

CHEM-601, Introduction to Laboratory Instruction, Fall 2009

Final Instructor Evaluation - Numerical Responses

HAROLD B. WHITE – Instructor

(41 out of 47 students responding)

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

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Mean	Std. Dev
Scale text	1	2	3	4	5		
Scale value	1	2	3	4	5		
Total	0	0	2	18	21	4.46	0.60
Percent	0%	0%	4.9%	43.9%	51.2%		

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

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Mean	Std. Dev
Scale text	1	2	3	4	5		
Scale value	1	2	3	4	5		
Total	1	0	6	15	18	4.23	0.89
Percent	2.5%	0%	15%	37.5%	45%		

QID 3427 - The instructor encouraged class participation.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Mean	Std. Dev
Scale text	1	2	3	4	5		
Scale value	1	2	3	4	5		
Total	0	0	0	9	32	4.78	0.42
Percent	0%	0%	0%	22%	78%		

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	Mean	Std. Dev
Scale text	1	2	3	4	5		
Scale value	1	2	3	4	5		
Total	2	1	5	20	13	4	1.00
Percent	4.9%	2.4%	12.2%	48.8%	31.7%		

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

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Mean	Std. Dev
Scale text	1	2	3	4	5		
Scale value	1	2	3	4	5		
Total	1	0	1	20	19	4.37	0.77
Percent	2.4%	0%	2.4%	48.8%	46.3%		

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		
Scale value	1	2	3	4	5		
Total	1	1	2	9	12	4.2	1.04
Percent	4%	4%	8%	36%	48%		

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		
Scale value	1	2	3	4	5		
Total	1	0	5	20	14	4.15	0.83
Percent	2.5%	0%	12.5%	50%	35%		

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							
Scale value	1	2	3	4	5		
Total	1	0	5	15	20	4.29	0.87
Percent	2.4%	0%	12.2%	36.6%	48.8%		

CHEM-601 Introduction to Laboratory Instruction, Fall 2009
Final Instructor Evaluation - Narrative Responses
HAROLD B. WHITE – Instructor

QID 3435 - Comment on the instructor.

Responses (33 of 47)

- He was a great teacher.
- The instructor was well organized and showed great interest in the material he was teaching. He made the class overall worthwhile and interesting.
- Professor White was an exceptional presenter who worked hard to engage the students in our class. He encouraged group discussion and made class interesting.
- The instructor was passionate about the subject and encouraged students to apply course material when acting as a TA.
- He seems to be running out of ideas. But I can't blame him... being a TA is fairly straightforward. Do we really have a whole semester of this?
- He is one of the best teachers I have ever seen. He knows a lot about chemistry and arranges the class very well.
- Hal "The Hammer" White is AWESOME. His class was a nice place to vent about our students and provided a forum for improvements and suggestions. It's a shame that many students chose to not come to this class and try to be dishonest about attending.
- Dr. White dealt very well with the TAs not being thrilled about an 8am class. Sometimes I feel like he should have been more stern about coming to class on time; 2 minutes late is one thing, 20 minutes late is quite another. I think that lateness and the attendance policy should be more strict at the start of the semester as well.
- Dr. White was very enthusiastic about instructing graduate students on the methods of TAing. He seemed to always have a positive attitude, and was well prepared for each session.
- Loves to teach and wants to share this passion with the students in this course.
- Understanding, Responsible
- Dr. White certainly came to class enthusiastic to discuss teaching principles and eager to discuss the results of our previous week's laboratory experience.
- very nice teacher and encourages us to participate in the class. It helps a lot when I am a TA. And Professor White often gives us some cases that frequently happen during our lab. That really helps. Prof. White is really awesome. I like his class.
- It was very good
- The instructor is very great. He encourages class interaction.
- Dr. White is a good teacher for this course. Though I don't take his other courses this semester, I believe he also does a very good job in the teaching.
- Prof. White is very good at teaching and making the course interesting.
- Dr. White is kind and helpful. Also his lecture is very interesting for me. It is really helpful to help me (an international student) to become a qualified TA.
- You can tell that he is very passionate about teaching. He really wanted the students to get the most out of the class.
- Mr. White did a great job. He neither let us loose nor kept us in bondage.

CHEM 601 Introduction to Laboratory Instruction – Spring 2009 – Student Evaluation of Instructor and Course

- Instructor was great. Class was helpful. 8 AM time killed.
- Very good teacher.
- The instructor made class both interesting and helpful. Allowing ample class participation kept the attention of everyone.
- Dr White presented the material in a manner at which was easy to follow and take part in class discussion.
- The professor seems very passionate about what he was teaching.
- Engaging. Made the course applicable and relevant. Found different ways to present the material.
- The instructor was passively aggressive. He would frequently notice something in class and then send a strongly worded email after class instead of just saying something when everyone was there. For instance, when he realized students were signing others into the class instead of just calling out names to physically take attendance, he wrote this long email detailing how he shouldn't have to play detective and compare signatures. Issues also arose around attendance and lateness, however some students were allowed significant absences before a rule was put in place. Attendance should be discussed better in the syllabus to keep it fair for everyone. Excessive lateness should also not be permitted. There were students frequently coming in around 8:30 every week and they signed the same sheet that the people that were never late signed. A good idea is to print out two sheets per week, and switch them after class has begun to monitor lateness. In addition to this the instructor frequently didn't want to acknowledge the class was not being helpful. The same TA's would tell a different story every week that spoke less to this might happen to you and more to how great of a TA they were. It was mentioned that the program ranked with MIT but it was never brought up that TA's were writing extremely inappropriate comments on freshman exams, which we should have been scolded for. Dr. White is a good guy, but his indirect nature of dealing with problems just provides opportunities for students to walk all over him.
- Enthusiastic about the material cover in the course. Encourages group discussion on the topic being covered in class. Provides reference material on topics discussed in class.
- The instructor was very organized and prepared for each class. He created a friendly open environment in the classroom and encouraged class participation.
- I thought Dr. White did a very good job of relaying to us what it takes to me a good TA. You can tell that he really enjoys teaching.
- Nice teacher, well prepared, very knowledgeable.
- He requires too much for the course which it becomes a burden for the first-year graduate student who has a lot of work to do in one's major courses.
- Good professor and good course. Too early in the morning.

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

Responses (26 of 47)

- He should facilitate a little less group work and lecture just a bit more. Also, he should directly scope the class specifically to the labs being instructed rather than broadly and between biology and chemistry.
- This professor was a great presenter, I have no comments as to how he can improve his teaching style.
- Don't allow people that come in half an hour late to get credit for attending. It isn't fair to those of us who are consistently on time.
- Try to make things more relevant to specifically PhD students.... We're smart! This felt like a 100 level gen ed course.
- Sorry, i can't figure any ways.
- More of those ridiculous videos from Denmark!
- Other than how early the class is, it was worthwhile. Possibly a biweekly class would make students more willing to attend.

CHEM 601 Introduction to Laboratory Instruction – Spring 2009 – Student Evaluation of Instructor and Course

- The inclusion of more fictitious examples of applying the topics learned in class to actual students would be useful.
- One problem with the course was that it seemed to discuss teaching methods in lectures or planning out labs. Most of the TAs are merely executors of the labs, and usually don't have the time to do very much lecturing. Not sure how this problem could be improved upon.
- Give some topics more interesting to discuss.
- I often felt as though the material discussed in class was common sense that didn't need to be further reinforced. Certainly the teaching attitudes and practices we discussed were relevant, but I didn't find them particularly helpful outside of my own previous knowledge.
- 1. Try to be patience to your student 2. Because I am a foreigner, realizing the culture difference and teaching method difference would really help. 3. Use blackboard and lead students to think, not just give them answers.
- Good learning about TA skills
- I think more multimedia like video can help the class more interesting.
- I think Dr. White should try to reduce some of the discussion time. In our group, we feel hard to discuss some of the topic because we don't have enough experience.
- change the course time to a later one but not at 8:00 am
- This course is very good except for the time. If it start at 9am Tuesday, it's much better.
- He Was an effective teacher
- I think he was fine. I don't really see any flaws.
- Move the class from 8:00 AM to another hour
- Altering the attendance policy would ensure maximum participation from students.
- Dr White's teaching could improve by not getting bogged down in the chemistry of the lab that presented issues. The focus should have been more on the issue at hand and how it should be handled. This way both the chemistry and the biology TAs could benefit from the experience.
- Sometimes felt like we were being treated less like grad students and more like undergrads or high school students. This was especially true with having to sign in every time, although attendance also indicated a potential need for this.
- In future classes i think it would be more helpful to attempt some form of TA tales more than once a semester, since they would actually be very helpful in prepping TA's for different situations in lab. With regards to the future laboratory assignment I think less stress should be put on searching educational literature. The assignment itself is a fantastic idea, however the point of it is to further inform a TA in ways to help their students- other ways to do the experiment wouldn't help as much as silly little tutorials the TA could send students to prep for an exam. Plus by the time the students have reached graduate school we've had a significant amount of time searching primary literature in other classes- we know how to do it, but some of the TA's didn't even know the chemistry behind certain topics making this a more appropriate place to stress for the assignment. A student from both chemistry and biology should be chosen at random each week to present a short synopsis of the theory behind their experiment as well- How good is a TA if they haven't read over the lab before teaching or didn't take a few minutes to learn the chemistry or biology themselves? A last suggestion, which is a little harder to implement, would be half way through the semester to have the TA's get some sort of feedback from their students and do a short write up. Maybe a short questionnaire asking what they're doing right, what students wish they'd do, etc. This could help a TA understand a little more about their teaching because when we aren't good at it, it's the students that suffer.
- Move the class to a later time in the day, so that the students are fully awake by the time class starts. Find new and interesting videos to use in the class. Keep discussing what students are experiencing in the labs that they TA.
- The only way he could improve is being more strict with people who consistently showed up late to class or didn't show up at all. I didn't think it was fair to the people who were there every class.

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

Responses (32 of 47)

- involving students in class activities
- Promotes great group work and presents material in interesting ways that makes his students understand and think about the material being taught.
- Professor White does an excellent job at engaging students and encouraging participation from individuals who would rather be sleeping at 8 am.
- Dr. White is very encouraging and cares a lot about the progress his students make.
- Keeping attendance. It's hard to say, really.... after so many courses... what ARE we trying to do here?
- Arrange the whole class well. Make almost all the students involved in the class.
- Clear presentation and engages student participation
- He did a very good job of planning out the flow of the course and keeping everything on schedule. A breadth of topics were effectively covered.
- be on time
- He encourages participation and does a good job of facilitating discussion. He's very knowledgeable about teaching styles and their effectiveness in a classroom/ laboratory setting.
- 1. Speak very clearly. I really appreciate that. Professor White has a comprehensive thinking of our international TAs and explains things slowly and clearly so that I could understand him very well. 2. The class is well organized. In our class, we could feel Professor White has prepared a lot for the class. I really appreciate his effort for us. 3. Encourage the students to participate in the class. It is fun to discuss some things about our kids. And also we could learn a lot of things from those funny stories of our students.
- Integrates ideas into useful situational info.
- He has generous mind and patient with the inattention reaction of many students in the class.
- Dr. White tries his best to improve the communication of the course and sometimes could ask very good question which can facilitate the thinking.
- Prof. White participate well in making students talk and share their experience in the class
- Well organized lecture. Let students to participate. Group work and discussion.
- Getting all students involved. Presenting ideas from a variety of perspectives.
- His approach to interlink bio and chem was remarkable. He tried to dig in some concepts in bio and analyzed if it had any chem background in it. It was interesting.
- encourages interactive learning. Videos, especially on common misconceptions, was great learning objective.
- Encourage class participation
- Engaging students into discussion. Getting students to talk to new people. Getting us to think about our TA situations.
- Engages the class Organizes his material Plans assignments
- Dr White was able to engage most of the students from week to week in discussions that allowed problems in the lab sections to be resolved or analyzed.
- He seem to try very hard to get the class to participate and even though not many people participated it really helped to get the class move along.
- Facilitates group discussions and allows us to talk about the problems we're experiencing openly. Promotes novel ideas that proved to be beneficial in the lab.
- He brought up interesting points to discuss and he did force class participation.
- Gets people interested in the topic being discussed. Easily can get the class to go the full time or over time. Gives good advice on how to handle certain situations.
- He is very knowledgeable and is quick to understand students when they are describing situations to him, particularly about labs and what experiments were going on in the lab.
- He has a great teaching style and really got us thinking about aspects of TAing that I would have never thought of.

- The topics of "Personality Types and Teaching" and "Motivating Students to Learn" are particularly good. I learned through these two classes
- Interesting class.
- The material used and the video shown in the classes.

CHEM-601, Introduction to Laboratory Instruction, Fall 2009
Final Course Evaluation - Numerical Responses
HAROLD B. WHITE – Instructor
(40 out of 47 responding)

QID 4329 - The course was well organized.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Mean	Std. Dev
Scale text							
Scale value	1	2	3	4	5		
Total	0	1	2	20	17	4.33	0.69
Percent	0%	2.5%	5%	50%	42.5%		

QID 4330 - The course textbook was very useful.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Mean	Std. Dev
Scale text							
Scale value	1	2	3	4	5		
Total	0	1	19	5	3	3.36	0.73
Percent	0%	3.6%	67.9%	17.9%	10.7%		

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

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Mean	Std. Dev
Scale text							
Scale value	1	2	3	4	5		
Total	0	0	19	5	4	3.46	0.74
Percent	0%	0%	67.9%	17.9%	14.3%		

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

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Mean	Std. Dev
Scale text							
Scale value	1	2	3	4	5		
Total	0	1	12	11	11	3.91	0.89
Percent	0%	2.9%	34.3%	31.4%	31.4%		

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

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Mean	Std. Dev
Scale text							
Scale value	1	2	3	4	5		
Total	13	14	6	5	2	2.23	1.19
Percent	32.5%	35%	15%	12.5%	5%		

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	11	15	10	1	2
Percent	28.2%	38.5%	25.6%	2.6%	5.1%

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	12	4	9	13	2
Percent	30%	10%	22.5%	32.5%	5%

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		
Total	0	1	12	20	6	3.79	0.73
Percent	0%	2.6%	30.8%	51.3%	15.4%		

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		
Total	1	11	14	10	4	3.13	1.02
Percent	2.5%	27.5%	35%	25%	10%		

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		
Total	6	10	14	4	5	2.79	1.22
Percent	15.4%	25.6%	35.9%	10.3%	12.8%		

QID 4655 - I found the class handouts useful.

Scale text	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Mean	Std. Dev
Scale value	1	2	3	4	5		
Total	6	9	9	11	5	3	1.28
Percent	15%	22.5%	22.5%	27.5%	12.5%		

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

Scale text	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Mean	Std. Dev
Scale value	1	2	3	4	5		
Total	0	9	15	12	3	3.23	0.90
Percent	0%	23.1%	38.5%	30.8%	7.7%		

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Mean	Std. Dev
Scale value	1	2	3	4	5		
Total	0	1	4	21	14	4.2	0.72
Percent	0%	2.5%	10%	52.5%	35%		

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		
Scale value	1	2	3	4	5		
Total	10	18	6	6	0	2.2	0.99
Percent	25%	45%	15%	15%	0%		

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		
Scale value	1	2	3	4	5		
Total	4	15	9	9	3	2.8	1.14
Percent	10%	37.5%	22.5%	22.5%	7.5%		

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		
Scale value	1	2	3	4	5		
Total	1	3	4	16	16	4.08	1.02
Percent	2.5%	7.5%	10%	40%	40%		

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	11	29
Percent	27.5%	72.5%

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

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Mean	Std. Dev
Scale text	1	2	3	4	5		
Scale value	1	2	3	4	5		
Total	3	20	11	6	0	2.5	0.85
Percent	7.5%	50%	27.5%	15%	0%		

QID 4663 - I enjoyed being a TA this semester.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Mean	Std. Dev
Scale text	1	2	3	4	5		
Scale value	1	2	3	4	5		
Total	0	0	3	23	14	4.28	0.60
Percent	0%	0%	7.5%	57.5%	35%		

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		
Scale value	1	2	3	4	5		
Total	28	7	2	0	2	1.49	1.00
Percent	71.8%	17.9%	5.1%	0%	5.1%		

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
Percent	50%	50%

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

Scale text	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Mean	Std. Dev
Scale value	1	2	3	4	5		
Total	1	3	14	19	2	3.46	0.82
Percent	2.6%	7.7%	35.9%	48.7%	5.1%		

**CHEM-601, Introduction to Laboratory Instruction, Fall 2009
Final Course Evaluation - Narrative Responses
HAROLD B. WHITE – Instructor**

QID 3436 Comment on the course.

Responses (26 of 47)

- nice
- The course overall is helpful and interesting. However, it is far too broad as there are too many labs and instruction to be dealt with. Increased specificity would be beneficial to the course and the students within the class.
- This course needs to be seriously refocused in order to improve its relevance to TA's. Although Professor white is an excellent professor, the course itself was not very useful. As an individual who has undergone much teacher training already I learned almost no new information from this course. I handpicked the days that I would attend depending on the topic-matter that was to be discussed. In effect, the most useful portion of this class was discussion of problems that each TA had had that week. If teacher training is to be required for TA's, it should be specific to the level of teacher that that individual is. Or if we are to be provided general information as this class provided, it should be in a shorter timescale than a full semester. This class should certainly not be taught at 8 am as this prevents much of the discussion that is necessary.
- The course was useful for TAs to meet with each other and talk about difficulties they were having and strategies that may help.
- This course seems like overkill. I think that there is a solid course in here somewhere... but it would have to be much more candid. Much more. I don't feel like a potential Dr. when I'm taking this course. I feel like I'm taking a course that's been dumbed down.
- Very good.
- Worthwhile, especially if one never taught
- The course was in a non-traditional form, and so questions about textbooks, exams, and understanding material are not entirely relevant. Overall, I do not feel that I gained much from the course. Although topics such as identifying different students' personality types were covered, I do not think this will help me to TA next semester. The course' time slot made it a chore to attend. The assignment often felt like unnecessary "busy work."
- useful
- As previously mentioned I found the course to be an exercise in frustration. Oftentimes we would discuss the same stale issues week after week at a time when all of us could have used another hour of sleep. I found it ironic that we were constantly encouraged to effectively manage our time, yet this course seemed only to take away from time we could have spent contributing to our graduate teaching/ learning experience.

CHEM 601 Introduction to Laboratory Instruction – Spring 2009 – Student Evaluation of Instructor and Course

- Actually, the course is very good. It teaches us how to be a good TA. However, morning class from 8:00am is really tough for our graduate students. Because we have to work very late every night, getting up early is really terrible. But anyway, I love this course and I benefit a lot
- The overall is good. Just want to comment on the time of the course. I understand that 8 am is the best conflict time for everybody. But if there are other options, please select them.
- This course is needed for the TAs. For the time, if it is really hard to arrange, I can understand it.
- The course is useful because in it, all TA share their experience, some of which may be similar in my own TA. And I learn how to solve some problems in from other's experience. And also, the course is interesting. The experience TA shared sometimes is very funny.
- A good course, very helpful to graduate TAs.
- Some of the international TAs had already undertaken ITA program , it was a kind of repetition for them in certain cases eg: Blooms Taxonomy. Otherwise, it was good one.
- None
- I think that it should have been just an hour rather than the extra 15 minutes or so. Also, I think that it was good that you had us sign in, however, I think there should be a cap at about 15 minutes late for class. Students would walk in 45 minutes late and then still get credit for being in class. I know there are situations, but we are in graduate school now.
- I would rather have not taken this course. It seemed that only the chemistry TAs really got something out of it and were also the most likely to talk during the discussions. Many of the biology TAs lacked the enthusiasm for the course.
- The course was helpful and I believe that it suited its purpose well.
- Overall, i didn't feel as though the course was very effective in how I prepared and most mornings i really didn't want to go. It wasn't the instructors fault, but in most cases i didn't feel as though the material was really helping me along with my teaching. I feel as though the class would be much more informative if it focused more on actually teaching the students- We were all freshman, we know what they are thinking/going through we didn't need to learn the actual phrasing of each "learning step" however TA tales would have been a GREAT help, and we waited until labs were over. It was more often than not focused on chemistry making it really uneventful for biology students. I don't believe problems going on among TA's were ever addressed in the class (like TA's canceling classes, writing inappropriate comments on papers, inappropriately talking about/making fun of their students) One class discussion actually revolved around it was the students faults for not caring coming from TA's that during the class proved they didn't know the theory behind the experiment- why should a student care, if the TA didn't? An assignment focusing on some form of feedback from students would have been helpful, and although the Future lab assignment was helpful I felt as though the wrong parts of it were stressed. The literature portion of that assignment didn't help me nearly as much as in-depth thinking about the purposes/chemistry and different ways I could address the material.
- Most of the material covered in the course was good information but was not particularly useful in teaching the labs.
- The course as a whole seemed unnecessary, but it was a good way for students to connect with others in the same situation and share their experiences as they transition into graduate school and their role as a TA.
- It was good to have a TA class, however I don't know if it is necessary for the entire semester.
- Good course, very useful for new TAs
- Interesting topics.

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 (28 of 47)

- yes
- The syllabus did provide the information it should and clearly. I feel like there should be more of an emphasis on coming to class and ON TIME as too many students were coming too late and this lateness should negatively affect them in the future if done too frequently. Also, it should be a little more harsh with attendance and the extra assignment for absence should be stressed.
- The syllabus did adequately describe the course. Once again, I feel that the course was well taught and that it met its goals, however I feel that those goals need to be redefined.
- The syllabus did a good job of representing what was completed throughout the semester.
- Yes, it described the course well... Although I don't see a section on mentoring in the syllabus.
- Yes
- Everything was accurate
- I really feel like the syllabus needs to have a more specific attendance policy from the start. People took advantage by missing lots of classes, having others sign them in, and arriving 40 minutes late. In a class that is not graded, more effort is needed and that was not clear on the syllabus from day 1.
- The syllabus does a good job of summarizing the course. It seems to cover the topics we went over during the course, and combined with the schedule it lays the course out well. I don't think there is anything missing which should be included.
- The syllabus adequately describes the course.
- Giving better examples of good TAs
- I think it is very good.
- Yes, attendance is misleading on syllabus.
- I think on the course website, we can put more about proper teaching resources of different lab. Though it requires sometime to do it, I think it will be helpful for all the TAs even they pass the course. If we have problems or questions about pedagogy or academic, we may refer to the course website to find some useful references or links.
- Overall, the syllabus is very good. However, it would be better if it contains what the topic is in each class.
- Maybe it can add some special part such as different cultures in the world. It may help for international TAs to get familiar with the USA's culture.
- Yes
- I think the syllabus was great. I could always go and check to see if there was something I should have done or to look to see what we would be discussing.
- For the most part the syllabus was very well done. It gave many opportunities to learn and access resources to facilitate learning and understanding.
- The syllabus accurately described the course objectives and were followed from week to week.
- I think the course syllabus provided the description of the course well. All the papers and websites we need to visit prior to the class were listed there as well, which is helpful.
- I believe the syllabus is an accurate description of the course. Everything seems clear to me and related to the course itself. One thing I might emphasize more is not only does this course provide tools for teaching effectively, but it also provides tools for how to be a TA and a graduate student simultaneously.
- I strongly believe the course syllabus should be revised in the attendance/lateness policy. You need to be upfront with what you expect. Describe the paper if you miss more than 2 and address some form of reprimand for continual lateness.
- The syllabus provided an adequate description of the course.

CHEM 601 Introduction to Laboratory Instruction – Spring 2009 – Student Evaluation of Instructor and Course

- Sometimes the dates on the course website were not correct. Other than that, the course website was well organized and the syllabus was clear.
- I thought the syllabus adequately described the course. I thought the best part of it was the useful links for TAs. They were interesting and could definitely be helpful to future TAs.
- It will even better, if the materials each class handed out are put on the website for us to preview.
- The syllabus was usually very clear. Some of the assignment handouts were hard to find.

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 (23 of 47)

- N/a
- The class was far too broad and more specific examples like the TA tales should be used when needed. Again attendance and PUNCTUALITY of several students was poor and the way the course was instructed was far too lenient with them.
- There is a lot of redundant information in this course, and the ability to discuss our issues with other science TA's was enough to draw much interest in this class. I think attendance in this class should be more informal, so that each class provides this opportunity to share with other TA's who are present, and then students can decide which classes would be most helpful in improving their teaching styles and only attend those.
- Once in awhile, have a session where TAs just take time to ask feedback of other TAs for tough situations, questions, etc.
- It was fun at first, and a bit useful. But it seemed to drag on, and seemed fairly dumbed down.
- No more 8 AM. As was seen, attendance was an issue. If it was at a later time, it would be OK. Also, making it graded would force those who don't care to actually care since it will negatively affect them in the long run.
- More emphasis should be placed on looking at examples of problems encountered in the laboratory, and discussion should follow on ways to effectively preempt these.
- Definitely liked to integration of chemistry and biology TAs. Could have used more training in how to formulate leading questions for students when they ask about a lab. Over the course of college, we have gotten too used to regurgitating answers rather than asking more questions. We are at risk of merely giving answers to our students when they ask a question rather than guiding them to the answer on their own.
- less assignments, more interesting materials on class
- I think specializing this course into smaller sessions would be more beneficial since general TA info is too broad. This would allow grads to focus on the specifics of their teaching with other students teaching very related material.
- I like case study. It is very good. I like it
- The time slot was too early and made it difficult to attend regularly.
- I think it is good enough.
- I like "good questions" part very well. It is very helpful for me.
- Class should be graded on attendance and coming to class on time. I thought it was very rude when students came into class 30 minutes late, and Dr. White even allowed them to sign the attendance sheet.
- Many
- Attendance should be enforced from the beginning
- I did not like the TA sharing at the beginning of each class. Very rarely were the stories useful for the other TAs to hear but more or less felt like a talk show were TAs could vent about their individual problems.
- I don't know what I would like to change because I don't know where Mic. Reflect on the course is.

CHEM 601 Introduction to Laboratory Instruction – Spring 2009 – Student Evaluation of Instructor and Course

- I really enjoyed the problem-solving portions of the course, such as being given a straw, plastic bag, and ruler and being asked to answer a question. This also applied to being asked to determine how you would handle certain situations that may arise.
- The course is too early in the morning. This was discussed in class several times, and this is thought to be the only time that does not conflict with anything. However, I do think that students would get a lot more out of the course if it was not so early. Particularly because some TAs have night labs, and it would be a long day to come in for an 8am class and stay into the night to TA.
- As I said before, I think the idea of a TA class is a good idea, but I think it was dragged out a little bit by lasting an entire semester. Also, again, I think more strict rules should be placed on attendance.
- I would have liked more time to discuss some of the course topics. I felt like there were some ideas that were not fully developed due to time restrictions.

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 (31 of 47)
- they were good
- Preparing for a future lab allowed me to review the lab far in advance than a week before and plan a way in teaching it. The personality type showed my personality strengths and weakness in teaching. Writing a case study showed me my weakness and course weakness retrospective.
- I did really like the assignment where we prepared a future laboratory. I implemented the changes I made in my laboratory and got a great response from my students. I feel like this was the most useful part of this course.
- The preparing for a future laboratory assignment was helpful because it required us to really decide how we could make the lab more interesting for the students. This allowed them to get more out of the subject. 2. Despite the fact that the personality test can be fairly accurate, I prefer not to group students into the personality types because there is so much variation in personality. 3. The teaching case study assignment was interesting because we looked at the more difficult situations from the semester and spent time reflecting, and got feedback on a good course of action from peers.
- All of these assignments were ok. 1) A little useful. Someday, I would like to write my own lab book even. 2) This was fun. And it was interesting to see that PhD students all had similar personalities. (I can see it). 3) Teaching case. I liked doing this. I put effort into my students, so this was fun for me.
- The preparing for lab assignment made me think as to how I was going to prepare each week for my 3 lab sections. It forced me to take a step back , learn the details, and find ways to improve the lab without going headfirst and making too many mistakes. The personality type determination was kind of interesting It was fairly accurate, and it was nice to see how I am perceived by others. Since I personally don't care what others think of me, I didn't find it particularly useful. However, it allowed me to notice differences in my students. The TA tales were funny! Some of the students had the most ridiculous things happen to them in lab. On a more serious note, it allowed us to see how we would handle the situation, because it is going to happen to us somewhere down the road.
- Preparing the future lab didn't really help, it just made it easier to prep that week since I had already read the assignment. 2. Determining my personality type was interesting, and it did make it easier to see why I don't mesh well with every student. 3. The case study was interesting, although it was totally overshadowed by "the pants" story.
- The preparing for a future laboratory assignment gave me some ideas on what types of extra information to give to students or what concepts to ask them, almost like trivia. However, in practice it did not seem to significantly increase their understanding or interest. The determination of personality type assignment was interesting and informative, and did give me some insight as

to how people might react to things differently. As for the case study, it was hard to pull something interesting from my experiences while avoiding those cases which had already been documented.

- The personality type determination helped me the most to appreciate my own weaknesses and how they would affect my teaching and how I interact with my students. The preparation for a future lab helped me appreciate how hard it is to design a laboratory that involved chemistry that is understandable to students, but still holds their interest. The case study reflection helped me recollect what has happened and what has changed over the semester about my teaching abilities and what I need to improve on.
- good 2. funny but not useful 3. interesting
- I think this assignment would have been better suited as the last assignment. Even though we might not have been able to apply it to this semester, I think we would have been able to better able to apply our ideas at this point in the semester. 2. Interesting but not particularly relevant to the course in my opinion. 3. I guess for new TAs this is a good way to realize that other TAs have the same struggles.
- Preparing for a future lab. It helps me a lot. Actually I went through that lab a few days ago. Because I prepared months ago, it is really easy to teach my students. 2. Determination your personality type Before this class, I have never participated such a test. After this test, I think it matches very well with my personality. I am more confident with my career future. From that personality test, I know I am more suitable in industry than in college. 3. Writing a teaching case study It is really interesting. I can think of couple of interesting cases of students. It is a really good time. And also it teaches me how to deal with such problem next time
- Didn't find this one useful 2. Thought this was interesting and insightful 3. The teacher tale was fun to write.
- They are useful for me. They help me to develop a skill of understanding the students.
- 1: preparing for a future laboratory, I think this assignment should be a little later so that most of the students could get more familiar with the lab instruction. 2: Determination your personality type. It is very interesting. 3: TA tales. This is a very good assignment which could make us to review some situation which we may or may not deal with properly.
- For the first one, it makes me have a good understanding how to prepare for a lab. For my personality one, the assignment made me know myself even better. And in the teaching case, people share a lot their stories, which give me some idea what i could do in the same situation.
- Preparing future lab: I think it is beneficial for me to understand the lab. It also serve as a guide about how to prepare all the labs well for students. Determination your personality type: I like this assignment very well. I know how to use my personality type help to be a good TA. Teaching case: I like the discussion part in class. It help me to know how to handle different situations in labs.
- I found assignment (1) very interesting and fun to do. It would be nice for a TA to be able to incorporate it in their teaching schedule with students.
- I don't think I clearly understood that assignment. other two were good
- They meant a lot to me.
- I think the case study was interesting.
- 1: Helped understand and analyze the lab critically 2: Not much help, though it was eye-opening 3: Allowed us to express experiences and potentially help other students.
- Writing a teaching case study was the most valuable for me because I had to think ahead to what I would have done in that instance as well. Preparing a future lab I did not find valuable because I will never have to do that, nor am I interesting in taking part in curriculum building. Personality types was interesting but did not use it at all in the course of TAing.
- The preparation for future lab is good since it's my first time teaching. The personality typing was not really that useful since sure we know what it is, I'm not sure how to apply that to my teaching style. Writing the case study allows me to re-tell a story from my experience.
- Preparing for a future laboratory really helped when I taught that lab. The experience got me familiar with the lab ahead of time, and me knowledge of things distinct from, but related to, the

topic was greater. It would have been nice to have a book with this type of write-up for each lab I taught. Determination of personality type was a fun little assignment. It was interesting to find out what type I am, and the description fit me very well. The case study assignment was simple enough, although my semester was pretty uneventful and trying to decide what scenario to use was difficult. This assignment will benefit future classes more than it benefited ours, just as classes before us benefited us in the beginning of the year.

- I've commented on most, i thought each was helpful- although interesting i didn't think the personality type helped me in my teaching.
- The first assignment allowed me to better prepare for the Chromosome and Karyotype lab. Helped me to better prepare for labs. The second assignment let me know my personality type and how to identify students personality types. The third assignment allowed me to tell a tale about one situation that occurred in my lab.
- I didn't get too much from this assignment. The labs are pre-designed and are easy enough to understand without spending any more time on them. 2. This assignment was fun. It was interesting to see that science graduate students have a lot in common, and it was helpful to keep this in mind when interacting with students who may or may not share the same traits. 3. This activity was fun, it did not take very much time, and it may be helpful or at least amusing for future TAs. This was a valuable assignment.
- Preparing for a future lab helped me because when i finally got to that lab in my TAing duties, I knew what I was going to put in my PowerPoint 2) The personality test helped me to understand what kinds of students I was interacting with. After that class, I tried to go up to and talk to the kids that were more passive. 3) I enjoyed writing the case study and hearing what my peers had written. I think they can definitely be helpful and thought provoking for future TAs.
- Preparing for a future laboratory It helps me to be more prepared for the lab. 2. Determination your personality type From this assignment, I know my personality, and how should i use it in teaching. 3. Writing a teaching case study. This will be helpful for future TAs.
- I did not find the future lab assignment helpful or particularly interesting. It would have been more helpful to talk to other TAs rather than look in the education literature. I found the personality type and case study to be a lot of fun.

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 (29 of 47)

- discussions in class
- What student personality and knowledge level 2. Rephrasing of questions to test for understanding = Blooms taxonomy 3. Group work is helpful when done correctly and efficiently.
- As I stated above, the focus on altering a lab was very helpful. Discussion and networking with other TA's was quite useful. Finally, the resources that this class provided through the syllabus were useful.
- Interacting with both biology and chemistry TAs was beneficial because we had many of the same students as well as a lot of topic crossover. We could discuss different approaches for various tasks. 2. Bloom's taxonomy was very helpful in determining whether or not the questions I was asking of the students were effectively helping them to think through concepts. 3. Having time to reflect on the previous week was helpful because it encouraged growth as a TA.
- The very first day, we were asked to describe buoyancy of an ice cube. Nobody could do it. That was a good exercise, and a good awakening. We were asked to ID the dependent and independent axis. That was quite a wakeup call, as I got it wrong. These were good exercises. Occasionally being asked to demonstrate some knowledge of our current labs, those were good. Especially the TA couldn't do it. Really, exercises that demonstrated some kind of shortcoming were in the long run beneficial.
- Teach me how to deal with some problems in lab. Make me more confident. Make me know more people.

- Sharing the tales of the lab each week. It's nice to have some comic relief as well as see where other TA's made mistakes so I can avoid them in my lab. 2. Meeting new people. I liked being in a different group that allowed me to get to know other chem TA's as well as the bio TA's and to see how our experiences compare. 3. Hal White. He makes the class worth going to. He has much experience to pass on to us and has probably seen everything there is to see from students. His advice is really helpful.
- The three most useful aspects of the course were hearing the experiences of other TAs (which prepared me for similar experiences), the analysis of different learning types (after which I tried to make more thought provoking questions), and the initial study of TA case studies (which helped me to fit into my role as a TA and think about in-lab problem solving).
- The sharing of experiences helped diffuse the stress of teaching, and showed me that other TAs were having similar difficulties with their students.
- other TAs experience and stories helping me get up early on Tuesday good if we were discussing something funny
- how to solve the students problems. There are different kinds of problems. According to the types of problems, we should have different teaching methods. 2. participation. The class really teaches me a lot to participate in the class and you have fun. 3. Share with others. Different TAs would have different teaching cases. Sharing with other TAs would be good
- Hearing other TAs talk about problems they were having, understanding different teaching styles, and learning about different student personalities all helped me be a better TA
- Understand students. Problems from other TAs Principle of teaching
- Share experience with other TAs. It will help me in the future if I have the same situation 2. Pedagogy. The pedagogy in USA is different from China. So I get more confident after this course. 3. Chemistry-Biology communication, it helps us to communicate with biology TAs
- Learning style, grading fair and asking good question are most helpful. Because I tried use the what i learned in the course in my teaching, and it helps.
- Improve my speaking English. There are many discussion parts in this class which allow me to talk with others. 2. Get general idea about how to be a good TA. From both the lectures and discussions, I know how to well-prepare a lab, how to ask a good question and so on. 3. Be confidence.
- talking to others 2. understanding students 3. trouble shooting- class is on Tue, and I teach Thur, so I was nice coming in knowing what troubles to expect.
- Learning about other TAs' experience.
- I think listening to everyone's experiences. However, every experience is so different, I don't think how one person handled it could easily be reflected in another situation.
- Identifying problems with labs helped troubleshoot Reviewing scenarios that we might face eased nerves Resources helped become a better TA`
- I think the most helpful was the discussion on misconceptions. I attempted to make concepts more clearly stated after that class. I also quizzed my sections using information from previous labs to determine their ability to retain the information or if misconceptions remained.
- I think the most important aspect of the course was to teach me how to be prepare teach. The professor seem to be very helpful and informative. It helps to know what to do when a situation occurs and be ready to handle it.
- The three main aspects of the course that were most helpful to me were: 1. Asking good questions. This helped me probe students' understanding and help them arrive at answers themselves. 2. Being a learning facilitator 3. Being fair in grading. This helped me ensure objectivity.
- Discussing some of the things that could go wrong in the lab. This gave a chance to think about a game plan when things went wrong to salvage the lab. Ta tales, because they actually happened and was a way to prepare. Although, i think they were brought in to little to late.
- Lab instructor for the course was usually close at hand if something went wrong. This allowed for problems to be fixed quickly. 2. The lab manual provided a lot of the background material that the

students need for the lab. It helped me outline the lecture part of the lab. 3. Activity sheets provided for each lab allowed a way of keeping the students on task.

- Hearing stories from other TAs made me feel like I was not alone with all the unexpected issues that can happen while TAing. 2. This course was an opportunity for Chem and Bio grad students to get to know each other and interact. I can't think of any other occasion when we all would have had the opportunity to get to know one another. 3. The personality section of the course helped me gain insight into interactions between TAs and students.
- The main part of the class that helped me was hearing what the other TAs were dealing with. I had some of the same issues in later labs, but I knew what to do because of the way that had or had not handled their situations. I also really enjoyed the personality test assignment. It made me realize that not all students are like me or their peers and need different types of attention and teaching styles.
- Discussing the lab in front! Discussing the problem of other TA ran into prevent it happening to me. I learned some knowledge in teaching.
- Talking about TA experiences because it gave me an idea of what might go wrong in my own labs. Course topics were a fun break from grad school work. TA tale allowed me to reflect on some of the problems I had this semester in teaching.

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 (25 of 47)

- N/a
- The biggest problem was the ability with which to bring the things learned in class to the TA position. For instance, Chem 103 has set problems and assignments where TA altering is not a easily accomplished given the number of students and TAs present without it being unfair to other students. (Blooms Taxonomy) Sharing of TA lab problems were not as helpful. Giving out situations and how TAs should handle those problems would be more beneficial. Far too broad in scope.
- Specifically, the lecture on personality types was unnecessary. It could have been proposed in a few sentences stating that people learn differently and we should identify these individuals. Again, the general teacher instruction information was not very helpful as I have already learned much of this information before coming here to TA.
- Some of the discussions were more geared toward freshman courses. I mostly taught juniors and they are at a very different point in their careers. 2. We would probably have benefitted more from discussions with the entire class rather than just discussing with small groups because the small group discussions often went off track quickly. 3. The videos did show us some useful things (what not to do, etc) but some of the others did not necessarily pertain to the topic of discussion.
- This course really helped me little in any practical way. It didn't give me any advice on how to deal with real issues and problems. And it took my time when I needed it most!
- NONE
- The shuffling of groups was not very helpful, since I was in a mix of TAs each time and did not seem to notice a difference in working with different people. Also, during the discussion sections of each class, it was usually that same few people who spoke about their experiences, which limited the input which could have come from such a discussion. Finally, although interesting, the time spent on groups coming to a consensus on a trivia problem or designing the experiment involving air did not provide a lot of benefit to TAing a lab.
- The Bloom's taxonomy was interesting and conceptually helpful, but wasn't practically helpful. Maybe a class activity could focus on practicing good questioning techniques. The Perry scheme was also interesting in regards to students' learning attitudes, but wasn't practically helpful for me.
- long, long, long time discussing something really boring
- Talking about our weekly issues at the beginning of class. I felt this turned into a complaining session instead of a beneficial opportunity to reflect on each other's struggles. 2. The Concept

Group Exercises. While these clearly demonstrated the misconceptions that students have, I found it frustrating to be stumped week after week due to the early morning hours.

- I don't think so. I think they are all important. I like this class. Thanks
- The homework assignments did not help me in being a TA they just gave me more things to worry about getting done when I had grading and lab work of my own to do.
- Less materials for international TAs 2. Less materials for different kinds of courses, because the teaching techniques may differ. 3. Some of the discussion topic is a little boring.
- i have no idea about this questions
- I think the class is really helpful for me for every parts.
- Class participation, TA's tales, a class discussion and cases study
- Personality classifications. We won't be able to change kids given the time we have with them some of the videos were interesting but of little help maybe less time spent on 'issues in lab'. while some are helpful, others became more of a 'show and tell' story time
- The personality profiles were the least helpful.
- I think the least helpful aspect of the course was all the TAs going about and simply re-tell a story after story of their lab. It doesn't seem to help because only a few TAs seem to have something to say, and those weren't constructive story.
- Dealing with misconceptions. This would have actually been helpful if it was brought up early in the course. Then I would have been more aware of this and addressed the misconceptions students had in the lab. In our case, the topic came up too late in the semester to be much help. 2. Ethics and academic dishonesty. I think this is a good topic and worth discussing, but we had already talked about it a lot during the TA orientation. 3. Resolving conflict. Something good to know, but seemed pretty common sense and I never needed to use it.
- The second mentor lecture. I thought the first was helpful with thinking about ours and applying what they did, I didn't feel the second was necessary. The class when we discussed how our views changed after a month, I thought most of the responses were disgraceful. Freshman are going to cheat at least once, not because its cheating but because it's their first laboratory setting and it's our job to guide them in what's right and wrong. We as TA's have no right to be 'disappointed' or Angry at our students, it's our job to teach them appropriate lab behavior not give up and not trust them.
- The use of Google Docs in certain labs lead to more confusion then it was worth. 2. The CO2 setup for the Drosophila experiments was very useful, but did have several problem where the flies started to get everywhere. 3. Certain labs covered material that was not going the be covered in the lecture part of the course. This meant that all the information about the topic had to come from me.
- I think as a grad student in general many of us thought that this class was a "waste of time" since it kept us from doing our other work. However I no longer agree with that statement, and I think most aspects of this class were helpful, but I think it could have been taught in a shorter time period.
- 1 Education literature. I cannot apply what I get from literature. 2 Grading tips 3 Art of questioning. Most of time, I were answering questions instead of questioning.
- Early morning class led me to be tired teaching my Tuesday night class. First assignment took up time preparing for my lab and was not useful. I would have liked to discuss problems with faculty/lab staff more.