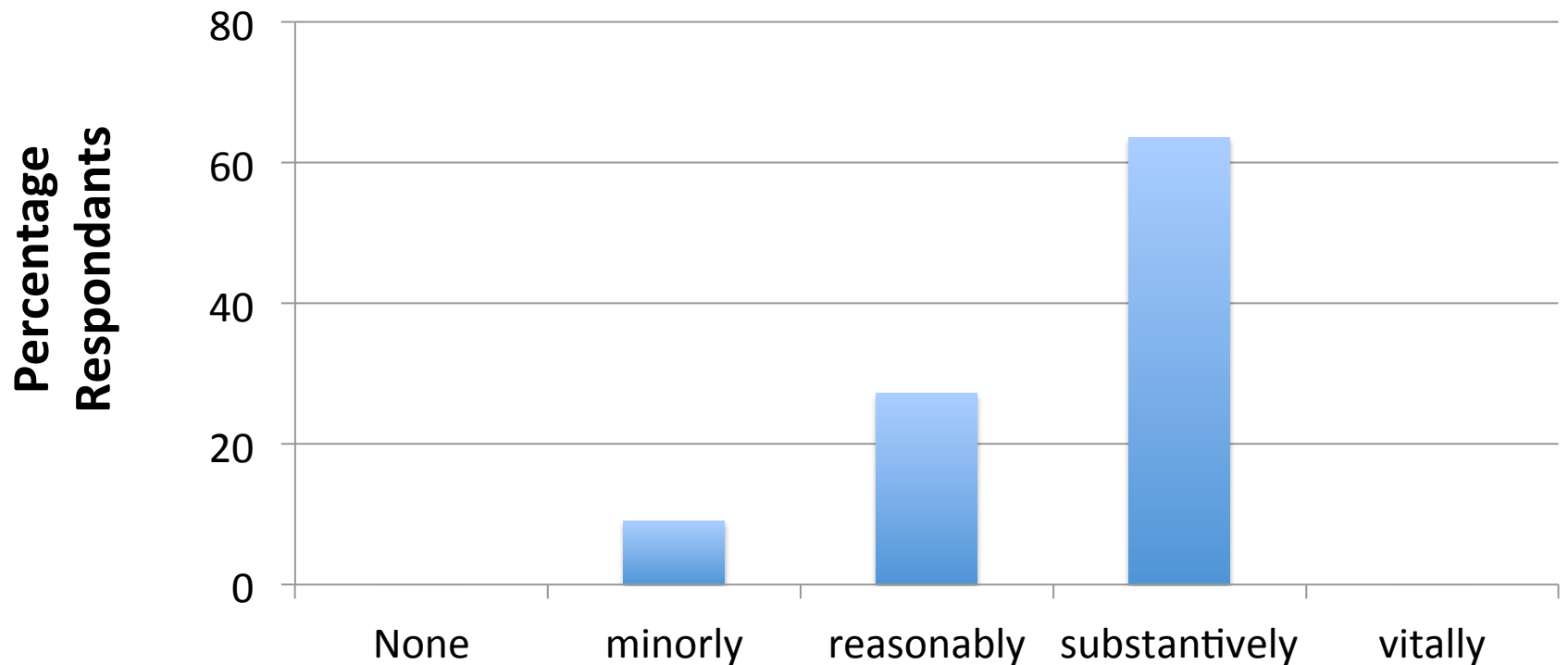


How much did completing the niche modeling project improve your understanding of the course material on environmental niche modeling?



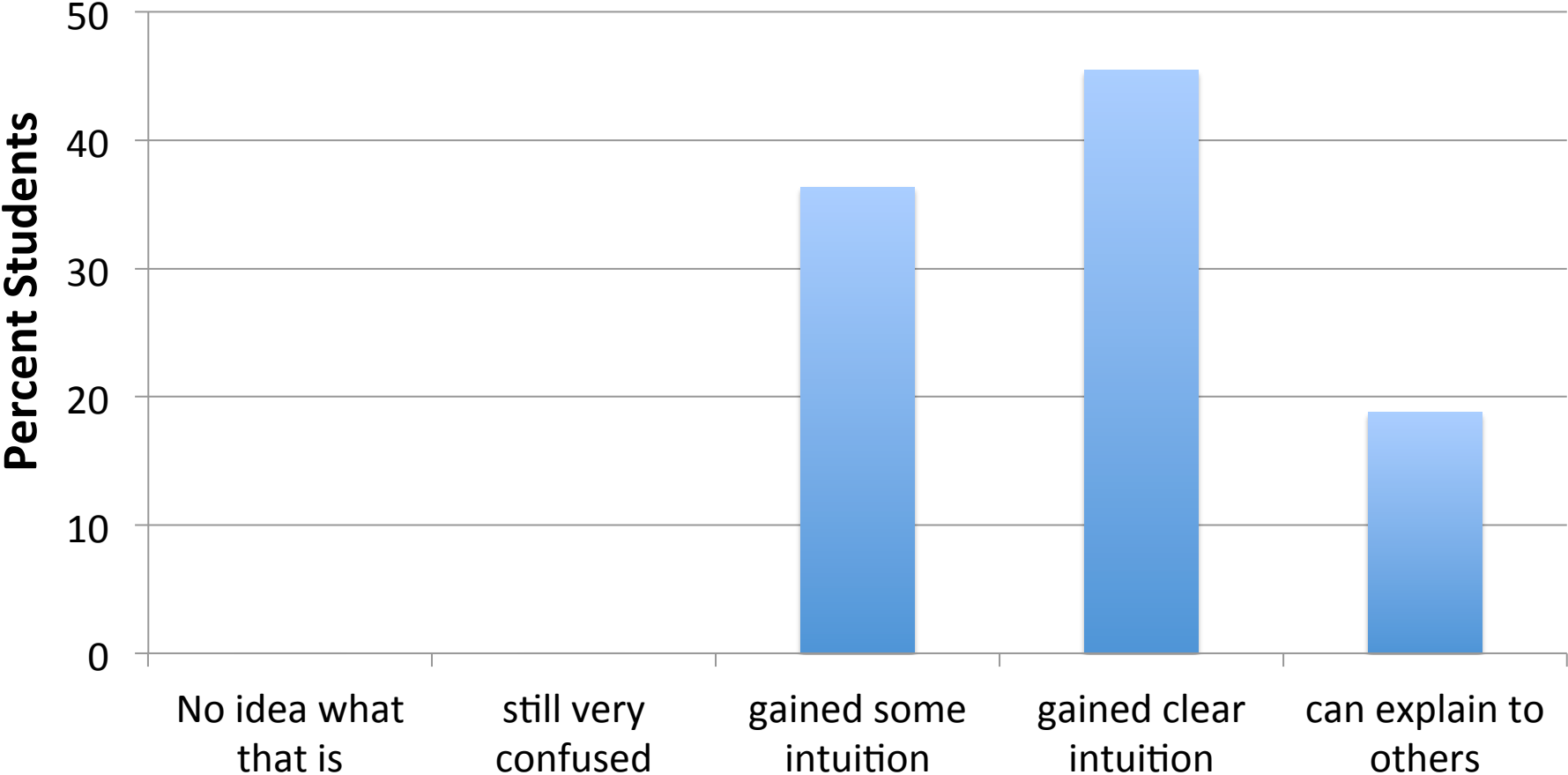
What did you find to be the most useful part of the niche modeling project? What was the coolest thing you learned? Do you think doing presentations in addition to papers added something?

- “The most useful aspect of the niche modeling project was coming to understand what "modeling" actually means. Many of the papers we read in class rely on models. Although these models are far more complex, by completing this project I had a better sense of the process and the advantages/disadvantages to our model specifically.”
- “I really enjoyed working with R, as it was nice to create some of our own results. The presentations certainly helped us synthesize the main ideas from our papers.”
- “The most useful part of the project was being able to work in small groups and help each other interpret the Maxent output results and the statistical values calculated by R.”
- “I really enjoyed the mathematical modeling aspects of the project and learning about the limitations of these climate prediction models we rely on to make important predictions. The presentations really helped us decide what the bottom lines of the report was”
- “I think that seeing how the species interacted was the useful part of the niche modeling project, and learning how range overlap is calculated was really cool.”

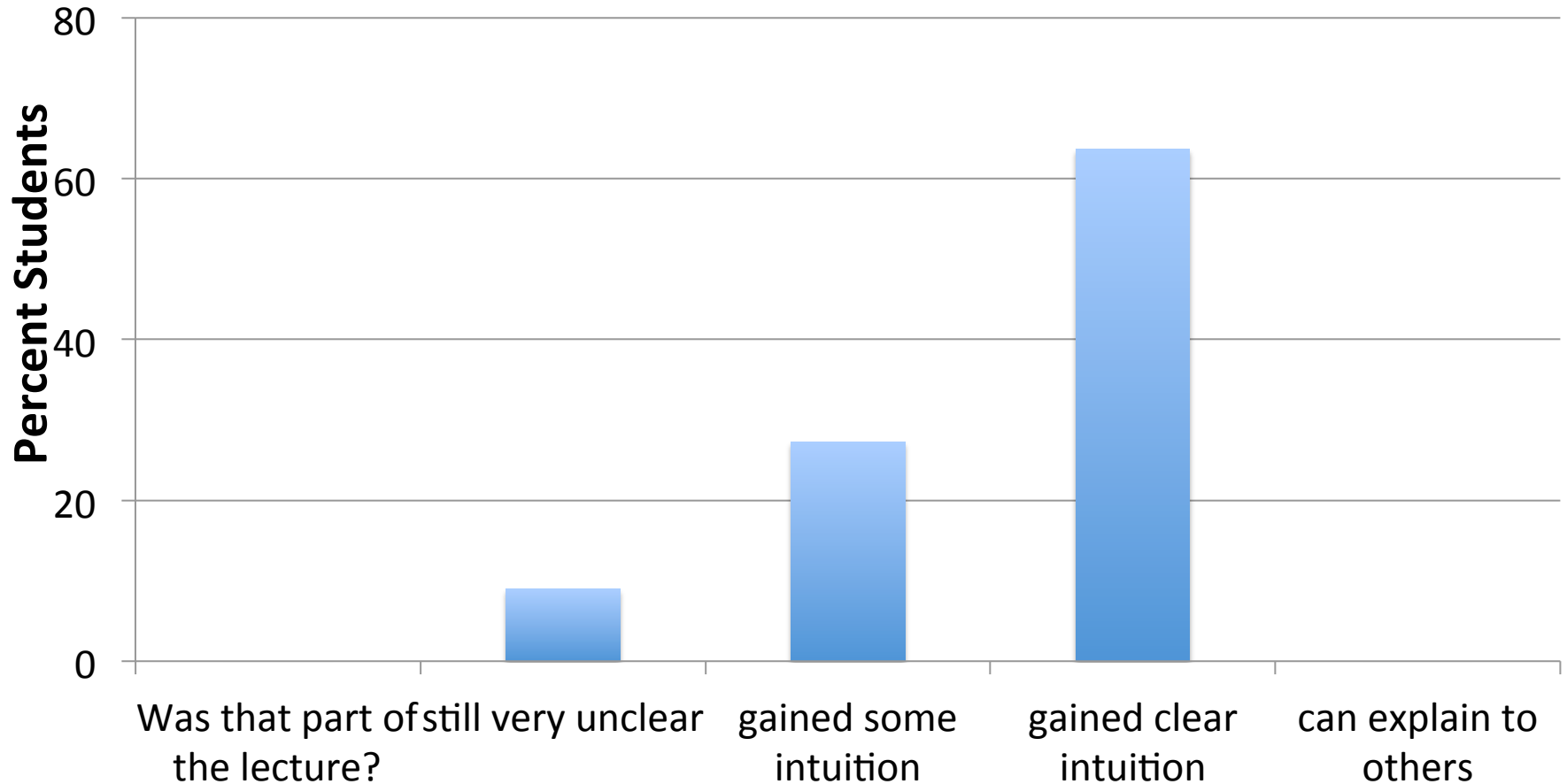
What aspects of the niche modeling project were the most confusing? Did you feel like expectations for the reports were clear? What could we improve the most about the assignments for the future? Was my feedback on your reports and presentations useful?

- “The feedback was useful. In order to improve the assignment in the future, I would recommend only 2 people work together instead of 4. This way you could still get the group aspect, but 10 minutes for the presentation would be appropriate and the paper more manageable to edit and discuss as a group.”
- “The expectations would have been more easily understood if the rubric we were given ahead of time was more concise, my group was bogged down on reading the long document. Your feedback was great and very helpful.”
- “I think the technical parts of the project were most confusing: creating the Maxent output, cutting down the number of occurrences if there was more than 10,000, etc. Expectations were clear and your feedback was helpful and greatly appreciated!”
- “I didn't feel like the expectations were that clear. There were too many documents in the folder telling us various things, so I think consolidating all of the requirements/expectations into one pdf would work best. Feedback was good though”
- “Expectations were very clear, and your feedback and especially your availability and willingness to help were really useful.”

How effective was Liana's lecture at providing you with a basic intuition of how process-based models work?



How effective was Liana's class a helping you understand how people use process-based models to understand how organismal fitness and how ranges might respond to climate change?



Use this space to provide any specific feedback you might have about Liana's class she lead last Thursday. What parts of the class were most engaging? Least engaging? What concepts became clearer and what topics do you still feel confused about? How could she have done a better job?

- "I liked how we used a basic example in order to better understand process-based modeling. Perhaps everyone could have read your paper in order to have a more full discussion about it as an example of process-based modeling."
- "This was one of our best lectures of the semester. I thought you did an excellent job and were clearly both knowledgeable and passionate about the topic."
- "I think you did a great job leading the discussion. You were prepared and able to answer the questions we had about process-based modeling and other concepts like phenology."
- "I really liked the mix of lecture, group discussion, and class discussion-it felt like we had enough time for both. Taking the two articles and breaking them down on the board was really helpful in making me understand process-based models and the article I read."
- "I liked the diagrams that you drew on the board. I think visualizing something like process based modeling made things less confusing. Discussing the readings was still a little confusing, not sure what exactly we were supposed to derive from the papers. They were pretty complicated and we might have been a little in over our heads"
- "I wish we had a more realistic example since I was trying to wrap my head around the fact that the given scenarios were simplifications the entire time"

Any other feedback you have for Liana as a TA this semester?
What did she do well and what could she improve on?

- “You have been doing a good job this year. I feel that you understand the assignments and topics of the class clearly.”
- “Oftentimes you're correct, but sometimes doubt yourself in front of the class. While it's important as a teacher to recognize when you're wrong, confidence is key to communicating concepts effectively. Plus, you've almost always been right thus far.”
- “I appreciate how available/accessible you are outside of class, including both office hours and staying after class to answer clarifying questions!”
- “Thanks for being so available and positive all the time! If you could make any suggestion it would be to be a little calmer when things during your presentation don't necessarily go as planned (like spacing of writing on the board, etc.). Thanks for a great semester and good luck with your class (which I just saw on Aces, yay)!”
- “I like how enthusiastic you are as a TA!”
- “No! I think you did a great job of making yourself accessible and helping students since this project required a lot of out of class time.”