

THE CANCER PROBLEM (2019-2020 Spring)

Term: **2019-2020 Spring**
Subject: **THINK**
Catalog & Section: **23 1**
Course Title: **THE CANCER PROBLEM**

Instructor: **Lipsick, Joseph**
Enrollment: **79**
Responses Incl Declines: **53**
Declines: **2**

Learning Goals

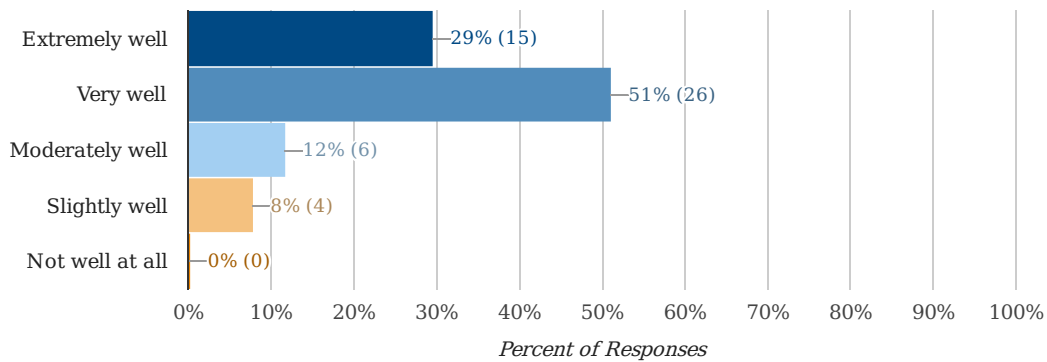
We want your feedback about your experience using the course evaluation system and reporting. To provide your feedback, please click [HERE \(https://stanforduniversity.qualtrics.com/jfe/form/SV_cOSKtrVV0G7PTNj\)](https://stanforduniversity.qualtrics.com/jfe/form/SV_cOSKtrVV0G7PTNj) to answer one question.

Students are most likely to say their learning goals have been met when

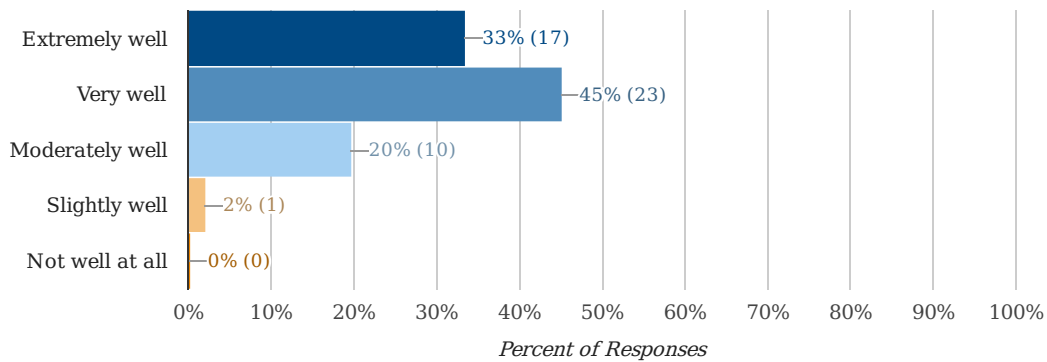
- The goals are clearly articulated in the syllabus and/or directly to students
- There's a clear connection between the goals and the exams, quizzes, and/or assignments in the class
- Students have adequate practice doing work that is relevant to the goals

For information on writing effective learning goals, please see [Writing Learning Goals \(https://evals.stanford.edu/end-term-feedback/how-write-learning-goals\)](https://evals.stanford.edu/end-term-feedback/how-write-learning-goals).

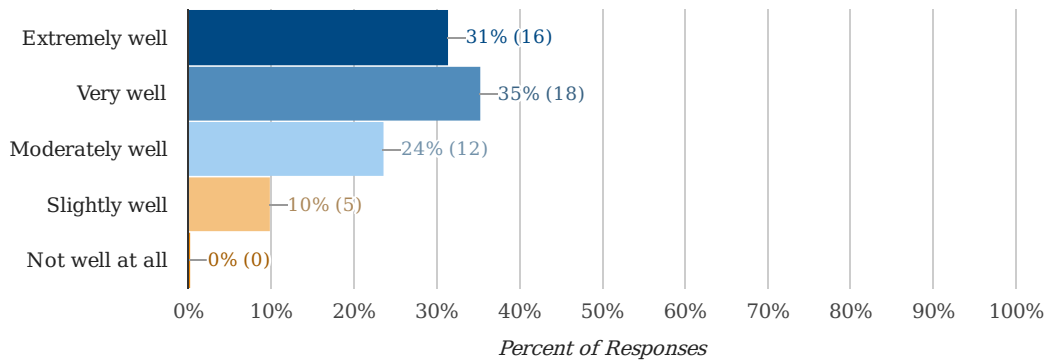
Learn about the value of data collection and analysis How well did you achieve this learning goal in this course?



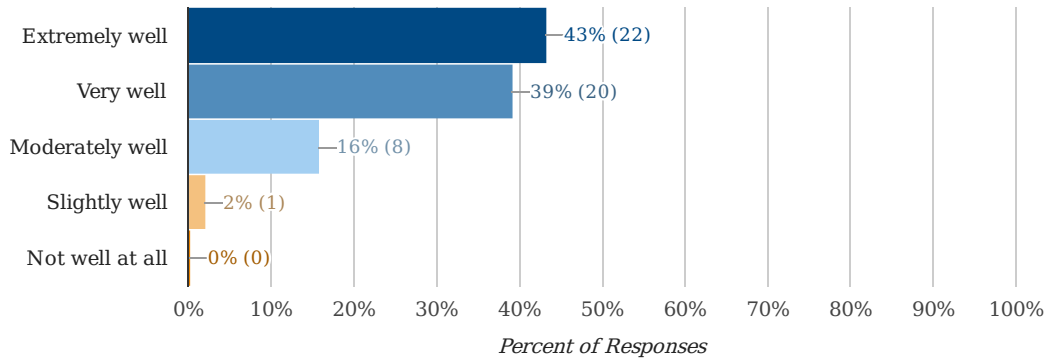
Learn about correlation versus causation How well did you achieve this learning goal in this course?



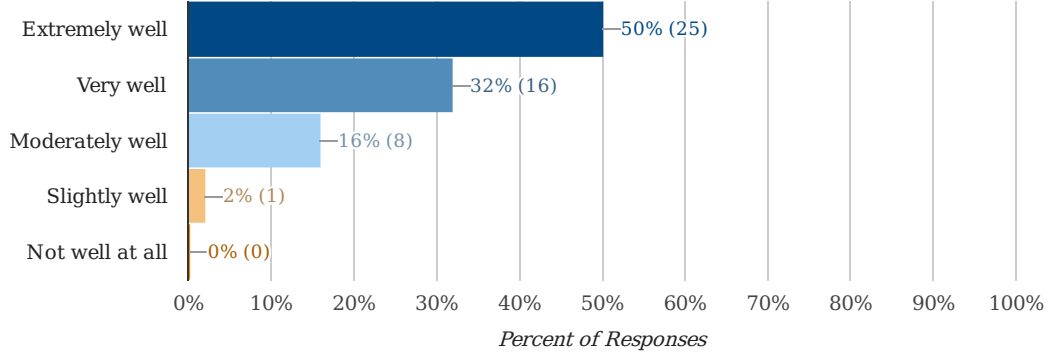
Learn about and apply the scientific method How well did you achieve this learning goal in this course?



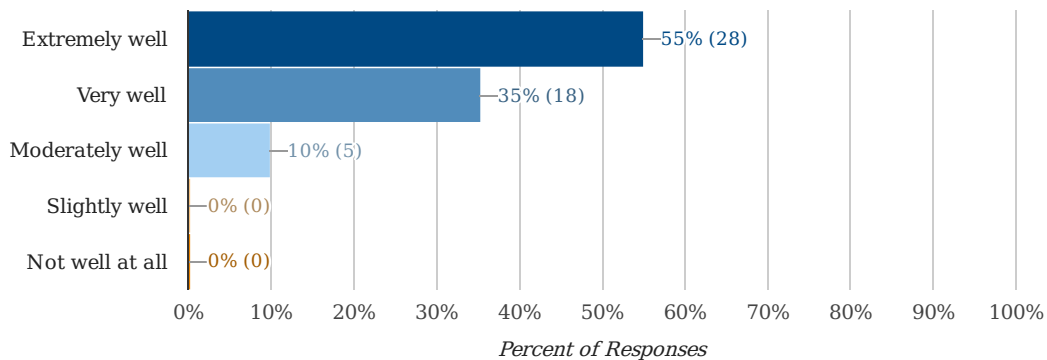
Learn about the use and misuse of scientific skepticism How well did you achieve this learning goal in this course?

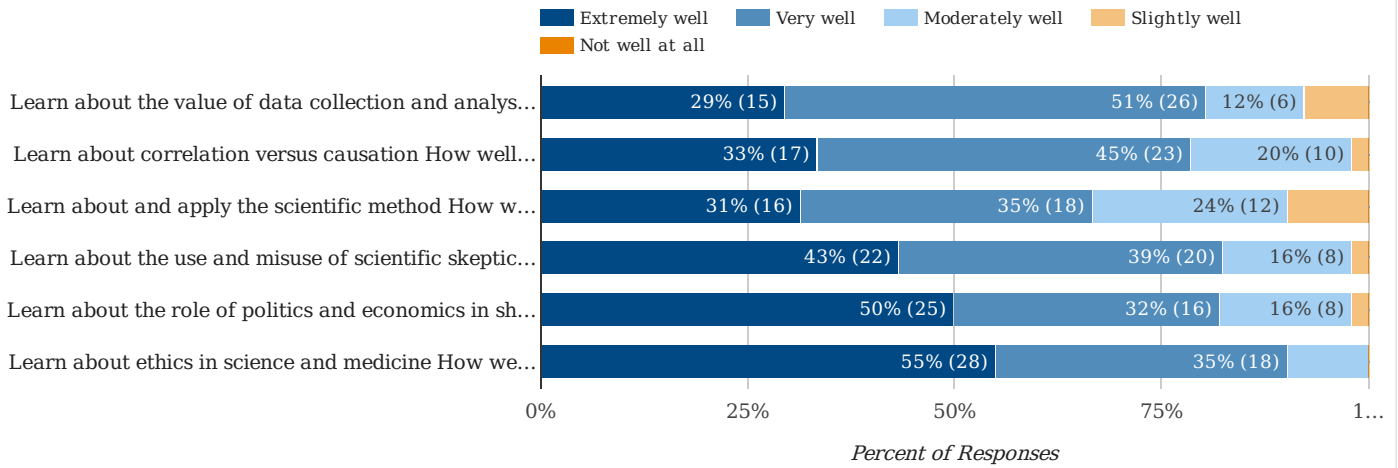


Learn about the role of politics and economics in shaping our knowledge about and response to disease How well did you achieve this learning goal in this course?



Learn about ethics in science and medicine How well did you achieve this learning goal in this course?



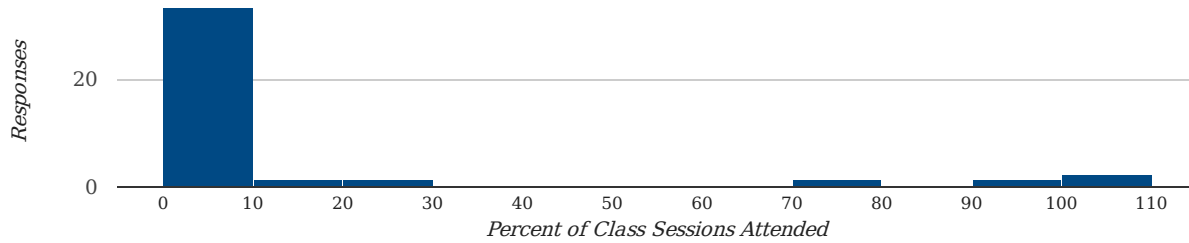


| Question | Number of Responses | Response Rate | Course Mean | Course Median | STDEV | 5 | 4 | 3 | 2 | 1 |
|---|---------------------|---------------|-------------|---------------|-------|-----|-----|-----|-----|----|
| Learn about the value of data collection and analysis How well did you achieve this learning goal in this course? | 51 | 64% | 4.0 | 4 | 0.9 | 29% | 51% | 12% | 8% | 0% |
| Learn about correlation versus causation How well did you achieve this learning goal in this course? | 51 | 64% | 4.1 | 4 | 0.8 | 33% | 45% | 20% | 2% | 0% |
| Learn about and apply the scientific method How well did you achieve this learning goal in this course? | 51 | 64% | 3.9 | 4 | 1.0 | 31% | 35% | 24% | 10% | 0% |
| Learn about the use and misuse of scientific skepticism How well did you achieve this learning goal in this course? | 51 | 64% | 4.2 | 4 | 0.8 | 43% | 39% | 16% | 2% | 0% |
| Learn about the role of politics and economics in shaping our knowledge about and response to disease How well did you achieve this learning goal in this course? | 50 | 63% | 4.3 | 5 | 0.8 | 50% | 32% | 16% | 2% | 0% |
| Learn about ethics in science and medicine How well did you achieve this learning goal in this course? | 51 | 64% | 4.5 | 5 | 0.7 | 55% | 35% | 10% | 0% | 0% |

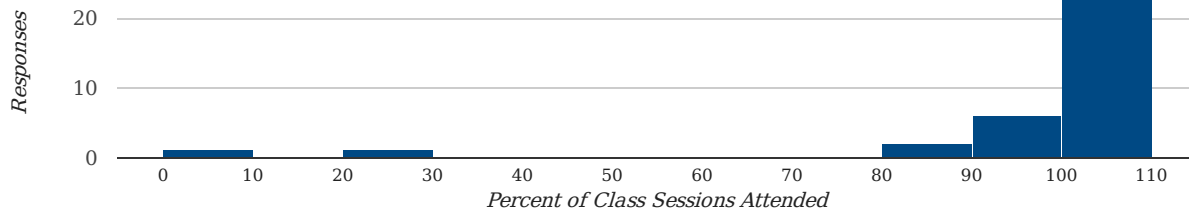
Note: 5:Extremely well; 4:Very well; 3:Moderately well; 2:Slightly well; 1:Not well at all;

Attendance and Engagement

About what percent of the class meetings (including discussions) did you attend in person?



About what percent of the class meetings did you attend online?



Student Learning

For information on factors that contribute to students' learning, please see *Interpreting Your Course Evaluation Report* (<https://evals.stanford.edu/results/respond-feedback>).

If you are viewing a report from the 2019-2020 Winter term, quantitative responses to the *How much did you learn from this course?* question in this section have been removed in response to changes in instruction at the end of the term due to the COVID-19 pandemic.

The COVID-19 Academic Continuity Group and school deans have authorized the release of the removed results from Winter 2019-2020 evaluations to individual instructors for their own course(s) upon request. If you would like these results for your course(s), please submit this request form (https://stanforduniversity.qualtrics.com/jfe/form/SV_cwmTY20SiRWXuAd).

No Data.

(37 comments)

Q: What skills or knowledge did you learn or improve?

- 1 Participating in all aspects of class discussion effectively, writing a strong op-ed, reading deeply, and applying themes.
- 2 Rationalizing problems, thinking about ethical, economic, and political ramifications.
- 3 Discussion skills
- 4 cancer research and issues
- 5 I greatly improved my knowledge regarding the overall aspect of cancer research.
- 6 I learned about how to write an op-ed, and learned much about the controversies surrounding cancer and a lot about the disease itself.
- 7 I learned the most about the biology/chemistry of cancer and cancer treatments as well as the economics of our health care system.
- 8 I improved my skill of understanding graphs and analyzing data better.

-
- 9 I definitely learned more about the way our society looks at cancer from more than just a medical viewpoint.
-
- 10 I learned how to analyze cancer and medicine from different perspectives.
-
- 11 - Critical Thinking
- Empathy
- Biomedical ethics
- Comprehensive and active listening
- Resilience
-
- 12 Reasoning about cancer
-
- 13 General knowledge about cancer
-
- 14 Critical thinking skills and cancer knowledge
-
- 15 critical thinking
-
- 16 I learned more about the sociological aspects of cancer.
-
- 17 I got to work on my reading comprehension a lot this quarter through all of the weekly readings/assignments. I think I greatly approved my ability to summarize large amounts of text concisely and intuitively.
-
- 18 Ability to critically analyse scientific articles and studies.
-
- 19 learned more about the world and cancer's role in it
-
- 20 Understanding the history of cancer
the broader social, political, scientific, aspects
reflecting in writing
making an Op-Ed
TLD
-
- 21 I improved critical thinking skills and was able to gain a better understanding of cancer implications. This includes effects that may not only be health and also include economic issues.
-
- 22 Cancer
-
- 23 I learned more about the history of cancer, cancer treatment, and the current healthcare system. I also learned more about the science and biology of cancer.
-
- 24 I learned much more about cancer biology and its social implications in our society in many different realms, from treatment to prevention and activism.
-
- 25 Critically analyze data from medical trials, considering and reconciling multiple perspectives on issues
-
- 26 Cancer stuff
-
- 27 I think that my critical thinking skills improved a lot, as the readings such as The Immortal Life of Henrietta Lacks really let me see the impact of cancer from the patient's perspective, something often not discussed as much.
-
- 28 writing, communication
-
- 29 Critical thinking skills
-
- 30 everything cancer
-
- 31 How to write an op-ed
-
- 32 Knowledge about cancer considered from different perspectives
-
- 33 I learned about cancer from many angles
-
- 34 knowledge of biomedical ethics, cancer, treatment
-
- 35 I learned much about cancer and how to think about it, since it is not only a physical illness but something that affects so many people, even if they are not necessarily the patient
-
- 36 Thinking critically
-
- 37 I learned a great deal about cancer in all aspects and gained some critical thinking and data analysis skills.

Thinking Matters Programmatic Question (41 comments)

Q: The Thinking Matters Requirement is intended to develop your critical thinking ability while engaging you with fundamental questions and complex problems approached from multiple perspectives. In what ways do you think this class did or did not fulfill these THINK requirement goals?

- 1 I think it helped in introducing something new into my perspective. However I didnt think the critically thinking part was much explored with the TLD
- 2 I believe this class definitely fulfilled these goals, as I feel that I have gained a better ability to read, discuss, reflect, and analyze readings and topics.
- 3 Our section discussions usually consisted of small groups discussing questions and the various perspectives related to them.
- 4 Did not discuss complex issues very much
- 5 discussions in section helped accomplish this
- 6 I feel as though this class completely fulfilled those requirement goals.
- 7 This class helped me more critically think about fundamental questions surrounding cancer. For example, I learned that underrepresentation of minorities in clinical trials for cancer drugs contribute to existing healthcare disparities for cancer treatment. This course definitely fulfills these THINK requirements and goals.
- 8 Think 23 helped me learn how to analyze scientific studies and apply them to my own thinking and arguments.
- 9 This class fulfilled the critical thinking ability and the engaged me with the weekly sections and numerous assignments that challenged my opinion on the things we learned over the week.
- 10 I think this class completely fulfilled the THINK goals. As I grappled with questions about ethics and cancer throughout the quarter, I was dealing with very complex problems and approached across a variety of perspectives.
- 11 This THINK class definitely fulfill the requirements goal. I enteres to the class because I was looking for a STEMy THINK class. As a foreigner, I did not completely acknowledged that science and technology advance has its "dark" sides. Now, I can tell that whenever a medical related - particularly for mortal diseases - approach and or causation appear has to deal with more than just the science behind but also the economical, societal, historical factors.
- 12 The class fulfilled all the goals
- 13 Critically thought about scientific writing
- 14 We engaged with the material in various ways from discussion forums to in person discussions.
- 15 I think it sometimes provided us with the answers to the questions and then afterwards asked us to think about them
- 16 I would have liked if the lectures could have been live.
- 17 I think this class did a great job of fulfilling those learning goals; our weekly discussion posts and reading responses were a great place to tackle a variety of fundamental questions and develop our own evidence-supported opinions about these complex topics.
- 18 None
- 19 I think it did a good job in every way!
- 20 In this course, we went a mile wide and an inch deep. I learned a little bit about everything, but not a whole lot about one thing. I don't think I will retain the knowledge very well, because many topics came up once and were not repeated. Also, the readings were very long, and I felt that I did not have the time to take notes or engage thoroughly with the whole picture. The reading responses were very useful for reinforcing knowledge and thinking critically about a specific point in the readings.

I feel like a lot of the learning was open-ended (reading responses, synchronous and asynchronous discussions), but we weren't challenged to directly confront a complex problem, gain understanding, and brainstorm new approaches. I think to engage with a complex problem you need time (perhaps several discussion sessions for one topic) and a structured introduction to the problem (perhaps that puts everybody on the common ground and articulates precisely the problems), and a way to reflect on and synthesize the ideas that were touched upon. We had a lot of open-ended thinking, but ultimately I don't know what I still don't know, what to make of the thoughts that I had, and how it fits into the entire picture.
- 21 This class met all the goals that have been set. The use of in class discussions was good in fostering critical thinking. Having the ability to discuss with students was great in bringing in many different opinions.
- 22 I think this class was successful in this approach, as Cancer was approached from a multi-facetted perspective that showed off all the ways in which cancer impacts someone's life.
- 23 I feel that this THINK class didn't challenge my critical thinking ability that much and could be more engaging in terms of lectures and delivery - but that just may be an effect of the online format.
- 24 It did a great job meeting these goals.
- 25 I think our live sections and Canvas
- 26 None.
- 27 I think this course did an excellent job putting texts in conversation for each week's readings. There were typically contrasting perspectives that helped me more critically analyze the issue. Furthermore, lecture gave me a more critical lens for analyzing data from medical trials.
- 28 It did

- 29 I think that this definitely met these requirement goals, as the material from the class focused on cancer from a wide, interdisciplinary view--medically, biologically, socially, economically, psychologically, etc.--and forced us to really think about how cancer impacts each of these fields.
-
- 30 We looked at a lot of issues in science and we had to choose a side and think critically about the pros and cons of each, so I think it did a good job
-
- 31 allowed me to hone in on problem solving strategies
-
- 32 There are many complex problems surrounding cancer in the United States and the world. This course explores these problems from many different perspectives and made me think about how to consider different perspectives in developing solutions to the problems.
-
- 33 yes, taking evidence to draw conclusions
-
- 34 i was introduced to various perspectives through discussions and debates, additionally the readings had interesting, well-developed arguments that were convincing
-
- 35 I do think they fulfilled these goals. I fell like the class helped me to learn to think more critically.
-
- 36 I definitely learned to think critically about things I might have taken for granted before, and we examined cancer from a lot of different perspectives (biological, ethical, economic, political etc.)
-
- 37 It worked very well at helping me realize that cancer wasn't just a scientific problem - it was more complex than that.
-
- 38 I think this class really fulfilled the requirement, as we had many critical discussions
-
- 39 This THINK class definitely helped me develop my critical thinking skills, although it would have definitely been more efficient if it had not been online; however, I understand that this was simply impossible
-
- 40 Did well. Reading complex texts and discussions really made me think.
-
- 41 Especially in the asynchronous sections, the limited amount of data we had to work with and the complex questions asked made me think a great deal when answering. I think these sections in particular absolutely fulfilled these goals.

Instruction and Organization

For information about effective teaching in a variety of contexts, please see Teaching Strategies (<https://teachingcommons.stanford.edu/resources/teaching-resources/teaching-strategies>).

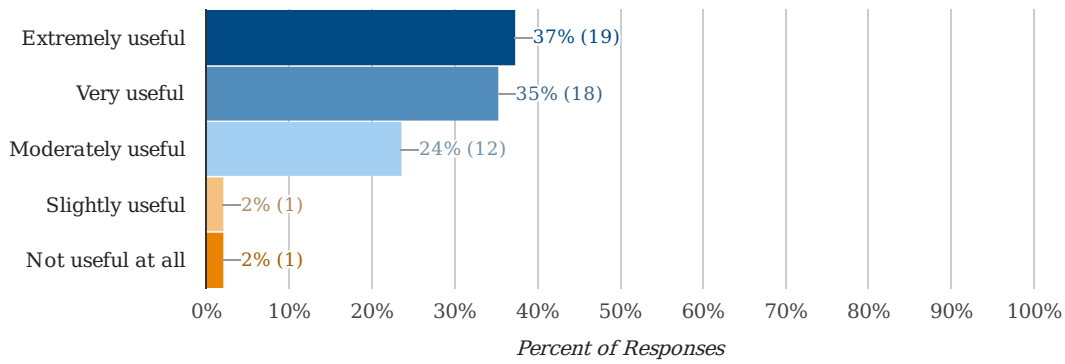
If you are viewing a report from the 2019-2020 Winter term, quantitative responses to the *Overall, how would you describe the quality of the instruction in this course?* and *How organized was the course?* questions in this section have been removed in response to changes in instruction at the end of the term due to the COVID-19 pandemic.

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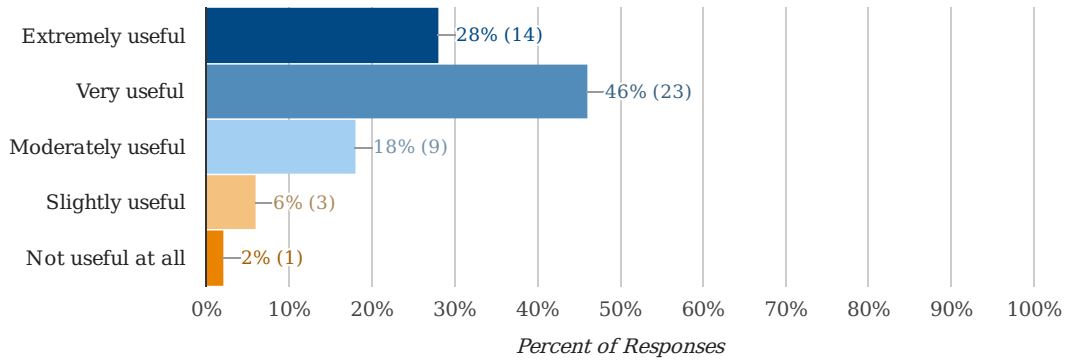
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Course Elements

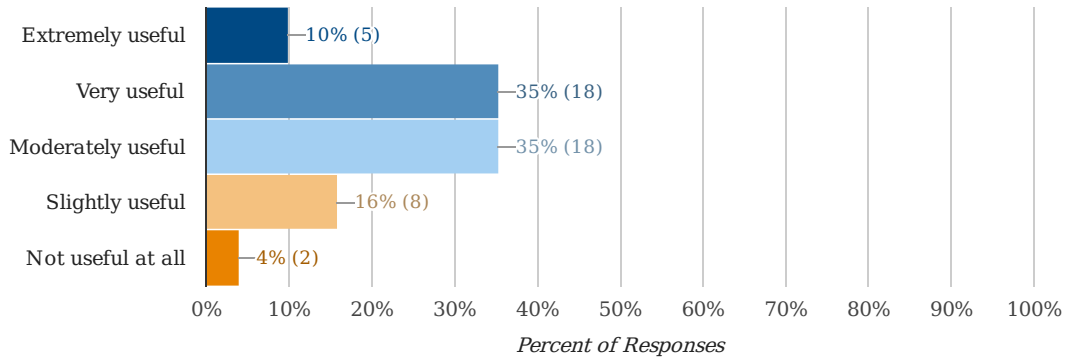
How useful to you were the discussion sections?



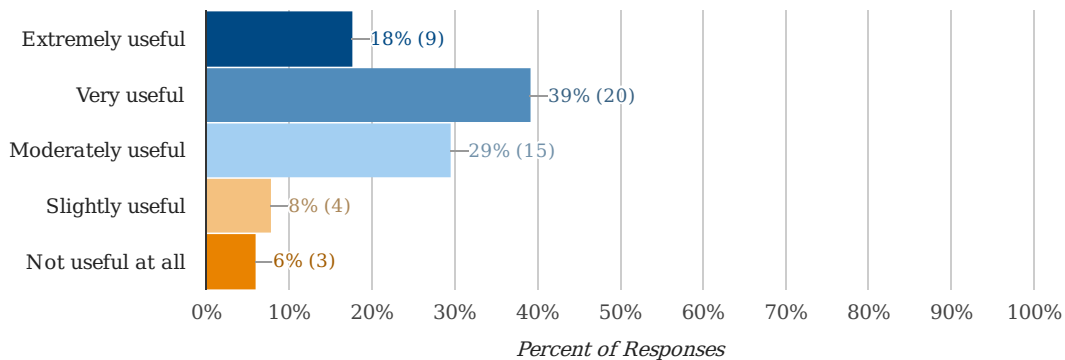
How useful to you were the readings?



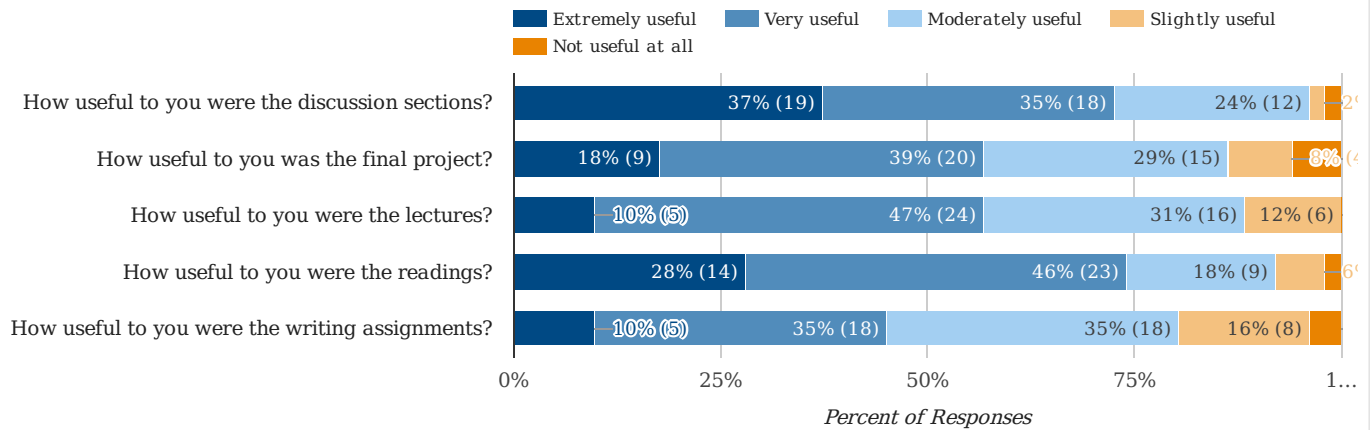
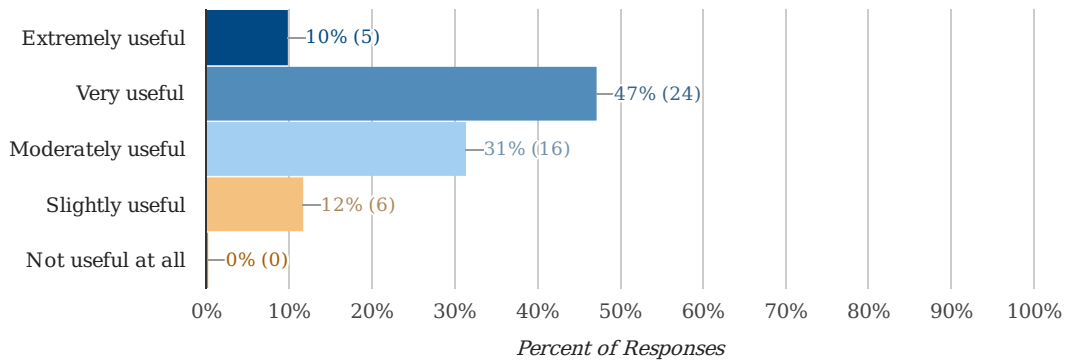
How useful to you were the writing assignments?



How useful to you was the final project?



How useful to you were the lectures?



| Question | Number of Responses | Response Rate | Course Mean | Course Median | STDEV | 5 | 4 | 3 | 2 | 1 |
|---|---------------------|---------------|-------------|---------------|-------|-----|-----|-----|-----|----|
| How useful to you were the discussion sections? | 51 | 64% | 4.0 | 4 | 0.9 | 37% | 35% | 24% | 2% | 2% |
| How useful to you was the final project? | 51 | 64% | 3.5 | 4 | 1.1 | 18% | 39% | 29% | 8% | 6% |
| How useful to you were the lectures? | 51 | 64% | 3.5 | 4 | 0.8 | 10% | 47% | 31% | 12% | 0% |
| How useful to you were the readings? | 50 | 63% | 3.9 | 4 | 0.9 | 28% | 46% | 18% | 6% | 2% |
| How useful to you were the writing assignments? | 51 | 64% | 3.3 | 3 | 1.0 | 10% | 35% | 35% | 16% | 4% |

Note: 5:Extremely useful; 4:Very useful; 3:Moderately useful; 2:Slightly useful; 1:Not useful at all;

Additional Student Comments

Answers to this question will be viewable by the Stanford student community four weeks after the release of reports to instructors. If you have a question about a comment, please review the guidelines under "Questions or concerns?" at <http://evals.stanford.edu/results/respond-feedback> (<http://evals.stanford.edu/results/respond-feedback>) and write to VPTLevaluations@stanford.edu (<mailto:vptlevaluations@stanford.edu>).

(39 comments)

Q: What would you like to say about this course to a student who is considering taking it in the future?

1 I really liked the lecturers

- 2 It was extremely interesting and can be a lot of work, but it is not boring in the slightest.
- 3 Complete all the readings to get more out of the course.
- 4 Pretty interesting, but the topic is just so large that you don't really go in depth
- 5 very interesting if you would like to learn more about cancer research and debate with other students
- 6 This is a very fun and informative class to take.
- 7 This is a great THINK class if you are interested in medicine. In particular, it showed me a lot about the different social, , ethical, political, and economic considerations one has to factor when thinking about a disease as pervasive as cancer. Additionally, the content we learned from this class easily translated to the context of the Covid-19 pandemic.
- 8 This is an awesome Think class. You get a really introduction to and overview of everything related to cancer and health care. Like any Think, there is a decent amount of readings, but all of these are super interesting and enjoyable. Even if you have some background or understanding of cancer, you are bound to learn something new in this class. Take it
- 9 Take it! It's an amazing course with lots of interesting things to learn. The professors are amazing. The lecture material is really engaging, and the activities really challenge the way you think.
- 10 Unfortunately, I must concede with previous reviews that have identified this course as one full of busy work. I would have rather focused the time I spent on busy work towards learning additional aspects of cancer and cancer medicine.
- 11 Really the best option for a THINK course. Work is straightforward and interesting. Sections are very useful.
- 12 If you are a STEM guy, I encourage you to take this class. It goes beyond explaining what the science of Cancer particularly is. It covers the ethics that have accompanied cancer biography. I really recommend you to take this class. To be honest, it is also very helpful for students of any major because you will see that what we think is solved by doctors and scientific researchers is actually very influenced by economists, entrepreneurs and politicians.
- 13 An interesting THINK course that isn't too much work!
- 14 It is a lot of work!
- 15 It is very interesting, I just feel like some of the other think classes are less work
- 16 This class is quite a bit of work compared to other THINKs apparently, but i thought it was super interesting and fun this quarter.
- 17 This class was super interesting! Discussions are helpful.
- 18 This course covers a great deal of extremely interesting information in regards to the science of cancer as well as current research to combat the disease. I would recommend putting in the time and doing all the readings to get the most out of the course.
- 19 No
- 20 The lectures can get a little dry sometimes but they are very interesting and full of good little details. Cool class and made me think about a lot of problems I have not given thought to before. Good balance of stem/humanities
- 21 Definitely a great course. Highly encourage taking it, provides a robust understanding of cancer and its implications. This is inviting to people from all walks of life and different experiences with cancer.
- 22 This class is a lot of reading and quite a bit of work. There were interesting topics but it wasn't the most engaging.
- 23 Great class
- 24 I really enjoyed this class! I wish I could have taken it under a normal quarter because I heard they normally have a few cool fieldtrips and opportunities that couldn't be transferred online. I am not a very STEM-y or science-y person, so I was afraid everything would go over my head. But that wasn't the case! We talked a lot about the social, economic, and political parts of cancer treatment and history, and I really enjoyed our discussions.
- 25 If you have a strong interest in cancer, this will be a great course for you. The course content dives into many different realms of cancer biology, treatment and prevention, in addition to many social and societal aspects of cancer. The readings can be very long at times, so be prepared to put in a lot of outside class time.
- 26 Even if the readings are long, thoughtfully engage with them so that you and your peers can have far more meaningful conversations.
- 27 -
- 28 This class is an excellent introduction to the interdisciplinary aspects of cancer. Cancer is often only talked about biologically/medically, so it was really interesting to read material from the patients' perspectives, and see how cancer diseases themselves are a microcosm of the entire healthcare complex. Professor Lipsick is very knowledgeable on all of these fields, so it was very interesting to learn in depth about the social, economic, and psychological impacts of cancer. Lupita was an awesome section leader, she always made sure that we were able to contribute to the discussion and gave us lots of opportunities to engage with one another. I would definitely recommend this class, especially if you are a STEM student, as this can give you insight into the world of ethical and social impacts as a result of science and disease.
- 29 It's the kind of class that's better to do in person than over zoom
- 30 good course

- 31 For a THINK course, this is alright.
- 32 super interesting! lots of reading
- 33 great think class on healthcare system, cancer, current state of science
- 34 It was an interesting course, and the workload wasn't too bad.
- 35 Participate in discussions
- 36 This is a pretty good THINK class, and I enjoyed it a lot. There's a decent amount of reading, but the section discussions are interesting
- 37 It is a very interesting course in which you will learn about all the possible aspects of cancer, some of them being ones that you may not even know existed. However, be ready to go through many readings and always be prepared for class
- 38 Easy class, as long as you keep up.
- 39 It's a really fun and interesting class if you are into health sciences, if you're not, I don't know if I would recommend it.

(19 comments)

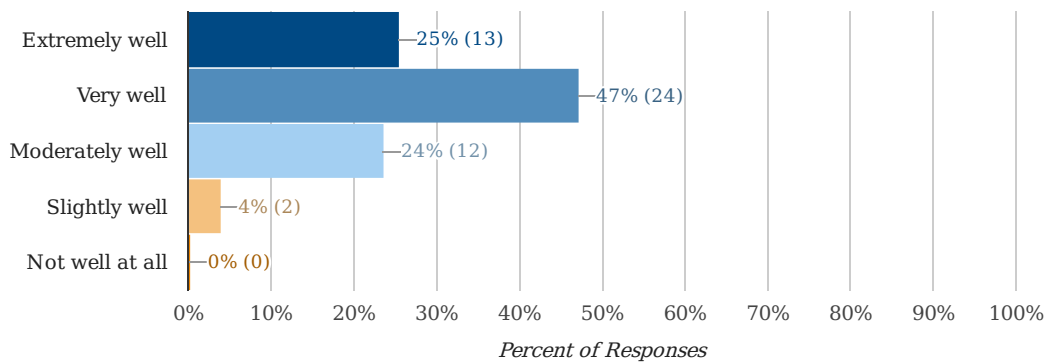
Q: Would you like to provide any other comments about this course?

- 1 -
- 2 Nope!
- 3 No
- 4 No
- 5 N/a
- 6 Yes! Please reduce the amount of busy work. Give the students some freedom to explore aspects of Cancer that interest them the most, excluding the Op-Ed. The Op-Ed did not give me enough freedom and only allowed me to focus on a "controversial" subject. There were uncontroversial subjects that I was interested in exploring in this course but was unable to do so! Very disappointing!
- 7 no
- 8 Thank you so much for all your presentations Dr. Lipsick. I really liked and enjoyed the way you incorporated art in your explanations.
- 9 none
- 10 n/a
- 11 NA
- 12 Amazing teaching staff!
- 13 NA
- 14 No
- 15 no
- 16 The course is overall very organized and informative. My only suggestion would be that if this course was taught in an online format again, Professor Lipsick should use course videos instead of PowerPoint. Also he could try to be more engaging instead of monotonous.
- 17 Please decrease the amount of reading per week
- 18 Very interesting course, thoroughly enjoyed it.
- 19 It was a great course!

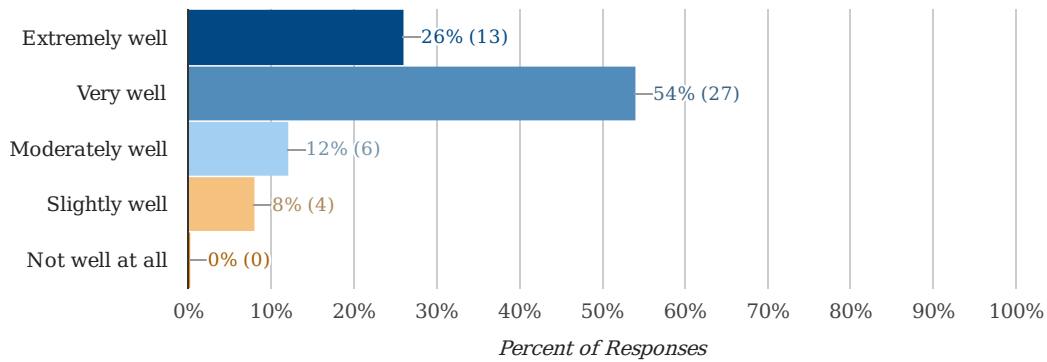
Instructor Added Questions

Close-Ended Questions

How well were the learning goals conveyed?



How did the different topics and parts of the course fit together?



Open-Ended Questions (116 comments)

Q: Were there any topics that we missed or that you would like to have covered in more depth?

- 1 -
- 2 Healthcare issues
- 3 No
- 4 I would love to have covered the economics of cancer care and cancer drug pricing as well as healthcare inequalities more in-depth.
- 5 N/A
- 6 N/a
- 7 Healthcare economics could have been touched on more.
- 8 I think I wish we covered the healthcare systems a little bit further. I think, as the end of our section in this topic, we did not necessarily fully understand how it worked.
- 9 no
- 10 Not that I can think of
- 11 I wish we could have read the entirety of The Emperor of All Maladies.
- 12 No.
- 13 I think most topics were given a good amount of time for discussion but I do wish we could have had more in-person section meetings where we discussed ethics in medicine and difficult decision-making
- 14 No
- 15 I wish that we had covered more in depth the doctor patient relationship aspect to oncology.
- 16 Perhaps more unregulated discussion to bring in more student opinions.

17 No

18 I liked the topics that we covered and felt like we covered them to the right amount of depth.

19 I would have liked to have a lecture or two on pediatric cancers and treatment.

20 Discussion on precision medicine as it applies to cancer care, more in-depth discussion of Henrietta Lacks book

21 No

22 Perhaps one topic that I would want to see discussed more in depth is the relationship of insurance companies with cancer--I know we talked a lot about the role of pharmaceutical companies in cancer drug development, but I am curious to know more specifically how insurance companies influence pricing, availability, etc. of cancer treatment.

23 no

24 no

25 less focus on the biological/science part

26 nope

27 No

28 Molecular basis of cancer

29 I don't think so! Maybe a little bit more of doctor-patient interaction.

30 It would have been interesting to talk more about current campaigns and the most recent treatments being used to treat different types of cancer

31 More about pharmaceutical industry.

32 I think oncologists play a huge role in how drugs are priced and I would have liked to get into that more.

Q: Would you prefer to read and discuss shorter excerpts of the books in depth, or read and discuss longer complete sections of the books?

1 Read and discuss shorter excerpts in depth

2 Shorter excerpts in depth

3 shorter excerpts

4 No

5 I would prefer to discuss shorter excerpts of the books in-depth. This would allow for a more focused and critical reading (rather than just reading hundreds of pages and everyone discussing a few pages of their own accord).

6 Read complete sections of the books.

7 Read and discuss shorter excerpts of the books in depth

8 I would prefer to read and discuss shorter excerpts of the books in depth. I often found myself struggling to recall points that students were pointing out just because of how long and drawn out the assigned readings were.

9 I think it is easier to get an in-depth discussion when you read shorter excerpts of books just because the reading is more focused.

10 Shorter parts in depth. Reading were long and most of the info was unrelated or irrelevant to discussions.

11 I think shorter excerpts may be helpful because it may allow more students to focus on what to discuss instead of just having a broader idea or opinion of the reading.

12 shorter segments in depth

13 Read and discuss longer complete sections of the books.

14 read and discuss shorter excerpts

15 I would prefer longer complete sections of the books.

16 Read and discuss shorter excerpts of the books in depth.

17 I completed all of the readings in their entirety but some sections did seem a bit unnecessary. Maybe assigning required excerpts and making the rest optional for those who are interested would be a good approach.

18 Read and discuss shorter excerpts.

19 sure!

20 Shorter excerpts

21 Perhaps longer excerpts to allow for more discussion.

- 22 longer, complete sections
- 23 I think some readings could be shortened to specific sections. Though very interesting, the books were often too time consuming for the amount of discussion we got out of it.
- 24 Shorter and in more depth
- 25 I would rather read and discuss longer complete sections of the book because I felt like with the articles it was too much of jumping around.
- 26 I would prefer do discuss shorter exerpts of the book more in-depth.
- 27 Reading and discuss longer complete sections of the book
- 28 Longer complete sections
- 29 I would prefer to discuss shorter excerpts, because then the teaching team could pull specific important passages and focus the discussions even more. Additionally, having shorter sections allows for students to focus more on the nuances of the passage, rather than just skimming through it because they have a lot left to read.
- 30 shorter excerpts
- 31 yes
- 32 Shorter excerpts
- 33 shorter in depth
- 34 i would have liked to divide up the books into smaller chunks and use the later weeks to read the books rather than articles
- 35 I would prefer to read and discuss shorter excerpts
- 36 Discuss longer sections of the books
- 37 Longer complete sections of the books
- 38 Excerpts
- 39 I liked reading whole sections of the books
- 40 The amount of readings given per week was too much; I would have preferred shorter excerpts instead of going through 2 whole books and many articles and videos in the span of only 10 weeks
- 41 One full book instead of two and then rest is excerpts.
- 42 I think the longer sections give more to talk about, but the shorter sections would ensure people read. Though they both have pros and cons, I think the longer sections were better in the long run.

Q: What are your thoughts about the use of narrated PowerPoint slideshows for lectures?

- 1 It was surprisingly very effective in learning the material
- 2 Convenient and easy to use, but hard to stay focused for a whole hour.
- 3 I enjoyed them but would have wished you were able to put them on 2x speed
- 4 I benefitted greatly from this aspect of the course.
- 5 They were helpful, but I still would prefer a video recording format.
- 6 I liked them a lot because you could always pause the lectures when you needed to understand things better. It was also nice to see the notes for slides during the lectures.
- 7 I liked it, but I would've preferred if it was a regular lecture.
- 8 Overall, I think they went well. I found myself paying less and less attention to them as the course progressed. I feel like tying the lectures and readings together could have been done more effectively.
- 9 I liked them.
- 10 Given the circumstances, it was a fitting choice.
- 11 I think it would be better to have our lecturer face on "the corner" of the screen, like Zoom setting makes to recorded videos. I think that may help to follow the emotional "excitement" of certain parts of the lectures, also another important tool may be accommodating a pointer, sometimes it was hard to notice what image was explained when many were in the same slide.
- 12 they were okay, I would prefer a recorded lecture but understand the accessibility issues with that
- 13 Interesting
- 14 I wish they could have used a platform that could allow me to speed up the lecture

- 15 It was a little hard to navigate, and I think a recorded lecture may have functioned better.
- 16 They work, but I would have preferred live lectures.
- 17 I personally really enjoyed the narrated powerpoints, I thought the information was very clearly conveyed.
- 18 It was alright, sometimes I found myself getting distracted.
- 19 I would have preferred an option to play around with the speed
- 20 Can't control speed, but there is a section for helpful notes on PPT
- 21 They worked well and I think it should be continued.
- 22 weren't my cup of tea
- 23 The slideshows were informative and accessible, but not the most engaging.
- 24 They were great
- 25 I preferred when we had videos because it was easier to operate than trying to work with the Microsoft Powerpoint lectures, but I also understand that the videos aren't accessible to everyone so the Powerpoint slideshows were the best and most equitable way to move forward. I did appreciate the cartoons and comics included in the Powerpoints.
- 26 I did not like this lecture format. It was not engaging and hard to focus on. I would have much rather preferred live lecture.
- 27 I think the narrated PowerPoints were thoughtfully constructed. I would perhaps make them more engaging by adding more animations to the slides (i.e. arrows appearing one by one when discussing different areas of a graph)
- 28 Very good, easy for those without good connection to listen to/watch
- 29 Personally, I would have preferred a single video via Zoom or other software, however, I do understand the concern of accessibility, and so I was fine with the PowerPoints. I think the PowerPoints could be improved if more arrows/pointing were used; sometimes I got lost on where in a diagram or graph I was supposed to be looking at.
- 30 Powerpoint doesn't let you change the speed of the narration. I would have much rather had narrated videos that I could go through at my own pace (I even started converting the pptx files to video files, but would have much preferred if they were uploaded as videos to begin with).
- 31 good
- 32 They were nice.
- 33 very helpful, longer than expected.
- 34 they worked well given the context
- 35 They worked well for an online class.
- 36 I liked the lectures and the lecture format a lot
- 37 It was difficult to concentrate because there was only audio (and no visual of speaking to go along with it).
- 38 It didn't work - very boring to listen to
- 39 It worked well! Only thing is that I couldn't play it on faster speed
- 40 Narrated PowerPoint slides were very useful in helping me understand the slides and guide me through the lecture; without them, I would have probably been bored and confused while reading the lecture
- 41 Would have preferred recordings on Canvas. Easier to work with.
- 42 The narrated PowerPoints were much more accessible with poor internet connectivity, and would say they need to be the norm versus the videos.

Interpreting these results and deciding what changes you might want to make in your course can benefit greatly from a conversation with a colleague and/or a teaching consultant. To discuss your course evaluation feedback with a consultant in the Office of the Vice Provost for Teaching and Learning, please click here: [Course Evaluation Consultation Request Form](https://stanforduniversity.qualtrics.com/jfe/form/SV_eEcR99HdhguiHOd) (https://stanforduniversity.qualtrics.com/jfe/form/SV_eEcR99HdhguiHOd)