

Learning Goals

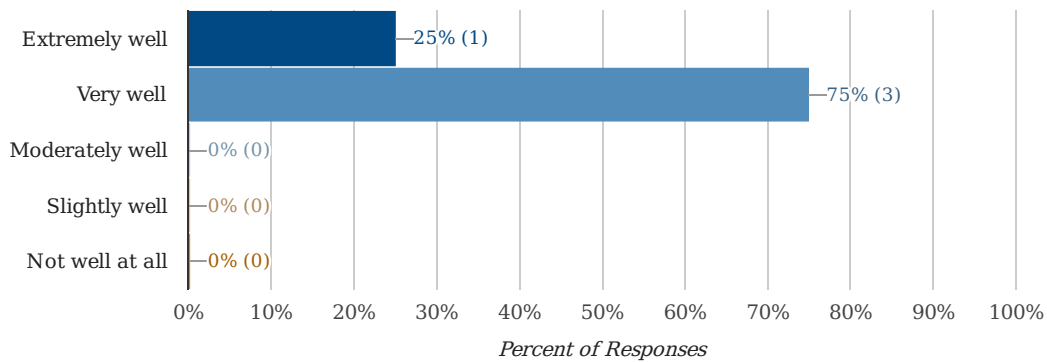
We want your feedback about your experience using the course evaluation system and reporting. To provide your feedback, please click [HERE](https://stanforduniversity.qualtrics.com/jfe/form/SV_cOSKtrVV0G7PTNj) (https://stanforduniversity.qualtrics.com/jfe/form/SV_cOSKtrVV0G7PTNj) to answer one question.

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

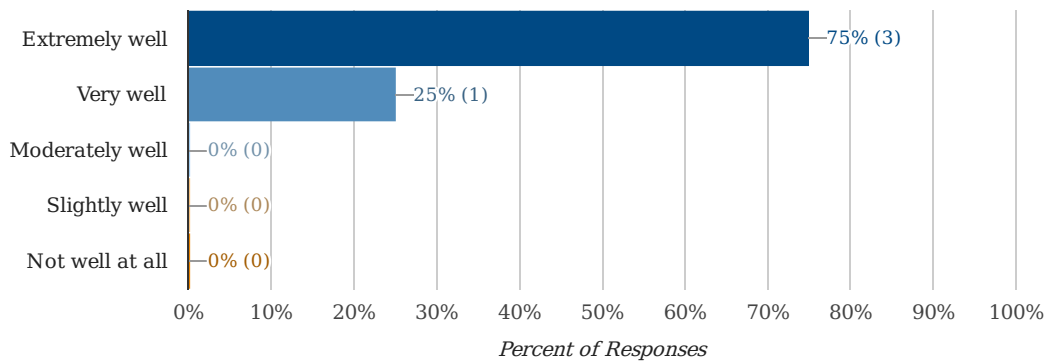
- The goals are clearly articulated in the syllabus and/or directly to students
- There's a clear connection between the goals and the exams, quizzes, and/or assignments in the class
- Students have adequate practice doing work that is relevant to the goals

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).

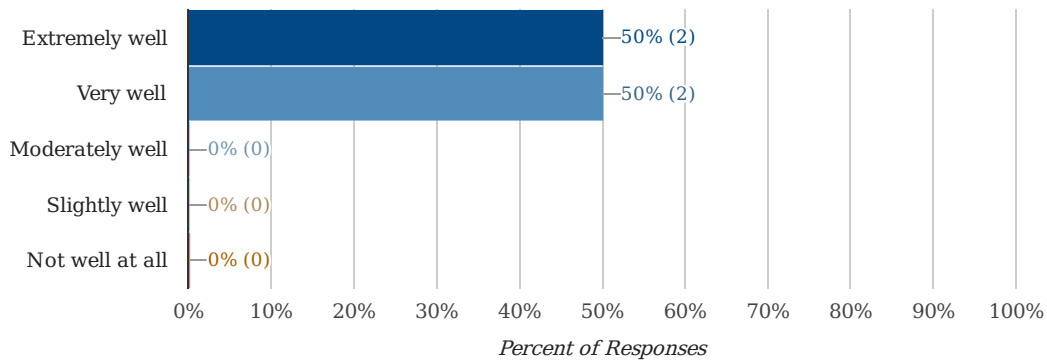
Learning about cancer biology, diagnosis, and treatment How well did you achieve this learning goal in this course?



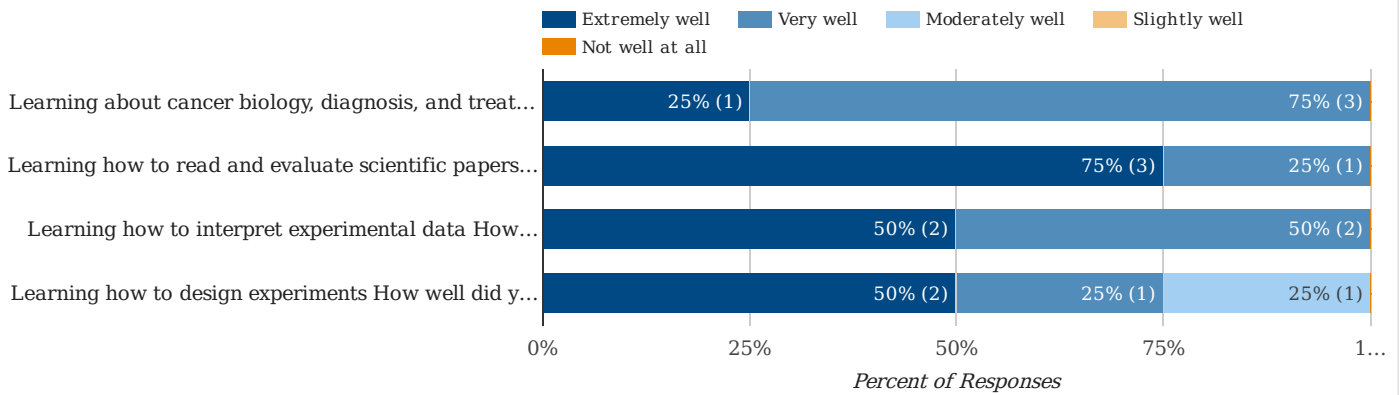
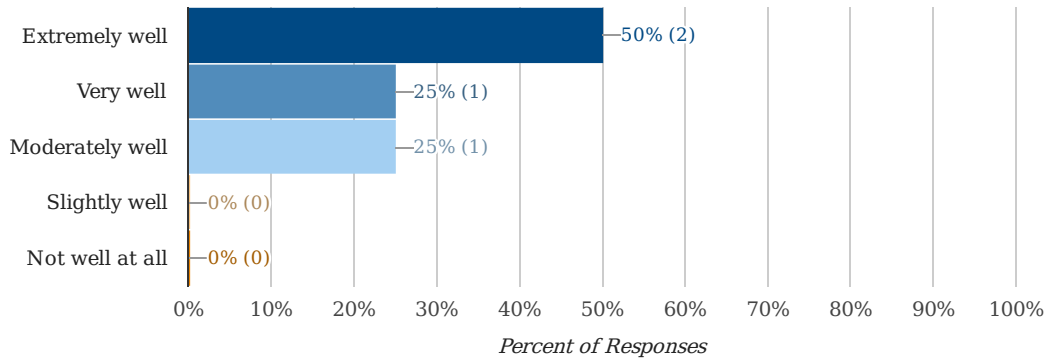
Learning how to read and evaluate scientific papers How well did you achieve this learning goal in this course?



Learning how to interpret experimental data How well did you achieve this learning goal in this course?

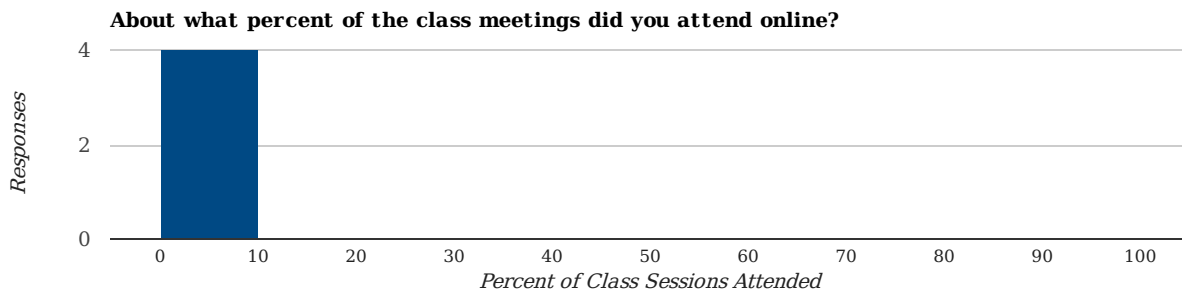
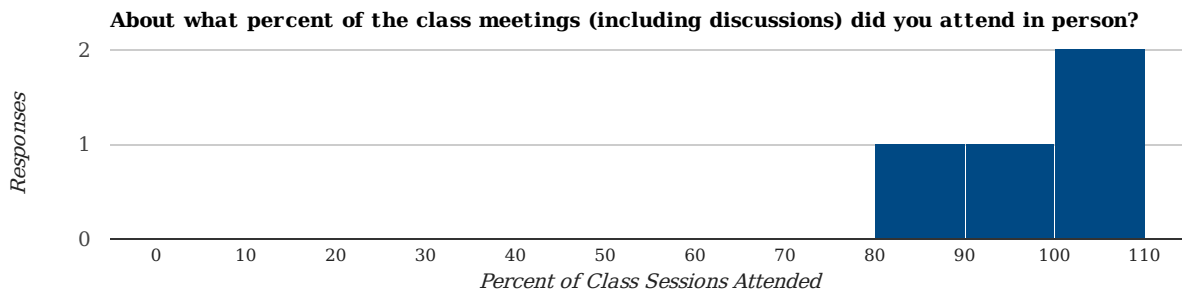


Learning how to design experiments How well did you achieve this learning goal in this course?



Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
Learning about cancer biology, diagnosis, and treatment How well did you achieve this learning goal in this course?	4	30%	4.3	4	0.4	25%	75%	0%	0%	0%
Learning how to read and evaluate scientific papers How well did you achieve this learning goal in this course?	4	30%	4.8	5	0.4	75%	25%	0%	0%	0%
Learning how to interpret experimental data How well did you achieve this learning goal in this course?	4	30%	4.5	5	0.5	50%	50%	0%	0%	0%
Learning how to design experiments How well did you achieve this learning goal in this course?	4	30%	4.3	5	0.8	50%	25%	25%	0%	0%

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



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) (<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.

(3 comments)

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

- 1 Knowledge and critical thinking of cancer.
- 2 Knowledge of foundational experiments and fundamental principles in cancer biology. Understanding of experimental techniques.
- 3 basic overview towards the field of cancer biology

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) (<https://teachingcommons.stanford.edu/resources/teaching-resources/teaching-strategies>).

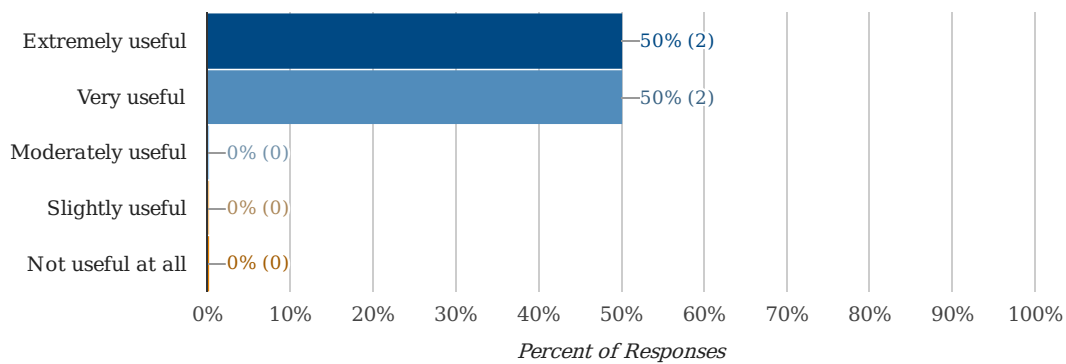
If you are viewing a report from the 2019-2020 Winter term, quantitative responses to the *Overall, how would you describe the quality of the instruction in this course?* and *How organized was the course?* questions in this section have been removed in response to changes in instruction at the end of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

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).

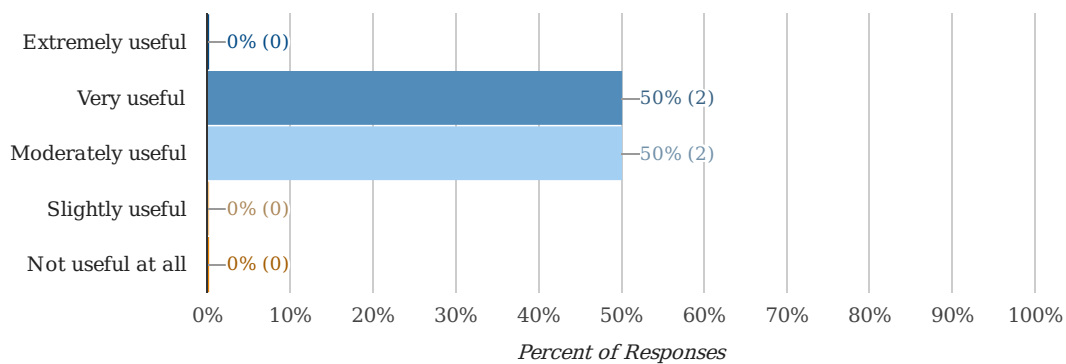
No Data.

Course Elements

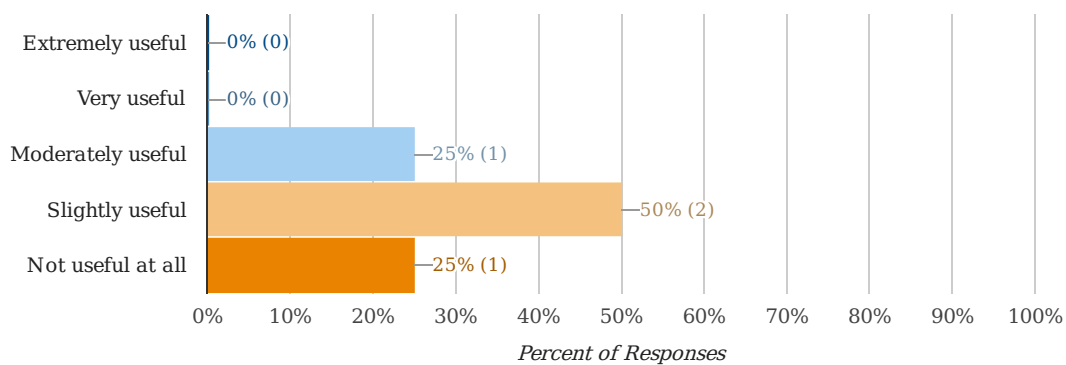
How useful to you were the discussion sections?



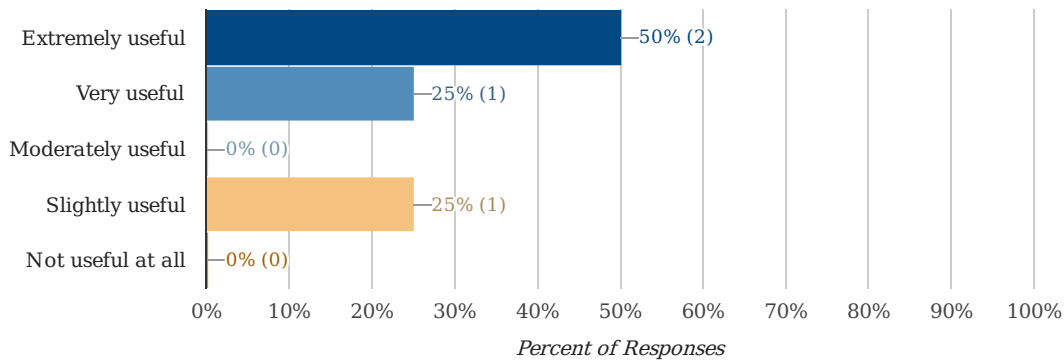
How useful to you was the website?



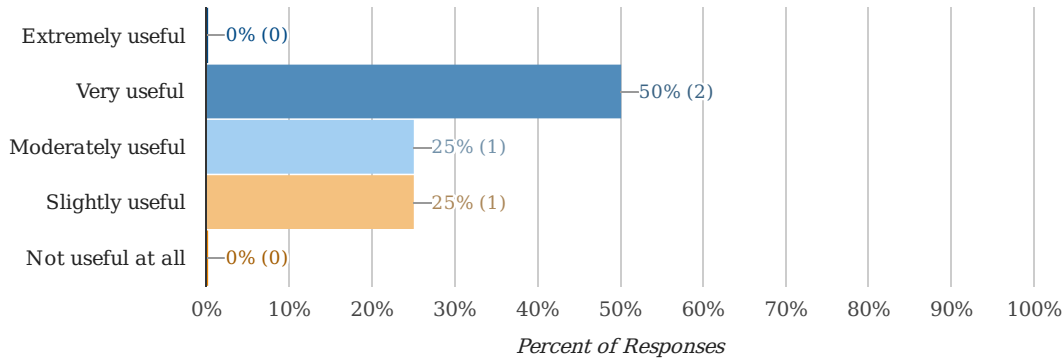
How useful to you was the textbook Weinberg's The Biology of Cancer?



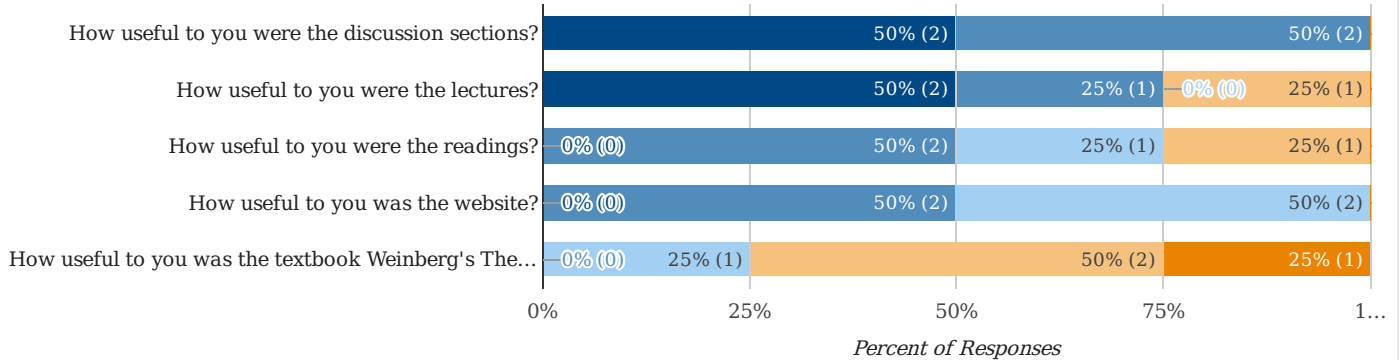
How useful to you were the lectures?



How useful to you were the readings?



■ Extremely useful
 ■ Very useful
 ■ Moderately useful
 ■ Slightly useful
 ■ Not useful at all



Question	Number of Responses	Response Rate	Course Mean	Course Median	STDEV	5	4	3	2	1
How useful to you were the discussion sections?	4	30%	4.5	5	0.5	50%	50%	0%	0%	0%
How useful to you were the lectures?	4	30%	4.0	5	1.2	50%	25%	0%	25%	0%
How useful to you were the readings?	4	30%	3.3	4	0.8	0%	50%	25%	25%	0%
How useful to you was the website?	4	30%	3.5	4	0.5	0%	50%	50%	0%	0%
How useful to you was the textbook Weinberg's The Biology of Cancer?	4	30%	2.0	2	0.7	0%	0%	25%	50%	25%

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 VPTLeveluations@stanford.edu (<mailto:vptleveluations@stanford.edu>).

(4 comments)

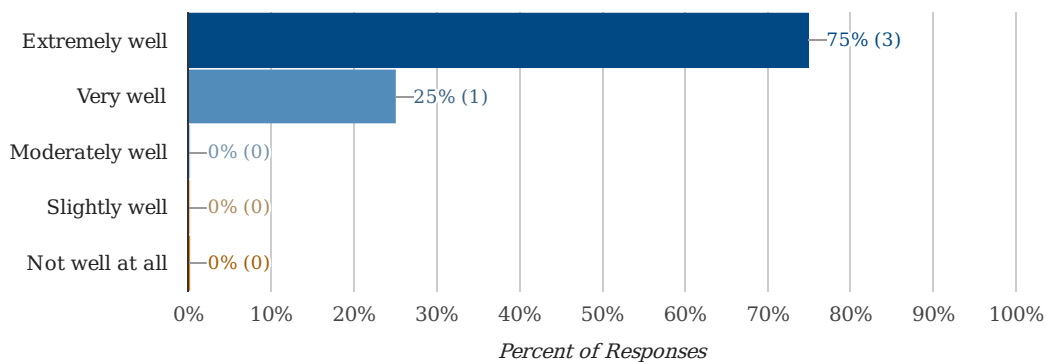
Q: What would you like to say about this course to a student who is considering taking it in the future?

- 1 Make sure you've taken bio 82, 83, and 86. All of that material will show up prominently. Lectures can be very fast-paced, dense and somewhat dry. But you'll still learn a good deal about experimentation and reading papers which is a good reason in and of itself to take this class.
- 2 Great course! Joe cares a lot about students and it shows through how much support material he provides and how available he makes himself in office hours. Although this class can tend to get into the weeds of specific molecular mechanisms a bit too much, overall I learned a lot about foundational experiments and fundamental principles in cancer bio.
- 3 great course! Learned so much cool content!
- 4 I liked this class a lot and learned a great deal. I especially feel like my ability to read biology papers has increased a lot, and it was very interesting to know more about the techniques used in cancer research. It can feel like a lot of information at times, but the take-home tests are fair, though pretty long and hard. The recommended readings can be helpful but are not really necessary.

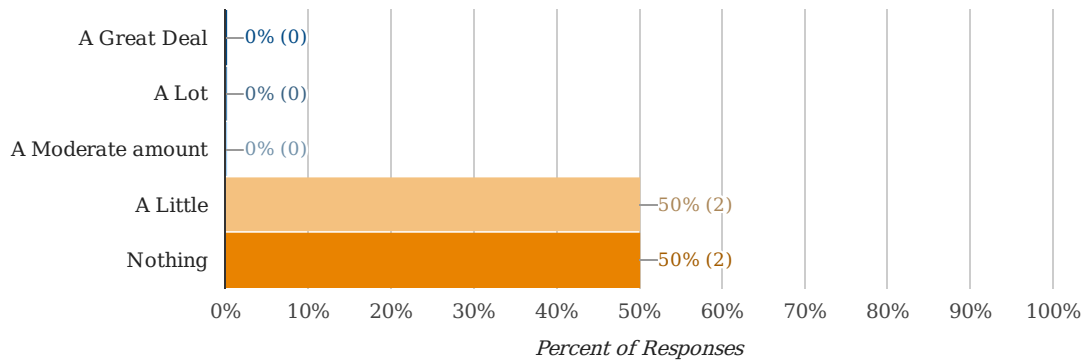
Instructor Added Questions

Close-Ended Questions

How well did your section leaders manage the discussions?



How often did you read the assignments in the Weinberg textbook?



Open-Ended Questions (10 comments)

Q: Who was your section leader (Harmony or Tony)?

- 1 Harmony
- 2 Tony
- 3 Harmony
- 4 Tony

Q: How could this course be improved?

- 1 Could be a lot more focused. Specific lecture material could be made more relevant. Slower pacing and less dense slides would be nice.
- 2 In lectures, spend more time covering broad principles and experimental techniques rather than the specifics of individual pathways
- 3 I would love to learn more about experimental design
- 4 I think more focus on present-day cancer research and treatment could be interesting!

Q: Anything else you'd like to say about the course?

- 1 Great course overall! Thank you!
- 2 I feel like I really learned a lot, and it was engaging material. Thank you!

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: [VPTL Consultation Request Form \(https://vptl.stanford.edu/getting-started-vptl\)](https://vptl.stanford.edu/getting-started-vptl)