

**CHEM-601, Introduction to Laboratory Instruction, Fall 2012**  
**Final Instructor Evaluation - Numerical Responses**  
**HAROLD B. WHITE – Instructor**

This course was co listed with BISC-603 and co-taught with Dr. Seung Hong  
 These responses are only from Chemistry Graduate Teaching Assistants  
 (39 of 40 registered Chemistry 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	<b>Total:</b>	39 / 40
Total	0	0	2	15	22	<b>Mean:</b>	4.51 <b>Std. Dev:</b> 0.60
Percent	0%	0%	5.1%	38.5%	56.4%	<b>Median:</b>	5 <b>Mode:</b> 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	<b>Total:</b>	39 / 40
Total	1	4	7	14	13	<b>Mean:</b>	3.87 <b>Std. Dev:</b> 1.08
Percent	2.6%	10.3%	17.9%	35.9%	33.3%	<b>Median:</b>	4 <b>Mode:</b> 4

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	<b>Total:</b>	39 / 40
Total	0	1	2	9	26	<b>Mean:</b>	4.58 <b>Std. Dev:</b> 0.72
Percent	0%	2.6%	5.3%	23.7%	68.4%	<b>Median:</b>	5 <b>Mode:</b> 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	<b>Total:</b>	39 / 40
Total	1	2	12	9	15	<b>Mean:</b>	3.90 <b>Std. Dev:</b> 1.07
Percent	2.6%	5.1%	30.8%	23.1%	38.5%	<b>Median:</b>	4 <b>Mode:</b> 5

**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	<b>Total:</b>	39 / 40
Total	0	1	4	19	15	<b>Mean:</b>	4.23 <b>Std. Dev:</b> 0.74
Percent	0%	2.6%	10.3%	48.7%	38.5%	<b>Median:</b>	4 <b>Mode:</b> 4

**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			
Scale value	1	2	3	4	5	<b>Total:</b>	26 / 40	
Total	0	0	3	10	13	<b>Mean:</b>	4.38	<b>Std. Dev:</b> 0.70
Percent	0%	0%	11.5%	38.5%	50%	<b>Median:</b>	4.5	<b>Mode:</b> 5

**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	<b>Total:</b>	39 / 40	
Total	0	3	5	18	13	<b>Mean:</b>	4.05	<b>Std. Dev:</b> 0.89
Percent	0%	0%	15.4%	42.3%	42.3%	<b>Median:</b>	4	<b>Mode:</b> 4, 5

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree			
Scale value	1	2	3	4	5	<b>Total:</b>	39 / 40	
Total	0	0	6	14	19	<b>Mean:</b>	4.33	<b>Std. Dev:</b> 0.74
Percent	0%	0%	15.4%	35.9%	48.7%	<b>Median:</b>	4	<b>Mode:</b> 5

**CHEM-601 Introduction to Laboratory Instruction, Fall 2012  
Final Instructor Evaluation - Narrative Responses**

**This course was co listed with BISC-667 and co-taught with Dr. Seung Hong  
These responses are only from Chemistry Graduate Teaching Assistants  
(All 26 registered Chemistry GTAs responded to this on-line course evaluation. Not all responded to the following expository questions.)**

**QID 3435 - Comment on the instructor.**

Responses (16 of 40)

- Class felt like a waste of time. Taught common sense
- Very knowledgeable about the many aspects of teaching, especially those most applicable and practical. Very soft-spoken and patient, yet affirmative. I highly respect him as an educator, professional, and advisor.
- Professor White was very enthusiastic and wanted his students to be the best they can be.

- This class is not really helpful. Especially after we have been teaching labs for a month or so we pretty much have our teaching method down. People who share as if they want to know something in class do so because they know that you will not move on until someone says something.
- The instructor showed a clear passion for what they were trying to accomplish with the class, and effectively conveyed information. The classes themselves were focused on people who had never taught and were largely unprepared to do so, making it less than necessary for people with prior teaching experience in a college setting.
- Very enthusiastic about teaching and molding the minds of new teaching assistants.
- Questions were not always treated with respect.
- Overall, I felt that the class was very repetitive and not all that useful. I feel like the course could have been completed during orientation week or as an online forum where posts and comments on other people's posts were required every week. I felt like we went over certain topics almost every week, and the only truly useful thing was sharing experiences with other TA's.
- The instructors were both nice and knowledgeable; however, the course was boring and often belabored the same point for too long.
- Dr. White truthfully made this an exciting and helpful class for all first-time TAs. I used a significant amount of the knowledge I gained in this course to help improve the skills and intellect of my students.
- Take every responsibility for students. very good !
- More examples would be better.
- The instructor is very helpful.
- enthusiastic
- Responsible
- knowledgeable, helpful,

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

Responses (16 of 40)

- Sure he is a fine teacher
- Presents the material in an interesting way; particularly when he uses real world examples for topics we discuss in class. This helps to relate the material to something, and as such, helps to retain the information.
- I'm Professor White is a good instructor in science classes, but unfortunately all education type classes are terrible. You sit there and tell us all of these obvious things like, "not all students learn the same". We all know that already because that is the type of learning environment we grew up in for the most part. Also we're all in grad school so we're not a bunch of idiots that can't figure that out.

- He explains the way he teaches general science concepts well, and gives reasons for his teaching methods that are well researched.
- He is engaging and very patient.
- Got to know each of the students by name
- Asks lots of interesting questions and pauses to let the students try to figure them out
- He made a comfortable environment to speak about what was going on, and share troubles with other TA's who would understand what is going on.
- Professor White is a great speaker.
- Dr. White gets the class involved very well, and is always clear/thorough in his explanations.
- Great passion
- Hold the group discussion.
- He is always well prepared.
- encouraging participation
- there are lot of materials for this course prepared by Professor White
- the time of this class is not very good, if the professor could arrange another time to have this class, i think it would be better.

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

Responses (20 of 40)

- more interesting material. make lectures more relevant to what is going on in lab that week
- Use more interactive teaching methods- the videos followed by discussion or activity certainly broke up the long class period, as well as heighten my interest in the material.
- This class can be condensed into a 2 or 3 week course. This would make everyone a lot happier, especially as classes begin to become more demanding of students time and this class starts to become a time-sink.
- not sure really. Perhaps bring food more often, its difficult to concentrate when very hungry.
- have some activities that can have everyone talk in the public
- I felt as though we were being babied in the course. I understand the purpose of the exerises, but I believe they could have been accomplished in a more efficient and adult manner.
- Excellent educators
- More open to discussing concepts, and willing to have an open a discussion of the validity of concepts.

- None
- Change the time of the the course.
- Should not allow students to sign the sign in sheet in if the arrive 5 or 10 minutes from the start of class to strongly discourage latecomers from distracting the class
- Less repetitive topics.
- The design of the class makes sense for a class of 10-15, but in a class as large as ours we got lost. The point of the class was to help us teach, but we rarely got help with the problems we were facing. It would have been more beneficial to learn for 30 minutes techniques we might try and be allowed for the other 45 to work in small groups discussing what was going on with our labs an discuss possible solutions.
- Cover more material in the course; it often felt that we stretched one concept out for 75 minutes that should have taken 10 minutes to learn.
- None, Dr. White was an excellent teacher.
- He has done it pretty well.
- Please try to give the TA suggestions from the aspect of psychology.
- Bring more interesting topics.
- organize the course in a way that every topic is related in a continuous way
- during the discussion, some student speak too fast, so I can not catch it. if the professor could ask the student to slow down a little bit, I will greatly appreciate it.

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Detailed Responses

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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	<b>Total:</b>	37 / 40
Total	1	4	4	14	14	<b>Mean:</b>	3.97 <b>Std. Dev:</b> 1.09
Percent	2.7%	10.8%	10.8%	37.8%	37.8%	<b>Median:</b>	4 <b>Mode:</b> 4.5

**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	<b>Total:</b>	37 / 40
Total	0	1	11	9	16	<b>Mean:</b>	4.08 <b>Std. Dev:</b> 0.92
Percent	0%	2.7%	29.7%	24.3%	43.2%	<b>Median:</b>	4 <b>Mode:</b> 5

**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	<b>Total:</b>	38 / 40
Total	9	11	10	3	5	<b>Mean:</b>	2.85 <b>Std. Dev:</b> 1.31
Percent	42.3%	23.1%	7.7%	15.4%	11.5%	<b>Median:</b>	2 <b>Mode:</b> 1

**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	Total
Scale value	A	B	C	D	E	
Total	22	11	4	1	0	
Percent	57.9%	28.9%	10.5%	2.6%	0%	38 / 40

**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	Total
Scale value	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
Total	8	2	16	8	4	38 / 40
Percent	21.1%	5.3%	42.1%	21.1%	10.5%	

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

Scale text	Never	Rarely	Sometimes	Frequently	Always	Total:	
Scale value	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	38 / 40	
Total	0	1	13	19	6	<b>Mean:</b> 3.76	<b>Std. Dev:</b> 0.75
Percent	0%	2.6%	34.2%	47.4%	15.8%	<b>Median:</b> 4	<b>Mode:</b> 4

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

Scale text	Never	Rarely	Sometimes	Frequently	Always	Total:	
Scale value	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	38 / 40	
Total	1	5	18	6	8	<b>Mean:</b> 3.39	<b>Std. Dev:</b> 1.05
Percent	0%	13.2%	47.4%	15.8%	21.1%	<b>Median:</b> 3	<b>Mode:</b> 3

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

Scale text	Never	Rarely	Sometimes	Frequently	Always	Total:	
Scale value	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	38 / 40	
Total	8	11	13	2	4	<b>Mean:</b> 2.55	<b>Std. Dev:</b> 1.20
Percent	21.1%	28.9%	34.2%	5.3%	10.5%	<b>Median:</b> 2.5	<b>Mode:</b> 3

**QID 4655 - I found the class handouts useful.**

Scale text	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Total:	
Scale value	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	38 / 40	
Total	11	3	5	12	7	<b>Mean:</b> 3.03	<b>Std. Dev:</b> 1.53
Percent	28.9%	7.9%	13.2%	31.6%	18.4%	<b>Median:</b> 3.5	<b>Mode:</b> 4

**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:	
Scale value	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	38 / 40	
Total	5	6	13	8	6	<b>Mean:</b> 3.11	<b>Std. Dev:</b> 1.25
Percent	13.2%	15.8%	34.2%	21.1%	15.8%	<b>Median:</b> 3	<b>Mode:</b> 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:	38 / 40
Total	0	0	7	19	12	Mean:	4.13 Std. Dev: 0.70
Percent	0%	0%	18.4%	50%	31.6%	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:	38 / 40
Total	15	12	3	4	4	Mean:	2.21 Std. Dev: 1.36
Percent	39.5%	31.6%	7.9%	10.5%	10.5%	Median:	2 Mode: 1

**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:	38 / 40
Total	8	5	9	13	3	Mean:	2.95 Std. Dev: 1.29
Percent	21.1%	13.2%	23.7%	34.2%	7.9%	Median:	3 Mode: 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:	38 / 40
Total	0	8	7	12	11	Mean:	3.68 Std. Dev: 1.12
Percent	0%	21.1%	18.4%	31.6%	28.9%	Median:	4 Mode: 4

**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	9	29	
Percent	23.7%	76.3%	38 / 40

**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:	38 / 40
Total	2	10	11	10	5	Mean:	3.16 Std. Dev: 1.13
Percent	5.3%	26.3%	28.9%	26.3%	13.2%	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	<b>Total:</b>	38 / 40
Total	1	3	8	17	9	<b>Mean:</b>	3.79 <b>Std. Dev:</b> 0.99
Percent	2.6%	7.9%	21.1%	44.7%	23.7%	<b>Median:</b>	4 <b>Mode:</b> 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	<b>Total:</b>	38 / 40
Total	0	2	2	23	11	<b>Mean:</b>	4.13 <b>Std. Dev:</b> 0.74
Percent	0%	5.3%	5.3%	60.5%	28.9%	<b>Median:</b>	4 <b>Mode:</b> 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	<b>Total:</b>	38 / 40
Total	6	7	12	6	7	<b>Mean:</b>	3.03 <b>Std. Dev:</b> 1.33
Percent	15.8%	18.4%	31.6%	15.8%	18.4%	<b>Median:</b>	3 <b>Mode:</b> 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	<b>Total:</b>	38 / 38
Total	7	13	7	6	5	<b>Mean:</b>	2.71 <b>Std. Dev:</b> 1.31
Percent	18.4%	34.2%	18.4%	15.8%	13.2%	<b>Median:</b>	2 <b>Mode:</b> 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	<b>Total:</b>	38 / 40
Total	3	13	13	6	3	<b>Mean:</b>	2.82 <b>Std. Dev:</b> 1.06
Percent	7.9%	34.2%	34.2%	15.8%	7.9%	<b>Median:</b>	3 <b>Mode:</b> 2.5

**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	<b>Total:</b>	38 / 40
Total	25	2	5	2	4	<b>Mean:</b>	1.89 <b>Std. Dev:</b> 1.41
Percent	65.8%	5.3%	13.2%	5.3%	10.5%	<b>Median:</b>	1 <b>Mode:</b> 1

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

Scale text	<b>No</b>	<b>Yes</b>	
Scale value	<b>1</b>	<b>5</b>	<b>Total</b>
Total	17	20	
Percent	45.9%	54.1%	38 / 40

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

	<b>Hardly</b>			<b>Almost</b>				
Scale text	<b>Ever</b>	<b>Occasionally</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Always</b>	<b>Total:</b>	38 / 40	
Scale value	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean:</b>	3.53	<b>Std. Dev:</b> 1.06
Total	1	5	13	11	8	<b>Median:</b>	3.5	<b>Mode:</b> 3
Percent	2.6%	13.2%	34.2%	28.9%	21.1%			

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**QID 3436 Comment on the course.**

Responses (16 of 40)

- long and boring
- I think the course is necessary; however I believe the course could be condensed to maybe 4-5 actual sessions. Maybe 2 in the first 2 weeks, and then either bimonthly or once a month have an "update" session to reflect on teaching experiences. The coffee is a really nice touch though- thank you!
- This course is a joke to everyone. Everyone simply talks to each other during class. It would make things more interesting and better if you would actually share some TA or student stories of your own. Then when students ask questions about the situation they can be answered unlike some of the TA Tales. You have years of teaching experience under your belt. STOP using these silly educational theories that are great in theory, but in practice not so much. Use your own experiences, it means a lot more coming from you than TA Tales.
- again, i feel it is less than necessary for some TA's, and that it perhaps be possible to skip this class with some sort of proficiency exam. that being said, i realize the near

impossibility of doing that correctly, and the course has the function of attempting to put the TA's on the 'same page' with one another.

- I do not feel as though I learned as much in this course as it was designed to. The people who are in graduate school normally have all the tools to be a responsible and mentor-like teaching assistant. We were babied through activities and many of them, although I understand the deeper purpose, were unrealistic to apply to our everyday life due to other stresses of graduate school.
- Should have all graduate student TA's take the full course before they start TA'ing. Better Instruction on how to get Foreign students to communicate efficiently to their students and not just "give them the answers" because they "can't understand you".
- Should be at a different time
- Repetitive. It could have been done in orientation or as an online class.
- We often learned one concept for 75 minutes that should have taken 10 minutes; the class was often painfully slow.
- The course was very interesting and informative.
- very useful and practical
- Quite useful for TA to learn something
- Very helpful
- too early in the morning
- Not so bad
- very good

**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 (16 of 40)

- I would be surprised if more than 5 people in the class kept an updated journal of their TA experiences. I believe the TA tales highlight the most critical and pertinent situations, and as such, suffice.
- The syllabus was accurate in what you wanted us to do, however, we did not have to do anything but attend class. The only work I have done all semester is write the TA Tale which only took about ten minutes and the personality test which I did on my phone.
- I feel that syllabus describes the course well, it details what assignments will be due, and what is expected during the course. I don't like the journal thing.
- it's perfect
- I think the syllabus was clear to the point on what we would cover each week, based on the main topic presented.
- I think nothing left, the course covered everything in the syllabus.

- Syllabus is helpful
- The outline for the classes and topics were very helpful as well as outlining where to find resources outside of class.
- Yes, no, nothing.
- The syllabus certainly described the course. The syllabus is very clear, and nothing is missing from the syllabus.
- Yes. It has provided all the information I need.
- I think the syllabus should conclude more information the details about the formation of the course.
- "Initiating" is spelled wrong in the background section; Dr. Hong seems to be significantly less well represented in the syllabus than Dr. White (though this may be intentional).
- the syllabus adequately describe the course. Nothing unclear.
- syllabus works well
- yes, the syllabus adequately describe the course. however, if the syllabus could clearly show the topic of each lecture and give some materials to prepare for each lecture, I think it will be better. especially for the international students, if we can get more familiar with the topic of each class, we can get more prepared for the class and then, in the class it would be a litter easier for us to express our ideas.

**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 (18 of 40)

- Reinforcing that students/teachers are not simply good or bad
- 1. "personality types of students and teachers"-made me aware of different personality types and how to respond to them. 2. "being a learning facilitator rather than an information dispenser"- I found myself frequently answering students' questions with another question to help them to rationalize an answer. 3. "being fair in grading"- gave me confidence in my decisions on grading.
- The discussion with other TA's about their experiences in the same lab that i teach. Thinking about scenarios (TA Tales) and what I should do to avoid such situations. The different topics discussed by the instructors during class.
- venting, helpful advice, some techniques to help be a better ta
- we can share the issue we met during the lab, and find out how can we response to that.
- Thinking about what it is like to be on the other side and how my expectations may not always be met
- Identifying and dealing with different types of students. How to create better questions to ask your students, so they start thinking more. How to relate things to real life so the students gain more of an interest.

- Other TAs' stories make me rethink some situations might occur on me.
- None
- Outside resources listed on the website helped for difficult situations in the classroom. Discussion at the beginning of class helped me to reflect on the past week. Handouts were helpful to refer to after class.
- grading...because I do a lot of it asking questions and pausing to let the class answer personality test...it was just interesting
- The TA tales helped, as they presented real problems to discuss.
- Learning other TAs experiences and the corresponding solutions that the class discussed, learning about the transitions from high school to college, and discussing how to make lab truly relate to real-world problems my students will encounter. Each of these helped me prepare and improve my teaching skills.
- 1. Help me be more confident. 2. Tell me how to face some emergencies. 3. Communicate with other TAs.
- Experience. Confidence.
- help me the get adapted to teaching help me how to teach students when they have questions help me to solve some common problems that i may encounter in teaching
- 1 sharing experiences with other TAs 2 discuss cases on the class 3 learn theories for teaching
- 1.helpful for me to handle with some difficulty questions. 2.helpful for me to instruct the students more logically. 3.helpful for me to grade students' lab reports.

**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 (16 of 40)

- 1. Theories behind teaching such as different levels of learning did not assist me in role as a TA. 2. Time management- as adults in graduate school, most of us have developed good time management skills; I don't believe a session on this topic is necessary. 3. Group discussions- too often our discussions turned into conversations about something completely unrelated to the course.1.
- The journal, the advice of biology TA's, and the personality test we took and the supposed list of dichotomous personalities generated from it.
- background information - already knew most of it, overload of information at times, I usually needed advice before Tuesday
- endless discussion
- The stories at the beginning of class from the Biologists. Most of the chemists have no idea what the points of the lab were and could not assist in answering issues. Many of the biologists were ALWAYS called on, which only allows for one side of the spectrum for opinions.
- Dealing with Grading, because no issue will ever be solved until you talk to the teacher

who made the test... or the occasional teacher goof up on the test which causes all sorts of problems. The personality test of each person, I feel like it was just so we knew what kind of people we were and how it would affect our interaction with the students... although I would hope most know who they are at this point in time, and or how they think. I have yet to notice a change in other Graduate students teaching styles since that class. Having the class during our labs, sure it brought about current discussion issues, which was good, but at the same time it also derailed the class a bit, by taking up too much time.

- nothing
- None
- It was frustrating when things felt like they were focused entirely on teaching labs. I teach discussion sessions. People discussing their grievances in the beginning of class. While it was often entertaining, I didn't feel anyone really got answers/advice on their problems
- Bloom's Taxonomy, as I never really had time to teach them much in lab outside of what they were doing.
- All aspects of the course were helpful to me. Each discussion section that took place in the course was used to improve my teaching skills.
- 1. Those I've learned in ITA program already. 2. How to make things more interesting. - - I still don't know how to make my class more interesting
- The questionnaire.
- theories, i don't really see that i can apply those to teaching lab, students do not care about what they learn from the lab except for the lab grades.
- most of the topics are too theoretical
- everything is helpful.

**Question ID: 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.**

Responses (20 of 40)

- The personality type kept me thinking about the differences in all the students and how they approach their lab course The TA tale felt forced and I don't feel like I gained much form writing it.
- 1. Determining my personality type was not of value to me. 2. Writing a teaching case study was somewhat entertaining. I think this assignment was worthwhile- the TA tales we had gone over in class gave me perspective into possible issues associated with being a TA, and ways of resolving them.
- I thought the case study was both interesting and necessary, I have already given my opinion on the personality type assignment.
- I already knew my personality type - I think a better exercise would have been to guess

our students personality type. I did enjoy reading all the case studies.

- it helps me better understand myself and what should I do when I meet different types of problems.
- Determining my personality type was interesting, and taught me how I should handle other people based on my personality. The TA Tale does not have real benefit to me, as I will not receive feedback about my answer.
- Neither were helpful to me. The personality test is a bad use of time because it implies that there are finite and discrete types of personalities and the case study doesn't help me as a TA since there is no reflection on my behave.
- Personality type, was not very relative to me, because I felt like it did not affect how I would teach. The case study that was written seems like a good place to state a problem in current labs to help bring about discussion or to help others learn how to solve problems, so it felt more valuable in a sense.
- To share the stories we really encountered is a good idea for the reason that we can exchange out points of view.
- It helps me to know myself better
- The assignments were very helpful and allowed me to reflect on myself and my teaching style.
- The personality test was fun and interesting. The TA tales was also kind of fun to write.
- None for the first one; I put little stock in personality assessments that aren't critical and constructive. Writing the case study allowed me to reflect on my interactions as a TA though, which led me to review situations that I could potentially handle better.
- Both assignments are very helpful to improving my teaching skill. Learning what personality I am in relation to my students helps me to learn to be patient with my students, and that all people have different learning types and personalities. The teaching case study is also very helpful because it is a way to help future TAs prepare for real examples of adversities encountered during teaching labs.
- 1. very helpful. Help me understand myself better. 2. We've went through many TA tails and learned much from that. It's time for us to share ours to the coming new TAs.
- The case study provide more experience for others.
- The former might have been useful had the results not been so strongly correlated to the expected results; the latter seems biased toward those who have had something go wrong in lab ("May you live in interesting times," as the curse goes), such that an uneventful semester would be a disadvantage.
- the TA tale got me to rethink about my teaching this whole semester and to think about what I can do to improve
- some kind of helpful
- both are very useful. personality type let me more understand myself. TA tale help me improve my English writing

**Question ID: 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 40)

- Some lectures geared towards specific improvements instead of general pedagogy
- See previous comments.
- I have already commented on this in a previous question.
- The handouts are not helpful.
- Statistics that proved these strategies of teaching are helpful
- Like i stated earlier, I honestly think that you need to hold this class at a different time. Before we even start TA'ing. 8 am is indeed early, probably why participation is lower than what it should be, but I feel that covering these things with everyone before you start teaching, like a week intensive course before classes begin would be far more helpful.
- It was a really nice course except the early morning schedule.
- None
- Cover more material, and don't belabor the same point for a whole class.
- The course was amazing, and I would not improve a significant amount. The only thing I would improve is having slightly more class discussions (if the time allows for it).
- 1. change another time 2. get more videos and maybe we can try some games.
- time. too early in the morning.
- change the time plz hard to get up so early
- no