Teaching Statement

My main goal when teaching anything is to empower students to interpret data, generalize economic ideas, and think critically, regardless of their starting point. That is easier said than done, but I plan to do so by using evidence-based teaching strategies, incorporating lessons from past experiences, and keeping current with technology.

At least on the margin, I believe most students benefit from active learning, where the instructor does less exposition and more to facilitate learning. When the course's contents allow, I will use clickers, cold-calling, and assign presentations and articulation exercises to keep students thinking actively. I will strive to create an environment where students are comfortable making mistakes. If a student is willing to take a risk, that lets me quickly identify knowledge gaps and point students in the right direction or resource.

Nevertheless, I know from first-hand experience that not all students become open to taking risks at the same pace. Ensuring every student has room to express themselves is a priority. Simple things, like treating all students with dignity, and guaranteeing all students have time to speak, might go a long way. Also, I want to help students take advantage of any resources the university might offer. For instance, UBC has an Accessibility Centre, which, among other functions, gives students with anxiety problems the space and time they need to write exams -- but many students do not know about it or think it is "not for them".

A central lesson from my experiences as a TA is the importance of instructor-TA coordination. A TA can do very little to improve a course when she does not know what is happening in class or how to help. On the other hand, I had a major impact as a TA when the instructor was responsive and driven to deliver a great course. That was the case in the teaching evaluations I am attaching.

I have a personal commitment to keeping up with technology. AI will substantially impact education, or at least how students go about it. This is a major challenge but perhaps an even greater opportunity for instructors. For instance, asking students to write an essay has become a much less reliable tool. One way forward is to bring AI into essay writing explicitly and grade students on how good of a discussion they can conduct *with* AI help. My hunch is that that path is better than retreating completely behind written exams – otherwise, we might be training students in outdated, inefficient methods.

Because of my experience as a first-generation college student, I see mentoring as a major responsibility. It took me a long time to understand my career options and how to navigate academic situations, and it would not have been possible without the patience of my mentors.

I would do well teaching a wide range of courses. As a graduate student, I have worked as a teaching assistant in 13 different courses, and I have had some fun in all of them. I am comfortable with introductory or intermediate math and statistics courses. I would also be happy to teach core micro, or courses on behavioral, development, and labor economics. Finally, I have also been a TA in applied economics for MA students writing their thesis here at UBC for two years in a row, and it has been great fun to help students take their first steps into research, so I would appreciate the chance to do something like that again.

Report Comments

Recommended Minimum Response Rates

Class Size	Recommended Minimum Response Rates based on 80% confidence & ± 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, September 6, 2022**

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TA Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
The TA was helpful when I requested course-related assistance.	24	6	0	0	0	0	6	0	5.0	0.0
The TA was well-prepared for their duties.	24	6	0	0	0	0	6	0	5.0	0.0
The TA was readily available to me either through office hours or by appointment.	24	6	0	0	0	0	6	0	5.0	0.0
The TA communicated at an appropriate level for me.	24	6	0	0	0	0	6	0	5.0	0.0
The TA exhibited interest in the subject matter.	24	6	0	0	0	0	6	0	5.0	0.0
The TA showed knowledge of the subject matter.	24	6	0	0	0	0	6	0	5.0	0.0
The TA presented information clearly.	24	6	0	0	0	0	6	0	5.0	0.0
The TA was effective at stimulating interest in the subject matter.	24	6	0	0	0	0	6	0	5.0	0.0
The TA was receptive to a variety of perspectives and ideas.	24	5	0	0	0	0	5	0	5.0	0.0
The TA treated me and other students with equal respect.	24	6	0	0	0	0	6	0	5.0	0.0
The TA's comments on my written work were helpful.	24	6	0	0	0	0	6	0	5.0	0.0
The TA encouraged intelligent and independent thought.	24	6	0	0	0	0	6	0	5.0	0.0
The TA's evaluation of my work was fair and reasonable.	24	6	0	0	0	0	5	1	5.0	0.0
The TA made a very positive contribution to this course.	24	6	0	0	0	0	6	0	5.0	0.0

Question	%Favourable
The TA was helpful when I requested course-related assistance.	100%
The TA was well-prepared for their duties.	100%
The TA was readily available to me either through office hours or by appointment.	100%
The TA communicated at an appropriate level for me.	100%
The TA exhibited interest in the subject matter.	100%
The TA showed knowledge of the subject matter.	100%
The TA presented information clearly.	100%
The TA was effective at stimulating interest in the subject matter.	100%
The TA was receptive to a variety of perspectives and ideas.	100%
The TA treated me and other students with equal respect.	100%
The TA's comments on my written work were helpful.	100%
The TA encouraged intelligent and independent thought.	100%
The TA's evaluation of my work was fair and reasonable.	100%
The TA made a very positive contribution to this course.	100%

How would you rate the overall contribution of the TA to the course?

N	n	Very poor	Poor	Neutral	Good	Very Good	N/A	IM	DI
24	6	0	0	0	0	6	0	5.0	0.0

Question	%Favourable
How would you rate the overall contribution of the TA to the course?	100%

Of the sessions in which the Teaching Assistant was involved, how often did you attend?

Of the sessions in which the Teaching Assistant was involved, how often did you attend?		
Options	Count	Percentage
None	0	0%
Less than 25%	1	20%
25-50%	1	20%
51-75%	0	0%
Greater than 75%	3	60%

Which, if any, of the following did your Teaching Assistant do? (Please mark each element that is appropriate)

Options	Count
Led discussion-tutorial groups	3
Held office hours	6
marked examination(s)	1
marked essay(s)-assignment(s)	1
gave classroom lectures	1
conducted labs	2
responded to email	6
Respondent(s)	6

Considering everything, how would you rate this course?

N	n	Very poor	Poor	Neutral	Good	Very good	N/A	IM	DI
24	6	0	0	1	0	5	0	4.9	0.3

Question	%Favourable
Considering everything, how would you rate this course?	83%

Please comment on any aspects, positive or negative, of your teaching assistant's (TA's) teaching, attitudes to students, class atmosphere, or any other matters affecting the quality of instruction that you consider worthy of note.

Comments
Deivis is always willing to help. He always answered emails in the best way posible to address our questions. He is a good TA
The TA offered a lot of help with my project. He provided me with ideas and even took the time to solve problems I encountered when working with data. Whenever I needed help, he was always in a good disposition to help and that is something I value a lot. Hence, from my experience in the program, Deivis was the best TA I had.
The teaching assistant's attitude is very good and very patient, giving me a lot of valuable help in the process of running the data and writing the paper.
I found Lemieux to be really unaccessible (due to his 15 minute meetings and the next students showing up in the middle of our meeting).   Due to this I sought a lot of help and discussions with Deivis about my project. He was an absolutely amazing TA for this class. He was really interested in my project ideas and attempts. More importantly, when I ran into issues, he was always available and willing to brainstorm solutions or explore the potential problems with a given methodology. I have to say, I would have actually hated this class without Deivis as the TA. He was really enjoyable to talk with and I cannot thank him enough for his time and attention this term. An absolutely fantastic TA

Please comment on any aspects, positive or negative, of the format and content of the course as they may have affected the teaching assistant's performance.

Comments
Nothing.
This is a very excellent course and extremely interactive. The course is very valuable to every student, especially those who want to go on to do research or study. The course automatically built research systems in students' minds.
I don't know. I think the class was pretty poorly designed. Lemieux should definitely make the meetings longer. 15 minutes is ridiculously short. Even when I was discussing a well formulated (and concise) plan for my project, I ran out of time. This just made a lot of people not go to Lemieux. I heard after the term that only a select few continued to go to Lemieux and because of this, the 15 minutes meetings were no longer binding.

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 Experience of Instruction (SEI) 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 SEI 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 course sections have identical mean (3.8). However, the instructor in section 2 received 77% favourable (4-5) ratings, compared to 53% for the instructor in section 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 University Module Item	Section 1	Section 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 respondents in the section rated their experience of instruction the same. An index value of 1.0 is obtained when the respondents are split evenly between the two extreme values (Strongly Disagree & Strongly Agree), a very rare occurrence. In SEI data at UBC, the index rarely exceeds 0.85, and mostly for evaluations not meeting the minimum recommended response rate.

Report Comments

Recommended Minimum Response Rates

Class Size	Recommended Minimum Response Rates based on 80% confidence & ± 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, September 6, 2022**

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TA Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
The TA was helpful when I requested course-related assistance.	14	4	0	0	0	0	4	0	5.0	0.0
The TA was well-prepared for their duties.	14	4	0	0	0	0	3	1	5.0	0.0
The TA was readily available to me either through office hours or by appointment.	14	4	0	0	0	0	4	0	5.0	0.0
The TA communicated at an appropriate level for me.	14	4	0	0	0	0	3	1	5.0	0.0
The TA exhibited interest in the subject matter.	14	4	0	0	0	0	3	1	5.0	0.0
The TA showed knowledge of the subject matter.	14	4	0	0	0	0	4	0	5.0	0.0
The TA presented information clearly.	14	4	0	0	0	0	3	1	5.0	0.0
The TA was effective at stimulating interest in the subject matter.	14	4	0	0	0	0	3	1	5.0	0.0
The TA was receptive to a variety of perspectives and ideas.	14	4	0	0	0	0	3	1	5.0	0.0
The TA treated me and other students with equal respect.	14	4	0	0	0	0	4	0	5.0	0.0
The TA's comments on my written work were helpful.	14	4	0	0	0	0	3	1	5.0	0.0
The TA encouraged intelligent and independent thought.	14	4	0	0	0	0	3	1	5.0	0.0
The TA's evaluation of my work was fair and reasonable.	14	4	0	0	0	0	3	1	5.0	0.0
The TA made a very positive contribution to this course.	14	4	0	0	0	0	3	1	5.0	0.0

Question	%Favourable
The TA was helpful when I requested course-related assistance.	100%
The TA was well-prepared for their duties.	100%
The TA was readily available to me either through office hours or by appointment.	100%
The TA communicated at an appropriate level for me.	100%
The TA exhibited interest in the subject matter.	100%
The TA showed knowledge of the subject matter.	100%
The TA presented information clearly.	100%
The TA was effective at stimulating interest in the subject matter.	100%
The TA was receptive to a variety of perspectives and ideas.	100%
The TA treated me and other students with equal respect.	100%
The TA's comments on my written work were helpful.	100%
The TA encouraged intelligent and independent thought.	100%
The TA's evaluation of my work was fair and reasonable.	100%
The TA made a very positive contribution to this course.	100%

How would you rate the overall contribution of the TA to the course?

N	n	Very poor	Poor	Neutral	Good	Very Good	N/A	IM	DI
14	4	0	0	0	0	4	0	5.0	0.0

Question	%Favourable
How would you rate the overall contribution of the TA to the course?	100%

Of the sessions in which the Teaching Assistant was involved, how often did you attend?

Of the sessions in which the Teaching Assistant was involved, how often did you attend?		
Options	Count	Percentage
None	0	0%
Less than 25%	1	25%
25-50%	0	0%
51-75%	2	50%
Greater than 75%	1	25%

Which, if any, of the following did your Teaching Assistant do? (Please mark each element that is appropriate)

Options	Count
Led discussion-tutorial groups	2
Held office hours	4
marked examination(s)	0
marked essay(s)-assignment(s)	0
gave classroom lectures	1
conducted labs	2
responded to email	3
Respondent(s)	4

Considering everything, how would you rate this course?

N	n	Very poor	Poor	Neutral	Good	Very good	N/A	IM	DI
14	4	0	0	0	0	4	0	5.0	0.0

Question	%Favourable
Considering everything, how would you rate this course?	100%

Please comment on any aspects, positive or negative, of your teaching assistant's (TA's) teaching, attitudes to students, class atmosphere, or any other matters affecting the quality of instruction that you consider worthy of note.

Comments
Deivis gave sustained help over the course of the last week with various programming issues I was having. I and other students found him extremely helpful and a great TA.
Deivis was very helpful when I needed help. He was very knowledgable of R and taught it well.
I just want to thank Deivis for being super helpful to everyone. We were lucky to have you!

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

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Consider the following example from 2015W, the two course sections have identical mean (3.8). However, the instructor in section 2 received 77% favourable (4-5) ratings, compared to 53% for the instructor in section 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 University Module Item	Section 1	Section 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 respondents in the section rated their experience of instruction the same. An index value of 1.0 is obtained when the respondents are split evenly between the two extreme values (Strongly Disagree & Strongly Agree), a very rare occurrence. In SEI data at UBC, the index rarely exceeds 0.85, and mostly for evaluations not meeting the minimum recommended response rate.

2019W1 UBC Individual TA Report for ECON 305 002 (TA) - Honours Intermediate Macroeconomic Analysis I (Deivis Angeli)

THE UNIVERSITY OF BRITISH COLUMBIA

Project Title: **2019W1 UBC TA Evaluations**

Course Audience: **12**
Responses Received: **4**
Response Ratio: **33%**

Report Comments

Recommended Minimum Response Rates

Class Size	Recommended Minimum Response Rates based on 80% confidence & ± 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: **Friday, March 4, 2022**

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TA Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI	Mean	STDEV
The TA was helpful when I requested course-related assistance.	12	4	0	0	0	0	3	1	5.0	0.0	5.0	0.0
The TA was well-prepared for their duties.	12	4	0	0	0	0	4	0	5.0	0.0	5.0	0.0
The TA was readily available to me either through office hours or by appointment.	12	4	0	0	0	1	3	0	4.8	0.2	4.8	0.5
The TA communicated at an appropriate level for me.	12	4	0	0	0	1	3	0	4.8	0.2	4.8	0.5
The TA exhibited interest in the subject matter.	12	4	0	0	0	0	3	1	5.0	0.0	5.0	0.0
The TA showed knowledge of the subject matter.	12	4	0	0	0	1	3	0	4.8	0.2	4.8	0.5
The TA presented information clearly.	12	4	0	0	0	0	3	1	5.0	0.0	5.0	0.0
The TA was effective at stimulating interest in the subject matter.	12	4	0	0	0	0	3	1	5.0	0.0	5.0	0.0
The TA was receptive to a variety of perspectives and ideas.	12	4	0	0	0	0	3	1	5.0	0.0	5.0	0.0
The TA treated me and other students with equal respect.	12	4	0	0	0	0	3	1	5.0	0.0	5.0	0.0
The TA's comments on my written work were helpful.	12	4	0	0	0	0	3	1	5.0	0.0	5.0	0.0
The TA encouraged intelligent and independent thought.	12	4	0	0	0	0	3	1	5.0	0.0	5.0	0.0
The TA's evaluation of my work was fair and reasonable.	12	4	0	0	0	0	4	0	5.0	0.0	5.0	0.0
The TA made a very positive contribution to this course.	12	4	0	0	0	1	3	0	4.8	0.2	4.8	0.5

University of British Columbia Course Evaluation

Question	%Favourable
The TA was helpful when I requested course-related assistance.	100%
The TA was well-prepared for their duties.	100%
The TA was readily available to me either through office hours or by appointment.	100%
The TA communicated at an appropriate level for me.	100%
The TA exhibited interest in the subject matter.	100%
The TA showed knowledge of the subject matter.	100%
The TA presented information clearly.	100%
The TA was effective at stimulating interest in the subject matter.	100%
The TA was receptive to a variety of perspectives and ideas.	100%
The TA treated me and other students with equal respect.	100%
The TA's comments on my written work were helpful.	100%
The TA encouraged intelligent and independent thought.	100%
The TA's evaluation of my work was fair and reasonable.	100%
The TA made a very positive contribution to this course.	100%

How would you rate the overall contribution of the TA to the course?

N	n	Very poor	Poor	Neutral	Good	Very Good	N/A	IM	DI	Mean	STDEV
12	4	0	0	0	1	3	0	4.8	0.2	4.8	0.5

Question	%Favourable
How would you rate the overall contribution of the TA to the course?	100%

Of the sessions in which the Teaching Assistant was involved, how often did you attend?

Of the sessions in which the Teaching Assistant was involved, how often did you attend?		
Options	Count	Percentage
None	1	25%
Less than 25%	0	0%
25-50%	0	0%
51-75%	0	0%
Greater than 75%	3	75%

Which, if any, of the following did your Teaching Assistant do? (Please mark each element that is appropriate)

Options	Count
Led discussion-tutorial groups	4
Held office hours	4
marked examination(s)	2
marked essay(s)-assignment(s)	3
gave classroom lectures	0
conducted labs	0
responded to email	4
Respondent(s)	4

Considering everything, how would you rate this course?

N	n	Very poor	Poor	Neutral	Good	Very good	N/A	IM	DI	Mean	STDEV
12	4	0	0	0	1	3	0	4.8	0.2	4.8	0.5

Question	%Favourable
Considering everything, how would you rate this course?	100%

Please comment on any aspects, positive or negative, of your teaching assistant's (TA's) teaching, attitudes to students, class atmosphere, or any other matters affecting the quality of instruction that you consider worthy of note.

Comments
Absolutely an amazing TA! An excellent helper in the course material and a good friend to everyone.
Although I did not attend any of Deivis' office hours, I found his comments on my work to be very clear and allowed me to address specific elements of my work to improve upon.
The TA was very helpful in assisting me to understand the course material and he went above and beyond in preparing material for review. He was very helpful in holding office hours and was patient in tutorial. He was a great TA for Honour Macroeconomics.

Please comment on any aspects, positive or negative, of the format and content of the course as they may have affected the teaching assistant's performance.

Comments
I think the professor could have gave the TA a few more practice questions to cover during the tutorial to go over topics that were not as pronounced in the lectures. The TA did an effective job in assisting me with my questions.

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.

Report Comments

Recommended Minimum Response Rates

Class Size	Recommended Minimum Response Rates based on 80% confidence & ± 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: **Friday, March 4, 2022**

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TA Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI	Mean	STDEV
The TA was helpful when I requested course-related assistance.	9	5	0	0	0	1	4	0	4.9	0.2	4.8	0.4
The TA was well-prepared for their duties.	9	5	0	0	0	1	4	0	4.9	0.2	4.8	0.4
The TA was readily available to me either through office hours or by appointment.	9	5	0	0	0	1	4	0	4.9	0.2	4.8	0.4
The TA communicated at an appropriate level for me.	9	4	0	0	0	0	4	0	5.0	0.0	5.0	0.0
The TA exhibited interest in the subject matter.	9	5	0	0	0	1	4	0	4.9	0.2	4.8	0.4
The TA showed knowledge of the subject matter.	9	5	0	0	0	1	4	0	4.9	0.2	4.8	0.4
The TA presented information clearly.	9	5	0	0	0	1	4	0	4.9	0.2	4.8	0.4
The TA was effective at stimulating interest in the subject matter.	9	5	0	0	0	2	3	0	4.7	0.2	4.6	0.5
The TA was receptive to a variety of perspectives and ideas.	9	5	0	0	0	0	5	0	5.0	0.0	5.0	0.0
The TA treated me and other students with equal respect.	9	5	0	0	0	0	5	0	5.0	0.0	5.0	0.0
The TA's comments on my written work were helpful.	9	5	0	0	0	1	4	0	4.9	0.2	4.8	0.4
The TA encouraged intelligent and independent thought.	9	5	0	0	0	2	3	0	4.7	0.2	4.6	0.5
The TA's evaluation of my work was fair and reasonable.	9	5	0	0	0	0	5	0	5.0	0.0	5.0	0.0
The TA made a very positive contribution to this course.	9	5	0	0	0	1	4	0	4.9	0.2	4.8	0.4

University of British Columbia Course Evaluation

Question	%Favourable
The TA was helpful when I requested course-related assistance.	100%
The TA was well-prepared for their duties.	100%
The TA was readily available to me either through office hours or by appointment.	100%
The TA communicated at an appropriate level for me.	100%
The TA exhibited interest in the subject matter.	100%
The TA showed knowledge of the subject matter.	100%
The TA presented information clearly.	100%
The TA was effective at stimulating interest in the subject matter.	100%
The TA was receptive to a variety of perspectives and ideas.	100%
The TA treated me and other students with equal respect.	100%
The TA's comments on my written work were helpful.	100%
The TA encouraged intelligent and independent thought.	100%
The TA's evaluation of my work was fair and reasonable.	100%
The TA made a very positive contribution to this course.	100%

How would you rate the overall contribution of the TA to the course?

N	n	Very poor	Poor	Neutral	Good	Very Good	N/A	IM	DI	Mean	STDEV
9	5	0	0	0	1	4	0	4.9	0.2	4.8	0.4

Question	%Favourable
How would you rate the overall contribution of the TA to the course?	100%

Of the sessions in which the Teaching Assistant was involved, how often did you attend?

Of the sessions in which the Teaching Assistant was involved, how often did you attend?		
Options	Count	Percentage
None	0	0%
Less than 25%	0	0%
25-50%	1	20%
51-75%	0	0%
Greater than 75%	4	80%

Which, if any, of the following did your Teaching Assistant do? (Please mark each element that is appropriate)

Options	Count
Led discussion-tutorial groups	5
Held office hours	5
marked examination(s)	5
marked essay(s)-assignment(s)	5
gave classroom lectures	1
conducted labs	1
responded to email	4
Respondent(s)	5

Considering everything, how would you rate this course?

N	n	Very poor	Poor	Neutral	Good	Very good	N/A	IM	DI	Mean	STDEV
9	5	0	0	0	1	4	0	4.9	0.2	4.8	0.4

Question	%Favourable
Considering everything, how would you rate this course?	100%

Please comment on any aspects, positive or negative, of your teaching assistant's (TA's) teaching, attitudes to students, class atmosphere, or any other matters affecting the quality of instruction that you consider worthy of note.

Comments
Davis is one of these absolutely amazing TAs I have had so far in my University life. He cares about the whole class's performance and wellbeing. He showed up each tutorial prepared and energetic and treated every session very seriously. Each of us learned extensively from his TUT session and it really facilitated our learning process.
Deivis has probably been the best TA I have had at UBC.
Everything I said about Deivis in my 305 evaluation is true here. He is a prime example of a good TA.
One hour tutorial is not enough to go over all the materials we have learnt in one week. So the connection between the lecture and the tutorial can be better. Do appreciate the effort and contribution!
Deivis is not just an amazing TA, he is an amazing human being. He has gone above and beyond in terms of support and guidance. His succinct explanations and patience in answering questions to ensure that the concepts are crystal clear is exceptional. His down–to–earth personality ensures that our engagements are not just productive and collaborative but refreshing. I could not have made it through this class without Deivis and words cannot express how grateful I am that he TA–ed this course this year. I feel lucky.

Please comment on any aspects, positive or negative, of the format and content of the course as they may have affected the teaching assistant's performance.

Comments
Davis always prepares useful examples for us to discuss during the TUT session. We found that really helpful in understand the problem and relate them with the course material.
NA
Difficult to say. Although the content was challenging, Deivis was still an effective TA.

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

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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

University of British Columbia Course Evaluation

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.

Report Comments

Recommended Minimum Response Rates

Class Size	Recommended Minimum Response Rates based on 80% confidence & ± 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: **Wednesday, September 15, 2021**

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TA Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
The TA was helpful when I requested course-related assistance.	25	3	0	0	0	1	1	1	4.5	0.3
The TA was well-prepared for their duties.	25	3	0	0	0	1	1	1	4.5	0.3
The TA was readily available to me either through office hours or by appointment.	25	3	0	0	0	2	1	0	4.3	0.2
The TA communicated at an appropriate level for me.	25	3	0	0	0	1	2	0	4.8	0.2
The TA exhibited interest in the subject matter.	25	3	0	0	0	1	1	1	4.5	0.3
The TA showed knowledge of the subject matter.	25	3	0	0	0	1	1	1	4.5	0.3
The TA presented information clearly.	25	3	0	0	0	1	1	1	4.5	0.3
The TA was effective at stimulating interest in the subject matter.	25	3	0	0	0	1	1	1	4.5	0.3
The TA was receptive to a variety of perspectives and ideas.	25	3	0	0	0	1	1	1	4.5	0.3
The TA treated me and other students with equal respect.	25	3	0	0	0	1	2	0	4.8	0.2
The TA's comments on my written work were helpful.	25	3	0	0	0	1	2	0	4.8	0.2
The TA encouraged intelligent and independent thought.	25	3	0	0	0	1	1	1	4.5	0.3
The TA's evaluation of my work was fair and reasonable.	25	3	0	0	0	1	2	0	4.8	0.2
The TA made a very positive contribution to this course.	25	3	0	0	0	1	1	1	4.5	0.3

Question	%Favourable
The TA was helpful when I requested course-related assistance.	100%
The TA was well-prepared for their duties.	100%
The TA was readily available to me either through office hours or by appointment.	100%
The TA communicated at an appropriate level for me.	100%
The TA exhibited interest in the subject matter.	100%
The TA showed knowledge of the subject matter.	100%
The TA presented information clearly.	100%
The TA was effective at stimulating interest in the subject matter.	100%
The TA was receptive to a variety of perspectives and ideas.	100%
The TA treated me and other students with equal respect.	100%
The TA's comments on my written work were helpful.	100%
The TA encouraged intelligent and independent thought.	100%
The TA's evaluation of my work was fair and reasonable.	100%
The TA made a very positive contribution to this course.	100%

How would you rate the overall contribution of the TA to the course?

N	n	Very poor	Poor	Neutral	Good	Very Good	N/A	IM	DI
25	3	0	0	0	1	2	0	4.8	0.2

Question	%Favourable
How would you rate the overall contribution of the TA to the course?	100%

Of the sessions in which the Teaching Assistant was involved, how often did you attend?

Of the sessions in which the Teaching Assistant was involved, how often did you attend?		
Options	Count	Percentage
None	1	33%
Less than 25%	0	0%
25-50%	0	0%
51-75%	0	0%
Greater than 75%	2	67%

Which, if any, of the following did your Teaching Assistant do? (Please mark each element that is appropriate)

Options	Count
Led discussion-tutorial groups	1
Held office hours	1
marked examination(s)	2
marked essay(s)-assignment(s)	3
gave classroom lectures	0
conducted labs	0
responded to email	2
Respondent(s)	3

Considering everything, how would you rate this course?

N	n	Very poor	Poor	Neutral	Good	Very good	N/A	IM	DI
25	3	0	0	0	0	3	0	5.0	0.0

Question	%Favourable
Considering everything, how would you rate this course?	100%

Please comment on any aspects, positive or negative, of your teaching assistant's (TA's) teaching, attitudes to students, class atmosphere, or any other matters affecting the quality of instruction that you consider worthy of note.

Comments
Deivis gave plenty of detailed feedback. He is one of the only VSE TA's who clearly cares about giving quality marking outcomes.

Please comment on any aspects, positive or negative, of the format and content of the course as they may have affected the teaching assistant's performance.

Comments
Deivis was very transparent and provided lots of feedback. He will make a great prof someday.

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

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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

University of British Columbia Course Evaluation

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.

Report Comments

Recommended Minimum Response Rates

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

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TA Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
The TA was helpful when I requested course-related assistance.	21	7	0	0	0	2	3	2	4.7	0.2
The TA was well-prepared for their duties.	21	7	0	0	0	3	4	0	4.6	0.2
The TA was readily available to me either through office hours or by appointment.	21	7	0	0	0	2	4	1	4.8	0.2
The TA communicated at an appropriate level for me.	21	7	0	0	0	3	4	0	4.6	0.2
The TA exhibited interest in the subject matter.	21	7	0	0	0	2	3	2	4.7	0.2
The TA showed knowledge of the subject matter.	21	7	0	0	0	2	4	1	4.8	0.2
The TA presented information clearly.	21	7	0	0	0	2	3	2	4.7	0.2
The TA was effective at stimulating interest in the subject matter.	21	7	0	0	0	2	3	2	4.7	0.2
The TA was receptive to a variety of perspectives and ideas.	21	7	0	0	0	2	3	2	4.7	0.2
The TA treated me and other students with equal respect.	21	7	0	0	0	2	4	1	4.8	0.2
The TA's comments on my written work were helpful.	21	7	0	0	0	2	5	0	4.8	0.2
The TA encouraged intelligent and independent thought.	21	7	0	0	0	2	3	2	4.7	0.2
The TA's evaluation of my work was fair and reasonable.	21	7	0	0	0	2	5	0	4.8	0.2
The TA made a very positive contribution to this course.	21	7	0	0	1	2	4	0	4.6	0.4

Question	%Favourable
The TA was helpful when I requested course-related assistance.	100%
The TA was well-prepared for their duties.	100%
The TA was readily available to me either through office hours or by appointment.	100%
The TA communicated at an appropriate level for me.	100%
The TA exhibited interest in the subject matter.	100%
The TA showed knowledge of the subject matter.	100%
The TA presented information clearly.	100%
The TA was effective at stimulating interest in the subject matter.	100%
The TA was receptive to a variety of perspectives and ideas.	100%
The TA treated me and other students with equal respect.	100%
The TA's comments on my written work were helpful.	100%
The TA encouraged intelligent and independent thought.	100%
The TA's evaluation of my work was fair and reasonable.	100%
The TA made a very positive contribution to this course.	86%

How would you rate the overall contribution of the TA to the course?

N	n	Very poor	Poor	Neutral	Good	Very Good	N/A	IM	DI
21	7	0	0	1	2	4	0	4.6	0.4

Question	%Favourable
How would you rate the overall contribution of the TA to the course?	86%

Of the sessions in which the Teaching Assistant was involved, how often did you attend?

Of the sessions in which the Teaching Assistant was involved, how often did you attend?		
Options	Count	Percentage
None	1	20%
Less than 25%	1	20%
25-50%	0	0%
51-75%	1	20%
Greater than 75%	2	40%

Which, if any, of the following did your Teaching Assistant do? (Please mark each element that is appropriate)

Options	Count
Led discussion-tutorial groups	0
Held office hours	0
marked examination(s)	6
marked essay(s)-assignment(s)	5
gave classroom lectures	0
conducted labs	0
responded to email	4
Respondent(s)	6

Considering everything, how would you rate this course?

N	n	Very poor	Poor	Neutral	Good	Very good	N/A	IM	DI
21	6	0	0	0	2	4	0	4.8	0.2

Question	%Favourable
Considering everything, how would you rate this course?	100%

Please comment on any aspects, positive or negative, of your teaching assistant's (TA's) teaching, attitudes to students, class atmosphere, or any other matters affecting the quality of instruction that you consider worthy of note.

Comments
Deivis is one of the best markers I have ever had. He gives great feedback and is constantly respondent to student inquiries.
Not much

Please comment on any aspects, positive or negative, of the format and content of the course as they may have affected the teaching assistant's performance.

Comments
see above
Not much

Explanatory Note

Percent Favourable Rating

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Interpolated Median

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Frequency Distribution

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1 = Strongly disagree	0	1
Mean	3.8	3.8
Median	4.0	4.0

University of British Columbia Course Evaluation

Interpolated Median	3.7	4.2
Percent favourable rating	53%	77%

Dispersion Index

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