

Q18 Please list any ways in which I can make the class better

Answered: 73 Skipped: 49

#	RESPONSES	DATE
1	Working "box" or any practice problems with your explanation in the Wednesday or Thursday office hours was helpful! The scanned notes were an amazing addition! I also appreciated the videos of lectures so I could rewatch concepts I did not understand the first time!	12/28/2017 7:32 PM
2	NOTHING	12/28/2017 3:03 PM
3	Even though there will not be nomenclature on the last test and the final if 20% of the class runs, it would be helpful to have the extra motivation to include nomenclature on some of the homeworks we will have so we will not have to catch up learning nomenclature when we get to Ochem 2. It would just be helpful for the extra motivation to learn it then or have a practice homework to practice it even though it will not be on the test because I am nervous about using nomenclature for Ochem 2.	12/26/2017 2:17 AM
4	More in class synthesis problems before the final	12/25/2017 1:54 AM
5	A better way to get engaged with the textbook, which sometimes felt unnecessary even with the reading quizzes.	12/25/2017 12:26 AM
6	Emphasize the incredible attention to detail that will be graded on exams and give us more opportunities to practice getting homework graded. ex. I didn't know I was drawing chair structures wrong until after my first midterm. And I went to active problem solving sessions!	12/24/2017 10:31 AM
7	No quizzes	12/23/2017 10:56 PM
8	The class was great!	12/23/2017 11:56 AM
9	I wish I could.	12/23/2017 2:53 AM
10	Remind students to manage their time well during the test. I passed the 3 midterms, but, unfortunately, didn't manage my time well on the final, so I didn't get to make it to the end of the final and show what I knew. I failed with a D+ due to not finding the final.	12/23/2017 1:09 AM
11	Ensure that any recorded material such as lectures, office hours, or review sessions are fully recorded and not cut off.	12/23/2017 12:43 AM
12	You are a great prof and I have no recommendations to make it better	12/23/2017 12:28 AM
13	Electronic quizzes were not helpful.	12/23/2017 12:25 AM
14	Teach O Chem 2 please!!!! Im a junior and you have been my favorite professor yet!!! thanks for a great semester!	12/23/2017 12:21 AM
15	YOU ARE PERFECT IN EVERY SINGLE WAY DR. IVERSON. I am extremely sad I won't have you as a professor next semester, but I am eternally grateful for the strong ochem foundation you have given me. YOU ARE PERFECT IN EVERY SINGLE WAY DR. IVERSON. Thank you for teaching the class with such passion and for reminding us there are more important things in life than our grades. At my first marathon (and every one proceeding that), I will be thinking of you!	12/23/2017 12:19 AM
16	Teaching ochem 1 and ochem 2 in the same year is way better than being dean... just saying...	12/23/2017 12:08 AM
17	Please cover more synthesis problems in class. Shabbir's students seemed to have a better grasp at synthesis because she did exactly that, and it seemed as if synthesis was self taught to a bunch of your students.	12/22/2017 11:53 PM

18	<p>It was really difficult to keep track of useful reactions that were not in the mechanism packet. In the same way that there was a sheet in the mechanism packet for carbonation rearrangement even though it wasn't a "mechanism" per se, it would have been useful to also include PCC, the use of substitution to make ethers, the use of substitution to form C-C bonds with alkyne anions and primary haloalkanes, the mercury containing reagent reactions, etc. It was really difficult to flip between my notes and the packet and ensure that I didn't miss any reactions in my study. It would have been much easier if everything were together in the packet. Additionally, I reminded you a few times throughout the semester that it would be really helpful for recording purposes (and because it's hard to hear in the big room) if you could repeat the questions asked before answering them, but I still found myself watching videos at home having to guess at what questions or concepts you were trying to answer or explain. It seems like a hard thing to get used to remembering, but I think it would be really helpful to students. PS: Thank you to you and the TAs more than I can possibly express. You all and this class have changed my life and inspired me in ways beyond words.</p>	12/22/2017 11:53 PM
19	<p>I think this class is very structured and organized. The problem was that the active office hours and some office hours didn't work with my time, but super happy it was recorded.</p>	12/22/2017 11:48 PM
20	<p>I wouldn't change a thing, you're doing amazing!!</p>	12/22/2017 11:45 PM
21	<p>The class was amazing. I think everything Dr. Iverson did was great and I loved the class. I learned a lot from this class.</p>	12/22/2017 11:40 PM
22	<p>Not possible</p>	12/22/2017 11:40 PM
23	<p>The electronic reading quizzes were weird and seemed unhelpful in the long run.</p>	12/22/2017 11:39 PM
24	<p>keep doing what you do GOAT!</p>	12/21/2017 6:26 PM
25	<p>With all the mechanism sheets explicitly say the why and how this happens if the chemistry knowledge is known to us. There are many mechanisms and I feel like we went too fast at times.</p>	12/20/2017 7:31 PM
26	<p>It was great!</p>	12/20/2017 6:27 PM
27	<p>n/a</p>	12/20/2017 2:09 AM
28	<p>If the mechanism packet included all of the useful reactions for synthesis, putting together a road map at then end was a little overwhelming.</p>	12/19/2017 10:55 PM
29	<p>I think the class is already great and extremely engaging.</p>	12/19/2017 10:51 PM
30	<p>Reiterate every time you write R that it refers to any carbon chain. (i think thats what it is im not sure... does it have to be carbon??)</p>	12/19/2017 10:02 PM
31	<p>- The only thing that was really hard for me was epoxide and ethers. If recommend doing more examples in class and in office hours (if not done so, I didn't go to much office hours).</p>	12/19/2017 8:44 PM
32	<p>When teaching mechanisms, especially the first couple, go SLOW!! This is something completely new to us, so if you explain the first few slowly then it will be easier for us to catch the mechanisms wave.</p>	12/19/2017 6:59 PM
33	<p>1) Do not make students by the textbook, it was an absolute waste of my money and I did not use it all during the course. The resources on your website and review sessions were a hundred times more beneficial. 2) The reading quizzes also did not help because we did not learn the concepts before taking them yet. 3) College students are poor and I want to reiterate that the textbook was really a waste of money. I got an A in the course through your website and your lectures and that's it!</p>	12/19/2017 5:37 PM
34	<p>Keep posting lecture note scan!! That was super helpful especially when I missed writing something down during lecture</p>	12/19/2017 4:14 PM
35	<p>This might be too much to ask given the time consumption, but there were a few times (1-3) where TAs made a small mistake during practice problem solving sessions (and I only watched 2-3 of the recordings so there could be more). This is pretty bad if students get confused as to what is the correct answer (especially regarding major reactions through the roadmap and other conceptual principles). Like I said it might be too much to ask but you should probably watch over those too if you don't already; that way you can make an announcement correcting it the next class day or even just through email/canvas.</p>	12/19/2017 4:08 PM
36	<p>It seemed like we still had to do a lot of memorizing, and for me that does not help me learn the material as well as I would have liked to.</p>	12/19/2017 4:04 PM

37	You are seriously awesome and very encouraging; thank you for everything!!	12/19/2017 3:49 PM
38	Make the printed hw a part of the total percentage/ its own category	12/19/2017 3:44 PM
39	Spend more timr doing synthesis in class especially with ethers and epoxides	12/19/2017 3:34 PM
40	Whenever we go through the reactions rapidly and learn multiple in a week, it might be helpful to either make extra videos (like the epoxide videos) that further explain the mechanism and why the molecules react the way they do. I know that would have helped me understand it better, but most of my questions were also answered by going through the textbook. Another option is suggesting students to go through the textbook to find more information about specific reactions, which could help because many forget that it's a very useful resource. The textbook was especially helpful with the early alkene reactions, the substitution/elimination reactions, alcohols, and epoxides.	12/19/2017 3:23 PM
41	1. more bonus points 2. not weigh the Final so high as 40% 3. have one on one office hours 4. not teach important concepts really close to an exam, every one is trying to catch the wave and gets even more lost. (Enantiomers, Diastereomers - Exam 1) (NMR-final)	12/19/2017 3:08 PM
42	I don't think the eBook/quizzes were helpful at all. They aren't a useful supplement and are not worth their price. I think administering your own quizzes through canvas would be better.	12/19/2017 2:57 PM
43	I did not like the e quizzes other than that this class was awesome!	12/19/2017 2:47 PM
44	Make the electronic quizzes due after we cover the material in lecture. I know the quizzes are meant to ensure that you keep up with the reading, but oftentimes, just reading the textbook is not enough to understand the material thoroughly enough to do the quizzes. The material makes a lot more sense after we cover it in lecture, when someone who actually knows what they're doing can convey the information effectively, as opposed to me just reading words on a page and trying and failing to understand what they mean, given that I have little previous knowledge in ochem.	12/19/2017 2:16 PM
45	Have tests where students are punished for arbitrary losses of points like forgetting to write racemic twice and losing a while point on the test, especially in a class where a few points missed makes the difference between an a and a b. Testing nuances Does not actually examine ones knowledge of ochem - just how meticulous a student is	12/19/2017 2:09 PM
46	I think it is unreasonable that the final is 40% of our grade literally making our whole grade rest on our final no matter how well we do in the general exams. In addition it doesn't provide room for improvement and has a greater probability of hurting your grade. In addition, it was unfair to see that Shabbir's averages were 10 points above ours on exams which shows something. It was extremely hard to score an A and many of us were borderline to move to the next grade.	12/19/2017 2:07 PM
47	Please remove the equizes. they were stressful and confusing to try and learn the material before you went over it	12/19/2017 2:03 PM
48	This class changed my life forever and if I could, I would take it again. I wouldn't change anything about this class. Dr. Iverson is a remarkable professor/human being, I hope to become half the person he is one day.	12/19/2017 1:52 PM
49	The only times I really began to struggle was when classes were cancelled and rescheduled for an hour later. I had a class right after our class, so I couldn't attend the makeup lectures, so I would get behind whenever these schedule changes occurred.	12/19/2017 1:49 PM
50	I personally did not find the eQuiz helpful. I strongly suggest you drop at least.	12/19/2017 1:38 PM
51	In the beginning of the class, I was very confused because it didn't feel like we were doing any "ochem" - I now understand it was the foundations needed to actually "do" ochem. I believe if you explain why we're doing what we're doing early on, that would help tremendously! My brain was all over the place the first few weeks!	12/19/2017 1:12 PM

52	<p>1) The MRI memorization is an anticlimactic way to end a semester based on not memorizing and emphasizing understanding and application. There are many premeds in the class, but honestly they will not remember the 3 or 4 sentences you want them to say to patients, and even if they could remember verbatim, repeating a memorized passage is not what we want our doctors to do. One of your strengths is in helping students develop intuition. Don't let the surfboard come to shore at the end of the semester with a paragraph memorization. 2) Get things worked out with Cengage. There were frequent problems accessing the text, getting the quizzes to work, and finding answers in the online solutions manual. 3) Add problems to the electronic quizzes. They should not be a 1 or 2 question effort to evaluate how well students can hunt for an answer in the text. The chem draw tool was super once I got the hang of it. Make these assignments more of a challenge. 3) Focus more on the big, big picture of what we're doing. A lot of material came into focus when I prepared for the final...making big picture connections regarding acids, bases, nucleophiles, electrophiles, carbocations, ring structure, radicals. It would have helped during the semester, however, to develop more of an understanding along the way...like just why we're adding an acid or base to a reaction, what adding or subtracting water will do, how using a dihalide can change a reaction, just when to add heat or light to start a radical chain reaction. It's interesting that ochem used to be about teaching what happens when reagents are combined, and now it's about learning the underlying mechanisms...maybe an even better approach is to combine some of both approaches. I think this would be helpful for heading into biochem as well.</p>	12/19/2017 1:03 PM
53	<p>I did not find the electronic quizzes very helpful, and they were extremely easy to forget. I work a lot, so I like to be able to get ahead on the weekends or other days I have free, so it was really difficult to have assignments that open only a couple days before class and that were so small and easy to forget. Most days, I found myself rushing through the quizzes right before class. While my test average is a high A, my e-quiz cumulative score is a high B. Additionally, I have an electronic copy of the textbook that was passed down to me from a former student, so I wish I hadn't had to pay for the ebook for the sole purpose of being able to take the e-quizzes.</p>	12/19/2017 12:57 PM
54	<p>Not about the class, but, you're just a really cool guy with a really interesting life, and I would have really liked to just come to your office and talk, but it seems like there aren't any non-ochem centered office hours (which I mean makes sense) but I didn't wanna ask about the Great Barrier Reef while people are stressed about epoxides.</p>	12/19/2017 12:53 PM
55	<p>Nothing, really. It was a great class</p>	12/19/2017 12:52 PM
56	<p>I think the class is great, nothing needs to be changed!</p>	12/19/2017 12:51 PM
57	<p>Go through more examples in class like with the different reagents. There was some done in class but more would be nice. Also going through an NMR problem in class and matching the pictures would be good for understanding it better like what Chris did in his MTW.</p>	12/19/2017 12:51 PM
58	<p>Transferring electronic quizzes to be canvas quizzes. (There were a lot of errors with the electronic quizzes)</p>	12/19/2017 12:49 PM
59	<p>More difficult practice problems in lecture to give us a better insight for what will be in the exams.</p>	12/19/2017 12:49 PM
60	<p>This class is already pretty great. Caring about your students is the most important thing a teacher can do and you have gone above and beyond to show that you care.</p>	12/19/2017 12:48 PM
61	<p>I SAID DR. IVERSON WAS PERFECT!!!! AN ANGEL OF A HUMAN!!!! WHY DO THEY NOT MAKE OTHER CRAPPY PROFESSORS WATCH HIM SO THEY CAN BE BETTER????</p>	12/19/2017 12:47 PM
62	<p>Do not have NMR the final week leading up the final. NMR is pretty difficult. The electronic quizzes were not helpful, more trouble and losing points because of that isn't fun. Maybe post your own quizzes, not through Cengage but the Rules of the Day. Also maybe do post quizzes to fully understand the material.</p>	12/19/2017 12:47 PM
63	<p>- Study guide for final</p>	12/19/2017 12:46 PM
64	<p>Post more synthesis practice, felt like there weren't enough problems or time to practice</p>	12/19/2017 12:46 PM
65	<p>Some of the mechanisms that were taught weren't in the packet because we didn't have to know the mechanism, just the reaction itself. I think that offering these as sheets in the mechanism packet, but just filling in the arrows on the document would be helpful so that the packet acts as a completely comprehensive guide to all if the reactions, instead of just the reactions with mechanisms we're responsible for.</p>	12/19/2017 12:45 PM
66	<p>N/A</p>	12/19/2017 12:45 PM
67	<p>More focus on synthesis in class as it was hard to attend office hours for it because of all the other finals and exams at the time.</p>	12/19/2017 12:44 PM

68	I do not believe the e-book/electron reading quizzes were helpful. I dutifully tried using these sources for the first month-and-a-half, but quickly found myself being overwhelmed by: the sheer amount, the difficulty of the reading, and the difficulty of the quizzes. I do not believe I was able to understand enough of the information to feel prepared for the lecture that would ensue (pertaining to that info).	12/19/2017 12:44 PM
69	I think giving more synthesis practice problems for the final would be helpful.	12/19/2017 12:43 PM
70	People are going to say they didn't like the online pre-class quizzes, but they were actually really helpful because they gave me an idea or heads up as to what you were going to be teaching that day so I wasn't lost. The class was perfect! Thank you for everything!!	12/19/2017 12:43 PM
71	Play trumpet more often	12/19/2017 12:41 PM
72	This was the best chemistry class I've ever taken, so I'm not sure :p	12/19/2017 12:41 PM
73	A little more time on interpreting NMR spectra for molecules with double bonds.	12/19/2017 12:40 PM
