Fall 2024

BIO::318 (1) Invertebrate Zoology (Full Term)- Joseph Pawlik

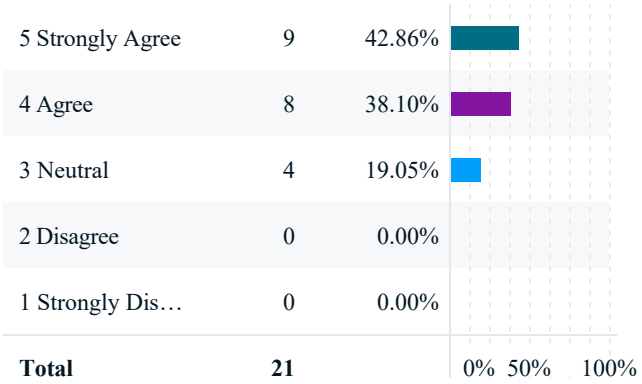
Report prepared by **Explorance User**
Created **Tuesday, December 17, 2024**

Courses Audience: **45**
Responses Received: **21**
Response Ratio: **46.67%**

This set of questions is specifically designed to evaluate students' experiences in this course.

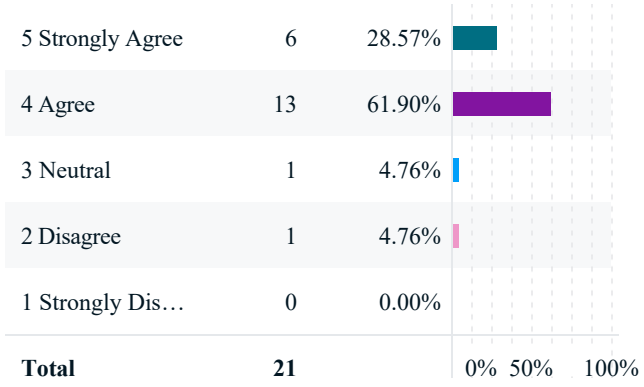
Overall Statistics	Value
Mean	3.95
Median	4.00
Mode	4
Standard Deviation	0.96

1. 1. I developed skills or knowledge in this subject as a result of this course.



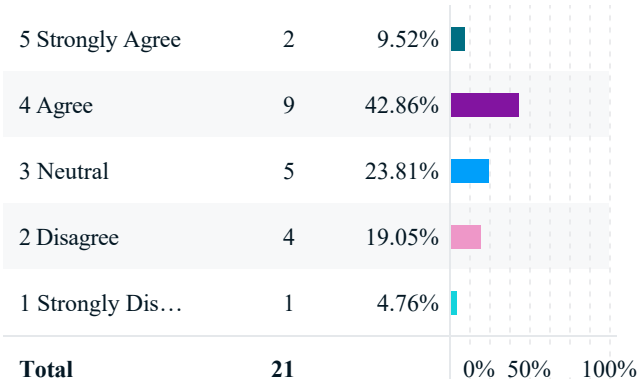
Statistics	Value
Response Count	21
Mean	4.24
Median	4.00
Mode	5
Standard Deviation	0.77

2. 2. I found this course engaging.



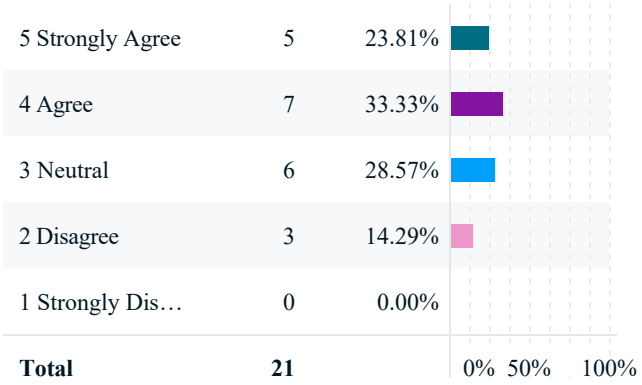
Statistics	Value
Response Count	21
Mean	4.14
Median	4.00
Mode	4
Standard Deviation	0.73

3. 3. The design of this course (e.g., its format, selected materials, assignments, exercises, quizzes, etc.) helped me better understand the subject matter.



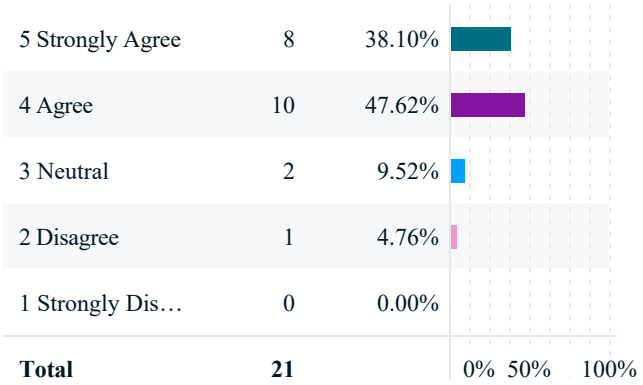
Statistics	Value
Response Count	21
Mean	3.33
Median	4.00
Mode	4
Standard Deviation	1.06

4. 4. This course was well organized.



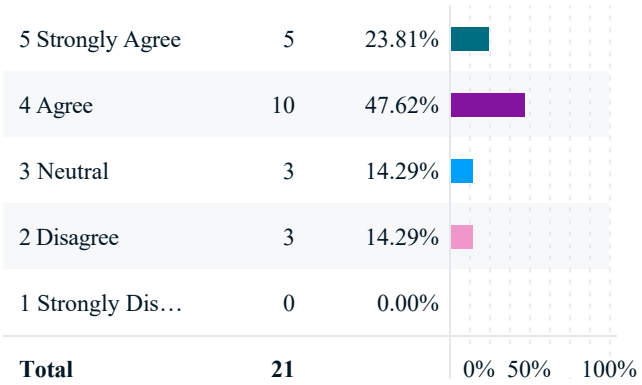
Statistics	Value
Response Count	21
Mean	3.67
Median	4.00
Mode	4
Standard Deviation	1.02

5. 5. The course policies were clearly articulated.



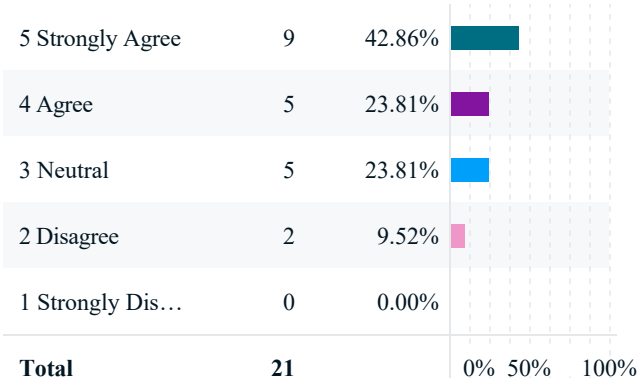
Statistics	Value
Response Count	21
Mean	4.19
Median	4.00
Mode	4
Standard Deviation	0.81

6. 6. The activities and assignments in this course helped me to learn.



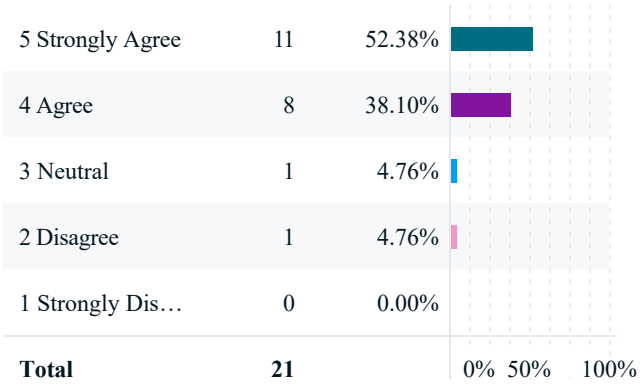
Statistics	Value
Response Count	21
Mean	3.81
Median	4.00
Mode	4
Standard Deviation	0.98

7. 7. Assignment directions were clear.



Statistics	Value
Response Count	21
Mean	4.00
Median	4.00
Mode	5
Standard Deviation	1.05

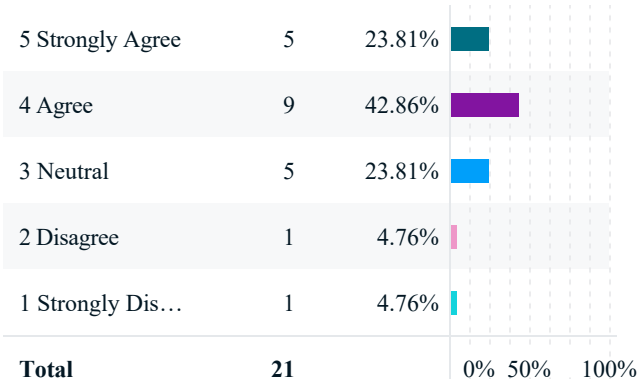
8. 8. The course challenged me to think deeply about the subject matter.



Statistics	Value
Response Count	21
Mean	4.38
Median	5.00
Mode	5
Standard Deviation	0.80

This set of questions is specifically designed to evaluate students' experiences in this course. (continued)

9. 9. Overall, this was an effective course.



Statistics	Value
Response Count	21
Mean	3.76
Median	4.00
Mode	4
Standard Deviation	1.04

This set of questions is specifically designed to evaluate students' experiences in this course.

	Your Mean Score	UNCW Mean (Across Responses)
1. I developed skills or knowledge in this subject as a result of this course.	4.24	4.35
2. I found this course engaging.	4.14	4.14
3. The design of this course (e.g., its format, selected materials, assignments, exercises, quizzes, etc.) helped me better understand the subject matter.	3.33	4.06
4. This course was well organized.	3.67	4.26
5. The course policies were clearly articulated.	4.19	4.43
6. The activities and assignments in this course helped me to learn.	3.81	4.17
7. Assignment directions were clear.	4.00	4.23
8. The course challenged me to think deeply about the subject matter.	4.38	4.30
9. Overall, this was an effective course.	3.76	4.29

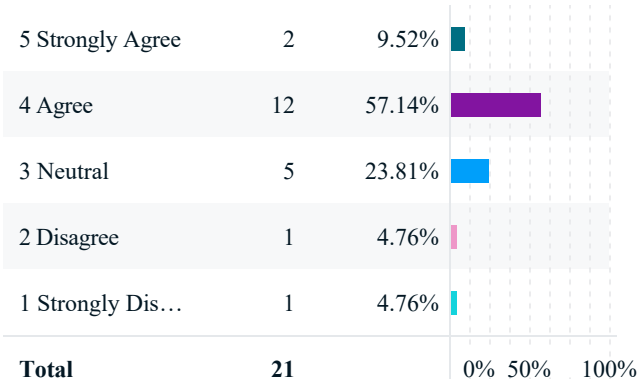
• What advice would you give to a fellow student who is considering taking this course?

Comments
Be prepared to think critically about the subject matter in the lab but also recognize this course is heavily dependent on raw memorization. Even if you understand the working concept of a phylum you will not be prepared for the exam as the content is extremely in depth.
The advice I would give to a student would be not to fear this course. It has a little bit of a reputation for being intimidating, but the course and grading format makes it very possible to succeed if you're willing to put in the effort!
Be prepared to study a lot because there is a mountain of information covered in this course.
If you absolutely have to take it, be prepared to study and spend time in the lab to retain the information. You'll need it for the exams and practicals!
It is a very difficult course and requires a lot of outside study time, much more than any other biology class, and repetition with the material.
Must do assignments as soon as possible because work can easily pile up if you procrastinate.
Study as soon as you get the information. Tests are all–inclusive and most people do not pass them.
Don't take it in a busy semester.
Be able to memorize every single Phylum, sub phylum, class, and order of invertebrate animals. This is a memorization course
This course is very detail–oriented, with a lot of extra studying involved.
Take a lot of notes.
Taxonomy is important. Listening to the lecture is important. Some test questions may be linked directly to examples professor describes.
Be prepared for massive amounts of memorization and difficult exams, but you will learn a lot about taxonomy and the evolution of invertebrates.
Make sure you take very well organized and thorough notes. Write down EVERYTHING the professor says and go to every class. If you miss class you will miss very important information that will most likely be on an exam. Review your notes at least once a day or you will not understand the material to the depth that is required to do well.
Study your materials about 30 minutes a day or for 30 minutes after each class. This is not a class you can cram for.
Study as much as you can. There's a lot of material and it does not slow down.
Be sure to attend all lectures and review material frequently as it can sometimes blend together. Be sure to do all labs and STUDY FOR THE PRACTICALS!!!
Don’t take it, most stressful course I’ve ever taken and hardest.
This will be one of the hardest courses you take at UNCW. Dedicate a significant amount of time to the material if you want the possibility of getting above a C.
be prepared

This set of questions is specifically designed to evaluate students' experiences with Joseph Pawlik.

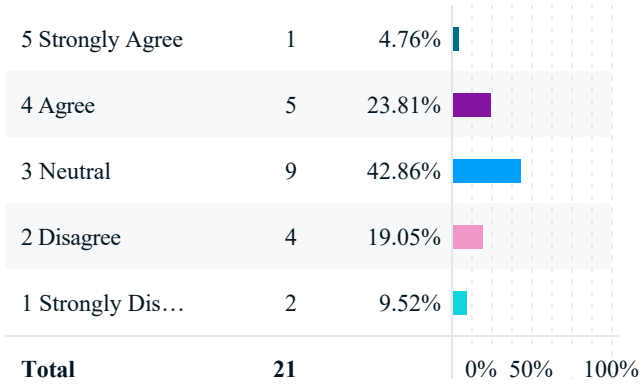
Overall Statistics	Value
Mean	3.97
Median	4.00
Mode	4
Standard Deviation	0.98

1. 10. The instructor's teaching methods increased my understanding of the course material.



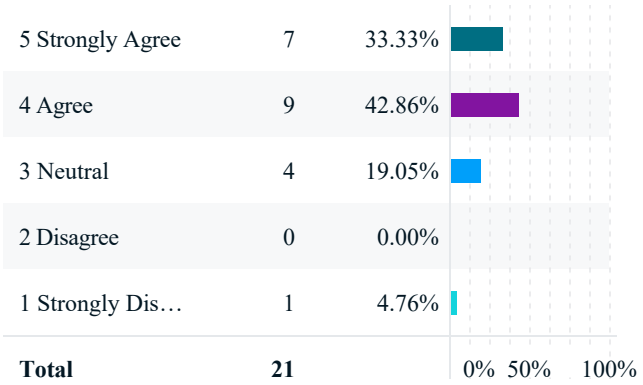
Statistics	Value
Response Count	21
Mean	3.62
Median	4.00
Mode	4
Standard Deviation	0.92

2. 11. The instructor provided meaningful feedback on my work.



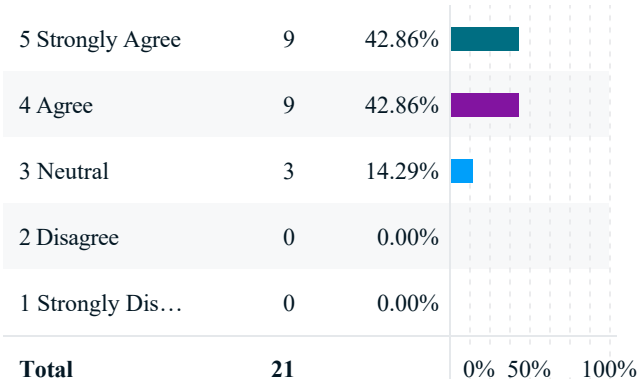
Statistics	Value
Response Count	21
Mean	2.95
Median	3.00
Mode	3
Standard Deviation	1.02

3. 12. The instructor provided timely feedback on my work.



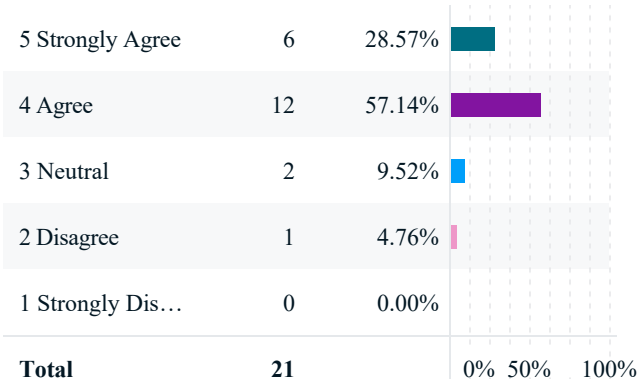
Statistics	Value
Response Count	21
Mean	4.00
Median	4.00
Mode	4
Standard Deviation	1.00

4. 13. The instructor treated students with respect.



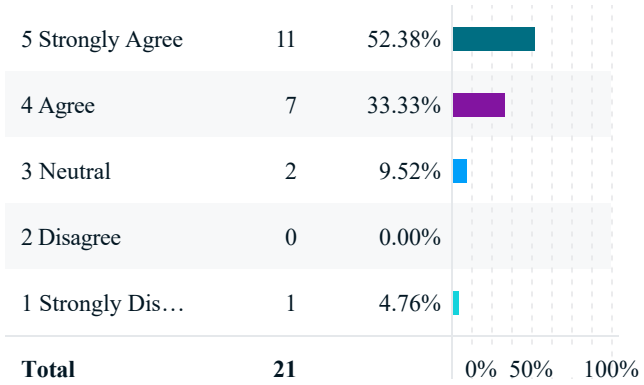
Statistics	Value
Response Count	21
Mean	4.29
Median	4.00
Mode	5, 4
Standard Deviation	0.72

5. 14. The instructor provided opportunities for questions during class, outside of class, or in online course modules.



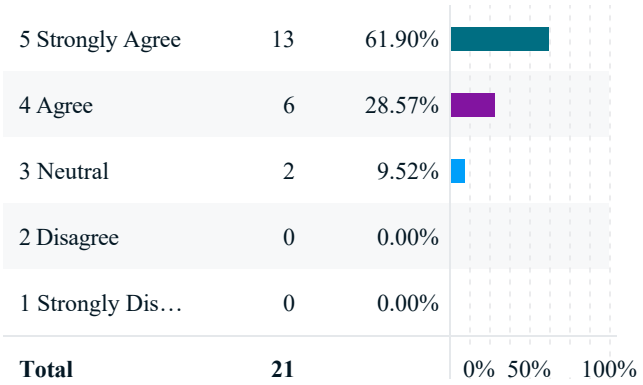
Statistics	Value
Response Count	21
Mean	4.10
Median	4.00
Mode	4
Standard Deviation	0.77

6. 15. The instructor held class meetings consistent with the official schedule published for this course.



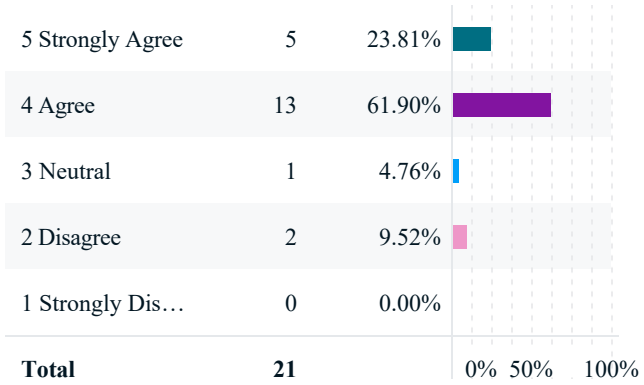
Statistics	Value
Response Count	21
Mean	4.29
Median	5.00
Mode	5
Standard Deviation	1.01

7. 16. The instructor communicated well with students about the class



Statistics	Value
Response Count	21
Mean	4.52
Median	5.00
Mode	5
Standard Deviation	0.68

8. 17. Overall, I consider this individual to be an effective instructor.



Statistics	Value
Response Count	21
Mean	4.00
Median	4.00
Mode	4
Standard Deviation	0.84

This set of questions is specifically designed to evaluate students' experiences with Joseph Pawlik.

	Your Mean Score	UNCW Mean (Across Responses)
10. The instructor's teaching methods increased my understanding of the course material.	3.62	4.20
11. The instructor provided meaningful feedback on my work.	2.95	4.10
12. The instructor provided timely feedback on my work.	4.00	4.31
13. The instructor treated students with respect.	4.29	4.65
14. The instructor provided opportunities for questions during class, outside of class, or in online course modules.	4.10	4.59
15. The instructor held class meetings consistent with the official schedule published for this course.	4.29	4.63
16. The instructor communicated well with students about the class	4.52	4.56
17. Overall, I consider this individual to be an effective instructor.	4.00	4.47

• What were the strengths of this course?

Comments
This course felt a little like what I expect a biology profession to feel like. There are times of uncertainty, sections that feel like personal "specialties", and Dr. Pawlik is a responsive "supervisor" rather than just an instructor which I appreciated. His grading method is helpful considering the amount of information the exams cover. That being said, I feel like this special grading method would not be necessary if the exams were more concise.
The course is extremely well organized and Dr. Pawlik is a fantastic instructor. While there is so much course content to get through, his teaching style keeps the students engaged and interested in the material. The grading format is also lenient and organized to help students succeed in this course, which I greatly appreciated.
Cool labs with interesting animals.
The specimens in the lab were an effective way to demonstrate the needed information.
Being able to work with the same material from lecture in lab to get that repetition with the information
There is a lot of opportunity for you to ask questions
The amount of knowledge the professor possesses and he provides that on slides for us.
Pawlik knows a lot about the subject and when he is passionate about it he makes it interesting
Definitely helped me think harder about the material in this course
Good communication from instructor, flexible lab times.
Studied effectivley
This course expanded my knowledge of invertebrate zoology vastly, and in turn gave me a better understanding of the natural world as a whole.
The strengths of this course were the extensive materials provided about invertebrates both in class and in lab as well as the knowledge the professor has about the subject matter.
How interactive the lab is.
This course has clearly been taught a lot by Dr. Pawlik. It's very well organized and each week flows seamlessly into the next.
Easy to follow, just attend lecture and lab and study. Dr. Pawlik is generally flexible and does not throw you any curveballs, you generally know what to expect from him.
Super in depth
Very useful marine biology topics and was an amazing opportunity.
unknown

• What specific changes would improve this course?

Comments

I would completely scrap anything containing outdated phylogonetic or taxonomic methods. I understand that Dr. Pawlik came up in the marine biology profession decades ago and he carries a wealth of knowledge but it is only confusing and blatantly incorrect to continue to reference taxonomy and phylogenetic trees from the 80s. Ultimately he references the most modern and excepted phylogeny but he consistently refers to outdated material and admits its outdated.

Specifically, I feel like the lab practical's should be open note. With the sheer amount of material that's needed to be able to answer the practical questions, it takes up wayyy too much time outside of the course. By making the exam open note, it allows students to exhibit the quality of the notes they took in the lab section. I understand that the exam time is used to grade the lab notebooks, but maybe there is another way to do that to allow for the exam to be open note. Also if you want to make it still challenging, you can tell the students day of that the exam is open note, requiring them to still put time and effort into studying and note–taking.

Other than that, we used Quizizz this year which might be a good way to take attendance, but it can be used as a tool to help students review the lecture material. If a few more questions are added, and time is allotted to review the answers to each question (as well as look at the leaderboard/winners at the end) it can be a great tool to further lecture material comprehension!

I think study guides would improve test deformable in this course because it is unclear exactly what will be important for exams due to the amount of content.

There is a very heavy amount of material to cover each and every week. That doesn't feel like enough time for students to properly retain information before moving on to the next section immediately after. This is one of the few classes I think should be year–long rather than semester–long, solely due to the amount of information. Also, clearer communication of what will and won't be on the lecture exams would help since again, there is so much material to cover.

N/A

Test structure. Reduce the broadness and don't be satisfied by most students making a 30–52.

You cannot study for this course unless you write every single thing that he says down and then memorize every word, half of the stuff in lecture isn't on the test, and what is, is either oddly worded or subjective (answer with the best possible answer), which is by no means bad, but I feel that if you are going to ask those kinds of questions then you should focus on that in the class more. Same problem with the labs, where he said verbatim that he puts "extra" information that isn't needed in the stations WHICH IS FINE, but you should highlight what is needed versus what is extra as it makes it difficult to study for practicals, especially when he misleads you about what will be on there ("memorize the annelid families, and don't worry about species questions" only for one of the first 5 questions to be a species question and not a single question relating to annelid families). My main suggestion is to make your course one that doesn't have to have a "get a C if you come to class" clause by making it easier to study your slides(words to accompany the pictures)/recording your lectures so people can actually go back to the information and actually learn the information. Despite the negativity in this review I truly do think Pawlik has his heart in the right place, he wants people to succeed and I hope he takes this as constructive.

I would break it into multiple more exams, instead of throwing a ton of knowledge into a handful of exams. This would better help students prepare for them especially since there are no study guides, no practice exams, and multiple powerpoint of knowledge to understand.

N/A

Sometimes the test questions were hard to follow, it got easier as I was exposed to more tests

Personally, I found the lab work tedious and in the end it did not help me learn the material. I feel that a more engaging lab would have been more beneficial.

Getting tested every 3 weeks was very challenging as learning new information about a multitude of phyla can be frustrating on top of trying to stay up to date with other challenging classes. The lab practicals were very challenging because of all the phylum, class, order, and family names that need to be memorized on top of the amount of pictures you need to take to identify the organisms. Sometimes I wasn't sure how many pictures I needed to take at each station and which images would be focused on for the practical which made it very hard to hone in on what exactly we needed to know. The amount of information became overwhelming at times.

Comments
More writing on the slides, so when I go back to look over them, I can see more of the key information we need to know for the exams.
If possible, I think this course needs to be split up into Invert 1 and 2. I think this is far too much material for one semester.
The longer labs were a bit difficult to remain focused in as they could sometimes take up to 4–5 hours (8+ station labs) in a single day.
There was no way to effectively study for the course
Decrease difficulty of exams and you wouldn't have to give half of the class a C.
make it a 2 semester course

• (Pilot Question) This course evaluation is being piloted. If you think that there are questions that we should be asking on this survey but did not, please share those here.

Comments
N/A, I feel like all questions are good!
I think asking if students would recommend this class to other students would be a good way to gauge the consensus of the class.
N/A
maybe ask more about the quality of the test and how the questions were asked.
How was the grading structure?
n/a
This course was definitely the hardest one I have taken at UNCW in my years here, though I am grateful for taking it before graduation!
N/A
How is the lab structured? (this has been the most unique lab I've taken)