

UNIV-460 Experiential Learning (Tutorial Methods of Instruction)

Final Course Evaluation by students – Spring 2011

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

- Professor White shows how to make any subject interesting. He shows the importance of stressing real-world application to education and its potential to excite and involve students. Dr. White is great at moderating and promoting interesting class discussions. He makes the students think. He is always willing to discuss contemporary problems with education and he is very approachable. Overall, excellent instructor, and one of the few that cares enough about his students to do education the right way.
- Professor White is extremely passionate about both learning and teaching. Additionally, he is extremely knowledgeable in a variety of topics and aware of their relevance to the average person, which allows him to excellent dovetail scientific discussion into conversation.
- Very good example of how to lead discussions and facilitate learning.
- I have never been as engaged, empowered, and comfortable learning in my own way as in a course with Dr. White. He works hard to create an atmosphere where literally EVERY single student in the class is motivated by their own natural curiosity and work ethic to accomplish so much. One of the things that is most impressive is that Dr. White is unassuming, modest, and willing to listen to student thoughts and opinions. If he knows that a student is wrong, he will focus on the positive (that the student is willing to make learning stretches and engage in things outside their normal comfort zone) and work through any misconceptions. His method of continual questioning forces students to actively both simple and difficult concepts to really synthesize true understanding. After undergoing and observing this process, I as well as the students in both my groups began to feel satisfaction from this intellectual pursuit of knowledge which lead to a higher level of willing achievement and truly impressive personal growth than I have ever seen in a classroom.
- I enjoyed that Professor White began each class with an interesting application of a topic, i found them very interesting. They also gave me ideas of how i could present information to students in a way to spark their interest, which would be especially useful in PLTL because the students don't have the same interest as in the PBL.
- Dr. White gets discussions going really well. He also makes sure that if we have a particular opinion about something that he'll somewhat challenge it to see if we really feel that way and to see if we can support our opinion. He will challenge them but still accept them.
- Dr. White has the ability to be both authoritative and casual at the same time. He is able to prove his mastery of the material as well as the theory behind PBL, while also remaining open to suggestions from tutors and students. In this way he establishes himself as a mentor in a way that other teachers are not able to do. This helps us to be open about the students in our groups and improve ourselves in a way that would not be accessible in a normal student-faculty relationship.
- Prof. White is friendly and approachable. He also helps to make sure we actually understand the material, and are not just going through the motions.
- Excellent at stimulating group discussions. Professor White was able to ask leading questions to get our input on how workshop was going and things that we were having trouble with. Reviewing the case studies with groups were also really helpful.
- Dr. White has a huge knowledge base and experience in teaching. He was able to use this in

every situation to provide us with valuable insight, and assist us in becoming better peer mentors.

- Professor White is very knowledgeable on a wide variety of subjects which was very stimulating and was able to keep my interest.
- In the beginning of class, Dr. White would always give an explanation of how a certain chemistry topic relates to real life. This drew my attention and helped me to draw my students attention to the topics in workshop.
- He is very good at probing for deeper understanding for materials and how to deal with different situations. Instead of answering the questions right away, he makes you truly think about the topic which at the end reinforces the things you learn.
- His connections of between branches of science built more significance of each of the sciences. For example, using chemistry to explain functions in biological systems. Doing so helps the tutors see things from a more elaborate point of view.

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

- I honestly cannot think of any.
- More activities are always useful for keeping students active and engaged.
- Work outside of class would greatly motivate tutors to apply what they have learned. For example: keeping a record of what they have done every class, or what they plan to do next class.
- There is virtually nothing that Dr. White could do better. That is not to say that the course is perfect. I say that there is nothing he could do better because he actively listens to, considers, and cares about the feedback of both students and tutors to continually improve his teaching.
- I thought that evaluating the case studies was incredibly useful, and maybe doing more of those and less reading long articles would be more informative and a little less dull.
- To be honest, I can't really think of any.
- Include more ways of how to motivate the students in workshop. I feel like motivating some of the students in workshop is the most challenging thing.
- Allowing a short break in the class would help retain a better attention span.
- Nothing particularly.
- None that I can think of.

25. Comment on the Tutorial Methods of Instruction course.

- This was a very valuable course to me. The course was tremendously informative and interesting. It was well-organized, well-paced, and overall very enjoyable. I have been turned on to many of the issues in education and feel compelled to do something about it. The course highlights problems that are pervasive, but many students and even professors do not think critically about. The course certainly helped me be an effective tutor. It gave me a great knowledge base on how students learn best and I used many things learned in the course to help me tutor well. The handouts were all interesting, and I am looking forward to reviewing them more in depth this summer.
- I found this course interesting, and the topics were engaging and well presented. There were

some occasions that I felt that the class was too long, and that the same goal could have been achieved in less time. This is one of the contributing factors that cause me to hesitate when suggesting to others to participate in this program, because between class, tutor meetings, and tutorial methods, the time commitment for this experience becomes very large.

- Very interesting course. However, material can be difficult to apply to tutoring.
- It was incredible to me that in the 14 or so years of my education, I viewed the education process as a one way street both in terms of knowledge flow, but also structurally. I feel that I am a significantly better STUDENT because in tutorial methods of instruction I learned about education in general. In my own experiences I seldom thought about education systems and practices or learning and personality styles. These things effect every student in the world so deeply but it took a paradigm shift from student to educator myself to really begin to even conceptualize and value the numerous intricacies that effect learning in yourself and others.
- I found the course to be very helpful in teaching me about different learning styles and better ways to ask questions to students.
- It was interesting to read the different case studies done about PBL and how they essentially prove that its more effective. It gave us an opportunity to look at PBL and actually see results, because we all have such strong beliefs about it. Group activities and discussion also helped for us to discuss what we were reading and learning about.
- The course was very interesting. Although it did not follow a strict schedule, I think it was better that way. As interesting topics were brought up by the people in the class, teaching situations presented themselves, and Dr. White took advantage of them. This allowed for a very personalized class for the people involved, and made sure that it was always relevant to us. More than acceptable, I think it was also important that some scenarios in class were randomly brought up. In a real life teaching scenario, especially as an undergraduate tutor, being able to think on your feet is important. I appreciated the incorporation of real examples into the basic chemistry curriculum.
- This was definitely was a good class to take. It made me rethink what it means to be a teacher, and to stop and understand different learning styles instead of assuming someone is just not as smart.
- Overall I thought this was a great course. I learned many new things to improve my methods as a workshop leader. Specifically, the units on misconceptions and asking leading questions helped a lot.
- I believe this course was extremely helpful in becoming a better teacher, especially already having one semester under my belt. I was able to build off of what I already knew to respond better to many situations thanks to this course.
- I found it very valuable. Not only did it make me think of different ways to help my workshop students with difficult material, but it made me a better communicator, workshop leader and a student. Learning about the blooms taxonomy really made me think about my superficial, memorization learning style and way to improve upon it. Furthermore, it helped me become a better leader.
- The course definitely made me more mind of little things that I may overlook in class. Perhaps, the type of personality someone in my group has or the way people learn and the types of questions to ask. I would say being more mindful of the details in students while they learn is what I got the most out of the class.

26. In an informative sentence or two, describe or characterize the / Tutorial Methods of Instruction course to someone who might consider taking the / course, e.g. What is the essence of this course?

- This course will be of great utility in helping you to be an effective tutor, as well as excite you about the joys and difficulties of education. You will leave this course having been excited about issues in science education throughout many colleges and universities.
- Discussion based analysis of the principles of knowledge transfer. Review of recent published discoveries related to teaching methods.
- This course is about how people think, learn and are motivated to learn. It gives guidelines for teaching, and learning yourself.
- This course is an insightful, dare I say life changing course, that opens the eyes of students to the complex nature of the learning and education process that goes on all around them. Through learning about learning, I feel I greatly benefited both in my ability to learn as well as educate in formal and informal settings.
- The course is a great way to evaluate different learning styles, and gives insight to teaching, learning, and facilitating aspects of the college experience.
- The essence of this course is to learn how to properly facilitate a PBL or PLTL course. It is a different type of situation than just teaching, so certain skills need to be understood well, and this course teaches you those skills.
- This course teaches you how to analyze yourself. It isn't a psychology course where you think abstractly, but rather you analyze directly the behavior of your peers. In this way you realize what you yourself do well within a group and what you could improve. You learn how you can improve the function of a group by being active in asking probing questions, even as a member of the group. It also provides an excellent introduction into the state of undergraduate education in America.
- You learn how to understand the learning process and how to apply these concepts day-to-day. It is a good course to take if you think you may be interested in teaching, or if you just want to be a better workshop leader.
- This course provides you with teaching methods to assist in directing Peer Lead Team Learning Groups. Emphasis is put on guiding students through working problems and understanding concepts rather than just finding the right answer.
- This course allows you to take your own experiences in teaching, as well of those also in the class, and build on them to help you deal with situations and misconceptions that arise while teaching.
- This course is designed to have students make realizations about themselves which helps them understand other people and the way they think. This newly acquired understanding allows the mentor to then more effectively help the students.
- This course will not only help you become a better leader but it will help you as a student, mentor, communicator and a leader. learning different methods to learning and help to develop different strategies to deal with problems which arise with group activities. This class it to help you become a better leader for the students, but most importantly, I think it benefits you much more than it does to the students.
- This course is a guided discussion on how to improve tutoring methods through understanding and interacting with students.

27. Open Mic. Please use the space below to provide feedback on any aspect of your experience that has not been covered adequately above.

- I will remember this course and it will surely benefit me in the future. It has changed my perspective on teaching, education, and learning.
- Tutoring was fantastic. Should be a requirement, changed the way I think about learning. Elementary school (or at least freshman year) every student should take a course on education and learning so they can better learn and interact with their peers and courses. **WOULD ALSO HELP EFFECTIVE EVALUATION OF TEACHERS BECAUSE STUDENTS WOULD UNDERSTAND STYLES AND PRINCIPLES OF GOOD EDUCATION!**
- I would recommend the tutorial methods course to anyone considering teaching at any point during their career. It doesn't take any time outside of class, but gives you a basis for evaluating yourself as a teacher.
- Overall it was an excellent course and I recommend it to any other students looking to improve on their tutoring skills.

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1. This / semester I was a: 7 PBL, 9 PLTL

2. My primary reason(s) for being a peer / facilitator and taking this course was (were): (Check all that apply.)

- a. Prepare for MCAT 7
- b. A Requirement 3
- c. Interest in teaching 14
- d. Financial 3
- e. Other, Describe: Life Experience, Help the class, To know my major better.

3. I think that the Tutor Methods instructor has a good knowledge of how students learn and how to use problem-based learning and group-based learning.

4. The instructor demonstrated thorough knowledge of the subject matter.

5. The instructor presented the materials in an interesting way.

6. The instructor encouraged class participation.

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

8. Overall, the instructor was effective in facilitating my learning of the material in this course.

9. I have enjoyed the tutoring experience.

10. I think that my understanding of my major field of study has improved as the result of being a tutor.

11. I think that the tutoring experience has helped me to better understand the way that I and other people think and learn.

12. I think that my interest in incorporating teaching into some aspect of my professional career has been enhanced by this experience.

13. I feel that the students in my tutorial group have benefited from the experience of having an undergraduate tutor guide them.

14. As the result of the tutoring experience I feel that I am more comfortable interacting with my professors.

15. I would recommend the tutoring experience to others.

As the result of the tutoring experience, I think that I have an improved ability to:

16. to provide constructive criticism in situations when it is needed.

17. to mediate conflicts that arise when people work in groups.

18. to help groups to run smoothly and efficiently.

19. to use questions rather than statements to lead others to take a deeper look.

20. to deal effectively with inappropriate behaviors exhibited by others.

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	0	0	0	0	16	5.00
	0	0	0	1	15	4.94
	0	0	1	2	13	4.75
	0	0	0	0	16	5.00
	0	0	0	1	15	4.94
	0	0	1	1	14	4.81
	0	0	1	3	12	4.69
	0	1	0	7	8	4.38
	0	0	0	3	13	4.81
	0	0	1	3	12	4.69
	0	0	0	9	7	4.44
	0	0	1	7	8	4.44
	0	0	0	5	11	4.69
	0	0	1	7	8	4.44
	0	0	3	9	4	4.06
	0	0	0	6	10	4.63
	0	0	0	3	13	4.81
	0	0	3	6	7	4.25

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The following are topics or activities that were included in UNIV-460 this semester. Please rate the

Personality types e.g. INTJ

Intellectual and ethical development-Perry Scheme e.g. dualism, multiplicity, relativism

Questioning Skills-Bloom's Taxonomy

Dealing with problems in groups

Motivation for learning

Dealing with misconceptions

Cooperative Learning - e.g. PBL, PLTL, POGIL:

Mentoring

Writing a teaching case study

21. Overall I would rate the tutoring experience:

22. Overall I would rate the Tutor Methods course:

5	11	0	0	0	1.69
6	8	2	0	0	1.75
8	8	0	0	0	1.50
8	7	1	0	0	1.56
10	4	1	0	0	1.40
12	2	2	0	0	1.38
5	11	0	0	0	1.69
11	3	1	0	0	1.33
1	6	7	1	1	2.69
0	0	0	5	11	4.69
0	0	0	4	12	4.75