

CHEM-601, Introduction to Laboratory Instruction, Fall 2008
Final Instructor Evaluation - Numerical Responses
HAROLD B. WHITE – Instructor

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

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total	Mean	Std. Dev
Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree			
Scale value	1	2	3	4	5			
Total	0	0	1	8	14	23 / 23	4.57	0.59
Percent	0%	0%	4.3%	34.8%	60.9%			

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

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total	Mean	Std. Dev
Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree			
Scale value	1	2	3	4	5			
Total	0	2	0	13	8	23 / 23	4.17	0.83
Percent	0%	8.7%	0%	56.5%	34.8%			

QID 3427 - The instructor encouraged class participation.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total	Mean	Std. Dev
Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree			
Scale value	1	2	3	4	5			
Total	0	0	0	6	17	23 / 23	4.74	0.45
Percent	0%	0%	0%	26.1%	73.9%			

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	Mean	Std. Dev
Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree			
Scale value	1	2	3	4	5			
Total	0	1	3	11	8	23 / 23	4.13	0.82
Percent	0%	4.3%	13%	47.8%	34.8%			

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

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total	Mean	Std. Dev
Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree			
Scale value	1	2	3	4	5			
Total	0	0	0	9	14	23 / 23	4.61	0.50
Percent	0%	0%	0%	39.1%	60.9%			

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	Mean	Std. Dev
Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree			
Scale value	1	2	3	4	5			
Total	0	0	2	7	6	15 / 23	4.27	0.70
Percent	0%	0%	13.3%	46.7%	40%			

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	Mean	Std. Dev
Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree			
Scale value	1	2	3	4	5			
Total	0	1	0	14	8	23 / 23	4.26	0.69
Percent	0%	4.3%	0%	60.9%	34.8%			

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

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total	Mean	Std. Dev
Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree			
Scale value	1	2	3	4	5			
Total	0	0	3	11	9	23 / 23	4.26	0.69
Percent	0%	0%	13%	47.8%	39.1%			

CHEM-601, Introduction to Laboratory Instruction, Fall 2008
Final Instructor Evaluation - Narrative Responses
HAROLD B. WHITE – Instructor

QID 3435 - Comment on the instructor.

Responses (14 of 23)

- Instructor was clearly excited to discuss the material. Facilitated class discussions very well. Was effective in making different people work together
- He seems to care very much about how to facilitate student learning.
- He really made the class very interactive and gave us all an opportunity to discuss our problems of being a TA. Lots to learn from this class.
- His demands on punctuality are a bit extreme, but he is an excellent lecturer and his views on science education were very eye opening.
- Nice teacher, Always ready to help
- He was clearly passionate about the subject.
- He is a good professor and teacher.
- Helpful
- He helps students finish their work. For example, my first homework really gave me a hard time, but he helped me get it done.
- Dr. White is a nice guy, but the course holds no value for our teaching situation.
- Visibly passionate about the teaching and learning of science.
- He is describing everything well and sometimes in an interesting way so makes the topics easy to understand. He asks many questions encouraging students to think.
- Dr. White gave us lots of useful information on teaching. Because I want to be a teacher after graduation. I think taking this course really helps me a lot.
- Instructor provided info that was needed to teach effectively in a lab setting.

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

Responses (11 of 23)

- With more realistic cases, because now we have a lot of foreign students and a cultural aspect should be considered.
- Perhaps he could email the handouts to students prior to class. Sometimes, it is hard to digest what we are reading if our time is limited.
- Just one specific complaint, on the misconceptions class I hadn't really thought about some of the issues and felt like I was in danger of picking up the same misconceptions the class was trying to dispel.
- I would ask him to spend more time focusing on the specifics of teaching lab material to the students. encourage everyone to talk in class
- Usually, he remember specific students names so that will be helpful for class, but if he don't know the others name, they might be disappoint. If someone want to ask or tell to him during the class, sometimes he didn't catch that. However, overall, I think he is a really good teacher.
- Good enough
- None
- I have no comment.
- The topics covered in class are hard to apply in laboratory in a short time and it takes time to understand how to apply. So, to shorten the gap between the knowledge and the application, it would be better to cover some concrete examples more.
- Provide a book let that contained all the necessary information

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

Responses (16 of 23)

- Every week presented an interesting topic. I thought about what we had discussed outside of class every week because I found the subject matter interesting. I often thought of ways to apply what I learned.
- He encourages group work and facilitates the sharing of thoughts and knowledge among students.
- group discussions, class interactions....they were really enjoyable.
- facilitate discussion
- His knowledge of the psychology of undergraduates is impressive and his methods of dealing with certain classroom issues were very effective when put in practice.
- There is one topic for each class. We have hand outs in class and a lot of other materials on the course link.
- In my opinion, I don't like make a different group during the class, but it could be helpful for us because we could talk even that time even we were not talk to each other or friendly.
- He is experienced about how to guide new TAs
- He tried to make everyone join the discussion, which means he is always caring all the students not some.
- Dr. White was very enthusiastic about the material which helped in our understanding as well.
- Tries to get students involved
- Encouraging participation in class. Clearly outlining the classes was very helpful.
- Managing the class, progressing through the topics, the way answering the questions, enriching the course.
- He let us talking about the TA things that happened in our last week. So we can learn more about other sections and other TA's funny stories. According to other's experiences, we can improve our teaching in a efficient way. he knows how to allow students to communicate to one another there thoughts on the subject.
- Dr. White always encourages us to think each situation combining with our own experience. That's helpful to understand.

CHEM-601, Introduction to Laboratory Instruction, Fall 2008

Final Course Evaluation - Numerical Responses

HAROLD B. WHITE – Instructor

QID 4329 - The course was well organized.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total	Mean	Std. Dev
Scale text	1	2	3	4	5			
Scale value	1	2	3	4	5			
Total	0	0	1	10	12	23 / 23	4.48	0.59
Percent	0%	0%	4.3%	43.5%	52.2%			

QID 4330 - The course textbook was very useful.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total	Mean	Std. Dev
Scale text	1	2	3	4	5			
Scale value	1	2	3	4	5			
Total	0	0	15	1	0	16 / 23	3.06	0.25
Percent	0%	0%	93.8%	6.2%	0%			

QID 4331 - The course examinations emphasized understanding of the material.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total	Mean	Std. Dev
Scale text	1	2	3	4	5			
Scale value	1	2	3	4	5			
Total	0	0	11	5	1	17 / 23	3.41	0.62
Percent	0%	0%	64.7%	29.4%	5.9%			

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

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total	Mean	Std. Dev
Scale text	1	2	3	4	5			
Scale value	1	2	3	4	5			
Total	0	0	3	10	9	22 / 23	4.27	0.70
Percent	0%	0%	13.6%	45.5%	40.9%			

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

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total	Mean	Std. Dev
Scale text	1	2	3	4	5			
Scale value	1	2	3	4	5			
Total	4	10	5	4	0	23 / 23	2.39	0.99
Percent	17.4%	43.5%	21.7%	17.4%	0%			

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	10	3	0	0	23 / 23
Percent	43.5%	43.5%	13%	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	
Scale value	A	B	C	D	E	
Total	11	0	7	1	3	22 / 23
Percent	50%	0%	31.8%	4.5%	13.6%	

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

	Never	Rarely	Sometimes	Frequently	Always	Total	Mean	Std. Dev
Scale text	1	2	3	4	5			
Scale value	1	2	3	4	5			
Total	1	0	9	10	3	23 / 23	3.61	0.89
Percent	4.3%	0%	39.1%	43.5%	13%			

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

	Never	Rarely	Sometimes	Frequently	Always	Total	Mean	Std. Dev
Scale text	1	2	3	4	5			
Scale value	1	2	3	4	5			
Total	1	1	10	11	0	23 / 23	3.35	0.78
Percent	4.3%	4.3%	43.5%	47.8%	0%			

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

	Never	Rarely	Sometimes	Frequently	Always	Total	Mean	Std. Dev
Scale text	1	2	3	4	5			
Scale value	1	2	3	4	5			
Total	1	6	11	5	0	23 / 23	2.87	0.82
Percent	4.3%	26.1%	47.8%	21.7%	0%			

QID 4655 - I found the class handouts useful.

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Total	Mean	Std. Dev
Scale text	1	2	3	4	5			
Scale value	1	2	3	4	5			
Total	2	2	9	9	1	23 / 23	3.22	1.00
Percent	8.7%	8.7%	39.1%	39.1%	4.3%			

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	Mean	Std. Dev
Scale value	1	2	3	4	5			
Total	1	6	13	3	0	23 / 23	2.78	0.74
Percent	4.3%	26.1%	56.5%	13%	0%			

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total	Mean	Std. Dev
Scale value	1	2	3	4	5			
Total	0	0	1	14	8	23 / 23	4.30	0.56
Percent	0%	0%	4.3%	60.9%	34.8%			

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total	Mean	Std. Dev
Scale value	1	2	3	4	5			
Total	3	12	6	1	0	22 / 23	2.23	0.75
Percent	13.6%	54.5%	27.3%	4.5%	0%			

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total	Mean	Std. Dev
Scale value	1	2	3	4	5			
Total	2	3	9	8	1	23 / 23	3.13	1.01
Percent	8.7%	13%	39.1%	34.8%	4.3%			

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

Scale text	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Total	Mean	Std. Dev
Scale value	1	2	3	4	5			
Total	0	2	3	8	9	22 / 23	4.09	0.97
Percent	0%	9.1%	13.6%	36.4%	40.9%			

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	1	22	23 / 23
Percent	4.3%	95.7%	

QID 4662 - This course was too abstract to be of much use to me.

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total	Mean	Std. Dev
Scale value	1	2	3	4	5			
Total	0	12	7	4	0	23 / 23	2.65	0.78
Percent	0%	52.2%	30.4%	17.4%	0%			

QID 4663 - I enjoyed being a TA this semester.

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total	Mean	Std. Dev
Scale value	1	2	3	4	5			
Total	0	0	3	11	8	22 / 23	4.23	0.68
Percent	0%	0%	13.6%	50%	36.4%			

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	Mean	Std. Dev
Scale value	1	2	3	4	5			
Total	16	4	1	1	0	22 / 23	1.41	0.80
Percent	72.7%	18.2%	4.5%	4.5%	0%			

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	6	17	23 / 23
Percent	26.1%	73.9%	

CHEM-601, Introduction to Laboratory Instruction, Fall 2008
Final Course Evaluation - Narrative Responses
HAROLD B. WHITE – Instructor

QID 3436 Comment on the course.

Responses (13 of 23)

- An interesting courses but more aspect should be explored, like inter cultural aspects. The course would be better if held later in the day.
- The course is good in helping TA's understand the mindset of undergrads.
- too early, but useful
- A useful course, albeit not a pleasant one, with it being at 8am.
- It is too early in the morning
- The course material is not very beneficial. It was more of a discussion session about our labs.
- This course is good for first years TAs. During the class, we can share our problems and thoughts so that makes us cheer up. However, I would like to recommend to change the time.
- Early morning is not good for all of us, because we just want to sleep during the class then it makes hard to thinking.
- Useful
- none
- This course wasn't very helpful with my duties as a TA. It really was just a class to listen to others complain about their class. Nothing I learned in this class was ever applied to labs. It took time away from real classes and study time. The time I spent writing TA tales and looking at what type of learner i was, I could have been studying for classes that were more important to my development as a chemist.
- Rather than having a semester long course, the option of having a 2 day conference could be explored.
- Overall, it is useful. And I'll recommend this course to other new TAs. enjoyable to be in, but too early.

QID 4699 - In a sentence or two, describe or characterize CHEM-601, Introduction to Laboratory Instruction, to someone who has not taken the course.

Responses (18 of 23)

- This is a course that will help you think in a more abstract sense of what it means to be a teacher.
- CHEM-601 is a course that explore educational aspect that help you with your responsibilities like a TA
- CHEM-601 is a course that helps you teach better by giving some ways of facilitating learning. It helps you understand how undergraduates think and how they learn, and gets you thinking about ideas on how to help undergrads learn better.
- Brief introduction to the theory of teaching
- How to present lab material in an effective manner and deal with laboratory issues.
- This is a time you share your experiences with other TAs, this is a time there is always somebody to help you out with your troubles in teaching.

- It was a discussion based class introducing various considerations of teaching laboratory classes such as student/teacher personalities, difficult situations, and possible opportunities.
- This course could help you as a first TA because of sharing their experiences.
- It helps new TAs to be more confident in teaching.
- Learn to know how to deal with your students in this class.
- CHEM-601 introduces you to the issues that TAs go through while teaching a lab and interacting with students and helps you to deal with these issues in an appropriate manner.
- This course helps facilitate what is expected while TAing, in addition to what to expect. There is more emphasis on the students and their learning styles than anything else.
- Hardly worth the effort of waking up at 8 a.m.
- You share experiences encountered in your lab session and are encouraged to think about teaching and learning in a new way.
- It is very helpful to share the experience of other TA in a way that many cases are dug up and discussed constructively. There are many topics helping being a better TA, understanding the students and their needs or expectations as well as making students more into learning the course material so that you don't repeat anything that doesn't work in lab or make students away from you.
- This course is a good resource for you to learn how to teach and how to communicate with your students. Also, in this course, you'll learn some interesting things about education and personality.
- Informative class that allowed students to talk about their experience in the lab and what happened.
- helpful and useful, especially for new international TAs.

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 (15 of 23)

- no
- Course syllabus was extremely detailed. Website could use some sprucing up, though (neater look? pages were quite long)
- The syllabus describes the course adequately. There are a few parts that could be changed. One is the section labeled Chemistry-Biology Synergy. Unfortunately, no bio grad students took this course. It would have been helpful to have their input on how students learn. Also, there is a sentence: "These groups will not change during the semester" under the Groups and Class Conduct section. This is incorrect. Also, it helped to have different groups because we spoke to other TA's we may not normally talk to.
- A section on how to make a GOOD J Chem Ed search would be useful, I tried searching for the name of my lab and didn't get many useful results
- The syllabus was adequate. Considering the course was not graded, (other than pass fail) I don't think it needs to be that rigorous.
- Yes
- It adequately outlined the course.
- This course provided lots of information to us. However, to be honest, I have no time to read all of them. Therefore, I want to know the key during the class.
- In the final part, "General responsibilities in the course in which you are a TA", the second point is: "Attend the class lectures that your laboratory serves." I do not think 103 TAs need to attend students' lectures. That should be helpful, but not very possible for TAs to do that. "Attend the class lectures that your laboratory serves" seems not necessary to me.
- Syllabus explained what was expected.
- The course was accurately described in the syllabus.
- There can be more about concrete examples that can be applied in the labs. For example, the application of Bloom's taxonomy can be demonstrated for some of the labs together with the experiences of TAs so that would be very helpful in understanding.

- The syllabus does provide the main content for each class.
- It should describe how students get to talk about their experiences in the lab and that it is a place where strange and unexpected things can be discussed and solved.

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 (14 of 23)

- Time meeting. Include some session where TAs feel that they are also important and not only the students
- One of the problems with the course is the time. Many students are not fully awake at 8am, as they may have had a night class during the previous night. I think the course is more helpful for those who are leaning towards teaching as a career. Those who think they won't teach find being a TA just as a step towards their masters or doctorate, and may not teach as well as someone who feels it important to help students. I know of a few TA's who don't prepare for the labs they teach or prepare less than an hour before the lab. Obviously, this isn't a course for an education major, so it would be unfair to expect to learn all about pedagogy in this course. As for improvements, perhaps there are videos of classroom interactions and these videos or clips can be shown. Students can then discuss those interactions in terms of the day's lesson.
- I really like going over the issues in lab at the beginning of class. Seeing the problems happening in other labs makes the issues less "what if?"
- I think its tough to get in all the material that Dr. White would like to present with a course that meets only once a week for an hour and fifteen minutes. I would suggest lengthening the course or adding a second weekly meeting time.
- Some topics are the same as those we learn from ELI, i.e., Bloom's Taxonomy & Questioning Skills, Ethics and Dealing with Academic Dishonesty.
- In the beginning of the class period during the discussion of current lab experiences the class should be asked to discuss each experience, rather than just list them. I also think that there were too many activities in the class rather than information provided.
- Good enough
- I don't understand the instruction.
- I would like to be more familiar with what the students are learning in class and how to help them understand all their material, not just the labs.
- I feel that overall the class does not care for the course. In order for the class to be more effective, this class should be graded and meet at a more convenient time. I also wish that the course met more often, so the class can delve into deeper issues.
- Yes it did.
- A few topics within the syllabus proved not to be useful during the course of the semester. The class devoted to preparing for a future experiment, although it exposed us to scientific teaching literature, was not really incorporated in the teaching of any of the experiments. Although they held insight into different ways of addressing a particular concept, time allowed for lecture before the start of lab, I don't think, is sufficient for including any of the things I learned from the articles read; at least if I wanted to get out of lab in the specified time. Also, although the sharing of different experiences at the beginning of lab is useful, during some classes, I feel that it went on for a little too long and so it felt as if that was the main purpose of that particular class. In general though, the class is somewhat helpful in preparing us to be teaching assistants. I think it'll be more useful in future lab sections than for our first teaching assignment.
- I don't know if it works but here is an interesting idea: the syllabus can be organic, after each meeting in the class there can be 5-10 minutes to decide the next week's topics according to the experiences in the previous weeks. The topics already in the syllabus can be also integrated in a way that is going parallel with the new syllabus.
- It was a fun course, but hard to get up for in the morning, but I was able to get allot out of the course.