

CHEM-601, Introduction to Laboratory Instruction, Fall 2013
Final Instructor Evaluation - Numerical Responses
HAROLD B. WHITE – Instructor

This course was co listed with BISC-603. Responses from students registered for BISC-603 start on page 14.

These responses are only from Chemistry Graduate Teaching Assistants.
(21 of 22 registered Chemistry GTAs responded to this on-line course evaluation)

QID 3425 - The instructor demonstrated thorough knowledge of the subject matter.

	Strongly				Strongly	Total:	21 / 22
Scale text	Disagree	Disagree	Neither	Agree	Agree	Mean:	4.86
Scale value	1	2	3	4	5	Std. Dev:	0.36
Total	0	0	0	3	18	Median:	5
Percent	0%	0%	0%	14.3%	85.7%	Mode:	5

QID 3426 - The instructor presented the materials in an interesting way.

	Strongly				Strongly	Total:	20 / 22
Scale text	Disagree	Disagree	Neither	Agree	Agree	Mean:	4.3
Scale value	1	2	3	4	5	Std. Dev:	1.03
Total	1	0	2	6	11	Median:	5
Percent	5%	0%	10%	30%	55%	Mode:	5

QID 3427 - The instructor encouraged class participation.

	Strongly				Strongly	Total:	21 / 22
Scale text	Disagree	Disagree	Neither	Agree	Agree	Mean:	4.95
Scale value	1	2	3	4	5	Std. Dev:	0.22
Total	0	0	0	1	20	Median:	5
Percent	0%	0%	0%	4.8%	95.2%	Mode:	5

QID 3430 - I would recommend this instructor because of his/her teaching to others considering taking this course.

	Strongly				Strongly	Total:	21 / 22
Scale text	Disagree	Disagree	Neither	Agree	Agree	Mean:	4.67
Scale value	1	2	3	4	5	Std. Dev:	0.73
Total	0	1	0	4	16	Median:	5
Percent	0%	4.8%	0%	19%	76.2%	Mode:	5

QID 4332 - The instructor's lectures were well organized.

	Strongly				Strongly	Total:	21 / 22
Scale text	Disagree	Disagree	Neither	Agree	Agree	Mean:	4.81
Scale value	1	2	3	4	5	Std. Dev:	0.51
Total	0	0	1	2	18	Median:	5
Percent	0%	0%	4.8%	9.5%	85.7%	Mode:	5

QID 4333 - The instructor was helpful if you sought help outside of class. (Don't respond if you didn't.)

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:
Scale text	1	2	3	4	5	16 / 22
Scale value	1	2	3	4	5	Mean: 4.56
Total	0	0	3	1	12	Std. Dev: 0.81
Percent	0%	0%	18.8%	6.2%	75%	Median: 5
						Mode: 5

QID 4334 - Overall, the instructor was effective in facilitating your learning of the material in this course.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:
Scale text	1	2	3	4	5	20 / 22
Scale value	1	2	3	4	5	Mean: 4.75
Total	0	0	0	5	15	Std. Dev: 0.44
Percent	0%	0%	0%	25%	75%	Median: 5
						Mode: 5

QID 4648 - I would recommend Dr. White as a teacher to other students

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:
Scale text	1	2	3	4	5	19 / 22
Scale value	1	2	3	4	5	Mean: 4.84
Total	0	0	0	3	16	Std. Dev: 0.38
Percent	0%	0%	0%	15.8%	84.2%	Median: 5
						Mode: 5

**CHEM-601 Introduction to Laboratory Instruction, Fall 2013
Final Instructor Evaluation - Narrative Responses**

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QID: 3435 - Comment on the instructor.

Responses (11 of 22)

- Professor White is very enthusiastic about the course material and shows a broad knowledge of all science disciplines.
- Professor White was enthusiastic about the subject matter and really encouraged us to think about the material that was presented. This class was unlike any other that I have taken before, but definitely one of my favorites.
- Prof of the Year
- Hal White is very approachable and understanding. He is able to relay the information in a way that is relevant to his students.
- Hal White is a wonderful teacher! He is extremely passionate about the subject matter and does his best to make class entertaining.
- I didn't really see the purpose of the class at the beginning but as the semester

progressed, listening to others experience helped me a lot and Dr White was a great source of information and support. I'm happy this class was mandatory and would recommend the instructor to anybody.

- Very enthusiastic, passionate instructor.
- He is an expert in teaching. I like his way of teaching and I learned a lot from him. Not only his knowledge but also his attitudes made students enthusiastic.
- Very organized and knowledgeable.
- Dr. White was very approachable and knowledgeable and seems to take a genuine interest in the subject.
- The course is really well-organized.

QID: 3608 - Identify or describe some thing(s) that Professor White does particularly well.

Responses (13 of 22)

- Relates the material from the lesson directly to our lives. Gets us to think about what we would do when faced with certain situations. This makes practical application a lot easier, especially as a TA. Group activities are also very fun and productive!
- Everything
- Dr White manages to turn a required 8 AM course into one that is not only beneficial but downright enjoyable. I looked forward to each class and what new perspective he would bring to light each week.
- Great layout of each class. Everything was timed well to get the most out of lessons.
- Emphasized that we think critically of the material we are teaching to our students
- Hal is very good at starting discussions throughout the students. I like that he made the class mostly a discussion of our ideas and experiences. He made the class relevant to our lives and therefore more interesting.
- He is awesome!
- Dr White helps us see both side of a situation before taking a situation
- Break up parts of the lectures only in the end to tie everything together nicely.
- He used very good examples to make us understand the topic. He was very encouraging to participate the class.
- Encouraging participation from everybody.
- His lessons are very organized and well-thought out.
- In-class activities Group discussion

QID: 3609 - Identify or describe some way(s) that Professor White could improve his teaching (and your learning).

- Responses (11 of 22)
- Cloning himself so he could teach two classes at once
- I like the layout of the course but I would have liked to rotate groups more than we did to be able to meet new people.
- We should cover a section that talks about how to take a step back during an

explanation when you realize that not all the classroom is following you...how to round everybody and get them on the same page effectively.. Other than that, I really enjoyed the course!

- His teaching style is very flexible and easy for everyone to learn from. However, if class was not at 8am, I'd just be a happier student in general (but the coffee definitely helps).
- You can't really make TA class better.
- what thing that would have helped me a lot was to reach a final answer when doing the case studies, sometimes we would just talk about them and never come down to what would have been the best thing to do.
- Find more recent perspectives or current updates to the ideas presented in class.
- I know that every professor wants to see some commend in that box. But I really do not have anything to tell for Dr. White to improve his teaching. It could not be better!
- Not have the class at 8am.
- I cannot think of anything that could be done to improve that area. Classes at 8 am are quite early but manageable, especially when coffee is provided.
- can have more interesting ways to let students be involved in class

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QID 4329 - The course was well organized.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	21 / 22
Scale text	1	2	3	4	5	Mean:	4.71
Scale value	1	2	3	4	5	Std. Dev:	0.56
Total	0	0	1	4	16	Median:	5
Percent	0%	0%	4.8%	19%	76.2%	Mode:	5

QID 3419 - The course emphasized understanding of the material rather than memorization.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	21 / 22
Scale text	1	2	3	4	5	Mean:	4.76
Scale value	1	2	3	4	5	Std. Dev:	0.54
Total	0	0	1	3	17	Median:	5
Percent	0%	0%	4.8%	14.3%	81%	Mode:	5

QID 4652 - I would have gotten more out of this course if it were graded.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:
Scale text	1	2	3	4	5	21 / 22
Scale value	1	2	3	4	5	Mean: 2.24
Total	10	3	4	1	3	Std. Dev: 1.48
Percent	47.6%	14.3%	19%	4.8%	14.3%	Median: 2
						Mode: 1

QID 4689 - On average I spent ____ hours each week preparing for my laboratory and/or recitation sections.

	less than 2 hours/week	2 to 4 hours/week	4 to 6 hours/week	6 to 8 hours/week	more than 8 hours/week	Total
Scale text	A	B	C	D	E	
Scale value	A	B	C	D	E	
Total	10	7	2	1	1	21 / 22
Percent	47.6%	33.3%	9.5%	4.8%	4.8%	

QID 4690 - When I had questions about the laboratory I was teaching, the most helpful source of information was

	Lab Manual	Lab Coordinator	Experienced TA	Course Instructor	Other	Total
Scale text	A	B	C	D	E	
Scale value	A	B	C	D	E	
Total	6	2	4	6	3	21 / 22
Percent	28.6%	9.5%	19%	28.6%	14.3%	

QID 4653 - The students in my lab got a lot out of the labs I taught.

	Never	Rarely	Sometimes	Frequently	Always	Total:
Scale text	1	2	3	4	5	20 / 22
Scale value	1	2	3	4	5	Mean: 4.05
Total	0	0	5	9	6	Std. Dev: 0.76
Percent	0%	0%	25%	45%	30%	Median: 4
						Mode: 4

QID 4654 - I applied the ideas I learned in CHEM-601 in my laboratory sections

	Never	Rarely	Sometimes	Frequently	Always	Total:
Scale text	1	2	3	4	5	20 / 22
Scale value	1	2	3	4	5	Mean: 3.55
Total	1	1	8	6	4	Std. Dev: 1.05
Percent	5%	5%	40%	30%	20%	Median: 3.5
						Mode: 3

QID 4694 - I used the course website as a resource beyond that required for assignments

	Never	Rarely	Sometimes	Frequently	Always	Total:
Scale text	1	2	3	4	5	20 / 22
Scale value	1	2	3	4	5	Mean: 2.7
Total	5	2	9	2	2	Std. Dev: 1.26
Percent	25%	10%	45%	10%	10%	Median: 3
						Mode: 3

QID 4655 - I found the class handouts useful.

Scale text	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Total:
Scale value	1	2	3	4	5	20 / 22
Total	1	2	3	7	7	Mean: 3.85
Percent	5%	10%	15%	35%	35%	Std. Dev: 1.18
						Median: 4
						Mode: 4, 5

QID 4656 - Students usually completed the laboratories I taught with lots of time to spare.

Scale text	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Total:
Scale value	1	2	3	4	5	20 / 22
Total	3	5	6	5	1	Mean: 2.8
Percent	15%	25%	30%	25%	5%	Std. Dev: 1.15
						Median: 3
						Mode: 3

QID 4657 - I gained confidence in my teaching abilities this semester

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:
Scale value	1	2	3	4	5	21 / 22
Total	0	0	1	12	8	Mean: 4.33
Percent	0%	0%	4.8%	57.1%	38.1%	Std. Dev: 0.58
						Median: 4
						Mode: 4

QID 4658 - There should be an assignment due for each meeting of this class.

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:
Scale value	1	2	3	4	5	21 / 22
Total	5	8	4	2	2	Mean: 2.43
Percent	23.8%	38.1%	19%	9.5%	9.5%	Std. Dev: 1.25
						Median: 2
						Mode: 2

QID 4659 - I would have liked Dr. White to observe me teaching a lab.

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:
Scale value	1	2	3	4	5	21 / 22
Total	3	1	5	5	7	Mean: 3.57
Percent	14.3%	4.8%	23.8%	23.8%	33.3%	Std. Dev: 1.40
						Median: 4
						Mode: 5

QID 4660 - I enjoyed discussion about what other TAs were experiencing in their labs.

Scale text	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Total:
Scale value	1	2	3	4	5	21 / 22
Total	1	2	0	7	11	Mean: 4.19
Percent	4.8%	9.5%	0%	33.3%	52.4%	Std. Dev: 1.17
						Median: 5
						Mode: 5

QID 4661 - I put the course handouts into a binder or folder where I could find them.

Scale text	No	Yes	Total
Scale value	1	5	
Total	8	13	21 / 22
Percent	38.1%	61.9%	

QID 12372 - This course focused too much on the theory of teaching to be of much practical use to me as a TA.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	21 / 22
Scale text	1	2	3	4	5	Mean:	2.76
Scale value	1	2	3	4	5	Std. Dev:	1.26
Total	4	4	9	1	3	Median:	3
Percent	19%	19%	42.9%	4.8%	14.3%	Mode:	3

QID 4663 - I enjoyed being a TA this semester.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	20 / 22
Scale text	1	2	3	4	5	Mean:	4.25
Scale value	1	2	3	4	5	Std. Dev:	0.79
Total	0	0	4	7	9	Median:	4
Percent	0%	0%	20%	35%	45%	Mode:	5

QID 12368 - It is important that undergraduates in introductory chemistry and biology courses see the connections between those disciplines.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	21 / 22
Scale text	1	2	3	4	5	Mean:	4.29
Scale value	1	2	3	4	5	Std. Dev:	1.06
Total	1	0	3	5	12	Median:	5
Percent	4.8%	0%	14.3%	23.8%	57.1%	Mode:	5

QID 12369 - Did our class discussions help make biology relevant to chemistry laboratories?

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Total:	20 / 22
Scale text	1	2	3	4	5	Mean:	3.4
Scale value	1	2	3	4	5	Std. Dev:	1.14
Total	2	0	10	4	4	Median:	3
Percent	10%	0%	50%	20%	20%	Mode:	3

QID 12370 - I would prefer that the course NOT be joint with TAs from Biology.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	21 / 22
Scale text	1	2	3	4	5	Mean:	2.76
Scale value	1	2	3	4	5	Std. Dev:	1.09
Total	3	4	11	1	2	Median:	3
Percent	14.3%	19%	52.4%	4.8%	9.5%	Mode:	3

QID 4664 - My supervisor expected me to do things that were not listed among my TA responsibilities.

Scale text	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Total:
Scale value	1	2	3	4	5	20 / 22
Total	12	4	1	2	1	Mean: 1.8
Percent	60%	20%	5%	10%	5%	Std. Dev: 1.24
						Median: 1
						Mode: 1

QID 4665 - In the future, I would be interested in attending workshops and other activities to help TAs.

Scale text	No	Yes	Total
Scale value	1	5	
Total	4	17	21 / 22
Percent	19%	81%	

QID 11295 - To what extent were your expectations for the course met?

Scale text	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Total:
Scale value	1	2	3	4	5	21 / 22
Total	1	0	0	12	8	Mean: 4.24
Percent	4.8%	0%	0%	57.1%	38.1%	Std. Dev: 0.89
						Median: 4
						Mode: 4

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QID: 3436 - Comment on the course.

Responses (14 of 22)

- While I understand the necessity of the course I believe that the material could have been covered in a half semester class. Beginning each class with questioning students about "whats going on in lab this week?" was tiresome and I feel was a time filler for the course.
- I was never really interested in becoming a teacher. This course has given me a new perspective on education, especially in science, and how it is important to find effective ways to communicate new information to students.
- 8 am, really?!? Why? Really.
- Great course.
- Very helpful to be prepared for situations that may arise from my future years of teaching.

- Frankly I found the course to be mostly useless. If more had focused on actual situations maybe it would have been more useful.
- Its way too early in the morning.
- Well organized; interesting; helpful
- The course was exactly about what it says it was about, intro to teaching, since I TA prior to this class I did recognize myself a lot in the bad TA example. The class did bring solutions to those bad habits I acquired in the past
- Very useful tool for new TA's; if only there was a way to encourage all TA's to take their TA assignment more seriously...
- This was a useful class for my TA job. This class made me believe in myself and I tried to behave & teach to my students in the way of Dr. White.
- Very helpful for first time TAs.
- I particularly enjoyed learning about different personality types and how they affect teaching/learning.
- very helpful class

QID: 3610 - Reread the course syllabus and provide some thoughtful feedback. e.g. Did the syllabus adequately describe the course? Are there aspects of the syllabus that are unclear or misleading that should be revised? What is missing that should be included? Feel free to discuss this question with your classmates.

Responses (12 of 22)

- The syllabus provides an in depth description of the course. After completing the course I can accurately say that everything that was expected of us was stated in the syllabus. After taking the class with Professor White his teaching philosophy was easily visible through his lessons and his persona.
- Surr
- I believe that the syllabus accurately portrays the class.
- Yes it did. I would of liked to discuss constructing good quizzes more. we had weekly quizzes and sometimes I thought the questions were a little unfair (picked by professor). Incite or opinions on the quizzes would of been useful. All in all, the course was great!
- The syllabus was very thorough
- Yes.
- The syllabus adequately described the course.
- The syllabus adequately described the course. Although lectures were not titled or designated as specific topics or issues, all topics and issues listed on the syllabus were addressed, and most of the time more than once.
- Yes, the course syllabus is detailed enough.
- I think the course syllabus is pretty thorough. The one comment I have is maybe go over the syllabus on the first day of class, so we all know what is expected of us. It is posted, but I don't think everyone reads it.
- The syllabus seemed to accurately and fairly reflect the expectations for the class.
- I think the course syllabus is really well- organized and thus I found it really helpful.

QID: 11296 -What three (3) main aspects of the course were most helpful to you in your role as a TA? How was each helpful to you?

Responses (13 of 22)

- TAs sharing their experiences in lab, could use these experiences as examples of what do if a similar situation arose. Learning about how students learn. Making class topics relevant
- Discussions, discussions, and discussions
- The TA Tales=most had relevant discussions that let me take away a new idea or perspective on a situation that I might experience in the future. Discussion of problems in lab=often this was followed up with advice on how to handle the situation which was useful.
- -understanding students point of views are different than mine (older and more experienced) -discusses issues in all labs -reading TA Tales
- Case studies helped prepare me for unforeseen circumstances. Group discussions helped me to understand others points of view. Group work helped me to work with other people who thought differently than me.
- how to deal with the relationship with students
- I am currently not taing
- -Sharing stories of what happened in lab -TA tales reading - video of good and bad TA and good and bad student
- learning styles and personality types, being a learning facilitator, and intellectual development. All of these topics brought certain important aspects of teaching to my attention that otherwise would have been overlooked.
- examples given by Dr. White (make the topic/experiment more attractive by giving examples from daily life) discussions about what was going on in other labs. (hearing from other TAs about their labs) surveys (personality tests)
- 1. When TA shares their difficulties or situations. It helps prepare us for when we encounter the same issues. 2. Personality tests. Open our eyes and mind to the idea that our students are different from us. We can't expect the same from them as we would expect of us. 3. Theories behind teaching. Shows us that the way we teach may not always be the most efficient/helpful.
- The lesson on grading was helpful because it provided insight into how differently different people grade and how it is important to grade consistantly. The lesson on personality types was helpful because it was interesting to learn how different people learn best and how to approach teaching so that as many people understand as possible. The TA tales were helpful because it was good to hear about potential problems in the lab and how they might be rectified.
- 1, be familiar with the responsibility of a TA. 2, know some skills to teach more effective. 3, group discussion helps me deal with some situations that may happen between student and me

QID: 11297 - What three (3) main aspects of the course were least helpful to you in your role as a TA? Why were they of little help?

Responses (13 of 22)

- None
- Waking up for an 8 am class
- The video-lost my focus.
- I enjoyed everything
- Honestly everything was very helpful.
- too much discussion
- I am currently not taing
- TA tale discussion (everybody had their own opinions)
- I'm still not too sure of how to deal with misconceptions. It is obvious that they are there, but how does a student "unlearn" a misconception?
- discussions within the group
- 1. TA tales. They're great for discussion. However a lot of times, they purposely have information left out or certain situations are dramatized, and that makes them more fiction than anything else. I don't think of them as real situations anymore. I view them more as horror stories, and they don't help me as much. 2. Class time at 8am was not helpful. I don't think that time will change, but we're not awake that early to have a good discussion about teaching. 3. Lack of what was done. This kind of goes in hand with the TA tales, but maybe tell us what actually happens in the TA tales. What did the TA actually do in that situation and the effects/consequences of that decision?
- The lesson on mentoring was less helpful because I don't feel that I am experienced enough to be a mentor. Discussing what was going on in lab was less helpful because at that point I had already taught some of my labs for the week and so I felt that my earlier lab sections were at a disadvantage compared to my later lab sections. The focus on teaching theory was less helpful because there was so much information that I had a hard time remembering any of it.
- i guess no.

QID: 13329 - There were two out-of-class assignments this semester: 1. Determining your personality type and 2. Writing a teaching case study. Please comment on each and its value to you.

Responses (13 of 22)

- I have done the personality test before on my own, but I thought it was great that it was incorporated into the class. Mine is pretty accurate and its interesting to see what personality types you come across in a particular field. The case study was fun to write, but a little difficult to come up with an idea because I hadn't really encountered many issues in my labs.
- The personality type was fun, the case study was not
- 1. Determining my personality type was not that influential on me. It did not tell me anything that I did not already know. 2. Writing a case study was enjoyable because I was able to take a challenging experience I had and potentially allow a future TA to learn from it.

- the case study was fun because it made me think of all the great stories from my lab this semester. The personality test was accurate.
- I became heavily interested in the personality type assignment. It was spot on in its evaluation of me. It was good to see my strengths and weaknesses from an non-bias source. The case study was just fun to write.
- really good
- I am currently not taing
- I really didn't understand the purpose of the personality test. Writing the teaching case study was fun, I wish there was at least one more of these
- I really liked the personality discovery, discovering more about oneself is always a good assignment. The teaching case study was helpful to reflect on all incidents that occurred while teaching before choosing one to write about. The part of the assignment that forced reflection was the most helpful of this exercise.
- I think they were very useful. Firstly, personality test made me realize that something changed in my personality. I am an international student, being in a different environment caused some changes in my personality. Secondly, it was very nice to had a chance to discuss with other TAs about out TA tales.
- Determining personality type was fun. I think it showed us who we are and how we learn. I think it would be interesting to see what the personality type of our students are. Then we can compare our type to our students. Otherwise we're just looking at who we are, and that doesn't help us. Writing a case study is ok. Again since we had to dramatize it a little bit, it makes the situation seem more out of control than it actually was. At some point, it became how bad can you make this situation so that you can generate a discussion.
- Both assignments were valuable because it was interesting to learn how my personality type affects my teaching style and because it was good to get the insight of others regarding alternative ways I could have approached my TA scenario.
- I think both of the assignments are helpful and interesting.

QID: 3611 - Open Mic. Reflect on the course and identify those aspects that you like or think could be improved. Please suggest ways for improvement.

Responses (12 of 22)

- Wish I had more time to read some of that handouts because they seem interesting. However, I do not always get a chance to look at them.
- Starting the class at a later time. Changing around groups
- Thought the course was great. Enjoyed the general class layout: discussion of upcoming/previous labs, issues, and then a new topic related to teaching
- I like the group work and group discussions. It helped broaden understanding and even meet new friends. The class was a very good experience for me. Once again the only improvement would be having it later than 8 am
- if the class is not in the morning, that would be better
- I am currently not taing
- I didn't like being assigned to one table all semester, I wish we could switch every week.
- Rotate groups every other week so we can share and hear more perspectives

than just the five group members we worked with the entire semester.

- It was good to watch videos maybe it would be a good idea to make students watch more videos during the class related to the particular topic of the week.
- I really enjoyed the course. Again having the class at 8am is not ideal, but I'm not sure if that can be changed. I did enjoy the tie-in between Chemistry and Biology. However I still think it is a challenge to get the students excited about the both topics. Most of them pick bio or chem because they don't like the other subject, so it's hard to persuade them. Also we are only given 2-3 hours with the students per week, so there's not a whole lot we can do/say to them to really affect/mentor them. We have to get them through the lab, which is priority one. Then we also have to follow directions from our course instructors, which limits our freedom when it comes to how much we go mentor the students.
- It would be helpful to spend more time on how to effectively teach specific lab techniques and safety measures and how to explain difficult specific topics. It would also be helpful to discuss as a class how to handle recurring issues such as students removing their goggles before lab ending, etc. and how to enforce these rules.
- all are helpful for a fresh TA

BISC-603, Introduction to Laboratory Instruction, Fall 2013
Final Instructor Evaluation - Numerical Responses
HAROLD B. WHITE – Instructor

This course was co listed with CHEM-601. Responses from students registered for CHEM-601 start on page 1. These responses are only from Biology Graduate Teaching Assistants. (7 of 8 registered Biology GTAs responded to this on-line course evaluation)

QID 3425 - The instructor demonstrated thorough knowledge of the subject matter.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:
Scale text						7 / 8
Scale value	1	2	3	4	5	Mean: 4.86
Total	0	0	0	1	6	Std. Dev: 0.38
Percent	0%	0%	0%	14.3%	85.7%	Median: 5
						Mode: 5

QID 3426 - The instructor presented the materials in an interesting way.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:
Scale text						7 / 8
Scale value	1	2	3	4	5	Mean: 4.43
Total	0	1	0	1	5	Std. Dev: 1.13
Percent	0%	14.3%	0%	14.3%	71.4%	Median: 5
						Mode: 5

QID 3427 - The instructor encouraged class participation.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:
Scale text						7 / 8
Scale value	1	2	3	4	5	Mean: 4.71
Total	0	0	0	2	5	Std. Dev: 0.49
Percent	0%	0%	0%	28.6%	71.4%	Median: 5
						Mode: 5

QID 3430 - I would recommend this instructor because of his/her teaching to others considering taking this course.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:
Scale text						7 / 8
Scale value	1	2	3	4	5	Mean: 4.29
Total	0	1	0	2	4	Std. Dev: 1.11
Percent	0%	14.3%	0%	28.6%	57.1%	Median: 5
						Mode: 5

QID 4332 - The instructor's lectures were well organized.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:
Scale text						7 / 8
Scale value	1	2	3	4	5	Mean: 4.43
Total	0	0	1	2	4	Std. Dev: 0.79
Percent	0%	0%	14.3%	28.6%	57.1%	Median: 5
						Mode: 5

QID 4333 - The instructor was helpful if you sought help outside of class. (Don't respond if you didn't.)

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:
Scale text	1	2	3	4	5	3 / 8
Scale value	1	2	3	4	5	Mean: 4.67
Total	0	0	0	1	2	Std. Dev: 0.58
Percent	0%	0%	0%	33.3%	66.7%	Median: 5
						Mode: 5

QID 4334 - Overall, the instructor was effective in facilitating your learning of the material in this course.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:
Scale text	1	2	3	4	5	7 / 8
Scale value	1	2	3	4	5	Mean: 4.14
Total	0	0	1	4	2	Std. Dev: 0.69
Percent	0%	0%	14.3%	57.1%	28.6%	Median: 4
						Mode: 4

QID 4648 - I would recommend Dr. White as a teacher to other students

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:
Scale text	1	2	3	4	5	7 / 8
Scale value	1	2	3	4	5	Mean: 4.57
Total	0	0	1	1	5	Std. Dev: 0.79
Percent	0%	0%	14.3%	14.3%	71.4%	Median: 5
						Mode: 5

**BISC-603, Introduction to Laboratory Instruction, Fall 2013
 Final Instructor Evaluation - Narrative Responses
 HAROLD B. WHITE – Instructor**

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QID: 3435 - Comment on the instructor.

Responses (5 of 8)

- N/A
- Seemed to have a harder time relating to us and making the information interesting. The majority of the time we were talking about chemistry which I know very little about which made it hard to engage in the class.
- Dr. White's years of experience as a teacher really shine through in the way he structures this course. The material is presented well and is very thought-provoking.
- I'm glad I had this class. Really help me get through my first TA class. If I didn't have this class every week to share my story and listen to other TA's horror story I think I would go mental. Not only this class assured me that I wasn't alone but I got really good tips on how to improve my teaching style and dealing with freshman students. Cheers to that.
- He is an excellent instructor. He helped me deal with the exact problems that I was facing during my teaching. His teaching skills, teaching materials all helped me learn a lot.

QID: 3608 - Identify or describe some thing(s) that Professor White does particularly well.

Responses (5 of 8)

- Getting the class involved and proactively asking questions.
- Most of the subjects discussed in the class were related to chemistry which was so challenging for bio-major.
- He seems to really know the undergraduates.
- Dr. White is very adept at employing many of the strategies in his course that he recommends we use as teachers as well. Examples include mixing up student groups to encourage new interactions and group dynamics, as well as asking thought-provoking, guided questions that improve our understanding through guided discussion.
- Class participation.

QID: 3609 - Identify or describe some way(s) that Professor White could improve his teaching (and your learning).

Responses (4 of 8)

- N/A
- Trying to make it less boring. We get to class early in the morning and then sit there for the time without learning things to help our teaching. What if we had mock introductions of how we would present our selves to our undergrads for the first time. As well as actually practicing doing intros for the labs we are doing. This would serve to help the students and our teaching
- I would like the class to include more discussion on things like effective lecturing and presenting concepts to students.
- Maybe he can assign a specific number of students to share their Lab topic in one particular day, instead of randomly asking all of the students. By doing so, at least all of the student can speak. Some students never spoke in the class.

BISC-603, Introduction to Laboratory Instruction, Fall 2013
Final Course Evaluation - Numerical Responses
HAROLD B. WHITE – Instructor

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(7 of 8 registered Biology GTAs responded to this on-line course evaluation)

QID 4329 - The course was well organized.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	7 / 8
Scale text	1	2	3	4	5	Mean:	4.71
Scale value	1	2	3	4	5	Std. Dev:	0.49
Total	0	0	0	2	5	Median:	5
Percent	0%	0%	0%	28.6%	71.4%	Mode:	5

QID 3419 - The course emphasized understanding of the material rather

than memorization.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:
Scale text	1	2	3	4	5	7 / 8
Scale value	1	2	3	4	5	Mean: 4.29
Total	0	0	2	1	4	Std. Dev: 0.95
Percent	0%	0%	28.6%	14.3%	57.1%	Median: 5
						Mode: 5

QID 4652 - I would have gotten more out of this course if it were graded.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:
Scale text	1	2	3	4	5	7 / 8
Scale value	1	2	3	4	5	Mean: 1.57
Total	4	2	1	0	0	Std. Dev: 0.79
Percent	57.1%	28.6%	14.3%	0%	0%	Median: 1
						Mode: 1

QID 4689 - On average I spent ____ hours each week preparing for my laboratory and/or recitation sections.

	less than 2 hours/week	2 to 4 hours/week	4 to 6 hours/week	6 to 8 hours/week	more than 8 hours/week	Total
Scale text	A	B	C	D	E	7 / 8
Scale value	A	B	C	D	E	
Total	3	2	2	0	0	7 / 8
Percent	42.9%	28.6%	28.6%	0%	0%	

QID 4690 - When I had questions about the laboratory I was teaching, the most helpful source of information was

	Lab Manual	Lab Coordinator	Experienced TA	Course Instructor	Other	Total
Scale text	A	B	C	D	E	7 / 8
Scale value	A	B	C	D	E	
Total	0	2	3	2	0	7 / 8
Percent	0%	28.6%	42.9%	28.6%	0%	

QID 4653 - The students in my lab got a lot out of the labs I taught.

	Never	Rarely	Sometimes	Frequently	Always	Total:
Scale text	1	2	3	4	5	7 / 8
Scale value	1	2	3	4	5	Mean: 4.29
Total	0	0	0	5	2	Std. Dev: 0.49
Percent	0%	0%	0%	71.4%	28.6%	Median: 4
						Mode: 4

QID 4654 - I applied the ideas I learned in BISC-603 in my laboratory sections

	Never	Rarely	Sometimes	Frequently	Always	Total:
Scale text	1	2	3	4	5	7 / 8
Scale value	1	2	3	4	5	Mean: 2.86
Total	0	3	2	2	0	Std. Dev: 0.90
Percent	0%	42.9%	28.6%	28.6%	0%	Median: 3
						Mode: 2

QID 4694 - I used the course website as a resource beyond that required

for assignments

						Total:	7 / 8
Scale text	Never	Rarely	Sometimes	Frequently	Always	Mean:	2.57
Scale value	1	2	3	4	5	Std. Dev:	1.13
Total	2	0	4	1	0	Median:	3
Percent	28.6%	0%	57.1%	14.3%	0%	Mode:	3

QID 4655 - I found the class handouts useful.

					Almost	Total:	7 / 8
Scale text	Hardly Ever	Occasionally	Sometimes	Frequently	Always	Mean:	3.57
Scale value	1	2	3	4	5	Std. Dev:	1.62
Total	1	1	1	1	3	Median:	4
Percent	14.3%	14.3%	14.3%	14.3%	42.9%	Mode:	5

QID 4656 - Students usually completed the laboratories I taught with lots of time to spare.

					Almost	Total:	7 / 8
Scale text	Hardly Ever	Occasionally	Sometimes	Frequently	Always	Mean:	2.57
Scale value	1	2	3	4	5	Std. Dev:	0.98
Total	1	2	3	1	0	Median:	3
Percent	14.3%	28.6%	42.9%	14.3%	0%	Mode:	3

QID 4657 - I gained confidence in my teaching abilities this semester

					Strongly	Total:	7 / 8
Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Mean:	4.43
Scale value	1	2	3	4	5	Std. Dev:	0.54
Total	0	0	0	4	3	Median:	4
Percent	0%	0%	0%	57.1%	42.9%	Mode:	4

QID 4658 - There should be an assignment due for each meeting of this class.

					Strongly	Total:	7 / 8
Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Mean:	1.71
Scale value	1	2	3	4	5	Std. Dev:	0.49
Total	2	5	0	0	0	Median:	2
Percent	28.6%	71.4%	0%	0%	0%	Mode:	2

QID 4659 - I would have liked Dr. White to observe me teaching a lab.

					Strongly	Total:	7 / 8
Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Mean:	3.29
Scale value	1	2	3	4	5	Std. Dev:	1.11
Total	0	2	2	2	1	Median:	3
Percent	0%	28.6%	28.6%	28.6%	14.3%	Mode:	2, 3, 4

QID 4660 - I enjoyed discussion about what other TAs were experiencing in their labs.

Scale text	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Total:	7 / 8
Scale value	1	2	3	4	5	Mean:	4.86
Total	0	0	0	1	6	Std. Dev:	0.38
Percent	0%	0%	0%	14.3%	85.7%	Median:	5
						Mode:	5

QID 4661 - I put the course handouts into a binder or folder where I could find them.

Scale text	No	Yes	Total
Scale value	1	5	
Total	3	4	7 / 8
Percent	42.9%	57.1%	

QID 12372 - This course focused too much on the theory of teaching to be of much practical use to me as a TA.

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	7 / 8
Scale value	1	2	3	4	5	Mean:	2.86
Total	1	2	2	1	1	Std. Dev:	1.35
Percent	14.3%	28.6%	28.6%	14.3%	14.3%	Median:	3
						Mode:	2, 3

QID 4663 - I enjoyed being a TA this semester.

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	7 / 8
Scale value	1	2	3	4	5	Mean:	4.14
Total	0	0	1	4	2	Std. Dev:	0.69
Percent	0%	0%	14.3%	57.1%	28.6%	Median:	4
						Mode:	4

QID 12368 - It is important that undergraduates in introductory chemistry and biology courses see the connections between those disciplines.

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	7 / 8
Scale value	1	2	3	4	5	Mean:	4.29
Total	0	0	0	5	2	Std. Dev:	0.49
Percent	0%	0%	0%	71.4%	28.6%	Median:	4
						Mode:	4

QID 12369 - Did our class discussions help make chemistry relevant to biology laboratories?

Scale text	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Total:	7 / 8
Scale value	1	2	3	4	5	Mean:	3.43
Total	0	3	0	2	2	Std. Dev:	1.40
Percent	0%	42.9%	0%	28.6%	28.6%	Median:	4
						Mode:	2

QID 12370 - I would prefer that the course NOT be joint with TAs from Chemistry.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	7 / 8
Scale text						Mean:	2.29
Scale value	1	2	3	4	5	Std. Dev:	1.38
Total	2	3	1	0	1	Median:	2
Percent	28.6%	42.9%	14.3%	0%	14.3%	Mode:	2

QID 4664 - My supervisor expected me to do things that were not listed among my TA responsibilities.

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Total:	7 / 8
Scale text						Mean:	1.29
Scale value	1	2	3	4	5	Std. Dev:	0.49
Total	5	2	0	0	0	Median:	1
Percent	71.4%	28.6%	0%	0%	0%	Mode:	1

QID 4665 - In the future, I would be interested in attending workshops and other activities to help TAs.

	No	Yes	Total
Scale text			
Scale value	1	5	
Total	1	6	7 / 8
Percent	14.3%	85.7%	

QID 11295 - To what extent were your expectations for the course met?

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Total:	7 / 8
Scale text						Mean:	4
Scale value	1	2	3	4	5	Std. Dev:	1.29
Total	0	1	2	0	4	Median:	5
Percent	0%	14.3%	28.6%	0%	57.1%	Mode:	5

**BISC-603, Introduction to Laboratory Instruction, Fall 2013
 Final Course Evaluation - Narrative Responses
 HAROLD B. WHITE – Instructor**

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QID: 3436 - Comment on the course.

Responses (4 of 8)

- N/A
- It is a good idea to have however I think it needs to have some major restructuring to be the most effective it can be now.
- The course was a very helpful and informative introduction to teaching.
- It is a good class.

QID: 3610 - Reread the course syllabus and provide some thoughtful feedback. e.g. Did the syllabus adequately describe the course? Are there aspects of the syllabus that are unclear or misleading that should be revised? What is missing that should be included? Feel free to discuss this question with your classmates.

Responses (4 of 8)

- N/A
- It says it will better prepare me for teaching however I am not sure that is the case, I think my teaching would have been the same with or without the class
- The syllabus was clear and accurate.
- the syllabus was good.

QID: 11296 - What three (3) main aspects of the course were most helpful to you in your role as a TA? How was each helpful to you?

Responses (5 of 8)

- TA class, TA meeting, having preceptors
- Talking with other TAs to know that the problems we are all facing and allowing each of us to think about what we would do in the situation before we actually encounter it. Case studies again for the same reason as before.
- 1. Discussion of classroom experiences. 2. Reaction to conflict survey. 3. Levels of teaching film.
- Pedagogy: Teaching and assessing student's learning through the use of questioning help me determined whether or not my teaching style was effective. I use it all the time in lab. Discussing problem in lab: Help me dealt with the same problem I had in lab. I enjoy the story and after hearing I appreciate how good my students really are. Personality type: Help understand different student and that may be the lazy one aren't really that bad and it's just their personalities....
- The three main aspects are: 1. Class discussion 2. Topics i.e how to grade 3.TA tale.

QID: 11297 - What three (3) main aspects of the course were least helpful to you in your role as a TA? Why were they of little help?

Responses (5 of 8)

- I really enjoyed the class.
- All the talk about what chemistry was doing both in their labs and in whatever we ended up talking about. Learning about how we learn and other aspects of learning didn't help much
- 1. Writing a case study did not seem to improve my understanding in any way. Everything else in the course was useful.
- Every activities we did was helpful.....
- 1. Timing, too early. Infected everything helped.

QID: 13329 - There were two out-of-class assignments this semester: 1. Determining your personality type and 2. Writing a teaching case study. Please comment on each and its value to you.

Responses (5 of 8)

- The first assignment helped me to put myself in my students place and have an understanding of how different we all are. The case study, have me look back about the situation to see how it could be handled.
- 1. I think this is interesting to do just so that we each know. Chances are we already do but its good to be reminded. 2. I liked this and it was helpful that other people now know what happened this semester.
- 1. While I don't think the assessment was an accurate reflection of my personality, it helped illustrate the diversity among my students in comparison to the TAs and how this might affect the learning environment. 2. I don't think writing a case study held much value for me. I did not learn anything new while writing it.
- Personality type: realized I have more in common with the other grad students than I previously thought. I definitely have students with diverse personalities in my class and now I try to help them use their diverse persona to help each other rather than try to convert everyone into my ideal student. Case study: It was interesting to see all the different stories. I like the assignment and would recommend Dr. White keep this going.
- They were very helpful.

QID: 3611 - Open Mic. Reflect on the course and identify those aspects that you like or think could be improved. Please suggest ways for improvement.

Responses (3 of 8)

- N/A
- As mentioned before I think actual practice/mock introductions before labs start would be helpful just to take the nerves off. As well as practice intros for labs that we are going to be teaching to allow us to see where and how we could do better. Not doing this class with the chemistry students would help because they have a much different situation than we do. We actually run through the experiments before the students and have other things that make it so our experiences are very different.
- All comments already included in previous questions.