

CHEM-601, Introduction to Laboratory Instruction, Fall 2010
Final Instructor Evaluation - Numerical Responses

HAROLD B. WHITE – Instructor
(26 out of 29 students responding)

[In contrast to 2009, this anonymous student evaluation includes only Chemistry TA responses. BISC-667 was created for the Biology TAs. but was co-taught with CHEM-601 and evaluated separately.]

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

	Strongly Disagree		Neither	Strongly Agree			
Scale text	1	2	3	4	5	Mean:	Std. Dev:
Scale value	1	2	3	4	5	4.58	0.58
Total	0	0	1	9	16	Median:	Mode:
Percent	0%	0%	3.8%	34.6%	61.5%	5	5

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

	Strongly Disagree		Neither	Strongly Agree			
Scale text	1	2	3	4	5	Mean:	Std. Dev:
Scale value	1	2	3	4	5	3.92	1.09
Total	1	2	4	10	9	Median:	Mode:
Percent	3.8%	7.7%	15.4%	38.5%	34.6%	4	4

QID 3427 - The instructor encouraged class participation.

	Strongly Disagree		Neither	Strongly Agree			
Scale text	1	2	3	4	5	Mean:	Std. Dev:
Scale value	1	2	3	4	5	4.69	0.47
Total	0	0	0	8	18	Median:	Mode:
Percent	0%	0%	0%	30.8%	69.2%	5	5

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

	Strongly Disagree		Neither	Strongly Agree			
Scale text	1	2	3	4	5	Mean:	Std. Dev:
Scale value	1	2	3	4	5	3.88	1.07
Total	1	1	7	8	9	Median:	Mode:
Percent	3.8%	3.8%	26.9%	30.8%	34.6%	4	5

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

	Strongly Disagree		Neither	Strongly Agree			
Scale text	1	2	3	4	5	Mean:	Std. Dev:
Scale value	1	2	3	4	5	4.38	0.64
Total	0	0	2	12	12	Median:	Mode:
Percent	0%	0%	7.7%	46.2%	46.2%	4	4.5

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	Mean:	Std. Dev:
Scale text	1	2	3	4	5	4.43	0.65
Scale value	1	2	3	4	5	4.43	0.65
Total	0	0	1	6	7	Median:	Mode:
Percent	0%	0%	7.1%	42.9%	50%	4.5	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	Mean:	Std. Dev:
Scale text	1	2	3	4	5	4.04	0.87
Scale value	1	2	3	4	5	4.04	0.87
Total	0	2	3	13	8	Median:	Mode:
Percent	0%	7.7%	11.5%	50%	30.8%	4	4

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

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Mean:	Std. Dev:
Scale text	1	2	3	4	5	4.31	0.68
Scale value	1	2	3	4	5	4.31	0.68
Total	0	0	3	12	11	Median:	Mode:
Percent	0%	0%	11.5%	46.2%	42.3%	4	4

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QID 3435 - Comment on the instructor. (9/29)

- Dr. White was very enthusiastic. He came to class energized and ready to teach us each week. It was kind of him to bring coffee (even though I don't drink it) especially because the class was so early.
- Showed a extreme passion and knowledge of course material. Although many times non sequiturs plagued his presentations, they were very enjoyable.
- The instructor seemed to know a great deal of chemistry education but as I had no formal training in it, all I could get out of the theory were the main concepts. This only helped mildly in that it was hard for me to apply any of this knowledge to TAing for my lab sections.
- Doctor White is doing awesome job, he is very energetic, helpful, anyway, although I didn't want to get up early, but honestly speaking, he is a very good teacher with lots of knowledge, teaching experience.
- Instructor is good. I like Dr. White. But the course is really boring and I cannot get up so early to attend

- The instructors were very nice and informative.
- The instructor really tried many ways to make the course helpful and interesting. However, the course itself, was quite unnecessary for us.
- Dr White is really a nice person, kind and knowledgeable. For some points I found this class to be useful. And the coffee is really refreshing!
- They did excellent job, I appreciate that.

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

Responses (9/29)

- The class seems more geared at teaching a course instead of a lab. I think this would be great if I planned to be a professor after receiving my PhD. However, I want to go into industry, therefore I sometimes felt that the material we were learning was not relevant to me and my TA position. If the lab was geared more towards lab instruction I think that would be more helpful. I do think it is very hard, however, to teach a class with a variety of TA's - from general chemistry and biology to more advanced labs. I think he tried his best to involve everyone.
- Perhaps if some of the reading material was given before the topics were discussed in class often reading material given at the end of class was discarded or otherwise ignored.
- class not at 8am (hard to pay attention), maybe some of the class in online tutorials? Do more TA tales from previous semester and talk about how to resolve them.
- Possibly try to incorporate more discussion of TA tales and other practical issue resolving skills need for TAing a lab. Also try to have the classes on these as early as possible in the semester.
- None, you are good enough
- Maybe make the class later in the morning
- Make the material more relatable to real life situations in lab.
- Dr. White presented material clearly but sometimes it was hard to relate to actual experiences outside of the lab.
- Not really, the course is well organized and covering a lot of materials.

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

Responses (14/29)

- He's very enthusiastic. He really enjoys teaching and involving everyone. He's very down-to-earth and approachable. If I planned to be a professor, he is definitely someone I would speak to more for advice.
- Always has a real-world example of the topic at hand
- very knowledgeable, easy to talk to, facilitates discussion well
- Encourages student participation and discussions.
- He is great at staying on task despite how engrossed the class gets into a discussion.
- Experienced
- everything
- patient clearly spoken
- He communicates material very well, and incorporates student participation.
- Gets students involved in class discussions.

- I can tell that Prof. White did put his heart into the course and referred to as many papers and materials as possible.
- He is enthusiastic and always encourages everyone to participate. For areas that students were having trouble with, he always had advice and ways to help them deal with their situation.
- recognizing people and call on their names, bringing coffee and explaining things
- Group discussion, Assignment topics, Food

CHEM-601, Introduction to Laboratory Instruction, Fall 2010
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(40 out of 47 responding)

QID 4329 - The course was well organized.

	Strongly Disagree				Strongly Agree			
Scale text	1	2	3	4	5	Mean:	Std. Dev:	
Scale value	1	2	3	4	5	4.27	0.53	
Total	0	0	1	17	8	Median:	Mode:	
Percent	0%	0%	3.8%	65.4%	30.8%	4	4	

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

	Strongly Disagree				Strongly Agree			
Scale text	1	2	3	4	5	Mean:	Std. Dev:	
Scale value	1	2	3	4	5	4.20	0.64	
Total	0	0	3	14	8	Median:	Mode:	
Percent	0%	0%	12%	56%	32%	4	4	

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

	Strongly Disagree				Strongly Agree			
Scale text	1	2	3	4	5	Mean:	Std. Dev:	
Scale value	1	2	3	4	5	2.46	1.53	
Total	10	6	2	4	4	Median:	Mode:	
Percent	38.5%	23.1%	7.7%	15.4%	15.4%	2	1	

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

	less than 2	2 to 4	4 to 6	6 to 8	more than 8
Scale text	hours/week	hours/week	hours/week	hours/week	hours/week
Scale value	A	B	C	D	E
Total	20	3	0	2	1
Percent	76.9%	11.5%	0%	7.7%	3.8%

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

	Lab			Course	
Scale text	Lab Manual	Coordinator	Experienced TA	Instructor	Other
Scale value	A	B	C	D	E
Total	11	2	8	3	2
Percent	42.3%	7.7%	30.8%	11.5%	7.7%

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

Scale text	Never	Rarely	Sometimes	Frequently	Always	Mean:	Std. Dev:
Scale value	1	2	3	4	5	3.88	0.77
Total	0	0	9	11	6	Median:	Mode:
Percent	0%	0%	34.6%	42.3%	23.1%	4	4

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

Scale text	Never	Rarely	Sometimes	Frequently	Always	Mean:	Std. Dev:
Scale value	1	2	3	4	5	2.77	1.07
Total	4	5	11	5	1	Median:	Mode:
Percent	15.4%	19.2%	42.3%	19.2%	3.8%	3	3

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

Scale text	Never	Rarely	Sometimes	Frequently	Always	Mean:	Std. Dev:
Scale value	1	2	3	4	5	2.27	1.22
Total	9	7	5	4	1	Median:	Mode:
Percent	34.6%	26.9%	19.2%	15.4%	3.8%	2	1

QID 4655 - I found the class handouts useful.

	Hardly				Almost		
Scale text	Ever	Occasionally	Sometimes	Frequently	Always	Mean:	Std. Dev:
Scale value	1	2	3	4	5	2.77	1.31
Total	6	4	9	4	3	Median:	Mode:
Percent	23.1%	15.4%	34.6%	15.4%	11.5%	3	3

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

	Hardly				Almost		
Scale text	Ever	Occasionally	Sometimes	Frequently	Always	Mean:	Std. Dev:
Scale value	1	2	3	4	5	3.23	1.07
Total	1	5	11	5	4	Median:	Mode:
Percent	3.8%	19.2%	42.3%	19.2%	15.4%	3	3

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

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Mean:	Std. Dev:
Scale text	1	2	3	4	5	4.42	0.76
Scale value	1	2	3	4	5		
Total	0	0	4	7	15	Median:	Mode:
Percent	0%	0%	15.4%	26.9%	57.7%	5	5

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

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Mean:	Std. Dev:
Scale text	1	2	3	4	5	2.27	1.48
Scale value	1	2	3	4	5		
Total	12	4	5	1	4	Median:	Mode:
Percent	46.2%	15.4%	19.2%	3.8%	15.4%	2	1

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

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Mean:	Std. Dev:
Scale text	1	2	3	4	5	2.96	1.22
Scale value	1	2	3	4	5		
Total	4	5	7	8	2	Median:	Mode:
Percent	15.4%	19.2%	26.9%	30.8%	7.7%	3	4

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

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Mean:	Std. Dev:
Scale text	1	2	3	4	5	4.08	0.96
Scale value	1	2	3	4	5		
Total	0	1	7	7	11	Median:	Mode:
Percent	0%	3.8%	26.9%	26.9%	42.3%	4	5

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

	No	Yes
Scale text	1	5
Scale value	1	5
Total	6	20
Percent	23.1%	76.9%

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	Mean:	Std. Dev:
Scale text	1	2	3	4	5	3.92	0.84
Scale value	1	2	3	4	5		
Total	0	1	7	11	7	Median:	Mode:
Percent	0%	3.8%	26.9%	42.3%	26.9%	4	4

QID 4663 - I enjoyed being a TA this semester.

	Strongly Disagree		Disagree	Neither	Agree	Strongly Agree		Mean:	Std. Dev:
Scale text	1	2				4	5	4.38	0.64
Scale value	1	2		3	4	5			
Total	0	0	0	2	12	12		Median:	Mode:
Percent	0%	0%	0%	7.7%	46.2%	46.2%		4	4.5

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		Mean:	Std. Dev:
Scale text	1	2				4	5	3.92	0.74
Scale value	1	2		3	4	5			
Total	0	0	0	8	12	6		Median:	Mode:
Percent	0%	0%	0%	30.8%	46.2%	23.1%		4	4

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

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Mean:	Std. Dev:	
Scale text	1	2	3	4	5	3.15	1.05	
Scale value	1	2	3	4	5			
Total	1	7	7	9	2		Median:	Mode:
Percent	3.8%	26.9%	26.9%	34.6%	7.7%		3	4

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

	Strongly Disagree		Disagree	Neither	Agree	Strongly Agree		Mean:	Std. Dev:
Scale text	1	2				4	5	3.00	1.10
Scale value	1	2		3	4	5			
Total	0	11	0	8	3	4		Median:	Mode:
Percent	0%	42.3%	0%	30.8%	11.5%	15.4%		3	2

QID 12371 - I would prefer that the course be taught by a single instructor.

	Strongly Disagree		Disagree	Neither	Agree	Strongly Agree		Mean:	Std. Dev:
Scale text	1	2				4	5	2.96	1.04
Scale value	1	2		3	4	5			
Total	0	10	0	11	1	4		Median:	Mode:
Percent	0%	38.5%	0%	42.3%	3.8%	15.4%		3	3

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

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Mean:	Std. Dev:	
Scale text	1	2	3	4	5	2.04	1.56	
Scale value	1	2	3	4	5			
Total	16	3	1	2	4		Median:	Mode:
Percent	61.5%	11.5%	3.8%	7.7%	15.4%		1	1

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

Scale text	No	Yes
Scale value	1	5
Total	12	14
Percent	46.2%	53.8%

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

					Almost		
Scale text	Hardly Ever	Occasionally	Sometimes	Frequently	Always	Mean:	Std. Dev:
Scale value	1	2	3	4	5	3.31	1.01
Total	2	2	10	10	2	Median:	Mode:
Percent	7.7%	7.7%	38.5%	38.5%	7.7%	3	3.5

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QID 3436 Comment on the course.

Responses (11/29)

- I don't think that this course should be for both biology and chemistry TAs. I think it should be split. Or it should be split up into introductory labs and advanced labs. I also think this course could be taught in a weekend before the semester starts. Some of the stuff would be nice to know before we delve into teaching. I do enjoy that we get to share our stories and help each other out.
- No official tests or write-ups so there was no pressure to memorize, mostly we talked about our experiences as TA's.
- more in lab application and less theory
- The only issue I have with the course is the difficulty in applying anything we learn to our labs. Some topics are not discussed until late in the semester, which means that we as TAs must have already struggled through our labs and discovered what works best for us without being able to use this information in our system. This course would work better if it could start before labs started. One option is to have it be daily for the week or two prior to labs starting up. This poses an issue with scheduling but I feel that it would benefit TAs more.
- It is kind of boring
- The course was kind of boring. A lot of the topics did not relate to students who teach lab courses where there is not much room for changes.
- This class presented some useful ideas on teaching. However, because of the classes that the students are teaching, basic labs, implementing some of the techniques learned is difficult.
- The course tried to be helpful but failed to actually suggest any form of improvement that could be implemented in a lab.

- The course was supposed to develop our skills as a TA but it failed to relate the knowledge with our real labs, which made the course boring and useless.
- This course would have been better if it was over a couple weeks and not the whole semester. The length of this course made me have a loss of interest because it seemed to become irrelevant.
- For some points, I think this course to be useful. I was indeed inspired by some ideals and practical cases. However, the theory related stuff was a little bit abstract. And as a foreign student, I do not have the adequate English level to fully participate in the discussion, even within the table. Nevertheless, this course is a good experience, we had a very good air in the room.

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 (11/29)

- I think the syllabus is more helpful for those who want to teach in the future. Some of the links were helpful.
- The syllabus was a little long and I didn't read all of it.
- Syllabus was very detailed and gave a very clear outline for the course everything was clear and well laid out. Easy to follow
- Well-done.
- The syllabus had a very well laid out plan for the course and plenty of links to find out more involving future discussions or assignments.
- The syllabus is clear and can describe the course. No missing
- The syllabus adequately described the course, and it was written very clearly. I felt that it would have helped to include some important points of discussion in the topic list.
- The syllabus was clearly written and gave a good structure of the class
- The course syllabus was very explanatory and helpful to gaining ideas of what was going to be covered and what was expected of you.
- I think the syllabus is really good, it is clear and sometime supplemental information to the course.
- They are clear and become my grading standards.

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

Responses (8/29)

- I've already stated a few things throughout the survey. I think it should either be a weekend before courses start or only for half of the semester. The course should either split Biology and Chemistry or split Introductory and Advanced labs. Gear the course more towards labs not classes.
- A class that is helpful if you have never taught before and can help you calm down if you are freaking out about teaching and feeling lost. A good way to make us feel safe, although I don't think I became better TA by taking this class, it certainly made me feel

better stepping into the classroom knowing that UDel is very supportive of its TAs. That might be the most valuable lesson of this class.

- Make the class later Offer better coffee Be a larger class
- A lot of the time this course seemed to be a waste of time considering a lot of the information did not seem to apply to lab TA's such as myself. In order to improve apply situations or discussions that can be used in a lab intensive course rather than a lecture based course or a course which is heavy in explanation.
- The course would be more applicable if we were teaching actual class rather than labs that follow recipes. Until the structures of the lab change, only a small amount of the information in this class will be used. However, there is something that will be useful in a later career that I have now been exposed.
- If you changed the length of time this class went on it would change a lot of attitudes of students having to take it. The material would not have to be cut out but you could cover more in one class period.
- May be more multimedia thing in the class, and discussion after that
- Just take it easy for both TA and students, teaching is our responsibility and how they would going to response is mainly decided by the students' attitude. We centered on how to make the labs more interesting and easy-going, no more necessary for digging into how much the students would get from it. It's totally a different world, and we can not cross the line and expect everyone else think the same way as you do.

Question ID: 11294 There were several out-of-class assignments this semester: 1. Preparing for a future laboratory 2. Determination your personality type 3. Writing a teaching case study Please Comment on each and its value to you.

Responses (12/29)

- I thought this was very interesting, but unrealistic. The school is on a budget and some of the ways to improve the lab cost too much or there is not enough lab space/equipment to do it. 2. Kind of pointless. I've done these before and I know what my personality type is. 3. I didn't really have anything traumatic happen, but I really enjoyed the stories during orientation weekend.
- Preparing for a future laboratory helped me see the amount of literature out there on teaching. I've done personality tests before and i personally believe they are a source of discussion but nothing that is eye-opening. Teaching case study? the TA tale? that was fun.
- the future lab was helpful because it was done before we got to class. The personality type was interesting although not overly useful. The TA tale will help others in the future
- 1. Was not useful. Extra work. did not really understand what was required. 2. Interesting. Liked it. Took it three times, got three different results. 3. don't know what it is
- Writing a TA tale is by far the most important as it allows TAs next year to gain from our experiences. Preparing for a future lab was useful as it helped us think through how to update or modify a lab to make it work better. Determination of personality type was not worthwhile to me as I find their analysis lacking.
- 1 3 2

- Preparing for a future lab was difficult considering I did not have a lab procedure to look at before hand, however it was beneficial. Personality type was not very beneficial, and the case study seems that it would be beneficial after it is discussed in class.
- Preparing the lab for the future was the most useful because it made you think more about what can be done in the lab rather than just the procedure written in the manual. The personality type was somewhat interesting but the value was less than the other assignments. The TA tale was useful to hear other people's experiences but some people did not have experiences that were worth discussing.
- 1. The problem is that TAs have no control on the lab-writing. 2. An interesting thing to do but unrelated to the real labs. 3. Many cases have already been studied in class.
- Each of these assignments were useful. Preparing for the future experiment was helpful because it got you ahead for one of your labs. Your personality type was a relatively short and interesting assignment. The stories were interesting to hear when we discussed them in class. It was interesting to see what experiences fellow TAs had.
- 1. use the website resource to get inspiration. 2. knowing myself better. 3. review my entire TA job
- A little bit, but yes.

Question ID: 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 (11/29)

- Stories - I got to learn from other TA's mistakes/adventures.
- 1. being around other TA's, that was a good source of support. 2. seeing the faculty were there for us. Gave me confidence to ask my faculty adviser questions. 3. Gave me an idea of what the other TAs were doing every week. in other words, gave me perspective on my role.
- Learning how students learn- see students learn differently and you have to adjust to each style. How to connect with students- being friendly without being too personal How to grade fairly
- don't know
- TA discussion of labs helped warn me of potential problems and how to possibly resolve them. The discussion on types of thinking was very useful in my understanding of where my students are and how to word questions to get them to think. As I have said earlier, reading some TA tales has helped me think of potential issues and how I might resolve them so I am more prepared for labs.
- Solve problems I had Communicate with others Earn credit
- Most helpful things from this course include, discussion amongst TA's about their experiences, the discussion about fair grading and how to help students do better by making critiques of their work, and the different goals between students and TA's and how to get students more involved in the lab.
- Discussions about problems that people had in labs and getting different peoples feedback was the most useful part of the lab. Also just getting more information on the techniques on teaching students and how they learn were useful.
- 1. Real case study; Gaining confidence. Helping you get settled in graduate school. Having a place to meet where people you can relate to are.

- 1. knowing that the other TAs got problems 2. got to talk with my peers about their experience 3. got to know more people

Question ID: 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 (10/29)

- I don't want to teach, however some of the aspects helped me gain confidence as a TA.
- 1. Learning theories. I always take these with a grain of salt and hardly have thought of them actively as i teach. 2. Personality tests. I think there are some broad ideas you can get from these but nothing i did not know already about myself. 3. Sometimes the topic of discussion drifted- and we ended up talking about very specific real-world examples of chem/bio. I guess that is interesting but its not something i would ever use except for trivia night with my parents.
- The eval we did the second to last week of class When not all students took exercises seriously, although comical was a time waste.
- don't know
- The discussion of more theoretical topics of chemical education were not as useful as it was hard to use their analysis in my labs. The personality analysis was not too useful to me as I cannot categorize my students into these in any accurate way, making the topic unusable in lab. The course being held so early in the morning was not helpful as I interact and absorb less from anything at early hours.
- don't know A lot of the course was based on writing quizzes and in class discussions. Being a chemistry lab TA I found that these topics typically did not apply to me because I did not have to write quizzes or teach a topic. Everything we were doing in lab was covered in class.
- Sometimes the class seemed to drag on and I could not find how this would relate to my real life experiences as a TA.
- the theory related class, I did not literally apply those theories in my TA jobs.
- Not realized yet.