

**Detailed Instructor Evaluation Responses for  
UNIV460 – Experiential Teaching: Tutorial Methods of Instruction  
Fall 2014 - Instructor: Harold Bancroft White III**

Detailed  
Responses

Total = Responded / Enrolled

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	26 / 27
Scale value	1	2	3	4	5	Mean:	4.92
Total	0	0	0	2	24	Std. Dev:	0.27
Percent	0%	0%	0%	7.70%	92.30%	Median:	5
						Mode:	5

**QID 3427 - The instructor encouraged class participation.**

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	26 / 27
Scale value	1	2	3	4	5	Mean:	4.88
Total	0	0	0	3	23	Std. Dev:	0.33
Percent	0%	0%	0%	11.50%	88.50%	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 / 27
Scale value	1	2	3	4	5	Mean:	4.76
Total	0	0	2	2	21	Std. Dev:	0.6
Percent	0%	0%	8%	8%	84%	Median:	5
						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:	12 / 27
Scale value	1	2	3	4	5	Mean:	4.33
Total	0	0	4	0	8	Std. Dev:	0.98
Percent	0%	0%	33.30%	0%	66.70%	Median:	5
						Mode:	5

**Detailed Course Evaluation Responses for UNIV460 for Fall 2014**

Detailed Responses

Total = Responded / Enrolled

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	26 / 27
Scale value	1	2	3	4	5	Mean:	4.54
Total	0	0	1	10	15	Std. Dev:	0.58
Percent	0%	0%	3.80%	38.50%	57.70%	Median:	5
						Mode:	5

**QID 4329 - The course was well organized.**

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total:	25 / 27
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 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	0	1	5	0	1	26 / 27
Percent	0%	3.80%	19.20%	0%	3.80%	

**QID 14884 - I have enjoyed being a peer facilitator**

Scale text	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Total:	26 / 27
Scale value	1	2	3	4	5	Mean:	4.65
Total	0	0	1	7	18	Std. Dev:	0.56
Percent	0%	0%	3.80%	26.90%	69.20%	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:	26 / 27
Scale value	1	2	3	4	5	Mean:	4.54
Total	0	0	1	10	15	Std. Dev:	0.58
Percent	0%	0%	3.80%	38.50%	57.70%	Median:	5
						Mode:	5

**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:	26 / 27
Scale value	1	2	3	4	5	Mean:	4.62
Total	0	0	0	10	16	Std. Dev:	0.5
Percent	0%	0%	0%	38.50%	61.50%	Median:	5
						Mode:	5

**QID 16671 - 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:	26 / 27
Scale value	1	2	3	4	5	Mean:	4.46
Total	0	0	3	8	15	Std. Dev:	0.71
Percent	0%	0%	11.50%	30.80%	57.70%	Median:	5
						Mode:	5

**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:	26 / 27
Scale value	1	2	3	4	5	Mean:	4.5
Total	0	0	0	13	13	Std. Dev:	0.51
Percent	0%	0%	0%	50%	50%	Median:	4.5
						Mode:	4, 5

**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:	26 / 27
Scale value	1	2	3	4	5	Mean:	4.15
Total	0	1	5	9	11	Std. Dev:	0.88
Percent	0%	3.80%	19.20%	34.60%	42.30%	Median:	4
						Mode:	5

**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:	26 / 27
Scale value	1	2	3	4	5	Mean:	4.77
Total	0	0	1	4	21	Std. Dev:	0.51
Percent	0%	0%	3.80%	15.40%	80.80%	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:	26 / 27
Scale value	1	2	3	4	5	Mean:	4.54
Total	0	0	1	10	15	Std. Dev:	0.58
Percent	0%	0%	3.80%	38.50%	57.70%	Median:	5
						Mode:	5

**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	12	12	1	0	0	25 / 27
Percent	48%	48%	4%	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	13	4	1	0	26 / 27
Percent	30.80%	50%	15.40%	3.80%	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	9	9	6	2	0	26 / 27
Percent	34.60%	34.60%	23.10%	7.70%	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	13	10	3	0	0	26 / 27
Percent	50%	38.50%	11.50%	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	6	9	7	4	0	26 / 27
Percent	23.10%	34.60%	26.90%	15.40%	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	13	10	2	0	0	25 / 27
Percent	52%	40%	8%	0%	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	11	11	3	0	0	25 / 27
Percent	44%	44%	12%	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	15	10	1	0	0	26 / 27
Percent	57.70%	38.50%	3.80%	0%	0%	

**QID 15988 - Overall I would rate the Peer Facilitating Experience**

Scale text	Poor	Fair	Good	Very Good	Excellent	Total:	26 / 27
Scale value	1	2	3	4	5	Mean:	4.62
Total	0	0	0	10	16	Std. Dev:	0.5
Percent	0%	0%	0%	38.50%	61.50%	Median:	5
						Mode:	5

**QID 15989 - Overall I would rate the Tutor Methods of Instruction course (UNIV-460)**

Scale text	Poor	Fair	Good	Very Good	Excellent	Total:	26 / 27
Scale value	1	2	3	4	5	Mean:	4.46
Total	0	0	2	10	14	Std. Dev:	0.65
Percent	0%	0%	7.70%	38.50%	53.80%	Median:	5
						Mode:	5

**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	15	11	0	26 / 27
Percent	57.70%	42.30%	0%	

**Essay Responses on Final Course Evaluations for  
UNIV460 Experiential Teaching: Tutorial Methods of Instruction Fall 2014 –  
Instructor: Harold Bancroft White, III**

**Question ID: 3608**

**Identify or describe some thing(s) that Professor White does particularly well.**

Responses (26 of 27)

- Professor White encouraged everyone to participate by splitting us up into groups often, and challenged us to question everything that we did in regards to teaching the workshops
- Very knowledgeable and explains things in a way that makes the material interesting. He also makes us think to really understand what he's saying which isn't as bad as it sounds.
- Professor White is awesome at connecting scientific concepts to everyday life. He emphasizes not giving the answer, but instead has students work together as a class to answer questions. He truly encourages group work and collective mind of students working together unlike the competitive nature of school that students are accustomed to.
- Professor White was very good at getting the class to participate and to talk through our thought process when trying to figure out the answer to a question.
- Does a great job of encouraging and starting discussions in class.
- Professor White gave us real life science examples of things we were doing in workshop that week. Although sometimes in the beginning the example would seem like too much of a stretch, he would explain how such a simple chemistry topic could make an impact on a complex real life science example.
- Professor White loves interacting with his students: this makes us feel more comfortable and also willing to contribute to the discussions that we had in class. Professor White will always bring up tangible topics to what we were teaching in our workshops; things that were interesting and sparked up conversation. This, we could then share with our workshop students to hopefully excite them as well. He also allows students to take charge of the class discussion to facilitate learning.
- He is really good at getting students to think about complex subjects and evaluate the way they teach it to their workshop students. He is also very good at facilitating discussions.
- He listens to what each person has to say and sees many different perspectives. He is also very knowledgeable on the topics that were discussed.
- Dr. White does a great job getting his students to think critically about teaching chemistry to undergraduate students. He also inspires the students to reach their full potential as a Workshop Leader
- Professor White is an extraordinary professor. He truly cares about what each student has to say and always provoked thought and discussion within the class.
- He is able to engage the class in a discussion that is civil and intelligent.
- Professor White is good at getting students to interact with him and with each other during the class. I thought the activities he assigned were meaningful and the things we learned were ultimately helpful while conducting our workshops.
- Professor White is very intellectually stimulating and gets you active in conversation even if you

- are uninterested.
- Dr. white did an excellent job teaching this class and it greatly improved my skills as a workshop leader
  - He's really good at getting the class to participate in discussions and he also asks many thought-provoking questions that make students think.
  - Professor White really helps to promote class discussion. He would get a discussion started and allow the students to continue it.
  - Great in engaging students and making the class interesting. Used real-life examples of applications of what we were learning.
  - Connects subject material with other fields which helped us understand it more. For instance, since we were talking about chemistry he would connect biology to understand the integrated concepts better.
  - Makes sure everyone participates and has a chance to contribute
  - Get everybody involved.
  - Providing us with information and synthesizing it.
  - Professor White encourages everyone to participate when we have group discussions about what went on in workshop this week and what challenges or problems we faced.
  - Inducing class discussion about topics in class
  - Professor White has amazing real life applications and stories that inspire deep thinking.
  - Facilitated us to join in class discussion.

### **Question ID: 3609**

**Identify or describe some way(s) that Professor White could improve his teaching (and your learning).**

Responses (24 of 27)

- I don't think that there is anything that Professor White should change in his teaching methods, he truly embodies what he teaches to us
- I don't have much to say, he was really good at explaining and I enjoyed his teachings.
- Although I did like a lot of the group work, I feel like there could be more emphasis on how we can be better workshop leaders. Perhaps an identification of problems on our behalf, not our students, and finding ways to improve ourselves would be beneficial.
- Professor White is a very good teacher with a lot of experience. I think I learned a lot from the class. I don't think there is anything I would improve about his teaching methods but I would have learned more if I was less distracted by my classmates.
- I thought that it would have been good to talk about the topics we're covering in workshop the current week, not the week that just past. We should work on clearing up misconceptions in the material we will be working with, not the material that has already past.
- Perhaps going more over some things that more relevant to teaching workshop such as how to answer questions we don't know how to answer or how to handle different personalities and not just what types of personalities there are.
- A greater use of technology in the classroom (via clickers) may aide many quiet students who usually do not contribute to the conversation.
- I really liked the way that Dr. White taught the class. Very discussion based and the small size with all kinds of personalities was really refreshing. No complaints for me!
- More hands on activities to keep us engaged.
- No change to how Dr. White teaches. He already does a great job!

- Professor White did a great job teaching this course.
- Could have more activities to do outside of class that relate to what was learned in class.
- I do the integrated workshops meaning I have a little over an hour to interact with the students learning general chemistry. The lessons Professor White taught were very helpful, but some of them weren't practical to implement in such a short time workshop time frame. During integrated workshops we're told not to teach or lecture the students but I feel like some of the stuff we learned in class can only be used when teaching/lecturing general chemistry.
- I think that this class could have demanded less work. The class was 2 hours so I feel as if some of the things we had to prepare for class could have been prepared in class.
- Not really directed towards teaching but it would be helpful to make sure that we get our assignments ahead of time instead of the day of class.
- I know that Dr. White wants to promote chemistry related discussion, which we did every class, but sometimes I felt we could get a little side tracked. The discussion was still chemistry related but it sometimes went far off from our original discussion of our workshop topic for the week.
- The class was a little long and sometimes we got out early, but overall it was a great experience.
- Include more examples and not touch some topics we will never use. Like that one class we read those articles about "Thinking about thinking" and made flow charts. We never came back to that again or it didn't help with workshop.
- Nothing
- None
- Find new ways to apply what we're learning so lectures are more applicable.
- By tailoring his methods towards workshop leaders who are the majority of the class. Workshop leaders are paid not to teach but to facilitate in the learning process of freshman students in CHEM103
- More engaging lectures. The handouts were very fun and useful but during lecture time, the class was dry and hard to listen to.
- Felt as though some subjects were not as important than others and were emphasized incorrectly.

### **Question ID: 14903**

#### **Comment on the Tutorial Methods of Instruction course (UNIV-460).**

Responses (21 of 27)

- I really enjoyed this course, everyone was comfortable with each other and interacted well and contributed to class discussions. This made the class this much more valuable. Learning about different types of learning and teaching styles was extremely successful because within this class you got experience through simulated situations. I would recommend this class to anybody who is going to become a workshop leader in the future. Really helps to understand who the students are and how they are going to learn and how you can stimulate them in the classroom.
- Nothing much to say, it was enjoyable even if it was late at night.
- I thought it was a great course. The only downfall was the time slot -- I wish it was offered at an earlier time.
- I enjoyed the course. I liked being able to understand how other people learn.
- Just wish we would have talked about the topics we were about to cover in workshop,



as opposed to the topic we covered the week prior. Would have been more helpful.

- Taking this course was a very valuable experience: I was able to learn how others learn, how to more thought provoking questions ask questions, and how to become a better leader. Not many people truly see the value in teaching and learning and this course helped me see how valuable these two things really are. After taking this course, I now definitely consider going into the field of academia.
- I thought that this class was very helpful in terms of learning the multiple perspectives of teaching. We learned how students perceive what we are teaching and how the way we teach can make such a difference. We learned about the different levels of questions and how they relate to the different levels of thinking. I was definitely able to use some of what I learned and apply it to my workshop, which is what I was hoping. I felt like a better workshop leader after this class.
- It taught me how to handle groups better as well as improving my confidence in helping others learn which I previously did not have much of. Overall I felt the course was very beneficial.
- This course truly helped me to be a better peer facilitator and greatly improved my interactions within my workshops and also helped the students in the workshop get more out of the experience as well as myself.
- I loved this course, and it has made me more confident as a workshop leader and when I am required to present information.
- I thought it was great class to take for anyone who was conducting the general chemistry workshops. Most of the people in class were already familiar faces and due to this the class atmosphere was relaxed and friendly. I definitely think that the course helped me become a better workshop leader. I feel like there is a difference in how workshops are conducted when you compare them to someone who did take UNIV460 and someone who did not. You really do learn a lot about how students interact, what motivates them to learn and how to excite them about learning chemistry. Talking about what happened during workshop during the beginning of class was great because you realize that everyone has the same problems while leading workshops and different ideas on how to solve these problems.
- It was a great and engaging class that I enjoyed and looked forward to every Monday. I think many of the skills I learned can be applied to future workshops and even I learned some things that I can apply to my own journey as a student such as study skills and how to approach new and unfamiliar problems.
- I thought all the different tutorial methods were helpful for the most part. I thought Bloom's Taxonomy and the class where we discussed problems in workshop were the most helpful. Some methods helped me to reflect more on my workshop, like the class on "what makes a good mentor." There were some classes that I left with a definite new way of addressing an issue in workshop. Some classes I left with thoughts about how my workshop was functioning, not necessarily with a solution to a problem, but with a new thought or idea. I thought having both aspects of the tutorial methods were helpful.
- This class was very helpful to adjust to being a peer facilitator. We learned a lot about how to teach different students, and it was applicable to what we do in workshop. Great course, kept it interesting and fun.
- It was a great course and helped me run my workshops more smoothly and efficiently.
- It improved my ability to teach
- none
- Beneficial in understanding how I and others learn.
- Fairly good to use when applied to workshop leading students. Particularly when it came to dealing with students who have a certain mentality in how they want to learn.
- Helpful to learn teaching methods in order to become better mentors.
- It was definitely an interesting course, and opened up how I think and made me realize

how people are different in their ways of thinking.

**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 (19 of 27)

- Little boring in some lectures but parts were very interesting. Re-reading case studies of chemistry questions and the such deterred my interest from the class but overall interesting.
- I think workshop would be more efficient if students went through the material before they attended workshop. Overall, I felt during some workshops, students were unable to get through the material or feel confident with the material since they are either apprehensive to start or rather 'give up'. When a lot of the students are discouraged, it completely nullifies the purpose of workshop -- collective learning. One student can really impact the overall progression of the group and the amount of content that they are able to go through.
- Good overall for the purpose it serves. Occasionally got out of hand in terms of class control.
- I would always like how we would have very thorough and thought provoking discussions about learning, asking questions, and about the topics we were teaching our students in workshop. I think it would be more beneficial to discuss the topics that we will cover in our workshops rather than talking about them after we have already taught them.
- The only complaint I had was that sometimes we would spend a great amount of time talking about what we did in workshop the week before and often times go very off topic and I would get lost in the transition.
- The course was overall very helpful and I am happy that I took it. Some classes were drawn out a bit more than they had to be I felt, but they all served a point. More activities during class would help keep students more engaged rather than all of the sharing of ideas from different groups.
- -I think the material and discussions in class could be "completed" in under an hour and a half -I felt that having this class for two hours is sometimes a bit much (my next longest class was only an hour and fifteen minutes) -I understand that it's probably a requirement for the university that because the course can count up to 2 credit hours that the course must be listed as being a two hour long class, but I believe that in the future, the classes could be structured to be completed within an hour and a half (in most cases we let out early anyways, but just my suggestion) -I liked the option to have the course "count" for 0, 1, or 2 credits (it gives more flexibility for scheduling so you don't go over the 17 credit max) -I enjoyed watching the youtube videos as a hw assignment -I also liked how we didn't have too many hw assignments and even when we did they were quite enjoyable -On an extreme side note: I think it would be interesting to do a small study within the college to see how students perform in their intro chemistry classes and to see how having a workshop leader who took this course vs having a workshop leader who didn't take the course and see if there's any significant findings as to see if a workshop leader taking UNIV 460 positively translates to their student's success in their CHEM 103/104 class (I'm pretty sure it would :)
- I would do more role playing/scenarios. Maybe use the case studies as prompts for students in the UNIV to act out because they are helpful when dealing with real life situations when in workshop. Overall, this course was great. It always opened my mind up to new way that I could improve my methods as a facilitator and ways to help the

students connect chemistry and biology and most importantly, to exercise higher levels of thinking.

- I think the course could be improved by having it earlier in the so that the students were more engage in conversation.
- I think it would be useful to use the material that we are teaching in workshop in class, or to dedicate some class time to going over that week's workshop activity so that the class can spend some time asking their own questions and gaining insight from other students on how to tackle some of the questions workshop students might ask.
- I found Bloom's Taxonomy helpful and the articles that we read about it. Before hand, I always knew there were different types of questions for an exam, but I did not know there were set categories for where the questions fall. I am now more critical of the questions I read and think about whether they are HOCS or LOCS types of questions. I also like that we always talked about any problems we had in our workshops that week. It was helpful to see that other leaders were going through similar problems. Also hearing other leaders solutions to their issues helped me with my workshop.
- Honestly just a good course overall, sometimes a topic felt dragged out but mostly it was useful information and moved forward well.
- I would say eliminate some of the topics such as making flow charts or making power points for topics. Have more classes like misconceptions of bio and chem, they were really helpful.
- This course was great, I have no concerns
- Course was very well organized and is good.
- I would appreciate if class times were a bit more structured and there was less time where we in groups and had finished what we were discussing and were just sitting around.
- Improvements: Same as mentioned before about tailoring it towards workshop leading not teaching. Strengths: Helps workshop leaders to identify problems with student learning and solve them.
- Since the class is pass fail, there is often lack of motivation to participate in this class. More incentives may be used to induce better participation.
- I believe the class time and day should definitely be moved.