

**UNIV-460, Experiential Teaching/Tutorial Methods of Instruction,
Final Instructor Evaluation, Fall 2013, Numerical Responses**
HAROLD B. WHITE – Instructor
(25 of 26 registered students responded to this on-line course evaluation)

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	25 / 26
Scale value	1	2	3	4	5	Mean:	4.84
Total	0	0	0	4	21	Std. Dev:	0.37
Percent	0%	0%	0%	16%	84%	Median:	5
						Mode:	5

QID 3427 - The instructor encouraged class participation.

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	25 / 26
Scale value	1	2	3	4	5	Mean:	4.92
Total	0	0	0	2	23	Std. Dev:	0.28
Percent	0%	0%	0%	8%	92%	Median:	5
						Mode:	5

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	25 / 26
Scale value	1	2	3	4	5	Mean:	4.4
Total	0	0	2	11	12	Std. Dev:	0.64
Percent	0%	0%	8%	44%	48%	Median:	4
						Mode:	5

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	25 / 26
Scale value	1	2	3	4	5	Mean:	4.2
Total	0	0	3	2	5	Std. Dev:	0.92
Percent	0%	0%	30%	20%	50%	Median:	4.5
						Mode:	5

**UNIV-460, Experiential Teaching/Tutorial Methods of Instruction,
Final Instructor Evaluation, Fall 2013, Narrative Responses**

HAROLD B. WHITE – Instructor

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

Responses (23 of 26)

- Seemed like an interesting guy who always encouraged conversation between the students that adds to the class. Sadly I am more reserved and feel like Professor White may have thought differently of me because of that.
- Professor White was able to communicate with the class on different ideas of how to become a better PLTL leader. He also allowed for class discussion each class to bounce ideas off of other students and share experiences.
- He breaks down the importance of ways to teach students and ways to get the students to participate. He really allows us to think and use our creativity to encourage student involvement in our workshops
- Professor White is very good at engaging the students in the conversation. He makes the classroom environment feel more like a conversation setting, where students can freely voice their opinions. When you talk, he really listens to you and cares about what you say.
- Professor White is very interested in the subject matter and cares about what his students have to say. He encourages participation.
- Dr. White's best teaching quality is rather than lecturing, he discusses. He makes his students think about the material by asking them a lot of questions as he goes through his explanation, rather than just explain. I've learned more in this class that way than I have in most of my college courses.
- -enforcing work with others -class participation -individual and class projects
- I thought Prof. White made this an awesome course. I honestly wasn't all that excited to take it, but I needed the credit to be a full time student so I went for it, but it turned out A LOT better than I was expecting. He really gave me a new twist on the way I think about teaching and how students learn. He encouraged tons of class participation and group work which was great because we didn't just have to listen to lectures every Monday. I think he did a great job in exposing us to potential problems in the teaching world, and letting us figure out ourselves some potential solutions. It wasn't like I said, "Oh I have problem X." And his response would be "Oh here is solution to X." This is NOT the way Dr. White taught. He made you think about things and come up with interactive solutions on your own. Great course. Wish I could take him again.
- I am personally a fan of his style of teaching, and even though the subject matter wasn't particularly interesting to me, I still took part in group discussions and got involved in the class because it was necessary.
- Professor White encourages everyone to participate and creates a welcoming environment for all his students.
- Dr. White does a good job at building a sense of community within his class and helps students feel comfortable sharing their opinions openly and honestly.
- Dr. White has a sale plethora of tools at his disposal that he utilizes quite well. He makes pedagogy very interesting with personal anecdotes and activities that involve the entire class.

- B
- Professor White is incredible at engaging students in his lectures and discussions. He effectively includes every student in his discussions and makes his lectures interesting and thought-provoking.
- Taught us how to teach our discussions a lot better. Gave us a lot of strategies to approach many different problems we would face.
- He is very good at explaining things.
- He really tries to make everyone contribute to the discussion which helped the workshop leaders to get close and comfortable with each other. By doing this, feedback was easily given.
- Speaks well and had good examples and assignments.
- Good selection of topics to discuss in class
- starts discussion and makes you think about even simple things
- Professor White is very knowledgeable in regards to teaching strategies and different learning strategies. His main concern is whether students actually comprehend the material and he has many good strategies to facilitate this.
- Used different tactics to keep class engaged.
- He is very passionate about what he teaches and it is very inspiring.

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

Responses (21 of 26)

- In all honesty, I think that he was pretty good. One thing that I had wished is that he wasn't so persistent in asking questions, it is almost relentless.
- None. The discussions, case scenarios, and videos helped a lot.
- In my opinion, the course was excellent. The only thing I would change is to focus on "student motivation" more toward the beginning of the course.
- I think there should be more time spent on motivation and maybe move that topic closer to the beginning of the semester. Also, the chemistry misconceptions topic was my favorite, so maybe an expansion of this topic.
- I think for UNIV460 I would have benefitted from learning less about all of those E's and the different types of questions and focused more on ways to improve our workshops and our leading skills. I'm sure some students got something out of those activities, but I did not get as much as I would have liked out of them. Especially because it's a class that was optional. I feel like compared to workshop leaders that did not take the class I now should be phenomenal, and I don't feel that way.
- I would have liked to discuss more teaching techniques in class, coming from a professional (Dr. White) as opposed to mostly other PLTL leaders (although that was very helpful as well).
- -engaging students -teach topics in the order which are most relevant to workshop leaders (ie. motivation/misconceptions first)
- The only thing I would change is that I think this course should be mandatory for all workshop leaders, and it would be really helpful if we could take this course BEFORE teaching workshop. I learned so much, but this is my third year doing workshop already. I wish I had been pushed to take this class as a sophomore so that I could have applied what I learned over the last 3 years.
- None

- Professor White could encourage his students to form groups and present something interesting to the rest of the class on the given subject matter.
- Overall, I would say that the objectives of the course were somewhat imprecisely defined; I think developing a more concrete purpose for the course would aid teaching and learning in the course.
- His method of learning doesn't work as well as he thinks; no matter how long you spend thinking about something, the answer will not come to you unless you have enough background knowledge.
- I can't really think of any.
- Some of the lectures were not as interesting as others, but generally Professor White's teaching was very effective.
- Professor White could change the order of the topics that would better help workshop leaders early on. I would recommend Motivating Students to Learn Cognitive Development & Personality and Questioning Skills be taught early in this course.
- The class seemed more geared to the integrated sections. I did not have an integrated section, so a decent amount of the things talked about every week did not pertain to my class
- I felt that discussions were forced on occasion and a lot of the lectures could be cut down or combined with another. I think there should be more work required of us as I don't think I will remember anything a year or two from now.
- Cut down discussion time. Many assignments did not require as much time to run through as was provided.
- the questions he ask and discussions he brings upon about some of the most simple thing like egg whites. clearly their yellowish in color idk why kids sit their and discuss it for about 45 minutes
- n/a. I thought the case studies were effective
- Could make powerpoints available on Sakai. Could also give readings outside of class.

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	25 / 26
Scale value	1	2	3	4	5	Mean:	4.32
Total	0	0	4	9	12	Std. Dev:	0.75
Percent	0%	0%	16%	36%	48%	Median:	4
						Mode:	5

QID 4329 - The course was well organized.

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	25 / 26
Scale value	1	2	3	4	5	Mean:	4.16
Total	0	0	3	15	7	Std. Dev:	0.62
Percent	0%	0%	12%	60%	28%	Median:	4
						Mode:	4

QID 14883 - My primary reason(s) for being a peer facilitator and taking this course was (were):

Scale text	Prepare for MCAT	A requirement	Interest in teaching	Financial	Other	Total
Scale value	A	B	C	D	E	
Total	2	2	17	9	7	25 / 26
Percent	8%	8%	68%	36%	28%	

QID 14884 - I have enjoyed being a peer facilitator

Scale text	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Total:	25 / 26
Scale value	1	2	3	4	5	Mean:	4.52
Total	0	0	1	10	14	Std. Dev:	0.59
Percent	0%	0%	4%	40%	56%	Median:	5
						Mode:	5

QID 14885 - I think that my understanding of my major field of study has improved as the result of being a peer facilitator.

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	25 / 26
Scale value	1	2	3	4	5	Mean:	4.16
Total	0	0	4	13	8	Std. Dev:	0.69
Percent	0%	0%	16%	52%	32%	Median:	4
						Mode:	4

QID 14886 - I think that the experience of being a peer facilitator and taking UNIV-460 has helped me to better understand the way and other people think and learn.

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	25 / 26
Scale value	1	2	3	4	5	Mean:	4.6
Total	0	0	0	10	15	Std. Dev:	0.5
Percent	0%	0%	0%	40%	60%	Median:	5
						Mode:	5

QID 14887 - I Think that my interest in incorporating teaching into some aspect of my professional career has been enhanced by my experience as a peer facilitator.

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	25 / 26
Scale value	1	2	3	4	5	Mean:	4.24
Total	0	0	1	17	7	Std. Dev:	0.52
Percent	0%	0%	4%	68%	28%	Median:	4
						Mode:	4

QID 14888 - I feel that the students in my workshop/PBL group have benefited from the experience of having a peer facilitator guide them.

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	25 / 26
Scale value	1	2	3	4	5	Mean:	4.48
Total	0	0	0	13	12	Std. Dev:	0.51
Percent	0%	0%	0%	52%	48%	Median:	4
						Mode:	4

QID 14889 - As the result of the peer facilitating experience, I feel I am more comfortable interacting with my professors.

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	25 / 26
Scale value	1	2	3	4	5	Mean:	3.88
Total	0	1	8	9	7	Std. Dev:	0.88
Percent	0%	4%	32%	36%	28%	Median:	4
						Mode:	4

QID 14890 - I would recommend the peer facilitating experience to others.

Scale text	Definitely False	More False than True	In Between	More True than False	Definitely True	Total:	25 / 26
Scale value	1	2	3	4	5	Mean:	4.44
Total	0	0	3	8	14	Std. Dev:	0.71
Percent	0%	0%	12%	32%	56%	Median:	5
						Mode:	5

QID 14892 - As the result of my peer facilitating experience, I think I have an improved ability to help groups run smoothly and efficiently.

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	25 / 26
Scale value	1	2	3	4	5	Mean:	4.32
Total	0	0	1	15	9	Std. Dev:	0.56
Percent	0%	0%	4%	60%	36%	Median:	4
						Mode:	4

QID 14893 - Rate the class session on personality types. e.g. INTJ, ESFP, etc

Scale text	Very Useful	Useful	Neutral	Not Useful	Waste of Time	Total
Scale value	A	B	C	D	E	
Total	8	10	7	0	0	25 / 26
Percent	32%	40%	28%	0%	0%	

QID 14894 - Rate the class devoted to Intellectual and Ethical Development of College Students - the Perry Scheme, e.g. dualism, multiplicity, and relativism.

Scale text	Very Useful	Useful	Neutral	Not Useful	Waste of Time	Total
Scale value	A	B	C	D	E	
Total	8	10	6	1	0	25 / 26
Percent	32%	40%	24%	4%	0%	

QID 14895 - Rate the class devoted to developing Questioning Skills-Bloom's Taxonomy

Scale text	Very Useful	Useful	Neutral	Not Useful	Waste of Time	Total
Scale value	A	B	C	D	E	
Total	10	9	4	1	0	24 / 26
Percent	41.70%	37.50%	16.70%	4.20%	0%	

QID 14896 - Rate the class devoted to misconceptions in chemistry and biology.

Scale text	Very Useful	Useful	Neutral	Not Useful	Waste of Time	Total
Scale value	A	B	C	D	E	
Total	15	6	4	0	0	25 / 26
Percent	60%	24%	16%	0%	0%	

QID 14897 - Rate the class devoted to writing and critiquing teaching case studies.

Scale text	Very Useful	Useful	Neutral	Not Useful	Waste of Time	Total
Scale value	A	B	C	D	E	
Total	4	9	6	6	0	25 / 26
Percent	16%	36%	24%	24%	0%	

QID 14898 - Rate the class devoted to Mentoring.

Scale text	Very Useful	Useful	Neutral	Not Useful	Waste of Time	Total
Scale value	A	B	C	D	E	
Total	5	11	6	2	0	24 / 26
Percent	20.80%	45.80%	25%	8.30%	0%	

QID 14899 - Rate the class devoted to Motivation for Learning.

Scale text	Very Useful	Useful	Neutral	Not Useful	Waste of Time	Total
Scale value	A	B	C	D	E	
Total	12	9	4	0	0	25 / 26
Percent	48%	36%	16%	0%	0%	

QID 14900 - Rate the class devoted to Dealing with Problems in Groups

Scale text	Very Useful	Useful	Neutral	Not Useful	Waste of Time	Total
Scale value	A	B	C	D	E	
Total	11	9	4	1	0	25 / 26
Percent	44%	36%	16%	4%	0%	

QID 14901 - Overall I would rate the Peer Facilitating Experience

Scale text	Unsatisfactory	Satisfactory	Good	Very Good	Excellent	Total:	25 / 26
Scale value	1	2	3	4	5	Mean:	4.2
Total	0	0	4	12	9	Std. Dev:	0.71
Percent	0%	0%	16%	48%	36%	Median:	4
						Mode:	4

QID 14902 - Overall I would rate the Tutor Methods of Instruction course (UNIV-460)

Scale text	Unsatisfactory	Satisfactory	Good	Very Good	Excellent	Total:	25 / 26
Scale value	1	2	3	4	5	Mean:	4
Total	0	0	6	13	6	Std. Dev:	0.71
Percent	0%	0%	24%	52%	24%	Median:	4
						Mode:	4

QID 15610 - This semester I was a PLTL Workshop Leader for:

Scale text	Integrated sections in ISE Lab	Regular CHEM Workshops, not in ISE Lab	Both Integrated and regular sections.	Total
Scale value	A	B	C	
Total	8	16	1	25 / 26
Percent	32%	64%	4%	

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QID: 14903 - Comment on the Tutorial Methods of Instruction course (UNIV-460).

Responses (18 of 26)

- n/a see below
- I enjoyed that each class provided different topics.
- Great course! It really got all of the peer facilitators engaged in their jobs.
- I thought this course was very helpful, and I will continue to use these techniques throughout my PLTL experience.
- The course was interesting but the classes were long. I thought the material was eye opening, but some of the topics focused on didn't seem to correlate strongly with PLTL leading.
- Besides the fact that some of the material was out-dated, I found it all to be helpful in one way or another. From learning my own personality type/the majority's to Bloom's Taxonomy, all helped me understand ways to teach to my abilities and my students, as well as to recognize how I can improve MY course in order to increase its level according to the taxonomy.
- I wish that this course was offered at some time other than 7-9 pm on Monday nights. I feel that because it was such a late class, students were exhausted from a long academic days and became too distracted during this course because of it.
- I loved it
- I think that the subjects covered in this class were important, but may have been in the wrong order (i.e, we should have covered motivation sooner and could have left some of the other stuff for later). Overall I think it may not have been enjoyable, but it was necessary to know.
- I really enjoyed the approach interacting with the students during my PLTL sessions and encouraging them to not only ask for answers, but work with their group mates to come to a consensus.
- Overall, I thought the course was worthwhile. However, some courses felt contrived. Perhaps in the future the course could not meet every week for two hours, or every week for only one hour. The sections on personality style, Bloom's taxonomy, and misconceptions in chemistry and biology were particularly useful--perhaps these could be expanded upon more in future.
- I thought it was helpful.
- The course was interesting and enlightening. It helped students to get a better understanding of the way other people learn and how to effectively teach and help others academically.
- useful resources supplied
- I found it hard at times to be a PLTL leader because the professors lacked communication with the students in the unintegrated sections. there was always about 20 mins for the integrated to be briefed on what was going on in every 406 lecture, so why not for the unintegrated?
- At times it seemed like a waste of time because I wasn't forced to do anything outside of class. The topics were usually very interesting and applicable. I think

- more interaction with the other professors in the room would be cool although I don't know if they will be present in future semesters. Maybe co- teach with another professor?
- The course was very useful, and I feel I used a lot of strategies and techniques in my sections of PLTL.
 - Useful explanations of several aspects of teaching and learning. Lessons were useful as a tutor and as a student myself. Discussion of problems experienced during workshop was very helpful.

Question ID: 12108 - Open Microphone: Reflect on the course and identify those aspects that you like or think could be improved. Please suggest ways for improvement.

Responses (17 of 26)

- I think that overall, the class was good, but I think time would have better spent going over specific things we could have done in Workshop to better engage the students...concrete examples as opposed to theoretical scenarios.
- None.
- The course was wonderful and interesting. I loved the teaching cases and the student misconceptions topic. Maybe introduce the student misconceptions topic more earlier in the course rather than later.
- I really cannot think of any improvements, other than having the course at a different time. The late night course was a little difficult, but other than that I really enjoyed the course and Prof. White was great!
- I think that more focus on the actual PLTL leading would have helped me more. When I was in workshop I wasn't thinking about Bloom's taxonomy, I was thinking about the best way to facilitate my student's learning. My hardest struggle as a PLTL leader was in the format of the workshop and organizing it so we could build on topics as the workshop progressed. My focus wasn't on how to phrase a question to make the students think more. Especially because Wingrave and Fajardo were on completely different pages and I couldn't follow the powerpoints. I completely re-organized the workshop format to suit my students needs. I abandoned the powerpoints and the point system and wrote questions on the board, trying to engage my students with relevant material to their learning. I think more on improvising and faking-it-until-you-make-it would be relevant to this class, because despite taking UNIV460, most of my PLTL leading experience was improvising.
- Overall, I liked the organization of the class, but I feel like covering the topic of motivation should be covered earlier in the semester. Misconceptions was a great way to start out the class, as well as the personality tests and the identification of dualism/multiplicity/relativism. Those were the most important topics to cover early on, in my opinion.
- I like how we offer help to one another and discuss issues or successes. I felt that the order in which the topics were discussed could be tweaked, but overall I found them each to be interesting.
- I loved it
- I definitely enjoyed the course, but I thought there should have been more opportunities for reflection on PLTL sessions. Additionally, I believe the class could be more engaging if the students could form groups and were asked to present something interesting to the class.

- Overall, I thought the course was a success. Perhaps meet for one hour only in future.
- I like that there wasn't too much work outside of class so we could just come and learn. However, a lot of the discussion time was wasted by a few students complaining about their workshops, not really helpful for anyone.
- The course was interesting. I particularly enjoyed the lectures on personality types, motivation, and misconceptions in biology and chemistry. Improvements could be to change the order of the topics discussed in class. For example, the motivation lecture and the common problems faced by PBL/workshop leaders lecture could be moved earlier in the semester as they are topics that are definitely going to affect the peer facilitators.
- I think that the professors should come to talk with the leaders and heard what sections of work needs help.
- I would love to go through the case studies that we made as a group. It would be really helpful to discuss more specific and relevant issues more in depth than a one-on-one type environment that happened in the beginning of class.
- The two hours was very long time, I think the material could have been covered in one hour. The discussion time offered could have been cut down to 10- 15 minutes maximum.
- I thought the course was very useful. I thought the parts of the course that were mostly student participation were the most beneficial
- I found the sessions felt very long and sometimes had difficulty concentrating as a result. Perhaps the course could consist of two one-hour sessions.