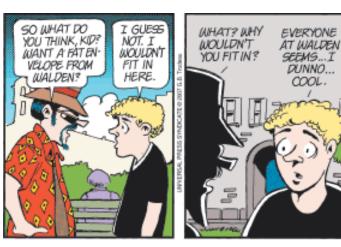
Instructor(s): E. Larsen; R. Winklbauer

Enr: 10		Resp: 9					Retake: 88%
	1	2	3	4	5	6	7	Mean

Larsen:								
Presents	0	0	0	0	33	22	44	6.1
Explains	0	0	0	0	11	33	55	6.4
Communicates	0	0	0	0	0	11	88	6.9
Teaching	0	0	0	0	0	33	66	6.7
Winklbauer:								
Presents	0	0	0	0	22	22	55	6.3
Explains	0	0	0	0	0	33	66	6.7
Communicates	0	0	0	0	0	11	88	6.9
Teaching	0	0	0	0	0	33	66	6.7
Course:								
Workload	0	0	22	55	0	22	0	4.2
Difficulty	0	11	11	55	0	22	0	4.1
Learn Exp	0	0	0	11	22	11	55	6.1

Students enjoyed the interactive weekly discussions. The instructors were great and students enjoyed their unique views regarding the field of developmental biology. Students recommended this course, and feel that others should not feel intimidated to take it just because its a fourth year course.

CSB 486H1F Advanced Topics in Integrative Physiology

Instructor(s): R. Stephenson; M. Woodin

Enr: 8		Resp: 7					Retake: 85%
	1	2	3	4	5	6	7	Mean

Stephenson:								
Presents	0	0	0	14	14	57	14	5.7
Explains	0	0	0	14	28	28	28	5.7
Communicates	0	0	0	14	14	42	28	5.9
Teaching	0	0	0	0	14	57	28	6.1
Woodin:								
Presents	0	0	0	0	28	57	14	5.9
Explains	0	0	0	0	28	42	28	6.0
Communicates	0	0	0	0	0	71	28	6.3
Teaching	0	0	0	0	0	71	28	6.3
Course:								
Workload	0	0	0	57	14	14	14	4.7
Difficulty	0	0	0	42	14	28	14	5.1
Learn Exp	0	0	0	0	16	50	33	6.2

Most students agreed that Stephenson was a very good teacher, who had a lot of enthusiasm! Some students also appreciated the fact that he was available for individual help.

One students said, "Woodin gave us some real insight into what it takes to be a grad student" - which was a comment that most students generally agreed with. He greatly added to the wonderful learning experience and was available for individual help.

CSB 486H1F Advanced Topics in Integrative Physiology

Instructor(s): L. Buck; J. Peever

Enr: 8		Resp: 7					Retake: 85%
	1	2	3	4	5	6	7	Mean

Buck:								
Presents	0	0	0	0	28	57	14	5.9
Explains	0	0	0	0	28	57	14	5.9
Communicates	0	0	0	0	0	57	42	6.4
Teaching	0	0	0	0	14	71	14	6.0
Peever:								
Presents	0	0	0	0	42	28	28	5.9
Explains	0	0	0	0	14	57	28	6.1
Communicates	0	0	0	0	28	42	28	6.0
Teaching	0	0	0	0	0	71	28	6.3
Course:								
Workload	0	0	0	57	14	28	0	4.7
Difficulty	0	0	0	42	28	14	14	5.0
Learn Exp	0	0	0	0	28	42	28	6.0

Most students felt that this course prepared them very well for the field of research. However, most students also felt that the course expectations were not clearly communicated to them. In general, students agreed that Buck provided helpful feedback, and addressed their questions and concerns about the material.

Peever was available for individual consultation. He was also helpful in addressing concerns and questions about the course material. Some students also felt that a lab section would have been very helpful in understanding the course concepts.