EVIDENCE OF TEACHING EFFECTIVENESS

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TEACHING EVALUATION

SOCIAL SCIENCE INQUIRY – SPRING 2020

As part of the general education curriculum, undergraduate students commit to a yearlong sequence of courses of their choosing. The Social Science Inquiry strand introduces students to the philosophy and methods of social science inquiry and aims to deepen their understanding of the policy implications of empirical research. The courses in each sequence build off one another.

I served as the Instructor of Record for the final course in the Social Science Inquiry sequence. I spent the winter quarter, working on my syllabus and reaching out to the other SSI instructors to collaborate on planning and to share resources and ideas. Right before the start of the spring quarter, the COVID-19 pandemic hit the U.S. and students were encouraged to go home if they could. I spent my spring break adjusting the syllabus and my course materials to the changing and uncertain context before us. I present excerpts of my course evaluation and a letter of support from one of my students in this course below.

Highlights: Student evaluation scores and comments along with the letter of support suggest that students felt like

● I proactively made efforts to be attuned to the myriad of challenges students faced and adjusted how I facilitated my course and the supports I provided them according to their needs,
● I was very responsive, organized, and available to them,
● I communicated expectations clearly,
● and I demonstrated care and provided them with helpful supports in navigating the course and outside of it.
**Evaluation Excerpts:**

**Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.**

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures, both live and prerecorded helped. Guideline documents were also really helpful.</td>
</tr>
<tr>
<td>The instructor facilitated very productive discussions throughout the quarter. Assignments were writing drafts for each section of the final paper, recording presentations, and evaluating others’ work.</td>
</tr>
<tr>
<td>Assignments helped me to stay on track of every step (e.g., find and check good database, introduction, methods, etc.).</td>
</tr>
<tr>
<td>Zoom discussions were fun and Helen made her expectations very clear.</td>
</tr>
<tr>
<td>Lectures and research team meetings were the most helpful.</td>
</tr>
<tr>
<td>Online lectures were informative on how to go through the research process.</td>
</tr>
<tr>
<td>Synchronous discussions were interesting and Prof. Lee always lifted the mood through encouraging messages. Asynchronous lectures taught us the theory behind a paper and prepared us for assignments. Weekly assignments consisted of different sections of the final paper so that we received timely feedback.</td>
</tr>
<tr>
<td>They taught me how to use a dataset and how to write a research paper effectively.</td>
</tr>
</tbody>
</table>

**The Instructor(s) . . .**

| Provided a syllabus that allowed you to plan your learning and study time effectively. Mean | Median | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total Responses |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4.91 | 5.00 | 0.00% | 0.00% | 0.00% | 9.09% | 90.01% | 11 |
| Explained clearly the course objectives and expectations. Mean | Median | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total Responses |
| 4.82 | 5.00 | 0.00% | 0.00% | 0.00% | 18.18% | 81.82% | 11 |
| Stimulated your interest in the core ideas of the course. Mean | Median | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total Responses |
| 4.73 | 5.00 | 0.00% | 0.00% | 0.00% | 27.27% | 72.73% | 11 |
| Was available and helpful outside of class. Mean | Median | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total Responses |
| 4.82 | 5.00 | 0.00% | 0.00% | 0.00% | 9.09% | 90.01% | 11 |
| Overall, the instructor made a significant contribution to your learning. Mean | Median | N/A | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total Responses |
| 4.73 | 5.00 | 0.00% | 0.00% | 0.00% | 9.09% | 9.09% | 81.82% | 11 |

**What aspect of the instructor’s teaching contributed most to your learning?**

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probably the guidelines and documents that she provided us.</td>
</tr>
<tr>
<td>Professor Lee was very understanding of everyone’s individual situations and circumstances during such a tumultuous time. Helen was an amazing teacher. She was available to answer any questions about the research paper outside of class. She was also extremely reasonable with regards to the special circumstances everyone had to face, and held a very critical discussion in the last meeting to address relevant societal problems. Her general manner, which was one of organization, responsiveness, and helpfulness.</td>
</tr>
<tr>
<td>She was very open to helping students to even holding individual zoom meetings on the weekends to help with the project. She was very available if you needed to schedule a zoom call.</td>
</tr>
<tr>
<td>Office hours – Helen is very flexible in scheduling one on one meetings. Prof. Lee is very passionate about teaching. This shows through the attention to detail in preparation, lectures and feedback. She was always very helpful and genuinely cared about how we were doing during this difficult time.</td>
</tr>
<tr>
<td>Helen was very understanding and was very available to help outside of class.</td>
</tr>
</tbody>
</table>
Letter of Support:

To whom it may concern,

I am writing this reference letter for Helen Lee and enthusiastically recommend her for the academic adviser position at Northwestern University. Helen was my instructor for Social Sciences Inquiry 3 in the spring quarter of 2020 where she fostered an inclusive and engaging classroom environment despite rapid changes in modes of learning caused by the onset of the COVID-19 pandemic.

As the third and final course in the social sciences requirement for the core curriculum, Social Sciences Inquiry 3 was composed of students from a variety of backgrounds, both academic and personal. This ranged from myself, a first-year economics major on the west coast to juniors majoring in the humanities on the east coast and STEM majors overseas. While any instructor would find it logistically challenging to simply work around so many time zones, Social Sciences Inquiry 3 had the added challenge of being a highly collaborative course in an online environment. Specifically, students were organized into small groups that met frequently to discuss and peer review the progress of each member’s social science research papers. Given these circumstances, Helen first recognized the accessibility challenges my peers from different geographies and income levels faced by surveying the students and tailoring synchronous and asynchronous lectures to best fit the needs of everyone. Afterwards, Helen quickly formed student groups based on shared research interests as well as time zones and provided ample availability for 1 on 1 office hours. Compared to the other sections of Social Sciences Inquiry 3 my friends were enrolled in during that quarter, Helen’s model of pre-recorded lectures outlining course content, flexible full-class synchronous meetings, and well-organized small groups was novel, informative, and very engaging.

Throughout the quarter, Helen was an invaluable resource for social science research and a reliable mentor for everything occurring outside the classroom. One instance where Helen was especially understanding was during the protests following George Floyd’s death. Helen opened a discussion and encouraged my classmates and I to express our thoughts and emotions in a safe space free from judgement, making it clear that these events were on all our minds and had adverse effects on the academic experiences of students and particularly minority students. All in all, Helen was incredibly accommodating and not only helped guide me through drafting a substantive paper but also created a tightknit classroom with peers whom I am still close to today. At the end of the spring quarter, Helen continued to offer her advice and guidance, and she personally helped me navigate my interests and apply to an academic program offered to college juniors and seniors. Helen is an invaluable mentor and would be a wonderful fit for the academic adviser position.

Sincerely,

David Si
Class of 2023
davidsi@uchicago.edu
WHITENESS IN THE CLASSROOM SERIES – WINTER 2020

While serving as a Teaching Fellow at the Chicago Center for Teaching, I facilitated a series of workshops with Elizabeth Sartell, another Teaching Fellow at the time, on addressing Whiteness in higher education. The series was born out of a shared frustration at the lack of pedagogical conversations and initiatives at our institution that directly confront White supremacy. The discussion-based workshops, and the required work for participants in-between sessions, drew heavily from and utilized Layla Saad’s *Me and White Supremacy* workbook.

The series, which was facilitated in February and March of 2020, aimed to help participants examine their own complicity in racial oppression and to engage in the necessary and ongoing work of becoming anti-racist educators. We partnered with the University’s Race and Pedagogy Working Group (RPWG) to promote the program. RPWG coordinators also aided small group discussions and provided critical insights as observers during the sessions.

Our series was fully enrolled and positively received by participants. We gathered informal feedback from participants which we share below.

**Highlights:** Post-series comments from participants and RPWG coordinators (who primarily observed as participants and provided feedback to curriculum and facilitation) suggest that they felt like the series

- Deepened participants’ understanding and commitment to antiracism work in classrooms and within the university
- Encouraged participants to critically evaluate their role and teaching practices and imagine ways to confront rather than perpetuate white supremacy

**Evaluation Excerpts:**

We asked participants how they felt about their participation in the workshops:

- I am feeling grateful and want to stay in the loop
- Feeling glad that I undertook this process and motivated to continue it and grateful for my colleagues’ participation and labour in making this happen.
- Good!
- Feeling more empowered to enter into difficult conversations and establish new norms for the classroom.
- I feel like this last session was the most productive for me and generated the best ideas so far.
- I am feeling convicted to continue in this work, but also slightly frustrated that more people aren’t involved. I am grateful to have a few specific ideas of things to do to address racism.
- Feeling tired, appreciative, and motivated.
- *Appreciative for this space*, (tired and trained and okay)

We asked participants to reflect on how they have changed from participating in workshops:
• More thoughtful about what to do about racism in the classroom
• My perspective on certain issues/mindset re; how to confront white supremacy and the kinds of non-obvious sacrifices that are necessary.
• Got some good things to think about and some nice best practices for pedagogical approaches.
• I am much more careful and critical of my pedagogy and course structures.
• I think I have become more willing to speak up and call out racism than before, realizing the ways in which it has much more significant implications that are more important than my comfort.
• I’ve gained a bit more confidence as a person committed to addressing racism. I’ve gained more language to describe this.
• Great job by facilitators. More language and specific reflections.
• A better grasp on concepts/language to describe these problems – framing issues of white supremacy, to have dialogues in other spaces. Feeling empowered with info.

Unsolicited comments from RPWG coordinators
• I think this workshop series went really well. I could totally see it developing into an even more intense and in depth workshop in the future.
• I am thankful to have worked with and learn from you all in this process, and appreciate all the hard work that you put in.
• I also wanted to just reiterate again congratulations especially to both Helen and Elizabeth for organizing such an ambitious workshop series and preparing such wonderful materials. You’ve received so much appreciative and positive feedback for the series (both on the response cards and via email after the last session) and I just wanted to say I'm one of the participants too who really benefited from it!
Throughout the 2019-2020 and 2020-2021 academic years, I served as a Teaching Fellow within my university’s teaching center. As a Teaching Fellow, one of my responsibilities was to co-plan and co-facilitate a four-workshop series to guide and support prospective and current graduate student lecturers, teaching assistants, and teaching interns. Specifically, the series aimed to help participants develop their pedagogical knowledge and a core set of teaching tools so that they are better equipped to facilitate rigorous, engaging, and inclusive learning environments for students. At the end of the series, participants voluntarily provided anonymous feedback to the teaching center. Below I present excerpts from the end-of-program evaluations for my first year as a fellow (raw responses for 2019-2020 and 2020-2021 can be found in the hyperlinks).

<table>
<thead>
<tr>
<th>Highlights:</th>
<th>Participant evaluation scores and comments suggest that participants felt like the workshop series encouraged them to</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>● Critically evaluate their pedagogical praxis</td>
</tr>
<tr>
<td></td>
<td>● And adopt evidence-based best practices that support learning for all students</td>
</tr>
</tbody>
</table>

**Evaluation Excerpts:**

**Please describe how you will use what you learned in this Fundamentals of Teaching series in your teaching.**

- I will spend a lot more time actively designing and implementing my sections ahead of time, rather than trying to assess and update as the course goes along.
- I will use it in thinking about how I solicit student feedback as a TA, grading practices, and eventually, on designing a course or class session.
- The presentation on course design was especially helpful thinking about constructing my own class this year. I will be using those guidelines every week when designing my lectures.
- I will use several of the activities discussed that promoted regular use of ice breakers to facilitate content related discussions, design teaching backwards from teaching goals, and thinking about ways to regularly assess prior knowledge to get students to higher level analytical thinking.
- I will definitely review all of the slides and my own notes before I TA this winter quarter. I will be a teaching intern, so I can use this to guide my observations of the course instructor and see what they do and don’t do well. I thought there were useful nuggets all throughout the series-too many even to list.
- I will actively try to incorporate many of the different teaching aspects discussed in this course when teaching. Specifically, I want to make a good effort to seek student feedback, setting appropriate learning goals, engaging previous student knowledge, and working to consistently assess student learning to alter teaching strategies.

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1 During the 2020-2021 academic year, the workshop series was conducted remotely because of the pandemic. There were also a few unexpected changes to the workshops that year as a result. I have therefore only provided participant feedback from my first year co-facilitating here but hyperlinked are the raw responses for both years.
MENTORING EVALUATIONS

COLLEGE COURSE DESIGN AND TEACHING – SPRING 2021

During the 2020-2021 academic year, another one of my responsibilities as a Teaching Fellow was to mentor graduate students enrolled in the CCT’s Course Design and College Teaching seminar (Instructor: Joseph Lampert). Throughout this course, I provided guidance and support to 11 participants on the design of their course syllabi and teaching statements. In addition to providing individualized written feedback, I organized and facilitated three meetings with two different groups of participants based on discipline commonality so that they could share their artifacts-in-progress for peer feedback. I offered to meet with participants to discuss their syllabi and teaching statements to which a few elected. At the conclusion of the course, participants were asked to evaluate it. The parts of the evaluation that are specific to my role in the course are included below.

**Highlights:** Participant comments specific to my role in the course suggest that they felt like
- I provided timely, targeted feedback that improved their understanding of course content,
- I was organized and communicated clear expectations,
- I was accommodating and flexible,
- I centered participants’ learning in our mentoring group

**Evaluation Excerpts:**

**What did your Teaching Mentor do that contributed most to your learning?**
- Helen was great at providing targeted feedback without dominating the conversation
- Very helpful feedback on my assignments
- I appreciated the feedback.
- Helen is very organized and clear about expectations. She also provided thoughtful feedback on all written assignments that pushed me to clarify things that were confusing.
- Gave helpful written feedback. I find written feedback (track mode on word) much more useful than verbal.
- Helen was super supportive and always provided great feedback. Was also flexible to try and accommodate everyone
- She had great and really thorough feedback that helped a ton in revising the material I submitted for the course

**What could they modify to help you learn more?**
- Nothing that I can think of
- I wished that I had reach out to meet with Helen because I’m not exactly sure how to address some of the comments to improve my syllabus.
- Not much! she was great - encouraging but also gave critical feedback.
- More time with the group is the only thing I would suggest. Also i would have loved getting their feedback on the teaching statement either in addition or instead of having someone
from outside my field comment on it as so much of the things that go in a teaching statement involve discipline-specific language.

OTHER RELATED EVALUATIONS

TEACHING ASSISTANT – STATISTICAL METHODS IN RESEARCH – WINTER 2020

After one of his teaching assistants (TA) had to step back because of a scheduling conflict, the instructor approached me to serve in this role (Instructor: Stephen Raudenbush). The four TAs worked collaboratively to plan labs and grade student work, but led their own discussion section. Unfortunately, the evaluation did not request that students specify their feedback for their assigned TA. Thus, I am unable to identify the comments about my involvement in the course evaluation report.
I served as one of two TAs for this course (Instructor: Anna Mueller). The other TA and I worked collaboratively to plan labs and grade student work, but led our own discussion section. Similarly to the Statistical Methods course, the instructor did not request that students specify their feedback for each TA in the course evaluation. With the exception of the comments that explicitly state my name or the name of the other TA, I am otherwise unable to disaggregate the data as it pertains to my role in the course evaluation report.

**Highlights:** Identifiable student comments suggest that they felt like
- I was encouraging, attentive, and responsive to students’ needs,
- I provided timely, targeted feedback that improved their understanding of course concepts,
- And I was organized and communicated clear expectations.

*Evaluation Excerpts:*
The Teaching Assistant, Course Assistant, Intern

Did this class include instruction by a TA, CA or Intern?

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes (7)</th>
<th>No (0)</th>
<th>Total (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>100%</td>
<td>0.00%</td>
<td>100%</td>
</tr>
</tbody>
</table>

What aspects of the TA's teaching contributed most to your learning?

Comments:

Helen was really great about giving feedback.

Helen was organized, engaging, competent, and understanding. She was so easy to talk to and answered every single one of our (many) questions promptly and clearly.

Helen always prepared a really engaging discussion, encouraging everyone to speak up and contribute. Furthermore, she was always available outside of class during Office Hours and via email.

Helen was very organized, clear, and helpful during discussions and office hours. Her clarifications always cleared up any questions I had, and she was always very willing to meet up and help with assignments.

Helen was SUPER helpful in discussion by making sure everyone understood the point of the lecture. When we had time to work on assignments in discussion, she was also there to help brainstorm ideas or refine our objectives helping us get the most out of the assignments and in turn, better grades.

She was very responsive and considerate, especially with the group work.

She facilitated great discussions and really valued and tried to understand our perspective.

She was available to offer assistance and led discussion in Lab that was helpful to my learning. She was always helpful when I approached her for assistance on assignments.

Very useful feedback during office hours, and willing to help groups on projects.

She made time for us outside of class.

She was very intelligent and was great at answering questions.

Helen is cool. There aren’t really any of her teaching methods that stand out to me, but she teaches relatively similarly to Anna. Pretty efficient, gets through her slides, leaves enough time for us to work on our assignments.

She answered questions well and made time to answer lot of emails and stay after/ before class to help.

Knowledge of the subject and willingness to meet outside of class to discuss questions.

Helen was great! She put together helpful, coherent presentations and was kind and thoughtful during lab.

She was super approachable and always there to help us. She also gave really helpful feedback.

She was amazing, explained everything clearly and used different ways to help us understand, very thorough to go over everything we need to know, cared about students’ success, always available to help, very understanding.

Helen is really great at fostering discussion and being attentive and responsive.

Very constructive lab discussions (even if students were slightly off the mark in their comments).

Always answered questions.

Her presentations/ lectures were interesting and informative, she made the class discussion-based which was helpful to bounce ideas off each other and made it more engaging. She was really helpful in answering any assignment questions.
### What could she/he modify to help you learn more?

**Comments**

If people are wrong, don't sugarcoat it; it gets confusing for listeners.

I wasn't exactly sure on a lot of the standards for assignments.

I wish we could have had more time with STATA instead of just copying and pasting her code but that also was kind of out of her control.

She was definitely more strict than the other TAs, and at points, it seemed unfair grading wise. I appreciated her feedback, but it would have been helpful to have made sure that people were being graded equally.

This is not specific to the TAs, but I felt that the prompts for the assignments were usually super unclear if not false, in that the TAs or professor would clarify that they wanted a part of the assignment in a certain way that is different from what is specified on the assignment prompts. It would be super helpful if they could maybe update the prompts and make them a bit specific, so that people were not as confused about assignments.

Helen was a very straightforward TA who was good at communicating content but not with conceptually empathizing with the students. She did a poor job of understanding the point of a student's question or empathizing with concerns. Often, when questions were asked regarding points of confusion, she would just repeat back something she had already said. She also did not clearly communicate the finer points of what she wanted from certain sections of certain assignments.

Nothing she's great

Some of her feedback and instructions were a little confusing and at times contradictory to what Professor Mueller had said in lecture so it was difficult to be sure what was expected on occasion.

Clearer instructions on assignments would have been helpful.

Some discussion exercises weren't very helpful.

Be more clear with feedback on assignments.

She talks way too fast, I always feel like we're behind on every lesson (maybe we were? didn't seem like it). She just rushed through everything—like I did would go through slides super quick and skip slides saying "I'm sure we all already know this." No... We don't! She was always happy to answer questions which helped this issue... but it was still very difficult to follow along as she "taught" things.

She didn't give clarity in her instructions and graded really unfairly like she took so many points off for things that none of us knew were requirements

Sometimes there was miscommunication (or lack of communication) between Prof. Mueller and the TAs which meant that when we asked questions in lab, Almaz would tell us her instinct, say she would check, and then we'd find out later that Prof. Mueller had different expectations. This led us to re-do our work frequently or just end up having done more work than other groups. While this is nothing big at all, it would be helpful going forward to have more communication about expectations for the group assignments between the TAs and the professor.

Nothing, she was a great TA

Needs to work a little bit on strategy for leading/asking questions in discussion—there were a couple awkward silences.

She also needs to be more clear with her expectations for assignments. It seemed as though she would take points off for things that she didn't make clear that she wanted to see in the assignment. She also didn't have the best answers to questions and would give confusing answers.

### TA/CA or Intern

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Median</th>
<th>N/A</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitated discussions that supported your learning.</td>
<td>4.52</td>
<td>5.00</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>7.41%</td>
<td>33.33%</td>
<td>59.26%</td>
</tr>
<tr>
<td>Gave you useful feedback on your work.</td>
<td>4.37</td>
<td>4.00</td>
<td>0.00%</td>
<td>0.00%</td>
<td>3.70%</td>
<td>3.70%</td>
<td>44.44%</td>
<td>48.15%</td>
</tr>
<tr>
<td>Stimulated your interest in the core ideas of the course.</td>
<td>4.35</td>
<td>5.00</td>
<td>3.70%</td>
<td>0.00%</td>
<td>7.41%</td>
<td>3.70%</td>
<td>33.33%</td>
<td>51.85%</td>
</tr>
<tr>
<td>Challenged you to learn.</td>
<td>4.44</td>
<td>5.00</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>7.41%</td>
<td>40.74%</td>
<td>51.85%</td>
</tr>
<tr>
<td>Helped you succeed in the class.</td>
<td>4.59</td>
<td>5.00</td>
<td>0.00%</td>
<td>0.00%</td>
<td>3.70%</td>
<td>3.70%</td>
<td>33.33%</td>
<td>62.96%</td>
</tr>
<tr>
<td>Was available and helpful outside of class.</td>
<td>4.63</td>
<td>5.00</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>3.70%</td>
<td>29.63%</td>
<td>66.67%</td>
</tr>
<tr>
<td>Overall, the TA/CA made a significant contribution to your learning.</td>
<td>4.37</td>
<td>5.00</td>
<td>0.00%</td>
<td>0.00%</td>
<td>7.41%</td>
<td>7.41%</td>
<td>25.93%</td>
<td>59.26%</td>
</tr>
</tbody>
</table>

### Additional feedback to the TA/CA/Intern:

**Comments**

Very much appreciate the additional office hour that replaced 10th week class time.
Prior to assuming my lectureship, I served as a teaching intern in the Social Science Inquiry sequence. In preparation for the role, the intern is expected to primarily observe the instructor and assist in whatever way the instructor deems appropriate. Below are excerpts of the course evaluations that pertained to my limited role in the course in the Fall of 2018. (Note: The Instructor of Record for the Winter 2019 quarter, Milena Ang, preferred that I observe the course and minimally engage with students that quarter. The Instructor of Record for the Spring 2019 quarter, Micere Keels, elected to not have the course evaluated.)

Highlights: Student evaluation and comments suggest that they felt like
  - I provided them with useful guidance that helped them better engage with the course,
  - And I was always willing to meet and provide support.

Evaluation Excerpts:
The Teaching Assistant, Course Assistant, Intern

Did this class include instruction by a TA, CA or Intern?

<table>
<thead>
<tr>
<th></th>
<th>Yes (6)</th>
<th>No (0)</th>
<th>Total (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100%</td>
<td>0</td>
<td>100%</td>
</tr>
</tbody>
</table>

What aspects of the TA’s teaching contributed most to your learning?

Comments
She was very willing to meet outside of class and offer guidance/help in writing my essays.
She was always very knowledgeable on whatever subject we were discussing, and the certainty with which she communicated ideas allowed her to break down complex issues into many smaller, easier to grasp issues.
She led one of the lectures
Comments on essays and essay help during her office hours.

What could she/he modify to help you learn more?

Comments
Some of her comments on my paper were not directly relevant to the prompt, making it slightly unclear what the expectations of the paper were in some cases.

TA/CA or Intern

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Median</th>
<th>N/A</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitated discussions that supported your learning.</td>
<td>4.40</td>
<td>4.00</td>
<td>16.67%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>50.00%</td>
<td>33.33%</td>
</tr>
<tr>
<td>Gave you useful feedback on your work.</td>
<td>4.40</td>
<td>4.00</td>
<td>16.67%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>50.00%</td>
<td>33.33%</td>
</tr>
<tr>
<td>Stimulated your interest in the core ideas of the course.</td>
<td>4.20</td>
<td>4.00</td>
<td>16.67%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>16.67%</td>
<td>33.33%</td>
</tr>
<tr>
<td>Challenged you to learn.</td>
<td>4.20</td>
<td>4.00</td>
<td>16.67%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>16.67%</td>
<td>33.33%</td>
</tr>
<tr>
<td>Helped you succeed in the class.</td>
<td>4.00</td>
<td>4.00</td>
<td>16.67%</td>
<td>0.00%</td>
<td>16.67%</td>
<td>0.00%</td>
<td>33.33%</td>
<td>33.33%</td>
</tr>
<tr>
<td>Was available and helpful outside of class.</td>
<td>4.33</td>
<td>4.50</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>16.67%</td>
<td>33.33%</td>
<td>50.00%</td>
</tr>
<tr>
<td>Overall, the TA/CA made a significant contribution to your learning.</td>
<td>4.00</td>
<td>4.00</td>
<td>16.67%</td>
<td>0.00%</td>
<td>16.67%</td>
<td>0.00%</td>
<td>33.33%</td>
<td>33.33%</td>
</tr>
</tbody>
</table>