

2020W2 UBC Individual TA Report for BIOL 234 T45 - Fundamentals of Genetics (Uriel Garcilazo Cruz)

Project Title: **2020W2 UBC TA Evaluations**

Course Audience: **25**

Responses Received: **9**

Response Ratio: **36.00%**

Report Comments

Recommended Minimum Response Rates

Class Size	Recommended Minimum Response Rates based on 80% confidence & $\pm 10\%$ margin
< 10	75%
11 - 19	65%
20 - 34	55%
35 - 49	40%
50 - 74	35%
75 - 99	25%
100 - 149	20%
150 - 299	15%
300 - 499	10%
> 500	5%

Creation Date: **Tuesday, June 1, 2021****TA Questions**

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
The teaching assistant was well prepared.	25	9	0	0	0	0	9	0	5.00	0.00
The teaching assistant was helpful.	25	9	0	0	0	2	7	0	4.86	0.17
The teaching assistant was considerate of students.	25	9	0	0	0	1	8	0	4.94	0.10
The teaching assistant was easily understood.	25	9	0	0	0	2	7	0	4.86	0.17
The teaching assistant was an effective instructor.	25	9	0	0	1	3	5	0	4.60	0.35

Question	%Favourable
The teaching assistant was well prepared.	100.00%
The teaching assistant was helpful.	100.00%
The teaching assistant was considerate of students.	100.00%
The teaching assistant was easily understood.	100.00%
The teaching assistant was an effective instructor.	88.89%

Enter comments below

Comments
Had very nice, visual slides that I really liked. He wen't slowly through the topics so it was easy to understand concepts.
Uriel was always very considerate of our well-beings. He genuinely cares about our learning and is always willing to help us even outside of tutorials. He is a great TA.
WOW! Uriel literally goes above and beyond in each tutorial! I have nothing but positive comments and feedback for him. I LOVE how he shares video recordings of specific questions from class when he needs more time to think of a well-thought out answer, and for us to learn more about the topic at hand. I LOVE how he has little cartoons on his slides (like the cute lil' salamanders or the spiders!) I think it really shows the time and care he puts into BIO 234. I also LOVE how he adds breaks in our tutorials and adds fun little tidbits such as DNA analysis with Ancestry.com or the live microscope images of small organisms he's found. Uriel's tutorials are very interactive, and I love the use of breakout rooms with the same people in each room. I think this was a great implementation to online learning, as overtime I got to know the people in my breakout room rather than awkwardly chatting with new people over time. Uriel's use of breakout rooms for Part 2 of tutorials were definitely a great way to foster community within the class. Lastly, I LOVE how enthusiastic and passionate Uriel is about genetics (and spiders), I think his passion really shines through even in the virtual setting, and it inspires me to continue with future genetics courses. With Uriel's passion for teaching I know he will go on to being a phenomenal professor, and I know he will be prosperous in whatever academic route he takes.
Uriel was a very helpful TA. He showed great concern for our learning, and was excited about the material. His explanations were usually pretty clear, and I felt that he really cared about my understanding in the material.
Very passionate TA and explains things clearly. Makes the tutorial intriguing.
Uriel did a great job creating helpful, easy to follow slides for every tutorial. I could tell that he put a lot of time and effort into creating visuals that would help students understand the tutorial questions. He was also very clear when explaining problems and created many opportunities for students to participate and ask questions. My only suggestion for improvement is that the tutorials could have been a bit shorter, because there were some times when we finished at 3:00 instead of 2:50.
Helpful and always available for questions/help.
Uriel was helpful and always was very well prepared with nice and easy-to-understand slides. The issue with the tutorial was not the instructor but with the length. 2 hours is way to much time for the content covered, and it often just ended up feeling like a waste of time.
Uriel is one of the nicest TAs I've had this semester. He was incredibly understanding and supporting our learning was very clearly his main priority.

Explanatory Note

Percent Favourable Rating

This is the percentage of respondents who rated the instructor a 4 or 5 (Agree or Strongly Agree).

Interpolated Median

The data collected for Student Evaluations of Teaching (SEoT) are ordinal in nature, with a natural order (from 1 to 5). While the mean may be used as a measure of central tendency for such data, it is not an appropriate or accurate representation of SEoT data (cf. Stark & Freishtat, 2014). The usual measure of central tendency for ordinal data is the median. As a result, we have been reporting the mean and the median for the last several years. After considerable thought and data modeling, we now believe that the interpolated median is the best representation of the data, since it takes the frequency distribution into account.

Consider the following example from 2015W, the two classes have identical mean (3.8). However, the instructor in class 2 received 77% favourable (4-5) ratings, compared to 53% for the instructor in class 1. The Interpolated median values of (3.7 and 4.2), much better reflects the distribution of the scores above and below their respective median. Furthermore, the interpolated median is better correlated with percent favourable rating; such that an interpolated median of 3.5 on a Likert scale of 1 to 5, corresponds to 50% favourable rating.

Frequency Distribution

Response for UMI	Class 1	Class 2
5 = Strongly agree	5	5
4 = Agree	3	5
3 = Neither agree nor disagree	6	0
2 = Disagree	1	2
1 = Strongly disagree	0	1
Mean	3.8	3.8
Median	4.0	4.0

Interpolated Median	3.7	4.2
Percent favourable rating	53%	77%

Dispersion Index

The dispersion Index is a measure of variability suitable for ordinal data (Rampichini, Grilli & Petrucci 2004). This dispersion index has values between zero and 1. A zero dispersion index indicates that all students in the section gave the same rating to the instructor. An index value of 1.0 is obtained when the class splits evenly between the two extreme values (Strongly Disagree & Strongly Agree), a very rare occurrence. In SEoT data at UBC, the index rarely exceeds 0.85, and mostly for evaluations not meeting the minimum recommended response rate.