

**Question ID: 3435 (BISC-603)**

**Comment on the instructor.**

Responses (17 of 27)

- He is so patient!
- Facilitated great discussions and topics. Very excited about the material which always helps the students to be excited as well.
- He was good at making people participate.
- Intimidating but very informative
- Dr. White III is very enthusiastic about teaching. One can tell by his demeanor that he really cares about the success of his students. I consider him to be a great educator.
- He was very organized which I appreciated.
- Dr. White did a great job with this class. It was interesting and helped me to really think through what I was doing as an instructor. He is very organized and engaged in the course material.
- The class was well organized and the discussions made it good. I liked the enthusiasm with which he taught the class.
- Dr. White was definitely one of the most knowledgeable and organized professors I have ever had throughout my academic career. I would definitely take another course of his if given the opportunity to do so. He genuinely cares and wants his students to learn as much as possible in his course.
- Great
- Very well prepared and organized.
- He was knowledgeable about what he taught. His teaching was very helpful to new TAs
- His ideas were interesting and he tried to engage his students very well.
- Dr. White was very helpful and a great professor overall, his way of teaching was clear and very dynamic to help students understand topics better
- Dr. White is very passionate about this class and it comes across in his talking to the students.
- Very organized!
- Very knowledgeable yet didn't seem to judge when students seem to lack certain concepts and also exhibited enthusiasm for teaching.

**Essay Responses for CHEM601/BISC603 for 2014 Fall  
Instructor White III, Harold Bancroft**

**Question ID: 3435 (CHEM-601)**

**Comment on the instructor.**

Responses (15 of 32)

- I appreciated the enthusiasm of Dr. White and the experience he brings to the table. He has set the course up in such way that engages students and encourages them to look at a situation from a point of view they had not previously considered.
- He was very excited about the class which helped other people get more excited.
- Dr. White was very clear in his message. His experience in and passion for this material were obvious.
- Prof. White did a very good job in teaching us being a good TA in Chemistry and Biochemistry department. I learned a lot in his class.

- 1.This course is designed for new TA. It is quite helpful for new TA quickly to know the rules and get familiar with the lab teaching skill and communicate with prof. and the other TA on the lab issues. The course was organized well and covered material that is important to the development of effective educators.
- 2.The way you showed us in the beginning of the class is to make questions and try to get everyone involved, which is good but I think it's a little monotonous. As a TA and a student, I found that maybe students would keep their interest if you can bring not only new knowledge but also fresh teaching methods to them. Hope my comment wouldn't be a dumb one.
- very good organized
- Nice guy that offers free coffee for the 8am lectures. Lectures are informative, but sometimes too much time is spent on trying to get "the answer" from students. As a non-believer in group discussions, I have to say I hate how much such activities were held throughout the semester, which rendered my 8am experience much worse.
- Dr. White is a wonderful lecturer. He always makes the class fun and engaging, although it was 8 AM in the morning.
- Always well prepared and keeps the pace of the class very well.
- He was a great professor and I enjoyed having a class with him.
- Passionate and engaging
- Problem based discussion let me think about more after class about TA and let me searching materials to learn.
- Dr. White was a wonderful choice for this class. He was incredibly organized, made the lectures pretty fun, and made sure the course was going to be as beneficial as possible. He was always readily available and willing to help with any problems outside of class.
- Well experienced professor, good at leading us to discuss
- I love him. Prof. White is a really nice teacher. He helped me a lot!

### **Question ID: 3608 (BISC-603)**

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

Responses (17 of 27)

- Got everyone involved and was able to split up the class so we could meet new people every few weeks
- The organization of the class was really good. The way people were organized and the material for the class was organized.
- Engage the class
- gets people to participate
- Dr. White III is very organized. He is always on time. He manages to engage his audience well.
- He allowed for us to have discussions about the topics on our own before asking the class as a whole.
- He did a great job at getting the class engaged and involved. He provided coffee which was very nice early in the morning!
- Gets everyone one involved.
- Dr. White is very good at getting students to participate in class. He knows how to ask questions in a manner that does not feel like he is putting you on the spot. Furthermore, he is very good at making his expectations clear and reminding students when assignments are due.
- Getting people to talk
- Presents material interestingly
- -encourage class participation -go over general problem that new TAs may have
- Encourages student participation often. Tries to find ways to interest the students in the subject matter
- The use of different activities to help the students have a better understanding of the topic. Talking about different experiences that each student had in the different labs we are part of and coming with a solution

that is helpful

- He is very well organized and is willing to listen to other's viewpoints on topics.
- Keeps everyone into the discussion and the class was very interactive.
- Very knowledgeable on the concepts of chemistry and biology, patient, understanding.

**Question ID: 3608 (CHEM-601)**

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

Responses (23 of 32)

- I enjoyed starting every class with the discussion of how things were going for the other TA's. It is always interesting to hear the situations everyone else is facing, and it is a fun and engaging activity.
- He was very well organized and knew what he wanted to teach which helped the class understand the point of the material.
- Organize the class well. He also encourages students participating course discussion.
- Involving the class and providing real life examples and anecdotes.
- Prof. White did a very good job in encouraging students to his class. And his is very patient. He always send us e-mail to remind us the due day of homework.
- Introduction of real life problems; good control of the class
- Professor White was enthusiastic about the subject matter and really encouraged us to think about the material that was presented to make the whole class entertaining.
- Group discussion
- (1)free coffees (almost never missed) (2)impose questions on students (3)response to student emails in a timely fashion (4)use of body language
- Dr. White would never directly give us the answer; rather, he would encourage us to seek the answers for ourselves. This is a very hard thing to do, and I am still trying to do that with my students.
- In my opinion, Prof White encourage students to participate the class particularly well.
- Encourages discussion between students in small groups and the entire class, making student comfortable speaking in any situation.
- He is patient and creates an open atmosphere for discussion.
- Getting students to know each other and to work with each other.
- Facilitating group discussion and getting students to engage in class
- He is good at making us learn every time in class
- He really makes you think critically and carefully. He emphasized the importance of not skipping corners when explaining a concept.
- group discuss and group report
- Initiate learning by asking lots of questions.
- Engaging students in conversation
- Prof. White was trying very hard to let us really participate into the course.
- Discussion of current labs except he is very narrow focusing on only a handful of current labs, which not all of us were a part of. Case studies were especially useful, but more general discussion would be beneficial as not all groups were successful in discussing topics.
- Give us examples which are some true situations happened before. Make us team work, so that I can chat with other department students. Encourage me to speak aloud and also a lot.

**Question ID: 3609 (BISC-603)**

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

Responses (15 of 27)

- because it is a pass or fail class it was hard to get student to respond to the assignment, I think if all assignments are placed as a condition to pass the class students would be more responsive
- I think he did a great job! Not much I would improve on! Each class had a solid structure and goal and he always appreciated us bringing up issues we were having in our own labs. Enjoyed relating the class to real life.
- We didn't touch any aspects of interacting with course professors. Probably that would be helpful
- Be more accessible by encouraging direct responses
- Dr. White should go more into the Psychology of his theories. TA Tales get boring and sometimes not really useful. The ideas are the same. Could spend less time on TA Tales.
- This class was huge so it would be pretty difficult, but learning all of our names would be good. Then he could call on people to participate when it seemed like no one was going to volunteer.
- Overall, I really liked his teaching style so I can't think of much to change. If anything, we could spend less time on the same topic.
- There are a lot of topics which are already discussed in orientation classes. They could have been omitted
- I would not change anything about the way Dr. White teaches. He is definitely one of the best teachers I have ever taken a class from throughout my academic career.
- Make things mandatory and not voluntary
- N/A
- Implement a little more class discussion instead of powerpoints and TA tales
- I believe he is doing a great job. I have nothing to add.
- Move the class from 8am.
- None!

**Question ID: 3609 (CHEM-601)**

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

Responses (16 of 32)

- I would have liked there to be more stuff in the class about how to handle a large group of students who don't actually want to be there and how to get them to respect you and act safely in a lab.
- No, it's awesome.
- The class is timed in a way that many students are already in sink or swim situations as a TA. I think the class would be more useful if the groups were assigned a topic to teach and each member taught a small portion. That way they can receive some constructive feedback during the course of the semester and hopefully improve their TA skills.
- use more videos in class
- I recommend that Prof. White can give more time for students to present their problem in their class and then focus on how to solve those problems.
- First, could we find a more convenient time for the class... Second, the way you showed us in the beginning of the class is to make questions and try to get everyone involved, which is good but I think it's a little

monotonous. As a TA and a student, I found that maybe students would keep their interest if you can bring not only new knowledge but also fresh teaching methods to them.

- ...congratulation on retirement and best wishes to life?
- N/A
- Give quizzes or some way to make sure students do the work before class.
- He could try to bring in existing TA and ask them about the experience. He could do a acting of a scenario to help new TAs become comfortable of their roles.
- I wish there was more time spent discussion the practicalities of being a tutor, such as how to grade efficiently and quickly, balancing school work and TA responsibilities.
- Allow more interaction between nearby groups.
- I felt really satisfied with both Dr. White and what I learned this semester.
- nothing more can be done for him to achieve better. Already the best
- Too early!!!! 8:00 am, I'm not lucid yet!!!
- Could we have our course not at early morning? I was late several times :(

### **Question ID: 3436**

#### **Comment on the course. (BISC-603)**

Responses (14 of 27)

- Besides the 8am start time, I thought it was a good experience for all first time TAs.
- It was helpful. As a TA who had taken classes before, I felt I had learnt all the lessons by trial and error. It would have been easy if I had taken the course in my first semester.
- The course was difficult to have with such a wide range of TA classes being taught.
- A lot of interesting information was presented about teaching that I had never considered before.
- The course was well set up and organized. It helped to know what students were doing in other labs.
- The course was pretty well planned. The simple teaching tips were helpful and knowing that many other TAs faced the same problem gave me confidence. Met many TA from chemistry which would also help me discuss research with them in the future.
- The course was very beneficial to me as a first time TA. It helped me feel more comfortable in my new role. It also was nice to hear about issues other TAs were experiencing.
- Gave examples of what could happen while TAing but never really gave us answers on how to actually deal with certain situations that may come up.
- each class was well structured and informative
- This is a good course for new TAs. It helps to prepare them for their first semester of TA
- Honestly not my favorite course I have taken
- great and helpful
- Very interactive and was fun to attend.
- Helped showcase areas on which I need improvement as a TA, highlight some of the cases that are commonly experienced by TAs and overall, it was a nice course for TA's to vent out or share their problems as first time TA's.

**Question ID: 3436 (CHEM-601)**

**Comment on the course.**

Responses (12 of 32)

- Since the class was not graded it emphasized understanding and not memorization for some test but that also meant that not many people did the assignments each week. If we were graded more people would have done the assignments and gotten even more out of the class.
- It's a very good opportunity of combining students from both chemistry and biology together to share the basic knowledge and thought of science. 8:00 am is a little early, although I tried hard to be on time, I still got late once. What a pity.
- Good course, help me a lot to become a TA.
- 1.This course is designed for new TA. It is quite helpful for new TA quickly to know the rules and get familiar with the lab teaching skill and communicate with prof. and the other TA on the lab issues. The course was organized well and covered material that is important to the development of effective educators. 2.The way you showed us in the beginning of the class is to make questions and try to get everyone involved, which is good but I think it's a little monotonous. As a TA and a student, I found that maybe students would keep their interest if you can bring not only new knowledge but also fresh teaching methods to them. Hope my comment wouldn't be a dumb one.
- I have to say I ABSOLUTELY HATE 8AM LECTURES!!!! Seriously, this is the only 8am class I have for the entire semester. And it doesn't help in that Tuesday is my longest day in the week. 1-credit really made it unworthy of waking up early every week...
- It's a great course for first time TAs -- prepares us for problems we might encounter later in our career.
- This semester was my first experience as a TA. At the beginning I was quite worried. Thanks to this course, I listened other people's experiences. I had an idea of what I am expected to do and how should I be.
- The course was held very soon in the morning.
- Discussion and group work make us understanding than memorization,
- Interesting course. By discussing together we knew what else happened to other TAs in other courses and learned the experiences of dealing with them. Help me a lot during my work.
- I didn't feel I actually got a lot out of this course. A lot of the material we talked about seemed like something I knew or something that would be instinctual behavior. It is entirely possible that I still benefited in ways I cannot see. Given past experience TAing and tutoring TAing felt normal from the start.
- Step by step, Prof. White just showed us how to be a good TA. And it is on the same timeline as we teaching. Just before I need to do my grading stuff, he told us how to deal with many difficult grading paper.

**Question ID: 3610 (BISC-603)**

**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 (13 of 27)

- I thought the syllabus did a very good job of explaining what to expect for the course. It outlined things very nicely.
- Is it Possible to Grade Fairly? This class had nothing about grading
- n/a
- I think the syllabus does a nice job of describing the course and what is expected of students taking the

course.

- I think that the syllabus accurately described the course. The requirements are clear and easy to meet, as long as you attend class each week.
- The course syllabus was very clear and I did not feel that anything was unclear or misleading.
- It was fine.
- The syllabus was well written
- I think you should include the final requirement of passing this course to the front page of course syllabus. Some students probably just read the front page. They probably won't realize that they have to write a TA tale at the end of the semester to pass the course
- I think the syllabus did a good job of describing the course and preparing me for it
- the syllabus was very straight forward and clear.
- The syllabus was very well described and very well defined.
- Syllabus for this course was pretty good.

### **Question ID: 3610 (CHEM-601)**

**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 (15 of 32)

- I felt that the syllabus described the course well except for at the end it mentions Dr. White evaluating our writing which did not happen. Most of the stuff we wrote, we didn't turn in. Except for the TA tale at the end but we didn't get feedback from Dr. White.
- Lab time management
- I think the syllabus is very clear and organized.
- grade fairly part is not that clear, although this question is hard to resolve. In the real lab, it's common to see same answers but hard to tell who cheated and hard to know what policy we could take.
- 1. The syllabus is quite clearly qualified by the course number and category. 2. But I think it would be better if you can develop a syllabus which contains the category for different characters during our TA work, like skills in class for TA, notifications for grading, etc. 3. Maybe you can develop a BBS for all old and new TAs to communicate and help each other.
- I think the syllabus is very useful.
- The syllabus was clear and concise. We followed and covered everything on schedule.
- I think that syllabus definitely describe the course. In my opinion, there is no unclear or misleading aspects that should be revised.
- Schedule was clear and explained all necessary requirements
- The syllabus did describe the course.
- Yes. I think it is pretty good. Such as schedules are offered on the website.
- I felt that the syllabus was helpful and well structured. There were a few times when I was curious about something regarding the course, and on all occasions I found the answer in the syllabus.
- Can add some more off course activities, informing us to collaborate more.
- The syllabus is good!

**Question ID: 11296 (BISC-603)**

**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 (17 of 27)

- -learning some policies that I never encountered. -Enjoyed the TA tales and learned a lot from them. - learned some techniques such a personalities differences that helps when dealing with different students in different circumstances
- I thought the ethics class, communication, and science misconceptions were all great topics that helped me the most. I dealt with non-science students in my lab so they had a lot of pre-formed ideas about some areas of biology that were not correct. So it was good to be able to identify these misconceptions and communicate to the students why these ideas were misleading .
- 1. Characteristics of a good mentor 2. Errors in teaching 3. Grading fairly
- Discussing TA experiences in class. Covering the development of student learning. Discussing the roles of mentors.
- 1. Shared experiences of TAs and the strategies. 2. Critical thinking (and not just dishing out answers to students). 3. Interdisciplinary nature of biology and chemistry
- I liked going over the TA tales because it got me thinking about what I would do in similar situations and gave me ideas for other ways to respond in those situations. I also enjoyed the class where we talked about misconceptions in science. It was amazing to see that even we as graduate students still hold on to so many misconceptions. This particular class really helped in me to "think like my students might think". Therefore I was more aware of questions they were going to have during the lab. What really helped was learning how to ask students questions instead of just giving them the answers. I think this helped them discover their own learning process; and it made my life easier because the students started doing things on their own instead of asking me about every little thing.
- 1. Talking with other students was helpful to sort out issues I was having in lab. 2. Drinking coffee in the morning! Just kidding. Hearing what other students were doing in lab was interesting. 3. TA tales were good, "real-life" scenarios which helped.
- Discussion Listening and discussing with other TA and Networking with people from other dept.
- 1) Listening to what other TAs were experiencing- This was helpful because it sometimes provided solutions to problems I was having in my own lab sections. 2) TA tales - This was helpful because it allowed me to think about potential problems I could have during my lab sections. I felt better prepared to handle any issues that may have come up while I was TAing. 3) I particularly liked the class on how to ask questions that get students to think about what they are doing. I think this was one of the most useful classes in helping me become a better TA by asking better questions.
- Learning what could happen in my labs, how other people handled things in their labs, and learning about the different types of students
- Hearing problems other TAs had and how they handled them by discussing TA tales. Making a TA contract with the lab professor helped keep my responsibilities in line. Group discussions.
- -confidence: I was worry about my confidence when I was about to have my first TA semester. But this course discussed the problems that new TAs might have and I felt that I wasn't the only one. -responsibility: the course helped me to realized that I was responsible for their success. Each week, I wanted them to learn something from the lab -
- Preparing me for possible issues I might face Helping me deal with issues I was facing Helping me gain confidence in myself as a TA
- Being able to talk to other students and hear their point of view in different situation. Knowing that i am not the only one going through this new experience Being able to have a person to say what are the best things to do for the students
- the TA tales meeting with chemistry students to see what their labs were teaching having others around me that were going through the same difficulties I was in timing everything
- 1. Try not give the students direct answer but help them to get there by themselves. 2. How to handle

conflicts in lab? 3. How to grade students evenly?

- 1. The first session of the class, where Dr. white talked about all the experiments that in every course. 2. TA tales, it highlighted some of the problems faced by TA's. 3. Dr. White always spoke about some of the conferences or workshops held in the campus, which can improve our teaching abilities.

### **Question ID: 11296 (CHEM-601)**

**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 32)

- I thought the TA tales were very helpful since they brought up real situations and we talked about how to solve them. I think they helped to eliminate some stress that was associated with an emergency happening since we discussed ways to deal. The misconceptions in science was also helpful because it pointed out that some students might not be understanding because they have a simple misconception from a previous class. It showed that you might want to ask the student more about their thought process so maybe you can pick out if there is a misconception. Grading fairly was also helpful to me since a majority of my TA assignment was to grade tests and problem sets and it was hard to look at all the papers and try to grade them equally.
- Questioning Skills and Misconception are most helpful to me.
- First, the course told me being a TA should have patience. Second, communication with students is a very important thing. Third, analyze TA tales can help me a lot.
- motivation: help us know that students with different motivation will take different learning attitude and do things differently and what we could do to help them both. different characters:help us not only get to know our students, but also ourselves. mentoring: help us feel thankful and motivated about teaching.
- 1.learning styles and learning theory make me know how I and the students learn better 2.personality types of students and teachers make me know what kind of person I am and what should I do 3.asking good questions and constructing good quizzes make me know how to ask good questions and let students learn
- 1. TA Tales. learned from other TA's. 2.Discussions.
- 1) weekly TA experiences summary 2) TA tales 3) how to communicate with students
- I am an international student. The educational system in my country is different than the educational system in USA. Therefore I think student profile is also different. This course mainly helped me to understand what is expected from me as a TA by student and university. From this perspective, learning style and learning theory, the importance of being a learning facilitator rather than an information dispenser and definitely asking good questions aspects were really helpful and valuable for me.
- Talking about everyone's lab, TA tales, the personality quiz. Gained extra perspectives on how to be a TA, and showed who I am as a TA compared to others.
- -Discussion of TA tales -Exchange experience of with other TAs. -Focus on topics like student bias.
- -discussion in groups. -sharing the noteworthy happenings in each week. -getting to know other TAs better.
- Group discussions on problems in the lab. Grading. How to get students to think instead of telling them the answer.
- 1. Discussion with other TAs with their cases is very helpful. 2. Some theoretical things are useful for me to prepare my class. 3. Understand myself well by first assignment help me know where I should focus more on.
- Talking about the labs each week and things that may have occurred was helpful in the sense that it better prepared me if those issues were to arise in my labs. Discussing plagiarism and how to handle it was helpful; it's a huge mistake made by students and if handled incorrectly can have severe consequences - this class helped me really understand that there are many important things to be considered.
- Being fair to all students Being patient to all students Ask instructors whenever there is unclear during labs
- found out other TAs are as dumb as I do
- How to do the grading! Before I learned from this course, I always spent more 2 times time to finish my grading. How to deal with the cheating students! I told them at my first class, I would be serious to the

cheating. And no cheating in my section~ Be confident!!!

**Question ID: 11297 (BISC-603)**

**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 (14 of 27)

- -some prolonged discussion about certain topic in biology or chemistry that did not lead to a certain conclusion. I mean a conclusion such as, We went in details to let you know how much things might be obscure to some one who is learning this for the first time...
- Learning theory and styles, personality types, and academic dishonesty. Although each were interesting and fun they did not provide any help to me while I was teaching. Personality types was fun but I wouldn't use it in a classroom setting by identifying certain types of students and adjusting my teaching to them. I had an issue with academic dishonesty and I was hoping it would be dealt with appropriately but instructors said it would be too much of a hassle to deal with.
- 1. Why Aren't They Interested? 2. Evaluation of TA Teaching Case Studies 3. Is it Possible to Grade Fairly?
- Talking about the specifics of individual labs. TA tales. Personality testing
- 1. TA Tales 2. Theories without much underlying substance
- Going through what everyone else was doing in their labs was not helpful to me as a TA. I appreciated the science discussion that usually followed, but it was always like pulling teeth to get people to volunteer. That made it a little bit of a waste of time. Talking about time management wasn't really helpful just because I'm pretty good at managing my time already. I thought we could have focused more on grading. That was difficult topic to cover in just one class.
- I can't think of three main aspects. I would say that sometimes we got sidetracked and focused on certain things for too long (such as what one lab was specifically doing with their students).
- The class is too long. IS very early in the morning.
- There were not any aspects of the course that I found to be of little use. Each aspect we covered in class aided me in some way during my first semester as a TA.
- Everything was helpful
- N/A
- TA Tales Talking about what labs everyone was doing that week
- sometimes we would miss a subject because we ended up talking about another topic for too long it was very early some students did not have much of an opinion
- 1. Certain discussion on some topics were too long. 2. How to lecture students was not practical in lab because the time in lab was short. 3. Some of the topics where a little off topic from TA.

**Question ID: 11297 (CHEM-601)**

**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 (14 of 32)

- -TA Tales -Class Discussion -all the other activities we did
- The personality type was least helpful since I already knew mine. We talked about motivation for the students but I wish we went into that more since we talked about giving candy or things like that but that cannot be applied in a lab or office hours. I also didn't find the class on mentoring that helpful since we mostly talked about the people who mentored us and I think it's hard to see how we are becoming mentors to others.

- 1, Discussing some situations can not happen in class. 2: Writing faked TA tales 3: Each group can come up with one question every week and discuss.
- i think they are all useful 1.intellectual development in the college years, it's a too large topic for a lab TA 2.recognizing problems and resolving conflict, we face few this kind of problems 3.leading managing pre-laboratory discussions, Actually, we don't have time for pre-lab discussions
- 8:00am class.
- N/A
- I think most of the aspects were connected to each other in some way. So, I really cannot differentiate them. Almost all of them were really valuable for me. However, I think time management was the least helpful to me. I believe that it really depends on experiment. Students tend to perform the experiments in longer times than expected. During the semester we had some experiments which took longer time than expected. In additionally, discussing misconceptions was also helpful to me but if I compare with other aspect, I can say that it had less help.
- Class sometimes struggled with structure, making it difficult to follow. Students not completing assignments therefore less input.
- -No practice -Mainly group discussion -Too early in the morning.
- Personality type discussions. There isn't enough time in the labs for it to be applicable in an appreciable way.
- 1. About the category of students. I mean the strategy to deal with different students and different lab section 2. About how to facilitate students to learn. 3. The difference of grading standard for lab reports and exam papers.
- Nothing useless, I learned a lot
- Pronunciation! How to prepared the slides I will use in my section. How to interact with some students who is not interested in chemistry.

### Question ID: 3611 (BISC-603)

**Open Mic. Reflect on the course and identify those aspects that you like or think could be improved. Please suggest ways for improvement.**

Responses (11 of 27)

- -A session for time management as a TA and graduate student would be helpful. -Students tales, might add a new flavor as you get to hear the story from a diffrent angle towards the TA. ( opposite of TA tales, more complete picture)
- Overall the class was very nice. It was a good way to meet other TAs and a nice introduction into the field of teaching, which many of us have never experienced before. I think it would be more helpful if we switched groups around even more. It was nice staying with the same people however if you have a very quiet group then not a lot of communication is occurring.
- Talk more on how to deal with disruptive behavior
- Smaller section
- I would like some more hands on teaching scenarios. For example, we could have a topic which we would prepare and give an introduction for in class. This could help with our introductions in lab.
- The only criticism I have for this course was that it was so early in the morning. However, I understand that this was one of the only times that all of the new TAs could attend the class.
- The course was enjoyable. I learned a lot by having group discussions. I'd offer a suggestion but there is nothing that I feel needs to be improved upon.
- N/A
- Find better ways to engage students
- Make sure that all students have an input because there are some that do not talk or have an opinion so when we make the groups only a couple of people talk

- None.

**Question ID: 3611 (CHEM-601)**

**Open Mic. Reflect on the course and identify those aspects that you like or think could be improved. Please suggest ways for improvement.**

Responses (11 of 32)

- I was not a TA for a lab and so I felt some of the stuff didn't pertain to me and we spent a lot of time in the beginning of each class talking about what was going on in lab that week but I could not participate since I was not TAing a lab. I wish there were things geared toward tutoring and how to handle a lot of students.
- It's difficult to motivate every single student to love the lab since everything is already designed, no matter how hard we try. Maybe we are satisfied not by making a difference in the students, but by accomplishment of ourselves.
- This course can be question oriented.
- for the communication in the class, i think we can include everything gonna happen in the Lab. Like in the lab we have discussion, asking question, presentation, experiment, quiz,etc. will it be wonderful if we make this class like a big lab that make TAs do their teaching labs in it?
- In this course, I think we mostly focused on how to be a learning facilitator, how can we teach students in a most efficient way, how can we make them active during the class (for example asking questions, having discussion) and I really like it. I think that this is very important. However from my experience I can tell that most of the time in the laboratory, we were competing with time to be able to finish the experiment on time. My suggestion is that in future classes, time management aspect can be emphasized more. How laboratory TAs can use time in a most efficient way is very important.
- The course could be improved if existing TAs came into the lab. Also if some of the class occurred before labs started would be helpful.
- Offer more discussion between groups could provide more interactions between different TAs and is helpful to share ideas.
- Overall, I really enjoyed the class and felt I benefited from it greatly.
- Maybe a better class time would be perfect, for no one has to get up so early and feel sleepy during class.
- I need to know how to prepare the prefect slides!

**Question ID: 13329 (BISC-603)**

**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 (18 of 27)

- -I really enjoyed the personality assignment as I learned that there is nothing wrong about how I do things compared to others , it is my nature and also helped me understand other's way in dealing with situation because of their different personalities... - TA tale, to be honest, I did not feel like I have a great story to tell as others TAs might have, but I tried to adress a problem that most of the TA's might be facing ... and people might learn on best way to handle such situations upon group discussions.
- I enjoyed determining my personality type because it was fun to see what I identified myself as versus what the program did. I did not think it was valuable to in class teaching though. Writing a teaching case study will provide future TAs with valuable information on how to deal with situations that may arise in their labs. They are also very helpful during the semester for group work.
- Personality type: I knew my personality type before this class. Not much helpful Teaching case study was fun, though I am not sure if anyone would benefit anyone
- Personality typing was unnecessary. TA tales were not useful for people who didn't have drama in lab.

- determining personality type was a fun and interesting assignment. it is interesting to hear the other TAs' case studies and what they experienced in lab this semester.
- I didn't really like the personality type scale that was used; but it none-the-less revealed the information that was necessary. I am not a fan of the TA Tales, however it encourages discussion and precautionary steps that future TAs may encounter.
- These were good assignments. I like reading the TA tales from the past so it was kind of fun to contribute one of my own. Also the personality type assignment lead to some interesting discussions in class.
- I really enjoyed the personality type assignment! Also, the teaching case study was interesting too. If anything, maybe we should have to write more case studies. We could come prepared with one issue from lab each week which we could discuss with our group. They could help us solve the issue as it is in progress.
- The personality type test was interesting. It told me I what I was capable, what my strenghts were and what I should improve. The TA tale will definitely help future TA who take the course
- Determining your Personality Type- This was interesting for me because it was something I had never done before. However, I'm fairly confident that not too many people were surprised with their results. Even if the results were predictable, it was still interesting and I would suggest keeping it in the course. Writing a Teaching Case Study- It was very interesting to think about a dilemma/issue that I personally faced. I think this assignment was valuable because it may be helpful in the future to someone facing the same problem.
- The first one I didn't really care about, I am who I know I am, and the test just confirmed that and didn't provide any other insight. The TA tale may be useful for future students.
- The personality type assignment was fun but when we talked about results in class I felt like maybe I don't have the personality to teach science. Writing the TA tale was fun.
- -I don't think determining personality type can help me that much. -Writing a case study, however, helped me to recount all of the problems that I had. Although, I only picked one to write, but by recalling those problems and remembered how to solved them helped me prepared for my next TA if I would ever run into them again.
- 1) The personality test was interesting and help understand myself a bit more 2) The TA tale was alright but didn't really do much for me
- I liked the determination of personality because it showed exactly how i do things and that there are other things i could improve to be better. Writing the TA tale was fun because it was like a recap of what we went through and telling our experience.
- I thought the personality test was a little off, some of the questions need a NA choice The case study was easy to write and I appreciated the chance to vent a little
- Personality type determination was a fun assignment. Writing a case study helped me to look back to the situations in lab.
- 1. I found determining the personal type activity to be fun, and it was reveling when all the students were grouped in different categories based on their personalities. 2. It was good, it was a nice way to share to some instances that could not be shared during class.

**Question ID: 13329 (CHEM-601)**

**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 (15 of 32)

- I already knew my personality type so I didn't think that assignment was all that helpful to me. I thought writing the case study was important since those were the things that helped me the most in class, so I hope that one day my case study will help someone but I wish I would have gotten more feedback about it.
- I am not sure the personality type can reflect the real me. But the TA tale somehow expressed my true feeling.
- The second one is very helpful to share our experience of being a TA.

- 1. my personality type is ESFJ it really helps me to know myself better and know how to improve it. 2. the TA tale makes me rethink my teaching and let me discuss with other TAs, really helpful.
- personality is fun, and teaching case study can learn different situation from others.
- Determining my personality type was very important for me because it helped me to see myself from different perspective. For the other assignment, I wrote a story which is really happened. It was a plagiarism issue and I think it may be helpful if this case is discussed in future classes because this type of things always can happened. I believe that I did the right thing as a TA and I believe that this course helped me to give the correct reaction to the situation because we discussed in the class about plagiarism issues.
- Really allowed me to reflect on how I approach different situations that could occur while TAing.
- 1. Personality type helped me understand who i was. 2. TA tales helped me formulate my issues to help future TAs.
- 1. I did the first assignment and I got two different results! 2- during my classes, a special case did not happen. But it was worth it reflecting about my experience.
- I do not think personality types are very accurate. They seem to be the type of thing that could change with your mood. They offer a little insight into the way a person processes information and situations, but overall, I do not think they are very useful (for the reasons I stated first.) The focus of the case study seemed to be about improving how it was written instead of the actual content. A simple discussion of the events would be helpful personally (though would leave out the opportunity for others to learn from it.)
- First assignment let me explore myself and know my personality well. This is helpful for me to make decisions so it is very useful. What's more, I haven't done this kind of work. And it is quite interesting. For second assignment, it is very helpful for TAs to share and discuss the case they may encounter and is very important. And they may not encounter with this situation but this work is very helpful for them to have a clear view of how to deal with them. And also could be sharable with other people who have interest with these cases.
- The personality test was interesting because I learned a lot I didn't know or had misconceived about myself. It also allowed me to realize that all of my students were going to be drastically different on how the tackled problems - I was more aware and could therefore handle the situations more easily. Writing the case study was actually more difficult that I had anticipated - but mainly because so many things happened this semester it was hard to choose which one to write about. I chose the one I did because it was the most challenging aspect of my semester and is something I think was important to tackle.
- 1. Know myself better with the survey and apply the good aspects to my teaching for more improvement 2. By writing a story of my own experience, I become more familiar with solving any 'problem' in a proper way which is beneficial to both students and me.
- I love the second one! It just reminds me about how to improve my teaching skill and interact with my students.

