

CHEM-601, Introduction to Laboratory Instruction, Fall 2011
Final Instructor Evaluation - Numerical Responses
HAROLD B. WHITE – Instructor

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)

Detailed Responses

Total = Responded / Enrolled

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total:	26 / 26
Total	0	0	1	5	20	Mean:	4.73 Std. Dev: 0.53
Percent	0%	0%	3.8%	19.2%	76.9%	Median:	5 Mode: 5

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total:	26 / 26
Total	0	2	5	5	14	Mean:	4.19 Std. Dev: 1.02
Percent	0%	7.7%	19.2%	19.2%	53.8%	Median:	5 Mode: 5

QID 3427 - The instructor encouraged class participation.

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total:	26 / 26
Total	0	0	0	4	22	Mean:	4.85 Std. Dev: 0.37
Percent	0%	0%	0%	15.4%	84.6%	Median:	5 Mode: 5

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total:	25 / 26
Total	0	2	2	10	11	Mean:	4.2 Std. Dev: 0.91
Percent	0%	8%	8%	40%	44%	Median:	4 Mode: 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	Total:	26 / 26
Total	0	0	1	15	10	Mean:	4.35 Std. Dev: 0.56
Percent	0%	0%	3.8%	57.7%	38.5%	Median:	4 Mode: 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	Total:	16 / 26	
Total	0	0	2	5	9	Mean:	4.44	Std. Dev: 0.73
Percent	0%	0%	12.5%	31.2%	56.2%	Median:	5	Mode: 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	Total:	26 / 26	
Total	0	0	4	11	11	Mean:	4.27	Std. Dev: 0.72
Percent	0%	0%	15.4%	42.3%	42.3%	Median:	4	Mode: 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	Total:	26 / 26	
Total	0	0	1	8	17	Mean:	4.62	Std. Dev: 0.57
Percent	0%	0%	3.8%	30.8%	65.4%	Median:	5	Mode: 5

**CHEM-601 Introduction to Laboratory Instruction, Fall 2011
Final Instructor Evaluation - Narrative Responses**

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QID 3435 - Comment on the instructor.

Responses (12 of 26)

- Dr. White and Hong are very nice and always prepared for the lecture. They gave the class in very funny and detailed way.
- very clear
- Very knowledgeable about teaching. Great teacher.
- dedicate，responsible
- Nice and helpful.

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- helpful, kind
- Great teacher, really helps in getting to know about students and how to teach effectively. Thank you so much!
- The quality of the coffee has been dropped from the beginning of this semester.
- They are the best.
- in regards to whether i would recommend Dr. White, I can't say because I don't know about his chemistry teaching ability.
- Dr. White was very supportive and helpful with the presentation of materials for those of us with minimal experience with educational perspectives. He was able to control the tone of the room, and easily flow from one discussion/activity to the next. He provided adequate time for discussion, however perhaps too much time was given in some instances (such as the beginning hearing of grievances).
- Dr. White is obviously an accomplished teacher and is knowledgeable on this subject matter.

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

Responses (15 of 26)

- They knew how to excite students/TAs, and always want them to participate in the lecture.
- especially his way of teaching is excellent and he interacts more with students and their concerns. Prof. White and Hong gave excellent guidance as an instructors to my laboratory introduction course. he is one of the most enthusiastic teacher, who can actively communicates with the students in different levels.
- Everything, articulating points, group learning...ect.
- problem-based learning and other cooperative learning strategies
- Explain clearly; Inform us of the next class content previously.
- The material of the class was relayed to the students in a manner that was clear. Also, Dr. White used stories to help get some points across. He is also fairly patient in getting answers out of students, and doesn't give answers away easily, which makes one think more.
- very nice, ask everyone to participate
- TA tales are really interesting. The test about personality is very great! Also, the way to handle 'ghosts' in classroom is really impressive. Thank you!
- He not only taught us how to do TA well, but also let us learn how to be.
- He knows a lot and can explain in a clear and understandable way. He always inspires me to think about some questions which I never thought about before.
- Using simple examples to polarize students on a topic and encourage discussion
- Very knowledgeable on teaching, very good at making the class interactive
- communicates ideas well
- Very clear presentation of material, and was easily able to connect the chemical and biological aspects of the different TA classes effectively. He always let students opinions be heard, and tried to get as many viewpoints as possible during discussions. Also, I enjoyed the fact that instead of directly telling us how to be a good teacher, he left it up to us to determine our different styles with helpful pointers along the way.
- Good at encouraging participation, being interesting.

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

Responses (15 of 26)

- Maybe he could provide more ways to discuss besides group discussion, then we can participate better.
- More practical applications to teachings
- Focus more on practical material. We do not design our own lesson plans, so a lot of material, although interesting, are not so applicable.
- the time for the class is too early, making people sleepy. Professor White is very mild, but lack of aggressive power.
- We can have other form of discussion. For e.g, we can set up and a situation and let several TAs act it out. Some can act as the TA and others are acting as students. That can help us know what to do in real situations.
- Perhaps the material could be made applicable to more TAs - it felt like most of the information was targeted for TA's of freshman labs. Some of the information was able to be applied in my labs, but I didn't have a freshman lab, so not all of it was relevant to my situations.
- more interesting cases
- The only thing that might be improved is that maybe the number of students in the class is too large. And I don't know mixing Biology students and Chemistry students all the time is a good idea. For some classes in general things that sounds good, but all this classes, I would really suggest half of the classes be taken separately. However, overall, this is really an interesting class, and very helpful. Thank you!
- concentrate the class time.
- This class is truly helpful. However, I think it costs too much time.
- Use more TA tales and less teaching theory
- make the class more applicable to those students not teaching a freshman class
- none
- Again, the beginning of class grievances seemed somewhat pointless and was more of a time for complaints ad nauseum.
- This course even though it is taught by good instructors is a waste of time. Moving the time to later would make people happier.

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Detailed Responses

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QID 4329 - The course was well organized.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree				
Scale text	1	2	3	4	5	Total:	25 / 26		
Scale value	1	2	3	4	5	Mean:	4.24 Std. Dev: 0.72		
Total	0	1	1	14	9	Median:	4 Mode: 4		
Percent	0%	4%	4%	56%	36%				

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

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree				
Scale text	1	2	3	4	5	Total:	26 / 26		
Scale value	1	2	3	4	5	Mean:	4.54 Std. Dev: 0.81		
Total	0	1	2	5	18	Median:	5 Mode: 5		
Percent	0%	3.8%	7.7%	19.2%	69.2%				

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

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree				
Scale text	1	2	3	4	5	Total:	26 / 26		
Scale value	1	2	3	4	5	Mean:	2.31 Std. Dev: 1.46		
Total	11	6	2	4	3	Median:	2 Mode: 1		
Percent	42.3%	23.1%	7.7%	15.4%	11.5%				

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

	less than 2 hours/week	2 to 4 hours/week	4 to 6 hours/week	6 to 8 hours/week	more than 8 hours/week	
Scale text	A	B	C	D	E	Total
Scale value	A	B	C	D	E	
Total	11	13	1	1	0	
Percent	42.3%	50%	3.8%	3.8%	0%	26 / 26

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	A	B	C	D	E	
Total	9	1	6	7	2	
Percent	36%	4%	24%	28%	8%	25 / 26

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

Scale text	Never	Rarely	Sometimes	Frequently	Always	Total:	Mean:	Std. Dev:
Scale value	1	2	3	4	5	24 / 26	3.71	0.69
Total	0	1	7	14	2			
Percent	0%	4.2%	29.2%	58.3%	8.3%		Median:4	Mode: 4

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

Scale text	Never	Rarely	Sometimes	Frequently	Always	Total:	Mean:	Std. Dev:
Scale value	1	2	3	4	5	25 / 26	3.32	1.07
Total	0	7	7	7	4			
Percent	0%	28%	28%	28%	16%		Median: 3	Mode: 2, 3, 4

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

Scale text	Never	Rarely	Sometimes	Frequently	Always	Total:	Mean:	Std. Dev:
Scale value	1	2	3	4	5	24 / 26	2.63	1.28
Total	7	2	10	3	2			
Percent	29.2%	8.3%	41.7%	12.5%	8.3%		Median: 3	Mode: 3

QID 4655 - I found the class handouts useful.

Scale text	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Total:	Mean:	Std. Dev:
Scale value	1	2	3	4	5	25 / 26	3.04	1.06
Total	2	5	10	6	2			
Percent	8%	20%	40%	24%	8%		Median: 3	Mode: 3

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

Scale text	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Total:	Mean:	Std. Dev:
Scale value	1	2	3	4	5	24 / 26	3.21	0.88
Total	1	2	14	5	2			
Percent	4.2%	8.3%	58.3%	20.8%	8.3%		Median: 3	Mode: 3

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total:	25 / 26
Total	0	0	1	15	9	Mean:	4.32 Std. Dev: 0.56
Percent	0%	0%	4%	60%	36%	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:	25 / 26
Total	9	3	7	6	0	Mean:	2.4 Std. Dev: 1.22
Percent	36%	12%	28%	24%	0%	Median: 3	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:	25 / 26
Total	3	5	6	7	4	Mean:	3.16 Std. Dev: 1.28
Percent	12%	20%	24%	28%	16%	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:	25 / 26
Total	2	2	6	6	9	Mean:	3.72 Std. Dev: 1.28
Percent	8%	8%	24%	24%	36%	Median: 4	Mode: 5

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

Scale text	No	Yes	Total
Scale value	1	5	
Total	4	21	
Percent	16%	84%	25 / 26

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:	25 / 26
Total	0	5	7	8	5	Mean:	3.52 Std. Dev: 1.05
Percent	0%	20%	28%	32%	20%	Median: 4	Mode: 4

QID 4663 - I enjoyed being a TA this semester.

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total:	25 / 26
Total	0	1	4	11	9	Mean:	4.12 Std. Dev: 0.83
Percent	0%	4%	16%	44%	36%	Median:	4 Mode: 4

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total:	25 / 26
Total	0	3	2	14	6	Mean:	3.92 Std. Dev: 0.91
Percent	0%	12%	8%	56%	24%	Median:	4 Mode: 4

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

Scale text	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always		
Scale value	1	2	3	4	5	Total:	25 / 26
Total	5	3	12	4	1	Mean:	2.72 Std. Dev: 1.10
Percent	20%	12%	48%	16%	4%	Median:	3 Mode: 3

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total:	25 / 26
Total	1	10	6	4	4	Mean:	3 Std. Dev: 1.19
Percent	4%	40%	24%	16%	16%	Median:	3 Mode: 2

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

Scale text	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree		
Scale value	1	2	3	4	5	Total:	25 / 26
Total	2	10	9	1	3	Mean:	2.72 Std. Dev: 1.10
Percent	8%	40%	36%	4%	12%	Median:	3 Mode: 2

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

Scale text	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always		
Scale value	1	2	3	4	5	Total:	25 / 26
Total	19	4	2	0	0	Mean:	1.32 Std. Dev: 0.63
Percent	76%	16%	8%	0%	0%	Median:	1 Mode: 1

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

Scale text	No	Yes	
Scale value	1	5	Total
Total	9	16	
Percent	36%	64%	25 / 26

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

	Hardly				Almost			
Scale text	Ever	Occasionally	Sometimes	Frequently	Always	Total:	25 / 26	
Scale value	1	2	3	4	5	Mean:	3.32	Std. Dev: 0.94
Total	1	4	7	12	1	Median:	4	Mode: 4
Percent	4%	16%	28%	48%	4%			

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QID 3436 Comment on the course.

Responses (12 of 26)

- This course is for the TAs, so it is good for graduate students who are the first time to teach others.
- this course is very useful as a Teaching assistant.
- the course is really helpful, especially for those who is doing TA for the first time.
- Useful.
- Overall, this course helped me to understand my students better - how to respond to them, help them learn by not giving answers.
- helpful
- Very helpful class. very helpful teacher. Thank you so much!
- useful but flat
- helpful 2. too early 3. too much time spent
- My only comment would be the class should probably be Monday morning so that its more applicable to those people who teach on mondayM
- TA tales were helpful and very useful and spurred interesting discussions. While I agree learning about pedagogy is important to teachers, I think TA's should focus more on learning how to communicate and interact with students. The situation is different than professor or teacher-student relationships because we are only a few years older than these students but still have to

be the superior, which can be tricky. The pedagogy is good and all, but should be saved for teachers and professors. TA's should learn about situations that may arise; safety concerns, one-on-one communication, making lab interesting, etc.

- Because the theoretical aspects of higher education learning was detailed, I feel as though the application will become easier for myself. Without this instruction (rather than how to just solve TA problems and the role of a TA) I took a lot more information from the course than otherwise I thought possible.

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 (12 of 26)

- It contains a lot of information and helpful. And it has a lot links to other websites. It may help me more if it gives me some outline for some websites, so I don't have to read all the websites to figure something out.
- yes, the syllabus adequately describe the course.
- yes
- I think the syllabus is well organized and very helpful.
- Yes, it includes almost everything.
- I found the syllabus useful cause it provided sufficient information and resources regarding the teaching and learning skills.
- The syllabus describe the course well.
- emphasize the students if they miss two more class, they will have to write an essay but no failure due to the absence
- Well, in the last class, we are supposed to bring one copy of our TA tale to class. But the website said 5 copies.
- The syllabus was very useful for the class and very clear
- syllabus was accurate. I think it put too much stress on learning about teaching, which I don't think we did too much of. I personally think syllabi don't have too much bearing on the course, so I'm not sure why I'm writing about a piece of paper we get handed on the first day of class and then hardly look at again.
- The syllabus outlined the course material to a great extent. The syllabus shows what is expected of the students, as well as the instructor, of the course. However, the syllabus is rather bulky with the amounts of links provided (even though the links are a good resource).

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 (15 of 26)

- It got me up early in the morning on Tuesday. LOL 2. I can share my experience and problems I have, and they gave me suggestions for those. 3. Dr. White and Hong gave a lot advice.
- especially I understood that how to handle the problems we are facing as a TA.
- Discussing situations.
- recognizing problems and resolving conflict; time management in and out of the laboratory; being a learning facilitator rather than an information dispenser. From this course, I learned much more that what I learned from ELI in the summer session, I can now clearly organize the lab very well and make everyone understand me.

- How to deal with different possible situations. How to balance my time.
- I thought that the discussion on the hierarchy of different levels of understanding was useful and something that I considered while writing quizzes.
- The discussion about TA experiences helped me realize the situations and provided me with some solutions. The case studies were good examples of being an efficient and effective TA. The discussion about our own experiences made me reflect my teaching and learning.
- How to make the lab a little bit fun. How to interest students. How to deal with students who are not participating.
- 1, discuss what happened in certain Lab would help me better prepared. 2, the two homework are really interesting. 3, introduction about students helped me know my students better.
- 1.Group discussion, make friends; 2. case leaning, pick up lessons; 3. coffee, stay awake in the very morning;
- As a new international TA, I find it very helpful to talk with American TAs, so that 1) I can get to know the American culture 2)I learn many English expressions which turned out to be useful in the lab 3) how to deal with some difficult situations in the lab
- TA tales helped with a lot of general questions. The misconceptions quiz/lecture.
- -Being able to discuss common lab problems with my fellow TAs was very useful
- TA tales robert vs. susan
 - Recognizing the different styles of learning (i.e. dualist) and how to approach these different styles to motivate my students. 2) The role of mentors, and how a mentor can have a major impact on a students life. This gave me a chance to evaluate the roles of the mentors in my life and how I would like to be seen/remembered by my students int he future. 3) Learning how the misconceptions of different fields is not just a 'novice' idea, and how to help students get around these misconceptions with proper knowledge.

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 (11 of 26)

- It can be assigned to anther time. 2. Question sheets are sometimes not necessary, I sometimes don't have enough time to give them a lot think because I have to finish them in short time
- d
- biological and chemical hazards and laboratory safety； intellectual development in the college years.
- No.
- I don't remember...
- Length, a lillte bit long for 80 mins. 2. none 3. none
- I have learn some of the topics in the ITA program in the summer, so it may seem a little bit redundant to me to have the same thing discussed again and again. 2. In the middle of this semester, most students get really tired, so the discussions become less helpful. We just chat with each other. 3. I do not think we need to meet so much times for the class. For example, we even had to attend class when our lab is over.
- personality types evaluation, since I already know that I think differently than the people around me. Time management, since we have to be good at that in order to do well enough as undergrads to get into grad school. Being fair in grading, since we typically get very little say in how things are graded.
- Dislike the specific nature of the class, needs to be more generic
- long winded powerpoints about teaching theories
 - The unstructured hearing of the grievances at the beginning of each class (I much preferred the concise TA tales that contained actual learning objectives). 2) The focus on specifically lab TA's. As a lecture TA I used moslty none of the laboratory specific aspects of the course (although they are remembered in the case I do become a lab TA). More

focus on how to effectively prepare/run a lecture/discussion would have been greatly helpful in my case. 3) No coffee one morning.

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 (13 of 26)

- It helps me to analysis myself better. 2. It is fun and may help other TAs in the future.
- From the first one, I know what my personality is, that helps me to avoid some conflicts with the people who has the opposite personality. For the second one, I just picked a real scenario from my lab.
- Good.
- I enjoyed the personality class. Firstly, I got to learn a little about my own personality, and I felt that it was fairly accurate. What was probably more helpful was the data shown in class on the typical student's personality types, and how our personalities may clash or not. Writing a TA tale was more of a "fun assignment" for me. I hope that it helps future TA's like the other TA tales helped me.
- The determining our personality types made me know myself better. The case study was valuable experience.
- These assignments are full of fun. By reading the others' TA tale I know more about different dilemma in teaching, maybe it will help me deal with them in the future.
- Determining personality one is really helpful, it really answered some question I want to know about myself. I enjoy writing TA tales.
- help me to learn what type of person I am and what kind of career is more suitable for me. 2. a lot of good memories and lessons.
- quite interesting and helpful.
- Writing a teaching case is a good idea, because most of us have agreed that using them was the most helpful part of the course. But some of us had very little to write about. My classes ran very smoothly, and my instructor was very pleasant to work with, so it was very difficult to come up with a story that would be helpful to a TA having trouble.
- Both the out of class assignments were useful
- learned a little about my personality and how it effects my teaching, which is good because i see what i can and can't change. 2. very interesting to think about different situations and possibilities.
- I was intrigued by the personality type, as it made sense for myself, and how the class breakdown by personality was divided. I found it a very helpful/fun assignment. 2) Writing the TA tale gave me a chance to reflect on the semester and determine instances where situations could have been handled differently.

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 (9 of 26)

- N/A
- the course put much attention on the theory of teaching, I do think we should relate every aspect of the course with the real experience.
- Other kinds of class discussion.
- A lot of our discussions were on topics that are only relevant if you are teaching a freshman level course. Many of us had students with absolutely no interest in biology and preferred physics instead.

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- nothing
- problem-based learning ; asking good questions; resolving conflict; time management .
- again, too early
- Make the class Monday morning
- Mainly the two aspects were the hearing of the grievances and their unstructured approach (as opposed to the TA tales that were greatly helpful) and the lab-biased information. If information was provided on running a discussion I feel as though even the lab TA's would take use of this information. The lab TA's still are required to hold miniature lectures/demonstrations at the beginning of each labs, and giving some helpful information could significantly improve their teaching/information conveying.