



SRT Individual Report for LAAS 5050 001 Integrated Topics in LAAS (Kyungsoo Yoo) - Fall 2021

Project Title: **Student Rating of Teaching - Fall 2021**

Courses Audience: **10**
Responses Received: **5**
Response Ratio: **50.0%**

Report Comments

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Message from the Vice Provost for Faculty and Academic Affairs

The University is committed to monitoring and improving students' educational experiences. Student Ratings of Teaching (SRT) help to ensure that the student voice is present in fulfilling this mission. We encourage all instructors to incorporate student feedback into your ongoing efforts to improve your teaching and your courses.

How SRT Results may be Used

Evaluations of teaching provide information intended to help improve teaching, and may also be available to assist students in course selection and/or to inform administrative decisions on salary, tenure, and promotion. Specific use of SRT results may vary by campus and/or college as described in relevant university or unit policies.

Resources for Improving Instruction

Tools and tips for improving course instruction can be found on the OMS website (oms.umn.edu/srt), under the faculty section.

Among the available resources is a guide for connecting your teaching practices with the SRT. This guide was created by the Center for Educational Innovation (cei.umn.edu) and provides suggestions for improving instructional practices in relation to SRT items.

About this Report

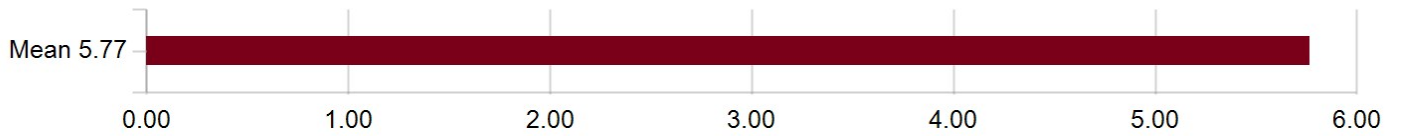
This report contains all ratings provided by the students in your courses who submitted SRT responses. Mean (average) scores are reported as well as the frequency of how often each response was given for each item. Results are provided in the following order:

1. Score graph and frequency graphs for instructor items
2. Score graph and frequency graphs for course items
3. Comments regarding instructor
4. Comments regarding course

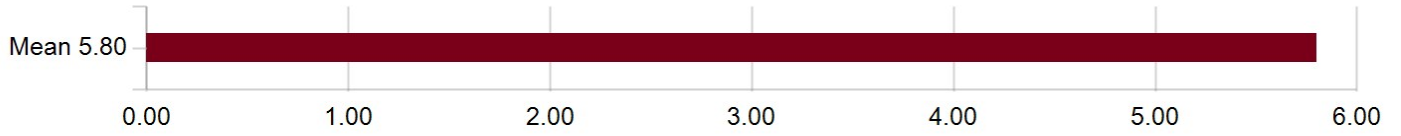
For additional information about evaluation of teaching, please reference the Evaluation of Teaching policy for your campus. The policy for Twin Cities, Crookston, Morris, and Rochester can be found here: <http://policy.umn.edu/education/teachingevaluation>.

Sincerely,
Rebecca Ropers
Vice Provost for Faculty and Academic Affairs

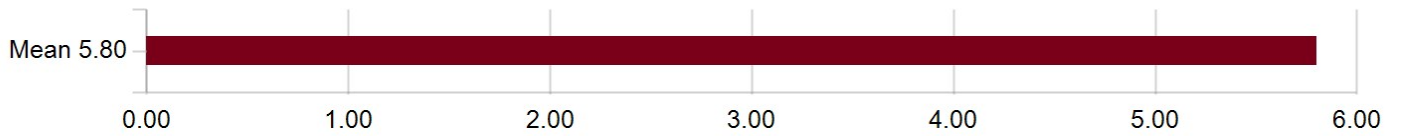
Instructor Items Overall



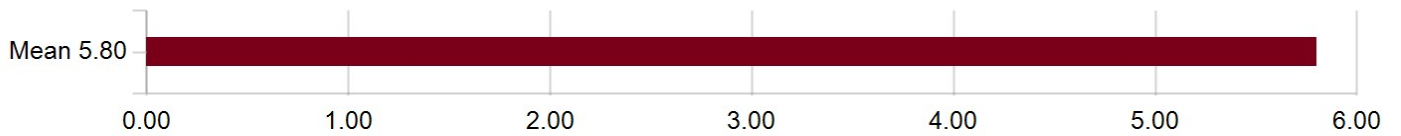
1. The instructor was well prepared for class.



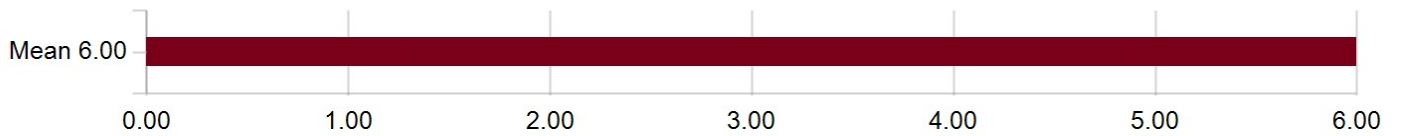
2. The instructor presented the subject matter clearly.



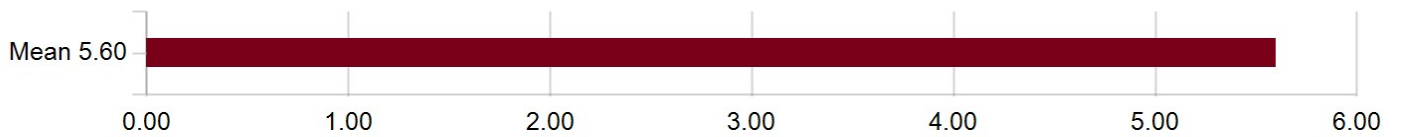
3. Interactions with the instructor helped me learn.



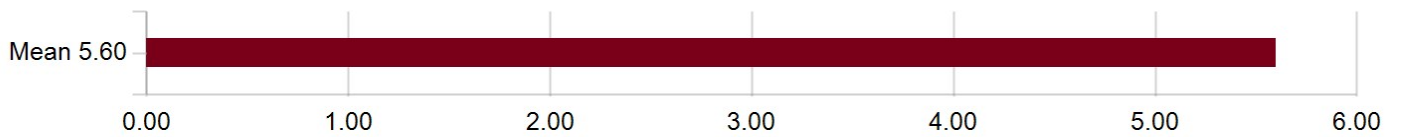
4. The instructor treated me with respect.

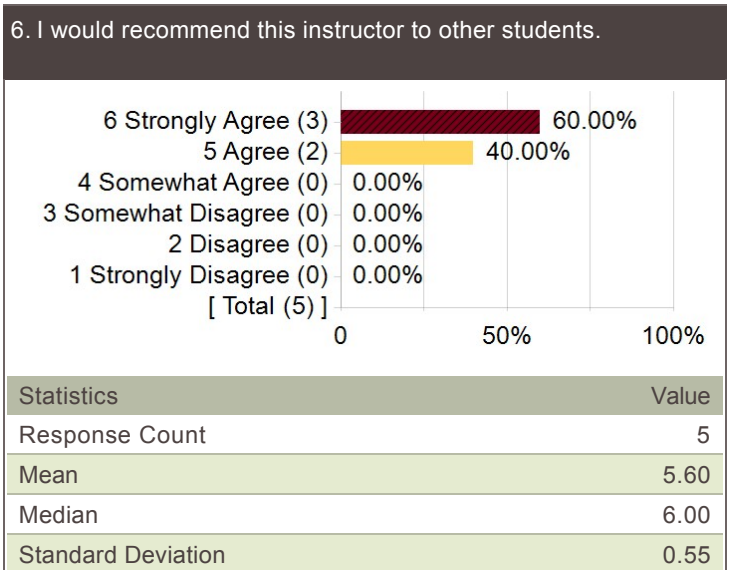
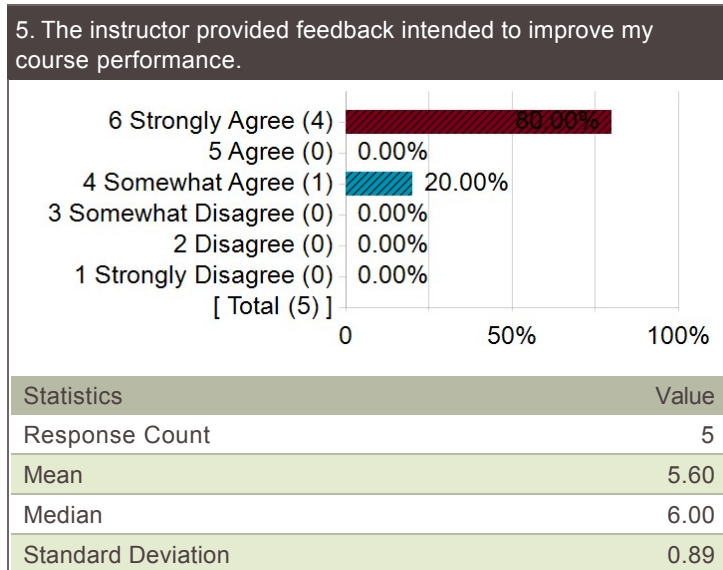
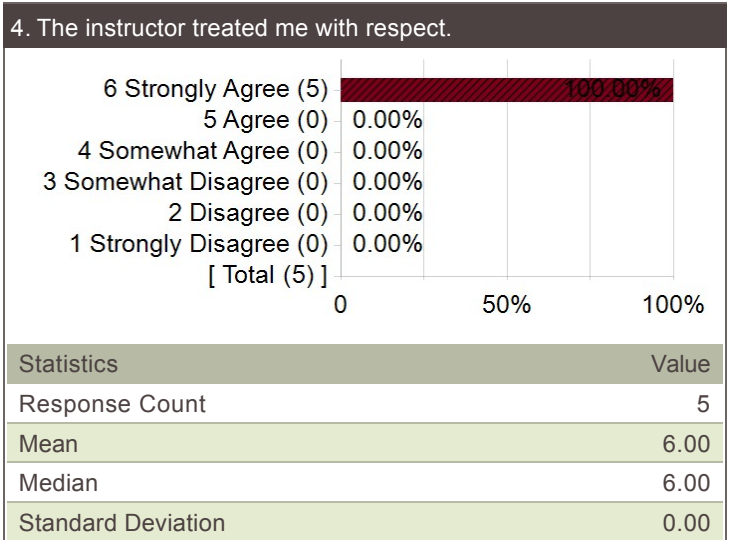
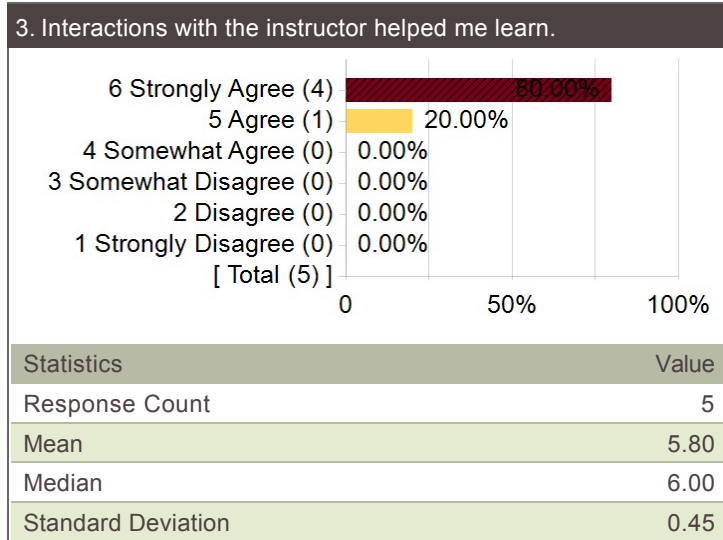
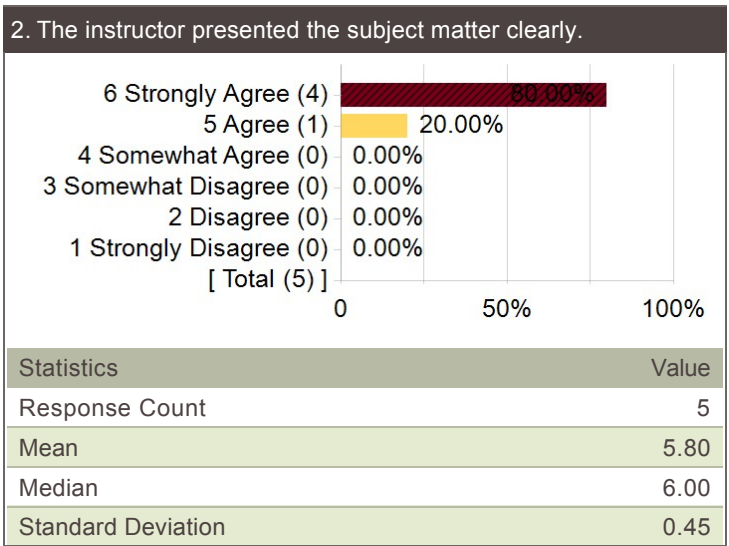
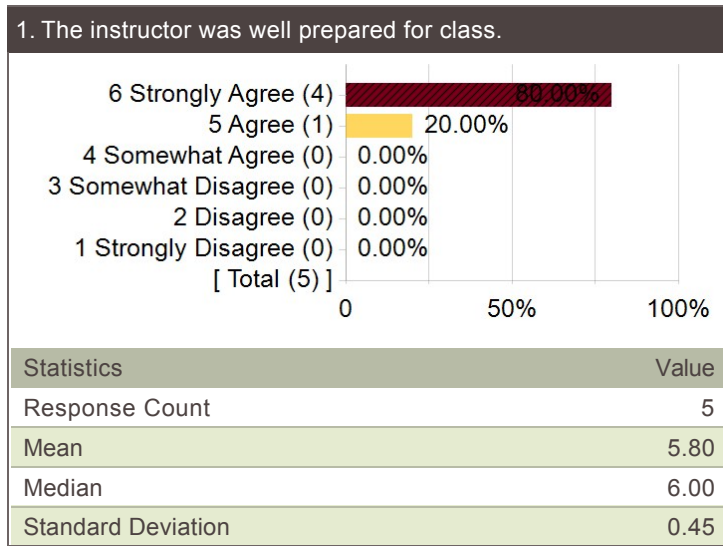


5. The instructor provided feedback intended to improve my course performance.

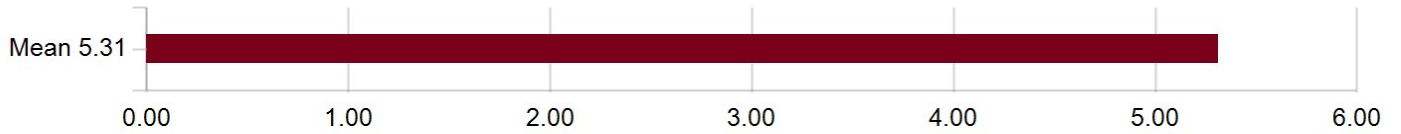


6. I would recommend this instructor to other students.

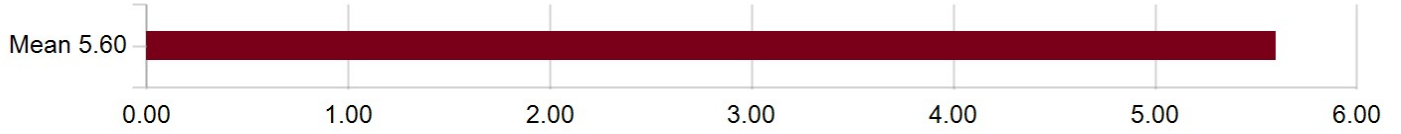




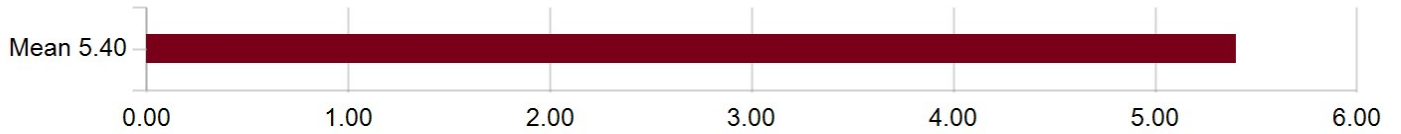
Course Items Overall



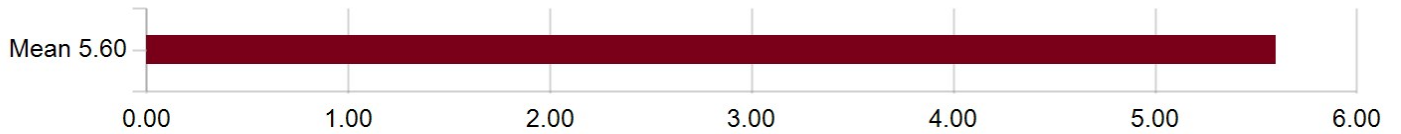
1. I have a deeper understanding of the subject matter as a result of this course.



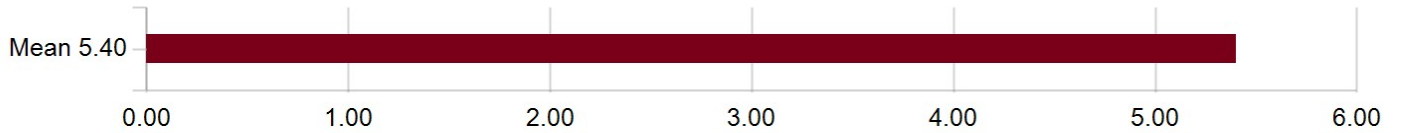
2. My interest in the subject matter was stimulated by this course.



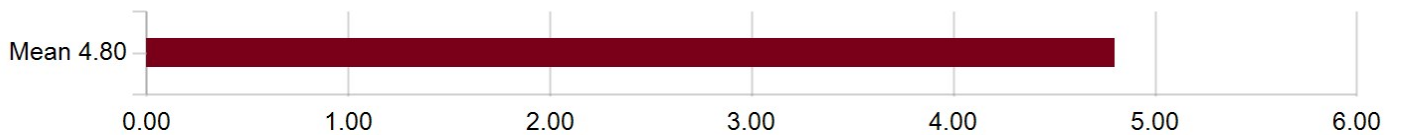
3. Instructional technology employed in this course was effective.



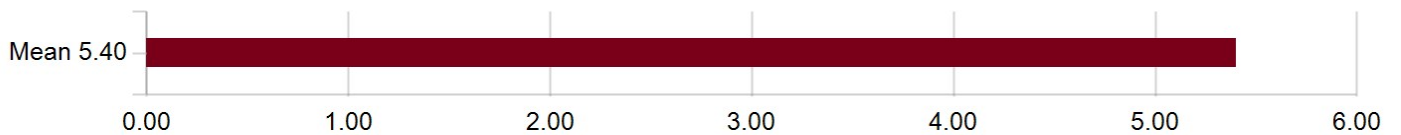
4. The activities in this course supported my learning.



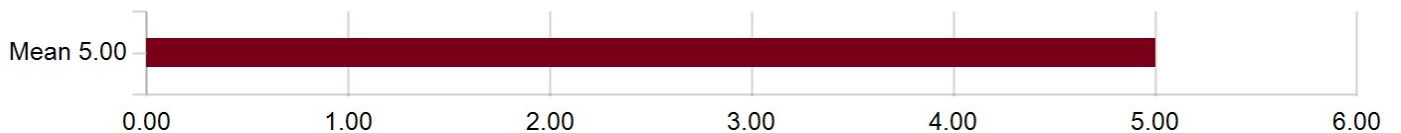
5. The amount of effort needed to be successful in this course is reasonable.



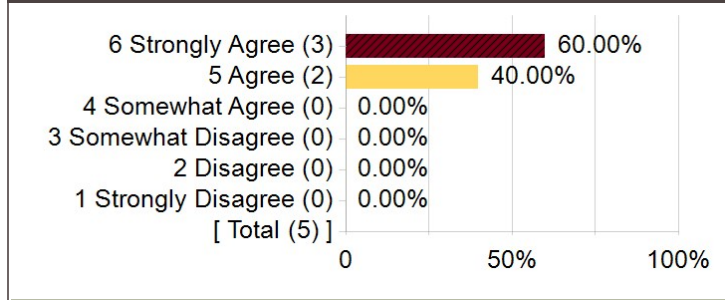
6. The grading standards for this course were clear.



7. I would recommend this course to other students.

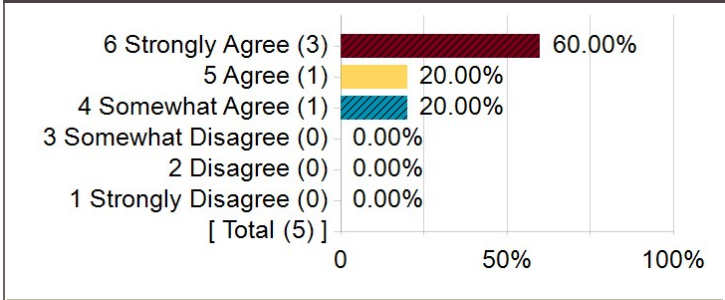


1. I have a deeper understanding of the subject matter as a result of this course.



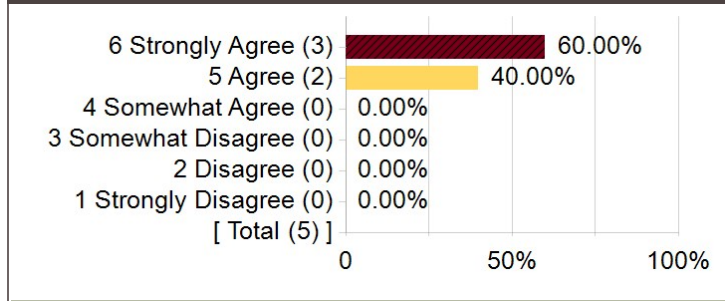
| Statistics | Value |
|--------------------|-------|
| Mean | 5.60 |
| Median | 6.00 |
| Standard Deviation | 0.55 |

2. My interest in the subject matter was stimulated by this course.



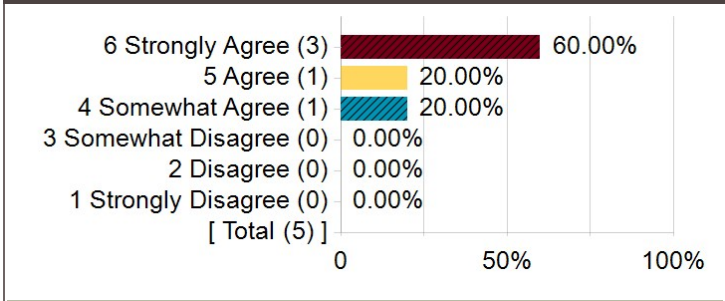
| Statistics | Value |
|--------------------|-------|
| Mean | 5.40 |
| Median | 6.00 |
| Standard Deviation | 0.89 |

3. Instructional technology employed in this course was effective.



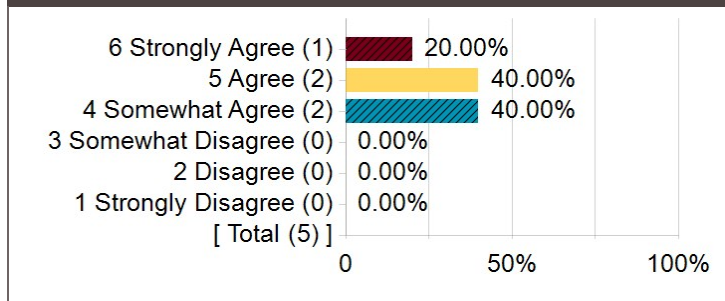
| Statistics | Value |
|--------------------|-------|
| Mean | 5.60 |
| Median | 6.00 |
| Standard Deviation | 0.55 |

4. The activities in this course supported my learning.



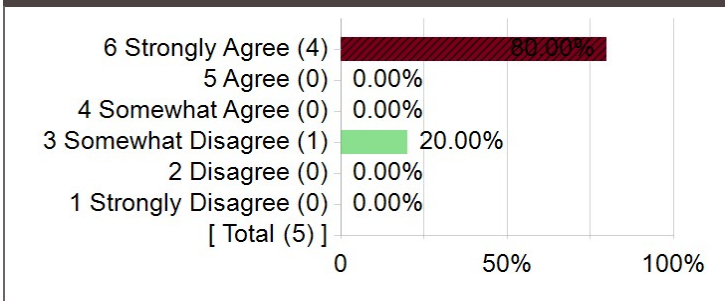
| Statistics | Value |
|--------------------|-------|
| Mean | 5.40 |
| Median | 6.00 |
| Standard Deviation | 0.89 |

5. The amount of effort needed to be successful in this course is reasonable.



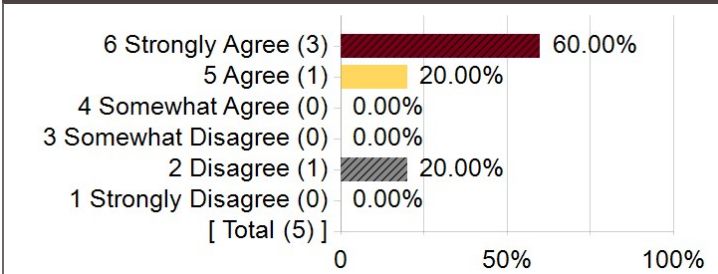
| Statistics | Value |
|--------------------|-------|
| Mean | 4.80 |
| Median | 5.00 |
| Standard Deviation | 0.84 |

6. The grading standards for this course were clear.



| Statistics | Value |
|--------------------|-------|
| Mean | 5.40 |
| Median | 6.00 |
| Standard Deviation | 1.34 |

7. I would recommend this course to other students.



| Statistics | Value |
|--------------------|-------|
| Mean | 5.00 |
| Median | 6.00 |
| Standard Deviation | 1.73 |

What did the instructor do that most helped your learning?

| Comments |
|--|
| Kyungsoo was active in the discussions and always had interesting and insightful thoughts and/or experiences to add to the class. He always facilitated conversation and asked questions to the students which made it feel like a safe and educational environment. Both instructors chose topics that were relevant for all students' backgrounds and interests, which facilitated participation from everyone. |
| –Accommodating on class format |
| The instructor provided active learning strategies for the course. |
| For me, Kyungsoo's most influential contributions to this class came when he shared personal experiences that were filled with passion. These moments weren't always about soils or even science – sometimes he shared stories about re-realizing your love for your field, or prioritizing your personal relationships during your career, or how everyone is human and we make mistakes or have insecurities but none of this degrades our qualifications in our professional life. Maybe it is just me, but these are the conversations that I love to participate in with colleagues, and to know that people that I respect and admire are really just humans too creates a really positive and hopeful environment to work in. Kyungsoo was great in this position because of his willingness to share his personal experiences. |
| Discussions of every paper or book chapter |

What suggestions do you have for improving the course?

| Comments |
|---|
| The course was excellent. The papers and books assigned were relevant and insightful. The writing assignments were somewhat redundant to the in-class discussions and felt a bit more like a deadline than an opportunity to learn about the topics. |
| –Not much feedback grading-wise throughout the semester. We do not even have our grades for Paper 1 back yet the last week of the semester. I have 3 graded items and 11 ungraded currently. Having more graded would assist students in knowing where they stand in the class throughout the semester. |
| –Canvas could be organized and updated more efficiently. |
| –The work required for this class seems lob-sided. Having to write those long presentation response papers twice a week is burdensome at the end of the semester. A paragraph would be sufficient in my opinion. Writing that many words (a page single spaced) that is not graded for content, gives mixed signals on how much effort we should put towards it. |
| No suggestions. |
| Not many, I really enjoyed this course and the way that it was discussion-based. I didn't learn much from the group paper assignments, and think that collaboration and team writing could be taught in a more beneficial way. I'm not sure what this would look like, maybe creating groups and assigning a paper and argument that needs to be presented in some way (oral presentation, short review paper, etc.). It is always interesting to research more on topics that maybe we never second-guessed and having to create an argument on an issue that the group doesn't personally identify with. For this, structured group discussion time should be encouraged or allotted to promote new ideas, instead of throwing a paper together at the last minute. Just some thoughts, otherwise all the projects were interesting and beneficial for grad school projects. |
| I believe this course would have to be restructured in order to better serve to all the students in the department and not just directly working with climate research. This is a mandatory course for all graduate students and should be designed to discuss topics surrounding SOIL, WATER, and climate not climate only. If this was not mandatory, I would not recommend this course for people with more agronomic focused research (which is at least 50% of the students in the department). They could have another alternative for this student or divide the topics in the class equally. That being said, the instructors do a great job transmitting the course material in a very good non-conventional class structure. The book readings were very refreshing and allow to read literature other than research paper. In general, a very dynamic class experience. A good course, but should it be mandatory to every student? I don't think so. Why is mandatory? To introduce students to the department. Is it fulfilling the needs and interests of every student? NO |