

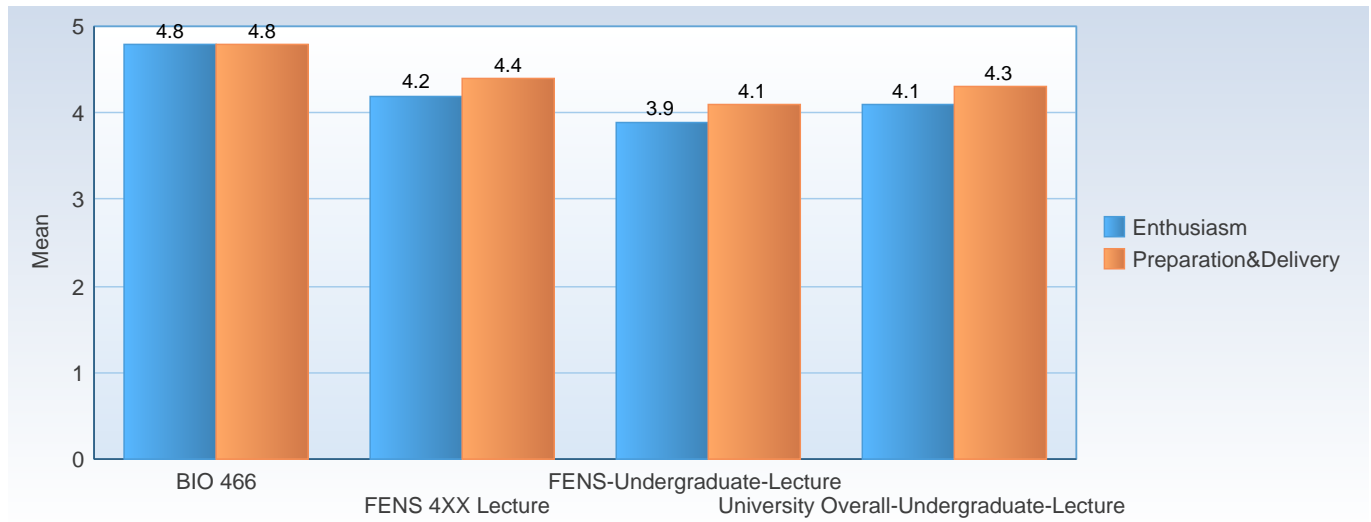


# Sabancı University

## Center for Individual and Academic Development

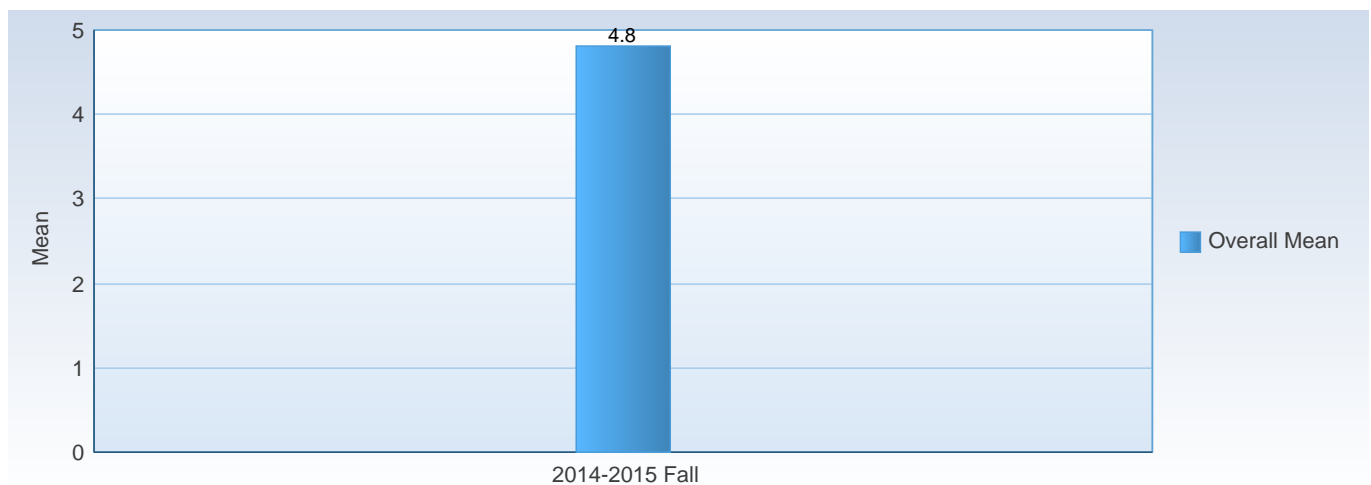
2014-2015 Fall Course Evaluation Report

### BIO-466



	Enthusiasm		Preparation & Delivery	
	Mean	StdDev	Mean	StdDev
BIO 466	4.8	0.4	4.8	0.4
FENS 4XX Lecture	4.2	1.1	4.4	1
FENS-Undergraduate-Lecture	3.9	1.3	4.1	1.1
University Overall-Undergraduate-Lecture	4.1	1.2	4.3	1

### Comparison BIO-466



	2014-2015 Fall
Overall Mean	4.8

#### Comments

##### **Question: If I were to assess my own work and progress on this course, I can say that**

- I can say I wasn't the brightest in the exams and homework. However, this rather roots to the systematic deficiencies discussed above. I studied a lot too! I don't consider to be an engineer in my future career. Yet, I am glad that I took the course because I believe that I learned to reason, model and question given unknown systems well. The course provided me with an unique perspective in approaching scientific matters. For this reason, I really appreciate the lecturers efforts in preparing the lessons, homework and everything else.

##### **Question: I would like to make the following suggestions regarding the course readings, assignments, etc.**

- In my opinion, the course code and its prerequisites do not truly reflect its content and motivation. It is more of an "engineering course"; hence an ENS xxx title would be more suitable. Moreover, the course description should state that the course is a highly mathematical course with possibly prerequisites of thermodynamics and calculus. As expected, mostly master students and EEE and mechatronics students took the course. Biology students mostly dropped it. The number of drop-outs and withdrawals should be considered in this manner. It is impossible to understand the depth of the course in the early weeks and such descriptions are missing in the course description (not the syllabus). Having no math courses in the last two years, examinations and following the course content were sometimes rather quite hard. In this regard, a recitation hour should be organised to support the course content with more examples. The utopic scenario would be the case where there is a parallel co-biology (optionally possible to be taken simultaneously) course for the topics covered in Bio 466 or vice versa. Additionally, the biology courses lack a systematic design and what is offered has been changing in the last two years (courses for semesters etc). Rather than repeating the same concepts in various courses, building a supportive course path with various scientific perspectives would be more beneficial for students. The interdisciplinary approach of Sabancı should be able to favour this matter rather than providing an undirected course path for its students.  
Least but not last, comparing to some other 4-credits courses I have taken, bio 466 demands even more in time. Biology paths lack 4-credit courses and this one would be a great choice.  
With all the difficulties above, it would be better to have a "clear" course book parallel to the course discussions as it is rather unaccustomed to both listen to the course and copy down complicated mathematical equations so that assignments and exams can be answered successfully.

##### **Question: The thing I found least useful about this course was**

- There was only one instance I felt disappointed in the course. The course, in a way, teaches the meanings of numbers rather than speculations. After the first mid-term, however, as a response to many students' complaints about the length of the exam, Deniz Hoca only states that he does not believe it was long. The numbers whose importance were taught during the course were discarded! This is not a critique of exams or homework. I believe they are rather well-established, time-spent and teaching the course in a different way. But the alternatives were cut down from start.

##### **Question: The thing I found most useful about this course was**

- The way he teaches the course is like watching Bob Ross, the American painter whose programs were aired in TRT years back. In the TV shows, he used to say things like "let's put a tree here and a mountain there and a river under the sun..." Watching him paint, one certainly is amazed yet wouldn't be able to paint the same thing by himself. Similarly, the course is fantastic in exploring the way the lecturer goes through formulations and calculations. The beauty of physics... Deniz Hoca is probably more excited about the course than we are. That is something rather motivating too and lacks in many lecturers.