

BISC603-010, Introduction to Laboratory Instruction, Fall 2012
 Final Instructor Evaluation – Numerical Responses
 SEUNG M. HONG – Instructor

This course was co-listed with CHEM601 and co-taught with Dr. Harold White.
 These responses are only from Biology Graduate Teaching Assistants
 (20 of 20 registered Biology GTAs responded to this on-line course evaluation)

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		
Scale value	1	2	3	4	5	Total 20/20	
Total	0	1	0	7	12	Mean: 4.5	Std. Dev: 0.76
Percent	0%	5%	0%	35%	60%	Median: 5	Mode: 5

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total 20/20	
Total	0	1	3	11	5	Mean: 4	Std. Dev: 0.80
Percent	0%	5%	15%	55%	25%	Median: 4	Mode: 4

QID 3427 – The instructor encouraged class participation.

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total 20/20	
Total	0	0	0	5	15	Mean: 4.75	Std. Dev: 0.44
Percent	0%	0%	0%	25%	75%	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		
Scale value	1	2	3	4	5	Total 20/20	
Total	0	2	4	8	6	Mean: 3.9	Std. Dev: 0.97
Percent	0%	10%	20%	40%	30%	Median: 4	Mode: 4

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total 20/20	
Total	0	0	0	12	8	Mean: 4.4	Std. Dev: 0.50
Percent	0%	0%	0%	60%	40%	Median: 4	Mode: 4

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total 7/20	
Total	1	0	1	3	2	Mean: 3.71	Std. Dev: 1.38
Percent	14.3%	0%	14.3%	42.9%	28.6%	Median: 4	Mode: 4

QID 4334 – Overall, the instructor was effective in facilitating your learning of the material in this course.

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total 20/20	
Total	0	1	3	6	10	Mean: 4.25	Std. Dev: 0.91
Percent	0%	5%	15%	30%	50%	Median: 4.5	Mode: 5

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QID 3435 – Comment on the instructor. (Responses, 10 of 20)

- Both the instructors were very enthusiastic about this course. They would often enjoy listening to the students experiences as the semester progressed, and offered great help in situations that the new TA's needed help dealing with.
- Engaging and great speakers! Very knowledgeable.
- Well prepared and well spoken.
- Passionate and energetic.
- N/A
- She seemed genuinely interested in helping us be better teachers and she seemed to put a lot of effort in improving her own teaching. I just didn't like the course itself
- Instructors were knowledgeable and helpful.
- Professor Hong was very knowledgeable on the course material. She would walk around the class to ensure that everyone was attentive and help those who did not understand the material. She also would write the discussions and student responses on the board for everyone to see especially if the student answering the question could not be heard. Overall, Prof. Hong is an incredible instructor and always has a smile on her face.
- Very good instructor.
- The instructors of this class were very well informed and did a very good job conveying the class material. However, I did not feel that all of the course material itself was needed. But the instructors were very well organized and did a good job facilitating the learning of the material.

QID 13115 – Identify or describe some way (s) that Professor Hong could improve her teaching so that your learning experience can be further enriched. (Responses, 10 of 20)

- I think Prof. Hong has been a great instructor!
- None
- Nothing really, she did a great job.
- None... Everything was fine
- Try to be less repetitive
- I would have liked if the class had gone more into how to write a lesson plan and more technical skills involved with teaching a college-level class
- None
- The class would have been more helpful if there was more discussion about how to deal with problems that TAs face.
- Possibly tape a short segment of a new TA class(beginning and just a few minutes long) to show in class.
- Dr. Hong did a very good job teaching. But again, I felt as if some of the topics covered in this course were not needed or were very basic. I did like how Dr. Hong asked for class participation as often as possible.

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QID 4329 - The course was well organized.

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total: 20/20	
Total	1	2	0	10	7	Mean: 4	Std. Dev: 1.12
Percent	5%	10%	0%	50%	35%	Median: 4	Mode: 4

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total: 20/20	
Total	0	0	1	12	7	Mean: 4.3	Std. Dev: 0.57
Percent	0%	0%	5%	60%	35%	Median: 4	Mode: 4

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total: 20/20	
Total	7	8	3	1	1	Mean: 2.05	Std. Dev: 1.10
Percent	35%	40%	15%	5%	5%	Median: 2	Mode: 2

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

Scale text	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		
Scale value	A	B	C	D	E	Total: 20/20	
Total	8	6	4	1	1		
Percent	40%	30%	20%	5%	5%		

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

Scale text	Lab Manual	Lab Coordinator	Experienced TA	Course Instructor	Other		
Scale value	A	B	C	D	E	Total: 20/20	
Total	1	5	4	9	1		
Percent	5%	25%	20%	45%	5%		

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

Scale text	Never	Rarely	Sometimes	Frequently	Always		
Scale value	1	2	3	4	5	Total: 20/20	
Total	0	0	6	13	1	Mean: 3.75	Std. Dev: 0.55

Percent	0%	0%	30%	65%	5%	Median: 4	Mode: 4
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QID 4654 - I applied the ideas I learned in CHEM-601 in my laboratory sections.

Scale text	Never	Rarely	Sometimes	Frequently	Always		
Scale value	1	2	3	4	5	Total: 19/20	
Total	1	2	10	4	2	Mean: 3.21	Std. Dev: 0.98
Percent	5.3%	10.5%	52.6%	21.1%	10.5%	Median: 3	Mode: 3

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

Scale text	Never	Rarely	Sometimes	Frequently	Always		
Scale value	1	2	3	4	5	Total: 20/20	
Total	3	8	7	2	0	Mean: 2.4	Std. Dev: 0.88
Percent	15%	40%	35%	10%	0%	Median: 2	Mode: 2

QID 4655 - I found the class handouts useful.

Scale text	Hardly ever	Occasionally	Sometimes	Frequently	Almost Always		
Scale value	1	2	3	4	5	Total: 20/20	
Total	1	3	11	5	0	Mean: 3	Std. Dev: 0.80
Percent	5%	15%	55%	25%	0%	Median: 3	Mode: 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		
Scale value	1	2	3	4	5	Total: 20/20	
Total	5	6	8	1	0	Mean: 2.25	Std. Dev: 0.91
Percent	25%	30%	40%	5%	0%	Median: 2	Mode: 3

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total: 20/20	
Total	0	0	0	15	5	Mean: 4.25	Std. Dev: 0.44
Percent	0%	0%	0%	75%	25%	Median: 4	Mode: 4

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total: 20/20	
Total	7	9	2	1	1	Mean: 2	Std. Dev: 1.08
Percent	35%	45%	10%	5%	5%	Median: 2	Mode: 2

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total: 20/20	
Total	1	6	4	6	3	Mean: 3.2	Std. Dev: 1.20
Percent	5%	30%	20%	30%	15%	Median: 3	Mode: 2, 4

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

Scale text	Hardly ever	Occasionally	Sometimes	Frequently	Almost Always		
Scale value	1	2	3	4	5	Total: 20/20	
Total	1	0	4	7	8	Mean: 4.05	Std. Dev: 1.05
Percent	5%	0%	20%	35%	40%	Median: 4	Mode: 5

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

Scale text	No	Yes	
Scale value	1	5	Total: 20/20
Total	3	17	
Percent	15%	85%	

QID 12372 – This course focused too much on the theory of teaching to be of much practical use to me as a TA.

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total: 19/20	
Total	1	2	9	7	0	Mean: 3.16	Std. Dev: 0.83
Percent	5.3%	10.5%	47.4%	36.8%	0%	Median: 3	Mode: 3

QID 4663 - I enjoyed being a TA this semester.

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total: 20/20	
Total	0	0	1	13	6	Mean: 4.25	Std. Dev: 0.55
Percent	0%	0%	5%	65%	30%	Median: 4	Mode: 4

QID 12368 – It is important that undergraduates in introductory chemistry and biology courses see the connections between those disciplines.

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total: 20/20	
Total	0	0	2	12	6	Mean: 4.2	Std. Dev: 0.62
Percent	0%	0%	10%	60%	30%	Median: 4	Mode: 4

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

Scale text	Hardly ever	Occasionally	Sometimes	Frequently	Almost Always		
Scale value	1	2	3	4	5	Total: 19/20	
Total	0	2	9	6	2	Mean: 3.42	Std. Dev: 0.84
Percent	0%	10.5%	47.4%	31.6%	10.5%	Median: 3	Mode: 3

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total: 20/20	
Total	5	11	4	0	0	Mean: 1.95	Std. Dev: 0.69
Percent	25%	55%	20%	0%	0%	Median: 2	Mode: 2

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total: 20/20	
Total	4	10	4	1	1	Mean: 2.25	Std. Dev: 1.02
Percent	20%	50%	20%	5%	5%	Median: 2	Mode: 2

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		
Scale value	1	2	3	4	5	Total: 20/20	
Total	18	1	1	0	0	Mean: 1.15	Std. Dev: 0.49
Percent	90%	5%	5%	0%	0%	Median: 1	Mode: 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: 20/20
Total	7	13	
Percent	35%	65%	

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

Scale text	Hardly ever	Occasionally	Sometimes	Frequently	Almost Always		
Scale value	1	2	3	4	5	Total: 20/20	
Total	0	3	5	10	2	Mean: 3.55	Std. Dev: 0.89
Percent	0%	15%	25%	50%	10%	Median: 4	Mode: 4

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QID 12652 - Comment on the course. (6 out of 20)

- The courses objective were executed well by the instructors but I feel that other objectives may be more helpful for developing as a TA.
- Decent.
- Good Course for beginners. Would recommend, it be taught a semester prior to them teaching the course actually!
- Some class topics would be more helpful in the beginning of the course
- The course was very useful. The course material presented was very practical since it pertained to the matters the TA's go through especially those that are TA-ing for the first time.
- Did not feel that a whole semester of the class was necessary for my understanding of the material presented. I felt that the material could be covered by having 1 extra day during the orientation week to cover this material. During the semester we could then address TA's issues with their classes by having an online forum that we would post to weekly.

QID 12653 - 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. (11 out of 20)

- The syllabus was laid out well and was sufficiently described.
- The syllabus is clear and great resources are listed.
- The syllabus accurately described the course.
- yes it did and nothing is missing.
- The syllabus was fine
- The syllabus explained the course well.
- The course syllabus gave a clear outline of what we were to cover throughout the semester. Each topic had a link that would give a more detailed description and additional information on the topic to be discussed. The topics in the syllabus were also very informative and related closely to what a TA would expect to face in the course of their assignment as a TA. Overall, the syllabus was well put together.
- The syllabus was an adequate representation of what was done in class.
- The syllabus adequately describes the course. Some are just taught too early, and others too late, it would be good if the topics were integrated or revisited and more focused on the TA role than the theory.
- syllabus is clear and organized
- The course syllabus adequately described the course.

QID 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? (13 out of 18)

- 1. learning to teach effectively. This was helpful since I was a new TA this semester, so learning techniques that would benefit the students was definitely useful. 2. learning how to deal with student issues. This helped me since often times, I would have a situation where I wasn't completely sure how to deal with a certain student in my class, and sharing my experience with the class would often result in getting some useful comments on how to handle the student. 3. Learning from other TA experiences. Interacting with other TA's helped a lot since it made me feel optimistic. Also, you realize that you are not alone in dealing with juggling your life as a graduate student, TA, and researcher.
- I liked some of the theory of teaching but I felt it lacked advice on implementing these theories into your classes. I liked sharing experiences with other TAs and being able to speak about problems as they occurred.
- Understanding teacher student interaction. Understanding student personalities and how to work with them. Also understand how to handle certain conflicts.
- Sharing our experiences in class for everyone to know what is going on and for you to get another perspective from ur peers. Emphasis on some valuable skills that I over looked and they definitely came in handy when i needed to use them while teaching my class.
- Discussing issues that came up in our labs and TA tales-made me feel like I wasn't the only one that had issues Working in groups-i got to know people I wouldn't have otherwise Learning about how students learn-I got to apply that to my students
- Some of the relevant discussions we had on problems that came up in lab were dealing with unmotivated students, engaging students, and dealing with academic dishonesty
- The TA tales, working in groups and the handouts given in class were most helpful to me in my role as a TA.
- Taking the personality quiz How to engage students
- Academic dishonesty, learning styles, and managing pre-lab discussions
- hear other issues TAs have as well realizing misconceptions
- sharing experiences videos personality type: better understanding myself as a teacher and what I can do better to more effectively improve my teaching skills
- 1. learning about my and my students personality types - it helped to understand where their focus was 2. hearing other TA's troubles - helped me feel like I wasn't alone in the struggles 3. learning about where my students were in their 'learning type'
- Class Discussions Handouts about effective teaching and learning styles

QID 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? (12 out of 20)

- I think every aspect of the course was helpful.
- I did not really gain skills for teaching. I was guided to think about it but not really execute new ideas. The grading section was not very helpful.
- Everything was helpful.
- well the time. I think its just too early to expect another to sit in class and have a class discussion but you guys seem to make it work..... I really don't know how
- Teaching theory-it wasn't practical personality quizzes-while interesting, it wasn't particularly helpful for being a TA because I already know that my personality is different than other peoples personalities
- -
- Most of the material that I learned in this course was very helpful. I can not think of anything that was not helpful in one way or another.
- Having to hear about other experiences in lab was a waste of time
- Mentoring because though it was useful my TA role will not really emphasize this.
- some of the handouts were too verbose and after reading over them didnt seemed to useful or I already understood or knew it
- 1. Going over the TA tales I did not find to be that helpful to me personally 2. doing group activities to answer questions and answering them and going to the board to discuss them I did not find helped me much. 3. having the class 1 time a week for more than an hour.. I felt that my time could be better spent (please refer to my original statement regarding this course)
- Ta tales are limited in scope and handling difficult situations in lab usually required thinking on the spot...hard to apply TA tales in practice

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. (11 out of 20)

- I think more skills of teaching should be covered. The theory behind fair grading types of students and learning is helpful but not really executable withing your first semester teaching. We do not really have that much control over the course as far as material covered and the presentation of the material to the students and I felt getting into these topics was not helpful to me as a TA.
- The course was good.
- Time, Time and Time
- I understand why this class is in the morning, but I still think it'd be better to have later in the day, even at 9.
- Sometimes I felt the material was too general and I would have valued learning more technical information on teaching and coming up with lessons/lesson plans
- I think the time of the course should be changed from 8:00am to 9:00am.
- I think every class should start with a TA Tale instead of end with it
- Please see above, I just think the course would be more useful if it focused on TA practical issues, though the theory is good to know maybe an article can be read at home or anything so more time can be spent on practical things as a TA. Also, maybe a question box where TAs can anonymously submit questions they have or problems would be more interesting or engaging.
- have some ideas for how to deal with situations such as those of the TA tales
- shortened include reflections on how students have improved as a TA give examples record short part of lesson at the beginning of semester and at end
- The 3 items I have listed in the "aspects of the course that were helpful" are the only aspects I liked about the course. Again, I feel that those aspects could be taught and presented to us during the TA orientation (maybe by adding an extra day for it). For the rest of the semester I feel that an online forum to voice or problems and frustrations would have been a more constructive and useful for me.

QID 13329 - There were two out-of-class assignments this semester: 1. Determining your personality type and 2. Writing a teaching case study. Please comment on each and its value to you. (12 out of 18)

- I really enjoyed the personality type activity since I actually went further into the details of what kind of a learner I am, and this helped me in understanding myself. I think some of the questions that were asked in the survey really made me think about what choices I make on a day to day basis. I recommended the activity to my siblings and my students if they would be interested in learning their personality type. I wrote multiple TA tales for this semester as it was my first semester teaching, and I think it was a fun exercise. Although now, I know how to deal

with the situations I wrote about if they were to repeat again in my next batch of TA courses, I think the new TA's would learn a lot from them. I loved reading other TA tales from past years on the webpage as well! Often times, it was very easy for me to relate to some of them.

- Determining my personality was not very useful to me. I have done this before with various methods and it never really told me something new about myself or aided me in self improvement. The TA tales are useful. I feel however many of them are too long and I tend to lose interest when reading the longer or more complex ones. I felt writing TA tales helped me think about situations more critically and objectively. Perhaps having students write more about their teaching experiences could open up better self assessment. (I did keep a journal as suggested and found it useful for analyzing my own teaching)
- You can't define a personality so cut and dry as the assignment suggested. The TA tale was fun because it allowed to reflect and have a laugh.
- good and unnecessary
- Personality type wasn't helpful for teaching but it was interesting writing a TA tale was good for reflecting over the semester but it didn't necessarily help me, I just know that it may be useful/interesting to a future TA
- I found both assignments to be straight-forward and easy to perform. It's important to reflect on whether you have the temperament for teaching as well as issues that came up while teaching so you can learn from them,
- Determining our personality type was a very interesting exercise. It was interesting to see how as science majors, our personalities were almost similar, but quite different from, for example, arts majors. I also saw the same result when I asked my husbands to take the personality test and it turns out that he is a complete opposite of my personality. 2. Writing a teaching case study was also a good exercise. It helped me reflect back on the situation and think about how I would have handled the situation.
- I really enjoyed finding out my personality type and seeing how it compared to others in the class. I think writing a TA tale should be optional as it was a difficult assignment if there were few or no problems in lab. Maybe there could be an alternative assignment.
- Personality type was helpful for me personally. Writing a case study will be helpful for others.
- 1. interesting to compare to students 2. makes you think about different ways to handle the situation
- 1. Determining my personality type - I enjoyed this activity a lot and found it to be very useful. I also found the class discussion regarding what personality type my students were to be very helpful. It better prepared me for what to expect. I just would have preferred to have this taught to me at the very beginning of the semester so I could have been prepared for it entering into my labs. 2. I did not find writing a teaching case study to be helpful to me. I meet with my individual lab TA's once a week for 2 - 3 hours and we go over next weeks lab and discuss issues we have had in lab. I get more out of doing the individual TA meeting's w the B104 section than I feel like I get out of the TA class. Considering I meeting w my individual TA lab, we are dealing with a lot of the same students and situations. Therefore it tends to be a lot more helpful, than meeting with all of the TA's from both bio and chemistry.
- They were reasonably helpful...I tried sometimes to identify different students learning styles who were struggling

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